

Instructor's Guide

To

Leadership in Recreation, 4th Edition

By Ruth V. Russell

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Introduction

The knowledge, skills, and attitudes you help students to learn about leading within recreation, park, sport, tourism, and outdoor contexts will not only make them better professionals, but better human beings as well. This is because leading people to enjoy life has to be the noblest of endeavors. Also, a leadership in recreation course is one of the more adventuresome to teach as lectures, homework assignments, in-class exercises, and even exams offer numerous opportunities for creating active learning.

In this instructor's guide, some suggestions are offered for syllabi, teaching strategies, lesson plans, and PowerPoints to kick off your own ideas, with the hope that you will extend them into learning opportunities for students that embrace your own vitality as a teacher.

Sample Course Syllabus

Course number:

Course title:

Term date:

Instructor information:

Course overview:

Although leadership is one of the most discussed, sought after, and researched topics in the behavioral sciences, few practitioners really use its principles to maximum effectiveness. Leadership principles include theory and technique, as well as the antecedents and consequences of leader actions for recreation participation. This course will provide you with the opportunity to learn about and practice leadership principles, yet its true worth is in the passion you apply to mastering them.

The teaching and learning objectives include:

- Understand how leadership influences the quality of the leisure experience
- Initiate an applied strategy for your own leadership development
- Recognize your own abilities of leadership and formulate your own leadership style
- Respect the roles of leader and follower behavior in a leisure setting
- Become aware of the history and development of recreation leadership
- Understand the importance and role of recreation leadership within society

Course policies:

[In accordance with your university's policies, insert your own rules about attendance, academic honesty, cell phones, expectations, etc.]

Reading assignments:

The required text for the course is *Leadership in Recreation, 4th Edition*, 2012, by Ruth V. Russell (Sagamore Publishing). In addition to reading assignments from the text as preparation for each class session, some homework assignments for the course will be drawn directly from the text.

Also, supplemental reading assignments will be made, requiring web access, library visits, and class attendance for distribution. These include:

Collins, J. (2003). Confront the brutal facts (Yet never lose faith). *Good to great: Why some companies make the leap ... and others don't*. (pp. 65-89). New York: HarperCollins.

Hammermeister, J., Burton, D., Pickering, M., Chase, M., Westre, K., & Baldwin, N. (2008). Servant leadership in sport: A concept whose time has arrived. *International Journal of Servant Leadership*, 4, 185-215.

Recreation Workers: Occupational Outlook Handbook. Bureau of Labor Statistics.
<http://www.bls.gov/oon/Personal-Care->

Vidic, Z., & Burton, D. (2011). Developing effective leadership: Motivational correlates of leadership styles. *Journal of Applied Sport Psychology*, 23:277-291.

[Note: add others to update the text]

Homework assignments

Your portfolio (50% of course grade). At the end of each chapter is an opportunity to build your own leadership portfolio. Your instructor will review these as we progress through the semester, and may make modifications and/or additions to the instructions. First drafts of each portfolio entry will be due through-out the semester according to the class calendar (see below). Ungraded feedback will be given. The final and completed portfolio will be due during finals week. Points will be deducted from the final grade for this assignment for any first draft entries not submitted.

Exams (30% of course grade). Three comprehensive exams (10% each) will be given, covering the material presented up to that point in the semester (not cumulative). Questions will be in true/false, multiple choice, and short essay formats. As practice, use the small quizzes at the end of each chapter.

Leader observations and critiques (10% of course grade). You are asked to observe two different leaders working within two different recreation activity situations on two different occasions (5% each). See the appendix of the text for ideas on different recreation activity situations. Also use the checklists presented in the appendix for each activity as basis for your written critiques of what you observed.

In-class participation in leadership activities (10%). Throughout the semester, activities designed to practice various leadership skills and attitudes will be presented in class. You must be present in class in order to participate, and the activities are not announced in advance.

Grading standards

[according to your university's policies insert your own rules for missed exams, late assignments, etc.]

Topical Calendar, Reading, and Assignment Due Dates [for 32 class sessions; adjust for your situation]

Date	Class Session Topic	Reading Assignment	Homework Due
[insert your own date]	Course introduction		
	Part 1: A Foundation		
[insert your own dates]	Historical context for recreation leadership	Text, pp. 1-8	
	Contemporary and future contexts for recreation leaderships	Text, pp. 8-11	
	Settings, types and functions of recreation leaders	Text, pp. 15-23	
	Professional preparation and employment outlook	Text, pp. 23-25 & Occ. Outlook Handbook	
	Exam One		Exam 1
	Part 2: General Leader Proficiencies		
[insert your own dates]	Definitions & principles	Text, pp. 29-42 & article by Hammermeister et.al.	1 st draft of portfolio for chapters 1 & 2
	Ethical leadership	Text, pp. 47-54	
	Decision making	Text, pp. 57-64	
	Problem solving	Text, pp. 64-68	
	The nature of groups	Text, pp. 71-79	Leader observation & critique #1
	Effective leading of groups	Text, pp. 79-83	
	Communicating as influence	Text, pp. 87-96 & chapter by Collins	
	Special topics in communication	Text, pp. 96-99	
	What is innovative change?	Text, pp. 103-108	1 st draft of portfolio for chapters 3, 4, 5, 6, & 7

	Leadership for change	Text, pp. 108-113	
	Leading collaboratively	Text, pp. 117-119 & 127-128	
	Supervisory leadership	Text, pp. 119-127	
	Leading via technology	Text, pp. 131-138	
	Leader resources	Text, pp. 141-153	
	Exam Two		Exam 2
	Part 3: Specific Recreation Leader Proficiencies		
[insert your own dates]	Teaching as leading	Text, pp. 158-167	1 st draft of portfolio for chapters 8, 9, 10, & 11
	Lesson Plans	Text, pp. 167-169	
	The Nature of Motivation	Text, pp. 173-178 & article by Vidic, et.al.	
	Motivation Strategies	Text, pp. 178-182	Leader observation & critique #2
	Facilitating Recreation	Text, pp. 185-189	
	Debriefing Techniques	Text, pp. 189-195	
	Problem Behavior	Text, pp. 199-209	
	Safety	Text, pp. 213-220	1 st draft of portfolio for chapters 12, 13, 14, 15, 16, 17, & 18
	Age Group Leading	Text, pp. 223-231	
	Inclusive Leadership	Text, pp. 235-242	
	Exam Three		Exam 3
[final exam week]	Leadership Portfolio		Completed leadership portfolio

General Teaching Strategies

Practicum experiences

An undergraduate course in recreation leadership is a natural opportunity for practicum experiences in actual leisure service organizations. Many colleges and universities with degree programs in recreation require internships as a condition of graduation, so embedding small practicum projects within a leadership course enables a pre-preparation and smoother transition to an internship requirement for the degree.

Specifically, a course practicum requirement provides a hands-on engagement with the course material. Students are able to relate intellectually, creatively, socially, emotionally and physically with the skills and knowledge necessary to become excellent recreation leaders. In part this is because the outcomes of their decisions and actions in a real recreation setting are unknown, requiring students to be accountable for them.

If you choose to include leadership practicum experiences in your course, there are several guidelines that are important to maintain. At minimum, these include:

- *Be sure the practicum assignment has educational value; it is a direct extension of course knowledge, skill, and attitudes. A practicum should never be used as a means to extend an agency staff. Because of educational goals, students in a practicum are not the same as volunteers.*
- *Clearly delineate in writing the expectations of the practicum requirement for both students and the agency. In advance, everyone should understand the terms of engagement, including policies on responsibilities, supervision, receiving pay, grading, credit awarded, and transportation.*
- *Maintain frequent communication with students and their agency.*
- *Maintain a supervisory role for students. Assure that the practicum agency also provides supervision of the students. Both frequent communication and supervision can be enabled via structured assignments.*
- *Provide an orientation for students and the agency before beginning the practicum assignment, as well as an evaluation/debriefing for students and the agency at the conclusion of the practicum assignment.*

Films and videos

Thanks to the Internet, there is some excellent educational media to be easily found for a course on recreation leadership (some suggestions are provided in the sample lesson plans below). This includes television, film, and radio content. Media can be utilized to emphasize or illustrate a point in a lecture,

as stimulus for class discussion, as an exam question, and as a focus of independent or group outside-of-class projects. General guidelines for using media include keeping the length relatively brief (unless viewing a feature length film is the point of the session), and shaping student attention before the media as well as debriefing afterwards. While there are many more, following are some suggestions for media sources via the internet.

1. YouTube (www.youtube.com). Even though some schools block YouTube in the classroom, with astute searching, a great wealth of media is available here. Be sure to review completely the video piece you choose before showing it to class and to obey your university policies regarding language and image appropriateness.
2. YouTube for Schools (www.youtube.com/schools). This is a forum for accessing thousands of educational videos from vetted YouTube channels like PBS, TED, and Khan Academy.
3. YouTube Education Channel (www.youtube.com/education). This offers an opportunity to search for videos on a wide range of academic subjects, with most aimed at university-level students. It is also typically not blocked for classroom use, even if regular YouTube is.
4. Academic Earth (<http://academicearth.org/>). This is a video depot for individual lectures and entire courses from some top universities in the United States.
5. Snag Films (<http://www.snagfilms.com/>). This is a great place to access full length documentaries from producers like National Geographic for free. Films are accompanied by classroom discussion questions as well.
6. Hulu (<http://www.hulu.com/>). This is a joint venture of NBC and News Corps, and offers high quality video of television shows, movies, and old news broadcasts.
7. TED Talks (<http://www.ted.com/talks>). One of my favorites, TED is a great source of inspirational, thought-provoking, educational, and entertaining presentations given by some of the world's leading experts on a wide variety of topics.
8. PBS Video (<http://video.pbs.org/>). This site offers videos from the most popular shows including Frontline, NOVA, Nature, and American Experience.
9. NPR Radio (<http://www.npr.org/>). While even college-aged students won't sit still and pay attention for audio-only media, used in very short periods (such as no more than 3-4 minutes), interviews and excerpts from such programs as "All Things Considered" and "Fresh Air" can add to a lesson plan.
10. Explore.org. produces and hosts high-quality documentary films and photographs focused on exploring the world and the work of non-profit organizations around the world.

Working with the web boxes

Within each chapter of the text, at least one web exploration activity is suggested to extend and enhance the information presented. Ideally, students would be intrinsically motivated to participate in these activities on their own, but you may also wish to embed some of these into the course instruction as well. This can be done in two ways: incorporate the web activity into class lectures (see sample lesson plans below for ideas) and/or activities, and assign the web activity as homework.

It is always risky to suggest specific web URLs in a published text, however, as there is a good possibility that after some time a particular site will no longer be relevant or active. Therefore, I strongly suggest that when working the text “web explore” boxes into class activities or homework assignments you check out the currency of the site ahead of time. If the suggested site is no longer appropriate, search around for similar sites and modify the activity/assignment accordingly.

The Portfolio

The sample syllabus presented in this teaching guide demonstrates incorporating the “your portfolio” assignments presented at the conclusion of each chapter directly into a course. You may wish to do this as well, or you may choose to select out a sub-set of the offered portfolio assignments. Also, it would be appropriate to modify, extend, reduce, or otherwise update the portfolio assignments according to your own teaching goals, and/or those of your department or university.

Regardless, I strongly recommend including a portfolio component in a course on recreation leadership because they

- provide a unifying focus for the course;
- enable students to “own” the course material, as projects require them to work from conception to results;
- spotlight student learning in a pragmatic way;
- feature scholarly inquiry; and
- can become available for others to discuss, provide feedback, and review (i.e., prospective employers).

A portfolio is a logically organized accumulation of “pieces of evidence” of learning. The pieces can include any artifact from the student’s experiences both inside the classroom as well as in homework or practicum assignments. Often student learning portfolios include weekly diaries according to a theme, reflections on what is being learned, instructor and peer observations of skill demonstrations, power points, videos, essays, and many more.

In using portfolios in a course, and as suggested in the sample syllabus presented in this guide, I recommend a multistep procedure whereby students submit work-in-progress for your critique and feedback throughout the semester, with the final completed portfolio submitted for grading at the course conclusion.

Sample Lesson Plans and Classroom Activities for Each Chapter

Intended to get you started in developing lesson plans to support each chapter, the outlines below are based on a 60-minute class session. The lessons are designed according to the philosophy of shifting student attention about every 10 – 15 minutes between small lectures, media, and student activity and discussion.

Chapter 1: The Necessity of Recreation Leadership

Objective: to surprise students with the impressive significance of leader-facilitated leisure services

Materials needed: prepared PowerPoint slides

Agenda:

Opener – Present a photo montage of Table 1.1 from the chapter (see PowerPoint file); afterward ask students to suggest answers to these questions: Is there a pattern in the history of recreation leadership? Why do you suppose these pioneering leaders tried so hard? What was the significance of what they attempted to them, do you imagine? (10 minutes)

Overview the session's outline – Based on this historical legacy, we'll next discuss the significance of our leadership in recreation at this time, in terms of: (5 minutes)

The contemporary necessity of recreation leadership

The possible future necessity of recreation leadership

Main event –

Brief lecture over viewing main points of pages 8-10 of the chapter. (10 minutes)

Turn to your neighbor (pairs) discussions of the “leadership dilemma” on p. 9, followed by whole class sharing and discussing to illustrate both communication technologies and demographic changes. (5 minutes)

Lecture on another contemporary factor not presented in the chapter, such as substance abuse, violent crime, increased concerns for health (i.e. obesity), shifting attitudes about work, political rancor, and retirement trends. (20 minutes)

Conclusion – What about the future? Show a brief YouTube or other video on future leisure interests (for example: Futurist Jim Carroll, NRPA keynote, 2009, <http://www.youtube.com/watch?v=bE50jmo5O54>) and debrief. (10 minutes)

Chapter 2: The Framework of Recreation Leadership

Objective: to open up student perspectives so they begin to envision themselves working in a wide array of diverse options for recreation leadership

Materials needed: advance invitations and confirmations of community recreation leaders to participate in a class panel discussion; “listening worksheet” handouts for students (below); prepared power point slides

Agenda:

Opener – Seat and introduce panelists. (5 minutes) Select at least three panelists who are currently working in local campus and community recreation services. Ideally, there should be a diversity of panel participants across settings and types according to the chapter material.

Overview the session’s outline – Distribute the listening worksheet handouts (below) for students, and overview how the panel discussion will be conducted, and its goal: to familiarize students to the wide range of recreation service settings and leadership types even within our own community (5 minutes).

Panel Discussion Listening Worksheet

Date of Panel Discussion	
Names of Panel Participants	
Human Relations Functions	
Technical Functions	
Conceptual Functions	

Main event – Facilitated by the instructor, the format could proceed as (45 minutes): Round robin overview by each panelist on their agency and their position within it.

According to the discussion of “functions” in the chapter, students are invited to ask panelists questions, such as:

- What proportion of your job do you think you spend on human relations? Of what nature are your human relations functions?
- What do you think are the most important technical functions required of your position?
- What conceptual functions do you think will be of most importance in the future for your position?

Conclusion – Invite panelists, in round-robin fashion, to offer their “best advice” to the students about leading in recreation. (5 minutes)

Chapter 3: Definitions and Principles of Leadership

Objective: to convince students that a theoretical understanding of leadership benefits the practice of their leadership

Materials needed: prepared PowerPoint slides

Agenda:

Opener – From the suggestion in the chapter’s web explore box on p. 34, show the interview with Daniel Goleman on social intelligence. (10 minutes)

Overview the session’s outline – Following up from the web video, suggest that social intelligence is an example of a leadership trait. Then, indicate that today’s class session is about what theory and research suggest about leader characteristics: traits, behavior, and situation. (5 minutes).

Main event –

Traits – brief lecture over viewing what we know about leader traits, by expanding on the procedures, results and conclusions from the Yukl (2010) study cited on p. 34 in the chapter. (5 minutes)

Behavior – brief lecture over viewing what we know about leader behavior, by expanding the information on servant-leadership mentioned in the chapter. (10 minutes)

In-class activity – Divide class into small discussion groups of 4-5 members each. Drawing from the portfolio assignment at the end of the chapter, ask the discussion groups to carry out step 1 – collect evidence – by determining what they think the listed quotes from Kouzes & Posner

suggest about how leadership abilities (i.e. traits and behaviors) are developed. Which quotes hold most true for them? (5 minutes)

The situation – Ask students to consider the material in the chapter about the role of situation in leader trait and behavior effectiveness. In their notebooks ask them to write down one question they have about this. Returning to the same small groups as in the above in-class activity, have each group member read their questions from their notebook, and the author of the questions chosen come to the class board and write them down along the top. Have an instructor led whole class discussion addressing each question. (20 minutes)

Conclusion – Summarize the results of the discussion. (5 minutes)

Chapter 4: Ethical Leadership

Objective: to begin the development of an ethic for behaving ethically as a recreation leader

Materials needed: prepared power point slides

Agenda:

Opener – Present the leadership dilemma on p. 49 of the chapter and ask students to turn to the person sitting next to them and discuss their choices. (5 minutes)

Overview the session's outline – Suggest that today's session focuses on how personal and societal ethics inform professional ethics in recreation leadership. (5 minutes).

Main event

Individual listing – Ask students to list in their notes five personal ethical rules or principles that guide their moral conduct. Ask students to volunteer to share a few of their principles and discuss as a whole class what they think the sources of these are. (10 minutes)

Define ethics – Brief lecture about the meanings and types of ethics. (10 minutes) For example, check Wikipedia under the term “ethics” for material. Also overview the section in the chapter that defines and examples professional ethics.

Transition – Ask students a series of questions: (5 minutes)

- How do we recognize ethical problems in recreation leadership settings?
- What is the role of our personal instincts, emotions, urges, and passions in leading others ethically?
- What is the role of reason and analysis?

Lecture – Based on the essay “A Pragmatic Approach to Ethics” by Chad Okrusch (see: ptc.mtech.edu/cokrusch/pragmatic-ethics.htm) present distinctions between dogmatism and skepticism, as well as the middle path of criticality, and the role of pragmatism. (25 minutes)

Conclusion – Summarize the results of the session and review steps to an ethical decision presented on p. 52 in the chapter. (5 minutes)

Chapter 5: Decision Making and Problem Solving

Objective: to overview the basic skill of decision making and its application to problem solving by practicing the basic steps to decision making outlined in the chapter (see pp. 60-62)

Materials needed: handout about the case study; prepared PowerPoint slides

Agenda:

Opener – Show a series of slides illustrating vandalism to recreation facilities. Discuss the meaning of vandalism and overview its costs in both financial and human terms. (10 minutes)

Overview the session's outline - Transition from the slides by indicating that today's session will offer a chance to practice the basic steps to decision making outlined in the chapter by applying them to solving a vandalism case study.

Main event – Using either the case study provided below, or one you develop from a local park and recreation organization, lead students through the steps. Depending on the size of the class this can be accomplished either as a whole class activity, or within smaller discussion groups of four to five members each, providing for a sharing of results at the end. Adapt the following handout for your use.

Case Study Handout

The Situation –

A bicycle sharing system is a service in which bicycles are made available for shared use to individuals who do not own them. The central concept of these systems is to provide free or affordable access to bicycles for short-distance trips in an urban area as an alternative to motorized public transportation or private vehicles, thereby reducing traffic congestion, noise, and air pollution. Bicycle sharing systems have also been cited as a way to solve the "last mile" problem and connect users to public transit networks.

Yet, even as bike-sharing spreads across the United States, it remains dogged by one persistent doubt. Critics, and even some boosters, fear that the bikes will be routinely stolen and vandalized. These fears can be traced to Paris' Velib system, which while wildly popular, has struggled with high levels of theft and vandalism. In Paris the bikes are used up to 150,000 times a day. But there is also widespread theft and vandalism: bicycles have ended up tossed in the Seine, dangling from lampposts and shipped off to northern Africa for illegal sale.

Step 1 – Identify the problem (not the symptoms) and your goals for solving it.

Step 2 – Get the facts. Apply force field analysis to the facts.

Step 3 – Develop alternatives. Conduct brainstorming.

Step 4 – Rate each alternative. Conduct an opportunity analysis.

Step 5 – Make the choice of solution.

Conclusion – Ask students for their reactions to the session. For example, ask them if they thought the problem solving was easy or difficult? Do they think their solutions will have lasting effects? Why or why not? Was problem solving as a group easier or more difficult? In what ways? What did they learn about their own abilities at decision making and problem solving? What actions can they take to improve their abilities?

Chapter 6: Group Management

Objective: to illustrate group characteristics and group development.

Materials needed: a copy of the film *The Breakfast Club* (or another popular film that features the effective and ineffective functioning of a group); prepared PowerPoint slides

Agenda:

Opener – Overview the basic components presented in the chapter for group characteristics and group development. Ask students to organize their notes according to this outline. (See the power point slides in this manual for ideas.) (3 minutes)

Overview the session's outline – Suggest that today's (and perhaps the following, if you wish to view the entire film in class) session uses a popular film to illustrate these basics about group characteristics and group development. (2 minutes) Ask them to use the note-taking outline they prepared to jot down the illustrations from the film they observe.

Main event –

Introduce the film – In the movie *The Breakfast Club*, five high school students spend an entire Saturday in detention at their school. Claire, the prom queen, and Andy, the jock, are cool because they belong to the elite crowd. Brian, the scholar, is a nerd, and Alison, the artsy misfit, doesn't say anything for a long time. Bender, the tough guy, is loaded with resentment against the others because of what he assumes are their happy family situations. A more diverse collection of people would be hard to imagine, yet by the end of the movie these five students have developed into a cohesive group. (5 minutes)

View the film together – Ask students to make notes on what they observe about group characteristics and group development while watching the film. You may wish to pause at particular moments to debrief what they are observing and amplify how this relates to an effective and/or ineffective group. (40 or more minutes, depending on whether the entire film is viewed in class and/or continued as homework)

Discussion – After the film, or a portion of the film, is watched, ask the students to ponder (5 minutes):

- How did the first common ground of calling the teacher a “brownie hound” begin the establishment of the group?
- What else provided for common ground among the students?
- How does the group establish leadership and group norms?
- How does the group become cohesive?
- Does the group progress through all the stages of group development?

Conclusion – Summarize by asking students about their own experiences in recreation groups according to group characteristics and group development. (5 minutes)

Chapter 7: Communication

Objective: to become more familiar with the communication power of nonverbal signals.

Materials needed: a film clip of a mime performing (for example: <http://www.youtube.com/watch?v=uSd3ZRF9D1Q&feature=related>), or an actual mime who gives a guest performance in class; prepared dialog scripts (see below); and prepared PowerPoint slides

Agenda:

Opener – Show a film clip of a mime, or have an actual mime give a guest performance in the class (or, use the web YouTube site suggested in the box on p. 94) (5-10 minutes)

Overview the session’s outline – With PowerPoint slides review the main topics in the chapter and then indicate that today’s focus is on nonverbal communication. (5 minutes)

Main event –

Divide students into pairs, and assign one to be communicator A and the other to be communicator B. Give students the prepared scripts for a dialog (see below) and ask them to study their parts of the dialog. Then, have students read out loud to each other the dialog. Finally ask students to repeat the dialog with each other, using only facial expressions, gestures, and postures. Give them plenty of time to think through what they’ll do and to practice beforehand. (15 minutes)

Dialog Scripts

Excuse me. Can you take a picture of me?

Yea, sure.

Just press that button.

Er, which one?

The one on the top.

OK, right. Er Can you move back a bit?

Is this ok?

Fine, now smile. That's it. Very nice.

Thanks.

Not at all. You've got a great smile. Would you like to go have a coffee?

Ok, but I've got no money on me.

That's ok. I'll pay.

Debrief. Ask students how much was communicated by the mime, and by their own dialog demonstrations? What gestures, facial expressions, and postures were most effective in the communication? Would you consider this communication clear, powerful, accurate? What gestures, expressions or postures were misunderstood? (10 minutes)

Review Table 7.3 from page 95 in the chapter. Also discuss cultural differences mentioned in the table. (15 minutes)

Conclusion – Ask students to consider the utility of nonverbal communication in a recreation leadership situation. Ask them how they might use an understanding of this form of communication as a professional, and how they might proceed to practice and perfect these skills? (5 minutes)

Objective: to convince students that the difficulties and hard work of creating innovative change for their organizations is worth it.

Materials needed: an ice cube in a clear glass; prepared PowerPoint slides

Agenda:

Opener – Show the class the ice cube in the clear glass (you may need to place the ice in an insulated container to keep it frozen until this moment). Do so with a bit of drama. Ask the students to mention all the advantages of the frozen ice cube (i.e., it cools a drink, it is first aid for a minor burn, etc.). Leave the glass with the ice cube in it on the front of the podium or desk for now. (5 minutes)

Overview the session's outline – Review the main points about innovative change from the chapter (see PowerPoint slides accompanying this handbook), and point out that to be an effective change agent one must first have an appropriate belief in both the usefulness and pros and cons of change. (5 minutes)

Main event –

Show a TED presentation video on innovative change. Search the TED website for an appropriate one or use the one suggested in the web explore box on p. 104 of the text. (10-20 minutes)

Brief lecture about what innovation and change are based on the chapter section beginning on p. 103 of the text. (15 minutes)

Ask students to share situations where making a change in a recreation or park organization was effective and also situations where making a change in an organization was not effective. Conclude the discussion by referring to the section in the chapter on steps to leading innovative change, beginning on p. 109, and ask if any of the conclusions about the effectiveness of changes they just shared can be pinpointed in any of the steps. (use PowerPoints to review the list of steps) (10 minutes)

Conclusion – Return the class's attention to the glass on the podium or desk. What has happened to the ice? Has it melted? Ask students to now mention all the advantages of the melted ice (i.e., it could put out a fire, wash a dirty hand, etc.). How has this change meant new opportunities? Ask them what conclusions they draw from this parable about innovative change in recreation organizations. (5 minutes)

Objective: to experience team-building exercises as a way to demonstrate the building team synergy concept presented in the chapter.

Materials needed: prepared PowerPoint slides; any props called for in the team-building activities you select

Agenda:

Opener – Define the concept of team synergy as when a group achieves more than the sum of its parts, and point out the role of synergy in collaborative leadership. See the opening of the chapter for suggestions on what to say. (5 minutes)

Overview of the session's outline – Relate to students that the agenda for the session is to personally experience a series of team-building activities as demonstration of the concept of team synergy. (3 minutes)

Main event – Select a series of three to four team-building activities from your own resources, or by searching the Internet under the key words: team-building activities. For example, see: www.teampedia.net
www.4h.uwex.edu/clubs/documents/TEAMBUILDINGo231.pdf
www.innovativeteambuilding.co.uk/free-team-building-activities.htm
Many activity ideas are available so choose those most appropriate to your class size, interests, and demographics.

Before conducting the activities, ask students to reflect on the amount/degree of synergy they feel is present for the class group right now. This can be done either individually and silently or you might ask for comments to be shared. (5 minutes)

Present and conduct three to four team-building activities in a row. Do not debrief in between. (35 minutes)

Afterward, ask students again to reflect on the amount/degree of synergy they feel is present for the class now. Are there changes? How would they describe the synergy? What role did the activities play in developing synergy in the group? How does this translate to collaborative leadership among staff and volunteers and others in a recreation organization? (10 minutes)

Conclusion – Refer to the discussion in the chapter in tying together the concept of synergy and collaborative leadership. (2 minutes)

Objective: Because technology and its uses in leisure service organizations change frequently, it is important to update the chapter by way of a guest speaker who is currently leading with technology in a local recreation agency.

Materials needed: prepared PowerPoint slides

Agenda:

Opener – Introduce the role of technology in recreation leadership by overviewing the main points in the chapter. (see PowerPoint slides) (5 minutes)

Overview of session's outline – Emphasize the ever-evolving and changing of utilities of technology in recreation leadership and indicate that the purpose of today's session is to hear from "the front" what is currently important and futuristically possible. Introduce the guest speaker and his/her position in the recreation agency. (5 minutes)

Main event –

Prearrange for a currently practicing professional from a local community or campus recreation agency to attend class. This may or may not be the person who has the IT position, but someone who makes regular use of technology in leading the organization. (40 minutes) Have the guest speaker discuss

- their background and preparation in technology for the position currently in,
- how technology is actually used today in the organization,
- the pros and cons of this use, and
- future possibilities and/or challenges for technology for the leader and/or the organization.

Allow about 5 minutes for students to ask questions about how what the speaker said applies to their own futures.

Conclusion – In addition to thanking the guest, request that he/she give their most important piece of advice for the students' futures with technology in recreation. (5 minutes)

Objective: To feature the time management discussion in the chapter by providing opportunities to personally practice this resource. Many students do not yet appreciate the finite nature of time, so the goal in this lesson is to initiate awareness to this idea.

Materials needed: copies of time diary handout (below); prepared PowerPoint slides

Agenda:

Opener – State that time management only matters to the degree to which we value our time. In the chapter, time management is presented as an important resource for taking good care of yourself as a recreation leader. To begin, let’s consider how you presently spend your time by completing a time diary:

Time Diary

*Thinking about your day **yesterday**, as best as you can recall, complete the following matrix. For each hour indicate the main activity or event you were doing and how you remember feeling about it. (For example, were you happy, bored, anxious, thrilled, etc.?)*

Time	Major tasks/events at this time	My feelings about it
7-8 am		
8-9 am		
9-10 am		
10-11 am		
11-12 am		
Noon – 1 pm		
1-2 pm		
2-3 pm		
3-4 pm		
4-5 pm		
5-6 pm		
7-8 pm		
8-9 pm		

9-10 pm		
10-11 pm		
11-12 midnight		
12 – 1 am		
1-2 am		
2-3 am		
3-4 am		
4-5 am		
5-6 am		

After students have had enough time to complete the time diary, ask for their reactions. For example, as they glance over their diaries do they notice any patterns that they like or don't like? In general, what were their feelings about how they spent their day yesterday? Do they consider their management of time to be a positive resource or a problematic challenge? (15 minutes)

Overview of the session outline – Indicate that the purpose of the session today is to feature time management a bit more by both adding to the understandings presented in the chapter and to add some new understandings from their own personal perspectives. State that the goal is to encourage them to be more aware of the importance of time management to leadership success and to their own well-being. (5 minutes)

Main Event –

Briefly lecture on time management (see PowerPoint slides), to include (20 minutes):

- A definition of time management
- Strategies discussed in the chapter for getting a handle on time management
 - o Getting organized
 - o Reducing procrastination
 - o Reducing distractions and time wasters
 - o Prioritizing

Present the concept of the time matrix. First, draw the matrix on the board and ask students to suggest activities that might fit within each quadrant. (10 minutes)

The Time Matrix

Quadrant 1 – Urgent and Important (i.e., course deadlines)	Quadrant 2 – Urgent and Not Important (i.e., interruptions)
Quadrant 3 – Important and Not Urgent (i.e., exercise)	Quadrant 4 – Neither Important or Urgent (i.e., TV watching, web games)

Conclusion – Using the time matrix, ask students to again return to their time diaries. Ask them to analyze them by counting how many of the hours in their day fit in each of the quadrants. Ask them to consider whether they’d like to change this allocation, and why? And, ask them to consider the strategies presented in the text as possible tools to make the change. (10 minutes)

Chapter 12: Teaching Recreation Skills

Objective: to help students understand their own learning styles and reflect this against the teaching strategies presented in the chapter.

Materials needed: a learning styles assessment handout; prepared PowerPoint slides

Agenda:

Opener – Begin by administering a learning styles questionnaire you’ve selected. Many are available and you may already have one used in your university or department. If not, search the web for free options. For example, spend time studying how they are scored and determine which one best suits your needs in terms of time required, ease of scoring by the students themselves, variables measured, etc. Ask students to take the questionnaire and score their responses. Spend additional time helping them understand the meaning of their results. (20 minutes)

Overview the session’s outline – Bridge the transition between how people best learn and the teaching roles and strategies presented in the chapter. The goal of the session is to consider how the different teaching roles and strategies maximize different learning styles. (5 minutes)

Main event –

Review the teaching roles and strategies discussed in the chapter (see the PowerPoints) (10 minutes).

Ask students to review the results of their learning styles questionnaire and estimate which roles and strategies they believe they learn best from. Share and discuss. (10 minutes)

Show a YouTube video on learning styles and teaching (there are many options available so select the one that best matches this lesson plan). (10 minutes)

Conclusion – Summarize and conclude, drawing the link to the teaching done by recreation leaders. (5 minutes)

Chapter 13: Motivating For Activity Participation

Objective: to illustrate the concepts of intrinsic and extrinsic motivation by applying them to students' own adherence to physical fitness

Materials needed: copies of motivation for physical exercise questionnaire (below); prepared PowerPoint slides

Agenda:

Opener – Present the two mini-biographies (see PowerPoint slides), and comment that both Pat and Terry seem to highly value regular physical activity in their lives. But are they similarly motivated? As recreation leaders we are often in situations where participation motivation needs to be understood and managed, so being able to distinguish between Pat's and Terry's motivation becomes important to us. (10 minutes)

Overview the session's outline – Today, we will work with the concepts of intrinsic and extrinsic motivation as applied to our own adherence to physical activity. We'll begin with an assessment of this, and then use this personal illustration of the concepts to develop recreation leader strategies. (5 minutes)

Main event –

Distribute the questionnaire about motivation for physical exercise (below) to students and ask them to individually respond. (5 minutes)

Motivation for Physical Activity Questionnaire

People exercise/work out for a variety of reasons. Using the rating scale provided, indicate how true each of the following reasons is for why you work out.

1 – not at all true; 2 – not very true; 3 – somewhat true; 4 – mostly true; 5 – very true

1. Because I simply enjoy working out	
2. Because working out is important and beneficial for my health and lifestyle	
3. Because I would feel bad about myself if I didn't do it	
4. Because it is fun and interesting	
5. Because others like me better when I am in shape	
6. Because it helps me look better	
7. Because I have a strong value for being active	
8. Because I find pleasure in discovering and mastering new training techniques	
9. Because I want others to see me as physically fit	

Show students how to score their responses. For questions #1, #4, #7 and #8, higher scores reflect intrinsic motivation. For the other questions, higher scores reflect more extrinsic motivation. Help students see that they are probably a mix of both intrinsically and extrinsically motivated to work out, and not purely one or the other. But, ask them to determine a pattern or tendency. (5 minutes)

Lecture on intrinsic and extrinsic motivation (see power point slides), amplifying the discussion in the chapter. (25 minutes) Also, add results from recent research that demonstrates the relationship between intrinsic motivation and adherence to physical exercise. Ask them to re-look at their responses on the questionnaire and ask them how likely they are to keep it up throughout their lives? (see PowerPoint slide) Then draw their attention to the strategies recreation leaders can use to motivate participation presented on pp. 179-182 in the chapter. Ask them to evaluate each one in terms of intrinsic and extrinsic motivation

Conclusion – Summarize the session by ending with a challenge to it. Point out that some social psychologists maintain that intrinsic motivation doesn't exist (see <http://researchnews.osu.edu/archive/inmotiv.htm>) . Ask students if and how they would argue with this position. (10 minutes)

Chapter 14: Facilitating Recreation Behavior

Objective: to enable students to experience for themselves the material in the chapter specific to the debriefing phase of the facilitation process (pp. 189-194)

Materials needed: a prearranged guest speaker. In your department or elsewhere in the university or community you may have an expert in adventure recreation or other experiences. Contact him/her about demonstrating an activity debriefing session in your class. Also, prepared PowerPoint slides.

Agenda:

Opener – In consultation with your guest speaker, determine and conduct a recreational experience for the class. This could be a trust activity, craft project, or almost anything that can be experienced within the confines of the classroom or outside nearby. (15 minutes)

Overview of session's outline – Indicate that the purpose of the recreational experience was actually to offer an opportunity to see an illustration of the debriefing phase of the facilitation process presented in the chapter. Introduce the guest speaker, giving credentials, and information on how he/she uses debriefing in recreation leadership. (5 minutes)

Main event –

The guest speaker leads a debriefing session of the recreation activity. (30 minutes)

Conclusion – Relate what was demonstrated by the guest to the discussion in the text. Ask students for their comments about this facilitation phase. (10 minutes)

Chapter 15: Managing Problematic Participant Behavior

Objective: to offer an amplification of the concept of conflict management discussed in the chapter (pp. 207-209) via a participatory workshop of small and brief experiences.

Materials Needed: glass, ice cube, cotton string, salt, and water; prepared PowerPoint slides

Agenda:

Opener – Show the illusion pictures (see PowerPoint slides). Invite students to suggest what they see. Discuss how the pictures are what they are, but different people are seeing different pictures (1- spots or Dalmatian dog; 2 – man or two people kissing; 3 – piper or a woman; 4 – rabbit or a duck?) (10 minutes)

Overview the session's outline – Explain that these different perspectives are common and quite normal for human beings. Therefore, the goal of today's session is to amplify the discussion of conflict management discussed in the chapter by focusing on the role and management of different perspectives. (5 minutes)

Main event –

Tell students that perspective is the way we see things. We can also refer to this as a paradigm. That is, each of us has a map in our head about how things are. We interpret everything we experience through these mental maps. We seldom question their accuracy; in fact, we're usually even unaware that we have them. We simply assume that the way we see things is the way they really are or the way they should be. (See *7 Habits of Highly Effective People*, 1989, by Stephen R. Covey, for more about this.) (10 minutes)

Next, go over the leadership dilemma box on p. 208 in the chapter. Discuss with students how the dilemma reflects different perspectives. What are these perspectives? To resolve this dilemma does one side or the other need to change their perspective? Which side should do it? (10 minutes)

Or, consider a parable: Say to students, sometimes we feel like things are impossible. But there is always more than one way to look at a problem and thus solve it. This holds true for conflicts created by different perspectives as well. Then show the class the string and the glass of water with the ice cube floating in it. Ask them if they can remove the cube using the string without lifting the glass. Have someone try it. Now, carefully coil some of the string on the top of the ice cube. Pour some salt on top of the string. Wait a minute, and then lift the string carefully to see if it's frozen to the ice cube. When it is, lift the string and the cube will come with it. (Practice this before class to assure yourself that it works.) Ask students what this parable suggests about perspectives and conflict. (5 minutes)

Give a brief lecture on conflict management (see PowerPoint slides), summarizing pp. 207-209 in the chapter. Then present some additional strategies that focus on conflict resolution by getting past different perspectives (paradigms). (15 minutes)

Conclusion – Finish the session by connecting the experiences in the workshop with Figure 15.2 (p. 209) in the chapter. (5 minutes)

Chapter 16: Leading Safely

Objective: to feature the discussion of activity supervision (pp. 216-218) in the chapter by practicing determining when specific versus general supervision is appropriate.

Materials needed: accident video (see suggestion below); prepared PowerPoint slides

Agenda:

Opener – Show a video of an accident in a recreation situation. For example, try <http://www.youtube.com/watch?v=j9gr7buZ7bw>. (10 minutes)

Overview the session's outline – Transition from the video with reflective questions, such as “Could the leaders possibly have prevented this accident?” Then propose to students that today’s session practices the difference between general and specific supervision, as a means to leading safely. (5 minutes)

Main event –

Give a brief review of the discussion on activity supervision presented in the text, focusing on the difference between general and specific supervision. In particular, review Table 16.1. (see PowerPoint slides) (15 minutes)

Present the leader dilemma in the box on p. 216, and have a brief and preliminary discussion. (5 minutes)

Follow this preliminary consideration of the leader dilemma box, with a “Name That Supervision” activity. Show a series of PowerPoint slides (see those provided) and ask students which supervision type is most appropriate, and why. (20 minutes)

Return to the leader dilemma from above and together as a class determine a course of action. (5 minutes)

Conclusion – Review and ask students what their take-away conclusion is from the class session. (5 minutes)

Chapter 17: Leading According to Age Groups

Objective: To feature the childhood section of the chapter by focusing on the leadership dilemma presented on p. 225: at what age should organized sports begin? Also, lesson planning from Chapter 12 can be brought back into play.

Materials needed: activity handout (see below); prepared PowerPoint slides

Agenda:

Opener – Relay the facts about children and physical health. For example, you could relay that, the percentage of children and teens in the United States who are overweight has tripled over the past two decades. Nearly one-third of children and adolescents are overweight or at risk of becoming overweight (Centers for Disease Control and Prevention). Experts agree that while poor eating habits contribute to overweight among children and adolescents, much of the problem is attributable to lack of exercise.

Facts and figures collected by the U.S. Department of Health and Human Services, as well as the 2003 Massachusetts Youth Risk Behavior Survey (YRBS) conducted by the Massachusetts Department of Education among students in grades 9–12, document an increasingly sedentary lifestyle among young Americans. These facts are available in *Physical Activity and the Health of Young People*, a fact sheet compiled by CDC's Division of Adolescent and School Health, at <http://www.cdc.gov/HealthyYouth/physicalactivity/facts.htm>. YRBS results dating from 1995 through 2005 may be found at <http://www.doe.mass.edu/cnp/hprograms/yrbs>. The 2005 YRBS data are now available and indicate a continuation of the trend of decreasing physical activity with increasing age and grade level.

Ask students what can recreation leaders do about this. Go on to suggest that in 2004, the National Association for Sport and Physical Education (NASPE) published updated physical activity guidelines for children aged 5–12, increasing the recommended amount of daily physical activity to *at least* 60 minutes and up to several hours of age-appropriate physical activity on all or most days of the week. Since then, 60 minutes or more of moderate to vigorous physical activity every day for school-age youth has essentially become a national consensus standard, embedded in the Dietary Guidelines for Americans and reaffirmed in the physical activity recommendations for school-age youth developed by the expert panel convened by CDC's Division of Nutrition and Physical Activity and Division of Adolescent and School Health. (15 minutes)

Overview the session's outline – Based on these data, it seems imperative that recreation leaders do something! But what? The point of today's session is to determine the appropriate place of the organized sport we are responsible for in achieving these goals. When is it sufficient? When is it too much? There seems to be required a balance between the problems of obesity and physical fitness of our children and teens, and the dangers of too much organized sport and for the wrong reasons. (5 minutes)

Main Event –

Present the leadership dilemma from p. 225 in the chapter, and ask students to spend a few moments thinking about and mentioning to the whole class, what sorts of standards or logic could address this dilemma. (5 minutes)

Distribute copies of the age-appropriate physical activity handout (see below). Then, divide students into small groups of four to five members each. Their instructions are to as a group discuss and determine which of the listed activities would be considered age appropriate for elementary-aged children, and why they would reject those not making their list. (15 minutes)

Age-Appropriate Physical Activities

<i>Activity</i>	<i>Appropriate for Elementary-Aged Children (check if yes)</i>	<i>If not, why not</i>
Kite flying		
Running		
Softball		
Tag		
Basketball		
Bowling		
Freeze tag		
Hacky sack		
Ping-pong		
Swimming		
Trampoline		
Football		
Frisbee		
Hiking		
Kickball		

Ask a scribe from each group to come to the front of the room and list on the board the “banned” activities. Afterwards ask the groups why they banned them (their results from the third column of the worksheet). (5 minutes)

Compare the students' choices, and logic, with that recommended by the Pennington Biomedical Research Center (www.pbrc.edu/publications.htm) (Pennington Nutrition Series: Physical Activity Guidelines for Children, 2005). That is, all the activities listed on the handout are considered age appropriate for elementary school children. Invite students to argue against themselves, by developing logic that lends to this conclusion by the Pennington scientists. (10 minutes)

Conclusion – From here, a homework assignment could be given to develop a lesson plan for one of the activities in the list, such as football. That is, in order to be age appropriate for children, how should a football program be organized and led? What is the role of teaching proper technique? What strategies for teaching and motivating children are best? (5 minutes)

Chapter 18: Inclusive Leadership

Objective: To focus on people first language, by expanding the discussion in the chapter and encouraging a personal relationship with the concept.

Materials Needed: “power of words” handout (below); “examples of people-first language” handout (below); and prepared PowerPoint slides

Agenda:

Opener – “Who is this Guy?” activity (see PowerPoint slide). Ask students to consider the photograph and their responses to the questions on the slide silently and then to ponder the source of their answers. Then, ask them to reflect about the sorts of words they chose to describe the guy – was there a pattern of assumed ability or disability? (10 minutes)

Overview the session's outline – Suggest that today's session will enable us to discuss how the words we use reflect our beliefs and attitudes about those with different abilities. We'll begin with several activities that help us reflect and practice this, and then end with implications of people-first language for recreation leaders. (5 minutes)

Main event –

Begin with the “power of words” activity. Give each student a copy of “the power of words” handout (below). Explain that as you read each question they will express their choice by either staying seated or standing. Students stand when choosing the first option and stay seated when choosing the second option. You might try a practice round with the question “Would you rather believe in yourself or have someone else believe in you?” (Note: the questions are designed to start off innocuously to get students engaged in the activity. Each question is intended to demonstrate the impact of having forced choices and the images words carry.)

The Power of Words

Instructions: For each question either stand if you choose the first option, or remain seated if you choose the second option (without much thinking about it). You must choose one of the options over the other.

Would you rather

1. Have bad breath or stinky feet?
2. Have a huge booger hanging from your nose that you can't get rid of or have a medical condition that makes you fart every five minutes?
3. Be smart or strong?
4. Be called unique or determined?
5. Be good looking with no friends or unattractive with many friends?
6. Win no medals in the Olympics or win five gold medals in the Special Olympics?
7. Be called lazy or weak?
8. Be called crippled or disabled?
9. Be called retard or mental?

(adapted from "Disability 101" by S. Cook and others;
<http://www.ist.hawaii.edu/products/toolkits/pdf/Disability101.pdf>)

After all questions are given, invite students to consider their responses. Ask them, were there times when you were forced to make a choice when you didn't want either of them? The purpose of the activity is to gain a sense of what it might be like for persons with disabilities when different words are used to describe them. (15 minutes)

Review the section in the chapter that discusses people first language (see PowerPoint slides) by defining it and discussing its logic. (10 minutes)

Expand upon the figure in the chapter with the "examples of people-first language" handout (below). Work through it together as a class, discussing best and better options as you go. (15 minutes)

Examples of People-First Language

Instead of:

Say:

The handicapped or disabled	
-----------------------------	--

He's mentally retarded	
She's autistic	
She's a dwarf/midget	
He's in special ed	
He's mentally ill	
Normal or healthy kids	
Client, recipient, etc.	
Handicapped parking, handicapped bathroom, etc.	
She has special needs	

Conclusion – Write the following on the board: IMPOSSIBLE = I – M – POSSIBLE. Suggest to students what the statement means: Whenever someone tells you something is impossible, remember it is spelled I – M(am) – possible. Then write the following on the board: DISABILITY = DisABILITY. That is, remember that whenever you see disability, there is also ability. There is always ability in disability. (5 minutes)