

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ON**

**COURSE OUTLINE**

COURSE TITLE: RECREATION LEADERSHIP

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CODE NO.: HSC 201

SEMESTER: THREE

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PROGRAM: DEVELOPMENTAL SERVICES WORKER

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AUTHOR: ANNA MORRISON

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DATE: SEPTEMBER 1994

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NEW: X

REVISED:

APPROVED:

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K. DeRosario, Dean  
School of Human Sciences  
and Teacher Education

Date /

**\*\*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  
COURSE NAME

HSC2Q1  
CODE NO.

TOTAL CREDITS: 3

**I. PHILOSOPHY/GOALS:**

This course will provide students with knowledge of community recreational programs and resources that can be used to develop recreational activities for people with special needs.

The student will learn how to modify the environment and equipment to allow for individuals with special needs to participate in recreational activities. There will be in-class discussions on issues related to segregation and integration as well as the role each plays in the process of mainstreaming individuals with special needs into community recreational programs.

The student will learn how to develop and implement recreational programs for community agencies. The student will be involved in leading groups in recreational/leisure activities in class and at placement.

**II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES):**

Upon successful completion of this course the student will:

1. explain recreation and leisure terminology as defined in the field of recreation;
2. describe available resources, equipment, and recreational programs in existence;
3. design a recreational program providing integrated activities for a residential or day program facilities in the community;
4. adapt sport and recreational activities for therapeutic intervention;
5. utilize various forms of recreational and leisure activities for therapeutic intervention;
6. develop outdoor recreational skills and knowledge of the various activities for the handicapped population;
7. enhance interpersonal and leadership skills through leading activities for peers and individuals at their placement.

**III. TOPICS TO BE COVERED:**

Recreation and Leisure  
Arts and Crafts  
Dance and Rhythmic Movement  
Drama  
Sports and Physical Activity  
Cooperative Games  
Competitive Games  
Music  
Story Telling and Other Linguistic Recreation  
Outdoor Recreational Activities  
Hydrotherapy

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#### **IV. LEARNING ACTIVITIES/REQUIRED RESOURCES**

##### **Recreation**

Upon successful completion of this unit, the student should be able to:

1. define the concept of leisure, recreation and leadership;
2. identify a conscious philosophy of recreation and understand how it is applicable to their duties;
3. describe qualities that contribute to effective leadership;
4. identify functions and responsibilities of the leader;
5. plan, lead and evaluate a recreational activity.

##### **Motivational Theory**

Upon successful completion of this unit, the student should be able to:

1. apply Maslow's hierarchy of needs to explain motivation in recreational pursuits;
2. identify several factors that increase participation in recreation programs and recreational programs and recreational activities;

##### **Physical Activity**

Upon successful completion of this unit, the student should be able to:

1. identify the contribution of physical activity to all components of personal wellness, including spiritual, emotional, intellectual, physical, and social components;
2. incorporate the appropriate principles of active living into their programming plans for all individuals including those with various special needs;
3. discuss the benefits of physical activity for themselves and their clients;
4. apply principles of safety when leading a physical activity;
5. apply knowledge regarding the normal development of several gross motor skills to plan activities that are appropriate to an individual the delayed gross motor skills;
6. identify safe and dangerous exercise practices.

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### **Sports and Games**

Upon successful completion of this unit, the student should be able to:

1. lead a wide variety of competitive and cooperative sports and games;
2. design modifications in rules and equipment to modify sports and games for special populations;
3. identify potential hazards and keep participants safe while playing.

### **Arts and Crafts**

Upon successful completion of this unit, the student should be able to:

1. explain the value of arts and crafts;
2. describe the role of art therapy;
3. utilize a variety of materials and techniques to lead art and craft activities;
4. explore a variety of arts and craft projects through discussion and experience such as painting, printing, papier mache and needle crafts;
5. lead the group in a craft activity;
6. design adaptations for special groups or for individuals with special needs;
7. consider safety issues and potential dangers in each craft situation.

### **Drama**

Upon successful completion of this unit, the student should be able to:

1. describe the benefits to be derived from participation in drama that strongly supports the inclusion of drama in recreational programs;
2. experience a variety of sensory exploration activities, creative movement and pantomime;
3. lead peers in a drama activity;

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### **Dance**

Upon successful completion of this unit, the student should be able to:

1. describe the recreational and therapeutic values of dance;
2. use several techniques or themes for dance exploration;
3. construct a lesson plan for a recreation dance activity.

### **Music**

Upon successful completion of this unit, the student should be able to:

1. describe the value of music in recreation;
2. access their personal collection of songs, music, finger plays, action songs and singing games;
3. make a musical instrument.

### **Storytelling and Other Linguistic Recreation**

Upon successful completion of this unit, the student should be able to:

1. describe the value of storytelling;
2. identify effective and negative qualities of a storyteller;
3. identify important planning considerations;
4. participate in or lead a variety of linguistic recreational activities.

### **Outdoor Recreation**

Upon successful completion of this unit, the student should be able to:

1. identify the value of outdoor recreation;
2. brainstorm a variety of outdoor activities and special events;
3. give detailed descriptions of equipment, activity plans and safety considerations for an outdoor activity.

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**Hydrotherapy**

Upon successful completion of this unit, the student should be able to:

1. value of water recreation;
2. water safety;
3. adapted games and activities.

**V. EVALUATION METHODS:**

Recreational Programs Plan and Reflection	20%
Two Placement Activities	10%
Two Tests	20%
Two Leadership Activities	30%
Participation and Evaluation	10%
Assignment	10%
	100%

**VI. METHODOLOGY:**

The students will be involved in leading groups, working on in-class projects and outdoor activities in the community area.

Students will be required to type all assignments and follow formats for recreational programs. Students will evaluate peers and self on leadership style. Recreational and leisure films will be shown in class.

**VII. GRADING POLICY**

<b>A+</b>	=	90-100%
<b>A</b>	rz	80-89%
<b>B</b>	—	70-79%
<b>C</b>	z=	60-69%
<b>R</b>	=	Below 60% (repeat)

**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.