LEISURE EDUCATION
REC 425/EDU 515-001 (WI)
Spring 2010

Instructor:
Susan M. Wilson, CTRS, PhD
753-4966
E-327 Park Center
swilson@cortland.edu

Office Hours:
Monday 1:00-2:00am
Tuesday 10:00-11:00 am
Wednesday 1:30-2:30 pm
Thursday 10:00am-11:00am
Friday 9:00am-10:00am

Course Information:
A-307
Tuesday 7-9:30pm
A307 Park Center

Course Description and Objectives:
Introduction to philosophy, principles, and techniques of leisure education. Implications for curriculum development in various settings and leisure service delivery systems.

The purpose of this class is not for you to be educated about leisure, as many have assumed. You have the knowledge of leisure and leisure activities already in your skill set. This class will focus on using that skill set to teach others concepts that they will require for a safe and satisfying leisure lifestyle.

Ability to organize and lead/conduct in one or more programmatic areas

Ability to conceptualize, develop and implement recreation programs for various populations, marshaling diverse community and human service resources

Understanding of and ability to apply techniques of program evaluation and policy analysis, which measure service effectiveness and the extent to which programmatic and organizational goals and objectives have been achieved

Required Text:
Dattilo, J. (1999). Leisure education program planning: A systematic approach

Recommended at least one of the following is required:


Course Requirements:
This course is a writing intensive course. Students will be required to turn in at least 15 typed pages of writing. Assignments require multiple drafts with serious revisions. Therefore we will be devoting a great deal of time writing and re-writing your podcast powerpoints, scripts and instructor’s guide.

Requirements
  Class attendance and participation 10%
  I expect that you will be here during the entire course and that you will come prepared
  Enhanced Podcasts (7 x 6%) 42%
  The podcasts must be done on time without error; they must be complete in terms of the content and have appropriate learning activities within them. Additionally, the scripts must be appropriate free of errors and done in a professional manner
  Instructor’s manual (7x6%) 42%
  This must be complete and have all of the material and instruction needed to use the program. Goals, objectives, and rationale will all be graded.
  Review of classmate’s material 6%
  Throughout the semester you will be required to edit and review at least one podcast.

The major assignment has two parts the first is the instructor’s manual and the second is the podcast. Below both are explained.

Leisure Education Program
In groups of no more than four you will be preparing an enhanced podcast and accompanying material that will be utilized by a therapeutic recreation program in the state of New York. You may choose to work alone but the expectations will be the same. The idea is that a participant in one of these programs will be able to follow your program along and be able to meet the goals of a well defined leisure education program. The packet will include: podcasts, leisure education activities, an instructor’s guide with goals, objectives, instructions and rationale for your program.

We will be following Dattilo’s Model of leisure education program planning. Your task is simple. Create an enhanced podcast, activities and instructor’s guide for each of Dattillo’s components as well as one for what leisure education is

Therefore you will have these titles for your enhanced podcasts

(1) Leisure Education explained
(2) Appreciating leisure
(3) Being aware of self in leisure
(4) Social interaction in leisure
(5) Using resources for facilitating leisure
(6) Making decisions about leisure
(7) Planning to acquire recreation activity skills

Each component will have the following
(In the instructor’s manual)
Component/Enhanced podcast name: Leisure Education (or some other snappy title)
Statement of Purpose: To provide the opportunity to acquire leisure-related skills, knowledge, and attitudes (or some other statement which reflects the purpose of leisure education)
Goal: Goal statements will match up with the seven areas of concentration from Dattilo’s leisure education model. You will write the goal statements by the end of the first weekend and have them approved by me before you go further.
Objectives: Objective statements will match up with the sub-components of each of the seven areas of concentration. For example, if the goal were “to provide the opportunity to increase knowledge of the existence of leisure resources and how to use them” (or leisure resources) then one possible objective would be “to provide the opportunity to develop the ability to identify people who could serve as resources for leisure participation.”

Provide all of the following information:
- Materials
- Equipment
- Space requirements
- Pre-requisite skills and knowledge
- Set-up
- Age level

Rationale: Each component will include at paragraph or two of your fundamental reasons for including the content and activities that you did. This should be the basis of an argument for why these things are appropriate. Therefore you will need to scour the resources and recreation research for appropriate references. Please cite in APA format. These paragraphs need to have at least one or two citations.

(In the Podcast)
Presentation: Introduce the topic and provide learners with a brief lecture/information session about the topic; specifically, its relationship to education for leisure, its relationship to education for life or quality of life.
Discussion: Pose questions to your learners that will engage them in thinking about the topic and that will let you know where they are, so you will know that they understood your presentation and are now ready to participate in a learning experience.
Learning Experience: Place your learners in a learning activity or experience. These may come from the leisure education manuals, the texts, other sources, or your idea may be an original one.
Debriefing: Always follow the activity with a period of comments from you and discussion among the learners. Make certain that your objective(s), goal, and overall purpose was met by making clear connecting statements. Make sure that your learners understand how the activity relates to the objective, the objective to the goal, and the goal to leisure education, and leisure education to life.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/26</td>
<td>Introduction to course; Leisure; Leisure education</td>
<td></td>
</tr>
<tr>
<td>2/2</td>
<td>Aspects related to Leisure</td>
<td></td>
</tr>
<tr>
<td>2/9</td>
<td>Leisure and Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leisure and Social Change</td>
<td></td>
</tr>
<tr>
<td>2/16</td>
<td>Leisure education models</td>
<td></td>
</tr>
<tr>
<td>2/23</td>
<td>Leisure Education Models</td>
<td>Podcast 1 draft due</td>
</tr>
<tr>
<td>3/2</td>
<td>Leisure education program development; games development; lesson plans</td>
<td>Podcast 2 draft due</td>
</tr>
<tr>
<td>3/9</td>
<td>Teaching and leadership techniques</td>
<td>Podcast 3 draft due</td>
</tr>
<tr>
<td>3/16</td>
<td>Spring Break—No Class</td>
<td></td>
</tr>
<tr>
<td>3/24</td>
<td>Activities for LR, SI/Playfulness, Self Awareness, Leisure Awareness</td>
<td>Podcast 4 draft due</td>
</tr>
<tr>
<td>3/31</td>
<td>Activities for SD/DM/PS</td>
<td>LEM Podcast 5 draft due</td>
</tr>
<tr>
<td>4/7</td>
<td>Leading leisure education activities with class</td>
<td>LEM Podcast 6 draft due</td>
</tr>
<tr>
<td>4/14</td>
<td>Leading leisure education games with class</td>
<td>Podcast 7 draft due</td>
</tr>
<tr>
<td>4/21</td>
<td>Evaluation of leisure education</td>
<td></td>
</tr>
<tr>
<td>4/28</td>
<td>Review of Podcasts</td>
<td></td>
</tr>
<tr>
<td>5/5</td>
<td>Leisure Education Program: Final reports</td>
<td>Podcast Due as well as critiques due</td>
</tr>
</tbody>
</table>

Grading Scale:
100-97 Points  A+  96.9-93  A
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92.9-90</td>
<td>B</td>
<td>86.9-83</td>
</tr>
<tr>
<td>B</td>
<td>86.9-83</td>
<td>C+</td>
<td>79.9-77</td>
</tr>
<tr>
<td>C</td>
<td>79.9-77</td>
<td>D</td>
<td>72.9-70</td>
</tr>
<tr>
<td>D</td>
<td>66.9-63</td>
<td></td>
<td>59.9 And below</td>
</tr>
</tbody>
</table>

**Course Policies:**
1. Late assignments will be penalized at the rate of one point per day.
2. All assignments must be typed.
3. Make-up exams will only be given in the most extreme circumstances and only when arranged prior to the original exam.
   (Please note exam will change in both content and format)

It is my responsibility to you and your future clients to give you the best information that I can, it is your responsibility to study, learn the material, hand in assignments on time, and ask questions when you do not understand something. If you are going to miss class, an assignment, or a test please notify me before. In this age of e-mail and voice mail you can notify me before without any problem. Just calling me does not mean that I will excuse you but not calling me prior to missing means there is NO WAY you will be able to make up the missed work. There is no reason I should hear this phrase: “I could not reach you to tell you I was not going to be here.”

**Americans with Disabilities Act Statement**
If you are a student with a disability and wish to request accommodations, please contact the Office of Disability Services located in B-40 Van Hoosen Hall or call (607) 753-2066 for an appointment. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting. SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973.

**Academic Integrity Statement**
The College is an academic community, which values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards.

For information on academic integrity and academic dishonesty, please refer to the College Handbook, the College Catalog and the Code of Student Conduct and Related Policies or ask your instructor.
QUALITY OF LIFE

PRESENTATION
Present the program (LE) and its importance to LIFE
Present the goal and its importance to the program (LE)
Present the objective and its importance to the goal

Pause for a DISCUSSION long enough to find out if your learners understood your presentation

LEARNING EXPERIENCE

DEBRIEFING
Connect the learning experience to the objective
Connect the objective to the goal
Connect the goal to the program (LE)
Connect the program to LIFE

QUALITY OF LIFE