

RLST 2800L: Laboratory in Recreation Leadership Fall 2004

| | |
|---|---|
| Instructor: Dr. Gwynn Powell | Office: 353 Ramsey Center |
| Telephone: 542-4332 | Class hours: M or T 2:30-4:30 |
| Classroom: Chase & Gaines; 116 Ramsey | Office hours: M 6-6:30; T 1:15-2:15 |
| E-mail: gpowell@coe.uga.edu | Other times by appt. 30% of my time is research |
| TA: KC Bloom kbloom@uga.edu (OH: Tues 12:30-1:30) | 10% public service |
| TA: John Paul McNeal jpmcneal@uga.edu (OH: Mon 10-11) | |

Course Description (From Undergraduate Bulletin)

Techniques of leadership in recreation and leisure settings. Co-requisite: RLST 2800

Course Materials

Michaelis, B and O'Connell, J.M. (2000). Game and Play Leader's Handbook. State College, PA: Venture Publishing. (ISBN 1-892132-02-8)

Lareau, A. (2003). Unequal Childhoods: Class, Race and Family Life. Berkley: University of California Press (ISBN 0-520239-50-4) Selected Chapters will be on WebCT and in Brenda's office

Liability Insurance (available for \$7 from www.pageinc.org)

Dress Code: This lab is conducted in environments where proper footwear and attire is essential for safety and optimal learning. In order to participate, wear rubber-soled, closed-toed shoes and loose fitting clothing (e.g., shorts, t-shirts, sweats) to all lab meetings. There are locker rooms available for those who need to change clothes prior to or after class. Please be aware that t-shirt content and dress will be evaluated by school personnel, and could be grounds for dismissal from the after-school project.

Policies and Procedures: All policies for the 2800 class apply to the lab. One exception is that on the days you are implementing at the elementary school, there is no way to make up those points if you miss them.

Course Assignments

Activity Resource File (5%) and Facilitation (5%): Everyone will sign up to facilitate a recreation activity (For example: You lead a game of Blob Tag). Facilitation of the activity should include: 1) providing the materials and equipment 2) providing clear and concise instructions and/or rules 3) supervision of the activity 4) debriefing/processing of the activity. In addition to facilitating the activity, you need to turn in a one-page description of the activity with all of the information someone would need to facilitate the activity. This page can count in your resource file. Everyone will be responsible for collecting, compiling, and organizing an activity resource file that includes 30 activities. Resource files are the same format as the activity facilitation.

Quizzes and Peer Feedback based on Chapter Readings (20%): Each week there will be a quiz on the content from the chapters due. You will be asked to give feedback to your peers, this counts as a 9-point quiz. This feedback will be based on the concepts covered in the chapters, as well as general information.

Leadership Style Reflection Papers (30%) The most important part about being a leader is getting to know yourself and developing self-reflection skills. You will write a paper that will be collected and graded in sections (Getting to know myself; How the on-site project is going; How did I do?). The purpose is to write a paper that describes your leadership journey during this class...a self-reflective process.

Service Learning Activity Facilitation (40%) During October-November, you will be responsible (as part of a 4-person team...you may choose one teammate) to implement a 1-hour recreation program, one-day a week (your choice) during an Elementary School After-School program. You'll need a theme, and appropriate activities for a group of 8-10 elementary schoolers...you will work with the same group for several weeks and reflect on your learning in your journal and you will be evaluated by the after-school program staff, a UGA graduate student or me. You must successfully complete the in-class facilitation and pass with 90% or better a written orientation quiz to be allowed to go to the on-site location.

Topical Outline and Reading Assignments

| | Date | Topic | Assignments Due |
|--------------------------|-------------|---------------------------------------|---|
| Mon/Tues | Aug 23/24 | Introduction and Overview | Sign up for facilitation day |
| Mon/Tues | Aug 30/31 | In-Gym Facilitation | Quiz: Preface, Ch. 1-2, Ch.. 10-11 Peer Feedback; First 2 activities due |
| Tues | Sept 7 | In-Gym Facilitation | Quiz Ch. 3-5 Peer Feedback; Next 12 activities due |
| Mon/Tues | Sept 13/14 | In-Gym Facilitation | Quiz Ch. 6-8 Peer Feedback; First Journal Section due |
| Arranged Day On-Site | Sept 20-24 | Name games and needs assessment | Last 16 activities due by 5pm Friday 24th |
| Mon/Tues In-class | Sep 27/28 | Program Planning | Program Plan due Tuesday in 3850 for critique in 2800 on Thursday |
| Arranged Day On-Site | Oct 4-8 | On-Site Implementation | Prepare & Conduct Activity |
| Mon/Tues In-class | Oct 11/12 | Behavior Management Workshop | Second Journal Section due Revised Program plan due Thursday in class |
| | Oct 18-22 | No implementation due to Intersession | |
| Mon/Tues In-class | Oct 25/26 | Program Planning | Revised Program Plan due for critique |
| Arranged Day On-Site | Nov 1-5 | On-Site Implementation | |
| Arranged Day On-Site | Nov 8-12 | On-Site Implementation | Prepare & Conduct Activity |
| Arranged Day On-Site | Nov 15-19 | On-Site Implementation | Prepare & Conduct Activity |
| Mon/Tues In-class | Nov 22/23 | Leadership Reflection Workshop | In-class journal assignment for third section |
| Mon/Tues Ropes Course | Nov 29/30 | Optional High Ropes Course | |

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. **It is your responsibility to check the e-mail account you provided at least twice a week.**

After-School Facilitation Program Plan

1st Draft: Due in class September 30 (Bring two copies)

Revised: Due Oct 14 in class.

Final Plan: Due October 25/26 in lab. We will conduct a risk management/safety check in Lab that day.

During your first week, you will meet the children you will be working with, lead them in some name games, have them give you a tour (as a group) of the school facilities. This will give you a chance to see learn about how they function as a group, what they like, dislike, etc. Then write up a program plan draft to start your thinking about what activities you might lead with them. You will have multiple times to revise and improve the plan. **Each time you need to turn in the previous drafts with the revised one.**

Required Components:

Age group:

Needs assessment:

Things they are interested in

Developmental stages/Life span issues/Grade-specific curriculum goals

Dimensions of diversity

Outcomes and benefits you hope they will receive:

Brainstorm theme ideas:

Brainstorm ways to support the grade-specific curriculum goals:

Brainstorm possible activities: (be sure you have a rain plan....if planning activities outside)

Equipment needed:

Behavior management plan:

Risk management cautions:

Plan for shared leadership:

(I suggest 1 person as coordinator for each week, with others taking turns leading games that day)

Evaluation plans:

Grading Plan:

- all of the required components (listed above); (10 pts)
- critical nature of planning (i.e., did you just throw something down on paper or did you really use your course materials and experiences); (15 pts)
- creativity and flow of planned activities; (10 pts)
- correct grammar, spelling, and punctuation; (5 pts)

In-Gym Activity Facilitation

Nuts and Bolts of Assignment: This assignment will allow you to demonstrate your ability to prepare and lead a small group activity. Each student will be graded on facilitation of one (1) activity during the semester. Students will integrate the following elements into their own unique leadership/facilitation style: (a) material from textbooks, (b) class discussions of leadership skills, (c) observation of instructors' leadership skills and styles, and (d) observation of classmates' leadership skills and styles. You can earn up to 25 points on your facilitation of activity. Additionally, you will be asked to provide peer feedback at least three (3) times during the semester. You will be graded on the feedback you give to your peer. In your feedback, be sure to address (a) the quality, interest, and appropriateness of the activity; (b) the performance of conceptual, interpersonal, and technical leadership skills; (c) inclusiveness of activity; and (d) the strengths, growing edges, and suggestions for the facilitator.

Grading: Students will receive a grade based on instructor/teaching assistant evaluation. Activity facilitation will be evaluated on the following components:

1. In-gym: Instructor rating of a one-page (typed) summary of activity. Include (a) Student's Name, (b) Name of activity (c) Target Population, (d) Materials and equipment needed, (e) Cost of activity, (f) Specific, clear instructions (detailed enough so a stranger could implement activity), (g) Risk management guidelines, & (h) Possible adaptations to accommodate persons with impairments that would prevent maximal participation.
2. Instructor ratings on the following:
 - Preparedness & Organization—did student have all materials ready?; know rules w/o a “cheat sheet”?; have enough materials for all participants?
 - Activity Selection—the quality, interest, and appropriateness of the activity
 - Instruction Clarity—did student give clear instructions & directions? Did student give opportunity for questions?
 - “Attention-Getter”—did student have one and use it?; was it pleasant & effective?
 - Leadership Skills—performance of conceptual, interpersonal, and technical leadership skills
 - Inclusively of Activity—were any people disrespected or excluded from meaningful and full participation in the activity? Were modifications or adaptations made to the activity when needed?
 - Closure/Debriefing—did student close the activity smoothly?; Did the facilitator suggest adaptations for situations where disability, gender, race, money, sexual orientation, etc. would potentially limit participation in activity?
 - Activity—was it enjoyable? Did it engage participants the entire time?

Activity Resource File

Purpose of Assignment: To provide you with one of the most useful tools in your career...really, I still carry an index card in my wallet with a list of games on it...and have a bag of tricks in my garage.

Assignment: Please submit a notebook (or otherwise bound copy) or a card file box full of index cards (5 x 7 cards will work if you have small and neat handwriting; if I can't read it you can't earn points) of 30 activities. Five (5) activities should be appropriate for groups with 0-10 people. Five (5) activities should be appropriate for groups with 11-20 people. Five (5) activities should be appropriate for groups with 21 or more people. Five (5) activities should be physically active. Five (5) activities should be physically non-active activities. In this category, you may include drama, art, music, or other non-sport types of activities. Five (5) activities should be games or activities from another country or culture (i.e., something other than activities that are well known to the majority of European Americans living in the United States...be sure to specify the country or culture.

For each activity in the resource file, prepare a **one page** (typed; you can use the front & back side of page) or **one card** (again use front and back) summary of activity. Include the following information:

1. Name of activity and category of organization (see above for categories)
2. Target population (age, skill level, special needs, optimum number of people, etc)
3. Materials and equipment needed,
4. Cost of activity,
5. Specific, clear instructions (detailed enough so a stranger could implement activity),
6. Risk management guidelines,
7. Possible adaptations to accommodate persons with disabilities (be sure to cover at least three different types of disabilities),
8. Source (title of book, author, year of publication, etc) or where you learned it

Grading: It is really hard to mess this one up...the key is to do your own work and make sure you have all the required categories, organize it, and present it well. You should earn full credit if you follow the directions and use some creativity! Each activity is worth 4 points (include all required information for each activity...they each count _ point); Overall organization is worth 15 points (include diverse and feasible activities; have the required number of activities as outlined above; table of contents; section dividers, well organized and durable).

Due Dates:

Due dates are spread out during the first month of the semester. In the two weeks you will have many due and I will grade the first two you turn in detail and return them very quickly, so that you will know if you are on track (and can adjust if you need to).