

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: RECREATION LEADERSHIP

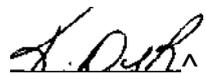
CODE NO.: HSC 201 SEMESTER: III

PROGRAM: CHILD AND YOUTH WORKER

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DATE: SEPTEMBER 1994 PREVIOUS OUTLINE DATED. SEPT. 1993

APPROVED:


K[^]DeRosario, Dean
School of Human Sciences
and Teacher Education

Date

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****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

RECREATION LEADERSHIP
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TOTAL CREDITS: 3

I. PHILOSOPHY/GOALS:

Recreation Leadership is designed to familiarize students with a wide range of recreational activities and the use of same in achieving identified goals for general and/or specific client populations. Emphasis is placed on providing clients with opportunities for personal growth and development through therapeutic recreational experiences.

II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES):

Upon successful completion of this course the student will be able to:

- 1) utilize theoretical concepts in planning, implementing and evaluating recreational activities and programs;
- 2) demonstrate leadership skills in arts and crafts, gym activities, outdoor games and sports and various other recreational activities;
- 3) model enthusiastic participation in a variety of creative and recreational activities;
- 4) utilize both structured and spontaneous experiences in a therapeutic context;
- 5) consider and describe cost/service relationships and safety issues in program planning;
- 6) demonstrate skills in recognizing and responding to the developmental/environmental needs of clients.

III. TOPICS TO BE COVERED:

- 1) Program Planning & Task Analysis
- 2) Arts & Crafts
- 3) Children's Literature & Drama
- 4) Musical Activities/Puppets
- 5) Pet Therapy
- 6) Gym Activities
- 7) Play Therapy
- 8) Planning Activities for Special Needs Populations
- 9) Outdoor Activities
- 10) Sports and Games
- 11) Films as a Therapeutic Tool
- 12) Leadership Skills

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES

Recreation Leadership is largely an experiential course involving the following WEEKLY activities:

Learning Activities:

Weekly participation in student-led arts & crafts activities.

Resources:

scissors and glue sticks

Learning Activities:

Weekly participation in student-led gym activities

Resources:

running shoes and gym clothes

Learning Activities:

Listening to and participating in weekly lecture/discussions regarding topic areas 1 through 12 respectively.

Resources:

instructor handouts, films and guest speakers, as applicable

Learning Activities:

Listening to class-mates theme day presentations and participating in discussions of same.

In addition to the foregoing WEEKLY activities, students will also complete the following MONTHLY activities.

Learning Activities:

September: in-class task analysis exercises

Resources:

in accordance with task analysis form provided by instructor

Learning Activities:

October: completion and presentation of a musical instrument/puppet

Resources:

in accordance with written criteria to be provided by instructor

Learning Activities:

November: submission of a detailed session plan

Resources:

in accordance with written criteria to be provided by instructor

Learning Activities:

December: preparation, rehearsal and participation in a performance for primary-grade children

Resources:

in accordance with criteria provided by the instructor

RECREATION LEADERSHIP
COURSE NAME

HSC 201
CODE NO.

V. EVALUATION METHODS:

Students will be graded on the following basis:

Creative Scrounge	15%
Theme Day	15%
Musical Instrument/Puppet	15%
Leading Gym Activities	10%
Session Plan	15%
Outreach Project	10%
Participation/Attendance	
. Gym	10%
. Classroom	10%
	<hr/>
	100%

Assignments:

1. Creative Scrounge

Budgetary constraints in Child and Youth Work settings have implications on the number of arts and crafts material available. This "lack" of material need not impact significantly on a therapeutic A & C program. The purpose of this assignment is to provide the experience of working with inexpensive materials, castoffs, etc.

Students are responsible for "scrounging" enough material for all participants and then leading the activity. Students are also responsible for discussion and clean up following the activity.

A typed description of the activity must be submitted to the instructor on the day of presentation (all diagrams in black ink). Submissions must have "permission to Copy" and signature affixed so that the instructor can have copies made for each member of the class.

2. Theme Day Presentations:

Variety in activity programming with children and adolescents is essential. The presentation of a theme day (a day geared around a specific idea, i.e. pioneer day) can bring in many different types of activities that cover an entire day. In the above example, planning would include costumes, meals, games, films, etc., with a pioneer theme.

This assignment is to be in written form and specific about the schedule of programming throughout the day.

Presenters will be given 15 minutes to present their material. Demonstrations and examples of planned activities are encouraged (i.e. if theme day includes a craft activity, try to provide an example of the completed craft.).

V. EVALUATION METHODS (cont):

3. Musical Instrument/Puppet

Each student will construct and present a musical instrument or hand-held puppet according to criteria to be provided. Due in October - exact date to be provided.

4. Gym Activities:

In small groups, students will plan and lead a 40-minute gym session.

5. Session Plan:

Each student is required to prepare a detailed session plan as part of an overall program initiative. Details will be provided in class. Due in November - exact date to be provided.

6. Outreach Project:

Students will prepare, rehearse and present a performance for primary-grade children at an elementary school in the month of December. Further details will be provided in class.

* Assignment Dates:

Specific assignment dates will be in accordance with a schedule to be handed out in class at the beginning of the semester.

VI. REQUIRED STUDENT RESOURCES

- Texts:
1. Burns, Michael, Time In: A Handbook for Child and Youth Care Professionals. Burns Johnston, London, Ontario
 2. Maguire, Jack, Hopscotch, Hangman. Hot Potato & HaHaHa: A Rulebook of Children's Games, Simon &. Schuster, 1990.

Supplies: scissors and glue stick to each class; gym clothes and running shoes to each class; binder; paper; pen.

RECREAT10N LEADERSHIP
COURSE NAME

HSC 201
CODE NO.

VII. GRADING POLICY

A+	=	90-100%
A	=	80-89%
B	=	70-79%
C	=	60-69%
R	=	REPEAT (Less than 60%)

VIII. SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.