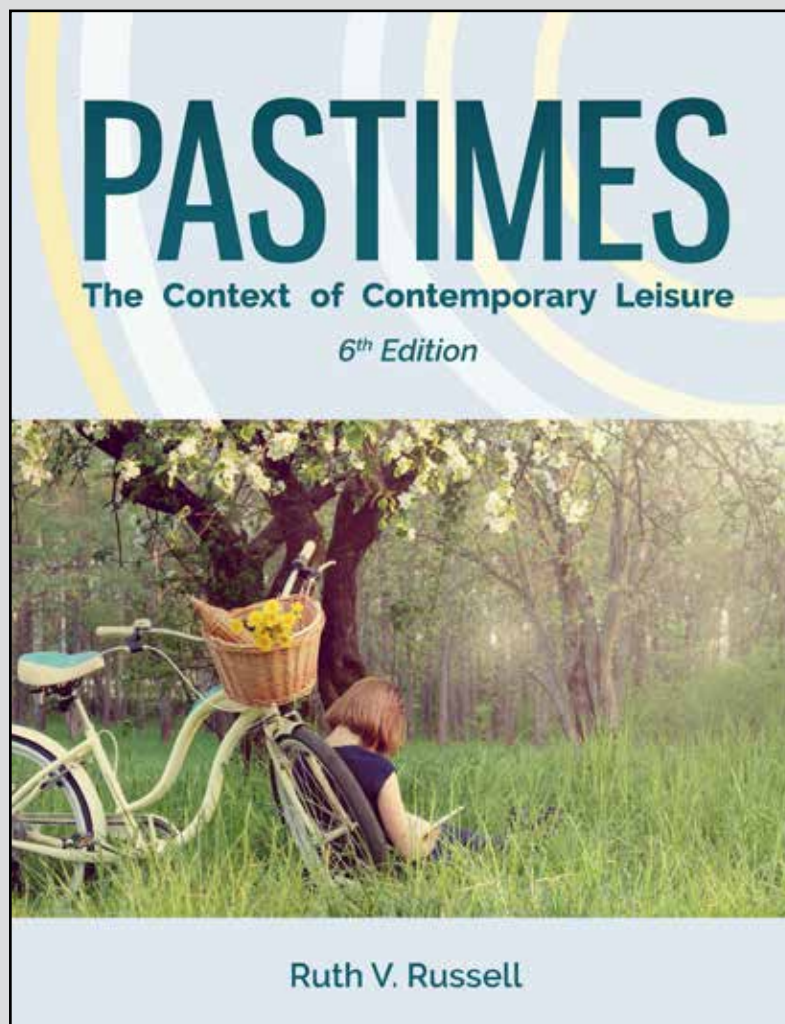


INSTRUCTOR'S GUIDE



SAGAMORE
P U B L I S H I N G

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The Meanings of Leisure

*Make students comfortable with
uncertainty and complexity.*

You Are Invited

Many of you have been teaching with this text for years, and have developed excellent classroom activities, homework assignments, PowerPoints, and other teaching and learning tools to accompany the text. If you would like to share them with other instructors, you are invited to send your ideas to me (russellr@indiana.edu), and I will include them in subsequent editions of this teaching manual, giving you, your students, your course, and/or your university citation credit.

Teaching Objectives


One of the most difficult concepts for undergraduate students to understand is that there is no single, press-it-to-memory, right-answer definition of leisure. This chapter enjoys the challenge and seeks to expose students to the excitement of leisure's multiple meanings. The teaching objectives for this chapter are:

- Enable students to appreciate that leisure is more complex than “sports” and “hanging out” – the experience of many students.
- Challenge them to understand the contextual complexity of the meaning of leisure – from the perspectives of the humanities, history, and contemporary usage.
- Promote a flexible, yet critical, knowledge base for the rest of the text.

CHAPTER 1


Ideas for Getting Students to Read the Chapter

Getting students to take their reading assignment seriously is a constant endeavor. Despite the correlation between reading and course success, many students remain committed to trying to get by with as little reading as possible. Yet, it's not a new problem. Based on ideas from *The Teaching Professor* (2010), here's one idea you might try:

 **“Ready for Class.”** Clearly communicate to students what it means to be “ready for class.” First, declare in your syllabus what is expected of students in terms of reading. Here's a possibility “Learning is not a spectator sport. Basically, the responsibility to learn is yours and yours alone. You must take an active role, and thus being ready to learn means you have read and studied the assigned reading *before* you come to class.” Second, incorporate participation in class that is based on having read the assignment into your grading rubric. For example, when doing active learning tasks in class based on an understanding of the reading, give points, or check marks that carry weight on the final grade for the course.

A Critical Thinking Moment

Critical thinking is a crucial skill for living life. Teaching through a critical thinking perspective means students can be open and fair minded, apply factual criteria for decisions, make arguments with supporting evidence, and express an informed point of view. Throughout this instructional guide are many ideas for how to base the learning of this chapter on this skill. In this moment we highlight this specific idea, which also extends to content not covered in the chapter.

 **Case Study: The Kingdom of Kush.** [Professor Dan Hibbler of DePaul University sent a question to me regarding why the material on the Kingdom of Kush had been left out of the 5th edition of the text. To help him, and others who miss that sub-section in the history of leisure discussion, following is a new case study you can use for insertion into a lecture, class discussion, and/or homework assignment. This case study could also be an extension of the text discussion of Ancient Egypt. See http://www.newworldencyclopedia.org/entry/Kingdom_of_Kush for more information.]

Africa has been called the “birthplace of the human race” (Smithsonian Institution <http://www.smithsonian-mag.com/science-nature/how-africa-became-the-cradle-of-humankind-108875040/?no-ist>) because the oldest evidence of human-like creatures found anywhere consists of fossils discovered at many sites there, especially in the fertile soils of the Nile Valley. In recent reports, archaeologists said they had found widespread evidence that the kingdom of Kush, in its ascendancy from 2000 B.C. to 1500 B.C., exerted influence over a 750-mile stretch of the Nile Valley (Wilford, 2007, <http://www.nytimes.com/2007/06/19/science/19kush.html?pagewanted=all>).

Not much has been known about Kush until recently when archeologists, working in advance of rising Nile waters behind a new dam in northern Sudan, began to uncover ancient settlements, cemeteries and gold-processing centers in regions previously unexplored. For example, the Kushites appear to have been like their neighbors the Egyptians in their fondness for body adornment (Bayley, Baynes, & Kendall, 2004). They are considered to have used strong scents, and a popular form was a perfumed ointment shaped like a cone and worn on the top of the head. As the evening progressed the cone would melt and the scented oil would run down the face and neck.

Eye makeup, typically green and black, was probably the most characteristic of Kushite cosmetics. Red ochre mixed with fat was thought to be applied as lipstick, and henna was used as hair dye. Tattoos of the god Bes (short wide faced man with mane, tale, and ears of a lion; God of dancing and singing) have been found on the thighs of mummified females, thought to be dancers, musicians, and servants. Such tools as short, fine-tooth combs, hairpins, and small bronze implements with a pivoting blade thought to be a hair curler have also been found (Pan-African Market Place, 1993; EMuseum @ Minnesota State University at Mankato, 2008).

1. What else do you want to know about the Kingdom of Kush? For example, too often the only ancient African civilization studied in school is Egypt, and then the emphasis is on its Mediterranean rather than its African roots. Kush offers a genuinely African civilization, contemporary with Egypt, Greece, and Rome, whose culture and military power rivalled that of the others to the extent that for a century it took over and ruled Egypt. With some independent literature searching, find out more.
2. In what way might you argue that personal adornment is a form of leisure? Can you cite contemporary examples as well?
3. After exploring more about Kush culture, economy, and geography, what other conclusions of the history of leisure can you claim?

(Note: This new material is also in the Student Learning Resources Guide.)

Sample Lesson Plan (focused on the humanities section of the chapter)

(based on a 60-minute class session)


- I. Overview the structure and main lessons of the chapter (5 minutes)
 - Talk through PowerPoint slides #1 - #4
 - Prior to the class session, present students with the activity “Generating Questions” (presented below in the Classroom Activities section) about just the section in the chapter on leisure meanings in the humanities.
 - Using slide #5, ask students to share their answers and briefly comment on them.
- II. Using the humanities to understand leisure meanings (50 minutes)
 - A. Sampler: Romanticism (15 minutes)
 - PowerPoint slide #6.
 - Play selections from Vivaldi’s *Four Seasons* and ask students how nature is portrayed. What can you hear about the ways of nature in the four movements of the composition? Vivaldi is considered a composer from the Romantic era.
 - Show art images on PowerPoint slides #7, #8, #9, and #10. These are examples of landscape paintings by 18th century Romantic artists.
 - Ask students how nature is portrayed. What can you see about the ways of nature in these landscapes? What is the role of humans within these landscapes?
 - Discuss with students how nature is thought of in the definition of leisure in their own lives and/or in the lives of friends and family.
 - B. Mini-lecture: Overview of the Humanities in General (15 minutes)
 - What are the humanities, creations of humanities, history of humanities, humanities as a subject matter in their own curriculum, etc.? (slide #11)
 - Text for the lecture can be drawn directly from this chapter, or see *Discovering the Humanities* by Henry M. Sayre, 2013, Pearson Publisher.
 - C. Small Group Discussion (20 minutes)
 - In the chapter, an excerpt from F. Scott Fitzgerald’s short story, *The Camel’s Back* is presented. Devote this discussion session on either more of this story, or another short story of Fitzgerald’s titled *Gretchen’s Forty Winks*. The entire stories can be assigned to read as homework. (slide #12)
 - Divide the class into groups of three students and have them take turns, in round-robin fashion, sharing what they enjoyed about the story.
 - Then ask them to focus on leisure’s meanings in the story. How do these meanings compare with those today?
 - After about 10 minutes of discussion, have a representative from each group come to the board and write the group’s main conclusion to: what definition of leisure do you think Fitzgerald had in mind in this story?
 - After all group responses are on the board conduct a whole class discussion about the results. What is the most typical group response? Does this suggest this is the “right” answer? What are other responses that at first seem invalid, but with reflection, do make some sense about leisure’s meaning in the story? Summarize the discussion.
 - D. Conclusion (5 minutes)
 - Summarize from both this class session and from the humanities section of the text. Overview the meanings of leisure found in the music, art, and literature examples presented here and in the text – PowerPoint slide #13.


Classroom Activities



Generating questions. As teachers we have our own important questions to ask about a text; and we should ask them. But students also have their questions and they can learn to formulate better ones. Being able to

ask good questions about a particular reading may be the first way of coming to terms with it. There are many ways of generating questions. For this chapter you might try this one. Ask students ahead of time to prepare one or two questions about their assigned reading. You can vary this assignment by specifying different kinds of questions: open-ended, factual, clarifying, connective and relational, involving value conflicts, etc. Then, in the next class, call on students to ask their question and have the class discuss the answers.


 **Class debate on Ancient Rome.** Arbitrarily divide the class into two debate teams. I usually have large classes, so I often do this according to those sitting on the right side vs. the left side of an imaginary line down the center of the room. Select two students from each team to serve as “captains.” Based on the ideas of leisure as spectacle in ancient Rome presented in the chapter, pose the debate statement as: The ancient Roman period and today in contemporary societies are parallel in their use of leisure as spectacle. (To introduce this you could show a clip from one of the films listed in the media resources section below.) One team is assigned to agree with the statement and the other team is assigned to disagree with it. Next, subdivide students into dyads (two persons) WITHIN their assigned debate teams. Each dyad first has a verbal discussion in which they develop an argument for their team’s assigned side. They write down their argument on a sheet of paper. Then, each dyad exchanges their paper with another dyad WITHIN their assigned team. This time the dyad adds to, builds upon, combines, or develops a new argument from the one on the paper and writes this “enhanced” argument down under the first argument. Dyads pass these papers to previously chosen captains, and take a 5-minute break (or engage in some other activity). Meanwhile the captains (two for each team) confer with each other, reading all the papers submitted in support of their team’s side of the debate. They select two to four to share with the class. When the class is called back to order, the team captains read to the entire class their team’s arguments, adding their own synthesis logic. This can be concluded with a teacher-led discussion on the material in the text on leisure as spectacle. (For a resource, see “In Rome’s basement,” by P. Bennett, *National Geographic Magazine*, July 2006, pp. 88–103.)


 **Using the instructional resources of the National Geographic Society (Ancient Rome).** Consult some of these websites for ideas for classroom activities, homework activities, and entire class sessions on Ancient Rome:

<http://nationalgeographic.org/activity/technology-and-control-ancient-rome/>

<http://nationalgeographic.org/activity/limits-citizenship-roman-empire/>

<http://nationalgeographic.org/activity/mythology-and-culture-ancient-rome/>


 **Leisure definitions pass.** As an introduction to the chapter section “Today’s Meanings” this exercise can help initiate a class discussion. Ask students to take out a separate sheet of paper from their notebooks. Instruct them to (silently and independently) write down a one-word definition for leisure. Students then pass their paper one person to their right. Students in this second round write a different one-word definition for leisure under the first, and pass on to a third student, and so forth. Repeat for about four to five rounds, and then have students pass the sheet of paper back to the originator. (This often encourages verbal exchanges that help students get to know each other at the beginning of the semester, such as “whose definition is such and such?”) The class discussion at this point can be teacher-led with students reading out the list of definitions on their paper with commonalities and differences noted. I cover the boards with their definitions to be dramatic about the amount.


 **Tragedy of the commons demonstration.** The tragedy of the commons concept is typically difficult for undergraduate students to appreciate. To highlight the concept presented in Box 1.5 of the chapter, begin with a demonstration and then follow this up with a class discussion.


The demonstration – Invite four students to stand with you around a large bowl placed on a table at the front of the room. Dramatically place 10 pennies in the bowl. Explain to all that the game they are about to play has only two rules:


- Rule #1 – the number of pennies left in the bowl at the end of every 10 seconds will double.
- Rule #2 – the object of the game is to acquire as many pennies from the bowl as possible.
- Ask the four students if they understand the rules. Then, say “go” and clock 10 seconds. Look inside the bowl and add more pennies, doubling what is there. (That is, if students have removed four pennies, and the remaining number after 10 seconds is six pennies, add six more pennies to the bowl, making the new total 12.) Play several more 10-second rounds. Then, debrief students. Typically they are quick to remember Rule #2, but forget Rule #1.


The discussion – In the demonstration, the pennies represent renewable resources, such as land or trees. The key to being renewable, of course, is that there must be something to renew. Invite students to discuss the first two questions listed in the Box 1.5 case about the tragedy of the commons. To extend this activity into a homework assignment, then ask them to carry out the third question in the case on their own.

 **Role-playing history.** Put students into some of the many roles represented in the historical section of the chapter and have them play out an actual historical event. Here's a possible procedure: 1) Give a mini-lecture that establishes the context and setting for the role playing, drawing directly from the text discussion. 2) Divide the class into a number of small groups (of varying sizes and including duplicate roles depending on class size). 3) Give each group a specific, concrete task, usually to propose a position or course of action. For example, Jane Addams, Janie Porter Barrett, and Joseph Lee could argue the role of play in children's lives; several colonial New England governors and Puritans could debate what is worthy recreation; and so forth. 4) The proposals or positions emanating from different groups will inevitably conflict with each other. After the groups plan and discuss, each group role-plays its position and/or course of action for the rest of the class, followed by a whole-class discussion, or incorporated into a lecture. You could also carry out the role-playing process by structuring a meeting or panel discussion to consider the differing groups' proposals and deliberate strategies for a consensus conclusion.

 **Newspaper fashion show.** Professor Trish Ardovino of University of Wisconsin–La Crosse conducts a “newspaper fashion show” in her classes. Each group dresses one person in the garb of a particular assigned ancient culture discussed in the chapter. Each group has a different ancient culture assignment. The model walks down the runway as the moderator reads a script they've prepared about the leisure of that culture.

 **Poster debate.** This is an extension of the homework assignment listed below.


 **Historical photo captions.** A specific activity using the historical photos you've collected (see media resources below) is to have students write captions for them that reflect understandings gained from studying the chapter, or any other readings. One way to do this is to make copies of each photo, pass them out to students or small groups of students, and give them 10 minutes to develop the informed captions. For sharing results students report their captions while a PowerPoint image of the photo is shown to the whole class. To counterattack their penchant to think up humorous captions, assign them to write two: one that teaches about that historical person's role in using leisure as a social tool that is funny and one that is factual.

 **In the News.** During the Industrial Revolution in Britain, Europe, and North America, leisure was seen as having a utilitarian role in counteracting the harsh and tedious conditions of work. Are there situations where this is true today? For a class discussion, incorporation into a lecture, and/or using as a homework assignment, acquire a copy of the news article “The Demanding Off-Hour Escapes of China's High Tech Workers,” published in *The New York Times* on July 17, 2013, available at: http://www.nytimes.com/2013/07/17/world/asia/the-demanding-off-hour-escapes-of-chinas-high-tech-workers.html?_r=0.


Class discussions can focus on how contemporary factory workers use leisure as compared with those of the Industrial Revolution.

(Note: This additional material is also in the Student Learning Resources Guide.)

Homework Assignments

 **More leisure definitions in the humanities.** Select different works of fiction, poetry, music, and art from those presented in the chapter and assign students to explore leisure's meaning in these. For example, Wordsworth's poem *I Wandered Lonely as a Cloud* contains a Romanticism notion of nature that can be assigned following the lesson plan on Romanticism above. And, the indie pop band Fun provides an assignment opportunity with students exploring the lyrics, and possible rationale behind the choice of band name. Also, within the music genre, ask students to study and comment on leisure's meaning in the music of Lil Wayne (a typical line from one of his songs is “life is a beach, I'm just playin' in the sand.”) What do his lyrics suggest? More art can be appreciated for leisure's meanings as well. For example, within the contemporary art genre assign students to study the “toyist,” “per-

formance art,” “fluxus,” and “photo realism” art movements for leisure meanings. Or, to discuss other eras of art and legacies for leisure, show images of paintings of Edward Hopper, such as “Nighthawks,” “New York Movie,” and “Summer Evening.”

 **Defining leisure at the art museum.** Students visit the college or community art museum. They are assigned to see an entire exhibit and then select one of the pieces (painting, sculpture, installation, etc.) they think mirrors some meaning of leisure. Is the definition about free time, recreation activity, or an attitude? They write about this, including the artist’s name, title of the piece, and date. They might also be asked to visit the library to research the artist, the art history period, and/or the piece they have selected and incorporate into their writing perspectives from art historians and critics on leisure’s meaning in the piece.


 **Box 1.7. In Your Own Experience.** Assign the activity contained in this chapter box on definition interviews.


Box 1.7
In Your Own
Experience


Definition Interviews


Why not discover the complexity of leisure meanings today for yourself? Here’s one way:

1. Randomly ask at least 20 friends and family members what leisure means to them. Ask them to give you one-word definitions. Record every definition you are given.
2. Next, select for longer interviews two people you don’t know very well and who are different from you. For example, you might choose someone from another country, a person quite a bit older or younger, or a person of a different race than you. Ask them what they like best about leisure? Least about leisure? How do they experience leisure? What does leisure mean to them?
3. Compare the results from both the quick and more extensive interviews. In an essay, discuss the multiple meanings of leisure and their context.

 **Poster debate.** Focus a homework assignment around a class debate about the existence or not of parallels in commercialism for the Olympic Games, then and now. Assign students to do independent investigation into athlete commercialism in the ancient Greek’s version of the Olympic Games as well as the commercialism of the Games today. Working either individually or in pairs, students prepare a poster that summarizes their position on the debate, along with supporting evidence. Give them such parameters as: the poster must be carefully prepared and readable from a distance of four feet away; it must take either a yes or no position with this clearly stated as the poster title and it must have at least five discrete pieces of evidence in support of the position, including citations. During a class period, students set up their posters in the room, organized by position. (One way to ensure equal numbers of posters per position is to assign students their position, but this doesn’t always provide for the fun of determining a position based on the independent investigation.) After students have milled around, reading all the posters, a general discussion can conclude the activity.


 **An old-fashioned library assignment.** Have students select a person from recreation’s history in the United States. A starting list might include Jane Addams, Luther Gulick, Juliette Gordon Low, John Muir, Frederick Law Olmsted, Janet Pomeroy, Janie Barrett, Major Taylor, Joseph Lee, Dorothy Enderis, Lebert Weir, Teddy Roosevelt, Jacob Riis, Beatrice Hill, Teddy Roosevelt, Eleanor Roosevelt, and Franklin Roosevelt. Assign students to do research on the person’s life as well as his/her dreams and philosophies. (I find it useful to set parameters such as no encyclopedias and at least three references must be used. You may also wish to establish web research standards.) Emphasize to them that as a result of their investigation they should be able to understand why this person’s beliefs and actions were significant in shaping the recreation and park services movement in this country. A creative way to shape a paper reporting the results of their study is to have them assume they are writing a day’s entry in a diary from the “voice” of their chosen person.


 **Class biographical encyclopedia.** An alternative to the traditional library assignment above is the development of a class biographical encyclopedia. Adding to the list above could be Howard Braucher, Charles Brightbill, George Butler, Clark Hetherington, Jane Edna Hunter, Aldo Leopold, Stephen T. Mather, James Naismith, Josephine Randall, Vida Scudder, Robert Service, Mary Simkhovitch, Seth Steward, Henry David Thoreau, and Calvert Vaux. Following the library research each student prepares a one-page biography that highlights not only the life, but the connection of the person to the recreation fields. The biographies are collected and “published” by the class in an encyclopedia. Giving the students a suggested and standard format for the entry will help the book’s consistency. Students can also serve as editors for each other’s work as a writing exercise and desktop publishing could be brought in for an extra opportunity.

 **Class history timeline.** Although the United States is famous for its large amount of federally owned national parks, there are many such parks located around the world. The largest national park in the world is called the Northeast Greenland National Park. It was originally created in 1974 and consists mainly of research stations. Like the U.S., Canada also has many national parks within its borders; however, some of its most famous ones are located in the Canadian Rocky Mountains along the British Columbia/Alberta border, one of which is Banff National Park, created in 1885 and consisting of 2,564 square miles (6,641 square kilometers). Other national parks also feature famous world landmarks such as Mount Everest. Sagarmatha National Park, located in Nepal, encompasses a large area around Mount Everest, and ranges in elevation from 9,335 feet (2,845 m) to the summit at 29,035 feet (8,850 m). The park is also a UNESCO World Heritage Site and protects many endangered species such as the red panda and snow leopard.


As part of the history section of this chapter, students could be assigned to work in teams, and based on library and web-based investigations to piece together a large-format timeline (such as on a roll of butcher paper) of when and what national parks were founded across the globe. Additionally, they can compare the original utilitarian roles of the various parks, as well as their use today. Additionally, “founders” and their original visions can be included, such as J.B. “Bunny” Harkin, considered the father of Canada’s national park system.


Media Resources


 **Art images.** Images downloaded from the numerous fine art websites will help illustrate other works from the Impressionist period. For example, “At the Races” and “Absinthe” by Degas, “The Game of Croquet” and “Skating” by Manet, “The Swing” by Renoir, “Regatta” by Monet, and “Young Woman Reading” by Cassatt can be used to make the same points as those in the chapter. (Also see homework assignments above for more ideas.)


 **Sampling music.** Bring your own selection of favorite music to class (from your own collection, and also YouTube) to illustrate a lecture. For example, I have used the Beach Boys’ “Fun, Fun, Fun” to initiate discussion of leisure meanings from the 1950s. Another option is Bruce Springstein’s “57 Channels (And Nothin’ On)” recorded in 1992. Now there are 557 channels; has anything changed? For a video of the song see <http://www.youtube.com/watch?v=YAlDbP4tdqc&feature=kp>.


Better yet, ask students to cull their own collections and bring a sample in that “sings” to leisure’s definition. Take turns playing everyone’s samples (including yours), with students giving their own interpretations. What are the similarities and differences in leisure’s meanings? (Jimmy Buffet doesn’t count – too easy!) (Also see homework assignments above for more ideas.)


 **Audio-visual contrast.** Secure an image of Bruegel’s painting “Children’s Games,” and show it alternatively with Paul Simon’s music video “Me and Julio.” Ask students to discover the similarities and differences in the meanings of playing games between the two historical eras.


 **Football/gladiator frenzy.** Here is an idea that takes some advance work, but is an exciting way to set the stage for a discussion of the chapter section on leisure as mass spectacle in ancient Rome and its legacy for today. Prepare a video in which fighting scenes from the movie *Gladiator* are in juxtaposition with tackling and hitting scenes (don’t forget all that sound!) from a football highlights video (often available on the Web). I use this as an instigator to the class debate activity described above.

 **Popular films, instructional films, and YouTube videos.** Checking your campus film services catalog, Netflix, and YouTube for short clips to illustrate a lecture point, and/or start a class discussion are loads of fun in making teaching points about leisure's meanings. For example, a 5- to 15-minute segment of *Brave Heart* (1995) could illustrate the expression of leisure during the Middle Ages. Or, Dr. Trish Ardovino of the University of Wisconsin–La Crosse shows an excerpt of the film *Everest: Beyond the Limit* (2007) where climbers have to wait in line for hours to get their chance to be at the top of Mt. Everest because there are so many people making the trek. They wait and wait and sometimes they can be on the top for only 10-15 minutes. She primarily uses the film clip to discuss the tragedy of the commons concept.

 **America at Work, America at Leisure: Motion Pictures from 1894-1915.** Available from the Library of Congress is a luscious resource of 150 historic motion pictures. Highlights include films of callisthenic and gymnastic exercises in schools, amusement parks, boxing, expositions, football, parades, swimming, and other sporting events. Available from <http://www.loc.gov/collection/america-at-work-and-leisure-1894-to-1915/about-this-collection/#overview>.

 **History photos.** Scouring texts, journals, encyclopedias, and the web, make copies of photos of historical people and events related to leisure and discussed in the chapter. For example, collect photos of early playground scenes, settlement houses, national parks, etc. (See an idea for using the photos in the classroom activities section above.)

 **The Classical Symphony Orchestra in Kinshasha, Congo.** There are several options for securing a video about this amazing use of classical music in Africa. For example, a segment of CBS's *60 Minutes* television program featured it (see <http://www.cbsnews.com/news/music-in-the-heart-of-the-congo/>). As well, YouTube has several renditions (see <http://www.youtube.com/watch?v=pURObHVM8JM>). To bring a wider global consideration into class about leisure's meaning as free time, recreational activity, and/or special spirit, students can be asked to view a video of this classical orchestra that thrives midst poverty and political strife and to determine which is leisure's meaning.

 **The Recycled Orchestra of Paraguay.** In a similar way as the above example, this is the true story of a children's orchestra that builds its own instruments out of the garbage of the landfill their town grew up around. For media examples see: <http://www.youtube.com/watch?v=8Nmckhhs-I>, <http://www.youtube.com/watch?v=yiYFculk-BjU>, <http://www.landfillharmonicmovie.com/>

Examination Questions

Essay

1. [Show a slide of an image of an impressionist painting of a leisure subject not included in the chapter or the class.] Study this painting by (artist's name); discuss how it portrays leisure of its time.
2. Contrast leisure's contemporary meanings according to the three definitions presented in the chapter. Which of these definitions do you think F. Scott Fitzgerald is using in the short story excerpt in the chapter "The Camel's Back?" Why? (Note: A model answer is presented in the Student Learning Resource Guide for this question.)
3. Select one of the historical cultures presented in the chapter and summarize the main lesson about leisure's role in that history. Also discuss the legacy of this lesson for today in your own society.
4. Select two of the historical periods presented in the chapter and compare them in terms of lessons about leisure's role in that history. Were they similar or different? How? Also discuss the legacy of each lesson for today in your own society.
5. Select one of the historical periods presented in the chapter that you would like to have lived in. Defend your choice by discussing the meaning of leisure in this period.
6. Discuss at least two ways in which the philosophy of Plato and Aristotle reflected the general practice of leisure by the ancient Greeks.

7. What is meant by the “tragedy of the commons?” Is Hardin’s logic applicable to public recreation settings today as Dustin, McAvoy, and Schultz suggest? Why or why not?
8. What is meant by the expressions “The Settlement House Movement” and “The Playground Movement” and how did each use play as a tool for community betterment?

Multiple Choice

1. Leisure meanings in the humanities
 - a. **can be found in art, music, and literature ***
 - b. are irrelevant because artists don’t represent “everyday” people
 - c. reflect the leisure interests of the high classes of people
 - d. b and c only
 - e. none of the above
2. Impressionism in art
 - a. is a painting style presenting an immediate impression of an object or event
 - b. includes such painters as Mary Cassatt and Claude Monet
 - c. for artists in Paris in the late 1800s depicted everyday life – particularly pastimes
 - d. **all of the above ***
 - e. a and c only
3. In ancient Greece, the “leisure ideal” meant
 - a. leisure can ignoble us by way of making right choices
 - b. schole
 - c. mass spectacle
 - d. pleasure and relaxation
 - e. **a and b ***
4. The Middle Ages
 - a. set the stage for the birth of a “leisure ethic”
 - b. **set the stage for the birth of a “work ethic” ***
 - c. is remembered as a time when the public spectacle was used to control large masses of the middle class
 - d. all of the above
 - e. none of the above
5. The harsh conditions for many workers during the Industrial Revolution
 - a. led to a concern for social reform
 - b. were in part the result of a more lock-step pace to work brought about by the demands of machines
 - c. were quickly solved by industry managers
 - d. all of the above
 - e. **a and b only ***
6. Leisure defined as a psychological condition means:
 - a. free time
 - b. feeling good
 - c. **an opportunity for achieving fulfillment in life ***
 - d. recreation activity
 - e. a and d

7. When leisure is defined as recreational activity
 - a. it is how we use our free time in nonwork actions
 - b. it can be counted and compared across different population groups
 - c. it is completely contextual
 - d. **a and b ***
 - e. none of the above

True or False

1. Leisure can perhaps be best understood through the ideas portrayed in a story, a song, and a painting. (T)
2. *Ludi* to ancient Romans meant public games. (T)
3. In much of history leisure was differently experienced according to social class. (T)
4. During the Renaissance period leisure was banned in favor of a work ethic. (F)
5. Teddy Roosevelt was the “father of the American playground movement.” (F)
6. Jane Addams is known for the establishment of the Hull House Settlement in Chicago. (T)
7. The special attitude definition of leisure has led to opportunities for comparing leisure expression in different cultures. (F)
8. The free time definition of leisure has led to opportunities for comparing leisure expression in different cultures. (T)

PowerPoint Slides

[presented in a separate file; slides match the above lesson plan, summarize the entire chapter, plus provide extra art slides to incorporate.]



Why Leisure is Vital

We must devise and use strategies for finding out whether, and how, our students are applying the course material to their day-to-day experiences.

You Are Invited

Many of you have been teaching with this text for years, and have developed excellent classroom activities, homework assignments, PowerPoints, and other teaching and learning tools to accompany the text. If you would like to share them with other instructors, you are invited to send your ideas to me (russellr@indiana.edu), and I will include them in subsequent editions of this teaching manual, giving you, your students, your course, and/or your university citation credit.

Teaching Objectives


This chapter furthers the framing of the meanings of leisure in Chapter 1 by characterizing the benefits of leisure expression. It focuses on the variety of ways leisure is of value. The teaching objectives for this chapter are:

- Because the treatment of each leisure benefit in the chapter is introductory, you and your students can take advantage of opportunities for expanding these, as well as identifying others.
- Helping students identify the nature of the leisure qualities in their own favorite pastimes.

CHAPTER 2


Ideas for Getting Students to Read the Chapter

Getting students to take their reading assignment seriously is a constant endeavor. Despite the correlation between reading and course success, many students remain committed to trying to get by with as little reading as possible. Yet, it's not a new problem. Based on ideas from *The Teaching Professor* (2010), here's one idea you might try:

 **Find quotations.** We do not often read assigned reading passages out loud together. Here is a suggestion for practicing and seeing old-fashioned recitation modeled. Ask each student, either ahead of time or at the start of class (this would require that they bring their books to class), to find one or two sentences from the assigned chapter that he/she found particularly significant or illuminating. There are many ways in which the instructions may be put: "Find one statement you especially liked and one you especially disliked." Or, "Find a statement in the reading that you think best illustrates the major thesis of the section." Or, "Find a statement that suggests, to you, the key symbol of the larger text." After a few minutes of browsing (perhaps in small groups of three students if the class is large), the students will be ready to turn their specific passages into full class recitations. Lively and illuminating discussion is likely because not all students will find the same quotations to illustrate the same instructions, nor will they all interpret the same passages the same way. This is the point.

A Critical Thinking Moment

Critical thinking is a crucial skill for living life. Teaching through a critical thinking perspective means students can be open and fair minded, apply factual criteria for decisions, make arguments with supporting evidence, and express an informed point of view. Throughout this instructional guide are many ideas for how to base the learning of this chapter on these skills. Here is a specific idea for using a critical thinking perspective, which also extends to content not covered in the chapter.

 **Monopoly Case Study.** In the chapter the point is made that games are a "synthetic counterpart to real life" (p. 28). The game of Monopoly can be used to highlight this serious aspect of play. For example, you might orient from an article published in *The New York Times* (available from http://www.nytimes.com/2013/08/25/sunday-review/monopoly-goes-corporate.html?_r=0) about the release in 2013 of a new version of the game. Named "Monopoly Empire," the point is now to celebrate, and not critique, corporate America. Students could be assigned to read the article in preparation for a class discussion on how the game is or is not a "synthetic counterpart to real life," and whether the current change in the game reflects a change in how Americans see things today. Ask students to compare and contrast this new version of the game against the original version. In the article, this is traced by Monopoly's history, including the role of the Quakers in the game's formation, which lends a context for the discussion. (Note: This material is also in the Student Learning Resources Guide)

Sample Lesson Plan (focused on the spirituality section of the chapter)

(based on a 60-minute class session)

I. Introduction to the spirituality quality of leisure (10 minutes)

- Have students individually complete a spirituality quiz either as homework, or at the beginning of the class session. For example, you might use or adapt one of the following: http://www.playbuzz.com/josephinemayfield10/what-is-your-spiritual-gift?utm_source=adwords.com&utm_medium=prom-gg&utm_campaign=otr,
- or <http://personalityspirituality.net/2009/07/25/personality-quiz-discover-your-soul-type/>,
- or <http://www.beliefnet.com/section/quiz/index.asp?sectionID=200&surveyID=90>.
- Or, see below in the homework assignment ideas section for an alternative approach.
- Then, ask them to reflect individually and silently for a moment on what their answers might mean for them.
- Read the following poem excerpt out loud to the class (or have the words on a PowerPoint slide, or handout for a class member to read out loud). Then, ask students to comment on the definition of "spirituality" according to the poem.

*It doesn't interest me what you do for a living.
I want to know what you ache for, and if you dare to dream of meeting
Your heart's longing.*

*It doesn't interest me how old you are.
I want to know if you will risk looking like a fool for love, for dreams,
For the adventure of being alive.*

*It doesn't interest me what planets are squaring your moon.
I want to know if you have touched the center of your own sorrow, if
You have been opened by life's betrayals or have become shriveled and closed from fear of further pain.*

*I want to know if you can be with joy, mine or your own; if you can dance
With wildness and let ecstasy fill you to the tips of your fingers and toes
Without cautioning us to be careful, be realistic, or to remember the limitations of being human.*

*I want to know if you can be faithful and therefore trustworthy.
I want to know if you can see beauty even if it's not pretty every day.
I want to know if you can live with failure, yours and mine, and still stand on the edge of a lake
and shout to the silver moon, "Yes!"*

*I want to know what sustains you from the inside, when all else falls away.
I want to know if you can be alone with yourself;
And if you truly like the company you keep in the empty moments.*

The Invitation, by Danah Zohar,
inspired by Oriah Mountain Dreamer, Native American Elder, May 1994.

II. *Kinds of intelligence (15 minutes)*

Provide a brief lecture that introduces the various types of intelligence. That is, we are said to have various ways of "being smart." Prepare an introductory lecture that outlines these. For example, the first chapter of the book: *SQ: Connecting with our Spiritual Intelligence*, by Danah Zohar & Dr. Ian Marshall, 2001, New York: Bloomsbury Publishing, offers this typology (pp. 3-8):

- PowerPoint slides #18 & #19
 - A. IQ – Intellectual intelligence. From the early part of the 20th century, IQ became the big issue. Our intellectual or rational intelligences is what we use to solve logical or strategic problems.
 - B. EQ – Emotional intelligence. In the mid-1990s, Daniel Goleman popularized research from many psychologists showing that emotional intelligence gave us awareness of our own and other people's feelings. As Goleman pointed out, EQ is a basic requirement for the effective use of IQ.
 - C. SQ – Spiritual intelligence. Now, there is an array of recent scientific data showing us that there is a third "Q" – our spiritual intelligence. SQ is not about being religious – it is about finding life meaning. Many writers say the need for greater meaning is the central crisis of our time. Many people today have achieved an unprecedented level of material well-being, yet they feel they want more. This "more" that would fill the emptiness seldom has any connection with formal religion. Spiritual intelligence is the soul's intelligence.
 - D. SoQ – Social intelligence. While not in the Zohar and Marshall book, I also suggest to students there is possibly a fourth kind of intelligence – social intelligence, which is our ability to get along with others.

The goal is to introduce students to the Zohar and Marshall book cited in the text chapter that developed the idea of SQ. Show them a copy of the book if possible. Ask if they've read it, and offer your own critique of the scholarship and the research upon which it is based.

III. Identifying SQ (15 minutes)

- PowerPoint slide #20 (indications of a highly developed SQ)
- Show a clip from the film *A River Runs Through It* or the documentary *Double Dutch Divas* or another video of your choice that shows spirituality in leisure. Ask students to identify as many of the indications of a highly developed SQ from the film clip as they can.

IV. Improving SQ (10 minutes)


Again, provide a short lecture from the Zohar and Marshall book (pp. 16-17). For example, you could make these points:

- Collective SQ is low in modern society (PowerPoint slide #21). We live in a spiritually dumb culture characterized by materialism, expedience, and lack of meaning.
- But, as individuals we can act to raise our personal SQ – indeed, the further evolution of society depends upon individuals doing so.
- Now, have a general class discussion (PowerPoint slide #22).
- Ask students how we might individually raise our personal SQ? How might leisure help us do this? What is the leisure connection to personal SQ?
- You might offer this example of how leisure directly targets spirituality: deCycles (<http://www.decyclesindiana.org/>). (PowerPoint slides #23, #24, #25).

Another way to approach the idea of improving SQ is via the concept of “holy leisure,” which has been blogged about a bit lately. For example, to begin you could prepare materials for this section of the class session from this blog: <http://www.holyleisure.net/so-whats-this-about-holy-leisure/>.


V. Conclusion (10 minutes)

Bring the session to a close by quoting from Josef Pieper’s work, so that the connection between leisure and spirituality is clearly drawn (in the chapter, pp. 36-37).

 **Religion and Leisure.** To take the class session into another direction, a consideration of the relationship between leisure and institutionalized religion could be added (or replace) the above sample lesson plan on spirituality. One source of material for this is a 2011 research study by Barbieri and others featuring life histories on the influence of religious and non-religious spirituality on leisure participation. See <http://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1005&context=ner>. For example, on the one hand, other studies have found that social responsibility and strong reverence for family togetherness, commonly mandated by some religions, foster family-friendly leisure activities. On the other hand, certain religions inhibit certain forms of leisure expression. In this study, the conclusions from semi-structured interviews of 12 individuals with different spiritual backgrounds, that could form the basis for class discussions, paper homework assignments, or a lecture, are:

- Religious activities can serve as a catalyst for recreation participation.
- Religious practices can provide a platform for family leisure traditions.
- Religious participation can offer an opportunity to expand friendship networks.
- Religious commitments can reduce leisure participation.
- Fears and feelings of guilt are induced by certain religious and constrain leisure.
- The religious beliefs of others can both extend and restrict another’s leisure participation.


(Note: This material is also in the Student Learning Resources Guide)


 **Awesome.** An alternative (or addition) to a class session on leisure and spirituality is to incorporate material not in the chapter on the emotion of awe. “Awe” has been defined as the feeling of being in the presence of something vast or beyond human scale, that transcends our current understanding of things (Keltner, 2016). Numerous research studies have confirmed the ability of this feeling to heal because it helps us see things in new ways, makes us nicer and happier, and alters the physiology of our bodies (Scott, 2016). For assistance in preparing a lesson plan on awe, check out the following:


<http://parade.com/513727/solanahawkenson/awe-inspiring-photos-from-around-the-world-see-the-stunning-images-in-national-geographic-greatest-landscapes/>

<http://parade.com/513786/paulaspencer/feeling-awe-may-be-the-secret-to-health-and-happiness/> (including the 7 ways to find awe in everyday life)
http://greatergood.berkeley.edu/article/item/why_do_we_feel_awe

Classroom Activities

 **Card exchange.** This exercise helps students clarify and articulate those leisure benefits they value in their own favorite pastimes. Give each student 12 small index cards. Ask them to write each of the 12 benefits of leisure presented in the chapter on the cards, one per card. Next have them think of one of their favorite pastimes, and select from their pile of 12 cards those qualities that best describe that favorite pastime. They put these chosen cards in their pocket. Now their task is to “get rid” of those cards containing qualities that do not match their own favorite pastime. To do this there is a trading period in which students circulate around the room talking with other students about their favorite pastimes. If they meet someone whose pastime can be described to them by a quality card they need to get rid of, they give that to that person. The idea is to have as few cards (and as much discussion with classmates) that do not describe one’s favorite pastime and acquire as many cards (duplicates) that do describe the favorite pastime at the end of the designated time (I usually use 5–8 minutes). When you call “time” students are instructed to sit down right where they are with three to four classmates and share their pastimes and quality cards, explaining why they felt certain qualities described their pastime and others did not.

 **Guest speaker.** Invite a guest to class who has a unique pastime, or has had a special leisure experience. Prepare the guest by asking him/her to talk (and show pictures perhaps) about not only what the pastime is, but also why he/she enjoys it and what the personal outcomes are. Prepare students beforehand by providing a short written synopsis about the guest—his/her occupation, leisure pursuits, and philosophy, etc. Tell students in advance they are expected to discuss with the guest the qualities important to the special leisure experience presented. I have found this activity is best for about 20-30 minutes of total classroom time.

 **Group discussion.** Select one of the special boxes in the chapter as the focus for small group discussions. For example, use the What Do You Say Box 2.7 on “Is Risky Leisure Morally Right?” Use some or all of the group discussion questions provided in the box for starters.

Box 2.7 What Do You Say?


Is Risky Leisure Morally Right?

Extreme pastimes are very popular. Yet, there is some criticism about their potential negative costs. The heart of the discussion is, as the number of people participating in risky leisure increases, so do the number of serious injuries and death.


Taking BASE jumping as an example, at least 250 conventional free-fall skydives are usually recommended before attempting a BASE jump. The main reason for this is that initiation of the jump can be lower than the parachute opening height for conventional skydiving, with jumpers having only seconds to deploy their parachutes. Also, unpredictable side drafts can force the participant into the structure that was jumped from.


Considered an “underground” activity with fatality statistics difficult to confirm, between 1978 and 2016, there were an estimated 282 known BASE jumping deaths worldwide (BLINC, 2016). Other criticisms include the costs to rescue teams, and the emotional impact on participants’ friends and family. Further, use of such natural resources as rock faces and icefalls can have an irreparable negative impact on the resource itself. While there are attempts to manage the risk of BASE jumping, such as thorough training and better equipment, there is always a risk of harm.


1. Have you participated in what you’d consider to be risky leisure? For what reasons did/do you choose to participate?
2. What are some reasons for you personally that taking a risk of being seriously injured or even killed is worth it? Also, what might be some justifications for not taking the risk?
3. Some participants have concluded that mature, rational individuals ought to have the right to pursue activities that have potentially harmful consequences for them. What do you think? Is this morally right?


 **Just playing.** This is a fun way to initiate a class discussion on the play quality in leisure. Prior to students entering the room for class, pre-distribute to everyone's desk (or if a large class to every other desk) a small pile of Silly Putty® or modeling clay. As students enter and take their seats, say nothing about the clay on their desks. Then, when class starts, proceed as usual with a lecture, or any other way you typically begin class on another topic (not play) from the chapter. Most likely, students will on their own start playing with the clay. After they've done this for a little while, stop what you are doing and ask the students what they are doing. Most likely, they will respond "playing." From here you can discuss and reference material on the play quality from the chapter, such as overviewing the play theories.


Homework Assignments

 **The wilderness within – part one.** Assign students to read one of the essay's from the book *The Wilderness Within* (4th edition, 2012), by Dan Dustin, Champaign, IL: Sagamore Publishing. They then prepare a paper in which they discuss the qualities of leisure Dustin felt and expressed in the essay and how these might compare with their own if they were in a similar situation.


 **The wilderness within – part two.** Either in tandem with the above assignment, or as a free-standing assignment, students are asked to prepare a PowerPoint presentation of one slide that communicates a personal leisure quality. The PowerPoint slide contains one photograph and one quotation (with credits given). (PowerPoint slide #26 provides a model.) Everyone's slides are combined into a single program and shown in class.


 **Qualities and controversy.** Prepare an assignment in which students relate the qualities of leisure to a current and controversial leisure event. For example, select a newspaper editorial or article on a symphony orchestra salaries strike, violence in a youth sport game, horse versus hiker use of forest trails, alcohol abuse by a campus fraternity, etc. and ask students to argue in an essay the loss of or differences in the leisure qualities in the event. The goal is to enable students to relate one or more qualities to a current issue that is of local interest to them.


 **Humor practitioners.** Assign students to investigate current applications of the leisure quality of humor. For example, they could do independent library and/or web research on laughter yoga or medical clowning. To illustrate, there is now an academic degree in medical clowning. Graduates go on morning rounds with doctors in hospitals and help to alleviate preoperative anxiety with children undergoing surgery. A paper could be assigned, explaining and critiquing the selected humor practitioner topic, or a creative outlet capturing the results of the research could be required. This might include creating a stand-up comedy routine or a funny poem.

 **One-page paper.** Dr. Carol Riddick's introduction to leisure classes at Gallaudet University uses a spirituality questionnaire that is different from the ones listed in the sample lesson plan above: <http://www.definitionofwellness.com/dimensions-of-wellness/spiritual-wellness.html>. Have students score their responses to the questionnaire, and then based on this, ask them to think about each of the following questions and write their answers in a one-page paper:

- a. In what spiritual areas am I balanced?
- b. In what spiritual areas am I unbalanced?
- c. What options do I have to create more spiritual balance in my life?
- d. What options do I not have, but should consider in creating more spiritual balance in my life?
- e. What is the most realistic plan for me to create more spiritual balance in my life?
- f. If I were to achieve such balance, how would this positively impact my leisure life?

 **Play observation.** Being sure to secure prior permission, including from your institutional review board, assign students to make a one-hour observation of children playing. For example, this could be conducted at home with younger siblings, at a school or park playground, at an after-school program, etc. The requirement is that they must be observing unstructured, free play. Instruct students to take field notes. Following the observation ask them to prepare a short report on what they observed and which play theory outlined in the chapter best explains this, and why.


 **Assigned supplemental reading.** Add to the chapter reading assignment with a current research-based article. For example, for the leisure benefit of spirituality, a useful summary of what we know can be found in Heintzman, P. (2009). The spiritual benefits of leisure. *Leisure/Loisir*, 33(1), 419–445. Or, for the benefit of freedom, assign the article: Carr, N. (July 14, 2016). Rethinking the relation between leisure and freedom. *Annals of Leisure Research*, 1–15. Or, for a reading assignment extending the chapter discussion on serious leisure, try this article: Shupe, F. L., & Gagne, P. (February 2016). Motives for and Personal and Social Benefits of Airplane Piloting as a Serious Leisure Activity for Women. *Journal of Contemporary Ethnography*, 45, 85–112. And there are many more!

 **Money Does Buy Happiness—To a Point.** According to the recently published research of Justin Wolfers, Professor of Economics and Public Policy at the University of Michigan, a 10% rise in income yields a roughly similar rise in a sense of well-being to everyone in the world. But, from here there is a diminishing return. To supplement the materials in the chapter on happiness as a leisure quality, have students check the web for articles discussing the relationship between money and happiness. For example, see the following articles:


<http://www.aarp.org/money/budgeting-saving/info-2014/does-money-buy-happiness.html>,
<http://www.nydailynews.com/life-style/health/money-buy-happiness-article-1.1458890>, <http://www.boston-globe.com/magazine/2014/02/09/can-money-buy-happiness/dOmnjGKDN8HAIouSNxQziK/story.html>,
<http://www.forbes.com/sites/susanadams/2013/05/10/money-does-buy-happiness-says-new-study/>.


One-page summary papers can be assigned. (Also can be used with Chapter 10.)

Media Resources

 **Leisure qualities in film.** Using brief clips of popular films is a clear and fun way to instigate discussion about various leisure qualities. For example, here are some I've used, but you'll have your own favorites too:

- *Cool Hand Luke*, illustrates the freedom quality
- *Saturday Night Fever*, choose a dance segment to introduce the ritual quality
- *Babette's Feast*, use the clip of the big dinner near the end to show the quality of pleasure
- *Finding Nemo*, there are several clips that would be fun to use to illustrate the quality of risk

 **Audio recordings.** Students interview each other, friends in the residence hall, family members or others about a favorite pastime. Prompt them to ask questions not only about what the interviewee enjoys doing, but also why and what outcomes result. The interviews can be audio recorded and later teams of students select from the tapes interview segments they consider a useful illustration of one or more of the qualities of leisure discussed in the chapter. They bring these to class and present with their comments.

 **YouTube.** For some of the leisure qualities discussed in the chapter (i.e., risk, pleasure, animal play, relaxation, and silence) you can usually find some useful videos on the *YouTube* website to use to amplify a class lecture, group discussion, and even homework assignment and exam question. For example, a video on the hobby of civil war reenactment (i.e., <http://www.youtube.com/watch?v=cvlQcKXhgHI>) can be used to start a class discussion about the quality of intrinsic meaning. Or, a video on deep diving could be a discussion or homework focus on the leisure quality of risk (see <http://www.youtube.com/watch?v=BAuE8kmdgxo>). The emerging sport of deep diving also lends itself to considering the “morality” of high risk recreational pursuits and could be tied into activities and questions featured in Box 2.7 in the chapter. And/or a unique view of deep sea diving (while not truly “deep,” still provides a counter consideration to the morality issue) is found in Sue Austin’s 2012 TED talk (see https://www.ted.com/talks/sue_austin_deep_sea_diving_in_a_wheelchair).

Examination Questions

Essay

1. Contrast Neulinger’s ideas about the quality of freedom with those of the quality of intrinsic meaning in his ideas about “leisure and nonleisure.” How are they different? Do both qualities need to be present in leisure?
2. Compare the freedom “from” and freedom “to” connections with leisure, giving a personal illustration of each.

3. In what specific ways are intrinsic and extrinsic meanings different in the leisure experience? How do these different motivations create a different leisure outcome?
4. How might the focus of the ideas about happiness of such philosophers as Aristotle and Kant be different from how happiness is treated today?
5. What are the types of pleasure typically resulting from our pastimes? Define each so that the concept of pleasure is contrasted. Which one applies most to your own experience with pleasure? Why?
6. How can the quality of solitude and silence be a benefit from leisure? Does this seem impossible to you? Describe circumstances in your own leisure whereby you benefit from solitude and silence.
7. How is ritual a part of leisure? Analyze a typical pastime of yours according to the formal and customarily repeated actions associated with it.
8. What is serious leisure? Do any of your own pastimes contain the characteristics of serious leisure? Why or why not?

Multiple Choice

1. According to Neulinger's ideas about leisure, "pure" leisure
 - a. is that which occurs as a way of satisfying the expectations of others
 - b. functions to make up for some deficit or loss
 - c. is chosen primarily because of a desire to be with others
 - d. none of the above ***
 - e. a and c only
2. The idea of freedom "to"
 - a. suggests that leisure is an escape from the drudgery of everyday life
 - b. is the most descriptive of the freedom quality in leisure
 - c. suggests that leisure offers fulfilling possibilities
 - d. b and c only ***
 - e. a and b only
3. According to the writings of Bregha, freedom in leisure requires
 - a. the possession of personal knowledge
 - b. the financial means
 - c. permission
 - d. all of the above ***
 - e. a and b only
4. To Aristotle, *eudaimonia* described happiness as
 - a. based on doing moral activities ***
 - b. a form of impassiveness
 - c. based on sensory pleasures
 - d. none of the above
 - e. b and c only

5. The type(s) of pleasure found in leisure are
 - a. sensory
 - b. expressive
 - c. intellectual
 - d. all of the above ***
 - e. a and b only
6. The type of play required in a game may be
 - a. competition
 - b. mimicry
 - c. make-believe
 - d. all of the above ***
 - e. a and c only
7. A long-term commitment to developing a recreation skill, a high standard of performance for a recreational pursuit, and self-definition through a recreation pursuit is a leisure concept called:
 - a. eudomonia
 - b. serious leisure ***
 - c. intrinsic meaning
 - d. spirituality
 - e. ritual
8. The deliberate use of risk is
 - a. directly contrary to benefits of leisure
 - b. an important benefit of leisure
 - c. a natural human desire that cannot be eliminated
 - d. b and c only ***
 - e. none of the above

True or False

1. Intrinsic meaning is the reason for doing something is the satisfaction gained from doing it. (T)
2. The ancient Greek idea of hedonism holds that pleasure is the highest goal of life. (T)
3. The competence-effectance theory says that children play to practice skills needed for adult life. (F)
4. Games represent a synthetic counterpart to real life. (T)
5. Along with make-believe and daydreaming, humor, and laughter are types of daily leisure. (T)
6. According to leisure scholar Doug Kleiber, leisure is simply being appreciative, contemplative, and peaceful – a faithful openness to immediate reality. (T)
7. In contemporary societies, we no longer value the leisure quality of relaxation, but rather feel we must be active and productive in leisure. (F)
8. From the perspective of the leisure quality of solitude, leisure can be considered a form of narcissism. (T)

PowerPoint Slides

[presented in a separate file; slides match the above lesson plan, plus summarize the entire chapter]



CHAPTER 3

Explaining Leisure Behavior

Students who strive to connect their classroom learning with something important to them in their own lives take a big risk. If we as teachers don't take similar risks, we present a powerful example of separating life from education.

You Are Invited

So many of you have been teaching with this text for many years and have developed excellent classroom activities, homework assignments, PowerPoints, and other teaching and learning tools to accompany the text. If you would like to share them with other instructors, you are invited to send your ideas to me (russellr@indiana.edu), and I will include them in subsequent editions of this teaching manual, giving you, your students, your course, and/or your university citation credit.


Teaching Objectives

In continuing to relate leisure to personal perspectives, this chapter asks students to embrace multiple explanations. Unlike the first two chapters, however, the material directly involves an application of research, and thus may seem more abstract to students. The teaching objectives for this chapter are:

- Since leisure behavior theories come from a wide range of time periods, offer numerous options for serving students' needs for timeliness.
- Assist students in overcoming a pre-set bias against theory with applications of leisure behavior theories to their own life experiences.
- Broaden students' basic disciplinary understanding by promoting the differences between the different lens offered by psychology, sociology, and anthropology in explaining leisure behavior.

Ideas for Getting Students to Read the Chapter

Getting students to take their reading assignment seriously is a constant endeavor. Despite the correlation between reading and course success, many students remain committed to trying to get by with as little reading as possible. Yet, it's not a new problem. Based on ideas from *The Teaching Professor* (2010), here's one idea you might try:

 **Three-step reading.** “Do we really need to buy the textbook? It’s so expensive!” “Can’t you just summarize it for us?” “Just tell us what will be on the exam.” Quotes like these indicate that some students want us to help them with the hard work of extracting new material and new vocabulary from their textbooks. While we certainly don’t want to spoon-feed students with the relevant (i.e., on the exam) material from the textbook, we could perhaps help them read it for themselves by pointing out the structure of their textbook and chapters. For example, show them how the chapters are organized, and how each section in the chapter is validated with current research. Highlight that the photos themselves often contain new material not explicitly covered in the write-up. Foremost, train them on how to approach a chapter reading assignment by:

Step 1 – Preview and scan the chapter before reading


Step 2 – Read the chapter

Step 3 – Highlight and review the chapter

(Note: a more complete tutorial on reading strategies is presented in the Student Learning Resource Guide.)

A Critical Thinking Moment

Critical thinking is a crucial skill for living life. Teaching through a critical thinking perspective means students can be open and fair minded, apply factual criteria for decisions, make arguments with supporting evidence, and express an informed point of view. Throughout this instructional guide are many ideas for how to base the learning of this chapter on these skills. In this “moment” we highlight this specific idea, which also extends to content not covered in the chapter.

 **Leisure and Noise.** Demographic explanations of leisure behavior include “type of residence” and “residence location” (pp. 42 & 44 in text). For example, some pursuits are determined by urban vs rural residential locations. You can add to this understanding by introducing the concept of noise, and its relationship to leisure behavior. One source of material for this can come from a *New York Times* article on the din in New York City (see http://www.nytimes.com/2013/07/12/nyregion/behind-citys-painful-din-culprits-high-and-low.html?_r=0). The article can be assigned reading, or can be summarized for a lecture. There are numerous examples of how noise has negatively affected residents' lives, including the compromise to calm and peaceful sorts of leisure.

Another approach would be to point out the codependency between leisure and noise. That is, some people prefer leisure that makes noise. For example, following are the decibel levels for a sample of “noisy” pursuits. Invite students to discuss/debate the role of noise in their own favorite pastimes, and whether it as a good thing. Note: Noise-induced hearing loss (NIHL) most commonly occurs due to repeated/sustained exposure to sounds over 85 decibels (dB).

Pastime	Typical Decibel Levels (dB)
Video arcades	110 dB
Live music concerts	120 dB +
Movie theatres	118 dB
Health clubs and aerobic studios	120 dB
Large sporting events	127 dB
Some children's toys	135 – 150 dB
Listening to music on headphones	105-120 dB
Normal conversation	60-65 dB

¹From the Center for Hearing and Communication: <https://www.facebook.com/chcheating/>.

For more information see: <https://www.sciencenewsforstudents.org/article/explainer-when-loud-becomes-dangerous>, and <https://www.nidcd.nih.gov/health/noise-induced-hearing-loss>.

(Note: This material is also in the Student Learning Resource Guide.)

Sample Lesson Plan (focused on introducing leisure theory in general, and specifically illustrating reversal theory)

(based on a 60-minute class session)

I. Introduction to the Session (5 minutes)

- Talk through PowerPoint slide #9:
- Plato was perhaps the first theorist to try to explain leisure behavior.
- His explanation was primarily a physiological one.
- Applied mostly to children's play: children play because they need to leap, jump, and run around to develop physiologically.
- But, his thinking got the whole theory thing started.
- A publication of Charles Darwin's *Origin of the Species* in 1859 also had a large influence on explaining leisure behavior.
- His explanation was also physiological—people do leisure for biological reasons.
- Talk through PowerPoint slide #10:
- Today we have numerous theories attempting to explain leisure behavior.
- In your chapter reading, 6 different theories are presented (not all there is).
- And they approach their explanations from many perspectives.
- In the chapter the theories are organized according to the disciplinary perspectives of psychology, sociology, and anthropology.
- But not discussed in the chapter are theories attempting to explain leisure behavior from the perspectives of the humanities, economics, biology, and others.

II. What is Theory? (15 minutes)

- Talk through PowerPoint slide #11:
- Defined: theory is a plausible body of principles used to explain behavior – leisure behavior in our case.
- [show YouTube clip of flash mob – search YouTube]
- Ask students to watch and make notes on explaining the behavior they are watching.
- Invite them to tell the whole class what they have in their notes.
- How well were you able to explain leisure behavior in the video clip?
- It depends on how much they try to explain.
- For example, it depends on the type of theory: (PowerPoint slide #12)
- Observation = explaining a small amount (this is what we just did in watching the behavior in the video clip and making conjectures about its explanation).
- Simple theories = trial theories, based on science but explain small aspects (such as anger in sport, and not all sport behavior) .

- From the chapter reading, the compensation and spillover theory is an example of a simple theory.
- Mid-range theories = a combination of simple theories (such as anger and violence in sport)
- In the chapter discussion, the flow theory is an example of a mid-range theory.
- Grand theories = explaining the largest amount – all behavior
- In the chapter reading, reversal theory is an example, let's explore it more.

III. *Reversal Theory (as illustration) (35 minutes)*

A. Introduction

- Talk through PowerPoint slide #13:
- Along with Flow theory and Self-as-entertainment theories discussed in the chapter, reversal theory is from a psychology perspective.
- Since reversal theory is a grand theory, there is much more to it than both the reading and today's session can cover about it.
- Reversal theory proposes broad tenets about all of human behavior, from which we can focus just on the kind of human behavior we call leisure behavior.

B. Defined

- Talk through PowerPoint slide #14:
- Reversal theory is built on the premise that human beings are inherently inconsistent.
- That is, people behave in different ways at different times in similar circumstances.
- They also behave in similar ways at different times in similar circumstances.
- And in similar ways at different times and different circumstances.
- However, reversal theory argues that these inconsistencies do have certain identifiable patterns.

C. The Patterns – Psychological States

- PowerPoint slide #15: What is your mood right now? Are you goal oriented and serious minded? Or, are you feeling spontaneous and playful?
- The identifiable patterns in reversal theory have to do with our psychological state – the mood we are in.
- These moods are either telic or paratelic (and they are the reverse of each other).
- PowerPoint slides #16 & #17:
- The characteristics of these two moods are:

Telic –

arousal-avoiding
 goal oriented
 serious minded
 future oriented
 planning ahead
 prefer important activity
 attempt to complete activity

Paratelic –

arousal-seeking
 sensation oriented
 playful
 present oriented
 spontaneous
 prefer unimportant activity
 attempt to prolong activity

- You might, at any given moment, be situated at any point along a continuum of these two states.
- And, as quickly reverse states.

D. What Reversal Theory Says About Leisure Behavior

- *Activity:* Ask students to form dyad groups (2 persons each). Show a series of leisure behaviors (see PowerPoint slides #18, #19, #20 and #21) and have students discuss with their group member what psychological state (telic or paratelic) would make this leisure pursuit optimally satisfying to a person. Using the characteristics of these two states, ask them to be prepared to explain why. Debrief with them briefly.

- Talk about PowerPoint slide #22.
- What does reversal theory say about leisure behavior?
- The outcome of being in either state is:
- telic = low arousal is experienced as pleasant (calmness) and high arousal as unpleasant (anxiety)
- paratelic = low arousal is experienced as unpleasant (boredom) and high arousal as pleasant (excitement)
- For example, in a game of golf how might the game be experienced if you are in a telic vs. paratelic state?
- And, represented graphically ... (PowerPoint slides #23 & #24)
- This, then, might explain why being in a crowded restaurant might be exciting one time, but another time, anxiety producing.
- It depends on whether you are in a telic or paratelic psychological state at that moment
- Overall, the research on this theory claims that we are more often in the telic state while at work or school, and in the paratelic state while at leisure.
- There are additional psychological states patterns in reversal theory (these are presented too in the chapter), but the two (telic and paratelic) have the most to say about leisure behavior.

IV. Conclusion (10 minutes)

- Ask students to reflect on their typical leisure expressions. Ask them are they typically in a paratelic or telic mood when expressing these?
- Summarize the session.

Classroom Activities



Call and response. The results from the most recent U.S. census (2010) are continually being analyzed (and debated.) This activity extends the chapter's demographic statistics and invites students to estimate the significance of the new conclusions from them. Divide students into "call and response teams" with 3 members on each team. Then, combine two teams (3 and 3) into a partnership. Assign one of the 3- person teams in each six-some to be the "A" team and the other the "B" team. Arrange the desks or students, so that each team of 3 students faces their partner team of 3 students. So that:

X X X
X X X


For the first round, assign teams labeled "A" to be the demographic statistics presenter and teams labeled "B" to be the discussers of impact on leisure from these statistics. Have students in team A present each statistic one at a time, and ask team B to discuss and share their ideas for leisure implications of each statistic. For this first round, here are the statistics that team A presents to team B for their discussion.


From the 2010 U.S. Census	Implications for leisure expressions:
In the near future the U.S. will have no ethnic majority. That is, by the end of this decade, no single racial or ethnic group will constitute a majority of children under 18.	
Elderly persons are expected to make up a growing share of the populace. By 2060 1 in 5 people in the U.S. will be 65 or older (up from 1 in 7 now).	
There will be fewer births in the coming decades. There will be fewer people under the age of 18 than ever before.	


Then reverse the roles and team Bs become the statistics presenters and team As discuss the implications for leisure. Here are team Bs demographics:

From the 2010 U.S. Census	Implications for leisure expressions:
There will be fewer immigrants coming to the U.S., based on recent trends, yet the Hispanic population is expected to more than double to 128.8 million in 2060 from 53.3 million now.	
The Black population is expected to increase to 61.8 million from 41.2 million over the same period.	
And, the Asian population is expected to double, to 34.4 million in 2060 from 15.9 million now.	

(Note: these tables are also available in the Student Learning Resource Guide.)

 **Research teams.** The entire chapter can be approached as if it were a research project. Divide the class into six research teams. Present to all teams something like the following research problem statement: College students are considered to be avid users of cell phones for leisure (or any other contemporary and relevant leisure behavior). Ask students how might we explain this typical pastime for this age group? Why do college students engage in this form of leisure? Each team is assigned to investigate this phenomenon according to one of the six theoretical perspectives presented in the chapter. That is, team one will consider the problem statement according to the flow theory, team two will rely on self-as-entertainment, etc. At this point there are a variety of strategies the instructor can use. For example, students can simply be asked to read the relevant section in the chapter, have a group discussion to formulate how the theory they were assigned might explain the leisure behavior posed, and then report their findings to the entire class. Not only do students have an opportunity for self-discovery of a part of the chapter material, but they also serve as teachers about this material to other students. Or, as a way to utilize this classroom activity as a homework assignment, in addition to the above activities in class, students can be assigned to conduct a small inquiry (via interviews, questionnaires, etc.) outside of class and to incorporate their findings as part of their class presentation. This should include some specific instructions and coaching on how to conduct and analyze the results. Debriefing should include helping students see overlaps and shortcomings in the various theoretical explanations. Appropriate permissions should also be sought according to your university human subjects protocols.

 **Truth statements – I.** This activity is useful for both honing critical thinking skills and for summarizing the chapter. Form students into small groups. The instructions to each group are to decide upon three statements known to be true about some particular concept in the chapter. For example, students could complete the following: “It is true that leisure behavior can be explained as ...” three times. Each group then presents their three truth statements to the rest of the class (I have them write them on the board or a blank transparency.), and the whole class discusses similarities and differences in the statements. Those statements that students can refute as untrue are deleted, and the result is a concise, negotiated summary about what we know and do not know about leisure behavior. I have found that such integrating and summarizing is initially difficult for lower division undergraduate students, so I present this learning tool several times during the term so they can practice.

 **Truth statements – II.** By reversing the timing of the above exercise it can become a useful strategy for introducing the chapter. As the first thing, before students have read the material or received a lecture on leisure theories, form them into small groups and ask each group to decide upon three statements known to be true about some particular leisure behavior issue. Done at the beginning of the class session student completions of, “It is true that leisure behavior can be explained as ...” will help point out that whereas they think they already know a great deal about the topic, the veracity of their assumptions could stand some examination. Often the complexity and ambiguity of their knowledge is clearly revealed as students present their truth statements and other students raise questions about or refute them. When done in this way, the purpose of the exercise is to generate a list of questions and of issues demanding further study. This provides an agenda for studying the chapter or an instructor lecture. Students could also be sent to the library as the next step; they are usually quite charged up after this process.



Group discussion of Box 3.2. What is the explanatory power of demographics? Elaborate on the going solo phenomenon, and ask students to discuss the questions presented in the case box.

Box 3.2 What Do You Say?

Going Solo

We're living in the middle of an amazing era of individualism. According to a book by Eric Klinenberg, *Going Solo*, published in 2012, more than 50% of American adults are single, and 28% of households consist of just one person. In large cities such as Denver, Washington, and Atlanta the proportion of one-person dwellings is even higher. In Manhattan, roughly half the households are solos. Nationwide, there are more single-person households than there are married-with-children households. Also, a few generations ago, most people affiliated with either the Republican or Democrat party; today more people consider themselves Independent. Also, a few generations ago, teens "went steady," but over the past decades, the dating relationship has been replaced by a more amorphous hook-up culture. Further, today the fastest-growing religious category is "unaffiliated."

1. Do you think these changes are positive or negative for leisure? How?
2. What might be causing the "going solo" phenomenon? An aging society? Women having more power and options? More affluence? The information technology revolution?
3. What do you think is the role of leisure for such an individualistic society?



Leisure quotes. To bring to life one of the sociological leisure behavior theories presented in the chapter, ask students to work with a selection of quotes about leisure (see below). They can be used to generate a class discussion leading up to a presentation on Wilensky's theories of spillover and compensation. For example, which quotes could be said to support the spillover theory? Which the compensation theory? Why? Also, what might these quotes suggest about explaining leisure from any of the other theoretical perspectives presented in the chapter? Students could also be asked to suggest other quotes that demonstrate leisure theory. Here are some ideas for quotes:

"To be able to fill leisure intelligently is the last product of civilization." (Arnold Toynbee)

"Be temperate in your work, but don't carry the practice over into your leisure hours." (Monty Wooley)

"Most people spend most of their days doing what they do not want to do in order to earn the right, at times, to do what they may desire." (Anonymous)

"You gotta be a man to play baseball for a living but you gotta have a lot of little boy in you, too." (Roy Campanella)

"If you watch the game, it's fun. If you play it, it's recreation. If you work at it, it's golf." (Bob Hope)

"If the world were not so full of people, and most of them did not have to work so hard, there would be more time for them to get out and lie on the grass, and there would be more grass for them to lie on." (Don Marguis)


"My wish simply is to live my life as fully as I can. In both our work and our leisure, I think, we should be so employed. And in our time this means that we must save ourselves from the products that we are asked to buy in order, ultimately, to replace ourselves." (Wendell Berry)


Homework Assignments





Leisure Diagnostic Battery (LDB). Dr. Carol Riddick of Gallaudet University assigns the Leisure Diagnostic Battery (see <http://transitioncoalition.org/blog/assessment-review/leisure-diagnostic-battery/>) to her students in the GSR231 course. Students are asked to complete the 179 questions in the LDB and bring their answers with them to an individual appointment with her. At the appointment, Dr. Riddick helps students individually interpret their results. Also, she asks students to compare their responses to normative data available on college students.

After this, students summarize in a paper for each category of activity (outdoor/nature, music/dance/drama, sports, arts/crafts/hobbies, sports, mental/linguistics) and activity style (individual/group, risk/no risk, active/passive), their score. For instance, they answer whether it is an activity category they prefer to engage in? Also, they discuss whether the findings are consistent with what they would have thought to be “true” about themselves.

 **Tattoos and their social context.** Ask students to suppose they have been hired by a large sport clothing corporation to look into the behavior of tattooing. They can assume that the company’s administration has noticed a rapid rise in tattooing popularity, and they are interested in understanding why so that it can be applied to clothing design. Using the demographic characteristics that affect leisure behavior discussed at the chapter’s beginning as a guide, ask students to investigate what demographic factors explain tattooing. For example, are women/girls more likely to get tattoos? Does age matter in this behavior; are older people just as likely to get a tattoo for the first time? Are the characteristics of ethnicity, educational level, and residence reliable predictors? This assignment could include library searches in journals, magazines, and academic books; web-based inquiries; visits to a tattoo parlor; and/or in-depth interviews with a diverse sample of people with tattoos.

 **Flow essay exchange.** Students prepare a 3- to 4-page essay in which they describe a peak experience in their life. They defend it as such by incorporating how their experience can be explained according to at least two of the emotional characteristics and at least two of the conditions necessary to enabling flow as discussed in the chapter. At a designated class session students bring their essays, are organized into dyads, and exchange and read each other’s essay. They then share critiques with their dyad mate on both strong and weak parts in the essay’s logic, clear and unclear passages, and where more explanation is needed. Armed with this constructive peer help, they individually revise their essays for teaching grading later. Assigning extra reading directly from Csikszentmihalyi’s work could enhance this assignment. Also, ask them to submit both the pre- and post-peer critiqued versions of the essay.


 **Explore other theories.** Assign students to explore (either independently or in small groups) other theories that have been used to explain leisure behavior not presented in the chapter. The list of options might include, for example, substitution theory, constraints theory, need satisfaction theory, continuity theory, the benefits approach, the adventure experience paradigm, and even such grand theories as tripartite theory and the concepts proposed by Tinsley and Tinsley. Also, such aging theories as continuity, activity, and disengagement could be summarized and discussed. (Also see assignment below on tourist theory.)


 **Assign Box 3.3.** Convert this “In your own experience” box into a homework assignment, asking students to take the VALS and write a report about their results. They could be asked to include a discussion in the report on how well the concept of lifestyle explains their leisure behavior.

Box 3.3 In Your Own Experience


What Is Your VALS Type?


After studying Table 3.1, make an initial estimate of which lifestyle type you think you are. Then take the actual VALS survey to see how close your estimate came. Go to the Internet site for Strategic Business Insights, <http://www.strategicbusinessinsights.com/vals/presurvey.shtml> and click on “Take the Survey.” After answering all questions, hit “Submit,” and in a few seconds your lifestyle profile will be reported. Were you surprised by the results? Why or why not? How does your lifestyle type relate to your leisure interests?


 **Apps.** Ask students individually, in small discussion groups, or as a whole class to brainstorm their favorite leisure-related apps for their computers, phones, tablets, etc. You might get the discussion rolling by sharing your own. For example “I subscribe to Solitaire, Mahjong, Words with Friends, Spider, Shop Amazon, and others.” Make lists of the most common ones suggested. Then, ask students to think about the various theories presented in the chapter (or another theory that you introduced), and using it try to explain the leisure behavior of these favorite apps. Why do they enjoy them? What benefits do they receive? How essential are these leisure activities to the central fabric of their lives? Does more than one theory provide plausible explanation? Are there demographic differences?

 **Meta-Analysis of Tourist Behavior Theory.** For a more challenging assignment, students could be asked to individually or in teams investigate another aspect of leisure behavior theory not focused on in this chapter—theory explaining tourist behavior. Begin with a recent research review: Cohen, S. A., Prayag, G., & Moital, M. (2014). “Consumer behaviour in tourism: Concepts, influences and opportunities” in *Current Issues in Tourism* available from http://www.academia.edu/4440070/Consumer_behaviour_in_tourism_Concepts_influences_and_opportunities. Academic-formatted papers could be required of students with the results of the inquiry.

Media Resources

 **Brief but Spectacular.** A PBS series under this title provides a wealth of “brief” (usually about 2 minutes long) and “spectacular” video features of interesting people on often relevant to leisure topics. For example, consider showing this one as an introduction to a lecture, or to prompt a class discussion in conjunction with the box in the chapter on animal play: <http://www.pbs.org/newshour/brief/archives?page=5>.

 **Television commercials.** To illustrate the marketability of the elements in flow theory, videotape three to four television commercials that feature highly exciting leisure pursuits (such as rock climbing, horseback riding, parasailing, etc.) as a way of selling the product. (I’ve found the easiest way to do this is to select one network or cable channel that typically features this sort of commercial and simply record an entire block of time. Later, select out the commercials containing leisure and copy onto another file.) Use the video in class as an introduction to a lecture on flow theory, or as the topic of a class discussion.

 **Popular films, instructional films, and YouTube videos.** Check your campus film catalog for instructional videos on topics related to leisure theory, as well as popular film clips. For example, in the original *Jaws*, use the scene where the hunters for the shark are enjoying each other’s company in the boat hold right before the shark attacks to illustrate Turner’s idea of *communitas*. *Happy Gilmore* and *Rudy* could be useful for illustrating some of the characteristics of flow. Also search YouTube; there are many features there on Csikszentmihalyi, including the one referenced in Box 3.4.

Examination Questions

Essay

1. What are demographic explanations of leisure behavior? Select and define at least two of those discussed in the chapter and use your own leisure behaviors as a source of illustration of each one.
2. What does it mean to describe lifestyle as the “stew pot” of demographic factors in explaining leisure behavior?
3. How is a theory different from a philosophy? Give an example of a theory and a philosophy in leisure.
4. A theory is a plausible body of principles used to explain something. Describe the main principles for two of the leisure behavior theories presented in the chapter and indicate the nature of their research support. Also, indicate which theory you consider particularly useful and why.
5. Define and give an example of “flow” according to Csikszentmihalyi.
6. In what basic way does reversal theory explain leisure behavior?
7. In the chapter several theories explaining leisure behavior were from the disciplines of psychology, sociology, and anthropology. In general, how do these theories differ according to their disciplinary base?
8. Which of the theories presented in the chapter seems to have the most research support? Elaborate. On the other hand, which of the theories seems to have the most “face validity” for you. Elaborate. If there is a difference, can you explain this? If your two choices are the same, can you explain this too?

Multiple Choice

1. Demography
 - a. Includes such information as age, gender, ethnicity, race, and income
 - b. Explains very little about leisure behavior and interests
 - c. Mixes together within the concept of lifestyle
 - d. All of the above
 - e. a and c only ***
2. Theories that attempt to explain leisure behavior
 - a. are multidisciplinary in nature
 - b. still do not explain all leisure behavior
 - c. continue to be tested and revised
 - d. all of the above ***
 - e. a and c only
3. The compensation explanation of leisure behavior
 - a. Maintains that if work is enjoyable, leisure will become an extension of it
 - b. Explains leisure according to the amount of perceived freedom of choice involved
 - c. Was developed by Csikszentmihalyi
 - d. None of the above ***
 - e. a and b only
4. The spillover explanation of leisure behavior
 - a. Maintains that if work is enjoyable, leisure will become an extension of it ***
 - b. Explains leisure according to the amount of perceived freedom of choice involved
 - c. Was developed by Csikszentmihalyi
 - d. None of the above
 - e. a and b only
5. Self-as-entertainment theory
 - a. Focuses on personality as a basis for leisure choices
 - b. Reflects the capacity of people to fill their free time with activities that are personally satisfying
 - c. Describes people who are never bored
 - d. All of the above ***
 - e. None of the above
6. Symbolic interactionism
 - a. Mixes together within the concept of lifestyle
 - b. Describes how people interact with each other via symbols ***
 - c. Is another name for the flow theory
 - d. All of the above
 - e. None of the above

7. The theory of anti-structure
 - a. Is based on the idea of rituals in people's lives
 - b. Says that leisure is outside of the everyday norm
 - c. Comes from the field of anthropology
 - d. All of the above ***
 - e. a and c only

True or False

1. Leisure is declining as a consideration when choosing where we will live. (F)
2. Examples of demographic factors that explain leisure behavior include age and gender. (T)
3. Determining people's lifestyle types has been rejected by marketing strategies as too weak a predictor of people's behavior. (F)
4. According to Wilensky, leisure interests and choices are either a continuation of, or a contrast to, work interests and choices. (T)
5. Csikszentmihalyi's autotelic concept means intrinsic motivation. (T)
6. Mannell's self-as-entertainment theory is based on individual personality differences in the ability to fill free time meaningfully. (T)
7. Reversal theory explains leisure behavior similarly to Wilensky's compensation theory ideas. (F)
8. The concept of communitas means perceived freedom. (F)

PowerPoint Slides

[presented in a separate file; slides match the above lesson plan, plus summarize the entire chapter]



Leisure and Health

One is never just a teacher of information. One is always an advocate for a point of view.

You Are Invited

So many of you have been teaching with this text for many years, and have developed excellent classroom activities, homework assignments, PowerPoints, and other teaching and learning tools to accompany the text. If you would like to share them with other instructors, you are invited to send your ideas to me (russellr@indiana.edu), and I will include them in subsequent editions of this teaching manual, giving you, your students, your course, and/or your university citation credit.

Teaching Objectives

This chapter discusses leisure and wellness, including leisure's role in human development. After setting a foundation for the building blocks of wellness, including the concept of health, the chapter is unlike similar material in other texts that delineate age groups. Here the concepts are presented in terms of the developmental areas of social, intellectual, physical, and emotional well-being across the life-span. The teaching objectives for this chapter are:


- Teach the chapter from both a developmental categories perspective (as in the chapter), as well as according to chronological age groups (such as in your lectures).
- Key students into the chapter reading to show how the concepts in leisure and health and development can be learned from the two perspectives.

CHAPTER 4

- Impress students with the main lesson of the chapter—how integral leisure is to our well-being via growth, maturation, and aging.

Ideas for Getting Students to Read the Chapter


Getting students to take their reading assignment seriously is a constant endeavor. Despite the correlation between reading and course success, many students remain committed to trying to get by with as little reading as possible. Yet, it's not a new problem. Based on ideas from *The Teaching Professor* (2010), here's one idea you might try:

 **Just in Time Quizzes.** Even syllabus language full of admonitions and unannounced quizzes slapped on desks at the beginning of class, don't magically change students non-reading behaviors. But, if you'd like to improve the "pop quiz" threat, one idea is the "Just-In-Time Quiz" (Howard, J. R., October 2004, Just-in-Time Teaching in Sociology or How I Convinced My Students to Actually Read the Assignment. *Teaching Sociology*, 32(4), 385–390.)

This strategy gives students Web-based quizzes that must be completed no later than two hours prior to the start of class. The instructor then uses the two hours prior to the start of class to assess and grade the students' work and to incorporate students' responses into the class presentation for the day. The questions have to not only require reading of the chapter, but also thoughtful study of the information. Most colleges and universities provide web-based teaching and learning host systems with surveys and quizzes features, and for large classes computer grading can make this strategy less time consuming.

A Critical Thinking Moment

Critical thinking is a crucial skill for living life. Teaching through a critical thinking perspective means students can be open and fair minded, apply factual criteria for decisions, make arguments with supporting evidence, and express an informed point of view. Throughout this instructional guide are many ideas for how to base the learning of this chapter on these skills. In this "moment" we highlight this specific idea, which also extends to content not covered in the chapter.

 **The Rise and Fall of the Fitness Generation: A Case Study.** An article appearing in the April/May 2014 issue of *AARP The Magazine* (by Sarah Mahoney) available from <http://www.aarp.org/health/healthy-living/info-2014/baby-boomers-fitness-revolution.html>, traces a timeline of the health and fitness of the baby boomer generation. Once, the "poster children" of the modern exercise boom which began in the 1960s, this generation (now in their 60s and 70s) has become far less fit than their parents were at the same age, and are now more likely to have diabetes or high blood pressure. What happened? Have students read the article in preparation for an in-class discussion. Prepare PowerPoint™ slides containing the statistics presented in the article as background.

(Note: This material is also in the Student Learning Resources Guide.)

Sample Lesson Plan

(focused on leisure and social well-being; specifically, social learning)

(based on a 60-minute class session)

I. Introduction (15 minutes)

- Begin with a class activity on societal expectations (adapted from Mundy, J. 1998. *Leisure Education: Theory and Practice*. Champaign, IL: Sagamore.)
- Have students first individually complete the questionnaire below.
- Then, form into discussion groups, or remain as a whole class, and compare answers. Ask them to give reasons for their response differences in such a way that the activity serves to sensitize to the topic of social learning.

Questionnaire: Societal Expectations

Directions: Rate the effect you believe the following expectations have on people's leisure in general, and on your own leisure specifically. Enter the word "positive," "neutral," or "negative" in the blanks provided.

	Effects on people's leisure in general	Effects on my own leisure
Society's role expectation of men	_____	_____
Society's role expectation of women	_____	_____
Society's work role expectations	_____	_____
Society's family role expectations	_____	_____
Society's criteria of a "successful" person	_____	_____
Society's criteria of a "productive" life	_____	_____

(Note: This questionnaire is also in the Student Learning Resources Guide.)

- Alternatively, another class activity to open this class session is "A Pop Quiz on Life" (see the classroom activities section below)

II. Lecture on Social Learning (20 minutes)

- Talk about PowerPoint slide #28. Every individual undergoes a process of socialization whereby the social agents in society (i.e., parents, teachers, peers, television, etc.) pass along the accepted norms of behaviors, values, customs, traditions, and role expectations of the society within which the individual lives. The purpose of such social learning is to develop the individual into the type of social being that culture, group, or subgroup believes should exist.
- PowerPoint slide #29. The difficulties that arise in this, relating to leisure in particular, tend to be twofold:
 - A. Negative leisure socialization
 - B. Socialization that is counter to the development of positive leisure lifestyles
 - In the first instance, a person receives messages that, in reality or imagined, communicate "Work is the important thing in life. Play is childish and not important in real life." In the second instance, there are not necessarily negative messages related specifically to leisure, but rather simply the transmission of values, beliefs, and behaviors that are not conducive to, or are contrary to, a positive role for leisure in life. For example, these may be messages that declare adult success to be position at work, status, salary, possessions, and how busy a person is, or how much in demand a person is, or how much responsibility a person is given.
- Ask students to suggest some of the messages they currently receive about leisure from the social agents in their lives. Also ask them if they feel that any of these messages cause them any difficulties in leisure. What and how? To help them with this, you might want to begin with examples from your own life. For example, for me the message from school was that girls' sports were not important, therefore no girls' sports were available to me, therefore I learned that I was not able to be successful at sports – a lesson that is still with me 40 years later.
- PowerPoint slide #30. Numerous problems people have with leisure are directly related to their social learning from the societal messages they have received as a part of their social learning. Other problems, such as guilt and worry, may be spin-offs. For example, over-choice is another difficulty that an individual may have that can stem from societally transmitted messages. We may feel we need to try to do it all, see it all, or have it all. Finally, messages from social agents can also be responsible for lessening enjoyment and satisfaction from leisure experiences. An individual may select experiences because they are in vogue due to their reference group affiliation.


III. Media (20 minutes)


- At this point in the session, insert a sidebar concept—social networks. Show this video from a TED conference, on social networks, obesity, and happiness (topics also referenced in the chapter): https://www.ted.com/talks/nicholas_christakis_the_hidden_influence_of_social_networks?language=en#t-422962.
- Explain that a social network is a network of social interactions and personal relationships. And, ask students to consider what social learning might result from social networks. (PowerPoint Slide #31)
- The TED talk also links to other topics in the chapter, including physical and emotional health.


IV. Summary and Conclusion (5 minutes)


- Work from PowerPoint slide #32 to outline a summary.

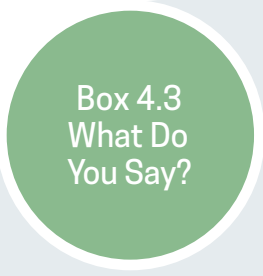
Classroom Activities

 **Teen panel.** This idea is from Dr. Anne Rothschadl, formerly of Springfield College. It illustrates the role of leisure in the emotional development of adolescents. Invite a panel of younger teens to class (Anne has used her own children, as well as the children of colleagues). This can easily be scheduled on a day when the local schools are off for teacher conferences, etc. It also helps to invite teens who are already in a friendship group so they feel comfortable with each other. This activity also works best if you prepare the panel members by telling them ahead of time to think about their experiences on a specific developmental task, such as making friends, social media, peer pressure in sports, etc. Also prepare your class by having them develop questions for the panel in advance.

 **Exam preparation.** At this point, with the conclusion of Part One of the text, you may be considering giving an examination. Here's a class activity that will help students prepare for the exam in a fun way. Form the class into learning teams of four individuals each and have each person within the team count off: 1, 2, 3, 4. The instructor poses a sample exam question, usually factual in nature, but requiring some higher-order thinking skills. Students discuss the question in their learning teams, making sure that every group member knows the answer. The instructor then calls a specific number between 1 and 4 and those team members with that number respond with the answer as the group spokesperson. Students not only benefit from the exam practice, but the peer coaching helps both the high and low achievers. This also requires all students to be actively involved with the material because they don't know in advance if they'll be called upon.

 **The keepers sheet.** After the first exam (or at the end of a chapter or unit) I've found it useful to give students a "keepers" sheet. At the top I've already indicated the name of the course and the instructions. I find a pre-prepared sheet gives the endeavor higher status. Students are asked to write on the sheet in whole sentences what they consider valuable and important from the unit (or chapter) that they want to "keep." They then sign and date the sheet, turn in to me for reading and comment, and then receive them back later to insert into their class notes. Then, after the next unit (or chapter) they are asked to get the sheets back out and repeat the activity. This continues multiple times during the semester to reinforce their thinking and to add (or change) as new insights come along.

 **Box 4.3 – Sport Training for Babies (What Do You Say? Box).** Use this case box to stimulate discussion in class. (Also see homework assignment ideas for this box below.)




Box 4.3
What Do
You Say?

Sport Training for Babies

Gymtrix.net is a fitness service for babies and young children (6 months to 11 years) that coaches in the development of the physical skills needed for organized sport success. For example, the company offers a library of videos starting with training for babies. Parents are encouraged to work with their babies on jumping, kicking, and in one exercise, something that looks like baseball batting practice. The growing competition in baby sport DVDs includes companies such as Athletic Baby (athleticbaby.com) and Baby Goes Pro (babygoespro.com). The

Baby Goes Pro “Discover Sports” video covers five sports: baseball, basketball, golf, soccer, and tennis. The Little Gym (thelittlegym.com), based in Scottsdale, Arizona, begins classes for children at 4 months old. At Lil’ Kickers (lilkickers.com), with franchises in 28 states, parents can enroll children at 18 months in soccer training, complete with soccer jerseys.

1. What is your opinion about sport training for babies and toddlers? Would you enroll your child in one of these programs? Why or why not?
2. In an era when we worry about the decline in physically active children, is this solution right, or does it go overboard? Why?

 **A pop quiz on life.** Prepare a handout or web-based tool with the following format and questions. After students individually take the first part of the quiz (instruct them not to peek at the second part, which is on the back of the handout), engage a discussion to see how many answers were produced from the entire class. Usually, students are unable to be very successful with this part of the quiz. Then, instruct them to turn the page over and complete part 2 of the quiz. This time, they can usually complete many more of the answers. The next discussion can link to the text material on social, emotional, intellectual and/or physical development through leisure. (From Robbins, G., Powers, D. & Burgess, S. (2000). *A wellness way of life*. Boston: McGraw Hill.)

A Pop Quiz on Life (Part 1)

Instructions: To discover an important lesson on life, take this quiz.


1. Name the four wealthiest people in the world.
2. Name the last four Heisman Trophy winners.
3. Name the last four winners of the Miss America contest.
4. Name four people who have won the Nobel Peace Prize.

A Pop Quiz on Life (Part 2)


How did you do? The point is that no one remembers the headlines of yesterday, even though they are the best in their fields. The people who make a difference in most lives are not always the ones with the most money or awards. Now, take a second, more important quiz.


1. Name four teachers who aided your journey through school.
2. Name four sport coaches, camp counselors, and/or recreation leaders who taught you something worthwhile.
3. Name four people who have made you feel appreciated and special.
4. Name four people with whom you enjoy spending time.


(Note. These quizzes are also available in the Student Learning Resources Guide.)


 **Lifestyle magazine content analysis.** This one will cost you some money, but it is a fun way to illustrate both the materials in Chapter 3 (pp. 44 & 45) on lifestyle and in Chapter 4 on age-related differences. For example, is lifestyle a matter of “core” or “balance?” (p. 56). Prior to the class session, purchase a selection of lifestyle-focused popular magazines that reflect differences in age and gender of reader/subscriber. For example, you could purchase a copy of *Cosmopolitan*, *College*, *Travel + Leisure*, *Budget Travel*, *Food & Wine*, *Men’s Health*, *Health & Lifestyle*, and even acquire a copy of the *AARP The Magazine* for good measure. Purchase enough magazines so that small discussion groups of four to five students have one of the magazines. In class form into discussion groups, distribute a magazine to each group, and ask them to browse through the entire magazine and develop “conclusions” about the lifestyles being promoted in the magazine. Is lifestyle an example of the core plus balance concept? How? Are the lifestyles age-distinguished? Gender-distinguished? Conclude the session with each group making a report of their discussion to the whole class, and debrief.

Homework Assignments

 **Chapter review papers.** Dr. Barb Brock of Eastern Washington University assigns chapter review papers to students. For each chapter in the text (or a selection of chapters if you don’t want too many papers to read!) students critique the chapter, indicating what content they appreciated and why, what content they disagreed with and why, and/or whatever other pre-established questions you propose.

 **Three-step paper.** A developmental approach to paper writing assignments, particularly useful for undergraduate college students, is called the “three-step paper” project. It helps students understand the different types of reference sources. Students are assigned three short papers around one topic. For example, it could be the pros and cons of malls for adolescent development, the role of sportsmanship in the development of children, the usefulness of “retirement villages” for older adults, or any other topics you select suggested by the chapter. In paper 1, students are required to use common forms of media (e.g., talk shows, popular magazines, the web, and newspapers) as sources. For paper 2, students summarize material on the same topic from three scholarly and/or research journal articles. In paper 3, they compare and contrast the nature of the information found in the two types of sources. Comment and critique from classmates and the instructor can be given for papers 1 and 2, with grading applied to paper 3.


 **Wellness questionnaires.** Dr. Carol Riddick of Gallaudet University assigns students to complete two questionnaires on wellness available at: <http://www.definitionofwellness.com/wellness-assessment.html> (scroll to bottom of page for the Mental Wellness Questionnaire), and also from: <http://www.definitionofwellness.com/dimensions-of-wellness/physical-wellness.html>. Students then write papers discussing their level of physical and mental wellness, and present a plan for achieving greater wellness.

 **Box 4.1 – Calculating Your Life Span (In Your Own Experience box).** Assign the task in the box and ask students to report in a one-page paper their life expectancy age, and the factors from the calculators used that support this. (It is usually not advisable to ask students to discuss their results in front of classmates.)

Box 4.1
In Your Own
Experience

Calculating Your Life Span

To illustrate the dynamic interrelationships among the well-being components of life span, health, and leisure, you can estimate your length of life using a variety of web-supported calculators. For example, try this one: <https://www.northwesternmutual.com/learning-center/tools/the-longevity-game>, or go to <https://www.livingto100.com/>

 **Box 4.3 – Sport Training for Babies (What Do You Say? box).** Assign this case as a homework assignment. This could include having students check the websites used as sources in the case, visiting a sport training for babies program in their area, and/or interviewing a youth sport professional in the community regarding his/her opinions. The results could be summarized in a PowerPoint presentation given to the class. (Note: a version of using this case study for in-class discussion is presented above.)


Box 4.3
What Do
You Say?


Sport Training for Babies


Gymatrix.net is a fitness service for babies and young children (6 months to 11 years) that coaches in the development of the physical skills needed for organized sport success. For example, the company offers a library of videos starting with training for babies. Parents are encouraged to work with their babies on jumping, kicking, and in one exercise, something that looks like baseball batting practice. The growing competition in baby sport DVDs includes companies such as Athletic Baby (athleticbaby.com) and Baby Goes Pro (babygoespro.com). The

Baby Goes Pro “Discover Sports” video covers five sports: baseball, basketball, golf, soccer, and tennis. The Little Gym (thelittlegym.com), based in Scottsdale, Arizona, begins classes for children at 4 months old. At Lil’ Kickers (lilkickers.com), with franchises in 28 states, parents can enroll children at 18 months in soccer training, complete with soccer jerseys.


1. What is your opinion about sport training for babies and toddlers? Would you enroll your child in one of these programs? Why or why not?
2. In an era when we worry about the decline in physically active children, is this solution right, or does it go overboard? Why?


 **Puberty starting earlier in boys.** According to a 2012 study released by the American Academy of Pediatrics (for a quick summary, see http://www.nytimes.com/2012/10/20/health/puberty-starting-earlier-in-boys-new-study-suggests.html?_r=0), boys are entering puberty 6 months to 2 years earlier now than several decades ago. Assign the study to students to read, and ask them to prepare a comment paper on the implications for leisure in physical, social, intellectual, and emotional development for teens from this earlier puberty. The study can be retrieved from <https://www.aap.org/en-us/about-the-aap/aap-press-room/pages/AAP-Study-Documents-Early-Puberty-Onset-In-Boys.aspx?nfstatus=401&nftoken=00000000-0000-0000-0000-000000000000&nftstatusdescription=ERROR:+No+local+token>.


 **New biological markers of chronological aging.** Another study published in 2013 outlines new discoveries about determining lifespan, as well as the quality of aging. In the study’s summary published in *The New York Times* (<http://www.nytimes.com/2013/07/23/health/meaningful-markers-of-aging.html?pagewanted=all>) questions of the role of biology vs. lifestyle in successful aging are suggested. Assign the study to students to read, and ask them to prepare a comment paper. Again, this provides an intriguing way to combine ideas from Chapter 3 and 4, as well. (Note: This material is also available in the Student Learning Resources Guide.)


 **Retirement preparation.** Extended life spans have drawn increased attention to factors affecting the quality of later life, particularly the life stage of retirement. Retirement is typically the most common and prominent demarcation into later life—a transition that often involves a dramatic shift of focus of finances, social relationships, daily schedules, residential location, and leisure. Not everyone successfully makes this transition, and for those who are unprepared leisure maladjustment can be particularly troubling. Retirement preparation programs have been around for a long time, and sometimes include leisure education components. However, many have demonstrated a mixed history of effectiveness in particularly leisure preparation [Kleiber, D. & Linde, D. (2014). The case for leisure education in preparation for the retirement transition. *Journal of Park and Recreation Administration*, 32]. Assign students to read about retirement preparation programs and then from the perspective of either themselves as a one-day retiree or as a leisure service provider for retirees, prepare a series of lesson plans for a leisure education component of a retirement preparation program. What would be the topics? What teaching/learning methods would be used? How would the assessment of what is learned be handled?

Media Resources

 **Birthday cards.** To provide a fun, yet very clear, illustration of stereotypes of old age, visit a greeting card shop and select cards that “celebrate” the birthdays of older persons. For example, in my collection. I have a card that on the front says “I’ve found that there are three basic rules to having a successful birthday: 1. Don’t wear clothes that are too young for you. 2. Never tell your real age ...” Then, turning to the inside of the card the greeting continues, “3. Throw yourself face-first into your birthday cake while thrashing and screaming, ‘I’m old! My life is over! Somebody shoot me!!!’ (I’m not making this up.)” Take four or five samples of this sort of card to class to show as introduction to a discussion or lecture on leisure’s role in both fueling and counteracting age-related stereotypes. I’ve been collecting these birthday cards for years, and you wouldn’t believe how nasty the sentiments can be – even for turning 21! (See PowerPoint slides for 2 examples).

 **Popular film clips and instructional videos.** To illustrate specific life span and leisure concepts, select 10 to 15 minute scenes from such popular films as *American Beauty*, *Cocoon*, *October Skies*, and *Super Size Me*. Also check your campus film services and YouTube for such instructional videos as *Play and the Social World*.

 **Stanford University study.** In 2014, Stanford researchers found that walking boosts creative inspiration. They examined creativity levels of people while they walked versus while they sat, concluding that a person’s creative output increased by an average of 60% when walking (<http://news.stanford.edu/news/2014/april/walking-vs-sitting-042414.html>). A video introduction to the study is available at <http://www.youtube.com/watch?v=llZXmLe-61c>. This material could be used to extend the discussion in the text on leisure and intellectual well-being.

 **Brief but Spectacular.** A PBS series under this title provides a wealth of “brief” (usually about 2 minutes long) and “spectacular” video features of interesting people on often relevant to leisure topics. For example, consider showing this one as an introduction to a lecture, or to prompt a class discussion in conjunction with a discussion on technology’s promise of immortality: <http://www.pbs.org/newshour/brief/archives?page=7>.

Examination Questions

Essay

1. What is well-being? What are the building blocks? According to your results from Box 4.1 (longevity calculator), how are you achieving well-being?
2. Select one of the developmental tasks (social, intellectual, emotional, physical) and illustrate at least two roles leisure has played in that task from your own life.
3. How is leisure itself considered a life span development concept? Also, what are examples of both the continuities and changes in leisure in your own lifetime so far?
4. Are children in North America engaged in sufficient physical play? Support your position with at least two examples from the chapter.

5. To illustrate leisure's role in social development, describe the levels of play according to peer interactions.
6. Have stereotypes about intellectual decline as we age been refuted? What is the role of leisure in this?
7. What is locus of control? How does play for children help develop locus of control?
8. Assume you are writing an editorial for your local newspaper. Your goal is to convince readers that leisure is much more important to life than people generally give credit. That is, in today's society a successful person is often thought of as one who has a well-paying job, works hard, owns a lot of possessions, travels to exotic places, assumes a lot of responsibility, etc. Shape your editorial so that you use leisure's contributions to life-long developmental tasks presented in this chapter as the basis for your argument.

Multiple Choice

1. Broadly defined, "well-being" is the dynamic process that ensures people
 - a. possess a sense of individual vitality
 - b. are able to undertake activities that are meaningful, engaging, and which make them feel competent and autonomous
 - c. have a stock of resources to help them be resilient to changes and circumstances not under their immediate control
 - d. have lives that incorporate leisure in the development and maintenance of health across the life span
 - e. **all of the above ***
2. The concept of "core plus balance" suggests
 - a. locus of control is the most important developmental task for teens
 - b. the mid-life crisis for adults can be conquered through leisure
 - c. **there is both a persistent core and a balancing variety in our pastimes across the life span ***
 - d. all of the above
 - e. none of the above
3. Infants' play is characterized as
 - a. focused on mastering his/her own body
 - b. individualistic
 - c. parallel
 - d. **a and b only ***
 - e. a and c only
4. Research has indicated that gender identity is formed in part during leisure via gender messages conveyed by
 - a. parents
 - b. peers
 - c. institutions
 - d. mass media
 - e. **all of the above ***
5. The famous psychologist Piaget discovered
 - a. **play was important to the intellectual development of children ***
 - b. without physical play children will not develop strong bone structures
 - c. leisure contributes to the development of identity in teens
 - d. creativity is important to the well-being of older adults
 - e. none of the above

6. Autonomy
 - a. is emotional and social dependence on peers
 - b. accounts for much of sex role development
 - c. is typically developed in teens through social leisure experiences ***
 - d. all of the above
 - e. b and c only
7. Keeping mentally sharp can be aided by
 - a. playing board and card games
 - b. joining book clubs
 - c. learning new hobbies
 - d. being physically active
 - e. all of the above ***
8. According to a study of before-and-after retirement leisure behavior reported in Table 4.2, after retirement leisure
 - a. is often about engagement and connection
 - b. is enhanced by technology
 - c. necessarily declines with advancing age
 - d. all of the above
 - e. a and b only ***

True or False

1. Life's longevity is helped by an active and meaningful lifestyle in adulthood. (T)
2. According to the World Health Organization, health is the absence of disease or infirmity. (F)
3. Over the past two decades, children in North American have significantly decreased physical play and replaced it with increased amounts of passive play. (T)
4. Being a part of a well-defined friendship group is developmentally important at only the young adult stage of life. (F)
5. In spite of changes in the nature and types of family today, the family remains the most common leisure companion throughout the life span. (T)
6. For the oldest adults, leisure is often the sole connection to the social world. (T)
7. Even under extreme circumstances of brain dysfunction, leisure continues to be important in maintaining health. (T)
8. Leisure contributes to positive emotional health, and not to the development of negative emotions. (F)

PowerPoint Slides

[presented in a separate file; slides match the above lesson plan, plus summarize the entire chapter]



Leisure's Anthropology

The purpose of education is to help students define themselves authentically in relation to their world.

You Are Invited

So many of you have been teaching with this text for many years, and have developed excellent classroom activities, homework assignments, PowerPoints, and other teaching and learning tools to accompany the text. If you would like to share them with other instructors, you are invited to send your ideas to me (russellr@indiana.edu), and I will include them in subsequent editions of this teaching manual, giving you, your students, your course, and/or your university citation credit.

Teaching Objectives

The material in this chapter is rich in opportunity for interesting class sessions and dynamic homework assignments. The teaching objectives for this chapter are:


- Since students are often locked into small world-views and ethnocentric perspectives, aim to release them to the diverse world beyond.
- To not be timid about dynamic class discussions about today's troubled world.

Ideas for Getting Students to Read the Chapter

Getting students to take their reading assignment seriously is a constant endeavor. Despite the correlation between reading and course success, many stu-

CHAPTER 5

dents remain committed to trying to get by with as little reading as possible. Yet, it's not a new problem. Based on ideas from *The Teaching Professor* (2010), here's one idea you might try:


 **Six-Step Reading.** Here is a more advanced reading instruction than the three-step one given in Chapter 3's instructional guide. The point for students to understand is that different texts and articles require different reading strategies. Encourage students to become better readers of this and other books by helping them know these differences. Have students ask themselves, "Why am I reading this?" Help them answer this question by sharing the common approaches to reading below. Indicate that reading a textbook most productively begins with a round of skimming and surveying, followed by direct and/or thoughtful reading.

- a. Glancing: find a particular item of information
- b. Skimming: gain a quick impression of the chapter
- c. Surveying: uncover the structure or organization of the chapter
- d. General reading: read thoroughly yet passively for general background
- e. Directed reading: read actively for specific knowledge, concepts, theories, etc.
- f. Thoughtful reading: read actively to draw links, consider implications, and evaluate arguments

(Note: A more detailed tutorial on how to read the text is presented in the Student Learning Resources Guide.)

A Critical Thinking Moment

Critical thinking is a crucial skill for living life. Teaching through a critical thinking perspective means students can be open and fair minded, apply factual criteria for decisions, make arguments with supporting evidence, and express an informed point of view. Throughout this instructional guide are many ideas for how to base the learning of this chapter on these skills. In this "moment" we highlight this specific idea, which also extends to content not covered in the chapter.

 **The Blue Zones Project.** First, familiarize yourself with the concept of Blue Zones and its projects; multiple studies and community actions over recent years focused on the best cultures in the world to reside in to be able to live to 100 years old. Begin with https://en.wikipedia.org/wiki/Dan_Buettner#Blue_Zones_discovery.

Introducing these ideas to students could be based on a reading assignment [such as Buettner, Dan (2012). *The Blue Zones, Second Edition: 9 Lessons for Living Longer From the People Who've Lived the Longest*. National Geographic Books], and/or a TED talk by Dan Buettner: https://www.ted.com/talks/dan_buettner_how_to_live_to_be_100?language=en.

To encourage a more critical thinking moment about Blue Zones, try this strategy, which is based on principles of teaching for critical thinking in general:

1. *Begin with a question:* Do you think North Americans live the longest, healthiest lives compared to the rest of the world? Why or why not?
2. *Create a foundation:* Make a reading assignment as homework or show a video in class. (Ideas noted above.)
3. *Utilize peers:* Organize students into small groups to share their knowledge or develop questions about the Blue Zones idea.
4. *Problem-solving:* Delve more into the topic of Blue Zones by updating students (or assigning them to investigate on their own) on the various projects that the original research has inspired. For example, you/they might begin here: <https://www.bluezones.com/services/cities/>. Ask students to imagine what would happen in their own community or campus if a Blue Zone project were implemented. How would life change for them?
5. *Speaking with sketch:* To conclude, invite students to communicate their overall understanding about Blue Zones in a drawing.

(Note: These materials are also in the Student Learning Resource Guide.)

Sample Lesson Plan (focused on the chapter section about cultural change)

(based on a 60-minute class session)

I. Introduction (20 minutes)

- Conduct the “Generating Questions” classroom activity presented below. Have students generate their questions relative to the section of the chapter on leisure and cultural change (pp. 77-80).
- Use their questions to lead into a brief review of the mechanisms of cultural change presented in the chapter. (Use PowerPoint slide #10.)


II. Show a video. (30 minutes)


- Show the film *Cricket and the Trobriand Way: A Case Study in Culture Change* (Episode 25). It is about a study of a Melanesian tribe, the Trobriand Islanders, and their culture’s adaptation to change through the process of syncretism. In contrasting scenes, the film shows a traditional game of British cricket, then a Trobriand match, which the islanders have changed drastically, including the addition of their own rules and rituals, war paint, chants, and dances. The game, as adapted by the Trobrianders, is an example of how through leisure a culture can blend its own cultural traditions with those from other cultures.
- Check your campus film catalog for this. While it was produced in 1983 (Coast Community College District), it serves this section of the chapter very well. A YouTube version of the film is available from <https://www.youtube.com/watch?v=o6xDey1vVn0>. Also, a shorter (and clearer) version of the film is available from this YouTube site: <https://www.youtube.com/watch?v=0jTP7a9I0dU>.


III. Discussion and Student Generated Conclusion (10 minutes)

- Invite students to discuss those parts of the film that surprised them, gave them information they did not know before, intrigued them to want to learn more, etc. Lead the discussion so that a summary and conclusion about leisure and cultural change is drawn that reconnects the attention back to the chapter reading on cultural change.

Classroom Activities

 **Generating questions.** Here is a way to help students generate good questions about the chapter. Be the first to arrive, and as the students walk into the classroom hand them an index card and ask them to write down one or two discussable questions about the assigned reading. For example, ask them, “What questions/issues/problems do you want our class to explore in the next hour about this reading?” Collect the cards and hand them to one student (I select a quiet one) who, at random, selects several questions. Do not expect to get through all of them, but the discussion of two or three questions usually will touch on almost everyone. I have often used this as a way of bridging between the assigned reading and that day’s lecture.

 **Professor debate.** Hold a class debate about the statement: “Modernity is Leisure’s Spoiler.” The unique twist for the debate is that the instructor provides the entire event—taking both sides. First, present arguments for each side using the chapter material on leisure and modernity as the source. Then, offer a rebuttal to your own arguments. Also incorporate debate points that are not in the chapter, but reflect your students’ current culture. Add a bit of the dramatic by actually switching sides of the podium or classroom when you change argument sides. Following the debate, ask students to add to both arguments and then have them raise their hands to vote on which side they think won. Use this as the basis for a discussion or as introduction to a lecture. The technique relies on the realization that sometimes students only need a slight bit of personal involvement in the concept to trigger dialog with the instructor.

 **Guest speakers’ panel.** Your campus probably has the good fortune of diversity in the student body—particularly with students from other countries. Invite a panel of students from different continents to your class for a panel presentation on the role of leisure in their home countries. Focus the panel ahead of time by developing specific topics the students are most comfortable with, such as the importance of national sports or what they typically played as a child. Perhaps you can form the panel from students enrolled in your course, which is even better. Otherwise, you might contact campus international student associations for recommendations for participants.



Box 5.4. UNESCO Preserves Djenne, Mali (What Do You Say? box). Incorporate the questions from this case into a class discussion. To support the discussion, show a UNESCO-prepared video portrayal of Djenne available from http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=89#.U6m8y-vJOXIU.

Box 5.4 What Do You Say?

UNESCO Preserves Djenné, Mali

Djenné, Mali, is one of the oldest towns in Sub-Saharan Africa. Inhabited since 250 B.C., the area is an ensemble of nearly 2,000 houses, a mosque, and other civic buildings that over many years have represented typical Islamic architecture in sub-Saharan Africa. Characterized by the intensive and remarkable use of earth, the architecture of the entire town, with a distinctive style of buttresses and intricate facades, contains great monumental and religious value. Excavations carried out in 1977, 1981, 1996, and 1997 revealed an extraordinary page of human history—of a long-gone pre-Islamic civilization. So significant is this ancient city that to protect it from harm, in 1988, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) declared Djenné a World Heritage Site.

Abba Maiga stood in his dirt courtyard in Djenné, seething over the fact that his 150-year-old mud house is so culturally precious he is not allowed to update it—no tile floors, no screen doors, no shower. This is because the guidelines established by UNESCO demand that any reconstruction not substantially alter the original. “But we want development, more space, new appliances, things that are modern” (from MacFarquhar, 2011). He and his fellow Djenné residents feel their lives are frozen in time like pieces in a museum so that visitors can come and gawk.



1. What are the goals of the World Heritage Site program? Check out the site <http://whc.unesco.org> and read about the current list of sites and the criteria for being on the list.
2. What do you think are the advantages and disadvantages of the program? Can the disadvantages be reduced or eliminated and still maintain the advantages?
3. How is Djenné an example of cultural loss? Can you think of areas near you where tourism is an example of cultural loss?



Box 5.6. Ethnocentricity Quiz (In Your Own Experience box). Have students respond to the questionnaire in class and use a summary of their responses to initiate a class discussion or lecture.

Box 5.6 In Your Own Experience


An Ethnocentric Perspective


Check those statements you think indicate an ethnocentric perspective:


- When reading it is natural to read from left to right and from top to bottom.
- On a toggle switch the universal position for “on” is up.
- Placing an “X” in a box indicates acceptance of that item.
- Using chopsticks at every meal to eat is silly.
- In Britain, drivers drive on the wrong side of the road.


Answers: All statements reflect ethnocentricity. For example, in some countries the switch position for “on” is down, and in Japan placing an “X” in a box indicates nonacceptance.


Homework Assignments

 **Library/web skills workshop.** As a class project, ask students to conduct a library or web-based inquiry on Sahlins' ideas about the earliest human cultures presented in the chapter. Has later research confirmed or refuted Sahlins' premise of these "original leisure societies?" What replication research did Sahlins' ideas produce? Use this basic assignment as a teaching opportunity on library and/or web skills. Invite the librarian to class to conduct a tutorial session with this assignment as the demonstration, or have students attend a regular library or computing support service sponsored workshop armed with this assignment as their application to what is taught at the workshop. Be sure to inform the library staff beforehand of your plan.


 **Breaking the bonds of ethnocentricity.** Students interview a person who is not from their own culture. For most of the students this will likely be an international student they met in their residence hall or classes, or they can be encouraged to visit the International Student Center if your campus has one. Tell students to talk with their interviewee for at least 45 minutes, asking them about their own personal leisure experiences and the leisure customs of their culture. Students submit a written report in which they describe what they learned about leisure in the culture of their interviewee that is both similar and different from their own. An in-class discussion about ethnocentricity can follow.

 **Favorite sport and cultural change.** Focusing on the cultural change discussion in the chapter, ask students to prepare a paper that illustrates one or more of the cultural change mechanisms (innovation, diffusion, cultural loss, or acculturation) via a favorite sport (such as soccer, football, basketball, baseball, etc.). Alternatively, the history of the Olympic Games, or even the most recent Olympic Games event, could be studied according to each of the cultural change mechanisms. To add extra fun to this assignment, students could also be asked to prepare a 5-minute "film" (such as a video or podcast) that tells this story.

 **When does cultural diffusion become cultural invasion?** Develop an assignment around cultural change mechanisms at work from tourism in a developing country. For example, the assignment could focus on the Kumbu region of Nepal where hoards of trekkers and mountain climbers descend every year, or Antarctica, which is already feeling the effects of ship loads of tourists. Or, you can select a developing area within your own region (such as a small town that is developing itself as a tourist destination). There are many useful Internet sites that can be used to frame the assignment. For example, for Antarctica you might begin with the website of the International Association of Antarctica Tour Operators at <http://www.iaato.org>. As another example for Antarctica, I have had the very good fortune of identifying a polar scientist living and working in Antarctica during the semester who is willing to "blog" with the students about this topic. She and my students have spent an amazing amount of time "debating" the issue, and students are particularly thrilled to have an on-site expert working with them. If using the Kumbu region of Nepal you could develop the assignment around the case study presented in the 4th edition of this text. For a local situation, contact the visitors or tourism office of the town for applicable material.


 **What is your peace sign?** To further illustrate the text material on the characteristic of culture of symbols (pp. 76-77), assign students to investigate the role of the symbol of "peace" across time and across cultures. To help get you started, begin with this resource: http://en.wikipedia.org/wiki/Peace_symbols.


Media Resources


 **Electronic graffiti.** Using the electronic classroom feature of many college/university teaching support computing systems, set up an electronic dialog about a topic in the chapter. This means that outside of the class sessions the instructor and students can write to each other and anyone in the class can read their notes and respond to them. It's a kind of class "graffiti." If the topic is controversial, or the responses diverse, the conversations can get quite animated and interesting, which means that some students may try to visit the dialog at least once a day. Ideas for topics include:


- a. Is the cultural diffusion of American pastimes creating cultural loss around the world?
- b. Why is soccer the world's most popular spectator sport?
- c. Is tourism good or bad for developing areas of the world? For example, should tourism be allowed to the last wild places, such as the Amazon region or the continent of Antarctica?


- d. What sports played in other countries could be likely prospects for diffusion into your culture? Why?
- e. Are other cultures as ethnocentric as Americans?

 **Show your travel pictures.** I call upon images (converted to PowerPoint) from my own travels to illustrate the terrain, heritage, and people of those countries used as examples in the chapter. I also show photos from countries not mentioned in the chapter and discuss them as an extension of chapter concepts. If you do not have your own photo collection, invite a guest to class who has visited a world region or country to share her/his photos and comments. The “characteristics of culture” discussion in the chapter can be particularly well illustrated via travel photos. Alternatively, you can encourage students to bring photos to class from their travels to other cultures and “show and tell” relevantly to chapter material.

 **The material world illustrated.** Secure your own copy of the book, *Material World: A Global Family Portrait*, by Peter Menzel (1994), and/or follow-up on the websites and others mentioned in Box 5.5 of the chapter. Make your own visuals (PowerPoint or handouts) of some of the magnificently telling photographs and use them as the centerpiece for class discussions and exercises. For example, I have made color handouts of a collage of the photographs and given them to groups of students who are asked to replicate the study’s conclusions by studying the photos.

 **A map quiz.** One day in class when I was using the country of Malaysia to illustrate several points in the chapter, one student raised his hand and asked, “Where is Malaysia?” That’s when I realized many students do not have a strong understanding of world geography. So, I began to require students to pass a map quiz, permitting them to take it as often as necessary. Alternatively, I started the chapter discussion via a map quiz in class that is taken by the whole class together. Many such quizzes are available via the Internet.

 **Popular films, instructional videos, and YouTube.** Use 5- to 20-minute excerpts of films to illustrate lecture and/or discussion points. For example, *The Gods Must Be Crazy* contains several possible 5-minute clips that are a fun way to introduce Sahlin’s hunches about Paleolithic people and leisure. Also, in summer 2014, CNN ran a series on the 1960s. Check out the available slide shows from this series to illustrate the impact of television for the cultural change mechanism of innovation (Table 5.2) from <http://www.cnn.com/2014/05/29/showbiz/tv/six-ties-five-things-television/index.html>.

 **Motel of the Mysteries.** As a class exercise, Dr. Trish Ardovino of the University of Wisconsin–La Crosse, reads excerpts from the book *Motel of the Mysteries* (David Macaulay, 1979, Houghton Mifflin). She then divides students into groups, gives them small bags of items (almost identical items in each bag) and asks them to give an archeologist’s interpretation of the items and to guess about the leisure of that culture to which the artifacts belong.

Examination Questions

Essay

1. What are the characteristics of culture discussed in the chapter? List each, and in defining them, develop an illustration from a favorite pastime of yours.
2. What is cultural change? What is leisure’s role in cultural change?
3. List and define the four mechanisms of cultural change. Do you consider leisure a positive or negative force to each of these mechanisms? Why?
4. According to J.W. Berry, there are four possible outcomes of the acculturation process. Name, define, and give a leisure example of each.
5. Recent hunches by Marshall Sahlins about Paleolithic people indicate they had an abundance of leisure. This is based on conclusions about free time and consumerism. Explain these two conclusions and indicate why you agree or disagree with Sahlins’ interpretation of the data.

6. What is cultural development and how do such indices as the Quality of Life Index help to describe cultural development? What is leisure's role?
7. How might modernization be considered an ethnocentric notion? Illustrate your answer via the leisure interests of your own culture.
8. What is postmodernism, and how does this concept affect your own leisure expressions and interests?

Multiple Choice

1. When we consider leisure anthropologically
 - a. we study how it and human societies are mutually shaped
 - b. the disciplines of the social sciences, humanities, and biology are involved
 - c. we are interested in cross-cultural differences
 - d. all of the above ***
 - e. none of the above
2. Characteristics of culture include
 - a. shared ***
 - b. modern
 - c. ethnocentric
 - d. all of the above
 - e. a and b only
3. The process of enculturation through leisure occurs when
 - a. there is a distinctive set of traditions by which a group within a larger society operates
 - b. the leisure pursuit is transmitted from one generation to the next ***
 - c. leisure is changed from government to individual control or ownership
 - d. there is prolonged contact between societies
 - e. none of the above
4. Cultural change through leisure occurs from
 - a. innovation
 - b. diffusion
 - c. acculturation
 - d. all of the above ***
 - e. a and b only
5. Contrary to the standard view, data by Sahlins suggest that prehistoric people
 - a. had abundant free time and spent it relaxing
 - b. worked very hard at a subsistence level thus making no room for leisure
 - c. were comparatively free from the pressures of material possessions
 - d. a and c only ***
 - e. b and c only
6. Ethnocentricity
 - a. is the belief that one's own culture is superior to others ***
 - b. is the spread of leisure customs from one culture to another
 - c. is the same as cultural relativity
 - d. a and c only
 - e. none of the above

7. Postmodernism is
 - a. a society in which there exists a diversity of subcultural patterns
 - b. the value of all goods and services produced domestically
 - c. a general level of technology and economic sophistication
 - d. a breakdown of old certainties and standards due to modernity ***
 - e. none of the above

In order to improve students' learning from multiple-choice exams, I have sometimes used an alternative format. On each exam, students have the option to modify either the stem or one of the answer choices of one test item. They may also choose to write a completely new question with answer choices. They may do this in addition to answering the question as originally asked. On their exam paper they must place an asterisk next to each question they have rewritten in some way. In grading their exams, if they indicated the correct answer to a rewritten (asterisked) question, I ignore the original question. If they missed the answer to a rewritten question, I evaluate the altered item and give credit if it demonstrates understanding of the concept tested. This technique makes students more accountable for the exam as their performance is not as dependent on my particular wording or vocabulary. (I have not used this in my very largest courses, however, because of the extra grading time and effort required.)

True or False

1. To characterize a culture as integrated means that all parts of a culture, including leisure, are interrelated. (T)
2. Economic development not only improves an area's standard of living, but is usually also able to enhance a culture's uniqueness. (F)
3. Within the past several decades tourism has been used as part of economic development strategies in many countries. (T)
4. Sub-cultural variation can be often distinguished according to leisure interests. (T)
5. Acculturation is the same anthropological process as enculturation. (F)
6. Leisure in modern societies is more traditional and slow-paced. (F)
7. Leisure in technological cultures is equated with materialism and consumerism. (T)
8. Ethnocentricity is the belief that one's own culture is superior in every way to all others. (T)

PowerPoint Slides

[presented in a separate file; slides match the above lesson plan, plus summarize the entire chapter]



Leisure's Geography

*The art of teaching is the art of
aiding discovery.*

You Are Invited

So many of you have been teaching with this text for many years, and have developed excellent classroom activities, homework assignments, PowerPoints, and other teaching and learning tools to accompany the text. If you would like to share them with other instructors, you are invited to send your ideas to me (russellr@indiana.edu), and I will include them in subsequent editions of this teaching manual, giving you, your students, your course, and/or your university citation credit.

Teaching Objectives

For instructors who have used *Pastimes* in their courses before, you know that this topic, while not traditionally covered in survey courses about leisure, lends itself to oceans of discovery for students. The geography of leisure is fun to work with both in and beyond the classroom. The teaching objectives for this chapter are:


- Teach with this chapter through “travel.” Have students visit leisure geography in person, through the Web, through film, and all manner of other full-sense means.
- Focus on developing very creative assignments around the unique topics in this chapter, including the interesting phenomenon of “smellscape.”
- Develop a sensitivity for wanderlust for yourself and your students.

Ideas for Getting Students to Read the Chapter

Getting students to take their reading assignment seriously is a constant endeavor. Despite the correlation between reading and course success, many stu-

CHAPTER 6

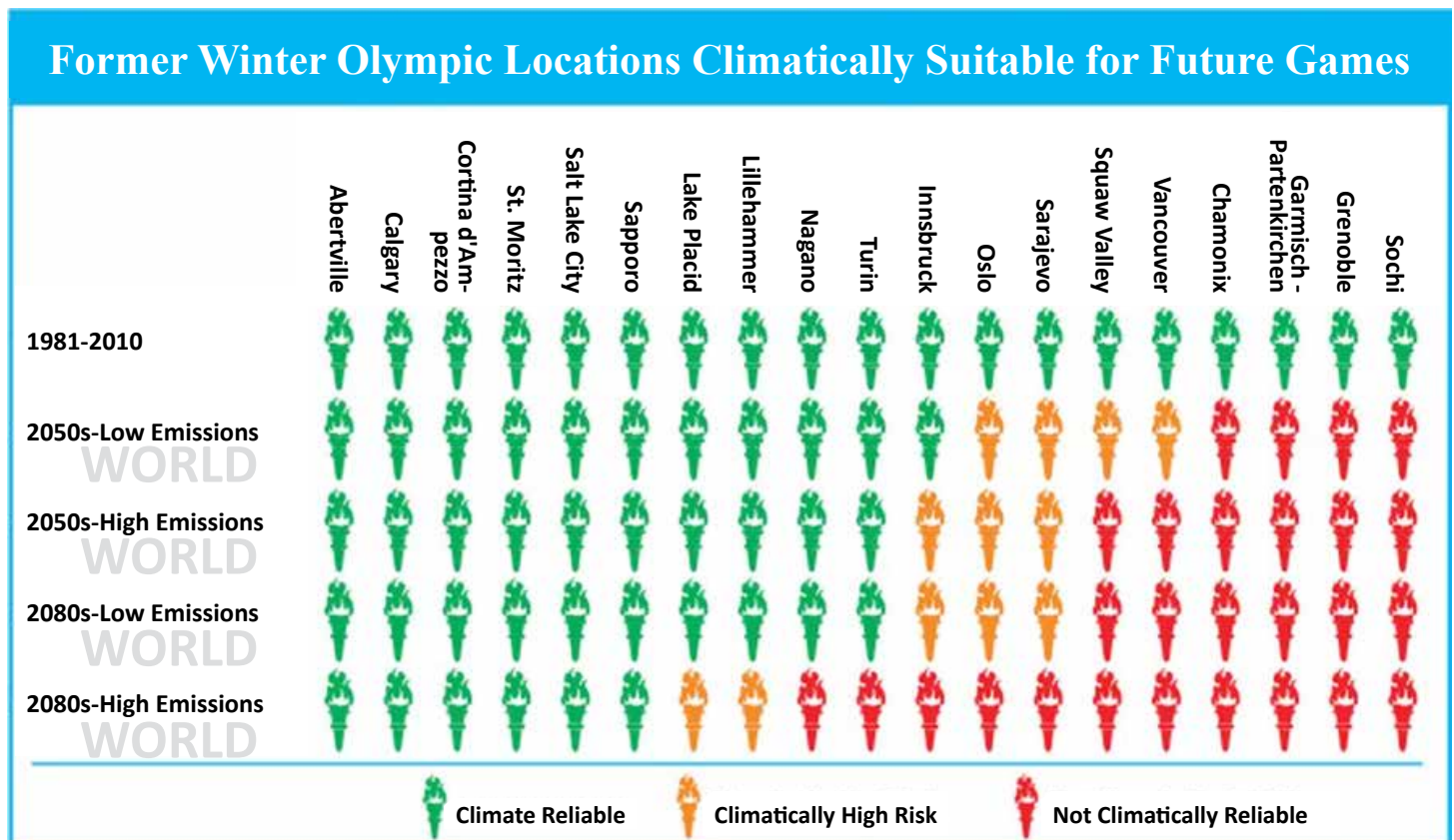
dents remain committed to trying to get by with as little reading as possible. Yet, it's not a new problem. Based on ideas from *The Teaching Professor* (2010), here's one idea you might try:

 **Concept maps.** For this chapter (or all of the chapters in the text) ask students to summarize what they learned/understand from reading the chapter by preparing a concept map. You may first need to provide a tutorial on what a concept map is, and demonstrate one for another chapter as a model. (See <http://cmap.ihmc.us/docs/theory-of-concept-maps>, or <https://www.cmu.edu/teaching/assessment/assesslearning/conceptmaps.html>). This “spatial visual” is particularly appropriate for a chapter on geography.

A Critical Thinking Moment

Critical thinking is a crucial skill for living life. Teaching through a critical thinking perspective means students can be open and fair minded, apply factual criteria for decisions, make arguments with supporting evidence, and express an informed point of view. Throughout this instructional guide are many ideas for how to base the learning of this chapter on these skills. In this “moment” we highlight this specific idea, which also extends to content not covered in the chapter.

 **Climate change and the end of snow sports.** Create a new (and your own) case study in the format of a “What Do You Say” box. For example, using the following article as a source for material, pose a series of questions for students to consider in whole class or small group discussions. The questions could also be turned into a homework assignment. An article, from *The New York Times*, poses the suggestion that if current rates of climate change continue, there will no long be any snow sports (http://www.nytimes.com/2014/02/08/opinion/sunday/the-end-of-snow.html?_r=0). A video from *CBS Good Morning* is also available on the question: <http://www.cbsnews.com/news/could-climate-change-ruin-the-winter-sports-industry/>. *National Geographic* also is a useful resource: <http://news.nationalgeographic.com/news/2014/02/140221-climate-change-winter-olympics-global-warming-science/>, such as is the graph below, taken from the *National Geographic* article. PowerPoint slides are also available in a separate file.



(Note: This material is also available in the Student Learning Resource Guide.)

Sample Lesson Plan (focused on teaching the basics of geography as applied to leisure)

(based on a 60-minute class session)

I. Introduction (5 minutes)

- Overview the lesson (PowerPoint slides #5, #6, #7), briefly listing and defining the geography terms used in the chapter.
- Using climate as an example, point out how leisure is also a geographic phenomenon, that is, leisure is both influenced by and has influence on geography. One way to accomplish this is to use the Weather Channel internet site (<http://www.weather.com>) to explore the meaning of climate for leisure in your own locale. For example, when I taught the course in the fall, it was fun to check on the “autumn leaf schedule” for our area as a way of focusing the impact of climate on leisure pursuits. Is this the weekend to take a fall colors drive? (PowerPoint slide #8)

II. Mini-Lecture (10 minutes)

- Go over the two basic concepts of geography and leisure presented in the chapter: leisure as space and leisure as place. (PowerPoint slides #9, #10, #11, #12, #13)
- Also incorporate additional research findings about crowding in leisure to illustrate the concept of density.
- Distinguish the place attachment concepts of place identity and place dependence.

III. Show the Video “Motor” (40 minutes)

- To illustrate how complex such concepts as place attachment can become in a leisure context, and to weave in the material on the endangered environment due to leisure, show the video *Motor* (2000). This film is 39 minutes in length, but you can show the first 20 minutes or so and still accomplish the same objective if you have limited time. It features, rather dramatically at times, conflicts over public lands between users of ORVs and nonusers. (If this film is not available from your university film catalogue, a substitute may be located at <https://pinebarrensundersiege.com/blog/>.) To help students watch productively, give them a watching template. For example, ask them to watch for:
 - a. What are the two sides of the issue?
 - b. What are the positives for each side?
 - c. What are the negatives for each side?
 - d. Where do you stand?

V. Silent Reflection Writing (5 minutes)

- After ending the video, ask students to argue (with themselves and silently) one of the sides in the video in writing. Time them for two minutes. (You might collect these for awarding “bonus” credit.) To close the session, select several to be read out-loud to the class (by the students or by you) so that both a balance of commentary and a conclusion to the session are achieved.

Classroom Activities



Smellscape examples. A fun way to emphasize the pervasiveness of geography as a leisure determinant is to engage in a whole-class discussion about students’ experiences with the concept of smellscape. First, ask them to identify their favorite leisure places from their youth—the community gym, their own backyard, camp, etc.—and to describe their fondness for these places through their memory of how they smelled. Next, ask them to identify their favorite leisure places on campus—the recreational sport center, the student union movie theater, their fraternity/sorority house, etc.—and to describe their fondness for these places through how they smell. Finally, ask them to consider some of their favorite commercial leisure places and the idea of calculated management of smell. The Magic Kingdom at Disney theme parks is a wonderful example, as well as restaurants, spas, etc.




Climate change and your leisure. Discuss with students the ideas of climate change presented in the chapter. For example, in 2012 the globe’s surface temperature increased by one whole degree (Fahrenheit) for the year, and 2015 was the warmest year since record keeping began. Spring now comes earlier and fall now leaves later. The higher temperature causes sea levels to rise, mountain glaciers to recede, and permafrost to melt. The

warmer air is also accompanied by more drought conditions in some places. Impacting leisure is the example that in the U.S. in winter 2012 half the nation's ski areas opened late and almost half closed early. But, what might all this mean to our individual pastimes? Beyond the need to make that long-planned trip to Glacier National Park immediately, what might be climate change impacts on their leisure in general? After a casual discussion of climate change, have students individually complete the following table and share their results with classmates in small group discussions. Following these discussions have them negotiate a conclusion to the phenomenon of climate change and leisure.

Instructions: In the table below, using the information from this chapter on leisure and geography, as well as the class discussion, prophesize about some climate-related changes possible in your own favorite recreational pursuits.


Seasonal Pastimes	Possible Positive Changes	Possible Negative Changes
My winter pastimes		
My summer pastimes		

(Note: This worksheet is also available in the Student Learning Resource Guide.)

 **Use instructional resources of the National Geographic Society.** Consult the following resources for ideas on classroom activities and entire lesson plans (as well as homework assignments) for leisure and geography:


<http://nationalgeographic.org/activity/expedition-ethics/>
<http://nationalgeographic.org/activity/measuring-air-quality/>
<http://nationalgeographic.org/activity/analyze-community-map/>
<http://nationalgeographic.org/activity/marine-ecosystem-critical-issues-case-studies/>
<http://nationalgeographic.org/activity/mapping-world-heritage/>
<http://nationalgeographic.org/activity/location-location-coastal-living/>
<http://nationalgeographic.org/activity/diversity-in-new-york-place-names/>


And many more. Also see suggestions under homework assignments below.

 **Box 6.2. Urban sprawl.** Consider some or all of the following points and questions that interact with the material on urban sprawl discussed in the chapter (p. 94) – as a whole class or in small group discussions.

1. Have you personally experienced urban sprawl? What were the circumstances?
2. Opponents of urban sprawl declare it pollutes air and water, as well as endangers wildlife. What do you think?
3. Some critics also emphasize the lack of pedestrian friendly neighborhoods within urban sprawl, which increases obesity because walking and bicycling are not viable. What do you think?
4. Social fragmentation is another claim against urban sprawl because neighborhoods do not have compact houses with front porches, a corner store, or a school two blocks away, which are more conducive to social interactions. Also, sprawl tends to replace public spaces such as parks with private spaces such as fenced-in yards. What do you think?
5. What might be some solutions to urban sprawl?

For example, as small group discussions, each group could be assigned a different question to consider, and prepare a summary of their answers to share with the rest of the class. The questions could also be turned into a homework assignment as the small groups prepare a poster or brief PowerPoint presentation that reflects their summary.

 **Leave no trace guest speaker.** Invite a director or manager from a leisure services agency (such as a travel company, youth program, camp), that practices the “leave no trace” philosophy, to speak to the class as a tie-in to the environmental section of the chapter.

 **Placemaking and Examples.** An excellent example of the text material on how leisure is expressed in "place," and specifically how leisure creates place attachment and place identity, is the concept of "placemaking" and its examples in "pop-up" community projects. Incorporate this material into lectures and/or class discussions. Numerous media resources are available on this topic too. For example, consult these:


<http://www.freshwatercleveland.com/features/creativeplacemaking080813.aspx>


<http://www.pps.org/reference/houston-is-north-americas-placemaking-capital/>


<http://placemaking.mml.org/revolve/>.

Also, see the added PowerPoint file for photo examples of placemaking.

Homework Assignments

 **Travel essay.** Assign a one- to two-page paper in which students describe their own travel interests according to the concepts of place identity and place dependence.

 **Walk a mile in my boots.** Develop a list of professional employees and/or volunteers who are working and contributing to conservation, preservation, park, and wilderness management in your area. Making arrangements ahead of time, assign students to spend a day (or morning, afternoon, or evening) shadowing their assigned person. The point is to bring to life such chapter concepts as dispersed use, carrying capacity and other methods of conservation and preservation. Require students to write a brief "lessons learned" reflection that is shared in class.

 **Box 6.1. Where is Your Best Place? (In Your Own Experience).** Assign one or more of these online quizzes as a homework assignment, answering in a brief paper whether what they do for leisure has an impact on where they would like to live, travel, or retire?

Box 6.1 In Your Own Experience

Where Is Your Best Place?

There are several online quizzes to help you determine where in the U.S. and other countries you should live in order to thrive. Also, some sites will help you select a vacation spot, or a retirement location. Take a couple of these quizzes, and then consider how much of your choices are due to your leisure interests. What other factors about geography did the quizzes use to determine your best spot? To begin, you could try these:


<https://internationaliving.com/2015/05/take-the-45-second-quiz-and-find-your-perfect-place-to-live-overseas/>

<http://www.bestplaces.net/fybp/>


<http://www.kiplinger.com/tool/real-estate/T006-S001-find-your-best-city/>

<http://www.quizrocket.com/where-should-i-live-quiz>


<http://besttripchoices.com/>


 **A look around campus.** An assignment that incorporates your college campus into the discussion of leisure and geography is to ask students to prepare a paper, answering these questions about their campus:


1. What is the best learning space on campus? Why?
2. Where is the "official" and the "actual" front door to campus? Are they the same? Is there a difference if you are a student, faculty, alum, or first-time visitor?
3. What is an example of the concept of place attachment on campus? Is it an example of place identity or place dependence, or both?
4. Where is the "third place" on campus?
5. Where is that place on campus where you are most likely to encounter the greatest number and greatest mix of people at any one time on campus (sometimes referred to as the "100% corner")?
6. If you could live anywhere on campus, where would you live, and why?

 **Take a staycation.** In order to leave less of a carbon footprint from traveling on vacation, one increasingly popular option is a staycation. Some travelers are deciding that saving the world is more important than seeing the world. Ask students to read more about the stay-at-home vacation phenomenon, and then write about their own plans (or ability) for such. They could be asked to describe what they'd do on their staycation, how long it would last, and even calculate how much carbon emission they'd save by not driving a long distance, or flying, or staying in a hotel, etc.

Media Resources

 **National Geographic Education.** This website (http://education.nationalgeographic.com/education/?ar_a=1) is a great source for numerous lesson plans, classroom activities (see above for specific suggestions), and homework assignments, as well as photographs for PowerPoint presentations. For example, one lesson is “The Geography of Jazz,” which can be found at: http://education.nationalgeographic.com/education/media/geography-jazz/?ar_a=1. Also, a useful film on technology and extreme geographical leisure is: <http://nationalgeographic.org/media/everest-past-and-present/>

 **The Sierra Club.** The website of The Sierra Club contains many interesting applications of this chapter's topics. For example, there is a major section on urban sprawl (<http://www.sierraclub.org/sprawl/community/choose.asp>). Also from this section click on “community transformations” (<http://www.sierraclub.org/sprawl/community/transformations/index.asp>) to show students computer generated simulations for adding quality of life to built environments.

 **No more sand for Florida tourists.** To add another example to the lesson plan above, or to create a stimulus for in-class group discussions, suggest that South Florida is running out of sand – affecting a very big tourism business. Resources include a video: <http://www.nbcnews.com/video/nightly-news/52837274>, and a *New York Times* article: <http://www.nytimes.com/2013/08/25/us/where-sand-is-gold-the-coffers-are-running-dry-in-florida.html?pagewanted=all&r=0>. Photographs are also presented in the PowerPoint file for this chapter.

 **Crowding in the National Parks.** See the following resources for video depictions of crowding:

<http://www.cbsnews.com/news/on-the-trail-the-big-crush/>

http://www.stgeorgeutah.com/news/archive/2016/02/14/djg-maxing-out-capacities-growth-challenges-for-zion-national-park-springdale/#.V_PteuArJPY

<https://www.yahoo.com/news/video/yosemite-national-park-planning-reduce-031253441.html?ref=gs>

Examination Questions

Essay

1. How do leisure and space concepts relate? That is, in what ways is leisure impacted by density, concentration, and pattern?
2. Crowding is a negative valuing of the geographic principle of density. First, define density, and then describe an illustrative research study that demonstrates a negative valuing of density through crowding in leisure.
3. Give at least one example each of how leisure is a consequence of the two geographic distance concepts of distance decay and space-time compression.
4. How do your own interests in travel relate to the concept of place attachment? First, define the concept and then use your own travel interests to illustrate.
5. In terms of its geographical significance, what might be the future of leisure? Discuss at least two concerns in terms of both the challenges and the solutions.
6. What is the difference between conservation and preservation? Use nearby examples to distinguish these two concepts.
7. What is the difference between sustainable tourism and ecotourism? Use an example to help explain each concept.

Multiple Choice

- Leisure's distribution in space differs according to
 - density
 - concentration
 - pattern
 - d. all of the above ***
 - a and b only
- Increases in distance that bring about decreases in most forms of leisure behavior is
 - multiple use conservation
 - crowding
 - c. distance decay ***
 - dispersed use management
 - none of the above
- Urban sprawl is
 - the expansion of low-density development
 - auto-dependent development
 - decreasing in most locales
 - all of the above
 - e. a and b only ***
- The park type that requires the least amount of travel time and distance to use is the
 - city park
 - regional park
 - neighborhood park
 - d. mini-park ***
 - none of the above
- Attaching strong sentiment to leisure places comes from our ____ senses.
 - visual
 - olfactory
 - kinesthetic
 - d. all of the above ***
 - none of the above
- Place attachment in leisure can be motivated by
 - crowding
 - b. place identity ***
 - time-space compression
 - preservation
 - none of the above
- Conservation is
 - a. the most efficient use of natural resources over the long term ***
 - the protection of natural resources from human damage
 - the number of species that a habitat can support
 - smellscape
 - place dependence

True or False

1. Research has found that crowding is a perception based on geographical patterns. (F)
2. Crowding in leisure places is in part determined by the personal characteristics of the visitors. (T)
3. Distance decay is a concept that suggests smells are place related. (F)
4. Strong leisure place attachment contributes to our self-identity. (T)
5. Place identity is a person's functional association with a place. (F)
6. Sustainable tourism attempts to control visitation to tourist sites in order to conserve the natural integrity of the sites. (T)
7. Without wise management many leisure expressions will be lost due to the demise of leisure space and place resources. (T)

PowerPoint Slides

[presented in a separate file; slides match the above lesson plan, plus summarize the entire chapter]



CHAPTER 7

Leisure and Technology

Make students aware that they are actually “prosumers” of technology as it applies to recreation and leisure.

You Are Invited

Many of you have been teaching with this text for years, and have developed excellent classroom activities, homework assignments, PowerPoints, and other teaching and learning tools to accompany the text. If you would like to share them with other instructors, you are invited to send your ideas to me (russellr@indiana.edu), and I will include them in subsequent editions of this teaching manual, giving you, your students, your course, and/or your university citation credit.

Teaching Objectives

Today’s technological innovations are ubiquitous; they seem to be everywhere and touch every part of our lives. Even at that, according to many sources, technological advances are growing exponentially over time. According to one such source, TheEmergingFuture.com, starting with a baseline of the year of 2012, technological advancements can be expected to be:

- In 2017, thirty-two times more advanced than 2012
- In 2022, a thousand times more advanced than 2012
- In 2032, a million times more advanced than 2012
- In 2042, a billion times more advanced than 2012
- In 2052, a trillion times more advanced than 2012

So given the nature of technology innovation today coupled with the predicted growth of technological advances as an exponential curve over the next few decades, students need to appreciate and embrace technology sources with appropriate use of them in their daily lives, in their pursuit of education and ultimately, their jobs and careers.

Our objectives with this chapter are to help students:

- Appreciate the evolution of technology to date and how it has changed our daily lives. We are now, and probably always will be, prosumers of technology.
- Understand the ways these technological changes have affected our leisure.
- Understand the appropriate, and ethical, use of technologies in their leisure pursuits.
- Envision the future of technology and leisure.

Ideas for Getting Students to Read the Chapter

Here's a questionnaire you could assign prior to a class session to encourage students to reference Chapter 7, Table 7.1, to answer the questions:



Technology Evolution: Please reference Table 7.1 in your books and answer the following questions prior to coming to class:

1. In your opinion, which technological innovations listed in Table 7.1 had the most impact on the World Wars – WWI and WWII? Why? Name their associated Technology Age and their associated Toffler Wave referenced in Table 7.1.
2. In your opinion, name the most significant **communication** technology or innovation of the:
 - a. Pre Mechanical Age: Why?
 - b. Mechanical Age: Why?
 - c. Electro Mechanical Age: Why?
 - d. Electronic Age: Why?
3. In your opinion, name the most significant **transportation** technology or innovation of the:
 - a. Electro Mechanical Age: Why?
 - b. Electronic Age: Why?
4. In your opinion, name the most significant **computer** technology or innovation of the:
 - a. Electro Mechanical Age: Why?
 - b. Electronic Age: Why?
5. In your opinion, name the most significant **recreation/leisure** related technology or innovation of the:
 - a. Electro Mechanical Age: Why?
 - b. Electronic Age: Why?


A Critical Thinking Moment

Critical thinking is a crucial skill for living life. Teaching through a critical thinking perspective means students can be open and fair minded, apply factual criteria for decisions, make arguments with supporting evidence, and express an informed point of view. Throughout this instructional guide are many ideas for how to base the learning of this chapter on this skill. In this "moment", we highlight this specific idea, which also extends to content not covered in the chapter. See the Critical Thinking Homework Assignment in the separate section below.

Sample Lesson Plan (based on a 60-minute class session)

- I. *Introduction to the chapter, objectives and preliminary definitions (3 minutes)*
 - Talk through PowerPoint slides #1 - #4
 - Prior to the class session, have students complete the above activity regarding *Technology Evolution*, so that they might bring their answered questions to class.
- II. *Evolution of Information Technology (10 minutes)*
 - PowerPoint slides #5 - #12.
 - Discuss student's answers to questions from the pre-class exercise using slides #10 – 12. As you discuss the questions on slide #10 (directly from their pre exercise, you may want to re display slides #8 and 9. As you cover the questions on slides #11-12, you may want to keep slide #9 visible during that discussion.
- III. *Technology's Pervasiveness in our Lives (15 minutes)*
 - PowerPoint slides #13-22.
 - Prosumers - slides #14-15.
 - Social Media - slides #16-18
 - GPS – slide #19
 - Virtual Reality – slide #20
 - Streaming Media – slide #21
 - Mobile APPs – slide #22
- IV. *Leisure's Applications of Technology (15 minutes)*
 - PowerPoint slides #23-28.
 - Athleisure Ware - Clothing - slide #23.
 - Athletic Performance - slide #24.
 - Gaming – slides #25-26
 - Virtual Reality – slides #27-28
- V. *Future of Leisure and Technology (15 minutes)*
 - PowerPoint slides #29-32.
 - Drones and Robots - slide #29.
 - Video Games PROS and CONS - slide #30.
 - Cyberhood – slide #31
 - Societal Shifts – slide #32
- VI. *Conclusion (2 minutes)*

Classroom Activities

 **Contrary to What You Might Think?** Working with Box 7.3 (Web Explore), encourage students to think critically about their own use of social media as leisure, and their own relationships via social media. You might begin by showing the TED Talk referenced in the box (“Being Alone in Social Media”) as an introduction to the class. Then, follow-up discussions could be carried out either in small groups of four to five students each, or as a whole class. For example, such questions could be considered as these:

1. Do you participate in social media? If so, what networking services do you use?
2. Who do you communicate with in social media?
3. Are you satisfied with your online relationships?
4. Do you think you can be more authentic when you are online, or do you think people like to be someone else and play around with their identity?
5. What is your reaction to the Ted Talk we just viewed?
6. Does social media isolate people from the real world, or augment our personal relationships?
7. Do men and women use social networking technology differently? How?
8. Do you have any strategies for getting away from technology and nurturing real-life relationships? Why?

To turn this into a follow-up homework assignment, after viewing the video and the class discussion, students could be assigned additional reading. For example, some easy reads to assign are:

<https://www.psychologytoday.com/blog/the-practical-professor/201507/the-loneliness-social-media-part-one>


<http://2machines.com/184299/>

http://www.huffingtonpost.com/anna-caltabiano/loneliness-in-the-age-of-b_5508767.html

Or, you could assign a research article for additional reading. From the journal *Computers in Human Behavior*, try:

<http://www.sciencedirect.com/science/article/pii/S0747563216302552>

<http://www.sciencedirect.com/science/article/pii/S0747563216303673>

 **A Drone for Your Birthday?** Box 7.6 in the chapter (What Do You Say?) provides a case study on the use of drones for assistance with the frail elderly. The class could be asked to consider the discussion questions in the case. For example, one way to shape this into a fuller class session is to begin by reviewing the case study, and conducting a brief (5-10 minutes) discussion with students centered on the two questions in the case. (As applied to this population, they are more likely to be sympathetic.) Then, you might suggest that students imagine they wish to receive their own drone for their birthday! How would they feel about that? How would having their own drone change their lives, if at all? How might having a drone change their relationships with friends and family members, if at all? How might having a drone change their leisure, if at all? Materials to enrich this activity can be found at:

<http://www.kennedyslaw.com/article/drones-an-ascending-as-well-as-an-emerging-risk/>

and

<http://www.hngn.com/articles/160316/20151214/drones-what-you-need-to-know-before-buying-one-for-christmas.htm>

After considering and discussing this birthday gift for about 10 minutes, students could be asked to “vote” on whether they think drones are appropriate for personal leisure use? For example, ask them to vote for this statement, according to whether they strongly agree, agree, neutral, disagree, or strongly disagree: “Drones are appropriate for use as leisure activities.” Tally the votes, and then compare them to the results of a survey carried out in 2016 in the United Kingdom:

<https://www.statista.com/statistics/606240/support-for-drones-used-in-leisure-activities/>

Homework Assignments

 **Pre-Homework Assignment: Technology Evolution (also above).** Please reference Table 7.1 in your books and answer the following questions prior to coming to class:

1. In your opinion, which technological innovations listed in Table 7.1 had the most impact on the World Wars – WWI and WWII? Why? Name their associated Technology Age and their associated Toffler Wave referenced in Table 7.1.
2. In your opinion, name the most significant communication technology or innovation of the:

a. Pre Mechanical Age:	Why?
b. Mechanical Age:	Why?
c. Electro Mechanical Age:	Why?
d. Electronic Age:	Why?
3. In your opinion, name the most significant transportation technology or innovation of the:

a. Electro Mechanical Age:	Why?
b. Electronic Age:	Why?
4. In your opinion, name the most significant computer technology or innovation of the:

a. Electro Mechanical Age:	Why?
b. Electronic Age:	Why?

5. In your opinion, name the most significant recreation / leisure related technology or innovation of the:
- Electro Mechanical Age: Why?
 - Electronic Age: Why?



Six technology mega-trends shaping the future:

<https://www.weforum.org/agenda/2015/09/6-technology-mega-trends-shaping-the-future-of-society/>

World Economic Forum

List and describe the six technology mega-trends discussed in the article, include a discussion of the positive aspects and the negative aspects of these trends.



Pickleball Tournament Case Study - Appropriate Use of Technologies © P. Setser, 2017



You are now a coordinator in the Pretend City, AZ, Parks and Recreation Department. The director of the Parks and Recreation Department, your supervisor, has just given you the assignment to organize and conduct a double elimination Pickleball Tournament three months from now for the community. It will be a 3-day tourney: day one will be the women's doubles competition, day two will be the men's doubles competition, and day three will be a mixed doubles competition.

You have been assigned to:

- Advertise, promote, and organize the tournament.
- Receive all the registrations and set up the competition brackets about a week prior to the event.
- Run the tournament and address any and all questions that come up during the event. One of the most important responsibilities will be to keep all the available courts consistently occupied with matches.

The venue for this tournament is quite impressive. The Pretend City, AZ, now hosts 12 indoor pickleball courts in its brand-new facility.

Also, given that Pretend City, AZ, is state-of-the-art in the use of technologies, you have access to many technology tools to complete your assignment. Given that you have been trained in the use of these technologies (as a prosumer of them), your director fully expects you to use them appropriately as you organize and conduct this tournament. The technology tools available to you include:

- The Parks department's Office 365 – MS Word, MS Excel, MS Powerpoint
- The Parks departmental website.
- The Parks departmental online facility scheduling system to reserve venues.
- Web page development software – HTML editor.
- Internet browsers – Google, Bing, etc.
- The Parks departmental website's online registration forms requiring input of name, address, e-mail, cell phone # and age. This online form also accepts credit card payment for the tourney.
- The Parks department's e-mail account
- The Parks department's Facebook account
- The Parks department's Twitter account
- A departmental laptop with access to all of the above technologies.

- A departmental smartphone that can be used for phone calls, texting, e-mail, Facebook and Twitter.
- A departmental account on “Bracketology”, a pretend online tool to create brackets for double elimination tournaments. Up to the minute results can be input to Bracketology via a smartphone and then results are immediately available to all workers of the tournament via their smartphone.

(See worksheet below and in following handout addendum)














Your supervisor has provided you with a checklist of the necessary steps to organize the tournament. In addition to these steps, your assignment for this class is to select the technology software/APP(s) or tool(s) you should use to execute each step of the process and explain why you think your technology choice is appropriate to execute this step. Your technology software/APP(s) or tool(s) selection should come from the list in the above write-up.

When to start this task	The task to organize the tournament	Will you be handling sensitive or private data during this step?	Software/APP(s) or tool(s) to execute this step	Give reasons for your selection of this technology tool(s)
3 months prior to tournament	<p>SCHEDULE VENUE: Make sure you have reserved all 12 indoor pickleball courts at your parks facility in Pretend City, AZ, the three days of the tournament.</p>			
3 months prior to tournament	<p>FOOD: Locate and contract with a food truck to be at the venue for the three days of the tournament.</p>			
3 months prior to tournament	<p>AWARDS: Locate and contract with a trophy store to provide 1st, 2nd and 3rd place medals for the tournament. (Hint: Example might be CrownAwards.com)</p>			
2 months prior to tournament	<p>ADVERTISE: Create colorful flyer with all tournament information and an attached registration form to get the word of the tournament to potential participants. This flyer and registration form will be posted by hard copy all over town. It is also capable of being sent as an e-mail attachment. Require submission of all registrations by a date about one week before the tournament. Minimal data for the registration are name, address, cell phone, e-mail address, age, cost of the tournament = \$25/participant.</p>			

<p>2 months prior to tournament</p>	<p>ADVERTISE: Create a high graphic posting of tournament information and an online interactive registration form to post on the internet. Require submission of all online registrations by a date about one week before the tournament. Minimal data for the online registration are name, address, cell phone, e-mail address, age</p>			
<p>2 months prior to tournament</p>	<p>VOLUNTEERS: Solicit volunteers for all three days of the tourney to help facilitate the competition at courtside for each match.</p>			
<p>1 week prior to tournament</p>	<p>REGISTRATION DEADLINE: Communicate online and through feedback to registrants; registrations are now cut-off</p>			
<p>1 week prior to tournament</p>	<p>SET UP MATCHES: Electronically setup matches for each day of the tournament. Day 1 = Women's Doubles, Day 2 = Men's Doubles, Day 3 = Mixed Doubles.</p>			
<p>1 week prior to tournament</p>	<p>COMMUNICATE MATCH TIMES: Communicate match times and associated arrival times to all participants and volunteers</p>			
<p>1 day before tournament</p>	<p>BRACKET CHARTS: Create bracket charts and tape them on a wall where they can be seen by participants during the tournament. SIMPLE DIRECTIONAL SIGNS: Create signs and post them to direct participants to the courts, bathrooms, etc.</p>			
<p>THE DAY of the tournament</p>	<p>REGISTRATION/CHECK-IN: Have a registration table set up where all participants check in. Volunteers will be at this to check people in, input last minute registrations online and post payments online.</p>			
<p>LET THE GAMES BEGIN!</p>				

Media Resources

(Note: these resources are also presented in the student guide accompanying the text)

- 
Ted Talk about the role of social media in our lives:
https://www.ted.com/talks/sherry_turkle_alone_together?language=en
- 
Reasons for and against e-mail versus social networking:
<http://tweakyourbiz.com/marketing/2013/04/10/replace-e-mail-with-social-networking-16-reasons-for-and-against/>
- 
Facebook VS Twitter:
http://www.diffen.com/difference/Facebook_vs_Twitter
- 
Social media personal persona vs professional persona:
<http://heidicohen.com/social-media-professional-vs-personal/>
- 
Ted Talk on the role of technology in shattering athletic performance records:
https://www.ted.com/talks/david_epstein_are_athletes_really_getting_faster_better_stronger?language=en
- 
Disney's Human and Computer Interaction:
<https://www.disneyresearch.com/research-areas/human-computer-interaction>
- 
Streaming Media – “Digital Concert Hall”:
<https://www.digitalconcerthall.com/en/home>
- 
Personal Healthcare and Robotics:
<https://www.tractica.com/automation-robotics/new-jobs-for-robots-in-personal-healthcare/>
- 
Are you addicted to your smartphone?
<https://www.yahoo.com/tech/are-you-addicted-to-your-smartphone-read-these-12-110817737379.html>
- 
Six technology mega-trends shaping the future:
<https://www.weforum.org/agenda/2015/09/6-technology-mega-trends-shaping-the-future-of-society/>
- 
Brief But Spectacular PBS Series: Teens on Social Media:
<http://www.pbs.org/newshour/brief/archives?page=5>

Examination Questions

Essay

1. From our discussion of the evolution of technology, select what you consider to be the most significant recreation/leisure related technology or innovation of the Electro Mechanical Age or Electronic Age and discuss why you consider it to be of such importance.
2. Discuss how social media can isolate people from the real world, or augment our personal relationships.
3. Discuss the pros and cons of the use of drones in leisure activities.
4. Name at least two examples of the use of GPS in leisure activities.

Multiple Choice:

1. The microprocessor and personal computers were invented during:

- a. the Electro Mechanical Age
 - b. the Electronic Technology Age
 - c. the 3rd Wave Information Age
 - d. b and c only ***
 - e. none of the above
2. Which of the following is considered to NOT be a benefit of cyberhoods:
- a. they encourage the development of relationships without regard to race, religion, gender or geography
 - b. they can lead to identity deception as people create multiple online electronic personae ***
 - c. they allow us to make connections based on leisure interests and lifestyles
 - d. b and c only
 - e. none of the above
3. When is e-mail a better communication choice over social media:
- a. when you are concerned about professionalism
 - b. when you want quick personal recommendations
 - c. when you are concerned about security
 - d. a and c only ***
 - e. none of the above
4. When is social media a better communication choice over e-mail for communication:
- a. when you are concerned about security
 - b. when you are "crowdsourcing" for quick answers ***
 - c. when you need to send an attached document
 - d. b and c only
 - e. none of the above
5. Which of the follow attributes are features of the social networking service Twitter:
- a. tweeting and retweeting
 - b. following people and trending topics
 - c. instant messaging
 - d. a and b only ***
 - e. all of the above
6. Which of the follow attributes are features of the social networking service Facebook:
- a. friends, fans, wall
 - b. news feed
 - c. games
 - d. instant messaging
 - e. all of the above ***

Matching of Terms:

Question #	Answer	Term	Option	Definition
1.		Technology	A.	video or audio content sent in compressed form over the Internet
2.		First Wave	B.	person who consumes and produces media
3.		Cyberhood	C.	navigation system that allows land, sea, and airborne users to determine their exact location, velocity
4.		Virtual reality	D.	early vacuum tube based computer in the Digital Age (circa 1946)
5.		Global Positioning System	E.	time from 1940 to now is marked as our current phase of technology
6.		Athleisure	F.	forms of electronic communication (such as Websites) through which people create online communities to share information
7.		Streaming Media	G.	artificial world of images and other experiences created by a computer—affected by the actions of a person
8.		Prosumer	H.	The time between 1840 and 1940 marks the beginnings of telecommunication
9.		Digital Age	I.	Innovations that apply scientific knowledge for practical purposes
10.		Eniac	J.	virtual neighborhoods formed on the internet
11.		Information Technology	K.	The study or use of systems (especially computers and telecommunications) for storing, retrieving, and sending information
12.		Electromechanical Age	L.	Information Age – this age arose as a result of advances in computer technology and the advent of the Internet
13.		Social Media	M.	fashion trend in which clothing designed for workouts and other athletic activities is worn in other settings
14.		Third Wave	N.	Agricultural Age – the agriculture revolution, tools and knowledge created and applied to food production

Key For Grading Matching Questions:

- | | |
|------|-------|
| 1. I | 8. B |
| 2. N | 9. E |
| 3. J | 10. D |
| 4. G | 11. K |
| 5. C | 12. H |
| 6. M | 13. F |
| 7. A | 14. L |

PowerPoint Slides

[presented in a separate file; slides match the above lesson plan, summarize the entire chapter, plus provide other images to incorporate.]

Additional Handouts

Evolution of Technological Innovation – Pastimes, 6th Edition

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Years	Tofler's Wave/ Age	Technology	Technology Age	Business	Educa- tion	Society/ Culture/ Health	Art and Architecture	Generation
3000 BC to 1450 AD		Petroglyphs Phoenician Alphabet	** Premechanical Age					
1450-1840		Pascaline Mechanical Computer Difference Engine	** Mechanical Age 1450-1840					
1840-1940		Telegraph Morse Code Telephone	** Electro Mechanical Age 1840-1940					
1900-1910	1 st wave Agriculture Age	Radio Signal sent across the Atlantic Model T	** Electro Mechanical Age 1840-1940	Ford GM	Pavlov	Teddy Bear Stainless Steel		Greatest Gener- ation 1910-1927
1910-1920	1 st wave Agriculture Age	Mechanical Pencil Arc Welder	** Electro Mechanical Age 1840-1940	LL Bean Boeing	Watson Skinner	Titanic Sank Nat'l Womens Party Formed WWI	Art Nouveau Period	Greatest Gener- ation 1910-1927 Silent Generation 1928-1945
1920-1930	2 nd Wave Industrial Age	Black and White Television Robot Traffic Signal	** Electro Mechanical Age 1840-1940	Disney NBC	Pressey Tolman	Great Depres- sion Miss America Insulin invented Lie Detectors Electric Refriger- ators	Art Deco Chrysler Build- ing	Greatest Gener- ation 1910-1927 Silent Generation 1928-1945
1930-1940	2 nd Wave Industrial Age	Electron Micro- scope Color Television Jet Engine	** Electro Mechanical Age 1840-1940	Tupperware Hewlett Packard	Bagely Tyler	WWII Dick and Jane Monopoly Solarpowered house Teflon	Public Works of Art Nat'l Art Gal- lery	Silent Generation 1928-1945

1940-1950	2 nd Wave Industrial Age	ENIAC Computer Velcro Transistor Computers (Military) COBOL Fortran Atomic Bomb	** Electronic Age 1940-Now	Military Production		WWII Baby Boom TV Dinners	Abstract Expressionism Rockefeller Center	Silent Generation 1928-1945 Baby Boomers Generation 1946-1964
1950-1960	2 nd Wave Industrial Age	Barcode Integrated Circuit Overhead Projectors Networking	** Electronic Age 1940-Now		Skinner Bloom	Korean War Rosa Parks 17 Million TVs	Suburb for Soldiers United Nations	Baby Boomers Generation 1946-1964
1960-1970	2 nd Wave Industrial Age 3 rd Wave Information Age	ERIC National Information System Compact Discs LCD Projectors	** Electronic Age 1940-Now	Walmart Sesame Street	Keller Plan Bruner	Vietnam War JFK Assassination, <i>To Kill a Mockingbird</i> Phonics SABRE Airline Ticket System Moon Walk	Gateway Arch Andy Warhol	Baby Boomers Generation 1946-1964 Generation X or Baby Busters 1965-1980
1970-1980	3 rd Wave Information Age	Microprocessor Basic Language Calculators Apple II Grade Book Software Computer Mouse WWW	** Electronic Age 1940-Now	Starbucks Microsoft	Education of all Hand-capped Children	Rubic Cube Cyclonic Vacuum Cleaner	Alice Aycock	Generation X or Baby Busters 1965-1980
1980-1990	3 rd Wave Information Age	IBM PC DOS Windows Dell Computer MAC SE Internet (Military) Nintendo Sony Walkman Linux	** Electronic Age 1940-Now	CNN Costco	Gardner	Columbia University accepts women Columbia Spacecraft launched Cataract Laser Surgery	Museum of Modern Art	Generation Y or Millennials or Echo Boomers 1981-1994

1990-2000	3 rd Wave Information Age	SmartBoards Internet (Public) HDTV WiFi 1G, 2G and 2.5 G Networks Internet Browsers GUI	** Electronic Age 1940-Now	GE Amazon goes online		Columbine Internet takes off Iris Scanning System HDTV Dotcom Bubble	Interactive Computer Assisted Performance CAD / CAM	Generation Y or Millennials or Echo Boomers 1981-1994 Generation Z or Net or New Silent 1995-2010
2000-2010	4th Wave Communication Age	3G Networks Streaming Discovery Education to Classroom iPod,iPad iPhone YouTube	** Electronic Age 1940-Now	Amazon first profit Kmart Comcast Verizon	LODAS Marrien- boer Streaming Discovery Education to Classroom	Michael Jackson Wikipedia Roomba Vacuum Cleaning Robot	Digital Art	Generation Z or Net or New Silent 1995-Present
2010- Present	4th Wave Communication and Digital Age	Fiber Optics 4G Networks 3D Television Supercomputers FitBit, iWatch Nanotechnology Social Media APPS	** Electronic Age 1940-Now	Uber		Intelligent Appliances Self-Regulating Buildings		

** <http://openbookproject.net/courses/intro2ict/history/history.html> TECHNOLOGY AGES

When to Use E-mail Versus Social Media – *Pastimes*, 6th Edition

When To Use E-MAIL

When you are concerned about privacy and professionalism

E-mail is a closed system, whether addressing one person, or a list/group. It is rare that an e-mail gets lost in cyberspace, and is an old and tested method of communication. If you have experienced e-mail (and not just social media communication), you will understand the “personal touch” of e-mail. It requires more effort and is still strongly connected with the essence of professionalism.

When you want to do multiple tasks simultaneously, e-mail management allows you to do more in one space—calendar, tasks, and contacts

Fairly self-explanatory.

When To Use SOCIAL MEDIA

When you need QUICK answers to questions—“Crowdsourcing”

You can ask a question via “share” or an “RT” and within seconds/minutes you have answers and opinions to choose from, just know that you need to treat these answers with the validity of a “subjective” response.

When you want personal recommendations

People trust people. Getting a personal recommendation via Social Media is usually more believable than a self-promotional or overzealous paragraph on exists on a business’s own website. Again, just know that this recommendation via Social Media has the validity of a “subjective” response.

When you want security—Choose encrypted sensitive e-mail over a dodgy DM any day

A DM (direct message) or PM (private message) on a social network platform may seem private, but it is not 100%. Neither is an e-mail; but encryption, firewalls, and security can protect e-mail communication better than a message posted through a browser. Have you ever sent a written Twitter DM in the past to discover it was sent in error as a reply? Even though you may delete the update, it still can remain in people's feeds.

Need a valid e-mail address to sign up for online content consumption

Social networking sites require a valid e-mail address to sign up, or log in. Many SN logins are being inter-connected but ultimately, you began with an e-mail address, to verify yourself. E-mail only requires a password (if activated) and already exists. Suggestion: Don't use your personal e-mail address to sign up for an SN site. Create a separate e-mail address to use for SN sites so you can manage alerts, spam, notifications etc.

When you need your message to work over many platforms—E-mail works across many platforms and applications

With the increase of social networking, we can multifunction and multitask, connect different SN sites together, and feed from one to the other, and ultimately get distracted! E-mail is also available across multiple platforms, without the distractions (aside from RSS feeds and spam).

Ownership

When an e-mail is sent, the content is generally the responsibility of the content creator. Social networking can blur this to a large extent, and we often struggle to figure out who created certain content, and where it originated from. The thread is not as clear as an e-mail communication.

When you want quick suggestions

Asking a question can also provide a list of suggestions to check out. Again just know that any suggestion you receive is a subjective opinion. Facts can be deciphered and suggestions considered. As an example, if you ask twitter to suggest a restaurant with good food and valet parking, the valet parking can be a factual tip, whereas the quality of food is a subjective opinion based upon an observation or experience by someone in your online community.

When you need instant interaction

The demand for immediacy, interactivity, and social trust is exploding along with the demand for smartphones and tablets. We want to be "in touch" constantly, not merely absorbing information (content consumption) but producing, interacting, and sharing (content creating).

Match short attention spans

It seems that people's attention spans are decreasing. So it makes sense to shoot off a DM on Twitter, keeping the communication short, sweet, and by suggestion, demanding immediate reaction.

If you have "FOMO"

The fear of missing out! Social networking ensures we are informed. Constantly. 24 hours a day. It can also provide entertainment, education, and addiction. By being more readily connected on SN sites, we don't have to wait for a response to an e-mail. The control balance shifts.

When social becomes unsocial—Social networking can reverse the benefits of being social. You can lose aspects of your own privacy. Posts can become the source of regret when you post something so quickly without taking time for reflection.

(adapted from <http://tweakyourbiz.com/marketing/2013/04/10/replace-e-mail-with-social-networking-16-reasons-for-and-against/>)

Facebook VS Twitter – *Pastimes*, 6th Edition

Facebook	Twitter
Introduction (from Wikipedia) Facebook is a corporation and online social networking service headquartered in Menlo Park, California, in the United States.	Introduction (from Wikipedia) Twitter is an online social networking service and microblogging service that enables its users to send and read text-based messages of up to 140 characters, known as “tweets.”
Website www.facebook.com	Website https://www.twitter.com
Features Facebook features include Friends, Fans, Wall, News Feed, Fan Pages, Groups, Apps, Live Chat, Likes, Photos, Videos, Text, Polls, Links, Status, Pokes, Gifts, Games, Messaging, Classified section, upload and download options for photos	Features Tweet, Retweet, Direct Messaging, Follow People and Trending Topics, Links, Photos, Videos
Private messages Yes	Private messages Yes
Upload photographs Yes	Upload photographs Yes
Instant messaging Yes	Instant messaging No
Users express approval of content by Like, Share	Users express approval of content by “Retweet” or “Favorite”
Reblog posts Yes, you can share content you see on your timeline	Reblog posts Yes
Follow trending topics No	Follow trending topics Yes
Follow people No	Follow people Yes
Privacy settings Yes	Privacy settings Either public or private
Post length Unlimited	Post length 140 characters
Edit posts Yes	Edit posts No
Add friends Yes	Add friends No
Users express opinions about content by Comment	Users express opinions about content by “Reply”

(adapted from http://www.diffen.com/difference/Facebook_vs_Twitter)



CHAPTER 8

Popular Culture

In learning, personal response is as important as mental dexterity.

You Are Invited

So many of you have been teaching with this text for many years, and have developed excellent classroom activities, homework assignments, PowerPoints, and other teaching and learning tools to accompany the text. If you would like to share them with other instructors, you are invited to send your ideas to me (russellr@indiana.edu), and I will include them in subsequent editions of this teaching manual, giving you, your students, your course, and/or your university citation credit.


Teaching Objectives

Students already know a lot about popular culture. If they are traditional college-aged students, they are in the generation that currently drives much of it. Therefore, the teaching objectives for this chapter are:

- To enable students to add academic terminology, theoretical structure, and trained critique about that which they live with daily.
- To learn from students what in popular culture is most relevant to them.
- To help, keep a class notebook for yourself. After each class record where you stopped, what questions were on the floor at the time and who posed them, what you hope to guide the class toward in the next meeting, plus important contributions to the class and who made them. Note student-generated examples linking course materials to the contexts of their lives, especially those with which you yourself are unfamiliar (such as music they listen to, television shows they watch, etc.) This diary-keeping takes about 5 minutes if done right after class, but helps you maintain continuity and relevancy.


Ideas for Getting Students to Read the Chapter

Getting students to take their reading assignment seriously is a constant endeavor. Despite the correlation between reading and course success, many students remain committed to trying to get by with as little reading as possible. Yet, it's not a new problem. Based on ideas from *The Teaching Professor* (2010), here's one idea you might try:

 **Graded comments.** How do we get students to be insightful about their reading? One idea is to have them bring a 3 x 5 card to class on which they have written their name and a comment or conclusion about the chapter reading to be discussed that day. (This can also be done electronically through your campus' electronic "chat" room or other student-response systems.) At the beginning of class (which is important timing if the purpose is to get students to read before the session) I collected the cards. Before returning them at the next class session I have responded to their comments in writing on the cards. On occasion I grade them. The comments can restate something in the text (receives fewer points) or offer an original thought with supporting reasoning and example (given the highest points). The cards, even if not graded, can be used to take attendance, or become part of the source for "class participation" points. But the best value from this strategy is that it motivates more reading, helps me know what students are learning from the chapter, and enhances one-to-one communication between student and teacher.

A Critical Thinking Moment

Critical thinking is a crucial skill for living life. Teaching through a critical thinking perspective means students can be open and fair minded, apply factual criteria for decisions, make arguments with supporting evidence, and express an informed point of view. Throughout this instructional guide are many ideas for how to base the learning of this chapter on these skills. In this "moment" we highlight this specific idea, which also extends to content not covered in the chapter.

 **In the News.** Even though the chapter attempts to demonstrate the meaningful and interesting reflection of our society through popular culture, is there a more direct relationship? Could popular culture actually solve human problems, for example? Recently some very intriguing news has emerged on Disney cartoons as treatment for children with autism. For example, in 2014 an article was published in *The New York Times* (http://www.nytimes.com/2014/03/09/magazine/reaching-my-autistic-son-through-disney.html?_r=0), written by the father of a boy who used *The Beauty and the Beast*, *Aladdin*, and *The Little Mermaid* to climb out of his noncommunicative situation. For class discussion, incorporation into a lecture, and/or using as a homework assignment, acquire a copy of this news article and ask students to discuss, react, and/or contribute their own stories of how popular culture solved a personal, family, or community problem. A video of a *60 Minutes* interview about this example can be found here: <http://www.cbsnews.com/news/breaking-through-autism-with-disney-movies/>.

(Note: This material is also contained in the Student Learning Resources Guide.)

Sample Lesson Plan (focused on the popular culture example of television)

(based on a 60-minute class session)

(Note: Other resources from the chapter that can be incorporated into this lesson plan include: Table 8.1, Table 8.2, Box 8.4, Box 8.5, and Box 8.7)

I. Introduction (5 minutes)

- The title of this class lesson is "Turn Off the TV." TV Turnoff Week was an actual international campaign held annually for many years, and has now been expanded to Screen-Free Week. See the website for this year's dates and activity ideas: <http://www.screenfree.org/>. We'll adapt this campaign for the day's lesson plan. (PowerPoint slide #13)
- Say to students: "So, this week we will turn off the television. The purpose of this challenge is to encourage ourselves to organize a week that encourages turning off screens so as to 'turn on life.' Instead of relying on television programming for entertainment, we'll read, daydream, explore, enjoy nature, and spend time with family and friends. Over 100 million people have taken part in the turnoff, with millions participating each year.

II. *Just-the-facts mini-lecture (25 minutes)*

- Why should we bother to turn off the TV?
- Review the statistics about TV viewing (and update them if you are using the text more than 2 years after it was published in 2017). (PowerPoint slides #11 and #12)
- For example, from the website, <http://www.statisticbrain.com/television-watching-statistics/>

Total Use of Television	Data
Average time spent watching television (U.S.)	5:11 hours
White	5:02
Black	7:12
Hispanic	4:35
Asian	3:14
Years the average person will have spent watching TV	9 years
Family Television Statistics	
Percentage of households that possess at least one television	99 %
Number of TV sets in the average U.S. household	2.24
Percentage of U.S. homes with three or more TV sets	65 %
Percentage of Americans who regularly watch television while eating dinner	67 %
Percentage of Americans who pay for cable TV	56 %
Number of videos rented daily in the U.S.	6 million
Percentage of Americans who say they watch too much TV	49 %
Child Television Statistics	
Number of minutes per week that the average child watches television	1,480
Percent of 4-6 year-olds who, when asked to choose between watching TV and spending time with their fathers, preferred television	54 %
Hours per year the average American youth spends in school	900 hours
Hours per year the average American youth watches television	1,200
Number of violent acts seen on TV by age 18	150,000
Number of 30 second TV commercials seen in a year by an average child	16,000

(Note: This material is also presented in the Student Learning Resource Guide.)

- Although largely inconclusive, research has indicated so much television watching has an effect on children in profound ways. Following is a summary of some of it. Also, check out <http://www.med.umich.edu/yourchild/topics/tv.htm> for more information.
 - Sensory development** – TV is accused of creating an impoverished sensory environment (one study found that 96 hours of laboratory induced sensory deprivation produced the same effects on a person as only a few minutes of TV viewing). For example, when viewing TV, the eyes are practically motionless in order to take in the whole screen, yet constant movement is required for healthy eye development. Further, when the TV is constantly on, the sense of hearing may be dulled by the persistent background noise. (PowerPoint slide #14)
 - Physical health** – Because of activities it displaces, TV viewing certainly impacts motor coordination, balance, and a general level of fitness. Yet there are other, perhaps less obvious effects including the impact of artificial light (from all screens), sleep deprivation (one study has reported that children as young as eight were still watching TV at 11:30 pm on school nights), and elevated cholesterol levels and obesity related to between-meal snacking and consumption of advertised foods. (PowerPoint slide #15)
 - Cognitive and intellectual development** – Numerous child development and educational experts express great concern with television’s numbing effect on children’s brains. For example, some studies have

indicated that when viewed for more than 20 hours per week, TV can seriously inhibit the development of verbal-logical, left brain functions. The patterning that the brain needs for language development is hindered by viewing during the language sensitive period of infancy, and it may be more difficult to acquire speech later on. Studies also document that general word knowledge and vocabulary are not affected either positively or negatively by TV, but that creative verbal fluency is lower for children who watch TV more because it does not offer time for interactive play and conversation. Further, there are more videotape stores than book stores in the U.S. today. A great many studies have documented declining literacy rates over the last thirty years. TV viewing is an easier and preferred activity compared to the challenge of book reading, especially for children who have not yet developed fluent reading skills. (PowerPoint slide #16)

- d. **Creativity and imagination** - Boredom is the empty space necessary for creativity. With TV filling a child's leisure moments, the necessary void is never experienced. Additionally, the child's play is often restricted to forms prescribed by adult programmers whose primary objective is to sell toys. With pre-determined themes and ready-made playthings, little is left to the imagination. Studies which have investigated how TV viewing affects performance in creative problem solving suggest that excessive viewing may lead to decreased attention, persistence, and tolerance. The displacement of problem solving opportunities also results in a more limited repertoire of creative solutions. (PowerPoint slide #17)
- e. **Social development** - Television is not a substitute for meeting and interacting with real people in real situations. Further, over 30 years, findings have consistently demonstrated that violence on TV correlates with subsequent aggressive behavior. Recent evidence from an extensive longitudinal study carried out in four different countries suggests there is a sensitive period that begins before age eight when children are especially susceptible to the effects of violence shown on TV. Heavy TV viewers develop a distorted sense of reality. Most notable may be an exaggerated perception of the prevalence of violence in society, which comes from an over-representation of violent acts in programs. (The frequency of violence in children's programs is six times greater than that of adults'). Further, pervasive sex-role and racial stereotyping may perpetuate a distorted view. A recent census of characters and their occupations depicted in prime time and children's programs revealed that three times as many men as women appeared on TV, and the most common jobs portrayed were in traditionally male areas. (PowerPoint slide #18)

(Source: http://home.datacomm.ch/rezamusic/tv_research.html; retrieved 9/11/14)

III. *Group discussion (15 minutes)*

- Divide students into discussion groups of three to five students in each group. Assign the groups two tasks:
 - a. In round-robin fashion ask students to express to each other their reactions to the research summary just presented in the lecture. Do they believe the studies? Why? Why not? How was their experience different with TV watching when they were kids than for kids today? Also, what is their personal commitment to watching TV now?
 - b. Then, ask them to brainstorm as many activities they'd enjoy instead of watching TV. They might want to use the worksheet below.


Free Activities	Nearly Free Activities	Be a Tourist in Your Own Town Activities
1. Take a bike ride	1. Invite friends over for dinner	1. Visit a Birds Unlimited store in town and learn something you didn't know about birds
2. Go frog catching	2. Plant some flowers	
3.	3.	2.
4.	4.	3.
5.	5.	4.
6.	6.	5.
7.	7.	6.
8.	8.	7.
9.	9.	8.
10.	10.	9.
		10.


(Note: This worksheet is also available in the Student Learning Resource Guide.)

III. Explain homework assignment (15 minutes)


- Assign students to go for one week without watching any television, on any device. Discuss whether they think this will be a difficult task for them. Why? Why not?
- To keep track of their experience also assign them to fill out the “Creative Contract” (listed below under “homework assignments,” from the classroom of Dr. Barb Brock, Eastern Washington University), and submit it at the end of the week.

Classroom Activities

 **Collage of thinking.** Since students are already very familiar with the leisure expressions in this chapter, I have often started the first class session on the subject by creating a collage of their knowledge. I ask them what they know about popular culture. I help by first defining the label, and giving some examples, such as from the chapter itself. From their answers I create a collage on a blank transparency by writing their words or phrases down, prompting them for suggestions on placement of their thinking that makes up the collage picture. At the end of the class series on the chapter I ask students to revisit their original thoughts on the collage to see if they still feel the same, asking them specifically what they've learned.

 **Class conversation with more than two positions.** One way of considering the profile on slasher films (Box 8.3) is to set up a discussion on the pros and cons of this film genre. For example, these questions can be discussed in small groups or as a whole class:

- Have you seen any slasher films? What was your reaction to them when you saw them? If you haven't seen them why not?
- What do you think these films portray about the culture from which they come? Do you agree with the analyses in the profile in the chapter? Why or why not?
- In your opinion, has cinema improved or deteriorated overall in recent years? How?



Box 8.3
In Profile

Slasher Films

In 2016, remakes of popular slasher films were released. Based on the originals [*The Texas Chainsaw Massacre* (1974), *Halloween* (1978), *Friday the 13th* (1980), and *I Know What You Did Last Summer* (1997)] fans were very much looking forward to being scared out of their wits. A sub-genre of the horror film, these slasher films typically involve a psychopathic killer who stalks and vividly murders a series of teen victims who are usually in an isolated setting doing something they shouldn't. Slasher films typically open with the murder of a young


woman and end with a lone woman survivor who manages to subdue the killer—but not permanently.


What do these films tell us about the nature of the culture that loves them? One interpretation is that these films are an assault on all that society is supposed to cherish: youth, home, and school. The individual, the family, and the institution are dismembered in gruesome ways. For example, *The Texas Chainsaw Massacre* has been analyzed as a critique of capitalism, since it shows the horror of people quite literally living off other people. Another analysis suggests that in slasher films the attractive young women who are threatened by the maniac embody sexual pleasure, which must be annihilated. Film analysts also suggest the audiences' expectation of nonclosure by the end of the film reflects the impermanent nature of the culture (Modleski, 1986).

Social fears can perhaps be traced across the entire history of horror films. For example, in the 1950s, mutant monsters rose from our fear of the nuclear bogeyman, and Zombies in the 60s with Vietnam and Zombies again in the 2000s as a reflection of viral pandemic fears (Griffiths, 2015).

You could also discuss the pros and cons of censorship, self-regulation, and governmental intervention in popular culture.


As an alternative on considering only the two opposite opinions on a topic, such as slasher films, you could also create a middle ground. In this way the more dualistic mode in which some students are most comfortable is broken up in favor of a more realistic and socially productive approach to a complex issue.


 **Exam question discussion.** Put a multiple-choice question from an old exam on the board. Divide the class into groups of four or five students each and have them discuss both the adequacy and deficiency of each possible answer to the question. If the class is small have one student from each group report to the whole class on their understanding about the topic being questioned. If the class is large have two groups join forces (now a group of 8 to 10) and a reporter from each group reports to the other group from their combined, round two, discussion.

 **Decade postage stamps.** Purchase a full set (10 sheets) of the “Celebrate the Century” first-class postage stamps (or make handouts from the images available from the web as it is getting increasingly difficult to find these at the post office). There is a sheet for each decade, beginning with the 1900s. For example,




Divide the class up into the number of groups that match the decades you have, and assign each group one of the decades. That is, each group represents a particular decade. (If you have a large class several groups can have the same decade.) Have them identify the stamps that refer to leisure as icons of that decade. This won't take long. Also, ask them to develop from the collective memories and stories of group members, a personal anecdote about one of the leisure icons in their assigned decade. Afterwards ask a spokesperson from each group to share with the rest of the class the leisure icons in their group's decade, along with one of the personal memories or stories. Dr. Trish Ardivino of the University of Wisconsin–La Crosse also asks students to draw their own stamp that represents the current decade, or holds back the stamps from the decade of the 90s, and asks students to guess what icons appeared in that decade's stamp series, revealing what the post office actually used afterwards. For a complete overview of the stamps see: http://en.wikipedia.org/wiki/Celebrate_the_Century. (For an extension of this activity, see “homework assignments” below.)


 **Television cartoons.** Children's cartoons are a useful example of the popular culture of children (many college students remain avid fans too). For an in-class activity use a prerecorded cartoon. (Or as a homework assignment have students view children's cartoons on their own. You may need to set such parameters as what TV channels, what “counts” as a children's cartoon, etc.) Ask them to pose as anthropologists trying to learn something about the culture by observing this aspect of its popular culture. This is a good opportunity to also teach some observation research techniques. For example, they could develop and use an observation recording worksheet. The entire activity could be carried out in class, turned into a homework assignment, or a combination of both.

 **Magazine ads.** The above activity with children's cartoons could also be done with advertisements in popular magazines. Particularly fun is to specialize the activity by focusing on a specific population group, such as women, parents, African Americans, teens, older adults, etc. Ask students to study the content of the advertising, and every time leisure is presented in conjunction with the content of the ad, make a notation as to the circumstances. For example, what is the social setting? Is the person featured alone, with work colleagues, with children, with mate, with male friends, with female friends, etc. What is the physical location? What are the patterns for how leisure is featured as a sales pitch?

Homework Assignments

 **Decade postage stamps.** To continue from the classroom activity above, assign the groups to research one of the leisure icons from their stamp decade. Ask them to use library, web, and personal interview resources to fill out their research. Give them a set of standard questions as a guide in their inquiries, such as: a) what are the basic facts about the pastime, b) why is it reflective of that decade's essence, and c) what has been the pastime's

legacy for today? Reports from the inquiry can be in the form of a standard group paper, a PowerPoint presentation, a class-performed skit, a poster, a lesson plan, etc.

 **Creative contract.** Referred to in the above lesson plan, this homework assignment is linked to the challenge of not watching television for a week. It is adapted from one developed by Dr. Barb Brock of Eastern Washington University. Students are asked to use the accompanying worksheet below to record their experience of not watching television (or any screens if you'd like) for one week.

Take the TV-Free Challenge: Give it up for 7 days!

Your name _____

Dates you took the challenge _____

My TV habits are currently _____ hours/day

Other "screens" take up _____ hours/day


(For ideas of what to do with your newly found free time, check out commercialfreechildhood.org, and other websites for some great ideas.)


Day	Your feelings and experience	What you did with the newly found time
1.		
2.		
3.		
4.		
5.		
6.		
7.		


Overall, were you successfully with this challenge? _____

Would you do it again? _____

Why or why not? _____


 **Watch some TV!** In contrast to the above assignment, actually invite students to watch some TV. Assign them to watch examples of a particular television genre or show and write brief essays on what they observed about our culture from these shows. For example, they could watch several reality TV shows, daytime or evening soap operas, or episodes of *The Simpsons* (See Box 8.7 in the chapter). You might provide for them a list of particular issues to watch for, such as how gender, age, and other demographic characteristics are dealt with; what is valued most; the role of commercialism, etc. (See the children's cartoons activity above for ways to modify this assignment.)

 **Disney culture revisited.** From the chapter the critiques of the Disney theme parks by Rojek and Bryman can become the focus of a paper assignment. Have students read the original article/book (see chapter reference list). Then ask them to write an essay in which they agree or disagree with the criticism presented, and discuss the broader issue of how leisure operates to control people rather than enabling them to exercise free choice and self-determination. Other popular culture topics not presented in the chapter could also become paper assignments. For example, corn mazes in the autumn have recently seen an amazing rise in popularity as agriculture is turned into entertainment. What does this suggest about the culture?


 **Reality Television's Reality?** A new case study can be created about the reality television show *Big Brother*. A recent article in *The New York Times* (http://www.nytimes.com/2013/07/17/arts/television/big-brother-becomes-a-lab-experiment-in-overt-racism.html?_r=0) suggests that the show has become a lab experiment in


overt racism. Adopting Propp's outline of a classic fairy tale narrative (see http://en.wikipedia.org/wiki/Vladimir_Propp#Narrative_structure), the show's storyline is similarly rooted. Assign the article for students as homework, and then either call for a class discussion afterward, or assign short papers. You might develop an analysis worksheet to help students more critically think about the show (i.e. <http://www.surfturk.com/mythology/fairytaleelements.html>). To aid a class discussion, show an excerpt from an episode: http://www.cbs.com/shows/big_brother/video/. (Note: This material is also available in the Student Learning Resources Guide.)

Media Resources

 **Toys.** Toys can be an excellent way of demonstrating some of the principles of popular culture. That is, they serve as examples of popular culture's reflection in cultural character. Acquire some contemporarily popular toys, or pages of toy catalogues from retail stores, newspaper advertisements, or the web. In class divide students into groups of four to five and give each group about ten pages, or one toy. Working together they are asked to develop a statement of the cultural character these toys reflect. To illustrate the task, I lead an initial discussion of the differences in the cultures that brought us the dolls: Tiny Tears, Barbie, She-ra, and others (I hold up the actual dolls as props.) This activity can also be turned into a homework assignment by asking students to study the toys in a toy store.

 **Coney Island Timeline.** A nice website sponsored by PBS offers a timeline, photos, and teacher's guide (<http://www.pbs.org/wgbh/amex/coney/timeline/index.html>).

 **Instructional videos, popular films, and YouTube.** Select clips (such as 5 to 20 minutes) to show in class to demonstrate chapter themes. For example, *Barbie Nation: An Unauthorized Tour*, (1998), or *Coney Island: The American Experience* (1993) are excellent documentaries. Also, the film *Eternal Sunshine of the Spotless Mind*, (2004), is a good possibility, although you may have to show more than 20 minutes, and/or provide a more thorough briefing of its approach, to illustrate the power of mediated entertainment in our lives. Are we truly living as though we are a video – complete with erasing experiences and starting over again? Or, in *Scary Movie 3*, (2003), use the clip showing hip hop – a very positive and all-audiences version. Also, check YouTube for examples of urban legends (if you can stand it!), and ask students after a brief viewing whether urban legends are an example of popular culture. (Also see Slender Man below.)

 **Slenderman and Slender Man on line.** Combine information about this online horror game and YouTube reenactments of the game to pose questions in class about the role of horror and leisure. To begin collecting resources, see <http://www.youtube.com/watch?v=o6zHqWINRFE>, http://en.wikipedia.org/wiki/Slender:_The_Eight_Pages, http://www.nytimes.com/2014/06/08/us/milwaukee-suburb-tries-to-cope-with-slender-man-stabbing.html?_r=0. For example, described as an “urban legend” (or contemporary legend), the game can be defined as a form of modern folklore. As with all folklore, the designation suggests nothing about the story's veracity, but merely that it is in circulation and varies over time. However, it carries some significance that motivates the community that preserves and propagates it. Questions could be posed to students asking them to retell urban legends they've heard, and to contemplate the roll of such horror-based leisure in a society.

Examination Questions

Essay

1. What is popular culture and why is it also labeled “mass leisure” and “common culture?”
2. How does popular culture differ from high culture and folk culture?
3. Discuss at least one of the arguments for the importance of studying popular culture.
4. List and explain the characteristics of popular culture and give an example of each.
5. From the research of Kubey and Csikszentmihalyi reported in the chapter, summarize the nature of the television viewing experience for adults? How well do you feel their findings describe your own television viewing experience? Why?

6. Why do we watch television more than we want to? Discuss at least two explanations based on the chapter discussion.
7. Overall, and in your opinion, has American popular culture improved or deteriorated in recent years? How? Why?
8. What is the critique of the mediated entertainment provided by the Disney theme parks? Do you agree or disagree with it? Why?

Multiple Choice

1. Popular culture is
 - a. dependent on the tastes of the upper classes
 - b. the recreation interests of the minority of people
 - c. mass leisure ***
 - d. all of the above
 - e. none of the above
2. Popular culture can be characterized as
 - a. specific to age groups
 - b. trendy
 - c. commercial
 - d. all of the above ***
 - e. b and c only
3. High culture is
 - a. the pastimes of the lower socioeconomic classes of people
 - b. a synonym for popular culture
 - c. usually shared through direct, oral communication
 - d. all of the above
 - e. none of the above ***
4. Television as a universal example of popular culture
 - a. is a passive and low concentration activity
 - b. becomes less rewarding the longer it is viewed
 - c. has been likened to substance addiction
 - d. all of the above ***
 - e. a and c only
5. Television contributes to
 - a. the pleasure of scopophilia ***
 - b. feeling better after watching large amounts of it
 - c. folk culture
 - d. all of the above
 - e. none of the above

6. In modern industrialized societies popular culture is
 - a. becoming less dominant
 - b. taking on more of the qualities of high culture
 - c. mediated entertainment ***
 - d. b and c only
 - e. none of the above
7. In television watching the phenomenon of the orienting response is
 - a. scopophilia
 - b. the blockbuster film genre
 - c. an instinctive visual or auditory reaction to any novel stimulus ***
 - d. another label for media addiction
 - e. none of the above
8. In the book *Amusing Ourselves to Death*, Neil Postman argues
 - a. the Disney theme parks promote a controlled, built-in narrative
 - b. popular culture does not merely reflect our culture, but has become our culture ***
 - c. popular culture is declining in contemporary societies
 - d. all of the above
 - e. none of the above

True or False

1. Popular culture is characterized as inclusionary. (T)
2. Spectator sport is an example of popular culture only in the United States. (F)
3. American popular music is pluralistic. (T)
4. Television is the most frequently participated in form of mass leisure worldwide. (T)
5. Commercial entertainment is a relatively new phenomenon, originating in the U.S. in the 1960s. (F)
6. The orienting response is what keeps us reading newspapers. (F)
7. Research suggests that even though television viewing is freely chosen and provides relaxation and escape, it is the least enjoyable and invigorating of all pastimes. (T)
8. Theme parks demonstrate the mediated entertainment value of popular culture. (T)

PowerPoint Slides

[presented in a separate file; slides match the above lesson plan, plus summarize the entire chapter]



Taboo Recreation

"Expert" though we may be, ignorance is not something students have and teachers don't.

You Are Invited

So many of you have been teaching with this text for many years, and have developed excellent classroom activities, homework assignments, PowerPoints, and other teaching and learning tools to accompany the text. If you would like to share them with other instructors, you are invited to send your ideas to me (russellr@indiana.edu), and I will include them in subsequent editions of this teaching manual, giving you, your students, your course, and/or your university citation credit.

Teaching Objectives


The challenge of this chapter is helping students remain mature about the material. There seems a tendency to get carried away in telling personal experiences and personal opinions that go beyond what is actually known and verified about taboo forms of pastimes. For example, one semester I asked students to read a research article on college drinking games in preparation for a group discussion on the forms and goals of games. During their discussions, I found students became distracted in sharing their own favorite drinking games adventures. The teaching objectives for this chapter are:

- Although it is important to have students who are personally engaged in the topic of discussion, focus on getting them to take the topic academically seriously.
- Therefore, place more emphasis on the theoretical grounding of leisure and deviance, and the research explanations of anomie, differential association, and retreatist lifestyles.
- The topics of the chapter also lend themselves to discussing difficult leisure professional decisions within an academic context.

CHAPTER 9


Ideas for Getting Students to Read the Chapter

Getting students to take their reading assignment seriously is a constant endeavor. Despite the correlation between reading and course success, many students remain committed to trying to get by with as little reading as possible. Yet, it's not a new problem. Based on ideas from *The Teaching Professor* (2010), here's one idea you might try:

 **Dialog journal.** A dialogue journal is a merger of personal and public writing. As with most journals, students express in them their thoughts about a reading, discussion, lecture, homework assignment, or experience. Here is an idea for using the dialogue journal as a classroom activity (see below for a homework version) associated with their assigned reading. In this form of journal writing a conversation is part of its purpose. Have students organize their journal so that different ideas coexist side by side. First, they draw a vertical line down the page about halfway across. The journal's owner writes in the left-hand side of the page a question, complaint, wonderment, or discovery about the assigned reading. The responder (another student) writes an answer or reaction in the right-hand side of the page and then poses a follow-up or different question, complaint, wonderment, or discovery about the reading (in the right-hand side). She or he passes the journal back to its original owner who answers or reacts in the left-hand page space.

A Critical Thinking Moment

Critical thinking is a crucial skill for living life. Teaching through a critical thinking perspective means students can be open and fair minded, apply factual criteria for decisions, make arguments with supporting evidence, and express an informed point of view. Throughout this instructional guide are many ideas for how to base the learning of this chapter on these skills. In this "moment" we highlight this specific idea, which also extends to content not covered in the chapter.

 **The dilemma of goodness.** First, have students brainstorm as many of their favorite leisure pursuits as they can think of in a rapid, spontaneous manner. Write each activity down on the board as quickly as they are mentioned. It would be impressive to fill the whole board. Next, organize students into discussion groups of five to six students each. Pass out an adapted version of the Nash Pyramid (below), one per group, to use as a group worksheet. Without explaining Nash's ideas, ask students to discuss every activity listed on the board and write each into one of the levels on the worksheet. After all activities are placed ask a spokesperson from each group to summarize the results for the whole class. Prompt these summaries with such questions as: "Are there more activities in one or two of the levels?" "What might the chapter conclude about this?" Finally, go over the idea of Nash's pyramid, showing a graphic of the original version (see reference and image below).

A Scale of "Goodness"

(adapted from the "Nash Pyramid," Nash, J.B. (1953). *Philosophy of recreation and leisure*. Dubuque, IA: Wm.C. Brown.)

Level 4: *Creative Participation* (i.e., composing a poem)

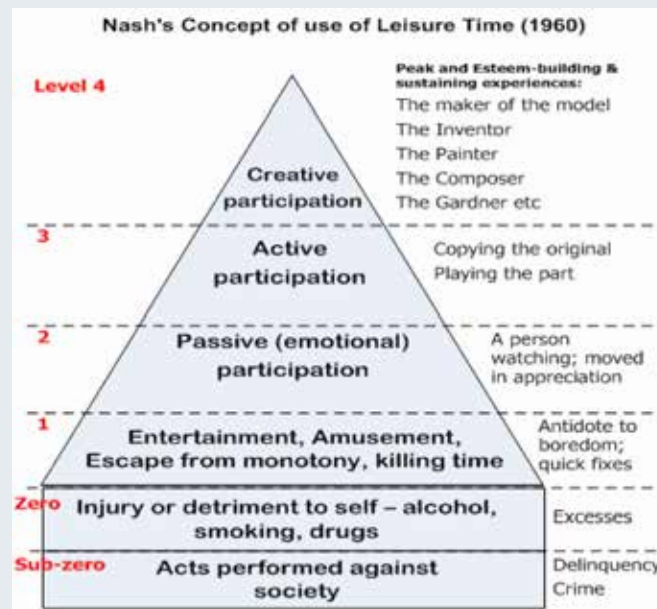
Level 3: *Active Participation* (i.e., playing a game of tennis)

Level 2: *Emotional Participation* (i.e., watching a live play)

Level 1: *Entertainment, Amusement* (i.e., watching TV)

Level -1: *Injury to Self* (i.e., substance abuse)

Level -2: *Injury to Others* (i.e., vandalism)



(adapted from the "Nash Pyramid," Nash, J.B. (1953). *Philosophy of recreation and leisure*. Dubuque, IA: Wm.C. Brown.)
(Note: The worksheet and an image of the Nash Pyramid are available in the Student Learning Resource Guide.)

Sample Lesson Plan (focused on explanations of deviant leisure)

(based on a 60-minute class session)

I. Introduction (5 minutes)

- Overview the lesson (PowerPoint slide #13), briefly listing and defining the topics as presented in the chapter.

II. Brief lecture (15 minutes)

- Following closely with the chapter discussion, present the three approaches to explaining deviant leisure.

- Begin with such general questions to the class as “Why do people engage in socially unacceptable pastimes?” Then suggest that as with most social problems, explanations for taboo recreation have been sought in attempts to reduce its incidence.
- Typically, deviant behavior in general is studied and then the findings are extended to understanding deviant recreation behaviors specifically. As a result, there are several theoretical explanations currently available. In addition to the three considered in our chapter, there are others, such as Strain Theory (Merton), Social Bond Theory (Hirshi), and Resiliency Theory (which you may wish to introduce in this class session as well).
- Leisure’s potential for anomie. (PowerPoint slide #14) Define and illustrate the concept. Talk about anomie as traceable to an imbalance between a goal and the means to attain it. Also, refer to the tagalong concept of periodic anomie.
- Leisure’s potential for differential association. (PowerPoint slide #15) This second attempt to explain taboo recreation can be defined as simply delinquent behavior that is learned through interaction with others in intimate personal groups.
- Retreatist lifestyles. (PowerPoint slide #16) A third explanation for taboo recreation may be the idea of retreatism – rejecting dominant social norms as a matter of personal expression. Briefly define and illustrate this.

III. Example via “Leaving Las Vegas” (30 minutes)

- Show about 20 minutes of this popular film—featuring the very beginning. In the opening scenes the lead character (Nicholas Cage) is shopping for liquor, obnoxious to friends in a restaurant, abusive to a stranger in a bar, and driving while drinking vodka. Be sure to stop the clip immediately after this series as the next scene is in a topless bar, which shifts the nature of the deviance (plus I’ve never wanted to deal with this in my classes).
- After the film clip ask students to discuss which of the 3 theories just presented, best explains the behavior they observed (most will say anomie, which becomes a good opportunity for discussing the nuance of this approach).

IV. Conclusion (10 minutes)

- Use the activity “Dialog Journal” presented in the Critical Thinking Moment above, or as a homework assignment presented below.

Classroom Activities




Find your seat debate. The subject matter in this chapter lends itself well to debate and here is another format to try. For this one, you have to be among the first to arrive in class. Immediately put on the board (or show a PowerPoint) a statement that is somewhat controversial and related to the topic for that day’s class. For example, I have used: “Public recreation facilities (such as parks) should allow alcohol consumption.” Or, “cage fighting should be outlawed.” Or, a currently debated question could be asked about the legalization of cannibus for recreational use. (Be sure to check the Internet for updates to determine what states at the time have legalized marijuana for fun.)

Instruct students (also via the board or slide) to sit on a pre-specified side of the room according to whether they agree or disagree with the statement. In my large class I liked to mark off the classroom into two halves with a streamer of crepe paper taped to the tops of the middle seats in the lecture hall. Even if students don’t actually sit on the side that matches their honest perspective on the controversy, or are forced to sit on the other side because their side is already filled, they are required by their classroom seat location to assume this position for the consideration of the issue that day, which still engages them in the topic. Then, either as a means to introducing a lecture, or at some appropriate point during the class session, the controversial statement is discussed, soliciting reasons why students took the position they did. In trying this one semester, I discovered that almost all students disagreed with the controversy projected on the screen and began to discuss it with each other as part of trying to negotiate a seat in the already filled opposition side of the room. Imagine my good fortune!



Value lines. You can use value lines to get students to evaluate their positions on the relative “goodness” of taboo pastimes. Each student lines up in the classroom (as on a continuum) according to how strongly he or she agrees or disagrees with some statement/proposition, or how strongly he or she values something. You can ei-

ther prepare this in advance (for example, “binge drinking by college students is a harmless phase”) or capitalize on a point of disagreement that emerges during a class discussion. Once students are lined up, they have a visual reading of the degrees of difference of feelings in the group. Also, they have to share these feelings with others in order to find their proper place in the line. An additional sharing of views is possible if students are next paired so that an end person in the line pairs with a middle person and a middle person pairs with a person at the other end of the line and so forth until all are paired according to the broadest distance between them in their perspective. While you may think this activity is appropriate to only small classes, I have had good fun with it even in a course of over 200 students. It’s a bit of bedlam, but the discussions needed while lining up are worth it.

 **Box 9.7. “Cheering Speech” (What Do You Say?).** Discuss the case and the questions posed with either the whole class or in small groups.

Box 9.5
What Do You Say?

Cheering Speech

When you go to a game, the governing body can control drunken behavior. It can control someone standing up and blocking the view of others; it can control signage if it blocks the view of others; but it cannot control the views expressed, even loud ones, by the fans (Wasserman, 2006).

In the U.S., is a fan’s protest—known in sport law circles as “fan speech” or “cheering speech”—a form of expression protected by the First Amendment? In other words, do fans have the right to bellow at referees and players all game


long, as long as they do not run on the court or field, or physically harm them? What about good ‘ole belligerence?


In fact, one fan gained notice in the 1990s for this. He was a fixture at Washington Bullets basketball games, where he sat behind the opposing team’s bench and shouted at players, sometimes through a megaphone. He was careful about his language. He was not asked to leave, yet when the Bullets moved to a new arena, the team relocated this season ticket holder behind the basket (Pennington, 2012).




1. What’s your position on fan rights?
2. At what point should a referee draw the line and eject a fan from a game where excessive “cheering speech” is being used?
3. At what point does “cheering speech” violate the rights of other fans?


Homework Assignments


 **Dialog journal.** The classroom activity of the dialogue journal presented previously can also be adapted to a homework assignment. As the students read the chapter they enter questions in their journal. At the beginning of class another student reads the questions and writes answers or amplifications of the questions to ask aloud later in class. Or, while reading the chapter students enter notes about it in their journal. Later in class as students listen to a lecture or participate in a discussion, they augment points in their journals with points from the lecture or discussion. In this way their notes on both sources of information show similarities and/or differences. The idea is a conversation within the writer’s own mind while engaging the chapter and lecture. For both uses dividing the journal page vertically by a line halfway across can help keep the conversation between the two sets of notes organized.


 **Sport violence field trips.** Students could be assigned to attend a sporting event that is likely to provide an opportunity to test the idea of reactive aggression as a possible explanation for sport violence. This might include a youth basketball game sponsored by the public or commercial sport agency in town, an ice hockey match, a campus rugby club game, or even roller derby has become popular in my small town. To prepare them for the expe-

rience, assign additional reading on the reactive aggression concept, and ask them to focus their observations on verifying or not the aggression they observe accordingly. (Other field trips can be assigned as well, and related to chapter material. For example, students could be asked to participate in a bingo game (at a local church, casino, senior citizens club, etc.) and analyze what they observed according to the chapter material on gambling.)

 **Compulsive leisure interviews.** As a follow-up to the discussion of substance abuse in the chapter, students could explore further such questions as “Can even wholesome leisure be harmfully addicting?” Assign them to interview friends who run (or read, play tennis, swim, watch television, etc.) extensively and frequently to discover why they do so and what it feels like when they stop. Be sure to coach them in interview procedures and manners first. Ask them to describe their results (in writing or orally) according to literature-based definitions of addiction. Also be sure to acquire prior university mandated permission. Also be sure to acquire prior university mandated permission.

 **Other topic interviews.** A modification of the homework assignment above can be applied to other topics that are considered taboo. For example, the topic of raves, which have changed form and purpose over the years, can be assigned. Ask students to interview friends who have or regularly and currently attend raves. In their papers summarizing their interviews, they might also discuss how raves are experienced today, what has changed about raves from 10 or so years ago, and whether raves can be considered an example of taboo recreation anymore.

 **Research paper.** Another topic idea for a homework assignment is the zombie phenomenon. While zombie walks and other events (see Box 9.7) have become very popular recently, the historical and global cultural practices involving the beliefs about zombies is quite rich and interesting. A paper project can be assigned that requires researching the roots of the current fad, including old African religious beliefs, 17th and 18th century slavery practices, Haiti and voodoo, Hitler’s Third Reich, etc. The student’s papers could address what legacies from these pasts have produced the current zombie lore.

 **Box 9.6. “Leisure Boredom” (In Your Own Experience).** Assign students to take the assessment, and then write a paragraph discussing their results according to the chapter discussion of leisure boredom. For example, they could write about how much of their leisure is boring to them, and how much of their leisure involves doing the same thing, in the same way, with the same people, in the same environment?

Box 9.6
In Your Own
Experience

Leisure Boredom

Instructions: Do you relate more to the statements in column A or column B?

Column A	Column B
For me, leisure time just drags on and on.	During my leisure time, I become highly involved in what I do.
During my leisure time, I feel like I’m just “spinning my wheels.”	If I could retire now with a comfortable income, I would have plenty of things to do.
In my leisure, I usually don’t like what I’m doing, but I don’t know what else to do.	Leisure experiences are an important part of my quality of life.
I waste too much of my leisure time sleeping.	I like to try new leisure activities that I have never tried before.
I do not have many leisure skills.	During my leisure time, I almost always have something to do.


If you chose Column A, you may be experiencing what Iso-Ahola and Weisinger (1990) refer to as leisure boredom.


Also, a study not discussed in the chapter could be incorporated into the assignment. Published in 2014 in *Leisure Studies*, it examines the association between boredom in leisure and risky sexual behaviors among South African youth ($N = 1695$) using longitudinal data. The researchers hypothesized that youth who were higher on boredom in

leisure at the end of ninth grade would be more likely to report engaging in risky sexual behaviors at the beginning of tenth grade. Chi-square results indicated youth, especially males who experience high levels of leisure boredom in ninth grade, are more likely to engage in risky sexual behaviors in tenth grade. Ask students to read the study (<http://www.tandfonline.com/doi/abs/10.1080/01490400.2014.860789#preview>) and combine its conclusions with Box 9.6 for expanded class discussions, lectures, and/or homework assignments. For an in-class presentation, a video to accompany this study (Bob Seger's "Night Moves") can be obtained from many web sources, including: <http://www.youtube.com/watch?v=bgOA24hAe60>.

(Note: Information about this newer study is available in the Student Learning Resource Guide.)

Media Resources

 **Audiotaped interviews.** Through your own research, or that of your colleagues, you may have access to some of the special groups mentioned in the chapter, including substance abusers, gamblers, vandals, gang members, and others. If so, audiotape a 10- to 15-minute interview with one or two of them (be sure to secure appropriate human subjects approval from your research governing board) that focuses on whether they engage in their form of recreation for its leisure qualities. Do they receive pleasure, are they intrinsically rewarded, is it the risk they find attractive, etc. (see chapter 2)? Use the tape to initiate or illustrate a lecture, or to stimulate class discussion.

 **Instructional videos, popular film clips, and YouTube.** Check your campus media resources center for videos on such topics as athletes and addictions, gambling, sport violence, and other topics mentioned in the chapter. Also, 10- to 15-minute clips from daytime talk shows, especially those where "guests" insult and often attack each other never fail to engage students in a discussion (see YouTube). As well, excerpts from popular films (I've used *The Witches of Eastwick* (1987) where the three principle women characters are sitting around the cozy evening fire, drinking martinis) have provided a more entertaining way to illustrate chapter points. Also, an instructional video on the sociological basis (Durkheim) of the concept of anomie is available from: <http://education-portal.com/academy/lesson/emile-durkheims-theories-functionalism-anomie-and-division-of-labor.html#lesson>. (You'll have to subscribe.)

Examination Questions

Essay

1. What is "taboo recreation," and how does applying the term "taboo" help distinguish these forms from other pastimes?
2. In Aristotle's philosophy would taboo recreation have been considered leisure? Why or why not?
3. Explain how the concepts of sensate mentality and ideational mentality differentiate taboo recreation forms. Give an example of each.
4. What are the differences in various types of deviance found in leisure, including formal deviance, informal deviance, playful deviance, and prole leisure?
5. In the chapter a contradiction was pointed out: state laws continue to maintain that gambling is immoral and prosecute people for engaging in it, yet increasingly sponsor such gambling games as state lotteries, and also continue to open more casinos. If you were a state official at a town meeting, how would you explain this contradiction?
6. There are at least three explanations for why people engage in socially unacceptable pastimes. Name and describe the three presented in the chapter and give an example of why you favor one of them as a better explanation.
7. What is leisure boredom, and how does it provide an environment for anomie?

Multiple Choice

1. Taboo recreation
 - a. are those pastimes forbidden by law, custom, or belief
 - b. include such examples as gambling and risky health behaviors
 - c. are complex to determine and explain because leisure is also considered a matter of personal choice
 - d. can be explained according to the idea of differential association
 - e. all of the above ***
2. Formal deviance
 - a. is behavior that violates such cultural norms as laws ***
 - b. is behavior that violates such cultural norms as customs
 - c. defines the retreatist explanation for taboo recreation
 - d. is what describes prole leisure
 - e. none of the above
3. The most common form(s) of vandalism are the ones usually considered the most recreational, such as
 - a. inventive vandalism
 - b. overuse vandalism
 - c. self-expression vandalism
 - d. thrill vandalism
 - e. both c and d ***
4. Gambling and substance abuse are taboo pastimes usually because of an ideational mentality. Ideational mentality means
 - a. we can detect through our senses that a behavior is wrong
 - b. people learn to be deviant from their peers
 - c. people believe a behavior is wrong ***
 - d. none of the above
 - e. a and c only
5. The concept of reactive aggression usually describes
 - a. violence in sport
 - b. an emotional response with harm as its goal
 - c. prole leisure
 - d. sensate mentality
 - e. both a and b ***
6. The retreatist explanation for taboo recreation claims
 - a. deviance is simply a matter of personal expression ***
 - b. delinquent behavior is learned through interaction with others in social groups
 - c. once viable social norms no longer control people's actions
 - d. such pastimes are primarily injurious to the self
 - e. none of the above

7. The concept of leisure boredom
 - a. **occurs when people feel they cannot escape a meaningless leisure routine ***
 - b. provides an environment for the development of differential association
 - c. provides an environment for the development of playful deviance
 - d. both b and c
 - e. none of the above

True or False

1. The label "taboo" can be defined as behavior that is considered wrong by social custom. (T)
2. Laws against taboo recreation are primarily morally derived. (T)
3. Prole leisure is the result of leisure boredom. (F)
4. Problem gambling is increasingly significant in American society. (T)
5. The theory of anomie claims taboo recreation is the result of learning from peers. (F)
6. The theory of differential association maintains that delinquent behavior is a self-expressive lifestyle. (F)

PowerPoint Slides

[presented in a separate file; slides match the above lesson plan, plus summarize the entire chapter]



CHAPTER 10

For and Against Productivity

Content should be a means of enhancing the intellectual development of students, not an end in itself.

You Are Invited

So many of you have been teaching with this text for many years, and have developed excellent classroom activities, homework assignments, PowerPoints, and other teaching and learning tools to accompany the text. If you would like to share them with other instructors, you are invited to send your ideas to me (russellr@indiana.edu), and I will include them in subsequent editions of this teaching manual, giving you, your students, your course, and/or your university citation credit.


Teaching Objectives

This chapter provides an excellent opportunity for engaging students in an application of abstract concepts into their own lives. For example, leisure and capitalism, and leisure and consumerism bring forth astute issues about the quality of everyday life for discussion. The teaching objectives for this chapter are:

- Understanding how leisure is shaped by work.
- Appreciating the power of leisure as an economic tool.
- Identifying how work, economics, and leisure mutually shape each other. These are complex relationships, and there are no easy conclusions.


Ideas for Getting Students to Read the Chapter

Getting students to take their reading assignment seriously is a constant endeavor. Despite the correlation between reading and course success, many students remain committed to trying to get by with as little reading as possible. Yet, it's not a new problem. Based on ideas from *The Teaching Professor* (2010), here's one idea you might try:

 **Student Teaching Consultants.** Why don't students read the assignment? Basically, it is because they know that the instructor will go over the important information from the text in class. How do we know this? A group of student teaching consultants told us so. Here's how you can make this work for you. Terry Doyle, author of *Helping Students Learn in a Learner-Centered Environment* (2008, Stylus Publishing) facilitates "faculty learning communities" where each faculty participant identifies a student consultant. A variety of instructional issues are taken up by the community, and members regularly discuss with their consultant students on strategies and approaches the faculty member is considering implementing. As well, the faculty learning community invites all the student consultants to a session during which students share their thoughts about teaching and learning in general.

A Critical Thinking Moment

Critical thinking is a crucial skill for living life. Teaching through a critical thinking perspective means students can be open and fair minded, apply factual criteria for decisions, make arguments with supporting evidence, and express an informed point of view. Throughout this instructional guide are many ideas for how to base the learning of this chapter on these skills. In this "moment" we highlight this specific idea, which also extends to content not covered in the chapter.

 **The Economics of Vice Leisure.** An additional or alternative segment to include in the lesson plan below is material on the relationship between the "vice" leisure pursuits and economics (also serves as a transition from the previous chapter on taboo recreation). According to an article in *Money Magazine* ["Last call for hard living" by S. Poppick, December 2013, pp 49-50], "tough economic times are no match for bad habits." The so-called "vice" stocks, for example, (alcohol, tobacco, and gambling) usually thrive in uncertain financial times. Indeed, most of these companies held up better than the rest of the market in the 2008 downturn and have collectively outperformed since. According to the article, over the past five years, the Vice Fund (VICEX), which owns the big three sin sectors plus military hardware makers, has beaten the S&P 500 by 10 percentage points. Currently, most of these stocks are trading a bit above their 10-year average price/earnings ratios. In particular the gaming sector has been on a winning streak as international casinos have enjoyed a big bump in popularity. For example, Market Vectors Gaming ETF, which holds leading casinos like Las Vegas Sands and Wynn Resorts, trades at nearly 20 times forward earnings. (See the additional PowerPoint slide for this chapter for a line graph of this growth.) Students can be asked to consider these phenomena using some of the classroom activity and homework assignment ideas below, as well.

(Note: These materials are also available in the Student Learning Resource Guide.)

Sample Lesson Plan (focused on leisure and consumption)

(based on a 60-minute class session)

I. Introduction (25 minutes)

A. A new ethic

- Ask students to choose a "door" (PowerPoint slide #18). Presented on the screen are two doors. Behind door # 1 are goods—a home theater system, a shopping spree at a music download site, and expensive sports clothes. Behind door #2 are experiences—a lifetime health-club membership, a trip to Hawaii, and a year's worth of tickets to local cultural events. After students have made their choices, debrief with them pointing out that a *Wall Street Journal* study found that more than half voted for door two—saying they have essentially all the material possessions they need; now they yearn for experiences.
- Show PowerPoint slide #19 "... Our ethic of open-ended consumption of goods has simply carried over to the consumption of experiences, making time—not money the ultimate scarce commodity." (Academy of Leisure Sciences, from White Paper #8). Ask students to ponder this for a few minutes. Then, remind them that a traditional definition of economics refers to "scarce resources in the face of unlimited wants." Typically, everyone thinks of this as meaning money—that economics is about money. This quote challenges us to consider economics as meaning other things, including time and a meaningful life.

- Finally, ask students to silently and individually take a consumption quiz, and calculate their consumption quotient (PowerPoint slides #20, 21, 22, 23, 24). (Answers = 1 – d, 2 – a, 3 – d, 4 – b, 5 – d)
- B. A demonstration of consumption
- Say: “Through these activities we’ve been playing around with the concept of consumption – spending \$. Consumption is a fundamental part of a mature economic system.” (PowerPoint slide #25)
 - Show video clip of prepared TV commercials, or *Affluenza*, or other YouTube videos (see media resources below) that present challenges and information about consumption. Ask students to focus on the link between marketing and selling products and leisure experiences.
 - If using the *Affluenza* video, follow up with this activity that “diagnoses” affluenza for the students. Ask them to respond true or false to: (PowerPoint slides # 26 & 27)
 - I’m willing to pay more for a T-shirt if it has a corporate logo on it.
 - When I’m cold, I turn up the heat.
 - I’m willing to work 40 hours a week at a job I hate so I can buy things.
 - When I’m feeling blue, I like to go shopping and treat myself.
 - I usually make just the minimum payment on my credit cards.
 - Most of the things I enjoy doing cost money.

Scoring:

- If you answered yes to all of these, you need to call a doctor as you have a bad case of affluenza.
- If you answered yes to 3-5 of them, warning – you have mild affluenza.
- If you answered yes to 2 or fewer, no signs of affluenza at this time.

II. *Lecture: Modern Consumption as Explained by Juliet Schor (25 minutes)*

A. Why do we feel this way about money?

- Why do we feel this way about money, and how do these attitudes affect our leisure?
- We’ve all heard about (and maybe been affected by) the economic “crash” of 2008. Economic analysts have claimed it all started with consumers going into debt over their heads to help fund an ever-increasing leisure lifestyle. For example, total household debt rose from \$1.1 trillion in 1978 to \$13.5 trillion at the end of 2009, according to the Federal Reserve. That’s more than a 12-fold increase over the past 31 years. By contrast, our economy, as measured by gross domestic product, grew from \$5.3 trillion during that same period – a more modest 2.5-fold increase, according to the Department of Commerce. Then the financial crisis moved to the financial sector, and then on to local, state, and federal governments, incurring unsustainable debt to keep the world economy from collapsing. Total U.S. local, state, and federal governmental debt rose by a factor of 11 from 1978 to 2009, according to the Federal Reserve.
- So, was it leisure consumption that started the whole thing as economists suggest? How? Why?


B. Juliet B. Schor’s book, *The Overspent American: Why We Want What We Don’t Need* (1998) (PowerPoint slide #28)

- Schor says the web of leisure and consumption in modern society can be characterized this way:
 1. The activities of the rich are now the expectations of the masses. (PowerPoint slide #29)
 - common people able to obtain increasingly higher amounts of disposable income during the last century
 - average person can participate in the activities once reserved exclusively for the rich
 - example – golf, tennis, sailing, tourism, and even bicycling were the almost exclusive province of the rich less than 150 years ago (a bike in 1880 cost \$125)
 2. The consequence of increased discretionary income has yielded diversity of leisure expressions. (PowerPoint slide #30)
 - range of leisure options has increased dramatically
 - we are experientially richer
 - for example, how many of you have traveled outside the U.S.?
 3. Leisure experiences have increased in quality. (PowerPoint slide #31)
 - while certainly a person who spends very little money may lead a full leisure life (concepts of consumer leisure and the simplicity movements)
 - some leisure pursuits are enhanced when higher quality equipment or locales can be purchased (downhill ski boots; private golf courses vs. public golf courses)

4. It is through leisure that we compare our monetary worth. (PowerPoint slide #32)
 - competitive acquisition has long been an American institution (remember Veblen!)
 - yet in former times our neighbors set the standard for what to have
 - now our reference group is the characters on TV, media stars – people whose incomes are 5, 10, 25 times ours
 - advertising tells us who to emulate
5. Spending money for leisure goods and experiences is the standard of belonging. (PowerPoint slide #33)
 - think Veblen again
 - the conspicuous display of wealth in our leisure is the marker that says who we are
 - the household without a television is considered practically taboo

III. Conclusion (10 minutes)


- Ask students if they think what Juliet Schor wrote about in 1998, before the financial recession we've just had, is no longer contemporary. Do we continue to relate leisure and consumption in the way Schor proclaimed it? Do we still want as a society what we don't need?
- As one final "test" of this, assign students a homework experience. Tell them to try a 24-hour period in which they spend nothing (see homework assignments below).

 **Veblen In-Depth.** Perhaps a more challenging consideration of leisure and economics is to expand the profile of Thorstein Veblen. For example, class discussions could be initiated on the extension of the idea of conspicuous consumption to conspicuous leisure. As well, a class unit could go beyond this, to include Veblen's writings about the broader web between leisure, economics, and politics. For example, "politically, Veblen was sympathetic to state ownership, but he did not support labor movements of the time. Scholars mostly disagree about the extent to which Veblen's views are compatible with Marxism, socialism, or anarchism. Veblen believed that technological developments would eventually lead to a socialist economy, but his views on socialism and the nature of the evolutionary process of economics differed sharply from Karl Marx's. While Marx saw socialism as the immediate precursor to communism and the ultimate goal for civilization to be achieved by the working class, Veblen saw socialism as an intermediate phase in an ongoing evolutionary process in society that would arise due to natural decay of the business enterprise system" (Simich, J. L. & Tilman, R. (1982). "Thorstein Veblen and his Marxist Critics: An Interpretive Review". *History of Political Economy*, 14(3), 323–341). This would be something intriguing for students to ponder with each other! It could be asked whether this very "evolution" is currently underway.

Also, an informative summary of Veblen's biography and writings may be found at: http://www.newworldencyclopedia.org/entry/Thorstein_Veblen. And, of course, Veblen's influential 1899 book, *The Theory of the Leisure Class* (New York: MacMillan) could be added assigned reading, or assigned as a group reading project (each member of a team reads a separate chapter and then puts their understandings together in a book review).


(Note: This material is also offered in the Student Learning Resource Guide.)

Classroom Activities


 **The intermittent lecture.** This is a different approach to the standard lecture format. Divide the lecture into 10-minute segments. After each lecture segment have a short discussion task for pairs of students. The discussion tasks need to be brief enough to be done in three to four minutes. The purpose of these intermittent discussions is to ensure students are actively thinking about the material being presented. Discussion tasks might include:


- Giving a reaction to the concept presented.
- Summarizing the answer to the questions discussed.
- Relating the material to past learning.
- Relating the material to examples from student's own experiences.
- Resolving a conceptual conflict that the presentation has aroused.


Each discussion task has four parts: formulate an individual response, share your answer with a partner, listen carefully to the partner's answer, and create a new negotiated answer that builds on both.


 **Nonstructured scene setting.** Most of the ways of starting a discussion described in this manual involve setting up a structure and giving students directions. When you get to that point in the semester when you feel you're doing most of the talking in classroom exercises, try this approach. Set the scene and then let the students

take a discussion in their own direction. There are a variety of ways to do this, some more directive than others. For example, put several photos on PowerPoint and without a word, show them at the beginning of class. Or, as the students walk into the classroom, play a piece of music or a speech or a list of words or phrases or names, and even an agenda of issues possible to explore. Then ask the students “What do you think?” Tell them to have a discussion in any direction they wish, give them a defined timeframe, and then stand back and stay out of it. To help you remain uninvolved adopt a non-evaluative observer role and take descriptive notes on the process of the discussion. Reading your notes back to the students afterwards may be useful feedback for them.

 **Leisure news minute.** In class one semester, once a week, I would begin the session with the regular feature “Leisure News Minute” (patterned after *CNN’s Headline News* format). There are many ways this can be accomplished. One way is to have the students themselves scour that week’s newspapers and web news services (not Facebook) for “leisure in the news” items to bring to class to share in small groups or as a whole class. Alternatively, the instructor can be in charge of bringing in news items according to that week’s topic. For example, this chapter on leisure and work and economics provides a rich backdrop for leisure in the news. Such news can serve as an initiator and/or transition for a lecture or group discussion.

 **Entry tickets.** A few years ago, a colleague got fed up with what she called the “Bermuda Triangle” of the semester (where two-thirds of the way through approximately a third of the class just vanishes). So she started requiring attendance. Since she teaches large classes and doesn’t wish to take the time to call the roll, she asks the students for entry tickets. These are slips of paper on which they write their name along with questions or comments on the reading, ask for clarifications on lectures, or suggest topics they’d like to cover in class. The entry tickets count attendance and at the same time provide continuous feedback on how the students are doing. No one gets in without an entry ticket; or if someone does slip by the ticket-taker empty-handed, his or her attendance isn’t counted. (To keep them honest, during the class session she’ll randomly select several of the entry tickets, call the author’s name, and address the comment or answer the question.) Students grumble at first, she says, but if they find that their teacher is willing to answer their questions and respond to their comments, they warm to it. She also says that in her classes, participation is up, attendance is up, and completion of reading assignments is up. Furthermore, the best part about entry tickets, she claims, is they generally show definite progress in the depth and sophistication of students’ understanding over the course of the semester.

 **Box 10.3. 90% Unemployment (What Do You Say?).** Review this case study from the chapter. Then have all students stand up. Working with question #2 in the case, ask those students who would not accept 90% of their salary to not work at a job to sit down. Next, ask those students who remain standing who would not accept 75% of their salary to not work at a job to sit down. Finally, ask those students who remain standing who would not accept 50% of their salary to not work at a job to sit down. After each round, notice along with students, how many remain standing. Later, after all have taken their seats discuss what their decisions might suggest about their perceptions of work and leisure according to the chapter discussion.



Box 10.3
What Do
You Say?

90% Unemployment

The man from the Department of Creative Technology (DOCT) had left, leaving Eve Smith in a somewhat skeptical frame of mind. Was it possible?


Eve owns a shoe factory. One thousand workers are directly involved in the production of shoes at an average annual pay of \$40,000 each or a yearly payroll of \$40 million. They produce 1 million pairs of shoes per year, with \$80 million in sales. The difference between total sales and payroll (\$40 million) covers other expenses and profit.

The man from DOCT suggested she install a computer-controlled robotic system that would enable Eve to lay off 90% of her workforce, that is, 900 workers. Output of shoes would remain the same: one million pairs per year. Eve would turn over the salary previously paid to the 900 workers to the DOCT. It, in turn, would keep 10% and put 90% into a Guaranteed Income Fund (GIF). The 900 laid-off workers would be paid 90% of their previous salary from the GIF, either indefinitely or until they secured other employment. In Eve's profit picture, nothing would change. She would have as many shoes to sell, and also fewer labor and production problems. Nine hundred workers, human beings, would be freed from the necessity of wasting their time making a living. They would be able to develop their capabilities, skills, and talents, or if desired, work voluntarily for the betterment of society.


Just then, Eve heard a faint ringing, as of a far-away bell. Then it became more insistent. She opened her eyes, realizing that she had dozed off. Had it all been a dream?


1. Is this truly a dream or can you see some real possibility in it? Why or why not?
2. If you were given the opportunity to receive 90% of your salary and not work at a job, would you take it? What about 75% or 50% of your salary?
3. Is it possible for leisure to be a central life interest? Read J.B. Nash's classic book *Spectatoris* (1932) and form your own opinion.


(Based on Neulinger, 1989, pp. 22–24; used with permission from the American Alliance for Health, Physical Education, Recreation and Dance)

 **Life-span time lines.** Working with Figures 10.4.1 and 10.4.2 (and discussion in the chapter), have students evaluate their own life plans. Here's one way to approach it. Give to each student a copy of the traditional life plan graphic, using the illustration in the chapter as a guide, only make the sailboat, book, and hammer icons relatively small in each box. Ask students to write in the blank spaces how they think their lives will go according to a traditional linear plan from early childhood through retirement. Next, give each student a copy of the cyclical life plan graphic, using the illustration in the chapter as guide, and again making the icons small. Now ask students to write in the blank spaces how they think their lives might go according to a cyclical plan. Finally, organize students into groups of four persons each, and ask them to compare their results.

Homework Assignments

 **Workaholism quiz.** Investigating options available on the web (for example, try this: <http://www.psychologytoday.com/blog/cutting-edge-leadership/201206/are-you-workaholic-take-test>), assign students to take a quiz on workaholism. Based on their results, and the chapter discussions about central life interest, play aversion, the research study in Box 10.2, and Box 10.4, they report their quiz results by evaluating their own relationship with work and leisure.


 **Shopping mall observation.** To offer an experiential lesson in the popularity of spending money as leisure itself, assign students to engage in some observation research at a nearby shopping mall. Prepare them for the assignment by reviewing the principles and strategies of the observation data collection method, including how to record their observations. Following about an hour of observation, students write a paper on their findings—pointing out the themes that emerged in their data, in relation to the chapter discussion on consumerism, especially Linder's idea of the harried leisure class. Is it true?


 **Contemplating conserver leisure.** What if we were more conserving in our leisure consumption? Could we still have fun? A difficult notion is to envision that conserver leisure is desirable (see the final two paragraphs at the close of the consumerism section). As homework I have required students to read supplementary work on the topic, and in class called attention to the reading's main theme. For their written reports they are to first complete the following worksheet in which they envision two sample days—one without and one with conserver leisure practices.

Day One: My usual leisure experiences	Day Two: My conserver leisure experiences
Record your typical Saturday actions and pursuits	Imagine how you could still have a good time if you had practiced conserver leisure

(Note: This worksheet is also provided in the Student Learning Resource Guide.)

Students could be asked to compare the good times they might have in both days in terms of the qualities of leisure presented in Chapter 2 of the text. This topic could also be turned into a point-counterpoint type debate, or students could engage in a mock petition exercise where student teams prepare a pro-conserver leisure petition and attempt to get as many signatures as possible from their friends and family. This requires them to first concisely conceptualize and communicate the conserver leisure position in writing, and also verbally attempt to convince potential signers who are not in the class—not easy.

 **Spend nothing day.** Assign students to try an experiment that illustrates the importance of consumption in their own lives. Ask them to go for a 24-hour period without spending any money. Indicate that you do not want them to go hungry or miss classes, so advise them to be sure they have food and car gas stockpiled before the day they choose for the experiment. Have them keep a diary during the day in which they not only record how they “spent” their day, but also their feelings about not spending money. Did it affect the day? Their leisure? Were they miserable, elated, or not affected at all? Ask them to bring their diaries to class. Collect them and read from some, linking the experiences to chapter concepts.


 **Box 10.5. Convincing Yourself (In Your Own Experience).** Assign some or all of the experiments listed in this box as homework, taking photos as they try the activities. Students could be asked to prepare a PowerPoint presentation containing the photos they took of the results of their experiments.


Box 10.5 In Your Own Experience

Convincing Yourself


To convince yourself of leisure's economic significance, try these little experiments:


1. The next time you are driving along a highway containing billboards, count the number of advertisements in a 10-mile stretch that have something to do with leisure, parks, recreation, sports, tourism, cultural arts, etc. Calculate a percentage.
2. How much did you spend last weekend for leisure? As best you can remember write down the money spent the previous Friday through Sunday for a good time. Include pizzas, movies, gasoline, admission tickets, and everything to do with your leisure expressions.
3. Open your closet. Count the number of items there that have some relationship to leisure. Your tennis racket? Running shoes? Jewelry? Party clothes?


 **Money Does Buy Happiness—to a Point.** According to the published research of Justin Wolfers, Professor of Economics and Public Policy at the University of Michigan, a 10% rise in income yields a roughly similar rise in a sense of well-being to everyone in the world. But, from here there is a diminishing return. To extend the materials in the chapter on happiness as a leisure quality, as well as tie it into this chapter on work and economics, have students check the web for articles discussing the relationship between money and happiness. For example, see <http://www.aarp.org/money/budgeting-saving/info-2014/does-money-buy-happiness.html> <http://www.nydailynews.com/life-style/health/money-buy-happiness-article-1.1458890> <http://www.bostonglobe.com/magazine/2014/02/09/can-money-buy-happiness/dOmnjGKDN8HAIouSNxQz-jK/story.html> <http://www.forbes.com/sites/susanadams/2013/05/10/money-does-buy-happiness-says-new-study/> One-page summary papers can be assigned. (Also can be used with Chapter 2.)


 **Case on Volunteer Tourism.** A new case study could be developed, for a lecture or a paper assigned, etc. on the use of tourists for economic development. Also labeled “voluntourism,” this is a form of tourism in which travelers participate in voluntary work at the tourist location. There are numerous pro and con themes in this concept that could be useful for critical thinking sorts of class activities too. For assistance in preparing, see: <http://www.tandfonline.com/doi/abs/10.1080/09669582.2014.907299> http://www.nytimes.com/2016/10/02/travel/cheap-cruise-fathom-voluntourism-frugal.html?_r=0 <http://www.npr.org/sections/goatsandsoda/2014/07/31/336600290/as-volunteerism-explodes-in-popularity-whos-it-helping-most>


Media Resources

 **Mid-nineteenth century paintings about work.** Search the web for paintings that depict meanings of work from the 19th century (a particularly rich century for work!). Such French realism artists as Jean-Francois Millet (*Man with a Hoe*, *The Gleaners*, *Going to Work*) and Honore Daumier (*Third Class Carriage*) are a good place to start for interesting ways to initiate a class discussion on changing meanings of work.

 **Workaholism vignettes.** Sometimes students have difficulty relating to the concept of workaholism as often they have yet to personally experience it. To help, collect a series of audio-taped interviews in which people talk about the role of work in their lives—such as, calling the office from their vacation, carrying cell phones so they can get work done while driving, bringing work home in the evenings and on weekends, feeling guilty when they take a day off or a vacation, etc. To help shape the interviews I have used a workaholism questionnaire and had interviewees respond to and elaborate on each question. Playing these interview vignettes with discussion after each one usually results in a lively class discussion.

 **Popular films, instructional videos, and YouTube.** Checking your campus film services catalog, Netflix, and YouTube for short clips to illustrate a lecture point, and/or start a class discussion are loads of fun in making teaching points about leisure, work, and money. For example, showing the classic film *Of Time, Work and Leisure* based on deGrazia's book can be used to contrast with the thinking in Schor's *The Overworked American: The Unexpected Decline of Leisure*. Or, the blockbuster movie *Titanic* is useful in setting the stage for considering Veblen's ideas. I typically show the scene that opens with Jack Dawson, newly dressed up in Molly Brown's son's clothes, waiting to be Rose's guest in the first-class dining room. End the clip after the raucous dancing party in the steerage class below deck. Shape the discussion following the clip according to Box 10.6 (In Profile on Veblen, Smith, Marx, and Schor) in the chapter. Also, there are numerous possible clips that could be used to augment a discussion or lecture on shopping as leisure in the film *Mallrats*.

 **TV commercials.** Prepare a video of television commercials. The idea is to feature those commercials that link leisure with the consumption of a product. This is not that hard to do! I have done this by taping a large time period, such as eight hours, and then editing out onto another format just the commercials. For use in class, only about five to eight minutes of commercials are needed.

 **Downshifting from the very beginning.** I recently read a book entitled *The Promise of a Pencil*, by Adam Braun (2014). It is the true story of the founder of a for-purpose organization called “Pencils of Promise”

that builds schools and trains teachers in locations where there are none world-wide. It is in many ways the story of a young man, just out of college, who followed up a Semester at Sea experience by leaving a lucrative career he'd just begun in the financial industry—downshifting before he'd ever really gotten started—in order to build schools for children who didn't have them. You might find it interesting to have students check out the website of the organization, and especially “the founders' story” as a unique example of shifting life's priorities as discussed in the chapter. Whereas we usually think of this as a topic appropriate to mid-career workers, Adam chooses it from the beginning. See: <http://pencilsofpromise.org/>.

Examination Questions

Essay

1. Will leisure take work's place? Explain your answer, using the pro-leisure, pro-work, and neutral answers presented in the chapter.
2. In terms of the relationship between work and leisure, discuss the concept of “central life interest.”
3. Discuss the way in which the thinking of Karl Marx, Adam Smith, and contemporary economist Juliette Schor are similar about the relationships between capitalism and leisure.
4. Are Veblen's ideas about leisure as a status symbol still contemporary? Why or why not?
5. Why was Linder worried about the “harried leisure class?” Do you agree with his assessment? Why or why not?
6. What additional positive and negative economic impacts of leisure can you think of that are not presented in the chapter? Present an illustration of one of each that would build on the chapter discussion. Be sure to indicate its economic impact.

Multiple Choice

1. Workaholism
 - a. is the opposite of play-aversion
 - b. is unhealthy ***
 - c. is not a serious problem for people
 - d. a and b only
 - e. none of the above
2. The concept of central life interest
 - a. demonstrates that work seems to be weakening as a central interest in life ***
 - b. is workaholism taken to extreme
 - c. produces feelings of anxiety when nothing is scheduled in free time
 - d. none of the above
 - e. a and b only
3. Homo faber, translated from Latin, suggests that people are essentially
 - a. workers ***
 - b. players
 - c. homo ludens
 - d. economically greedy
 - e. none of the above

4. Consumption
 - a. is an expected characteristic of mature economies
 - b. of leisure goods and services is directly related to the personal satisfaction obtained from leisure
 - c. is itself a favorite pastime in mature economies
 - d. all of the above
 - e. a and c only ***
5. Positive economic benefits from leisure include
 - a. income from leisure-related employment
 - b. the revenues to local, state, and federal governments from taxing leisure pursuits
 - c. increased worker productivity
 - d. all of the above ***
 - e. none of the above
6. Economically speaking, leisure expressions reflect a society's
 - a. economic system
 - b. level of economic development
 - c. reliance on consumption as leisure
 - d. all of the above ***
 - e. none of the above

True or False

1. The cyclical life plan organizes schooling, work, and leisure into a linear path that remains constant across the life span. (F)
2. Downshifting is to simplify one's expectations or commitments especially in work hours. (T)
3. Economist Juliet Schor argues capitalism tends to expand work to the detriment of leisure. (T)
4. Leisure is a mirror of a nation's level of economic development and its economic system. (T)
5. The desire and ability to purchase leisure goods and services is decreasing as modern economies suffer more recessions. (F)
6. Linder's concept of the "harried leisure class" suggests that owning more and more material possessions will bring happiness. (F)

PowerPoint Slides

[presented in a separate file; slides match the lesson plan above, plus summarize the entire chapter]



CHAPTER 11

The Freedom and Tyranny of Time

Although we recognize the things we assign are directly related to the course, students often don't see the connection.

You Are Invited

So many of you have been teaching with this text for many years, and have developed excellent classroom activities, homework assignments, PowerPoints, and other teaching and learning tools to accompany the text. If you would like to share them with other instructors, you are invited to send your ideas to me (russellr@indiana.edu), and I will include them in subsequent editions of this teaching manual, giving you, your students, your course, and/or your university citation credit.


Teaching Objectives

Teaching and learning about time is a lot of fun as there are so many interesting and important questions to be pondered about its relationship with leisure. Indeed, time is both freedom and tyranny when it comes to life, especially our leisure life. The teaching objectives for this chapter are:

- Raise students' awareness of the taken-for-granted everyday yin and yang of our experience of leisure time.
- Encourage debate on the bane or blessing of time and leisure.

Ideas for Getting Students to Read the Chapter


Getting students to take their reading assignment seriously is a constant endeavor. Despite the correlation between reading and course success, many students remain committed to trying to get by with as little reading as possible. Yet, it's not a new problem. Based on ideas from *The Teaching Professor* (2010), here's one idea you might try:

 **Pre-Reading Strategies.** Next time you announce a reading assignment, try one of these strategies to spark a discussion before your students read:

- Build a framework: ask students to take another look at the syllabus as a means to helping them understand the design for the course, and the role of the reading in it. Ask them “How has what we’ve read prepare us for the next topic.” “Why do you think this topic belongs in this Part (I, II, or III) of the text,” etc.
- Scan for the low-hanging fruit: Ask them to open their textbooks to the assigned chapter and scan the pages. Encourage them to look for pictures, headings, definitions, and other charts and tables. After a minute or two, ask them what they think the main points of the chapter will be.
- Search for roadblocks: Sometimes the use of specialized language can get in the way of student understanding, and thus finishing the reading assignment. Before they read the chapter, ask them to scan the reading and circle any terms that might signal a roadblock to their understanding. You could compile a list of these terms and make them the focus of a discussion.

A Critical Thinking Moment

Critical thinking is a crucial skill for living life. Teaching through a critical thinking perspective means students can be open and fair minded, apply factual criteria for decisions, make arguments with supporting evidence, and express an informed point of view. Throughout this instructional guide are many ideas for how to base the learning of this chapter on these skills. In this “moment” we highlight this specific idea, which also extends to content not covered in the chapter.

 **Leisure’s Role in the Sense of Time’s Passing.** A 2013 article published in *The New York Times* (<http://www.nytimes.com/2013/07/21/opinion/sunday/fast-time-and-the-aging-mind.html>), considers the factors that give us our sense of how slowly or quickly time is passing. And, there is a perhaps surprising role for leisure! For example, from the article, “It’s simple: if you want time to slow down, become a student again. Learn something that requires sustained effort; do something novel. Put down the thriller when you’re sitting on the beach and break out a book on evolutionary theory or Spanish for beginners or a how-to book on something you’ve always wanted to do. Take a new route to work; vacation at an unknown spot. And take your sweet time about it.” Assign the article for homework, and ask students to reflect on whether the governing factors presented in the article hold true for them. They can also be asked to interview parents and grandparents as a way of “proving” the article’s premise.

(Note: This material is also presented in the Student Learning Resource Guide.)

Sample Lesson Plan (focused on free time and its tyrannies)

(based on a 60-minute class session)

I. Introduction (10 minutes)

- Begin by having students choose the one statement that best expresses their own view of free time (PowerPoint slide #12):
 - I like to use my free time wisely on things that are personally or socially beneficial.
 - Free time is my chance to get away from my work and daily routines.
 - I am frequently afraid I’ll have nothing to do in my free time.
 - I don’t like to waste my free time.
- If adequate time, conduct the “Personal Perceptions of Free Time” activity described below in the classroom activities section. To help, post a version of Table 11.1 from the chapter on the screen as backdrop to the discussions.

- Use this experience to initiate an introductory lecture:

Perhaps one of the most critical factors influencing a sense of freedom in life is time. The amount of time people feel that they have is related to the decisions they have made, as well as the number and extent of obligations and responsibilities they have assumed in their lives. Four concepts are of particular importance in leisure because, when dealt with successfully, they can produce substantial benefits. These are (PowerPoint slide #13):

- a. Time is one resource that is equally distributed. Each of us has the same 24 hours in a day. No one has more time than anyone else.
- b. Time and what we do with it is a matter of the choices we make.
- c. We can never get more time. We can only change the decisions we make regarding how we choose to use the time we already have.
- d. Time is emotionally neutral. Instead, our feelings about time are influenced by the choices we make and the experiences we have as a result of those choices. (Mundy, 1998, pp. 14-15)

II. *Tyrannies that threaten our time (40 minutes)*

A. Review of time tyrannies from the chapter

- Provide a brief review and/or discussion with students about the time tyrannies presentation in the chapter. (PowerPoint slide #11)
- Tell students: While leisure can occur at any time and in many life experiences, research tends to indicate that for most people leisure occurs during hours free from employment and other obligations. This means that people need to look at their time, their use of time, and the relationship of their time to their leisure in order to experience meaningful and satisfying leisure.

B. Turning the tyrannies into more leisure

- Ask students:
 - What are the typical “leisure times” for you?
 - Why are certain times considered leisure to you and not leisure at other times?
 - What were your responses to the introductory questions? (above)
- Develop a group-generated list of societal factors and personal factors that can influence a person’s free time. Societal factors are things such as role expectations, society’s idea of “success,” the state of the economy, technology, and work patterns. Personal factors are things such as attitude, obligations, responsibilities, personal finances, choices made in other areas of one’s life, and the outcome or payoff one receives from choices. (A nominal group process could be used to facilitate this discussion.)
- Ask students to identify the societal and personal factors they believe influence the amount of free time they have and the quality of their free time.
- Then, present this situation (Mundy, 1998, p. 125):

It has just been discovered that your home is sitting on one of the richest oil fields in the nation. You are suddenly rich beyond your wildest imagination. You will never have to work again, unless you want to do so. Write down what would be the first things you would want to do. How would you plan for it to affect the amount of free time you have? What would you do during your free time that you could not do before? How do you think you would view leisure now? How do you think you would view life in general now? (a prepared worksheet with these questions encourages student thoroughness)

II. *Conclusion (10 minutes)*

- Invite students to share their responses to the above exercise. Afterwards, ask them to suggest summary “lessons” learned from the class session.




Mono-tasking. As additional, or alternative, material consider discussing mono-tasking – AKA single tasking and unitasking. Considered a “digital literacy skill” challenge students to take a challenge of not multi-tasking during their leisure experiences for a specific period of time. They could follow-up with class discussion or a paper about their experience – its challenges and joys. For resources, see:


http://www.nytimes.com/2016/05/01/fashion/monotasking-drop-everything-and-read-this-story.html?_r=0
http://www.slate.com/articles/business/the_ladder/2016/06/monotasking_can_you_stop_multitasking.html


http://www.huffingtonpost.com/katie-kempner-/the-incredible-benefits-of-monotasking---5-steps-to-get-started-today_b_9895264.html

(Note: This material is also available to students via the Student Learning Resource Guide.)


Classroom Activities


 **Communal dialogue journal.** Another version of the dialogue journal presented previously is one done as a whole class. A notebook containing paper that has a ruled vertical line dividing the page is kept on the edge of a desk or table in the classroom and is available for entries and responses by class members throughout the term, or during a multi-session unit. Space to the left of the vertical line is for asking questions and/or making announcements, while the space to the right is for answers and/or replies. A student may express confusion about an assignment; another student or the instructor may explain it. A student may announce a television program about chapter/course material; a viewer may share a critique in the response column. A student may ask for a volunteer reader of a paper draft; a classmate may offer to be the reader. I find this form of dialogue journal is invaluable in a large class. Its communal properties can also be set up as a web-based chat room, but its physical presence in the classroom adds a different dynamic.


 **Negotiated questions.** This is another way to encourage students to ask questions. Form the students into pairs and ask them to “take two or three minutes” to agree on one question they think is crucial for you to respond to about time and leisure. They write their question on a sheet of paper, and pass it in. Select five or six of their questions to read aloud and answer. Take the rest of the questions with you and either respond to them in writing for return the next class session, or select five or six more to answer orally at the next class session.

 **Circadian clock self-assessment.** As an introduction to the chapter section on the types of time, give students a brief circadian rhythm assessment. (For example, see <http://www.bbc.co.uk/science/humanbody/sleep/crt/>, or <http://www.cet-surveys.org/Dialogix/servlet/Dialogix?schedule=3&DIRECTIVE=START>).

After a whole-class debriefing, the students’ results can be further amplified with current research findings. For example, one recent study suggests that the afternoon is the best time to exercise according to the body’s internal clock. (See “Why afternoon may be the best time to exercise,” by G. Reynolds, *The New York Times*, December 13, 2012.; http://well.blogs.nytimes.com/2012/12/12/why-afternoon-may-be-the-best-time-to-exercise/?_r=0)

 **Personal perceptions of free time.** This is the activity referenced in the sample lesson plan above. First, have students individually complete the questions used above in the introduction to the class session. Then, form into groups of five persons each so that group members have as many different responses as possible represented. Ideally this means each student in the group has a different perception of free time. In the groups students compare their responses to the questions and discuss how their different perceptions of free time affect the role of leisure in their lives. In the debriefing that occurs class-wide later, help them compare their discussions to the description in the chapter.

 **Box 11.5. Time urgency test (In Your Own Experience).** Ask students to individually complete this assessment and use their responses to initiate a lecture or class discussion.



Box 11.5
In Your Own
Experience

Time Urgency Test

Check whether you rarely, sometimes, or almost always experience each statement.

	Rarely	Sometimes	Almost Always
I seem to do my best work under pressure.			
I'm frustrated by the slowness of people around me.			
I hate to wait or stand in line.			
I always seem to be rushing between places, projects, and events.			
I eat lunch or other meals while I work or study.			
I find it difficult to linger at the table after eating.			
I measure my self-worth by quantitative accomplishments.			
I feel I am often racing against time.			
I often interrupt people when they are talking.			
I sometimes suffer from a "racing mind."			


Give yourself 1 point for every "rarely," 2 points for every "sometimes," and 3 points for every "almost always" responses. Add the points up, and compare your score:


10-16 points – you are easy going and not experiencing time urgency.

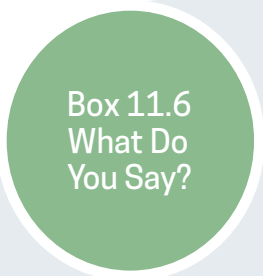
17-23 points – you do like a degree of pressure in life and may need to guard against a tendency toward time urgency.

24-30 points – high time urgency; take steps now to reduce it in your life.

Homework Assignments

 **A day without a watch.** Assign students to spend a day without a watch, a cell phone (double trouble), or any other device that mechanically paces the time in their day. They should select a weekend day to maximize the experiment. During the 24-hour period, without these time pieces, they keep a diary, focused on their leisure, and afterwards write down their reactions and feelings to experiencing leisure without knowing what time it is. When they bring their diaries to class, ask them to relate their experiences to the information in the chapter about the cyclical and mechanical time types.

 **Box 11.6. Multitasking leisure (What Do You Say?).** Assign this case as homework, requiring students to write their judgments according to the three questions presented.





Box 11.6
What Do
You Say?

Multitasking Leisure

When it comes to being productive, studies have clearly demonstrated a lack of focus on only one task at a time is costly, not only to the results, but possibly to health and life as well. But, what could possibly be the harm in multitasking leisure? After all, the goal of leisure is not productivity, but rather fun—enjoyment, pleasure, freedom, intrinsic reward, happiness, humor, and many other benefits. Here are some examples of typical multitasked leisure expressions:


- Watching television and eating a meal
 - Sending and receiving texts during a movie at the theatre
 - Negotiating a business deal with other players during a round of golf
 - Answering cell phone calls while eating in a restaurant with friends
 - Listening to music while taking a walk in the forest
 - Cooking a meal and answering e-mail
1. So, what's the harm? Is time deepening/multitasking advantageous or disadvantageous to leisure?
 2. Are all the above examples equal in terms of their advantages or disadvantages? Why or why not?
 3. Do you multitask during your leisure? If you do, how does it make you feel?

 **Reader's theater.** From Ben Franklin's autobiography (see the reference list at the end of the chapter), student groups select passages significant to the time/leisure relationship (you could also add the concept of work as there are many incidents of the three-way time, work, and leisure mix in Franklin's autobiography). From these selected passages students develop a script in which passages from the autobiography are pieced together to tell a "lesson" about time and leisure. They title their production, assign "voices" to each other, rehearse a bit, and then perform for the rest of the class. Afterwards the class can discuss differences in interpretations of Franklin's wisdom relative to today. Amazingly, there will be a lot!

 **The Book Free Time: The Forgotten American Dream.** Published in 2013 and written by Benjamin Hunnicutt, here is a thought-provoking supplemental reading assignment idea. Hunnicutt's thesis is that as Americans are now facing an epidemic of overwork, unemployment, and the limits to economic growth, they need to be reminded of the traditional American dream that even under these circumstances offers a realistic alternative. This is the gift of time to live, to progress in the art of being together freely, enriching family life, enjoying nature and other people, experiencing the life of the mind and adventures of the spirit.

(Note: This material is also presented in the Student Learning Resource Guide.)

Media Resources

 **Popular films, instructional videos, and YouTube.** Checking your campus film services catalog, Netflix, and YouTube for short clips to illustrate a lecture point, and/or start a class discussion are loads of fun in making teaching points about leisure and time. For example, *Caught in the Speed Trap: Information Age Overload* (2000) has numerous possible instructional clips. A great video from Seattle Public Television is called *Vacation Deprivation*. Also check out *No Time to Think* and *A History of Sunday* from the *CBS Sunday Morning* television program. Finally, a fabulous popular film for demonstrating the concept of linear time is *Groundhog Day*. In the film there is a segment where the main character (played by Bill Murray) continues to wake up each morning only to find that it is still the same day as yesterday. This approximately 15-minute clip makes for lively discussion as students ponder what life might be like if we didn't experience it as passing in a straight line. For example, what happened to the Murray character after a while of cyclical time? And, you can demonstrate monochronic versus polychronic groups in the film *Castaway*.



Musical interpretations of time. Thanks to a discussion on SPRENET in 2008, come these ideas for incorporating music into discussions and lectures about time:

- “Summertime” from *Porgy and Bess*, George & Ira Gershwin
- “It’s About Time” recorded by John Denver
- “Does Anyone Really Know What Time It Is?” recorded by Chicago
- “Lady” recorded by The Little River Band (with the line: *Take time to make time, make time to be there ...*)
- “Time Well Wasted” recorded by Brad Paisley



American Time Use Survey. In 2014, the U.S. Department of Labor released the latest version of this survey: <http://www.bls.gov/news.release/atus.nr0.htm>. These data include the average amount of time per day in 2013 that individuals worked, did household activities, and engaged in leisure and sports activities.



Brief but Spectacular. A PBS series under this title provides a wealth of “brief” (usually about 2 minutes long) and “spectacular” video features of interesting people on often relevant to leisure topics. For example, consider showing this one as an introduction to a lecture, or to prompt a class discussion in conjunction with the slow movements: <http://www.pbs.org/newshour/brief/archives?page=12>

Examination Questions

Essay

1. Here is an alternative student-directed way to have an essay exam. Each student selects five concepts from the testable material. I give them no direction in this task, except for showing them how the text chapter(s) is divided into superordinate and subordinate topic headings, and emphasizing the material’s integrated nature. Students are then required as homework to write a short, two-or-three paragraph essay on each of their selected topics. They are reminded to include lecture notes in the essay, and for extra credit they may include outside reading references. I tell them that this task requires integration; and they are encouraged to develop concise answers. It is suggested that they put their essays aside for several days, reread the chapter(s), and then revise their essays as they think appropriate. On exam day each student may bring to the room the list of five topics he or she has selected and worked on in the essays. Taking the exam consists of rewriting the essays each student has developed at home, with the topic list as the only memory tool.
2. What is the difference between cyclical time and mechanical time in terms of how leisure is experienced?
3. How is leisure’s expression a function of personal perceptions of free time? Use your own leisure choices and behaviors to demonstrate your answer.
4. Some declare that society has lost fun. Do you agree or disagree? Support your answer with a discussion of the time tyrannies against leisure presented in the chapter.
5. Research on whether free time is increasing or decreasing in contemporary societies is inconclusive. Discuss this by contrasting the research of Schor with that of Robinson and Godbey as presented in the chapter.
6. Do cultures with a scarcity of time have less leisure? Discuss the relationship between cultural time sufficiency and leisure.
7. Do you suffer from micro-boredom? How has mobile technology become a tyranny for leisure?

Multiple Choice

1. Cyclical time is
 - a. time perceived as constant and returning
 - b. considered the time concept of ancient people
 - c. more in keeping with nature
 - d. **all of the above** *
 - e. a and c only

2. Biological time
 - a. is that pace set by the rhythms of nature
 - b. has been replaced in industrialized societies by mechanical time
 - c. is typically in sync with mechanical time
 - d. all of the above
 - e. none of the above ***
3. Time used for leisure is shaped by
 - a. personal perceptions of free time
 - b. personal amounts of time
 - c. the time needs of leisure activities
 - d. a culture's time sufficiency
 - e. all of the above ***
4. According to the research of Schor, and Robinson and Godbey, presented in the chapter, free time is
 - a. increasing
 - b. decreasing
 - c. increasing or decreasing depending on the source of the data ***
 - d. a demonstration of time sufficiency
 - e. none of the above
5. Time deepening
 - a. can be done with both work and leisure activities
 - b. means doing several activities at the same time
 - c. is a function of time geography
 - d. none of the above
 - e. a and b only ***
6. For wealthier cultures
 - a. typically a time famine exists ***
 - b. there is a tendency for a free time surplus
 - c. there is temporal displacement
 - d. all of the above
 - e. none of the above

True or False

1. Linear (or mechanical) time's effect on leisure has led to such problems as time urgency. (T)
2. Research has shown that circadian rhythms affect the quality of our leisure experiences. (T)
3. As the general economic welfare of people increases, life becomes more hectic, and time more scarce. (T)
4. Temporal displacement is the amount of free time available to a culture. (F)
5. Time sufficiency is altering the timing of events as reaction to adverse changes at a recreation site. (F)
6. In the future, the computer may set an even faster and more artificial pace for life and leisure. (T)

PowerPoint Slides

[presented in a separate file; slides match the lesson plan, plus summarize the entire chapter]



CHAPTER 12

Is Leisure Fair?

Efforts to make the climate of the introductory classroom “diversity friendly” is an important educational objective.

You Are Invited

So many of you have been teaching with this text for many years, and have developed excellent classroom activities, homework assignments, PowerPoints, and other teaching and learning tools to accompany the text. If you would like to share them with other instructors, you are invited to send your ideas to me (russellr@indiana.edu), and I will include them in subsequent editions of this teaching manual, giving you, your students, your course, and/or your university citation credit.


Teaching Objectives

In this third part of the text, with its focus on leisure’s utilitarian function, the question of leisure’s role in enabling equity yields a yes and no answer. Both responses are the lessons of this chapter. Barriers remain in society to equal opportunities for leisure and leisure is an important means for creating equality of opportunity. The teaching objectives for this chapter are:

- Helping students understand that both answers are correct.
- Grounding the discussion on the foundational and philosophical premise for this chapter’s perspective that leisure is a right rather than a privilege. Before going into the examples of leisure’s role in equity (women, persons with disabilities, gays and lesbians, and racial and ethnic minorities), be sure students have had a thorough consideration of this premise.
- Be sure to consider in class lectures and activities groups not discussed in the chapter, such as immigrants, at-risk youth, the homeless, and migrant workers.


Ideas for Getting Students to Read the Chapter

Getting students to take their reading assignment seriously is a constant endeavor. Despite the correlation between reading and course success, many students remain committed to trying to get by with as little reading as possible. Yet, it's not a new problem. Based on ideas from *The Teaching Professor* (2010), here's one idea you might try:

 **Exam Preparation.** Before each exam, explain what percentage of the questions will come from the text and offer some samples. Explore with students the different kinds of questions: literal questions (which require simple memorization), inference questions (which require deeper thinking), and application questions (which require them to explain a concept they've learned in a new context). Use a section of material in the text book to demonstrate all three kinds. (Note: There is also a special tutorial about this in the Student Learning Resource Guide.)

A Critical Thinking Moment

Critical thinking is a crucial skill for living life. Teaching through a critical thinking perspective means students can be open and fair minded, apply factual criteria for decisions, make arguments with supporting evidence, and express an informed point of view. Throughout this instructional guide are many ideas for how to base the learning of this chapter on these skills. In this “moment” we highlight this specific idea, which also extends to content not covered in the chapter.

 **Ageism on the Screen Can Be Bad for Your Health.** A terrific tie-in with Chapter 8 (Popular Culture), the topic of ageism could be addressed, using popular U.S. films as illustration. For example, of the 100 top-grossing films from 2015, just 11% of the characters were 60 or older, less than that age group's 18.5% share of the U.S. population (<http://bigstory.ap.org/article/b26c5f04fa534d66897b4fa4e9b8308f/older-people-underrepresented-film-new-survey-finds>).

And, of 57 films that did feature a leading or supporting senior character, 30 included ageist comments (<https://news.usc.edu/107371/usc-annenberg-film-study-examines-stereotypes-of-aging-americans/>).

Perhaps most unexpected, however, is the conclusion that portrayal of older adults in popular culture can influence their overall health. That is, seniors with an optimistic view of their place in the world perceive themselves as 12 years younger than their biological age and report feeling ill fewer than three days a month. Pessimistic seniors feel 7 years older and report feeling ill 13 days a month (<http://press.humana.com/press-release/current-releases/film-study-pop-culture-stereotypes-aging-americans>).

Several options present themselves for working with this topic in your course. First, clips from the 2016 movie *Sully*, in which Tom Hanks (age 60) played Chesley Sullenberger (age 65), who safely landed the troubled US Airways flight in the Hudson River, could introduce a class discussion. And, students could be asked to write papers, including analyzing the results of interviews on ageism conducted with older adults. Perhaps it would be useful to first discuss with students their own attitudes about old age. What stereotypes do they believe? Useful lesson plans and activities on ageism can be located at: <http://www.tolerance.org/supplement/what-ageism-high-school>, as well as http://vital-aging-network.org/files/media/Stereotypes_and_Ageism.pdf.

(Note: This material is also presented in the Student Learning Resources Guide.)

Sample Lesson Plan (focused on the concept of constraints in leisure)

(based on a 60-minute class session)

- I. *Introduction (5 minutes)*
 - Engage students in the silent discussion activity (see classroom activities below), using the question: In today's society is leisure still unfair for women?
- II. *A Little Film Festival (30 minutes)*
 - A. *Thelma and Louise*
 - Show the first 10 or so minutes of the popular film *Thelma and Louise* (see media resources below) from the morning diner scene to the scene where they pull up to the country bar and leave the car to go in.
 - Prior to the showing, distribute the film viewing worksheet below and go over the questions with them so they have them in mind as they view the film clip. After the film, students record their responses on the worksheet.

	<i>Thelma and Louise</i>	<i>A League of Their Own</i>
Describe in 1 or 2 sentences the main theme of the film clip.		
If you were to tell a friend about it what "lesson" could be learned from viewing the film clip?		
Does the clip suggest something about leisure and women and equity? Describe it.		
Conclusion:		

- B. Next show a 10-15 minute clip from the popular film *A League of Their Own* (see media resources below), such as one of the baseball games. Again, after the film clip students record their responses on the worksheet above.


III. *Lecture on Constraints (15 minutes)*


- Drawing from the discussion in the chapter, review with students the types of constraints. (PowerPoint slides #7, 8, 9, 10, and 11) Connect each type of constraint to an illustration from the film clips, or ask students to provide examples from their own experiences.

IV. *Conclusion (10 minutes)*


- Reshow a 5-minute segment from either of the above films and ask students to watch for the things just discussed and presented in the lecture/chapter. After the clip they write a conclusion statement on the bottom of the worksheet and submit for grading, attendance, and/or your comment.

Classroom Activities

 **Silent discussion.** Due to the sometimes high level of emotions students bring to the material in this chapter, I suggest giving them plenty of opportunity to express themselves. One strategy that is quick and non-threatening, yet gives all students an equal amount of personal expression, is what I call silent discussion. In fact, I've held several of these during the class consideration of this chapter. Here's how it works. To begin, ask students to separate a sheet of paper from their notebooks. Pose an opinion or position question to them related to specific material in the chapter and ask them to respond in writing (without their names) in two or three sentences at the top of the page. Next, students pass this paper one person to the right (or left, or back, or forward, just as long as it is consistent) and the receiver reads what's been written and is asked to present in writing immediately below it a counterpoint in two or three sentences. Finally, the sheet of paper is passed one more time and this third recipient writes a brief arbitration statement trying to reach a compromise between the two views already presented on the paper. The sheet is then passed back along its trail to the originator. Later I call on four to six students asking them to read all three entries on their sheet aloud to the class, and use these as stimulus for debriefing or introducing concepts.

 **Press conference.** Invite a spokesperson to class representing a particular population discussed in the chapter. Shape the event as a press conference and have students pose as investigative reporters who ask questions of the guest. The guest could also be asked to begin the conference with opening remarks. To prepare stu-

dents for this activity, previous practice of the format can achieve useful results. For example, I have held impromptu “press conferences” in class by inviting students to be investigative reporters and ask me about a particular topic we are studying. This variation is well suited to concluding a unit, as well.


 **Box 12.4. Does stripping gender from toys make sense? (What Do You Say?).** Use the case and the questions to set the stage for a lecture, or as a class/small group discussion.

Box 12.4 What Do You Say?

Gendered Toys?

In 2012, Hamleys (London’s 251-year-old toy store) dismantled its pink girls and blue boys sections in favor of a gender-neutral store. Rather than floors dedicated to Barbie dolls and action figures, merchandise is now organized by types (soft toys) and interests (outdoor). Meanwhile, also in 2012, Lego launched a \$40 million marketing campaign for its new Friends collection. The line features new, pastel-colored blocks that allow a budding Kardashian to build herself a café or a beauty salon (Orenstein, 2012). So, who has it right? Can equity be better achieved with gender-neutral or gender-specific toys?

1. Should gender be systematically expunged from playthings? Why or why not?
2. Do the sexes play differently? Studies suggest, for example, that children of both sexes appreciate stuffed animals and books, so should these types of play things be gender neutral?
3. Traditionally, toys were intended to communicate parental values and expectations, and to train children for their future adult roles. Does this add or subtract from a conclusion that toys should be gender neutral? How?


 **Washington Redskins.** If you will be using “Box 12.1, In Profile, on Sport Team Mascots,” or the film recommended below, *In Whose Honor: American Indian Mascots in Sport*, in a lecture or class discussion, you might want to extend the issue with the debate by featuring a particular team that may be a favorite of the students. For example, the NFL team located in Washington, DC, known as the “Redskins” could be featured more extensively. Background materials can be found at: http://en.wikipedia.org/wiki/Washington_Redskins_name_controversy, and a summer 2014 article that is worth incorporating is: http://www.nytimes.com/2014/02/10/us/politics/2-lawmakers-urge-nfl-to-change-washington-redskins-name.html?_r=0. Also, up-to-date blogs are being collected by the Huffington Post at: <http://www.huffingtonpost.com/news/redskins-name-change/>. An NBC news video is: <http://www.nbcnews.com/feature/meet-the-press-24-7/make-case-should-washington-redskins-change-their-name-n137011>. And, a general resource on all the teams for which this issue pertains can be found at: https://en.wikipedia.org/wiki/List_of_sports_team_names_and_mascots_derived_from_indigenous_peoples.

Here are some discussion ideas for working with this topic:


1. According to *Sports Illustrated*, around 2,000 schools use Native American mascots. Besides the Redskins, what are names of mascots with direct or indirect Native American associations? (For example, in general: Indians, Braves, Chiefs, and Warriors. And, for specific groups: Apaches, Aztecs, Blackhawks, Comanche, Seminoles, and Sioux).
2. Are mascots ever associated with other ethnic groups? (Today, rarely, except for The Fighting Irish and the Celtics. Historically, yes. Be ready to cringe:
 - i. The Wahpeton (North Dakota) Huskies were the Wops until 1989.
 - ii. The Coachella Valley (California) Mighty Arabs kept the name but updated the mascot in 2014.
 - iii. The Akron (Ohio) East Community Learning Center’s Dragons were the Orientals until 2010.
 - iv. Last but not least among the most offensive team names, the Pekin (Illinois) Dragons were the Chinks until 1981.
3. According to *Sports Illustrated*, Adidas “has offered [all 2,000 schools] both financial and design resources” to change mascots. What might need to be changed? (Uniforms, merchandise, signs associated with facilities, mascot costumes, school stationery, alumni and fund-raising materials, etc.)


4. What are some possible alternatives to mascots with Native American associations? What would you choose? (animals—Big Cats, Lions, Cougars, Tigers, and Panthers; power concepts—Big Thunder; Historical—Spartans, Brewers, Boilermakers)


(Note: This material is also available in the Student Learning Resources Guide.)


 **Town hall meeting.** This multi-session activity is from Dr. Corey Johnson of The University of Waterloo. For any of the exemplified groups in the chapter, a “town hall meeting” can be staged where each student is assigned a character representing a stakeholder in the issue. (For example, there could be Supreme Court Justices, BSA lawyers, ACLU lawyers, parents, gay Eagle Scouts, atheist Scouts, spokespeople from the Girl Scouts and the United Way, etc. to recreate the issue of gays in the Boy Scouts.) Once the characters are assigned, students prepare a two-page written statement based on their character’s stance. Students should be encouraged to locate new contemporary materials in addition to the chapter discussion. Have them include in their statement a discussion of equity, equality, discrimination, and the distinction between public and private leisure service agencies (in advance of Chapter 13). After the town hall meeting, debrief the experience by asking students what it was like to speak from another person’s perspective.

Homework Assignments


 **Imagination in context.** One way of seeing reality from the perspective of others is to place yourself in others’ reality. To help students do more than pay lip service to the messages of this chapter try having them imagine themselves in the lives of those groups presented. This is already a common teaching strategy for considering material on persons with disabilities. For example, college students are typically asked to use a wheelchair for a day, or lead each other around campus blindfolded, as ways of realizing leisure participation barriers. But how about expanding to an imagination of the situations of other frequently disenfranchised groups? To be most meaningful, set up the imaginations within a local context. For example, my university is located in Indiana, so I have set up situations in which I ask students to imagine themselves as a young black male resident of Gary, or an elderly LaPorte County farm wife, or a person who is homeless here in town. I then use these imaginations in context as the basis of essay topics or exam questions. For example, “Suppose yourself to be a young woman with AIDS living here in Bloomington. Tell a bit about yourself – what your life is like. Particularly focusing on your needs for leisure, describe how the community could better serve you.”


 **Leisure assessment inventory.** Acquire a copy of this diagnostic tool, published by Barbara A. Hawkins, et al. and available via Idyll Arbor Press at http://www.idyllarbor.com/agora.cgi?p_id=A183&xm=on, and have students complete it about themselves. Use the results as the basis of a paper assignment about constraints for their own leisure.


 **Jigsaw investigations.** Divide students into four-member teams. Assign each team a different population group suggested by the chapter or otherwise: adult women, people who are homeless, persons with physical disabilities, immigrants, latch-key children, persons with AIDS, bullied children, etc. Make sure the assigned populations are actually present in your community. Assign to each team a field inquiry project where they interview members of their assigned population and community leisure service providers to discover what services are available for their population and the details of these services (be sure to receive prior approval from your human subjects board). Based on their findings students prepare an oral class report in which they share the interview results. Following the team class presentations two or three teams are joined into a bigger team and assigned to collaboratively develop enhanced leisure service recommendations for the populations their combined teams represent. Some semesters I have asked students to write up their service inventories according to a template format, along with recommendations for enhanced services, which we collected into a booklet and distributed to the community’s leisure services agencies.

 **In search of signs.** Assign students to read the entire script for the play *In Search for Signs of Intelligent Life in the Universe* by Jane Wagner. Students could be assigned roles and dramatic readings of selected passages could be performed in class, or students could be asked to write reflective essays in response to the reading. The play is chock full of implications for popular culture, disenfranchised persons, and leisure in modern society.


Media Resources

 **Photo journalism.** In advance collect photographs of people and situations for the populations presented in the chapter. These could be clipped from magazines, or printed from the internet. Divide students into teams of about six each and assign each team one of the populations. Distribute the pictures for that population group (about three to five) and instruct the teams to develop captions for each photograph that reflect information given in the chapter. A variation on this is to instruct the groups to arrange the photos in any sequence they choose in order to create a story that reflects what they've learned from the relevant section of the chapter. Each group then presents their captions or story to the class—organized as pictures in a gallery around the room.

 **Popular films, instructional videos, and YouTube.** Checking your campus media services catalog, Netflix, and YouTube for short clips to illustrate a lecture point, and/or start a class discussion provides some flair for making teaching points about leisure and equity. For example, such instructional films as *In Whose Honor: American Indian Mascots in Sports* could accompany consideration of Box 12.1 (In Profile). Also, look for *Scout's Honor*, *Kiss My Wheels*, *Bittersweet: Asian Indian Experience in the U.S.*, *Without Pity: A Film About Abilities*, and *Pride Divide*. And, in addition to the two popular films used in the sample lesson plan above, there are many appropriate clips from such popular films as *Guess Who's Coming to Dinner*, *Little Giants*, and *Don't Cry Big Bird* (Sesame Street video). An amazing discussion can be prompted by the 2016 film *Equity* about women who love money. Independent films from the Women Sports Film Festival held in 2016 in Oakland, CA could provide useful options as well. Similarly the documentary *NWHL: History Begins* deals with gender equity in ice hockey.

 **Viewing worksheet.** If a film is shown in its entirety, use a worksheet to help students actively attend to the film's implications for leisure and equity. For example, the following questions could be presented on a viewing guide you prepare in advance:

1. Describe in two or three sentences the main theme of the film.
2. If you were to tell a friend what “lesson” could be learned from viewing the film, what would this be?
3. Does the film portray any lessons about leisure? What?

 **Brief but Spectacular.** A PBS series under this title provides a wealth of “brief” (usually about 2 minutes long) and “spectacular” video features of interesting people on often relevant to leisure topics. For example, consider showing this one as an introduction to a lecture, or to prompt a class discussion in conjunction with being gay: <http://www.pbs.org/newshour/brief/>. (At the time of this writing there are two videos available in the “current” folder for the series. If you don't find them there when you need them later, check the archives.)

Examination Questions

Essay

1. What is meant by “constraints” in leisure? Using your own results from the questionnaire in Box 12.2 in the chapter (Why Haven't You Taken a Cruise Lately?), summarize the types of leisure constraints.
2. Using a specific pastime illustration (a sport, cultural art, outdoor recreation pursuit, etc.), explain leisure's ability to both enable and restrict equity.
3. Select one of the inequities for women and leisure discussed in the chapter and summarize it. Then, indicate whether your own experience enables you to agree or disagree with this inequity and why.
4. What does “separate but equal” mean for leisure and persons with disabilities? How is this philosophy similar or dissimilar with such equity issues as normalization and integration?
5. Discuss at least two of the constraints that remain as barriers to equity in leisure participation for gays and lesbians. Also present one or two leisure services solutions for each constraint.
6. Leisure can be considered a tool for distinguishing and enhancing ethnic groups, yet research shows members of ethnic groups tend to participate less frequently than whites in as wide a range of pursuits. Several explanations have been proposed. Explain one of these.

Multiple Choice

1. Equity is
 - a. a characteristic distinguished by common cultural background
 - b. an unjust or prejudicial treatment of different categories of people
 - c. fairness ***
 - d. a leisure prohibition
 - e. none of the above
2. Ethnicity is
 - a. a characteristic distinguished by common cultural background
 - b. increasingly diverse in American and Canadian societies
 - c. still the source of difference in pastime interests
 - d. all of the above ***
 - e. a and c only
3. Leisure constraints
 - a. include structural, or architectural, barriers to participation
 - b. are that which inhibit a leisure pursuit once an interest for it has been formed
 - c. are an example of leisure equity
 - d. a and b ***
 - e. none of the above
4. In developed countries the differences between men's and women's use of leisure have
 - a. narrowed ***
 - b. increased
 - c. not reflected feminist ideas
 - d. b and c
 - e. none of the above
5. Inclusive leisure services for persons with disabilities are based on the principle(s) of
 - a. self-determination
 - b. self-advocacy
 - c. normalization
 - d. integration
 - e. all of the above ***
6. Explanations for race and ethnic differences in leisure behavior are based on:
 - a. Marginalization theory
 - b. opportunity discrimination
 - c. diversity training
 - d. all of the above ***
 - e. a and b only

True or False

1. Even though leisure is not yet equitable, it has the potential of providing equality of opportunity. (T)
2. Intrapersonal constraints to leisure predispose people to define leisure activities as appropriate or inappropriate. (T)

3. Interpersonal constraints to leisure predispose people to define leisure activities as appropriate or inappropriate. (F)
4. Inclusion is valuing all people regardless of their differences. (T)
5. In a continuum of leisure inclusion, the highest level is physical – access to buildings and programs. (F)
6. Some critics consider special gay and lesbian focused sports, travel, and events to promote discrimination. (T)

PowerPoint Slides

[presented in a separate file; slides match the lesson plan, plus summarize the entire chapter]



CHAPTER 13

Leisure Systems

Students won't remember what you taught them. They will remember what you are.

You Are Invited

So many of you have been teaching with this text for many years, and have developed excellent classroom activities, homework assignments, PowerPoints, and other teaching and learning tools to accompany the text. If you would like to share them with other instructors, you are invited to send your ideas to me (russellr@indiana.edu), and I will include them in subsequent editions of this teaching manual, giving you, your students, your course, and/or your university citation credit.

Teaching Objectives

Because leisure is a contemporary and vital human and societal phenomenon we must consider this concluding linkage to the myriad of service delivery systems that support it. Thus, the teaching objectives for this chapter are:

- Enable students to consider how leisure in its human and personal context, societal and cultural context, and functional context come to life as services?
- While this information often strikes students (and some instructors) as tedious and boring, the hope is to bring the course down to this—the heart of the matter, and an impactful finale of the semester.


Ideas for Getting Students to Read the Chapter

Getting students to take their reading assignment seriously is a constant endeavor. Despite the correlation between reading and course success, many students remain committed to trying to get by with as little reading as possible. Yet, it's not a new problem. Based on ideas from *The Teaching Professor* (2010), here's one idea you might try:

Individual Appointments. Invite students who have not done well on earlier exams for the course to your office for individual appointments. Ask them to bring their textbooks. Spend some time working with them on their reading skills. Have them read aloud and ask them to process the information back to you. Effective learning includes being able to verbalize written material. Your listening ear and encouragement may well be *the* event that opens new doors for them.

A Critical Thinking Moment

Critical thinking is a crucial skill for living life. Teaching through a critical thinking perspective means students can be open and fair minded, apply factual criteria for decisions, make arguments with supporting evidence, and express an informed point of view. Throughout this instructional guide are many ideas for how to base the learning of this chapter on these skills. In this “moment” we highlight this specific idea, which also extends to content not covered in the chapter.

 **Pet Therapy for Us All.** The chapter begins with the utility of Beau, the Yale Law School Library therapy dog. Use this to kick off a more considered focus on the role of pets as a leisure service system. The theme is: Pets, especially dogs, seem to be good for our health. “Dogs make people feel good,” says Brian Hare, an associate professor of cognitive neuroscience at Duke University (<http://brianhare.net/>), who points out that dogs are now found in courtrooms, exam study halls, hospitals, nursing homes, hospice-care settings, classrooms, and airports. Their job is to help people in stressful situations feel better. While dogs are widely used for therapy purposes, therapy animals also include cats, horses, rabbits, guinea pigs, llamas, and potbellied pigs.

The link seems to be oxytocin, a hormone whose many functions include stimulating social bonding, relaxation, and trust, as well as easing stress. Research has shown that when humans interact with dogs, oxytocin levels increase in both species (<http://www.sciencemag.org/news/2015/04/how-dogs-stole-our-hearts>). What is the result? Studies have shown that pet ownership decreases coronary disease risk, including lowering heart rate and blood pressure, reduce feelings of depression and anxiety, and the classic advantage – keep us more active. One study of 2,500 people aged 71 to 82 found that regular dog walkers tended to walk faster and for longer periods each week than those who did not have dogs to walk (<http://www.chicagotribune.com/lifestyles/pets/ct-dogs-can-make-you-feel-better-20160921-story.html>).

How could this wonderful topic encourage students to think critically? There are multiple “sub” topics that can be launched that require investigation and thoughtful decision making, including:

- Dog fighting (Someone’s leisure, isn’t it?)
- Puppy mills (Since dogs are so useful, we need more of them)
- George Orwell’s *Animal Farm*
- Feral cat programs (Do we really need these? How does our community deal with this?)
- Wild or tame? (Domesticating wild animals for human pleasure)
- Media propaganda (Getting to our hearts and wallets)
- The politics of animal parks, zoos, and aquariums

(Note: This material is also available in the Student Learning Resource Guide.)

Here are some lesson plan ideas to adapt for your class:

http://www.humanesociety.org/parents_educators/lesson_plans_for_teachers.html?referrer=https://www.google.com/

<https://www.rover.com/blog/dog-themed-lesson-plans/>

Sample Lesson Plan (focused on introducing the leisure systems)

(based on a 60-minute class session)

I. Introduction (15 minutes)

- Present a series of three or four “tasters” to introduce the session. For example:
- Go to the website for Yellowstone National Park (<https://www.nps.gov/yell/learn/photosmultimedia/videos.htm>) and select and play two or three of the 1-2 minute videos about selected park features. Afterwards, ask the class how many have been to Yellowstone? And then, how many have been to any national park, state

park, etc.? It will likely be ultimately everyone. This could illustrate the prevalence of government-sponsored leisure services.

- Check YouTube for short video clips. For example, my university is located in Bloomington, Indiana and a search revealed a short video featuring our public recreation and parks department. Also, locate a quick video on the new mega cruise ships setting sail these days, usually promoted by the cruise lines themselves, such as Carnival, Royal Caribbean and Disney to illustrate commercial recreation.
- Search for websites illustrating the most fun, least stressful, and most unusual jobs and notice at how many are in the leisure services industries!

II. *Lecture: Types of Leisure Systems (20 minutes)*

- Using PowerPoint slides #8, 9, and 10, review the different types of leisure service delivery systems according to the chapter's outline. Incorporate your own professional experiences into your examples. For adding extra zip to the lecture, see Lucille Burtuccio's t-shirt lecture activity below.


III. *Class Activity: Have You Ever? (15 minutes)*


- See the classroom activities below for the "Have you ever?" activity.


IV. *Conclusion (10 minutes)*


- Re-emphasize the importance of the leisure service delivery system, based on the summary provided in the chapter (PowerPoint slides #11)


Classroom Activities


 **Lucille Burtuccio's t-shirt lecture.** A guaranteed way to enliven the overview of the leisure delivery systems lecture (see sample class lesson plan above) is one first "performed" by a teaching assistant for my introductory class. Lucille Burtuccio had some advance preparation to do, but the pay-off was spectacular. For every type of leisure service delivery system (public, private, and commercial) and for every example within each type (Boy Scouts, private yachting marina, and bowling center, for example) she "revealed" a different t-shirt carrying the logo or name of the agency. She had predressed with all the t-shirts on, in descending order of their presentation. (That is, the last agency to be mentioned in the lecture was the first t-shirt she'd put on.) Students paid rapt attention as she introduced each lecture segment, by (and with great flourish) pulling off the preceding t-shirt to reveal the next example t-shirt. Surely, we all have a vast collection of these sorts of t-shirts to choose from!

 **Last day/first day letters.** In my classes I have used peer-letters as a technique for both closing the course and opening the new one the next semester. On the last day, I ask students who are just completing the course to write letters to those students who will be taking the course the next semester. In the letters students introduce themselves and in two or three paragraphs explain the topics that are covered in the course, the importance and relevancy of the assignments, the difficulty of the tests, the value of attending class, how to study and prepare for class, and other details important to them. Up to this point the activity has evaluation utility; in their own words students talk about what the course did and did not mean to them—information useful to me in preparing the next version of the course. They also seemed to enjoy the opportunity to pass on useful information to their fellow students—a natural action in the college student culture anyway. I then collect the letters. Later, at the first class meeting of the new semester, I pass the letters on to the new students. Sometimes I formed the students into groups of three to read and discuss two or three of the letters, and then to present a summary of the letters' content in the form of advice for succeeding in the course.


 **Write yourself a letter.** A variation on the above letter writing activity is to have students write a letter to themselves. At the end of the semester they can be asked to discuss their specific plans for behavioral and attitudinal changes they were encouraged to make in light of new knowledge and attitudes developed throughout the semester. I provide the paper and an envelope which they self-address to the residence they expect to be in three months. After students write their letters and seal them in the envelopes, I collect and mail them three months after the class ends.

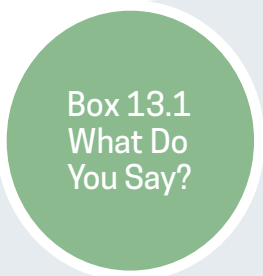
 **Have you ever?** During a lecture on the types of leisure service systems, invite all students to stand up. Then, ask them to sit back down again when you name an agency that either currently or in the past they have participated in their services. Then, read off the list of all the possible agencies you can: Boy Scouts, Girl Scouts, YMCA, city parks department, country club, health club, sport league, fraternity or sorority, etc. The goal is to get everyone sitting down in order to make the point that leisure service delivery systems are pervasive.

 **In the News.** In 2014, the National Park Service made the proud announcement that at great cost, new turf had been installed on the National Mall at the foot of the National Monument in Washington, DC. Over the years the location has played host to civil rights marches, presidential inaugurations, fireworks displays, and decades of picnics. But in recent years the National Mall, envisioned more than a century ago as a lush carpet of green connecting the nation's most treasured monuments, has looked more like a West Texas dust bowl. Now National Park Service officials are trying to teach the nearly 30 million people who gather here each year a difficult lesson: Tread softly or keep off the grass (http://www.nytimes.com/2014/05/12/us/in-washington-walk-on-grass-but-step-gently.html?_r=0). Class discussions (and/or homework assignments) can be carried out over the question: Should the National Mall remain a utilitarian gathering place, rough and resilient and welcoming to all? Or should it be a more pristine landscape, a monument to the nation's commitment to parks and preservation? Incorporate materials from the text discussion (pp. 216-219) on the role of public recreation and park services. (Also, see PowerPoint slides provided for this activity.)

 **ESPN Owns College Football.** This is an extension, and alternative, to Box 13.4 "In Profile: ESPN." Create a new (and your own) case study in the format of a "What Do You Say" box. For example, using the following article as a source for material, pose a series of questions for students to consider in whole class or small group discussions. The questions could also be turned into a homework assignment. The article, from *The New York Times*, poses the suggestion that a commercial enterprise (ESPN) has become the chief impresario for college athletics (<http://www.nytimes.com/2013/08/25/sports/ncaafootball/college-footballs-most-dominant-player-its-espn.html?pagewanted=all>). Is this a good thing? Is this fair to college football athletes? Their universities? The sport of football itself?

(Note: This material is also available for students in the Student Learning Resource Guide.)

 **Box 13.1. Is Social Capital in Trouble? (What Do You Say?).** In a small group discussion or entire class format, ask students to consider the questions accompanying the case. To add examples arguing against social capital being in trouble, check out the use of ping-pong in downtown Tampa, Florida, and other cities at <http://www.83degreesmedia.com/features/awesome081914.aspx>, as well as the whole "Urban Conga" enterprise at: <http://www.theurbanconga.com/>.




Box 13.1
What Do
You Say?


Is Social Capital in Trouble?

Research by Robert Putnam (1995) documented that such community networks as the Parent Teacher Association, League of Women Voters, and Canadian Red Cross have experienced decreasing participation in recent years. Does this mean a decline in social capital in North America? Putnam explains that people are not participating as much as they used to in making their communities good places to live, citing a roughly 25% decline in the time spent in informal socializing and face-to-face visiting since 1965, and nearly a 50% decline in memberships in clubs and organizations. Some critics disagree with Putnam, however. They argue Putnam's research ignored grassroots political groups, religious organizations, and youth sports leagues. Also, Stengel (1996) proposed people may be redefining the forms and nature of their participation in the community. For example, more of the efforts of social capital may now be done on mobile devices, and therefore not be as visible. As well, though still a very new notion, some consider that millennials are beginning to center social capital around their work: turning the office into a source of friendships, meaning, and social occasions (Brooks, 2016).

1. In your own community have you noticed a decrease in social capital? How or how not?
2. What if such organizations as the garden club disappear in your town? Or, if student government and club sports disappear on your campus? Do they really matter?
3. Do you agree or disagree with Godbey (2006) who claimed the consequences of a loss in social capital include a loss of democracy, increased alienation and loneliness, and a decreasing ability to solve problems? Why or why not?

Homework Assignments

 **Examination review notes.** As the semester (or a unit) nears completion, and students begin to prepare for an exam, announce to the class, "Next class session I am going to spend 50 minutes reviewing what we have covered this semester (or unit). Write me a note and tell me what you want me to talk about." Give students bonus points or participation points for submitting their notes and then use them to shape the review session.


 **Ride the bus (Box 13.5).** Make this assignment to students to demonstrate the diversity of leisure service delivery systems in a typical community. Adjust these instructions for your own situation: "During daylight hours, go to any bus stop for the city transit system. Buses usually run about every 30 minutes, except on Sundays. Or, select a specific route and check its schedule by consulting the website. Get on the bus. Do not take the campus bus, or the Campus Shuttle bus (route 6). You can ride the city buses for free by showing your ID card. Ride the bus for its entire route, getting off where you got on. As you ride, watch for and tabulate all the leisure resources you see along the way. For example, Table 13.2 summarizes the different types of leisure resources, and more information is provided in the chapter. Write a paper (one page typed, double-spaced) summarizing your bus trip results." You could also provide a worksheet for tabulating the sights, using Table 13.2 as the format.


Box 13.5 In Your Own Experience


Community Inventory

Today organized leisure services are pervasive. There are several ways of proving this claim. One way is to inventory your own community. Have some fun and try this: walk down to your nearest city bus stop. Get on (better pay the fare, too). Ride the bus for its entire route, until you return to the stop where you originally boarded. While you ride and enjoy the passing scenery, keep a tally of the leisure organizations, facilities, and services you see from the bus window. How many parks, playgrounds, community centers, public gardens, golf courses, art centers, museums, and so forth do you count? Do you pass a YMCA, a Boys & Girls club, a community arts agency, and a country club? How about commercial leisure places, such as restaurants, bars, arcades, movie theaters, and a bowling center? Bring your tally back to class and share with classmates. Try to organize your list according to the categories in Table 13.2. Discuss your reaction to what you observed. Point out the utilitarian role of these leisure resources?

Media Resources

 **Websites.** Often useful for examples are the official websites of professional and recreational associations for agencies represented in the chapter. For example, there is the International Association of Amusement Parks & Attractions (IAAPA) at www.iaapa.org, the National Golf Course Owners Association, www.ngcoa.org, the National Association of RV Parks & Campgrounds at www.arvc.org, the Resort & Commercial Recreation Association at <http://www.rcra.org/>, National Ski Areas Association at www.nsaa.org, World Waterpark Association at www.waterparks.org, the National Association of Theatre Owners at www.natoonline.org, and many more.

 **Popular films, instructional videos, YouTube and Professional Association films.** Checking your campus media services catalog, Netflix, YouTube and many of the above professional organizations for short clips to illustrate a lecture point and/or start a class discussion can add to the fun of making teaching points about leisure delivery systems. For example, check with the National Recreation and Park Association for promo films, such as <http://www.nrpa.org/power-of-parks/>.

 **The American Experience.** The Public Broadcasting Service (PBS) has produced excellent films on a variety of topics, not only relevant to this chapter, but others as well. See <http://www.pbs.org/wgbh/americanexperience/films/1/> for a catalog of what's available. Topics include Walt Disney, Jesse Owens, Barnum's Big Top, The Boys of '36, Mount Rushmore, Battle for Wilderness, The Civilian Conservation Corps, and many more.

 **Ken Burns' The National Parks: America's Best Idea.** Also produced by PBS, excerpts from this film would make it worth owning it yourself! See <http://www.pbs.org/nationalparks/>.

Examination Questions

Essay

1. [Show images on the screen of different types of leisure service resources and their sponsors and ask students to discuss this type of agency.] For example, "On the screen is a photo of Yosemite National Park. Describe what type of agency it represents within the leisure services delivery system, and the nature of its resources and services."
2. Leisure services are sponsored by three types of agencies. Name and distinguish these three types of leisure service delivery systems.
3. In terms of purpose and funding sources, distinguish between public and private leisure service sponsors.
4. Name and describe at least three types of leisure service programs or resources typically offered by delivery system agencies.

5. Why are leisure services important? Defend this via the concepts of social and cultural capital.
6. Summarize both the pros and cons of commercial entities as providers of leisure services.

Multiple Choice

1. Social capital is
 - a. personal educational and intellectual resources useful for achieving high status in a group
 - b. the value of social networks ***
 - c. state or federal legislation that grants authority to local governments to control local activities
 - d. a and b only
 - e. none of the above
2. Of all the types of sponsors of leisure services, governmental agencies have the unique distinction of being:
 - a. the first type of organization to be formally recognized as responsible for serving the public's leisure needs
 - b. the only type of organization that is responsible for providing services on an equal basis to the entire population of a locale
 - c. the only type of organization that has the power to secure, hold, protect, and open for use the natural resources upon which much of our leisure depends
 - d. all of the above ***
 - e. none of the above
3. Private leisure organizations are defined as those providing recreation opportunities for
 - a. their members ***
 - b. the community at large
 - c. paying customers
 - d. both b and c
 - e. none of the above
4. Commercial leisure service agencies are more likely to be
 - a. associated with entertainment and popular culture
 - b. offer unique experiences not a part of people's everyday leisure expressions
 - c. tax supported
 - d. all of the above
 - e. a and b only ***
5. Agencies that provide these services are considered to be within the leisure service delivery system
 - a. tourism
 - b. cultural arts
 - c. outdoor recreation
 - d. sports
 - e. all of the above ***
6. There are several types of private leisure service organizations, including
 - a. municipal recreation
 - b. leisure dominant
 - c. leisure secondary
 - d. b and c ***
 - e. none of the above

True or False

1. Municipal recreation is those leisure services sponsored by local governments, such as a city. (T)
2. Enabling legislation gives commercial companies the power to acquire properties, employ personnel, and impose taxes to support leisure services. (F)
3. A community arts council is a single facility supporting more than one art form. (F)
4. Commercial leisure service organizations sell leisure experiences to make a profit. (T)
5. An example of a private leisure service agency is military recreation. (F)
6. Therapeutic recreation services seek to restore or rehabilitate in order to improve the well-being of persons with illnesses or living with disabling conditions. (T)

PowerPoint Slides

[presented in a separate file; slides match the lesson plan, plus summarize the entire chapter]