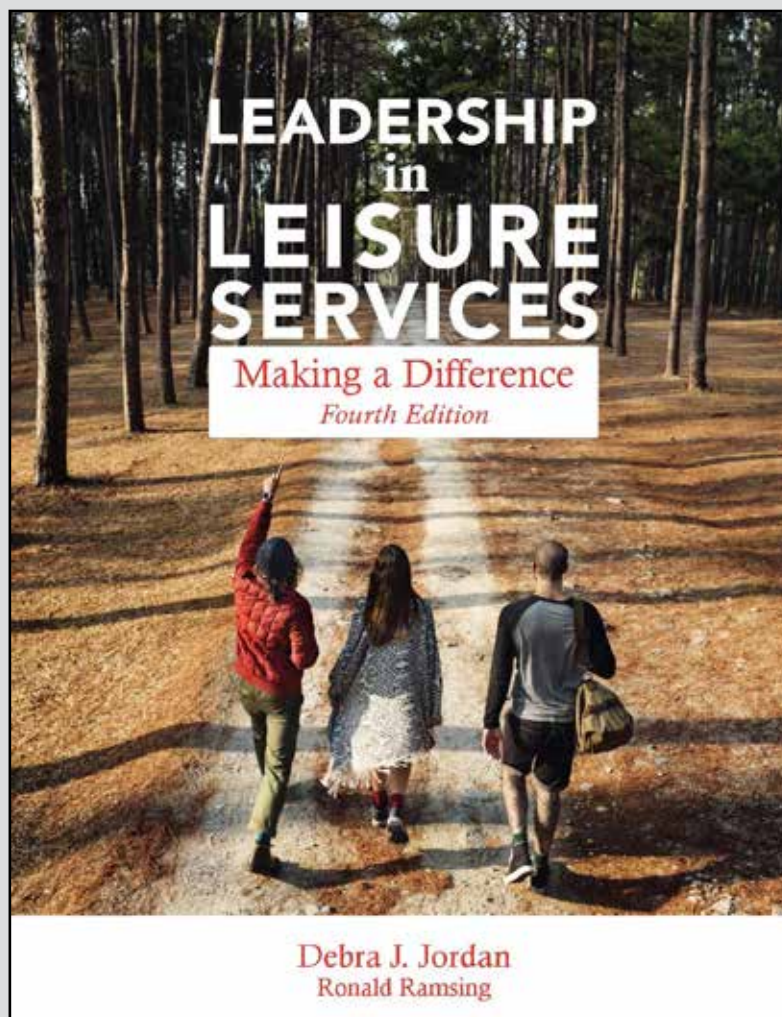


# INSTRUCTOR'S GUIDE



# Contents

- 1 Exploring and Discovering Meanings
- 2 Leadership Across the Lifespan
- 3 Leadership and Cultural Adaptability
- 4 Communication Skills for Leaders
- 5 Nonverbal Communication: The Silent Messenger
- 6 Leadership and Group Dynamics
- 7 Influencing and Inspiring Desired Behaviors
- 8 Conflict Mediation and Resolution Skills
- 9 Leading With Values and Ethics
- 10 Face-to-Face Leadership Techniques
- 11 Understanding Risk Management
- 12 Becoming a Professional

# 1

## Exploring and Discovering Meanings

### Activity 1.1: Leadership Competencies and Skills for the Profession

#### Concepts covered:

- Professional leadership competencies
- Professional leadership settings
- Professional leadership skills

#### Objectives:

- Students will be able to explain leadership competencies necessary for success in the parks, recreation, and tourism professions
- Students will be able to identify common leadership settings of parks, recreation, and tourism professionals
- Students will be able to explain and provide an example of the three types of leadership skills demonstrated in the parks, recreation, and tourism fields

#### Materials needed:

- None

#### Space arrangements:

- Arrange participants in pairs facing one another

#### Time needed:

- Approximately 15 minutes

#### Procedures:

Ask students to:

- List the leadership competencies of parks and recreation professionals as identified through research and noted in the text
- With a partner, write an example of a common situation in which each competency might be used
- With a partner, list at least one example of the types of parks, recreation, and tourism positions one might hold in the various professional settings
- With a partner, discuss and name two examples of conceptual, interpersonal, and technical skills

The instructor could:

- Ask each pair to explain to another pair one of the leadership skill types; find another pair and do the same. Do this multiple times so each pair has an opportunity to explain the three types of skills
- Call on students and ask them to stand and explain each type of skill category to the class using one of the examples they noted
- Collect the papers for later review

## Activity 1.2: Leader Competencies/Skills

### Concepts covered:

- Leadership competencies/skills
- Conceptual
- Interpersonal
- Technical
- Personal awareness and self-reflection

### Objectives:

- Students will be able to explain the three broad areas of leader competencies/skills

### Materials needed:

- Digital camera

### Space arrangements:

- Out-of-class assignment

### Time needed:

- Throughout one full day

### Procedures:

- Ask students to:
  - Be alert throughout a 1-day period regarding the three broad leader competencies
  - Throughout the day, take pictures that depict conceptual, interpersonal, and technical leader skills
  - Arrange those photographs in a short slideshow (e.g., PowerPoint) and present their material to the class



## Activity 1.3: Explaining Leadership and Followership

### Concepts covered:

- The essence of leadership and followership
- Leadership and followership characteristics

### Objectives:

- Students will be able to describe what is leadership and what is followership
- Students will be able to identify leader and follower traits and qualities

### Materials needed:

- Student laptops or tablets on which they can create a PowerPoint presentation
- Access to the Internet

### Space arrangements:

- Students in pairs or triads

### Time needed:

- Approximately 15 minutes

### Procedures:

Ask students to:

- With their partner(s), create a short PowerPoint presentation using only graphics (either as a storyboard on paper or on their laptop/tablet) that:
  - Explains the definition of leadership and followership
  - Demonstrates the primary characteristics or traits of quality leaders and followers

The instructor could:

- Have students share their slideshow with the class

## Activity 1.4: Recognizing Leaders

### Concepts covered:

- How leaders are recognized
- Personal awareness and self-reflection

### Objectives:

- Students will be able to explain the five ways in which leaders are recognized

### Materials needed:

- None

### Space arrangements:

- In small groups

### Time needed:

- Approximately 20 minutes

### Procedures:

Ask students to:

- Develop a skit that pantomimes (no speaking) how a leader might be identified within a group
- At their seats, describe to their groupmates examples of when they were identified as a leader through one of the five mechanisms mentioned

## Activity 1.5: Understanding Leadership Styles

### Concepts covered:

- Critical thinking skills
- Appropriate use of leadership styles

### Objectives:

- Students will be able to understand and evaluate the three dominant leadership styles
- Students will be able to work as a group

### Materials needed:

- Paper
- Activity Sheet 1.5—Leadership Styles (see following activity)
- Writing utensil

### Space arrangements:

- Arrange participants in small groups

### Time needed:

- Approximately 15 minutes

### Procedures:

Ask students to:

- Complete Activity Sheet 1.5
- Share their thoughts regarding reasons for selection of style with the large class



## Activity 1.5—Leadership Styles

Place an X in the box that represents the leadership style you would most likely use in each situation. Indicate reasons in the right hand column.

<b>Leader is ...</b>	<b>Autocratic</b>	<b>Democratic</b>	<b>Laissez-faire</b>	<b>Why is this the most appropriate style to use?</b>
Planning a surprise party				
Teaching a basic pottery class				
Organizing a ski trip				
Reprimanding a child				
Planning a field trip				
Organizing a health fair				
Leading a backpacking trip				
Facilitating adults at a ropes course				
Working on a group project for a class				
Tending to an injured participant				
Officiating a softball game				
Decorating a community center				
Designing an aquatic facility				
Volunteering at a long-term care facility				
Addressing a dissatisfied customer				

## Activity 1.6: Presenting Theories

### Concepts covered:

- Critical thinking skills
- Leadership theories

### Objectives:

- Students will be able to explain the transformational, transactional, and servant leadership theories
- Students will be able to work as a group

### Materials needed:

- Computer or tablet
- Access to the Internet to download open source photographs
- Camera or smartphones to take appropriate photographs

### Space arrangements:

- Triads in class or out-of-class assignment

### Time needed:

- Approximately 1 hour

### Procedures:

Ask students to:

- Create a digital collage/poster (similar to a research poster paper that might be given at a conference) depicting the transformational, transactional, and servant leadership theories; the poster includes primarily graphics with some written text
- Share the posters in class with verbal or written explanation

## Activity 1.7: Recognizing Leadership

### Concepts covered:

- How leaders are identified from within groups

### Objectives:

- Students will be able to demonstrate leadership, followership, and power
- Students will be able to recognize leadership, followership, and power
- Students will be able to discuss how different types of power could affect different people

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Space so that one group can be in the back of the room and behind others who are facing forward

### Time needed:

- Approximately 10 minutes

### Procedures:

- Divide students into groups of 3–4
- Have students think about a situation in which a group is tasked with resolving some sort of a dilemma
- Give each group of students the name of a leadership style or type of power
- Each student group must create an audio script that depicts the style or power they've been given
- Each group moves to the back of the room with all other students facing front
- The group in the back then verbally acts out (reads their script aloud) the leadership style or power type
- The audience must identify the type of leadership style or power depicted
- Ask the audience to identify the leaders and followers, and discuss how the followers were affected by the way the leader used power in the skit
- Discuss how alternative types of power might have affected various group members

## Activity 1.7: Theory Videos

### Concepts covered:

- Critical thinking skills
- Leadership theories

### Objectives:

- Students will be able to demonstrate the transformational, transactional, and servant leadership theories
- Students will be able to work as a group

### Materials needed:

- Smartphones or other digital device that can create movies

### Space arrangements:

- Out-of-class assignment

### Time needed:

- Approximately 2–3 hours

### Procedures:

Ask students to:

- Create a digital movie that compares and contrasts the transformational, transactional, and servant leadership theories (the students could be the actors or directors/producers)
- Share the movies in class

## Activity 1.9: Power Pictionary®

### Concepts covered:

- Types of power
- Personal awareness and self-reflection

### Objectives:

- Students will be able to explain the various types of power
- Students will be able to articulate appropriate instances in which to use various types of power

### Materials needed:

- Flip charts and markers (quantity depends on class size)
- Small pieces of paper with the names of the types of power written on them
- A "hat" from which to draw names of the types of power
- Paper and writing utensils

### Space arrangements:

- Seated in teams of 3 to 4 players
- Flip charts in the front of the room

### Time needed:

- Approximately 30 minutes

### Procedures:

- Students break into teams of 3–5 players
- Each team is assigned a flip chart
- One team member goes to the front of the room and receives from the instructor the name of a type of power, which has been drawn from a hat
- On a signal from the instructor, the person at the flip chart begins to draw the type of power
- The team that first identifies the correct type of power wins 1 point
- Teams must then "buzz in" (raise hand) and (a) describe the type of power, and (b) give an example of this type of power—each correct response earns 1 additional point

## Activity 1.10: Professional Development

### Concepts covered:

- Professional development
- Personal awareness and self-reflection

### Objectives:

- Students will be able to identify the professional development in which they engage
- Students will be able to list multiple methods of professional development that is realistic to their own situation

### Materials needed:

- None

### Space arrangements:

- Out of class assignment

### Time needed:

- The entire semester

### Procedures:

Ask students to:

- Keep a “Professional Development Log” during the entire semester that identifies and explains the professional development in which they engaged throughout the term

# 2

## Leadership Across the Lifespan

### Activity 2.1: Underlying Theories

#### Concepts covered:

- Social learning theory
- Piaget's theory of human development
- Theories of moral development

#### Objectives:

- Students will be able to explain the three types of modeling based on social learning theory
- Students will be able to identify the stages of human development as per Piaget
- Students will be able to describe Kohlberg's theory of moral development
- Students will be able to compare and contrast Kohlberg's and Gilligan's theories of moral development

#### Materials needed:

- Paper
- Writing utensil

#### Space arrangements:

- Individual work

#### Time needed:

- Approximately 5 minutes at the beginning or end of class

#### Procedures:

Ask students to:

- After studying the information related to social learning theory (whether done out of or in the classroom), write a brief paragraph that explains the four elements of modeling that constitute the theory
- Reflect on their own lives and provide an example of how they demonstrated each of the stages in Piaget's theory of human development
- Reflect on their own lives and describe a situation in which they demonstrated one or more of the stages of Kohlberg's theory of moral development
- Utilizing the example of when and how they demonstrated Kohlberg's theory, explain how their actions might have looked different had they exhibited Gilligan's ethic of care theory

## Activity 2.2: Models of Moral Development

### Concepts covered:

- Values, ethics, and morals
- Moral development theories

### Objectives:

- Students will be able to identify the differences between values, ethics, and morals
- Students will be able to explain the Gilligan and Kohlberg models of moral development

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will work independently

### Time needed:

- Approximately 30 minutes

### Procedures:

Ask students to:

- In a 3-minute timed writing exercise, define values, ethics, and morals
- In a 3-minute timed writing exercise, explain Kohlberg's model of moral development
- In a 3-minute timed writing exercise, explain Gilligan's model of moral development
- Think of examples from their own lives that match Kohlberg's stages and Gilligan's ethic of care model
- In a 5-minute timed writing exercise, explain which model they believe has the most applicability in their own life (Kohlberg or Gilligan)—encourage students to choose one or the other
- Identify their current stage of development (either model)
- Provide a recent example that can explain how their chosen model operates in their life



## Activity 2.3: Lifespan Timeline

### Concepts covered:

- What constitutes the stages of human development

### Objectives:

- Students will be able to personalize the lifespan timeline
- Students will be able to articulate how events in their own development contributed to the person/leader they are at this time

### Materials needed:

- Poster paper
- Markers or crayons

### Space arrangements:

- Individual work

### Time needed:

- Approximately 15 minutes

### Procedures:

Ask students to:

- Draw a timeline of the major lifespan stages, using the entire poster paper (turn paper to a landscape/horizontal orientation)
- Think about their own life and mark on the timeline significant events that occurred during that phase of their development; the events could illustrate a physical, cognitive, social, or moral event
- For the stages not yet reached, identify (and mark on the timeline) the presumed or anticipated life events that might occur at those stages and that could impact their leadership development
- With a partner or in a triad, discuss the events they identified and how those events influenced them to be the person/leader they are today

## Activity 2.4: The Balance of Age

### Concepts covered:

- Ages and stages of life as they relate to leadership concepts

### Objectives:

- Students will be able to compare two age group populations in the same activity
- Students will be able to generate activity modifications to ensure a successful experience for multiple age groups
- Students will be able to identify the physical, cognitive, socioemotional, and moral aspects of development associated with different age groups

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will work in small groups

### Time needed:

- Approximately 30 minutes

### Procedures:

Ask students to:

- Think of and describe one program they have led or in which they have recently participated (e.g., swimming, coaching, T-ball, bingo, board games)
- Identify two age groups appropriate for the program (e.g., older adults, youth)
- Describe the modifications that may be needed for the described program to create a successful outcome with both age populations
- Address the physical, cognitive, socioemotional, and moral aspects of development when thinking of modifications
- Discuss how a leader might alter conceptual, interpersonal, and technical skills in situations associated with both age group populations

## Activity 2.5: Leadership Challenges Across the Lifespan

### Concepts covered:

- Ages and stages of life as they relate to leadership concepts
- Self-reflection

### Objectives:

- Students will be able to summarize the characteristics of at least two age group populations
- Students will be able to identify the physical, cognitive, socioemotional, and moral aspects of development associated with different age groups
- Students will be able to demonstrate critical thinking
- Students will be able to evaluate personal skills

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Individual work

### Time needed:

- Approximately 20 minutes

### Procedures:

Ask students to:

- Select one age group with which they feel most comfortable serving in a leadership role
- Select one age group with which they feel most apprehensive about leading
- Write a short essay explaining why they feel the way they do with regard to each age group
- Write two things they can do in the next 6–12 months to better prepare themselves to work with the most challenging group

# 3

## Leadership and Cultural Adaptability

### Activity 3.1: Being Different/Feeling Different

Concepts covered:

- Dimensions of diversity

Objectives:

- Students will be able to personally identify with the impact of being different
- Students will be able to identify sources of stereotypes

Materials needed:

- Activity Sheet 3.1—Being Different/Feeling Different (sheet follows)
- Writing utensil

Space arrangements:

- Participants will work individually and in small groups

Time needed:

- Approximately 30 minutes

Procedures:

Ask students to:

- Take 15–20 minutes and complete Activity Sheet 3.1 on their own
- Share personal reflections with a small group

## Activity Sheet 3.1—Being Different/Feeling Different

Think of a situation when you felt "different" and describe it in the space below. How old were you? What was the environment like? Who else was there? What were you doing?

List words that would describe the feelings you experienced in the situation above (e.g., embarrassment, shame, hurt, anger).

How do you think that experience has affected who you are and how you perceive yourself today?

How has that experience affected your view of others?

## Activity 3.2: Find Someone Who...

### Concepts covered:

- Dimensions of diversity

### Objectives:

- Students will be able to identify various elements of diversity among classmates
- Students will be able to identify sources of stereotypes

### Materials needed:

- Activity Sheet 3.2—Find Someone Who... (sheet follows)
- Writing utensil

### Space arrangements:

- Participants will work individually

### Time needed:

- Approximately 7 minutes

### Procedures:

Ask students to:

- Use Activity Sheet 3.2 and mill about the room obtaining as many names as possible on the sheet

The instructor could:

- When the group is finished, share results with the entire group and discuss the feelings associated with the attributions

### Activity 3.2—Find Someone Who...

Directions: Mill about the room and write as many names as possible in the following spaces. One name per space. You have 3 minutes—go!!

#### FIND SOMEONE WHO ...

- speaks at least two languages fluently \_\_\_\_\_
- has ever been excluded from an activity because of her/his age \_\_\_\_\_
- knows what the rainbow symbol represents \_\_\_\_\_
- has EVER wished they were of a different ethnic background \_\_\_\_\_
- has ever sat in the lap of a person who is paraplegic or quadriplegic \_\_\_\_\_
- knows their ethnic heritage \_\_\_\_\_
- has EVER discriminated against another person because of her/his appearance \_\_\_\_\_
- is a man and has ever been called a sissy \_\_\_\_\_
- in jest or anger, has ever called someone a retard \_\_\_\_\_
- has been personally affected by HIV or AIDS \_\_\_\_\_
- has not joined an activity or group because no one there looked like her/him \_\_\_\_\_
- deals with issues of cultural diversity on a regular basis \_\_\_\_\_
- has ever boycotted a product or service because of their anti-gay policies \_\_\_\_\_
- is perfectly at ease in not knowing if the infant she/he is cooing over is female or male \_\_\_\_\_
- celebrates Kwanzaa \_\_\_\_\_
- thinks that females talk more than males \_\_\_\_\_
- takes the time to learn about the cultural backgrounds of classmates \_\_\_\_\_
- knows whether or not the building in which she/he is attending class is accessible \_\_\_\_\_
- has ever experienced the “glass ceiling” \_\_\_\_\_
- has examined an agency’s information for exclusionary language \_\_\_\_\_
- has had a clear issue of cultural intolerance come up in class or the workplace (e.g., a joke was told, name-calling occurred, slurs mumbled, ostracism, etc.) \_\_\_\_\_
- in the above situation, remained silent (for whatever reason) \_\_\_\_\_

## Activity 3.3: What Does Society Think?

### Concepts covered:

- Dimensions of diversity
- Stereotypes

### Objectives:

- Students will be able to identify various elements of diversity
- Students will be able to identify sources of stereotypes

### Materials needed:

- Activity Sheet 3.3—What Does Society (or You) Think? (sheet follows)
- Writing utensil

### Space arrangements:

- Individual work

### Time needed:

- Approximately 15 minutes

### Procedures:

Ask students to:

- Complete Activity Sheet 3.3 (or selections from the Activity Sheet)
- Share and discuss in small groups or as a class



### Activity 3.3—What Does Society (or What Do You) Think?

Instructions: Think about how society *in general* might think and complete each phrase to form a sentence. Try not to spend a lot of time thinking; go with the first thing that comes to mind and complete the items as quickly as possible.

1. Women who prefer jobs that are usually performed by men probably...
2. Members of conservative religious groups...
3. Teenagers...
4. Mexicans who enter this country illegally...
5. People who have Down syndrome...
6. Black people who wear hoodies...
7. Men who perform jobs usually performed by women probably...
8. Native Americans are all...
9. People who work in factories...
10. People over 65 years old...
11. Gay men...
12. Women who wear a hijab or burka...
13. Hispanic men...
14. Jewish people who make a lot of money...
15. Asians...
16. People who work in organizations serving youth...
17. Tall people...
18. Immigrants in the U.S. who do not learn the English language...
19. When playing, little girls...
20. Lesbians who want children...
21. People are poor because...

22. People who use wheelchairs should not...

23. People who are obese probably...

24. Homeless people are...

25. I...

## Activity 3.4: What Do You Know or What Have You Heard?

### Concepts covered:

- Dimensions of diversity
- Stereotypes

### Objectives:

- Students will be able to recognize widespread use of stereotypes
- Students will be able to identify sources of stereotypes among individuals

### Materials needed:

- Sticky (Post-it) notes—large size and two different colors
- Writing utensil

### Space arrangements:

- Participants will work individually

### Time needed:

- Approximately 10 minutes

### Procedures:

Ask students to:

- Think of as many specific aspects of diversity as possible (e.g., women, men, teenagers, African American males, gay people, Latinos/Latinas, Muslims, older adults, people who have Down syndrome, Jews)—see Activity Sheet 3.3 for ideas, and write them on sticky notes (these will be labels)
- Stick each note on the walls around the room, leaving enough space between the labels for a small group to gather around
- Take several pieces of the other color sticky note, circulate around the room to each label hanging on the wall, and write one thing they either “know” or have heard about the group on their sticky note and post it beneath the label
- Discuss what the comments written on the papers represent, stereotypes and their sources, the impact on leadership in diverse settings, and related concepts

Adapted from *Diversity Activities for Youth and Adults* (p. 11), by P. Ingram, 1999 (<http://pubs.cas.psu.edu/FreePubs/pdfs/ui335.pdf>).

## Activity 3.5: “Collective Programming of the Mind”

### Concepts covered:

- Culture as “collective programming of the mind”

### Objectives:

- Students will be able to explain what is meant by “collective programming of the mind”

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Individual work

### Time needed:

- Approximately 10 minutes

### Procedures:

Ask students to:

- Write a letter to a relative (mother, grandfather, sibling) explaining what is meant by culture as “collective programming of the mind”
- Turn in the paper or read it aloud to the class

## Activity 3.6: Hofstede's Cultural Dimensions

### Concepts covered:

- Hofstede's dimensions of culture (collectivism, view of time, masculinity, power distance, uncertainty avoidance, indulgence)

### Objectives:

- Students will be able to describe each of the cultural dimensions as researched by Hofstede

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- In pairs or triads

### Time needed:

- Approximately 15 minutes

### Procedures:

- Assign each pair or triad of students one of Hofstede's dimensions
- Each pair or triad is to summarize what that dimension is and identify examples
- Each pair or triad is to create an example of leadership techniques one might use to be successful when leading people with that particular cultural orientation (leadership implications)
- Each pair or triad is to explain the leadership implications to the rest of the class

## Activity 3.7: Cultural Competence

### Concepts covered:

- Cultural proficiency
- Stages of cultural competence

### Objectives:

- Students will be able to explain what is meant by “cultural competence”
- Students will be able to evaluate their own cultural competence development

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

Individual work

- Share in pairs

### Time needed:

- Approximately 15 minutes

### Procedures:

Ask students to:

- In a 3-minute timed writing, explain the concept of cultural competence; share that with a peer (perhaps collect the papers)
- Place themselves on the stages of cultural competence scale
- For each stage they have passed through (and is at), write what they did (the evidence or proof) that tells them that they passed through or are in that stage of competence
- Share with a partner

## Activity 3.8: Microaggressions

### Concepts covered:

- Personal development
- Microaggressions

### Objectives:

- Students will be able to identify areas of culture in which they have personal biases
- Students will be able to identify microaggressions

### Materials needed:

- Online: Implicit Attitude Test (<https://implicit.harvard.edu/implicit/education.html>)
- Online: I, Too, Am Harvard (<http://itooamharvard.tumblr.com/>) (also I, Too, Am Princeton and others)

### Space arrangements:

- N/A

### Time needed:

- Could be multiple class periods

### Procedures:

Ask students to:

- Take the Implicit Attitude Test and write a short reaction paper about their scores
- Share in class, turn in the paper, etc.
- Go through the I, Too, Am Harvard pictures and relate to microaggressions, and write down things they've heard based on their dimensions of diversity—particularly the dimensions less valued in society (e.g., LGBT, female, being “other than White,” religion, disability, social status). Discuss.

## Activity 3.9: Leading Diverse Populations

### Concepts covered:

- How diversity affects leadership in parks, recreation, and tourism
- Understanding the importance of diversity for effective leadership

### Objectives:

- Students will be able to apply diversity to direct leadership
- Students will be able to describe inclusive leadership

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will work in pairs/triads

### Time needed:

- Approximately 15 minutes

### Procedures:

- The instructor assigns a different dimension of diversity to each pair
- Pairs review and summarize the information related to leadership and their assigned dimension of diversity
- Each pair teaches their dimension to the class
- In triads, two people take turns completing the sentence, "Inclusion is..." as quickly as possible. The third member transcribes what she/he hears.
- Triads share with another triad or with the class as a whole



## Activity 3.10: Privilege or Right?

### Concepts covered:

- Dimensions of diversity
- Impacts of unearned privilege on access to resources

### Objectives:

- Students will be able to discuss how privilege interacts with the dimensions of diversity
- Students will be able to identify their core and secondary dimensions of diversity
- Students will be able to identify the privileges they have because of who they are

### Materials needed:

- Piece of paper
- Writing utensil

### Space arrangements:

- Participants will work in small groups

### Time needed:

- Approximately 15 minutes

### Procedures:

Ask students to:

- List the primary and secondary dimensions of diversity
- List the privileges that typically are associated with each dimension of diversity
- Have each group member identify her/his personal dimensions of diversity (primary and secondary)
- Have each group member identify the privileges she/he is afforded because of those dimensions
- Discuss the privileges they find themselves having to earn
- Share overall impressions with the class

## Activity 3.11: Differences and Similarities

### Concepts covered:

- How individuals are different and how individuals are alike

### Objectives:

- Students will be able to discuss how people differ from one another on some dimensions and are like others on other dimensions
- Students will be able to articulate how focusing on differences can drive people away, whereas focusing on similarities can help people appreciate others

### Materials needed:

- None

### Space arrangements:

- Two individuals who are able to step away from one another the length of the room
- The class positioned to observe the two in action

### Time needed:

- Approximately 15 minutes

### Procedures:

- Two students (volunteers) who are visually different from one another stand face-to-face in front of the room
- Class members identify and shout out the differences they see between the two volunteers
- For each difference identified, the the volunteers take one step back from one another
- Continue until the volunteers are standing far away from each other
- Class members identify the ways the two volunteers are similar to one another
- For each similarity identified, the volunteers take one step toward one another
- Continue until the two volunteers are standing within a foot of each other
- The entire class answers: What did you feel or sense each time the volunteers stepped toward or away from each other? What happens when people focus on differences or similarities? What are the dangers of focusing on only similarities (“We’re all human and differences don’t matter”)? What did this activity bring to light? How does focusing on differences and or similarities affect leadership? And similar questions...

## Activity 3.12: Personal Meanings

### Concepts covered:

- Understanding how different individuals perceive diversity

### Objectives:

- Students will be able to discuss how people understand diversity as an internal concept
- Students will be able to articulate what diversity means to them

### Materials needed:

- None

### Space arrangements:

- Space for the class to mingle

### Time needed:

- Approximately 10 minutes

### Procedures:

The instructor spreads out on the floor 50–60 playing cards (or other small photograph) that have different photos on them (See Caboodle Cards by Guide, Inc.)

Ask students to:

- Select a card that best represents diversity to them
- Meet with one other person and explain their card and its meaning of diversity
- Exchange cards; each person now has someone else's card
- Move to a new partner and introduce the person with whom they just spoke, by explaining how they view diversity as depicted on the card ("That person over there is Sue and she says this card represents diversity to her [in this way]")
- Exchange cards and repeat
- Give the card back to the original "owner" and tell her/him what they heard from others about what diversity means to them. Check in for accuracy
- Discuss how different people view diversity differently (and alike) from one another; discuss why this important to understand

## Activity 3.13: Collectivist vs. Individualist

### Concepts covered:

- Critical thinking skills
- The impact of collectivist and individualist cultures on leadership

### Objectives:

- Students will be able to articulate the distinctions between collectivist and individualist cultures
- Students will be able to identify the advantages and disadvantages of each cultural perspective

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will be divided into two groups, one on each side of the room

### Time needed:

- Approximately 30 minutes

### Procedures:

Ask students to:

- Divide into two groups (the instructor assigns one group with the collectivist perspective and the other with the individualistic perspective)
- In their group, brainstorm and write down as many traits as possible that represent the cultural perspective they were assigned
- Within the group, discuss the advantages and disadvantages of the cultural perspective they were assigned; prepare for a debate
- In a debate format, try to persuade the other group that their cultural perspective is best
- As a whole group, discuss the challenges of collectivism and individualism to (1) a leader who shares the same perspective and (2) a leader who holds the other perspective

# 4

## Communication Skills for Leaders

### Activity 4.1: Show Me and I Will Understand

#### Concepts covered:

- The communication process
- Improving communication effectiveness
- Processing special communication techniques

#### Objectives:

- Students will be able to define communication
- Students will be able to demonstrate how communication is “multichanneled”

#### Materials needed:

- Paper
- Writing utensil
- Props from classroom

#### Space arrangements:

- Each participant will work individually or with a partner

#### Time needed:

- Approximately 15 minutes

#### Procedures:

Ask students to:

- Draw a picture of and label the communication process
- Discuss what is meant by communication being “multichanneled” and provide examples
- Join with a partner, and from around the room choose several props (e.g., books, pencils, paper clip, coffee cup) \*\* Instructor may provide props
- Take those props and use them to make a three-dimensional model of the communication process
- Explain how the props represent the model of the communication process to the class

## Activity 4.2: Acting Out the Communication Functions

### Concepts covered:

- Improving communication effectiveness
- Functions of communication

### Objectives:

- Students will be able to describe the various functions of communication
- Students will be able to create examples that demonstrate the functions of communication

### Materials needed:

- Five 3 × 5 inch cards, each with the name of one function of communication written on it
- Paper
- Writing utensil

### Space arrangements:

- Five groups of 5 with a designated leader in each group
- When it is their turn, each group will stand in front of their classmates

### Time needed:

- Approximately 15 minutes

### Procedures:

- The leader of each group selects a card and keeps it to herself/himself
- The instructor calls groups forward one at a time
- Using a topic/setting of a typical parks and recreation organization, each leader acts out the selected communication function; the group should respond to the leader's communication style as presented
- Classmates guesses which function of communication they are observing. If the purpose is unclear, the class (or group members) should suggest ways for the leader to better demonstrate the selected function

### Adaptations:

- Rather than designate a group leader ahead of time, groups can identify the leader who will act out the function
- Each group acts out multiple functions
- Each group writes a script for the group leader to demonstrate prior to doing so

## Activity 4.3: Changing Communication Functions

### Concepts covered:

- Functions of communication
- Communication effectiveness

### Objectives:

- Students will be able to apply various functions of communication to a particular message

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will work in small groups

### Time needed:

- Approximately 20 minutes

### Procedures:

- The instructor divides the class into five groups and assigns each group to one function of communication (persuasion/influence, information sharing, social/expressive, command/instruct, and conflict resolution)
- The instructor assigns each group the same topic for discussion (e.g., the need for a new recreation complex in town) and asks each group to develop a 2-minute verbal or written communication about this need using the assigned function
- Students share the communication with the class
- Class discusses similarities and distinctions in what was communicated and how it was communicated

## Activity 4.3: What Do You Mean?

### Concepts covered:

- The communication process
- Communication effectiveness

### Objectives:

- Students will be able to articulate the importance the written and verbal aspects of the communication process
- Students will be able to describe the impact of communication on those who do not understand the intended communication

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will work in small groups

### Time needed:

- Approximately 15 minutes

### Procedures:

Ask students to:

- Write down as many clichés or adages they can think of (e.g., bright as the sun, clean as a whistle, cool as a cucumber)
- Share their adages with the rest of the class and explain the connotations
- Generate alternative sayings for the clichés that demonstrate good communication qualities (e.g., clear, succinct, free of cultural meanings)
- Discuss why it is important to the communication process (verbal, written) to avoid using clichés



## Activity 4.5: Communication Styles

### Concepts covered:

- Communication styles
- Communication effectiveness

### Objectives:

- Participants will be able to compare the four styles of communication: face paced/task oriented, fast paced/people oriented, slow paced/task oriented, slow paced/people oriented
- Participants will be able to self-identify with one of the communication styles

### Materials needed:

- None

### Space arrangements:

- Groups of 4

### Time needed:

- Approximately 10 minutes

### Procedures:

Ask students to:

- For each communication style, create a script of what a leader might say/do at the beginning of an activity when trying to get a group's attention
- Act out the scripts, share them with the class, or turn in the papers

## Activity 4.6: Communication Styles

### Concepts covered:

- Communication styles
- Communication effectiveness

### Objectives:

- Participants will be able to determine which of the four communication styles best describes their own communication style: face paced/task oriented, fast paced/people oriented, slow paced/task oriented, slow paced/people oriented
- Participants will better understand the communication needs of those who have communication styles different from their own

### Materials needed:

- None

### Space arrangements:

- Individual activity

### Time needed:

- Approximately 10 minutes

### Procedures:

Ask students to:

- Think of their friends, family members, professors, and others with whom they have a relationship and identify the primary preferred communication style of those individuals
- Write an e-mail message to one or more of those individuals, writing in a style that best meets the needs of the person with whom they will be communicating

## Activity 4.7: Listening Is an Art

### Concepts covered:

- Listening skills
- Communication effectiveness

### Objectives:

- Students will be able to identify issues related to listening and communication effectiveness

### Materials needed:

- Abstract drawing of lines, circles, squares, triangles, etc. (simple outline drawing) to be posted on the board/screen in front of the room
- Paper
- Writing utensil

### Space arrangements:

- Arrange participants in pairs sitting back to back with one individual facing the front of the room so they can see the board/screen

### Time needed:

- Approximately 15 minutes

### Procedures:

- The student who can see the front of the room is shown a simple outline drawing (on the board/screen)
- That individual describes the drawing to her/his partner and the partner draws what she/he hears. The speaker may not use "shape" words (e.g., triangle, square), and no questions are allowed.
- Round 2: With a new drawing and in the same positions, the same student tells her/his partner how to draw the picture. The speaker may not use "shape" words (e.g., triangle, square), and the listening partner may ask yes/no questions.
- Round 3: With a third drawing and with students in the same positions, the same student tells her/his partner how to draw the picture; the listening partner may ask open-ended questions.

### Adaptations:

- Partners change positions after each round so that each one has an opportunity to describe the drawings to her/his partner
- One self-declared "good communicator" stands in front of the room with his/her back to the class and is the only person who can see the drawing (put it on a sheet of paper that the student holds). The same protocol as with partners applies.

## Activity 4.8: What Goes Around

### Concepts covered:

- Listening skills
- Communication effectiveness

### Objectives:

- Participants will be able to describe the importance of listening
- Participants will be able to discern two approaches to listening

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Arrange group in a circle

### Time needed:

- Approximately 15 minutes

### Procedures:

- An individual whispers a short story to the person next to her/him, who then passes it on to the next person, and so on until the story arrives back to the initiator
- The instructor check for accuracy and talk about the challenges of multiple layers of verbal communication
- An individual whispers a short story to the person next to him/her, who takes notes about the story and then whispers the story to the next person, who takes notes and then passes it on to the next person, who takes notes and then passes it on to the next person, and so on until the story arrives back to the initiator
- Check for accuracy and talk about the benefits of sharing notes when there are multiple layers of verbal communication involved

## Activity 4.9: Communicating Across Generations

### Concepts covered:

- Generational differences in preferred communication methods
- Communication effectiveness

### Objectives:

- Participants will be able to identify preferred communication methods of various generations
- Participants will be able to discuss how they could meet the communication needs of people from generations other than their own

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Individually or in pairs

### Time needed:

- Approximately 60 minutes

### Procedures:

- Students create a slideshow or short video that illustrates the communication preferences of various generations

## Activity 4.10: Parallel Language

### Concepts covered:

- The impacts of communication on gender
- Communication effectiveness

### Objectives:

- Participants will be able to explain the impacts of parallel terminology on individual perceptions
- Participants will be able to identify ways that they could 'correct' their own (and others') misuse of mismatched terminology

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Individually

### Time needed:

- Over the course of a typical day

### Procedures:

- Throughout an entire day, students write down every time they hear or see mismatched terminology used—describe the situation, people, and setting (this may likely include their own use of language as well as that of friends, professors, restaurant servers, in books, on television, YouTube, etc.)

## Activity 4.11: Looking and Learning

### Concepts covered:

- Improving communication effectiveness
- Culture and communication

### Objectives:

- Students will be able to describe how perception affects communication
- Students will be able to provide examples of the functions of communication

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Each participant will work with a partner, face-to-face

### Time needed:

- Approximately 15 minutes

### Procedures:

Ask students to:

- Sit down across the table from someone they have not met (or do not know well)
- Without saying a word, look at each other for 5 minutes; write down everything they think they can tell about that person (e.g., they are from a big family, they own a dog, they like country music, they drive a motorcycle)
- After the silent time is over, compare notes and one another's accuracy
- Explore why assuming things about a person based on what they look like can lead to misjudging them and how this might affect communication
- Discuss how their own cultural background serves as a filter and affects their personal impressions of others based solely on appearance
- Discuss how this can affect how a leader might choose to communicate with diverse participants

### Adaptation:

Ask students to:

- Try this with another person who is far across the room; see if distance makes a difference in accuracy of perceptions

## Activity 4.12: Minimizing Isms

### Concepts covered:

- Intercultural communication
- Communication effectiveness

### Objectives:

- Students will be able to explain the impact of isms on communication

### Materials needed:

- Paper
- Writing utensil
- Internet access

### Space arrangements:

- Participants will work independently; may be out-of-class assignment

### Time needed:

- Approximately 20 minutes

### Procedures:

Ask students to:

- List as many sayings or phrases they know that have a racial or sexist bias (e.g., “to throw like a girl,” “to Jew someone down”)
- Identify parks, recreation, and tourism settings where the phrases might be used (e.g., in a boys’ team locker room, when negotiating price reductions for bulk purchases)
- Go to the Internet and find the historical and cultural meanings behind the sayings
- Hold a discussion about the impacts of a leader using such language with participants—both those being disparaged (they represent the target of the language; e.g., females would be disparaged by the comment about throwing like a girl) and those who hear or observe the comment



## Activity 4.13: Facilitating a Group

### Concepts covered:

- Facilitation and processing skills
- Communication effectiveness

### Objectives:

- Participants will be able to explain the facilitation and processing roles of a leader
- Participants will be able to apply facilitation techniques

### Materials needed:

- None

### Space arrangements:

- Need space to conduct a group activity (think low challenge course or team-building activity)

### Time needed:

- Approximately 30–45 minutes

### Procedures:

- Students quickly summarize the various ways of facilitating a group (e.g., let experience speak for itself, speak for experience, debrief experience, etc.)
- The instructor leads a team-building activity
- Individual (or paired) students facilitate the activity using one of the methods of facilitating a group
- The whole class discusses the effectiveness and ease/challenges of each approach; what types of thought processes are elicited using the various styles of facilitation?

# 5

## Nonverbal Communication: The Silent Messenger

### Activity 5.1: Pantomimes

#### Concepts covered:

- Nonverbal skills

#### Objectives:

- Students will be able to recognize that nonverbal communication can be interpreted differently by different people
- Students will be able to identify the common nonverbal actions they use

#### Materials needed:

- Paper
- Activity Sheet 5.1—Nonverbal Charades (sheet follows)

#### Space arrangements:

- Participants will work with a partner; can also be done as an entire class

#### Time needed:

- Approximately 15 minutes

#### Procedures:

- Students determine which person will be the receiver and who will be the performer
- The performer acts out the messages on Activity Sheet 5.1 using only nonverbal communication
- The receiver tries to recognize what is being communicated
- All students discuss the ease/challenges in understanding the intended message

## Activity Sheet 5.1: Pantomimes

One partner (performer) will perform each of the following actions. The other partner (receiver) will try to determine what is being said. Remember that this is all nonverbal, so spoken hints are not allowed.

No	Sit down	Come in/Come here
I'm angry	I don't know	Get rowdy!
Stand up	Be quiet	I'm happy
Stop	Okay	Pass me... (e.g., the ball)
Go away or get away	What time is it?	I'm confused
This is important!	I need help	It doesn't matter
Write in	Write in	Write in
Write in	Write in	Write in

## Activity 5.2: Functions of Nonverbal Communication

### Concepts covered:

- Functions of nonverbal language

### Objectives:

- Students will be able to explain the functions of nonverbal communication

### Materials needed:

- Paper
- Writing utensil
- Magazines or Internet access

### Space arrangements:

- Out-of-class assignment (individually or as a group)

### Time needed:

- Approximately 30 minutes

### Procedures:

Ask students to:

- Make a hard copy or electronic collage (on PowerPoint or similar program) demonstrating each function of nonverbal communication
- Share the collage with the class, explaining each element

## Activity 5.3: Speaking Skills

### Concepts covered:

Eye contact	Posture
Facial expressions	Physical appearance
Gestures	Olfactics

### Objectives:

- Students will be able to describe types of paraverbal and nonverbal body language
- Students will be able to articulate appropriate and effective use of body language

### Materials needed:

- Smartphones, tablet, or other electronic device that can be used to create videos

### Space arrangements:

- Participants will work with a partner
- Partners are separated as much as possible from other partners

### Time needed:

- Approximately 50 minutes; could be broken into two shorter class periods

### Procedures:

- Students create a list of "good" nonverbal and paraverbal techniques used by effective speakers and a list of "bad" nonverbal and paraverbal techniques used by ineffective speakers
- Students exchange cell phones, tablet, or other electronic device so Partner A can make a video of Partner B on B's personal phone, and vice versa
- Partner A stands up and gives a 3-minute talk on any topic they wish while Partner B video records the talk
- Partners then switch roles so Partner B gives a 3-minute talk while Partner A video records the talk using B's cell phone [camera]
- Partners exchange cell phones again so each partner has the video of her/his own 3-minute talk
- Either now or as a homework assignment, each person reviews the video of herself/himself talking and, using the list of 'good' and 'bad' nonverbal and paraverbal techniques, tallies the number of times he/she sees or hears herself/himself doing that particular behavior
- If time permits, or on the following day, students repeat the exercise, practicing using more effective techniques and fewer ineffective techniques
- Students can use the lists throughout the semester as they practice their speaking skills

## Activity 5.4: Radio Leadership

### Concepts covered:

- Types of paraverbal language
- The role of paraverbal language in leadership

### Objectives:

- Students will be able to identify the types of paraverbal communication
- Students will be able to relate the elements of paraverbal communication to leadership
- Students will be able to assess their own paraverbal communication skills

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will work in small groups
- Arrange space in the back of the room for each small group to gather; the rest of the class faces forward

### Time needed:

- Approximately 15 minutes

### Procedures:

Ask students to:

- Pretend they are leaders on a radio station, podcast, or other program where they can only be heard, not seen
- Demonstrate effective use of the various types of paraverbal language in describing a childhood game (e.g., Duck, Duck, Goose; Red Rover; Kickball)
- Use each type of paraverbal language in the audio leadership experience
- Discuss the impacts of paraverbal language on effective leadership

## Activity 5.5: Um, Um, Uh

### Concepts covered:

- Paraverbal skills

### Objectives:

- Students will become aware of how many times they use nonverbal fillers
- Students will identify ways to minimize the use of paraverbal fillers

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will work in pairs, sitting across from one another

### Time needed:

- Approximately 10 minutes

### Procedures:

- Students to think about a short (5 minute) story they can tell their partner (what she/he did this summer, something that happened on a family camping trip, etc.)
- The instructor removes one of the partners from the classroom and gives them the following instructions: Go back into the room and ask your partner to tell you their story. Listen without interruption and do so using attending and reflecting skills. Listen for and tally the paraverbal fillers (ums, uhs, etc. your partner uses); do not tell your partners what you are doing
- The partner who was removed returns to the classroom and engages the storyteller
- The instructor asks for reports from the listeners and then leads a discussion about paraverbal fillers, their impact on perceptions of leader competence, how to minimize the use of fillers, and the listening process

## Activity 5.6: Professional Writing

### Concepts covered:

- Writing skills

### Objectives:

- Students will be able to identify qualities of effective professional writing
- Students will be able to apply effective writing skills in practice

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will work in pairs

### Time needed:

- Approximately 20 minutes

### Procedures:

Ask students to:

- Work with their partner and identify the keys to successful and professional memos, e-mails, texts, press releases, websites, and other types of media used in the profession
- Develop the list into a table/checklist that can be used to evaluate a written memo, e-mail, text, and so on
- With their partner, write a memo or e-mail about the necessity to close a swimming pool due to a lack of available lifeguards [other similar scenarios could be used to practice the other forms of professional writing]
- Exchange their memo/e-mail with another pair and, using the checklist they just made, evaluate the writing



## Activity 5.7: Communication Comparison

### Concepts covered:

- Nonverbal communication
- Verbal communication

### Objectives:

- Students will be able to recognize the relationships between verbal, nonverbal, and paraverbal language

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will work with a partner; can also be done individually

### Time needed:

- Approximately 15 minutes

### Procedures:

Ask students to:

- Create a 4-column table on a piece of paper
- Label the columns Characteristic, Verbal, Nonverbal, and Paraverbal
- In the left-most column, create rows by listing characteristics, functions, channels, strengths, etc. of each communication element
- For each communication element column (verbal, nonverbal, paraverbal) and for each row, write in the nature of that element; an example follows:

<b>Characteristic</b>	<b>Verbal</b>	<b>Nonverbal</b>	<b>Paraverbal</b>
Functions	Persuade, instruct, share information and so on	Impression management, provide feedback, repeat message, etc.	Hold a turn, fill an empty speaking moment
Channels	Spoken word	Writing, visual media, etc.	
Miscommunication "hazards," etc.			Some cells may be empty

# 6

## Leadership and Group Dynamics

### Activity 6.1: Group Effectiveness

#### Concepts covered:

- Effective and ineffective groups

#### Objectives:

- Students will be able to understand the qualities of successful and unsuccessful groups
- Students will be able to recognize that group dynamics vary from group to group

#### Materials needed:

- Paper
- Writing utensil

#### Space arrangements:

- Divide the participants in to small groups

#### Time needed:

- Approximately 15 minutes

#### Procedures:

Ask students to:

- Identify a successful group of which they were/are a member (e.g., member of major's club, high school soft-ball team)
- Identify why they believe that was/is a successful group
- List the group qualities associated with the group they identified
- Discuss the factors that helped their chosen group be successful
- Identify an unsuccessful group of which they were/are a member
- List the group qualities associated with the group they chose
- Discuss the factors that interfered with the success of that group
- Compare the qualities of the two groups
- Describe the role of a leader in assisting an unsuccessful group to become more successful

## Activity 6.2: Group Elements

### Concepts covered:

- Elements of groups

### Objectives:

- Students will be able to explain the various elements that constitute a group

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Out-of-class assignment

### Time needed:

- Approximately 30 minutes/day

### Procedures:

Ask students to:

- Create a 2-column table that lists the elements of a group in the left-hand column
- In the right-hand column, write in a description of what that element is/represents

## Activity 6.3: Behavior Styles

### Concepts covered:

- Behavior styles
- Critical thinking skills

### Objectives:

- Students will be able to describe the four primary behavior styles
- Students will be able to apply behavior styles to themselves and others

### Materials needed:

- Paper
- Writing utensil
- *Leadership in Leisure Services* textbook
- Activity Sheet 6.4—Behavior Styles (sheet follows)

### Space arrangements:

- Each participant will work individually

### Time needed:

- Approximately 15 minutes

### Procedures:

Ask students to:

- Examine the lists of individual traits in the text for the four primary behavior styles
- Rate themselves on a scale of 1 to 4 with the 4 representing the trait that MOST characterizes them and 1 representing the trait that LEAST characterizes them (place the appropriate number, 4, 3, 2, or 1, next to the trait listed in the text)
- Use Activity Sheet 6.3 to compile the results and make a personal determination of their primary style(s) [the highest score]
- Discuss with a partner the implications of these findings in terms of developing leadership strengths and working with diverse groups

## Activity Sheet 6.3—Behavior Styles

Style I		Style II		Style III		Style IV	
Trait	Score	Trait	Score	Trait	Score	Trait	Score
Work quickly		Is persuasive		Enjoys routines		Low risk-taker	
Think logically		Creative		Likes rules		Perfectionist	
Wants facts		And so on		And so on		And so on	
And so on							

## Activity 6.4: Group Development

### Concepts covered:

- Group development stages
- The leader's role in group development

### Objectives:

- Students will be able to explain the group development process
- Students will be able to identify the role of a leader in each stage of group development
- Students will be able to apply group development knowledge to a group

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Out-of-class assignment

### Time needed:

- Approximately 15 minutes/day

### Procedures:

Ask students to:

- Think about their class as a newly formed group
- Keep a diary of group development, clearly articulating the stages of growth and development throughout the semester—each entry should include
  - The date
  - The name of the stage at which the group is performing
  - Descriptions of specific examples that support that conclusion
  - Descriptions of the impact that various groupmates and the class leaders have on the group's development, with specific examples supporting that conclusion
  - Suggestions for class leaders to facilitate positive group development
  - Suggestions for class followers to facilitate positive group development
  - Suggestions for self (as follower or leader) to facilitate positive group development

## Activity 6.5: Tuckman and Group Development

### Concepts covered:

- Group development stages
- The leader's role in group development

### Objectives:

- Students will be able to describe the group development process
- Students will be able to demonstrate group development stages
- Students will be able to articulate the leader's role in group development

### Materials needed:

- Video recording device (e.g., cell phone, tablet, camera)

### Space arrangements:

- Out-of-class assignment
- Groups of 5

### Time needed:

- Approximately 1–2 hours

### Procedures:

Ask students to:

- Using all members of their group, create a video that demonstrates the five stages of group development (according to Tuckman)—the video should be no longer than 10 to 12 minutes in length
- Include a brief paper about the role of the leader as a member of the group during each phase of development

## Activity 6.6: Roles and Goals

### Concepts covered:

- Group roles
- Components that make up groups

### Objectives:

- Students will be able to understand the elements of group structure
- Students will be able to recognize positive and negative group roles

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Each participant will work individually

### Time needed:

- Approximately 30 minutes or out-of-class assignment

### Procedures:

Ask students to:

- Think of a situation in which they were or are currently a member of a group
- On a piece of paper, write down the first names of the group leader(s) and followers, as well as the group roles they typically fill (e.g., gatekeeper, clown)
- Explain how they can tell that person fills that role
- Explain the impact/influence of each person when they enact their role



# 7

## Influencing and Inspiring Desired Behaviors

### Activity 7.1: Approaches to Behavior Management

#### Concepts covered:

- Various approaches to behavior management

#### Objectives:

- Students will be able to describe the various approaches to behavior management
- Students will be able to provide an example of a leader using each approach to behavior management

#### Materials needed:

- Paper
- Writing utensil

#### Space arrangements:

- Homework assignment

#### Time needed:

- Approximately 60 minutes

#### Procedures:

Ask students to:

- Interview at least six people representing at least three different life stages
- Explain to the interviewees the different approaches to behavior management. Ask the interviewees about the approach(es) to behavior management they most experienced (as the one being managed) and the ones they most prefer (either as the recipient or the "enforcer"). Ask why what they said is so.
- Write up the interviews and write a reflection as to what they learned from all three interviews

## Activity 7.2: Behavior Management Principles

### Concepts covered:

- The need for behavior management
- Principles of behavior management

### Objectives:

- Students will be able to identify the range and severity of negative behaviors
- Students will be able to explain the role of leaders in managing others' behaviors

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will work in pairs

### Time needed:

- Approximately 15 minutes

### Procedures:

Ask students to:

- Create a 2-column table
- Brainstorm the types of negative behaviors they have witnessed occurring (or in which they have participated) in recreation settings, and list those in the left column
- In the right-hand column, identify the leader (or others') reaction/response to that behavior; also indicate if the leader's response was effective (or not); provide a rationale

## Activity 7.3: Leadership and Preemption

### Concepts covered:

- Preemptive approaches to behavior management

### Objectives:

- Students will be able to explain what is meant by preemptive behavior management
- Students will be able to describe when, where, and with whom preemptive behavior management works best

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Homework assignment

### Time needed:

- Approximately 60 minutes

### Procedures:

Ask students to answer some or all of the following questions:

- What is meant by a preemptive approach to behavior management?
- With what age group(s) does preemptive behavior management best work and why?
- Of all the preemptive techniques available, which five do you believe are most effective in recreation leadership and why?
- Which five of the preemptive techniques are easiest for a leader to engage in and why do you believe this is so?
- What do you think is the most important “rule about rules”? Why?
- What are the goals of applying consequences to undesirable behaviors?
- What types of consequences are best applied in which types of recreation settings?
- When should leaders avoid applying consequences to undesirable behaviors?
- At what ages are behavioral contracts most effective and why?

## Activity 7.4: Behavior Management Choices

### Concepts covered:

- Behavior contract

### Objectives:

- Students will be able to identify a wide range of behavior management techniques
- Students will be able to use critical thinking to determine which types of behavior management techniques are likely to be most effective in a given situation

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants work individually or in pairs

### Time needed:

- Approximately 15–20 minutes

### Procedures:

- **Scenario:** At a weeklong residential camp, a 10-year old youth acts out “all the time.” He is belligerent to staff, picks fights with other campers, throws temper tantrums when he fails at an activity, and regularly yells obscenities. In some situations, his behavior results in risk management concerns. Staff learn that the youngster comes from a challenging home life—his mother is deployed in military service and his father works two jobs. The boy has an older sibling who is a bully and constantly picks on him; he, in turn, picks on his younger sister. His father sent the boy to this camp to get him out of the house for a while and away from the many pressures at home. Camp staff really want the youngster to be successful and to view camp as a respite from his difficult home life. Write brief answers to the following questions:
  - What are the behavior management choices the camp staff have?
  - What approach(es) would likely work best with this youth? Why?
  - What do you recommend that camp staff do to effectively work with this boy and why?

## Activity 7.5: Motivation

### Concepts covered:

- Maslow, McClelland, Deci and Ryan views of motivation

### Objectives:

- Students will be able to explain the three types of motivation identified in the text
- Students will be able to articulate how a leader might respond given a particular view of motivation

### Materials needed:

- Poster paper
- Markers or crayons

### Space arrangements:

- Individual work

### Time needed:

- Approximately 15 minutes

### Procedures:

Ask students to:

- Without using the "standard" graphics that exist, draw original pictures of (1) Maslow's hierarchy of needs, (2) flow, (3) McClelland's theory of needs, and (4) Deci and Ryan's self-determination theory
- Share drawings with the class (or members of a smaller group within the class) and explain the depictions

# 8

## Conflict Resolution and Mediation Skills

### Activity 8.1: Escalation/De-escalation

#### Concepts covered:

- Conflict escalation
- Conflict de-escalation

#### Objectives:

- Students will be able to explain what is meant by escalation and de-escalation of conflict
- Students will be able to identify leader words and actions that contribute to escalation and de-escalation

#### Materials needed:

- None

#### Space arrangements:

- A space in the room that can serve as a stage
- 4 or 5 people serve as actors

#### Time needed:

- Approximately 15 minutes

#### Procedures:

- The instructor takes the small group (the actors) out of the room and describes a situation in which conflict occurs. It might revolve around customer service, angry sports players, arguments between staff, youth conflicts around how friends are treated, and many other scenarios. Two actors are the primary players (the conflict is primarily between them), two (or more) actors insert themselves into the conflict contributing to escalation, and one or two actors play the role of leaders (staff).
- The instructor give the actors a few moments to get into character and then takes them back into the room, encouraging actors to act authentically.
- While the class observes, the actors engage in the conflict; the leader-actors step up to help resolve the conflict
- In one case, one of the leader-actors could behave in ways that escalate the conflict while the other leader-actor behaves in ways to de-escalate the conflict; alternatively, both leaders could engage in similar behaviors, thereby either escalating or de-escalating the conflict
- The observers jot down notes about what they observed the leaders did and said, and whether or not the behaviors contributed to escalation or de-escalation of the conflict
- The instructor processes the event with the entire class. What did the class observe? What could the leader-actors have done differently? What was said/done that escalated/de-escalated the conflict? What might each student need to work on to improve their de-escalation skills?

## Activity 8.2: Sources and Causes of Conflicts

### Concepts covered:

- Conflict
- Conflict sources
- Leadership role in addressing conflict

### Objectives:

- Students will be able to explain causes of conflicts in recreation settings
- Students will be able to identify factors that influence levels of intensity of difficulties
- Students will be able to describe the role of the leader in addressing conflicts

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will work in pairs

### Time needed:

- Approximately 15 minutes

### Procedures:

Ask students to:

- Think of recreation-specific situations in which conflicts arise
- Describe a conflict in which they were involved or had observed in a recreation setting
- Identify the apparent sources or causes of the conflicts
- Categorize the sources/causes as resource issues, psychological needs, or values differences
- For each category of conflict source, brainstorm actions or words a leader can utilize to aid in the resolution of the conflict
- Share with the class

## Activity 8.3: Final Approach

### Concepts covered:

- Approaches to handling difficulties
- Mediating difficulties
- Sources of conflict and management strategies

### Objectives:

- Students will be able to identify approaches to conflict
- Students will be able to apply conflict resolution approaches to a conflict scenario

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will be arranged in small groups

### Time needed:

- Approximately 15 minutes

### Procedures:

- The instructor assigns one of the five approaches to conflict resolution to each small group and generates conflict scenarios
- The students use the conflict resolution approach given, to alleviate the situation provided, taking notes on how the approach could be used and the likely results of using that approach
- The students share their findings with the class

### Adaptation:

- Students act out a conflict and resolution in a skit
- Classmates guess which approach is being used



## Activity 8.4: Steps to Resolution

### Concepts covered:

- Approaches to handling conflict
- Effective conflict management

### Objectives:

- Students will be able to identify the steps to conflict management
- Students will be able to apply conflict management steps to a conflict scenario

### Materials needed:

- Paper
- Writing utensil
- Activity Sheet 8.4—Steps to Resolution (sheet follows)

### Space arrangements:

- Participants work individually or in pairs
- Could be a homework assignment

### Time needed:

- Approximately 15 minutes

### Procedures:

- The instructor either generates conflict scenarios or uses the case studies depicted at the end of Chapter 9—assign each student a conflict scenario
- The students use Activity Sheet 8.4 to identify the required information
- The students share their results with the class

## **Activity Sheet 8.4: Steps to Resolution**

Step 1: Define the objectives for the solution:

Step 2: Identify the problem:

Step 3: Analyze and interpret the data (who, what, when, where, how, why):

Step 4: Generate creative solutions:

Step 5: Select from among the alternatives:

Step 6: Generate strategies and implement decisions:

Step 7: Evaluate the process and outcome:

## Activity 8.5: Personal Engagement

### Concepts covered:

- Personal impacts as related to conflict management
- Effective conflict management

### Objectives:

- Students will be able to apply conflict management steps to a conflict scenario

### Materials needed:

- Video recording device (e.g., cell phone, tablet, camera)

### Space arrangements:

- Homework assignment
- Students work in triads or as individuals who will need to solicit two actors to serve as disputants

### Time needed:

- Approximately 45 minutes

### Procedures:

Ask students to:

- Create a video recording of themselves engaged in conflict resolution between two people
- Charge students to demonstrate the guidelines identified on page 194 of the textbook in the way they behave and talk while engaged in addressing the conflict before them

## Activity 8.6: Assertiveness et al.

### Concepts covered:

- Assertiveness, aggressiveness, passivity, manipulative behaviors

### Objectives:

- Students will be able to distinguish between assertiveness, aggressiveness, passivity, and manipulative behaviors

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Students work in pairs

### Time needed:

- Approximately 15 minutes

### Procedures:

Ask students to:

- Create a 3-column table and list the four behavior types (assertiveness, aggressiveness, passivity, manipulation) in the left column
- In the middle column, write sentences that are typical of what an individual demonstrating each type of behavior would say
- In the right-hand column, write down behaviors (gestures, posture, eye contact, etc) that they might observe in someone engaging in each type of behavior

## Activity 8.7: Leader as Mediator

### Concepts covered:

- Mediation process
- Effective conflict management

### Objectives:

- Students will be able to identify the steps to effective mediation
- Students will be able to apply mediation techniques to a conflict situation

### Materials needed:

- None

### Space arrangements:

- Participants will work in groups of 3

### Time needed:

- Approximately 20 minutes

### Procedures:

- Each group identifies one teammate as the leader; the other two will be engaged in a conflict
- Groups devise a typical conflict they might find in a parks, recreation, or tourism services setting and act out that conflict; the pair goes to the leader and asks for help in mediation
- The leader enacts the steps involved in successful mediation with the pair
- Groups evaluate the process and the results of the mediation attempt
- Students switch roles in the triad

# 9

## Leading With Values and Ethics

### Activity 9.1: Ethics Are Us

#### Concepts covered:

- Ethical experiences
- Ethical distinctions

#### Objectives:

- Students will be able to describe common ethical situations
- Students will be able to name the challenges of identifying ethical behaviors

#### Materials needed:

- Activity Sheet 9.1—Ethics Are Us (sheet follows)
- Writing utensil

#### Space arrangements:

- Participants will work individually

#### Time needed:

- Approximately 10 minutes

#### Procedures:

Ask students to:

- Complete Activity Sheet 9.1
- Discuss as a class
  - Did you hesitate at signing any of the lines?
  - Were you able to be honest with yourself in responding to the items on the activity sheet?
  - Did you find yourself questioning your notion of ethics and/or your own ethics?
  - Were you able to easily remember the incidents you were thinking of, when you signed the activity sheet?
  - What makes the items on the activity sheet ethical situations?
  - Why do people behave in ethically questioning ways?
  - What are some common influences on whether or not a person behaves ethically?
  - What are results of unethical behaviors or actions? Just one unethical action? A couple of unethical actions? A series of unethical actions?
  - Who is harmed by unethical behaviors?
  - How are ethics related to leadership?
  - How are ethics related to followership?

## Activity 9.1—Ethics Are Us

Mill about the room and find people who have had the experience indicated; write their name in the space provided (ask for extra information when indicated).

1. Has been to a professional conference (which one and when?)	
2. Has made a decision that went against their personal values (give a quick explanation)	
3. Has ever lied to an instructor about the reason for missing a class	
4. Believes it is sometimes necessary to withhold the truth—at least part of it (give quick example)	
5. Has sent a personal e-mail from a work computer (to whom?)	
6. Knows where to find the NRPA or ATRA Code of Ethics (where is it?)	
7. In the past 12 months has used a business phone for a long-distance personal call	
8. Has ever lied about their age so they could participate in a recreation activity	
9. Has ever found something of value (cell phone, credit card, computer or tablet, money) and kept it	
10. Did work for someone else in a class (online or traditional)	
11. Has reported a peer for a perceived ethical violation (give a quick explanation)	
12. Has ever cheated on an exam	
13. Can articulate why she/he thinks she/he is an ethical person (do so)	
14. Has ever gotten a soft drink from a store or restaurant fountain without paying for it	
15. Has ever told a spouse/partner about a confidential matter from work or school because she/he had to vent (give example)	
16. Knows someone who has borrowed money from petty cash (usually a business setting)	
17. Has observed unethical behavior and remained silent (give example)	
18. <i>Consciously</i> incorporates ethics into every day behaviors	
19. Received extra change after purchasing something and kept the change	

## Activity 9.2: Values in Action

### Concepts covered:

- Differences between values and morals
- Important values to successful leadership
- Behaviors demonstrate one's values

### Objectives:

- Students will be able to identify the important values of leadership as found by research
- Students will be able to name behaviors that demonstrate important leadership values

### Materials needed:

- Sticky notes 3 × 5 size
- Pre-made signs on 8.5 × 11-inch paper
- Writing utensil

### Space arrangements:

- Wall space to hang sticky notes
- Individual activity within class

### Time needed:

- Approximately 30 minutes

### Procedures:

- Before class, write out each important leadership value (see p. 207 in the text) on a separate 8.5 × 11-inch piece of paper
- Verbally names the important values for leaders; as they are named, have students hang the appropriate sheet to the wall (leave space for sticky notes to be placed beneath each sign)
- Once all signs are on the wall, ask each student to write down (one on each sticky note) a behavior that a person might do or a sentence a person might say that would demonstrate that she/he is living that value
- After they have written the behavior and/or words, students stick them to the wall under the related sign
- Encourage students to process the location of the notes (rationale for why each sticky note was put under its sign) and to note similarities and differences among how a person might live out the values; also have students note the cultural implications of the identified behavior or statement for each leadership value



## Activity 9.3: You Have Value!

### Concepts covered:

- The role of values in leadership
- Considering the place of values in one's own life

### Objectives:

- Students will be able to discuss the three approaches to addressing ethical dilemmas
- Students will be able to articulate which approach they prefer
- Students will be able to discuss the values that serve as the basis for the chosen approach

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will work in small groups

### Time needed:

- Approximately 30 minutes

### Procedures:

Ask students to:

- Explain the three approaches to addressing ethical dilemmas (e.g., the end justifies the means, every action can be morally right or wrong, care-based approach)
- In their groups, develop a bumper sticker that captures the essence of each approach
- Discuss which approach they prefer and why
- Discuss the values upon which the chosen approach is based
- Share the bumper sticker and additional information with the class

## Activity 9.4: Ethic of Rights and Justice, Ethic of Care

### Concepts covered:

- Ethic of care
- Ethic of rights and justice

### Objectives:

- Students will be able to describe the ethic of rights and justice and the ethic of care
- Students will be able to identify key factors on which the ethic of rights and justice and the ethic of care differ

### Materials needed:

- Flip chart
- Markers

### Space arrangements:

- Participants will work in small groups

### Time needed:

- Approximately 20 minutes

### Procedures:

Ask students to:

- On the flip chart paper, draw a picture (graphic representation) of the ethic of rights and justice and the ethic of care
- On the same paper, identify the key issues upon which the ethical positions differ
- Share with the class

## Activity 9.5: Ethic of Rights and Justice, Ethic of Care

### Concepts covered:

- Application of the ethic of care
- Application of the ethic of rights and justice
- Ethical decision-making process

### Objectives:

- Students will be able to apply the ethic of rights and justice and the ethic of care
- Students will be able to identify how resolution of a dilemma may differ based upon ethical position utilized
- Students will be able to apply the ethical decision-making process to a scenario

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will work in small groups

### Time needed:

- Approximately 30 minutes

### Procedures:

Ask students to:

- Using the ethical scenarios provided in the text and from a position of rights and justice, resolve each dilemma using the ethical decision-making process
- Using the ethical scenarios provided in the text and with the ethic of care perspective, resolve each dilemma using the ethical decision-making process
- Share with the class

## Activity 9.6: Case Studies

### Concepts covered:

- Application of the ethical decision-making process

### Objectives:

- Students will be able to apply the ethical decision-making process to various case studies
- Students will be able to determine if personal perspective of ethics is from a rights and justice approach or ethic of care approach

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will work in small groups

### Time needed:

- Approximately 30 minutes

### Procedures:

Ask students to:

- Using the case studies at the end of the chapter, list all of the actions they could take to respond to the given situation
- On a sheet of paper (or create a worksheet), list the 10 steps to resolving ethical dilemmas
- Based on the scenario, write down what they could do/say to demonstrate responsiveness to each step
- Determine the best resolution to the given situation based on the culmination of the 10-step process

# 10

## Face-to-Face Leadership Techniques

### Activity 10.1: Group Composition

#### Concepts covered:

- Understanding group composition

#### Objectives:

- Students will be able to identify the questions to ask about group composition prior to beginning an activity
- Students will be able to explain the reasons for asking various types of prequestions when preparing for an activity

#### Materials needed:

- None

#### Space arrangements:

- Participants will stand in a circle with one member in the center

#### Time needed:

- Approximately 10 minutes

#### Procedures:

- The individual in the center is the questioner; those who are members of the circle respond to questions asked by that individual. If the respondent answers incorrectly or not quickly enough (decided upon by the instructor, usually 2–3 seconds), that person becomes the questioner and the original questioner joins the circle. This method of questioner-exchange occurs until the activity is over.
- The questioner stands with her/his hands in a prayer position (palms together, fingers outstretched)
- As quickly as possible, the questioner turns in a circle pointing her/his hands at various members of the circle while saying, “Zip” (point hands at one person), “Zap” (point hands at another person), “Zing” (point hands at yet another person).
- The person being pointed at when the questioner says, “Zing” becomes the respondent. The respondent must say out loud one of the questions about group composition a leader should ask (and know) when they are preparing for an activity; see pp. 226–229 of the text)
- This game continues until all questions have been spoken out loud

## Activity 10.2: Goals and Objectives

### Concepts covered:

- Writing goals and objectives

### Objectives:

- Students will be able to explain the relationship of objectives to goals
- Students will be able to explain the acronym SMART
- Students will be able to explain the ABCD method of behavioral objectives
- Students will be able to write objectives for a goal

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will work in pairs

### Time needed:

- Approximately 20 minutes

### Procedures:

Each student first works independently to:

- Draw a picture depicting the relationship of objectives to goals
- Draw a picture depicting the meaning of the acronym SMART
- Create examples for each letter of the acronym, ABCD
- Write one goal with at least three objectives highlighting each element of ABCD
- Ensure that each goal meets the SMART criteria
- Can they answer the objective with a yes or no?

Students exchanges papers with their partner

- For each objective, they underline each ABCD element (these may or may not match the highlighted components of their partner's paper)
- They use SMART to critique the objectives
- Can they answer the objective with a yes or no?
- Provide feedback to partner

## Activity 12.3: Priming a Group

### Concepts covered:

- Understanding how to prime a group
- How to get a group's attention
- How to divide a large group into smaller groups

### Objectives:

- Students will be able to explain what is involved in priming a group
- Students will be able to identify methods they can use to get a group's attention
- Students will be able to identify ways they can divide people into smaller groups

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will work in pairs

### Time needed:

- Approximately 15 minutes

### Procedures:

Ask students to:

- Work with a partner
- Write down the elements involved in priming a group
- Brainstorm at least eight methods that a leader can use to get a group's attention
- Brainstorm at least eight ways that a leader can divide a large group into smaller groups
- Ask each pair to share one of the above with the entire class until all pairs have shared

## Activity 10.4: Learning Names

### Concepts covered:

- Game leadership
- Knowing and remembering participant names

### Objectives:

- Students will be able to lead a name recognition game
- Students will be able to articulate the importance of remembering names

### Materials needed:

- Soft, small (can fit into one hand) miscellaneous objects (e.g., rubber chicken, rolled up socks, small stuffed animal)

### Space arrangements:

- Participants will work as a group, formed in a circle

### Time needed:

- Approximately 15 minutes

### Procedures:

- Students get into a circle with the activity leader as a member of the circle
- The leader asks everyone to raise their right hand
- The leader will say each person's name and then throw one of the objects to that individual
- Once the group member catches the object, that person lowers her/his arm
- The group member with the object chooses a person who still has an arm raised, says that person's name, and throws that person the object (it is important for each person to remember to whom they threw the object)
- Continue around the circle until everyone has received the object; the leader will be the last person to whom the object will be thrown
- Repeating the pattern, each person throws the object around the circle again in the same order, saying the person's name before tossing them the object
- After the object reaches the third or fourth person, the leader introduces a second object, and the group follows the same pattern
- This can be done with up to three or four objects
- Discuss the importance of knowing someone's name



## Activity 10.5: Leading Songs

### Concepts covered:

- Song leadership

### Objectives:

- Students will be able to lead a song

### Materials needed:

- None

### Space arrangements:

- Small groups of 2 to 3 will stand in front of the class; the class may remain seated

### Time needed:

- Approximately 5 minutes per group

### Procedures:

- Ask pairs/triads to select a short song they know; it may be a song that is sung in a round or a "regular" song
- Following the steps to leading a song, the pair/triad leads the rest of the class in singing that song

## Activity 10.6: Leading a Meeting

### Concepts covered:

- Meeting leadership

### Objectives:

- Students will be able to run a meeting effectively

### Materials needed:

- A prepared agenda that includes several common parks and recreation issues
- The agenda should reflect a 5–10-minute meeting (clearly an abridged version of a real meeting), indicating time devoted to each topic

### Space arrangements:

- Tables or desks arranged in the shape of a typical rectangular conference table
- Each group should consist of 6 to 7 people; those individuals sit at the "conference table"
- Those not in the meeting serve as observers and note-takers

### Time needed:

- Approximately 20 minutes per group
- Groups lead meetings consecutively

### Procedures:

- For each group, one individual is designated the committee chair and is responsible for keeping the meeting on time
- The instructor takes committee members into the hallway and assigns them positive and/or negative group roles (e.g., gatekeeper, opinion seeker, silent partner, someone who wants to go off on tangents)
- The committee members are brought into the meeting and the chair calls the meeting to order (if desired, the meeting structure may follow *Robert's Rules of Order*)
- The meeting begins, and the leader must stay on point, following the agenda and dealing with group member behaviors as they arise
- The observers take notes about what they notice, and using these notes, the instructor debriefs the class about how leaders can most effectively conduct a meeting
- Following this initial meeting, another group is given similar instructions and experience
- The instructor debriefs what the students observed

## Activity 10.7: Leading a Virtual Meeting

### Concepts covered:

- Meeting leadership

### Objectives:

- Students will be able to run a virtual meeting effectively

### Materials needed:

- A prepared agenda that includes several common parks and recreation issues
- The agenda should reflect a 5–10-minute meeting (clearly an abridged version of a real meeting), indicating time devoted to each topic

### Space arrangements:

- Members at individual computers, tablets, or smartphones

### Time needed:

- Out-of-class assignment
- Approximately 15–20 minutes of recording, 30 minutes of writing

### Procedures:

- Each student is charged with running (serving as the committee chair) a virtual meeting on any topic (it could be a group meeting for a class assignment, a meeting related to a sorority or fraternity, or a contrived meeting for this assignment)
- Students are directed to record the meeting
- Once the meeting is over, each student reviews her/his recording and writes a brief paper critiquing herself/himself in the role of committee chair
- Students submit the video recording and paper to the instructor

## Activity 10.8: Oral Presentations

### Concepts covered:

- Oral presentation delivery
- Best practices for use of PowerPoint, Prezi, Keystone, or other accessible forms of software

### Objectives:

- Students will be able to identify critical skills for effective verbal presentations
- Students will be able to identify best practices in use of a computer-generated slideshow

### Materials needed:

- Computer for writing/creating a rubric

### Space arrangements:

- Out-of-class assignment

### Time needed:

- Approximately 20–30 minutes to develop each rubric

### Procedures:

- Each student is charged with creating a rubric (table-based) or checklist of elements of what makes for a quality oral presentation
- Each student is charged with creating a rubric (table-based) or checklist of elements of what makes for a quality slideshow presentation
- After evaluating the rubrics for thoroughness and accuracy, the instructor may wish to have students exchange rubrics with a partner and then use those rubrics to critique an instructor-led class or peer presentation

# 11

## Understanding Risk Management

### Activity 11.1: Elements of Negligence

#### Concepts covered:

- Four elements of negligence
- Role of negligence in a parks, recreation, and tourism setting

#### Objectives:

- Students will be able to explain the concept of negligence and its four components
- Students will be able to identify examples of negligence in parks, recreation, and tourism settings

#### Materials needed:

- Paper
- Writing utensil
- Laptop

#### Space arrangements:

- Participants will work in small groups (3 to 5)

#### Time needed:

- Approximately 20 minutes

#### Procedures:

Ask students to:

- In a 3-minute timed writing exercise, write down the definition of negligence and identify its four essential elements
- Divide into groups of three and each person share her/his definitions and list of elements with the others
- In each group, generate three examples of potential issues (safety hazards) of negligence in parks, recreation, and tourism settings
- As a group, describe the role of the leader in each example
- Share with the class and/or turn into the instructor

## Activity 11.2: Supervision Plans

### Concepts covered:

- Supervisor competencies
- Supervisor functions
- Components of a supervision plan

### Objectives:

- Students will be able to explain the differences between the three types of supervision
- Students will be able to describe the functions of a supervisor

### Materials needed:

- Paper and writing utensil or
- Laptop

### Space arrangements:

- Participants will work in small groups (3 to 5)

### Time needed:

- Approximately 45 minutes

### Procedures:

Ask each group to:

- Generate three parks, recreation, and tourism-based examples of when it would be appropriate to use general, transitional, and specific supervision, and share those with the class
- For each example identified, create a list of specific supervisor competencies needed for that situation
- Draw a diagram illustrating appropriate relative positioning of the supervisor(s)
- List the functions of the supervisor in each example and identify the most important function; provide rationale

## Activity 11.3—Risk Management Quiz

### Concepts covered:

- Risk management general concepts

### Objectives:

- Students will be able to demonstrate their basic knowledge and understanding of general risk management

### Materials needed:

- Activity Sheet 11.3—How Much Do You Know? (sheet follows)
- Writing utensil

### Space arrangements:

- Participants will work independently

### Time needed:

- Approximately 15 minutes

### Procedures:

Ask students to:

- Complete the Risk Management Quiz (Activity Sheet 11.3)
- Go over the responses in small groups or as a class (correct answers are included in this document)

## Activity Sheet 11.3: How Much Do You Know?

Directions: For each of the following items place a *T* if the item is true, an *F* if the item is false.

1. \_\_\_\_\_ Risk management means the same thing as liability.
2. \_\_\_\_\_ You can assume that on parks and recreation property, facilities will be safe.
3. \_\_\_\_\_ It is legal to specify that you want only males for maintenance worker positions.
4. \_\_\_\_\_ Once a child and parent/guardian signs an activity waiver, they cannot sue you (the leader) if the child gets injured while engaged in a recreation activity.
5. \_\_\_\_\_ It would be in compliance with the ADA to have participants with disabilities keep score at active events rather than change the rules so they can play.
6. \_\_\_\_\_ You can't get sued if you don't have any money (for the complainant to win).
7. \_\_\_\_\_ For parks and recreation leaders who are responsible for children, their standard of care is less than that of the child's parents.
8. \_\_\_\_\_ As long as the leader warns participants about it, it is okay to play on a wet or slippery surface.
9. \_\_\_\_\_ Conducting a background check on potential staff members before they are hired is illegal.
10. \_\_\_\_\_ A child has not yet been picked up by her parents at the end of day camp, and your shift is over; you are no longer responsible for that child.
11. \_\_\_\_\_ There does not need to be an injury for a leader to be held liable.
12. \_\_\_\_\_ As a leader, you are only responsible for open and obvious hazards.
13. \_\_\_\_\_ If someone gets injured while at your agency and other people want to know what happened, you should tell them.
14. \_\_\_\_\_ A leader cannot be held liable if a participant hurts another participant.
15. \_\_\_\_\_ The most dangerous type of activity in parks, recreation, and tourism settings is aquatics.
16. \_\_\_\_\_ If a participant is hurt while horsing around, the leader cannot be held responsible for any injuries.
17. \_\_\_\_\_ As a leader, you will be expected to know all the potential hazards of an activity.
18. \_\_\_\_\_ Activity leaders are responsible for the condition and use of equipment in programs.
19. \_\_\_\_\_ Prevention is the best risk management plan a leader can have.
20. \_\_\_\_\_ Withholding water from a participant as a form of punishment (e.g., because they were pushing others when in line) is a form of neglect.
21. \_\_\_\_\_ Sexual harassment is an issue that only affects staff—because of their age, youth participants are not affected by sexual harassment.
22. \_\_\_\_\_ The type of supervision needed for every activity is the same as that for other activities.
23. \_\_\_\_\_ If a child gets hurt, the leader can be sued no matter whose fault it is.
24. \_\_\_\_\_ If a staff member assaults a participant, only that individual is liable; the agency is free and clear.
25. \_\_\_\_\_ Legally, a child under the age of 14 is considered to not understand basic risks.
26. \_\_\_\_\_ Because of their position, interns and volunteers cannot be held liable for their actions.
27. \_\_\_\_\_ When you document concerns about hazards, it is best to write down what should/could have been done to prevent the incident.
28. \_\_\_\_\_ Settling a lawsuit is an admission of guilt.



## ANSWERS TO HOW MUCH DO YOU KNOW?

F	1. Risk management means the same thing as liability. <b>(Responsibility)</b>
F	2. You can assume that on parks and recreation property, facilities will be safe. <b>(Activity leaders should always ensure safe facilities prior to engaging in activities)</b>
F	3. It is legal to specify that you want only males for maintenance worker positions. <b>(Any job specification must be bona fide and directly related to the requirements of the position)</b>
F	4. Once a child and parent/guardian signs an activity waiver, they cannot sue you (the leader) if the child gets injured while engaged in a recreation activity. <b>(Waivers are contracts, and children cannot enter into legal contracts; in most states, parents cannot sign away their child's right to sue)</b>
F	5. It would be in compliance with the ADA to have participants with disabilities keep score at active events rather than change the rules so they can play. <b>(All efforts must be made to provide reasonable accommodations)</b>
F	6. You can't get sued if you don't have any money (for the complainant to win). <b>(Anyone can get sued; in many states, a person's wages can be garnished)</b>
F	7. For parks and recreation leaders who are responsible for children, their standard of care is less than that of the child's parents. <b>(The standard of care for these leaders is equal to, or greater than parents')</b>
F	8. As long as the leader warns participants about it, it is okay to play on a wet or slippery surface. <b>(If someone is injured, the leader could still be held liable)</b>
F	9. Conducting a background check on potential staff members before they are hired is illegal. <b>(Background checks are legal in most states after a job offer has been made)</b>
F	10. A child has not yet been picked up by her parents at the end of day camp, and your shift is over; you are no longer responsible for that child. <b>(Leaders are responsible until another authorized adult relieves you)</b>
F	11. There does not need to be an injury for a leader to be held liable. <b>(Must have duty, breach of duty, proximate cause, injury to find liability)</b>
F	12. As a leader, you are only responsible for open and obvious hazards. <b>(Leaders are also responsible for knowing about hidden hazards)</b>
F	13. If someone gets injured while at your agency and other people want to know what happened, you should tell them. <b>(Only the designated spokesperson should inform others of incidents. Leaders could be liable for providing misinformation and could make a bad situation worse)</b>
F	14. A leader cannot be held liable if a participant hurts another participant. <b>(Generally, leaders are responsible for the care and protection of participants from all hazards)</b>
F	15. The most dangerous type of activity in parks, recreation, and tourism settings is aquatics. <b>(Transportation)</b>
F	16. If a participant is hurt while horsing around, the leader cannot be held responsible for any injuries. <b>(It depends on the age of the injured and the role the leader played in the situation)</b>
F	17. As a leader, you will be expected to know all the potential hazards of an activity. <b>(Leaders are expected to know all foreseeable hazards)</b>
T	18. Activity leaders are responsible for the condition and use of equipment in programs.
T	19. Prevention is the best risk management plan a leader can have.
T	20. Withholding water from a participant as a form of punishment (e.g., because they were horsing around in line) is a form of neglect.
F	21. Sexual harassment is an issue that only affects staff—because of their age, youth participants are not affected by sexual harassment. <b>(Sexual harassment can affect participants of all ages)</b>

F	22. The type of supervision needed for every activity is the same as that for other activities. <b>(Supervision varies from specific to transitional to general)</b>
T	23. If a child gets hurt, the leader can be sued no matter whose fault it is. <b>(You can be sued for anything, by anyone, at any time)</b>
F	24. If a staff member assaults a participant, only that individual is liable; the agency is free and clear. <b>(This may or may not be correct; laws vary by state)</b>
F	25. Because of their position, interns and volunteers cannot be held liable for their actions. <b>(Interns and volunteers are held to the same standards as reasonable prudent professionals)</b>
F	26. When you document concerns about hazards, it is best to write down what should/could have been done to prevent the incident. <b>(Incident/accident forms should avoid speculation and only include facts)</b>
F	27. Settling a lawsuit is an admission of guilt. <b>(It may simply be expedient)</b>

## Activity 11.4: Risk Management Check

### Concepts covered:

- Risk management general concepts
- Application of risk management checklist

### Objectives:

- Students will be able to develop and implement a risk management facility-based checklist

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will work in pairs

### Time needed:

- Approximately 30–60 minutes

### Procedures:

Ask students to:

- Develop a risk management checklist for the building they are currently in
- Using that checklist, conduct a risk management check of the facility

## Activity 11.5: Risk Management Forms

### Concepts covered:

- Risk management forms and their application

### Objectives:

- Students will be able to critique risk management forms using appropriate risk management concepts

### Materials needed:

- Paper, writing utensil
- Computer

### Space arrangements:

- Participants will work in pairs

### Time needed:

- Approximately 15–30 minutes

### Procedures:

Ask students to:

- Go online and find one or more risk management forms related to parks, recreation, or tourism
- With a partner, critique the form using related legal concepts

# 12

## Becoming a Professional

### Activity 12.1: Social Issues

Concepts covered:

- Social issues that have a strong impact on parks, recreation, and tourism services

Objectives:

- Students will be able to identify the major social issues facing the field
- Students will be able to explain why it is important for the profession to be responsive to social issues

Materials needed:

- Paper, writing utensil
- Computer

Space arrangements:

- Participants will work in pairs

Time needed:

- Approximately 50 minutes

Procedures:

Ask students to:

- Conduct a quick Internet search related to major social issues affecting the field (they may also use the text-book)
- Choose one of those issues (the instructor may choose to assign them to ensure coverage) and prepare a 5-minute lesson about the material they find that they can use to teach their peers
- Have each pair stand and present their lesson to the rest of the class

## Activity 12.2: Health and Wellness

### Concepts covered:

- Potential responses to health and wellness issues faced by the profession

### Objectives:

- Students will be able to explain what is meant by “health and wellness issues”
- Students will be able to articulate why recreation experience leaders should be concerned with such issues

### Materials needed:

- Paper, writing utensil
- Computer

### Space arrangements:

- Participants will initially work independently and then in pairs

### Time needed:

- Approximately 25 minutes

### Procedures:

Ask students to:

- Write down their own understanding of health and wellness issues as they affect the profession
- Join with a partner, compare lists, and create one comprehensive list
- With that partner, prepare a rationale for why the profession should be involved in such issues
- Have the students either present their rationale to the class as though they were presenting it to a city council as justification for a new program or write up their rationale and turn it in at the end of class

## Activity 12.3: Bullying and Violence

### Concepts covered:

- Different types of bullying
- Common traits of those who are targets of bullies
- The role of leaders in addressing bullying

### Objectives:

- Students will be able to define bullying (face-to-face and cyber-)
- Students will be able to identify the types of people who are most apt to become bullied
- Students will be able to demonstrate ways to address bullying situations

### Materials needed:

- Paper, writing utensil
- Computer

### Space arrangements:

- Participants will work in small groups
- Participants will engage in role playing—need space in the classroom for a group of 4–5 individuals to enact a skit

### Time needed:

- Approximately 50 minutes

### Procedures:

- Students break into small groups of 4–5
- Groups write down a definition of bullying
- Groups list the common characteristics of bully targets
- Using that information, groups create a skit using all group members and that enacts a situation of bullying that might occur in a parks and recreation setting
- At least one member serves as the staff member/leader who is charged with addressing the bullying situation
- Each group conducts its skit
- The instructor debriefs what was enacted

## Activity 12.4: Child and Elder Abuse

### Concepts covered:

- Conceptualizing what is abuse

### Objectives:

- Students will be able to describe the various types of child and elder abuse
- Students will be able to explain each form of abuse
- Students will be able to identify the role of parks and recreation leaders in addressing abuse

### Materials needed:

- Blank white paper at least 8 × 11 inches
- Writing utensil

### Space arrangements:

- Participants will work independently then as pairs

### Time needed:

- Approximately 30 minutes

### Procedures:

- Students draw a picture of child and elder abuse (independently)
- Students connect with one peer and share/describe what they depicted in their drawing
- Several students share their drawings and explanations with the class—typically, most drawings depict physical abuse
- Instructor debriefs and engages students in a conversation about all forms of abuse (verbal, emotional, sexual)
- Students engage in small group discussions about the role of parks and recreation leaders in addressing suspected abuse



## Activity 12.5: Child and Elder Abuse

### Concepts covered:

- Leader responsibility in reporting suspected abuse
- The process involved in reporting suspected abuse

### Objectives:

- Students will be able to describe the role parks and recreation leaders play in discovering abuse
- Students will be able to explain what is meant by “mandatory reporter”
- Students will be able to demonstrate an understanding of the process involved in reporting suspected abuse

### Materials needed:

- Blank white paper at least 11× 14 inches; poster paper works well
- Markers, crayons

### Space arrangements:

- Participants will work independently and then as pairs

### Time needed:

- Approximately 30 minutes

### Procedures:

Ask students to:

- List common signs of child and elder abuse
- Write down common situations when recreation experience leaders might encounter signs of abuse
- Draw a flowchart of the abuse-reporting process
- Turn in and/or share with the class

## Activity 12.6: Professional Credentials

### Concepts covered:

- Professional credentials and certifications

### Objectives:

- Students will be able to identify certifications available for leaders in parks, recreation, and tourism services
- Students will be able to explain the importance of holding certifications

### Materials needed:

- Paper
- Writing utensil

### Space arrangements:

- Participants will work in pairs or triads

### Time needed:

- Approximately 15–20 minutes

### Procedures:

Ask students to:

- In a timed writing (2–3 minutes), list as many parks, recreation, and tourism services professional certifications as possible
- Identify the intent of each of the professional certifications listed
- Identify which certifications would be most advantageous for them as they enter the profession and to include a rationale
- Share with their partner(s)
- Identify when, where, and how a recreation experience leader might earn the listed certifications

## Activity 12.7: Professional Associations

### Concepts covered:

- Professional associations and their benefits

### Objectives:

- Students will be able to identify one or more professional associations related to their area of interest in the profession
- Students will be able to identify the benefits of belonging to and being active in professional associations

### Materials needed:

- Paper, writing utensil
- Computer

### Space arrangements:

- Participants will work in pairs or triads

### Time needed:

- Approximately 15–20 minutes

### Procedures:

Ask students to:

- Looking at the textbook (pp. 298–300) and other resources the instructor might provide, identify one professional association most related to their area of interest
- Look up that association online and identify the tangible benefits of membership
- Look at the list provided in Table 2.3 (p. 298) and select two intangible benefits they believe are most important to their own professional development as they begin their careers
- Write a short narrative explaining how they might obtain those two benefits as they enter the profession