DIVERSITY AND INCLUSION IN THE RECREATION PROFESSION:
Organizational Perspectives, 3rd ed.

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Diversity and Inclusion
in the Recreation Profession
Organizational Perspectives
3rd Edition

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Editors
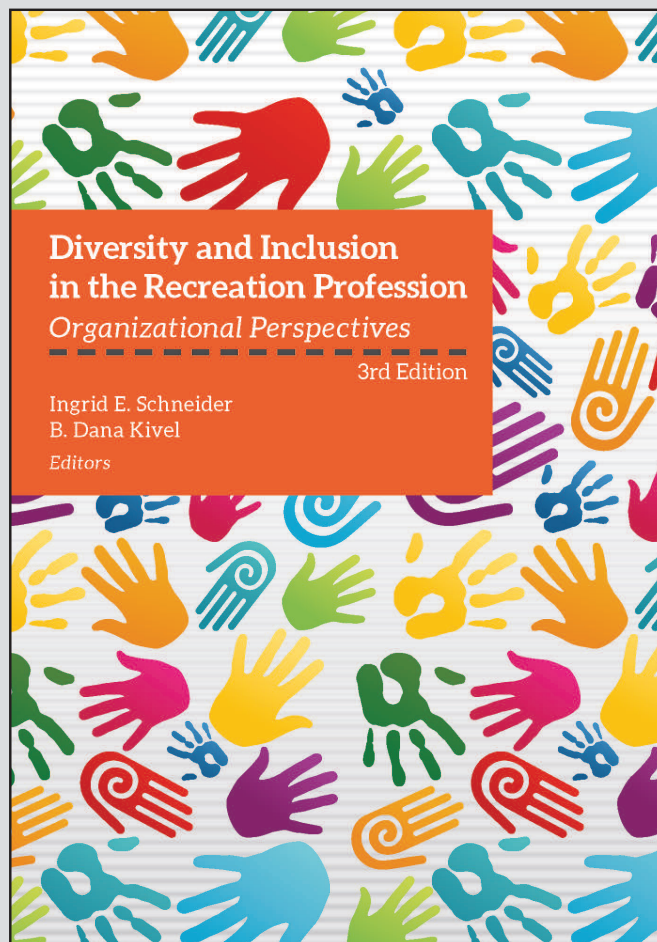
SAGAMORE
P U B L I S H I N G

CONTENTS

3 ACTING OUR AGE: THE RELATIONSHIP BETWEEN AGE AND LEISURE

1. Compare and contrast biological, psychological, and sociocultural meanings of age.
2. Explain if and how age-based recreation and leisure policy can be justified.
3. Fill in the blank: First-order reality consists of _____, whereas second-order reality consists of _____
4. Provide an example of how age intersects with other markers of diversity for structural disadvantages.
5. Evaluate the example below and analyze if and how it perpetuates or combats sociocultural meanings of age.

   City of Love's Senior Programs provide a wide variety of recreation and leisure activities for seniors, ages 55 years and older, at community centers across the city. Activities include specialty and creative craft classes, fitness and walking clubs, cultural events, field trips, and senior forums. Seniors may also participate in craft exhibitions, computer classes at local libraries, fashion shows, special holiday events, Senior Olympics competition, and sports programs. Most programming is FREE unless otherwise indicated. Field trips and certain programs may require a minimum fee or request that participants provide their own materials.

4 "JUST" RECREATION: GENDER ISSUES AND RECREATION, LEISURE, AND SPORTS MANAGEMENT

1. In your own words, define "just" recreation and provide an example.
2. Compare and contrast equality and equity as they relate to gendered recreation and leisure.
3. Compare and contrast essentialism and constructivism as they relate to gender and sex.
4. One factor influencing women's participation in leisure, as detailed in the chapter is _____
5. Two broad categories of constraints to recreation include:

   _____(1) and _____(2).

   Choose one of these and explain how it functions for women in particular.

5 (DE)CONSTRUCTING THE "OTHER": WORKING BEYOND HETERONORMATIVE ASSUMPTIONS OF LEISURE IDENTITIES

1. In your own words, define heteronormative and discuss "why" it might be important to understand this word in terms of ensuring that leisure services are delivered to all people equitably and fairly?

2. Provide two examples of heteronormative bias.

3. In terms of working with members of the LGBTQ community, why might it be important to do a self-assessment?

4. Discuss three ways in which you, as a service provider, can be an ally to members of the LGBTQ community.

5. You know you are making a heterosexual assumption when (fill in the blank): _____ _____

6 LEISURE AND SOCIAL CLASS

1. Social class is composed of: _____

2. Discuss why being unemployed does not necessarily mean you might have a lot of leisure or "free time."

3. Discuss how the "Funnel Model" of the American Dream works and how this model might influence our access to leisure.

4. How do leisure and class function to exclude people from certain activities?

5. Compare and contrast intrapersonal, interpersonal, and structural constraints and discuss how these constraints relate to issues of class.

8 DISABILITY AS DIVERSITY

1. At the beginning of this chapter, the author writes: "When one group of our community is marginalized, we are all marginalized." Discuss what you believe the meaning of this quote and how it relates to issues of disability.
2. According to the Americans with Disabilities Act (ADA), what is the legal definition of "disability"?
3. According to the author and apart from issues of physical access, what has been the biggest barrier facing people with disabilities?
4. Discuss three things that you as a service provider need to know in terms of working with people with disabilities.
5. Define the "normalization principle" and discuss how this has impacted recreation and leisure services for people with disabilities.

9 TAKING CRITICAL STANCES ON RACE AND ETHNICITY IN RECREATION AND TOURISM MANAGEMENT ORGANIZATIONS

1. Identify three reasons "why" it is important for recreation and leisure practitioners to be aware of and sensitive to issues of racial/ethnic diversity in our programs and within the organizational structure of the agencies in which we work.
2. Define and discuss the term "cultural competency." Why is important for us, as service providers, to be culturally competent?
3. The Marginality Hypothesis explains underparticipation by certain groups because of_____ _____. The Ethnicity Hypothesis explains underparticipation by certain groups because of _____ _____.
4. Define and discuss the terms race, ethnicity, and minority group. Why is important to define and understand these words individually and in relation to one another?
5. What is the "model of care," and how can it be applied to our field?

10 SPIRITUAL DIVERSITY: IMPLICATIONS FOR PARKS, RECREATION, TOURISM, AND LEISURE SERVICES

1. Explain two reasons why spirituality and religion are important to consider for leisure, recreation, and tourism organizations.
2. Compare and contrast two spiritual traditions and their view of leisure. Discuss if and how a sport or leisure program could ensure inclusivity to both.
3. Identify and explain two of the eight factors that contribute to spiritual outcomes, as detailed in the chapter.
4. Fill in the blank: Timing can be a religion-oriented leisure issue when_____
5. Share an example from the text about how where leisure occurs (its place) can be an issue from a religious/spirituality perspective.