

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSJE QJITJJNE

COURSE TITLE: RECREATIONAL LEADERSHIP

CODE NO.: HSC 201 SEMESTER: III

PROGRAM: DEVELOPMENTAL SERVICES WORKER

AUTHOR: ANNA MORRISON

DATE: SEPTEMBER 1995

NEW:

REVISED:

APPROVED:


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

Out #sfa
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.

PHILOSOPHY

This course will develop students ability to select, implement and evaluate recreational activities that will meet the specific needs of individuals with various abilities. The student will learn to use recreation as a tool to foster learning in general. Strategies to involve families in the development of leisure skills and the role of the community in leisure skill acquisition will be explored.

STUDENT LEARNING OBJECTIVES

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

1. set appropriate instructional objectives for activities focusing on lifelong leisure skills;
2. select appropriate leisure activities to meet specific needs/criteria;
3. implement and evaluate activities that promote skill acquisition and generalization;
4. adapt sport and recreational activities to meet variable levels of ability for therapeutic intervention;
5. demonstrate the knowledge regarding the benefits of and methods to involve families in the development of leisure skills;
6. define the role of community in leisure skill acquisition;
7. enhance interpersonal and leadership skills through leading activities for peers and individuals at their placement;
8. demonstrate familiarity with the range and types of leisure activities conducive to skill development.

TOPICS TO BE COVERED

Leisure as an education curriculum component
Assessing and Planning appropriate goals and objectives in leisure activities
Instruction for Skill Acquisition
Leisure Education Curriculum
Sports and Games
Arts and Crafts
Music
Outdoor Recreation
Implementation Strategies for Classroom
Home and Community
Collaborate with parents in selecting learning objectives
Strategies for Home Involvement in Leisure Education

LEARNING ACTIVITIES

1.0 Leisure as an Education Curriculum Component

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

- 1.1 define the concept of leisure, recreation and leadership;
- 1.2 identify a conscious philosophy of recreation and understand how it is applicable to their duties;
- 1.3 determine what to teach based on the needs of the participant;
- 1.4 describe the importance of leisure education;
- 1.5 analyze existing programs in the leisure domain
- 1.6 develop a lifelong leisure curriculum;
- 1.7 describe appropriate activities in the leisure education curriculum;
- 1.8 identify skill level requirements of the leisure education curriculum;
- 1.9 understand the importance of utilizing the parents input in help to understand the client and facilitate client needs, skills and choice.

2.0 Assessing and Planning Appropriate Goals and Objectives in Leisure Activities

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

- 2.1 identify potential leisure activities;
- 2.2 assess an activity's appropriateness;
- 2.3 assess participant interest;
- 2.4 assess participant current level of leisure functioning;
- 2.5 develop goals and objectives.

3.0 Instruction for Skill Acquisition

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

- 3.1 teach a participant to recognize free time and activity cues;
- 3.2 use appropriate warm-up activities;
- 3.3 shape attending behaviours;
- 3.4 prepare task analysis related to leisure activities;
- 3.5 identify various teaching methods;
- 3.6 identify safe and dangerous exercise practices;
- 3.7 help participant carry out the steps listed on the task analysis by providing all instructional cues needed;
- 3.8 identify methods of positive reinforcement;
- 3.9 demonstrate an understanding of methods to correct participant errors;
- 3.10 use data collection to support program changes;
- 3.11 identify when and how to use skill maintenance techniques.

4.0 Leisure Education Curriculum

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

- 4.1 identify, describe and demonstrate ten leisure education activities which include Fitness Classes, Connect Four, Jenga, Magic Mitts, Nintendo, Pinball, Pottery, Remote Control Vehicle, Simon and Target games;
- 4.2 discuss the value and appropriate usage of the aforementioned games;
- 4.3 design a task analysis sheet for each of the aforementioned games;
- 4.4 design modifications when necessary.

RECREATIONAL LEADERSHIP
INSTRUCTOR: Anna Morrison

HSC 201

5.0 Sports and Games

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

- 5.1 Lead a wide variety of competitive and cooperative sports and games;
- 5.2 design modifications in rules and equipment to modify sports and games for special populations;
- 5.3 identify potential hazards and keep participants safe while playing.

6.0 Arts and Crafts

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

- 6.1 explain the value of arts and crafts;
- 6.2 describe the role of art therapy;
- 6.3 utilize a variety of materials and techniques to lead art and craft activities;
- 6.4 explore a variety of arts and craft projects through discussion and experience, such as painting, printing, papier mache and needle crafts;
- 6.5 lead the group in a craft activity;
- 6.6 design adaptations for special groups or for individuals with special needs;
- 6.7 consider safety issues and potential dangers in each craft situation.

7.0 Music

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

- 7.1 access their personal collection of songs, music, finger plays, action songs and singing games;
- 7.2 make a musical instrument
- 7.3 identify the role of music in education

8.0 Outdoor Recreation

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

- 8.1 identify the value of outdoor recreation;
- 8.2 brainstorm a variety of outdoor activities and special events;
- 8.3 give detailed descriptions of equipment, activity plans and safety considerations for an outdoor activity.

9.0 Implementation Strategies for Classroom, Home, and Community

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

- 9.1 collaborate with parents in selecting learning objectives;
- 9.2 arrange the instructional situation and environment schedule opportunities to learn and practice;
- 9.3 establish a monitoring system;

10.0 Strategies for Home Involvement in Leisure Education

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

- 10.1 describe the importance of home involvement;
- 10.2 outline the components of a leisure home involvement program;
- 10.3 include parents in leisure education program evaluation.

RECREATIONAL LEADERSHIP
INSTRUCTOR: Anna Morrison

HSC 201

EVALUATION

Tests	50%
Leadership Activities	40%
Evaluation and critique of student leadership	10%
	100%

REQUIRED RESOURCES

"Lifelong Leisure Skills Lifestyle for Persons with Developmental Disabilities"
by: Schieien, Meyer, Heyne, Brandt

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.

COLLEGE GRADING POLICY

90 - 100% = A+
80 - 89% = A
70 - 79% = B
60 - 69% = C
BELOW 60% = R

SPECIAL NOTE

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.

rrr

i .S

J a NOV 22 1995 J

P. A .