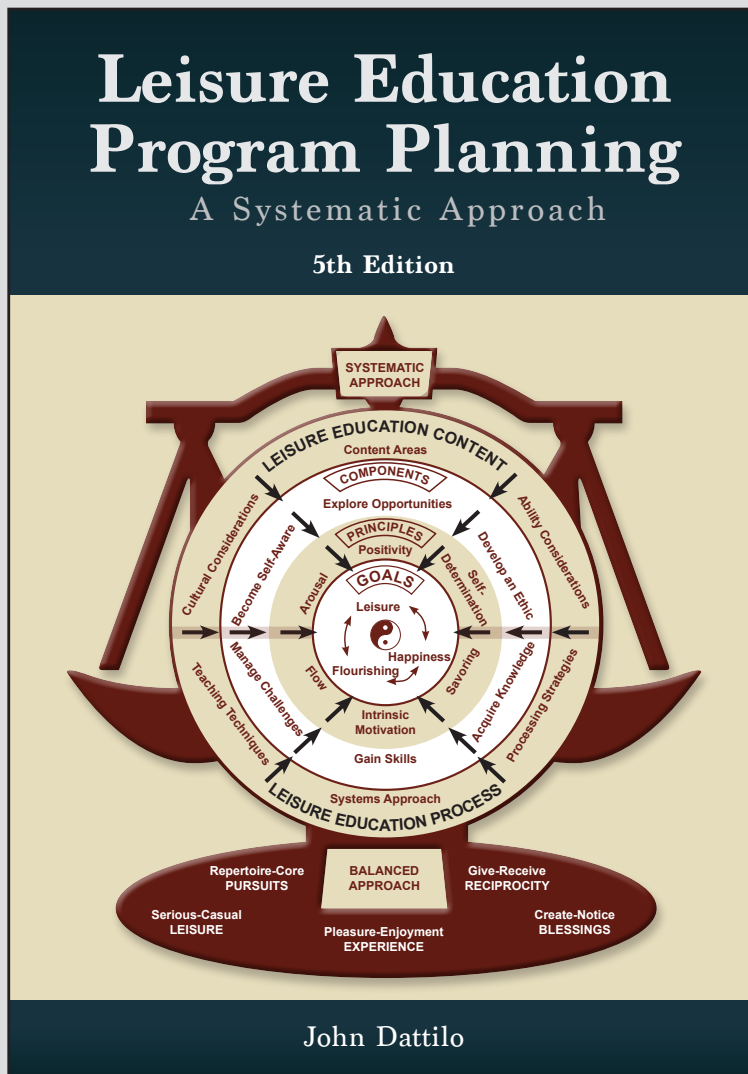


EXAMINATION QUESTIONS

Leisure Education Program Planning

A Systematic Approach

5th Edition



John Dattilo

EXAMINATION AND DISCUSSION QUESTIONS

Chapter 1. An Introduction: A Journey

- How does making sense out of negative experiences relate to leisure education?
- How might we encourage participants to embrace positivity?
- What is the value of developing a personal mission statement?

Chapter 2. Goals of Leisure Education, Part I: Leisure

- What is the relationship between instrumentality and leisure?
- How are amusement and amazement different?
- What is the relationship of capitalism and consumerism to leisure?
- How are recreation activities and leisure different?
- What is the relevance of free time to leisure?
- What do we need to experience leisure?
- What does leisure look like?
- With what does leisure intertwine?
- What does leisure promote?

Chapter 3. Goals of Leisure Education, Part II: Happiness and Flourishing

- What are ways to help people focus on gratitude and positivity?
- How might we help people attend, interpret, and remember leisure experiences?
- What are ways to boost people's happiness and encourage them to be altruistic?
- How might we help people find meaning and passion associated with their leisure?
- How might we help people move beyond happiness and achieve well-being?
- What can we do to help people achieve self-determination, positivity, and resilience?

Chapter 4. Principles of Leisure Education

- What is the relevance of intrinsic motivation to providing leisure education?
- How might leisure educators promote self-determination?
- How does flow relate to providing leisure education?
- What is the connection between optimal arousal and leisure?
- What are ways leisure educators can encourage people to savor leisure?
- What is the relevance of positivity to leisure education?

Chapter 5. Leisure Education

- What is the connection between social justice and leisure education?
- In what ways is leisure education multifaceted?
- What are reasons that we consider leisure education to be dynamic?

- What is the connection between exploration and leisure education?
- How might leisure educators instill ethics of positivity and savoring?
- What is the relationship of self-awareness to leisure education?
- How might leisure educators encourage people to acquire knowledge and skills?
- What is the connection between managing challenges and experiencing leisure?

Chapter 6. Constraints to Leisure

- What are some historical influences of leisure relevant to leisure education?
- How do people's attitudes effect leisure participation?
- What roles do social norms and persuasion play relative to leisure?
- How do interpersonal constraints influence our leisure?
- What is the relevance of interpersonal constraints to experiencing leisure?
- In what ways do structural constraints influence leisure engagement?
- How might the theory of reactance help explain leisure behavior?
- What might the theory of learned helplessness teach us about facilitating leisure?
- What role might leisure educating play to addressing chronic boredom?

Chapter 7. A Balanced Approach to Leisure

- How might the Chinese philosophy of yin-yang influence leisure education?
- In what ways might the doctrine of the mean impact leisure education?
- What role might leisure educating play to addressing chronic boredom?
- What is the value of thinking in terms of a continuum rather than dichotomies?
- How might we promote a balance between a leisure repertoire and core pursuits?
- What are implications of serious and casual leisure for leisure education?
- How does engaging in reciprocity relate to people's leisure?
- What is the value of having people notice and create blessings or acts of gratitude?
- How might we encourage a balance between pleasure and enjoyment?

Chapter 8. Recommendations for Leisure

- What is the value of writings containing recommendations for leisure education?
- What are some general recommendations for leisure education found in the literature?
- What leisure education models are useful in conceptualizing leisure education?
- What leisure curricula or program models are helpful in developing leisure education?

Chapter 9. Effects of Leisure Education

- What is the value of reading research studies examining effects of leisure education?
- What groups of people are included in research examining effects of leisure education?
- What are some overall findings of research examining effects of leisure education?
- What are major problems associated with examining effects of leisure education?

Chapter 10. Components of Leisure

- What is the value of encouraging people to develop a leisure ethic?
- How does self-awareness associated with leisure help people to experience leisure?
- How might we assist people in exploring leisure opportunities and resources?
- What knowledge and skills are useful to teach that help people experience leisure?
- How might we encourage people manage challenges to their leisure?

Chapter 11. Cultural Considerations for Leisure Education

- How might we examine our biases so we provide culturally sensitive leisure education?
- What is the value of learning about the community when providing leisure education?
- What are considerations for using culturally sensitive language during leisure education?
- What aspects of family are useful to consider when facilitating leisure education?
- How might a person's religion influence their involvement in leisure education?

Chapter 12. Ability Considerations

- How might we focus on the person first when delivering leisure education?
- What are ways we can encourage people of all abilities to be autonomous?
- How can we adapt materials so people of all abilities can experience leisure?
- What ways can we adapt activities so people of all abilities experience leisure?
- What should be consider when adapting the environment so everyone can participate?
- How can we modify our instructional strategies to facilitate leisure for everyone?

Chapter 13. Systematic Programming for Leisure Education

- What are key components of a specific leisure education program?
- How might we use an orientation activity to introduce a leisure education lesson?
- What is an example of a learning activity used in a leisure education program?
- What are debriefing questions that help process the aforementioned learning activity?
- What is a way to have specific leisure education programs reach the community?

Chapter 14. Teaching Techniques for Leisure

- What are considerations when preparing to teach a leisure education session?
- How might we gain knowledge of a session so that we provide leisure education?
- What might we consider when initiating a program session?
- What are strategies to employ when implementing a leisure education learning activity?
- What methods can we use to prompt behaviors conducive to leisure?
- How might we effectively conclude a leisure education session?

Chapter 15. Processing in Leisure Education

- What are ways processing might promote leisure education?
- How might we engage in frontloading to facilitate processing of learning experiences?
- What are ways to use metaphors to encourage processing of learning experiences?
- What is the value of reading research examining effects of processing learning activities?
- What are findings of research examining effects of processing used in leisure education?

Programs 1-6

- What is an objective to achieve the goal of developing a leisure ethic?
- What is an objective to achieve the goal of developing an awareness of self in leisure?
- What is an objective to achieve the goal of using leisure resources to facilitate leisure?
- What is an objective to achieve the goal of making choices resulting in leisure?
- What is an objective to achieve the goal of making decisions resulting in leisure?
- What is an objective to achieve the goal of social interactions resulting in leisure?