

Instructor's Manual

Leisure Enhancement

(4th edition)

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and Associates

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Sagamore Publishing LLC, Urbana, IL

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INTRODUCTION

Leisure Enhancement (4th edition) is intended for use as a textbook in introductory leisure studies courses. It can be used in introductory courses designed for recreation majors, but it is especially geared toward introductory courses for non-majors. At many universities, several sections of such a course are offered every semester. One aim of the instructor's manual is to ensure that consistency is maintained among the multiple sections (and many different instructors) of a "Leisure and Life" course. In addition, this manual is intended to facilitate the training of instructors teaching the course for the first time.

Therefore, this instructor's manual is really more than just a guide for use of the *Leisure Enhancement* (4th edition) textbook. It is a comprehensive manual to promote the highest possible quality of instruction in introduction to leisure courses. Therefore, the following materials have been included in this manual:

1. Identification of appropriate learning objectives for a leisure and life course.
2. An outline for each session of a leisure and life course, assuming a 15-week semester, and two 75-minute class meetings per week. The outline for each class meeting identifies the following:
 - a. Learning objectives to be covered during the session.
 - b. Appropriate reading assignments from the textbook for the session.
 - c. Discussion topics.
 - d. An explanation of how to utilize the written exercises in the chapters in class.
 - e. Suggestions for activities, guest speakers, and films to supplement class discussion and lecture.
3. Sample examination questions.
4. An explanation of appropriate written assignments.
5. An explanation of how to adapt the session plans in the instructor's manual for use in courses that are taught in the format of a large lecture section with once or twice a week discussion/activity small groups.
6. An explanation of how to adapt the textbook and session plans in the instructor's manual for use in an introduction to leisure course for recreation majors.

The first topic addressed in this manual is special considerations for first-time instructors of a leisure and life course.

SPECIAL CONSIDERATIONS FOR FIRST-TIME INSTRUCTORS

Many students enter leisure and life courses with negative stereotypes of what the recreation field is and what the course will entail. Students enrolled in a leisure studies course for the first time might assume that the course will merely involve playing sports and games, and that the class will be unchallenging. In fact, some students enrolled in the class may think that it will be a waste of time and an easy class. Before starting to cover any material, it might be interesting to have students anonymously write down their thoughts on how they perceive the development of the class and what the field of recreation entails, so you will have a better idea of what your student's preconceived notions are.

Because of the likelihood of these negative attitudes being prevalent, the following topics should be covered thoroughly during the first two weeks of class:

1. Your expectations of students and the high degree of rigor of the class.
2. The need for leisure education in today's society (Chapter 2) and importance of this particular course.
3. The breadth and scope of leisure and recreation (see Chapter 1 and the Appendix).

Related to the likelihood of initially negative attitudes of students and of having a large number of freshmen students is the problem of attendance. One suggestion for ensuring good attendance is to have brief quizzes at the beginning of almost every class session. The quizzes would not only help ensure good attendance, but should also encourage students to keep up with reading assignments as opposed to procrastinating before a big examination. Another idea is to count attendance and class participation as a component of the grading system.

Another consideration to bear in mind is that a leisure and life course for non-majors should focus on personal leisure enhancement, not professional development. Therefore, even if you have a wealth of information on topics such as history and career opportunities, do not focus too much on these topics. *Leisure Enhancement* (4th edition) covers these topics briefly because they are more appropriate for courses for recreation majors.

Finally, although the course should be rigorous, it should still be fun! Utilize the activities in Chapter 16 or in books such as *New Games* and *More New Games* to break up the monotony of class. There are numerous fun games that can be played in a limited space and with little or no supplies or equipment, in five minutes or less.

Since a leisure and life course should emphasize improving personal leisure well-being, it is only fitting to provide students with some enjoyable leisure experiences!

PURPOSE AND LEARNING OBJECTIVES

Leisure Enhancement is a textbook designed for courses whose main purpose is to facilitate maximal leisure well-being. In order to accomplish this broad goal, there are numerous more specific goals which need to be met, such as

1. understanding the concepts of leisure and recreation (Chapter 1);
2. appreciating the personal and societal importance of leisure education (Chapter 2);
3. understanding historical influences on present leisure behavior patterns (Chapter 3);
4. being aware of leisure behavior patterns prevalent in current society (Chapter 4);
5. understanding the theoretical basis for leisure behavior (Chapter 5);
6. utilizing time management principles to improve leisure well-being (Chapter 6);
7. utilizing principles of fitness to improve leisure and leisure activity to improve fitness (Chapter 7);
8. utilizing leisure to reduce stress and promote relaxation (Chapter 8);
9. maximizing laughter as a component of leisure to promote stress reduction and relaxation and to obtain other physiological and psychological benefits (Chapter 9);
10. understanding how leisure activities can have either a positive or a negative effect on social development (Chapter 10);
11. understanding the relationship of leisure to the causes of and solutions to problems such as substance abuse and compulsive gambling (Chapter 11);
12. incorporating theories on the benefits of leisure, ethical concerns, goal-setting principles, positive thinking, and self-esteem concerns, in developing a personal philosophy for attaining maximal leisure well-being (Chapter 12);
13. appreciating the changes in leisure throughout the life cycle (Chapter 13);
14. understanding the universality of leisure needs, regardless of disabling conditions (Chapter 14);
15. being aware of outdoor recreation opportunities and personal responsibilities in preserving these opportunities (Chapter 15);
16. identifying similarities and differences in personal and societal leisure in the U.S. to leisure in foreign countries (Chapter 16); and
17. understanding how to take greater control of the future and how to maximize leisure well-being in spite of ever-changing conditions (Chapter 17).

Therefore, each chapter has a main purpose that is related to the overall purpose of the book. Within each chapter, there are specific learning objectives that relate to the overall purpose of the chapter. Ideally, all written assignments, examination questions, and class discussions should relate directly to these learning objectives. Utilizing the learning objectives as a framework for a leisure and life course ensures that the most important topics are covered and that the overall goal of the class

(promoting maximal leisure well being) will be met. Without this framework, it is easy to digress into less important topic areas.

***Courses Taught in Large Lecture Format
with Discussion/Activity Small Groups***

The session plans presented in this manual are designed for courses taught in lecture/discussion format with 12–45 students. These session plans can be adapted for use in courses taught in the format of a large lecture with a once or twice a week meeting of small groups for activity and discussion. The following outline is presented for planning purposes for courses taught in this format:

<u>Week #</u>	<u>Lecture Topic(s)</u>	<u>Small Group Activities/Discussion</u>
1	Ch. 1	Name games; Chap. 1 exercises
2	Ch. 2 & 3	Ch. 2 & 3 exercises; tag games to reinforce the idea from Ch. 3 that play and games are based on war
3	Ch. 4 & first half of Ch. 5	Ch. 4 exercises and Exercises 5.1–5.3; fun games to emphasize relevance of the play theories.
4	Second half of Ch. 5/first half of Ch. 6	Exercises 5.4, 5.5, 6.1, & 6.2
5	Second half of Ch. 6 and begin Ch. 7	Exercises 6.3, 7.1 & 7.2. Check pulse rates try fitness walking
6	Ch. 7	Exercises 7.3–7.7; try ultimate Frisbee or other activities described in Ch. 7
7	Ch. 7 & begin Ch. 8	Try aerobic softball or other Ch. 7 activities
8	Ch. 8 & 9	Exercises 8.1–8.5, 9.1, & 9.2. Listen to relaxation music and play laughter-inducing games
9	Ch. 10	Exercises 10.1–10.4; socialization activities

10	Ch. 11	Exercises 11.1 & 11.2; fun activities to achieve a “natural high”
11	Ch. 12	Exercises 12.1–12.7; debate on ethics of various leisure activities
12	Ch. 13	Exercises 13.1–13.5; play a game from childhood
13	Ch. 14	Exercise 14.1; participate in adapted activities
14	Ch. 15	Exercises 15.1 & 15.2; examine carrying capacity problems on campus
15	Ch. 16 & 17	Exercise 17.1 in-depth; try games from Ch. 16

Courses for Recreation Majors

In this section, special considerations for teaching introductory courses for recreation majors are covered. An important goal of an introductory course for majors that is not a concern of courses for non-majors is professional development and awareness. Students need to learn about the different opportunities that exist in the different areas of the recreation field so that they can decide on an area of emphasis in their studies in the recreation major. Therefore, the material in Chapter 4 on the overview of the profession needs to be covered in more detail than it is covered in a course for non-majors.

Personal leisure enhancement should still be a major goal of a course for recreation majors, but not quite to the extent that it is the focus of a course for non-majors. It is important for future recreation leaders and teachers to have a solid knowledge of the topics covered in the textbook so that they can not only apply it to their own lives, but also be able to share it with others.

The outline of topics listed below is a suggestion of how to modify the session-by-session topical outline in the instructor’s manual for a course for recreation majors:

Week #	Topic(s)	and	Chapter(s)
1	Ch. 1 (no changes)		
2	Ch. 2 & 3; spend more time on Ch. 3 by going into more depth on the topic of history of leisure (present lecture material from other textbooks).		

- 3 Continue/finish Ch. 3; plan to have 4 or 5 class sessions on the topic of job 4 opportunities in the leisure services field. Schedule presentations by recreation professionals in community recreation, commercial recreation, resort and lodging management, therapeutic recreation, and outdoor recreation.
- 5 Continue/finish presentations by recreation professionals.
- 6 Ch. 5, in-depth (an extra session as compared to courses for non-majors).
- 7 Finish Ch. 5; start Ch. 6 (less in-depth than in courses for non-majors);
- 8 Finish Ch. 6; start Ch. 7 (spend less time, do fewer activities than in courses for non-majors).
- 9 Finish Ch. 7.
- 10 Ch. 8 & 9 (less time, fewer activities than in courses for non-majors).
- 11 Ch. 10 & 11
- 12 Ch. 12
- 13 Ch. 13 & begin Ch. 14
- 14 Ch. 14 & 15
- 15 Ch. 16 & 17

Courses for Non-majors: Session-by-Session Topical Outline

The following outline is based on two 75-minute sessions per week for 15 weeks, for a total of 30 sessions. A method to increase the involvement of all students in class discussions is to form discussion groups and pre-assign sections of chapters and discussion questions to each group. For example, if Chapter 2 is to be discussed in class next time, each group would be assigned a different section of the chapter as their responsibility for leading a discussion in class next time. This technique helps to involve all students in discussions, especially in large classes where it might be more difficult to involve all of the class in discussions.

**SESSION #1:
INTRODUCTION AND OVERVIEW**

I. *Learning objective*

- A. To be aware of the course content.
- B. To understand the course requirements.
- C. To break the ice through personal introductions and get acquainted activities.

II. *Reading assignment:* None (read Chapter 1 for next time).

III. *Discussion topics*

- A. Expectations of the course.
- B. Personal definitions of leisure and recreation.

IV. *Written exercises:* None.

V. *Activity suggestions*

- A. Various name games can be played to get familiar with each other's names.
- B. A simple interviewing activity can be devised in order to get to know people better:
 - 1. Depending on the class size, divide the group into two, four, or six lines of eight to 10 persons each.
 - 2. Each line should be facing another line, and each member of the line should have a partner from the other line.
 - 3. Partners conduct three-minute interviews with each other trying to learn as much about each other's leisure as possible. Encourage students to exchange phone numbers if they happen to meet a potential partner for racquetball, tennis, etc.
 - 4. After three minutes, yell "switch." One line moves, the other stays. The last person in the line that moves takes the first seat, everyone else moves up one seat, and begins interviewing a new person.
 - 5. The activity continues until time runs out or everyone has met.

**SESSION #2:
INTRODUCTION TO RECREATION AND LEISURE**

I. *Learning objectives:* See Chapter 1 learning objectives.

II. *Reading assignment:* Chapter 1 (read Chapter 2 for next time).

III. *Discussion topics*

- A. How can leisure be negative? Give examples of negative leisure activities. If you feel that in order for an activity or block of time to be classified as leisure, it must be positive, why do you feel this way?
- B. Which concept of leisure seems to be the most practical definition to use?
- C. How is leisure used as a symbol of social class today? In what ways is leisure a motivating force for aspiring to higher social economic status?

- D. Discuss the definitions of casual and serious leisure and the desirability of each type of leisure. How difficult is it to categorize personal leisure activities into the two categories?
- E. Cite evidence showing that the holistic view of leisure is gaining greater acceptance, or that it is losing acceptance. How could the holistic view being more widely accepted in the future affect leisure in society?
- F. Try to identify recreational activities that do not fit into any of the 13 categories of recreational activities identified in Chapter 1.
- G. Identify categories of activities that point out areas of leisure that are personally lacking.

IV. *Written exercises*

- A. Neulinger's paradigm, Exercise 1.1.
 - 1. Discuss in which cells of Neulinger's paradigm most activities seem to fit. Encourage discussion of individual differences among class members.
 - 2. Discuss how common "pure leisure" activities are, and how more of these activities can be incorporated into one's life.
 - 3. Discuss the usefulness of Neulinger's paradigm in categorizing life activities.
- B. Casual versus Serious Leisure, Exercise 1.2.
Discuss the questions that follow this exercise.

V. *Activities*: Any name game would be useful to facilitate learning everyone's names.

***SESSION #3: LEISURE EDUCATION:
VITAL TO THE WELL-BEING OF SOCIETY***

- I. *Learning objectives*: See Chapter 2 learning objectives; begin by explaining that your course is a university-level leisure education course. Then, when discussing the importance of leisure education in general, the importance of your course will be clearer.
- II. *Reading assignment*: Chapter 2 (read Chapter 3 for next time).
- III. *Discussion topics*
 - A. What should be the ultimate aims of university or college level education? How important is career preparation as a goal of a college or university education relative to other aspects of education at this level?
 - B. Do you think that leisure in society will continue to increase, stay the same, or decrease? Why?
 - C. Cite personal examples of the relevance of research on the relationship of psychological well-being and leisure.
 - D. Cite personal examples of the relationship of problems related to leisure cited in Chapter 2.

- E. What do you think of the figures on years of leisure and other life activities in the remaining life span of a college student? How does it make you feel about the importance of leisure in your life?
 - F. Discuss the differences in real versus perceived leisure time.
- IV. *Written exercises:* 2.1. Answer the questions following the exercise.
- V. *Activities:* Another name game to further reinforce learning everyone's first name would be a good idea.

SESSION #4: HISTORICAL INFLUENCES ON LEISURE TODAY

- I. *Learning objectives:* See Chapter 3 learning objectives.
- II. *Reading assignment:* Chapter 3 (read Chapter 4 for next time).
- III. *Discussion topics*
 - A. Why study leisure history?
 - B. Which is more desirable: Today's segmentation of work and leisure or primitive society's fusion of work and leisure? Why?
 - C. Are ambiguous free timers held in high esteem in today's society? Why?
 - D. In what ways does society seem to be aspiring to a greater fusion of work and leisure?
 - E. Cite examples of recreational activities being related to religion or warfare.
 - F. What recreational activities can people of lower socioeconomic status not participate in? Compare the difference in leisure opportunities between the rich and the poor today versus what it was in early civilizations.
 - G. Compare tax breaks in modern American society for spectator sports such as boxing and football to the Roman government sponsorship of the Circus Maximus.
 - H. How is American society, like ancient Rome, being weakened by corruption and immorality in leisure?
 - I. Discuss the similarities and differences of the effects on leisure of religion today in America versus the effects on leisure of religion during various periods in history.
 - J. Discuss the factors influencing leisure in the twenty-first century, in particular, the effects of terrorism. Discuss how the threat of terrorism has affected personal leisure.
- IV. *Written exercises:* 3.1.

Based on this exercise, discuss the relevance of the factors influencing the recreation movement to personal leisure activities.
- V. *Activities:* A tag game could be played, followed by a discussion of how the game is related to warfare.

**SESSION #5: LEISURE AND RECREATION
IN THE USA TODAY**

- I. *Learning objectives:* See Chapter 4.
- II. *Reading assignment:* Chapter 4 (read Chapter 5 for next time).
- III. *Discussion topics*
 - A. Brainstorm and list as many leisure activity ideas as possible for a 60-minute break between classes.
 - B. Discuss the “in one day” facts cited in Chapter 4.
 - C. Briefly discuss the ideas of sex being viewed as a recreational activity. Assess students’ feelings on the sensitivity of this topic.
 - D. Is shopping a leisure activity? Try to assess male/female differences in views on this subject.
 - E. Solicit students’ opinions on the authors’ unscientific research on the recreation participation patterns of college students.
 - F. Discuss how violence and fear of violence affects leisure behavior, particularly for women. Refer to the discussion questions on this topic in the chapter.
 - G. Discuss recreation participation patterns of different minority groups.
- IV. *Written exercises:*
 - A. Discuss the questions following Exercise 4.1A and 4.1B. Calculate class average number of leisure hours estimated in Exercises 4.1A and 4.1B. Discuss possible reasons for a discrepancy between the two calculations.
 - B. Discuss the questions following Exercise 4.2.
 - C. Ask class members to compare their figures on exercise 4.3. Compare the prominence of leisure in the U.S. economy to its prominence in personal monthly budgets.
- V. *Guest speakers:* A panel presentation or brief presentations from recreation professionals in some of the diverse areas of the field (travel and tourism, outdoor recreation, therapeutic recreation, community recreation, etc.) would help students gain an appreciation of the leisure service field. Ask the guest speakers to explain what their job responsibilities are and what the pleasures and frustrations of their work are. In a course for non-majors, presentations from professionals in the field can give students a greater appreciation for what the profession encompasses. In a course for recreation majors, there should be several sessions devoted to presentations from professionals in the field, in order to learn about different career options within the profession.

**SESSION #6: WHY PEOPLE RECREATE:
THEORETICAL EXPLANATIONS**

- I. *Learning objectives:* See Chapter 5, objectives #1, 2, 4.
- II. *Reading assignment:* Chapter 5.
- III. *Discussion topics*
 - A. Discuss personal values, benefits, and satisfactions derived from leisure.
 - B. Discuss personal relevance of each of the play theories.
 - C. Discuss personal examples of drawbacks to each of the play theories.
 - D. What is self-actualization? How can recreational activities contribute to self-actualization?
- IV. *Written exercises:*
 - A. Discuss Exercise 5.1. Compare students' "flow" activities.
 - B. Exercise 5.2 on Maslow's hierarchy can be discussed in small groups. Encourage evaluation of how well balanced personal recreational activities are in terms of fulfilling the five levels of needs on the hierarchy. Stimulate small group discussion on explaining how activities identified as meeting self-esteem and self-actualization needs really do contribute to fulfilling these needs. Ask students to identify ways in which they could change their leisure behavior in order to better meet the five levels of needs on the hierarchy.
 - C. In discussing Exercise 5.3, challenge students to explain how a particular leisure activity can meet each of the five levels of needs. Solicit opinions on which are the best activities for meeting self-esteem and self-actualization needs.
- V. *Activities*
 - A. Begin class with some fun games, such as the following:
 - 1. Orange pass under the chin.
 - 2. People to people (*More New Games*).
 - 3. Shoe factory (*More New Games*).
 - B. After playing a few games, have students immediately write down the needs fulfilled and benefits and satisfactions derived from these brief play experiences.
 - C. Ask students to discuss what they wrote; then, in discussing the play theories, relate students' comments that are relevant to these theories.

**SESSION #7:
THEORETICAL EXPLANATIONS**

- I. *Learning objectives:* See Chapter 5, #3, 5, 6.
- II. *Reading assignment:* Chapter 5 (begin Chapter 6 for next time).
- III. *Discussion topics*
 - A. Discuss the relevance of Nash's pyramid to leisure in the U.S. today. Ask students to utilize statistics on leisure in the U.S. in Chapter 4 to explore the accuracy of the pyramid as a reflection of the leisure behavior of Americans today.
 - B. Iso-Ahola's model is difficult for most students to understand. Put the model on an overhead and discuss it in detail to make sure that the students understand it.

IV. *Written Exercises*

Exercise 5.4, Nash's pyramid: To compensate for the tendency of students to inappropriately categorize leisure activities in the higher levels of the pyramid in order to "look good," try the following:

- A. Distribute extra blank copies of Exercise 5.4.
- B. On a separate piece of paper, have students list the recreational activities they participate in regularly.
- C. Distribute these lists among the class, preferably not just to students sitting near each other.
- D. Students will then use Nash's pyramid to categorize the list of activities they received from someone else.
- E. Return the lists to their authors, along with the categorizations.
- F. Have students compare their categorizations to the ones they just received. Encourage discussion on discrepancies in categorizations.
- G. Emphasize the value of this exercise as an honest self-evaluation of leisure.
- H. Before asking students to complete Exercise 5.5, use Table 5.2 to explain Iso-Ahola's model of causality (Figure 5.2). Then, have students complete Exercise 5.5 and encourage class discussion of the questions that follow this exercise in the chapter.

**SESSION #8:
LEISURE PLANNING AND TIME MANAGEMENT**

- I. *Learning objectives:* See Chapter 6, #1–4.
- II. *Reading assignment:* First half of chapter 6 (finish Chapter 6 for next time).
- III. *Discussion topics*
 - A. How applicable are time management principles to leisure?

- B. How can leisure actually be more fun when it is planned rather than totally spontaneous?
- C. How is refusing to plan leisure a self-defeating mechanism that can inhibit leisure fulfillment?
- D. Ask students to give examples of how planning is required in order to make many of the most special leisure activities happen.
- E. Discuss the idea that leisure planning can enable people to deal better with unexpected changes or circumstances such as inclement weather.
- F. Discuss how leisure planning can help reduce feelings of guilt and even encourage greater spontaneity.
- G. Review the other benefits of leisure planning discussed at the beginning of Chapter 6.
- H. Discuss Exercises 6.1 and 6.2 as described below.

IV. *Written exercises*

- A. Ask students to state the ultimate goals identified in Exercise 6.1 and write a list of these goals on the board.
- B. Review the list together with the class and critique them in terms of the criteria for setting leisure goals identified in Chapter 6.
- C. Make sure everyone has a partner for Exercise 6.2. Have students exchange their lists of short-term and long-term goals and critique each other's goals.
- D. Write on the board a few examples of goals which follow the criteria for goal setting and a few which do not. Ask the class to critique these goals.

SESSION #9: LEISURE PLANNING AND TIME MANAGEMENT

I. *Learning objectives:* See Chapter 6, #5–10.

II. *Reading assignment:* Chapter 6, second half.

III. *Discussion topics*

- A. Review the guidelines for devising daily time schedules identified in Chapter 6.
- B. Solicit opinions on whether or not devising daily time schedules seems feasible or desirable.
- C. Stress the need for imagination and flexibility in devising daily time schedules.
- D. Discuss the critique of the sample weekend plans in Chapter 6.
- E. Prepare students to devise and follow their own weekend or vacation plan, incorporating the guidelines for devising daily time schedules identified in Chapter 6.
- F. Discuss other time management tips identified in Chapter 6, especially the 80/20 rule, procrastination/*A*-avoidance behavior, and counting all time as “on time.”
- G. How can television time be considered a time waster?

- H. How enjoyable and satisfying is watching television as compared to other recreational activities?
- I. Discuss the different ways to reduce television time.
- J. Discuss computers and cell phones as being time wasters and suggestions for reducing the amount of time that each one is used.
- K. How enjoyable is reading newspapers as compared to other leisure activities?
- L. How do you feel about eliminating or reducing reading of newspapers?
- M. How enjoyable is sleep as compared to recreational activities you could do if you slept less?
- N. Assess the class average for daily sleep time and what they feel is the amount of sleep most people need.
- O. Explain the sleep cycles and how they are conducive to sleep reduction.

IV. *Written exercises*

- A. Have students complete Exercise 6.3, the personal life pattern, and ask them to make changes in the goals listed in Exercise 6.2, as appropriate.
- B. An excellent written assignment for extra credit is to have students do a personal sleep reduction experiment, keeping a log of their sleep habits, how they felt each day, and a narrative explanation of the successfulness of the experiment.

**SESSION #10:
FITNESS AND LEISURE**

I. *Learning objectives:* See Chapter 7, #1–6, 9–14.

II. *Reading assignment:* Chapter 7 (until the section on nutrition).

III. *Discussion topics*

- A. To what extent is the fitness boom in the U.S. really a boom in the *business* of fitness as opposed to actual participation in fitness-related activities?
- B. How can a person be motivated to exercise?
- C. Brainstorm ideas for aerobic exercise that would be fun and enjoyable.

IV. *Written exercises:* 7.1–7.6. After students complete Exercise 7.4, discuss the following questions:

- A. How adequate are the exercises you are currently participating in?
- B. How well balanced are they? What areas are lacking?
- C. Which are the most commonly participated in cardio activities?
- D. Rate the enjoyment of the cardio exercises. Which ones are most enjoyable? Which are least enjoyable?
- E. How can the least enjoyable activities be made more enjoyable?

**SESSIONS #11 & 12:
FITNESS AND LEISURE**

- I. *Learning objectives:* See Chapter 7, #7, 8, & 14.
- II. *Reading assignment:* Chapter 7.
- III. *Discussion topics:* Discussion questions for this session are listed under V. Activity.
- IV. *Written exercise:* Exercise journal – If you are having several sessions of fitness activities, at the end of each session, have students write an entry in an “exercise journal.” For each activity in which the students participate, have them rate its enjoyment and aerobic potential (based on heart rate checks made during the activities). Also have the students write suggestions for improving the enjoyment and aerobic potential of each activity. Students submit these journals at the end of the fitness and leisure unit.
- V. *Activity:* Ask the students to come to class wearing comfortable clothes for exercise. Arrange to hold the class outside or in a large room where people have enough space to move freely.
 - A. Begin by having everyone determine his or her heart rate.
 - B. Conduct a warm-up session and assess heart rates again.
 - C. Conduct a cardiovascular recreational exercise session and assess heart rates again. Instead of typical aerobics session, try something different, such as ultimate Frisbee. The key is to make the session creative, novel, and enjoyable.
 - D. Conduct a cool-down, and assess heart rates once more.
 - E. Discuss the following:
 - 1. How did the activities affect heart rate? Why are there individual differences in heart rates?
 - 2. How do you feel after the workout?
 - 3. How enjoyable was the activity?
 - 4. How can recreational activities with moderate and low potential for aerobic fitness be modified in order to provide more of an aerobic workout? Cite specific examples. Try other activity ideas listed in the chapter, such as aerobic softball and hand tennis.

Another idea is to divide the class into groups. Each group's assignment is to plan, organize, and lead a recreational activity with high aerobic potential. One of the activities described in the chapter can be chosen or an original one can be created. Of course, the instructor will need to make sure that each group leads a different activity.

SESSION #13:
FITNESS AND LEISURE

- I. *Learning objectives:* See Chapter 7, #15-17.
- II. *Reading assignment:* Chapter 7 (nutrition section).
- III. *Discussion topics*
 - A. How prominent a leisure activity is eating?
 - B. Discuss examples of recreational eating and examine the health implications of such eating.
 - C. Why do people eat unhealthy food when they know about its negative effects on fitness and health?
 - D. How much of personal eating is necessary and how much is recreational?
 - D. What are the best ways to lose weight?
 - E. Discuss the recreational and health implications of moderate consumption of alcohol.
- IV. *Written exercise:* Exercise 7.7 can be completed in class in pairs.
 - A. Have students identify their current recreational eating patterns in the first column and then exchange papers with their partners.
 - B. The partners will think of healthier alternatives to recreational eating and complete the second column.
 - C. After trading papers again, partners can discuss the feasibility of incorporating each other's suggestions into their lives.
- V. *Guest speaker:* Eating disorders are not discussed in Chapter 7, but they are a common leisure-related problem, and especially prevalent among college students. A guest speaker on eating disorders from a local hospital could be enlightening.
- VI. *Activity:* Junk food taste test student volunteers bring favorite "junk foods" and their "light/healthier" versions. Students partake in a taste test, voting on which version tastes better. Afterwards, discuss the health implications of the light foods.

SESSION #14
THE ROLE OF LEISURE IN STRESS REDUCTION

- I. *Learning objectives:* See Chapter 8, #1-8, #11.
- II. *Reading assignment:* Chapter 8.
- III. *Discussion topics*
 - A. Discuss how various recreational activities can be stressors.
 - B. Examine recreational ways to use the concept of deviation to balance the stress quotient equation.
 - C. How feasible or accurate is it to categorize people as either Type A or

Type B?

IV. *Written exercises*

- A. Discuss the questions following Exercise 8.1.
- B. Following Exercise 8.2, challenge students to think of recreational activities for which Selye's stages do not apply.
- C. Following Exercise 8.3, discuss how much control people have over the stressors in their lives and if being made aware of it can lower stress levels.

**SESSION #15:
THE ROLE OF LEISURE IN STRESS REDUCTION**

I. *Learning objectives*: See Chapter 8, #9–10.

II. *Reading assignment*: Chapter 8 (read Chapter 9 for next time).

III. *Discussion topics*

- A. Discuss how music can be either relaxing or stressful.
- B. Explain the theory of Halpern's relaxation music (refer to Halpern's book, *Tuning the Human Instrument*) if you choose to play his music for your class.
- C. Discuss the relative effectiveness of the various relaxation techniques attempted in class.

IV. *Written exercises*: After Exercise 8.4, discuss the following:

- A. What are the most relaxing recreational activities?
- B. What factors make certain recreational activities more relaxing than others?
- C. How long lasting are the relaxing effects of various recreational activities?

Exercise 8.5 can be discussed in small groups, or the class can brainstorm/share ideas on how to make chores more recreational or how to do them more efficiently.

V. *Activities*

- A. Play Halpern's "Spectrum Suite" or relaxation music by other artists for the class. First, explain the theory of how music can be a relaxant and review guidelines for listening to this type of music. Try to seat students as comfortably as possible, in a distraction-free environment with a good sound system. After playing the music, allow students a minute to get in touch with their own feelings, then discuss how the music made them feel.
- B. Try the meditation, neuromuscular relaxation, deep breathing, and guided imagery techniques discussed in Chapter 8. If possible, have an instructor of these relaxation techniques come to class to lead these relaxation exercises or use a tape recording of some of these techniques as an instructional aid.

SESSION #16:
LAUGHTER AND HUMOR AND STRESS REDUCTION

- I. *Learning objectives:* See Chapter 9, #1–7.
- II. *Reading assignment:* Chapter 9 (read Chapter 10 for next time).
- III. *Discussion topics*
 - A. On the average, how many times a day do you experience a good hearty laugh? How does it feel when you laugh heartily?
 - B. Why do adults seem to laugh less than children?
 - C. What do most people do when they want to laugh? What are the best recreational activities for promoting laughter?
- IV. *Written exercises:*
 - A. After completing Exercise 9.1, discuss alternative humorous responses to stressors.
 - B. After completing Exercise 9.2, discuss childhood situations and activities that caused laughter and how some of these childhood laughter experiences can be incorporated into adulthood. Also, discuss ideas for increasing laughter in life in general.
- V. *Activities:* Consult books such as *New Games*, *More New Games*, and *Play Fair* for activity ideas for encouraging laughter. After participating in a few laughter-inducing activities, discuss how laughter felt and why the activities induced laughter. The following activity is an effective laughter inducer:
 - A. “Balloon–Hug Pop”
 1. Students form teams of eight to 12 players.
 2. Each team stands in a line.
 3. Each player has a mostly filled balloon.
 4. When the signal to begin is given, the first player of each line turns to the second player, places a balloon between them, and the players proceed to hug each other until the balloon pops.
 5. Once the balloon pops, the second player turns to the next player in line and does the same thing.
 6. The first team to pop all of their balloons is the winner. The activity is particularly funny when players have trouble popping their balloons and have to hug each other extra hard.

SESSION #17:
RECREATION AND SOCIAL DEVELOPMENT

- I. *Learning objectives:* See Chapter 10, #1 and #4–6.
- II. *Reading assignment:* Chapter 10.
- III. *Discussion topics*
 - A. Discuss the desirability of having a spouse who shares many of the same leisure interests.
 - B. Is overemphasis on competitive activities for children creating problems? Should competition be deemphasized? What effects does competition have on socialization?
 - C. Survey the class to see if the extroverts in the class have a higher rate of participation in high risk and social activities than the introverts in the class.
- IV. *Written exercises:* Discuss these questions related to Exercise 10.2.
 - A. Why do you desire receptive friendships in which you are the giver?
 - B. How can associative friendships be changed into reciprocal friendships?
 - C. Do you feel that associative and receptive friends really fit the definition of friends? Explain your answer.

SESSION #18:
RECREATION AND SOCIAL DEVELOPMENT

- I. *Learning objectives:* See Chapter 10, #2–3 and #7–8.
- II. *Reading assignment:* Chapter 10 (read Chapter 11 for next time).
- III. *Discussion topics*
 - A. How do you feel that watching television when you were a child affected your social development?
 - B. In your present life, how does watching television and videos affect socialization?
 - C. How addictive do you think that video games are?
 - D. To what extent do you think that video games are a negative influence on socialization?
 - E. In what ways has popular music affected your socialization?
- IV. *Written exercises*
 - A. After Exercise 10.3, discuss what are some of the best and worst ways for making new friends.
 - B. After Exercise 10.4, discuss which recreational activities are the best for promoting social development.
 - C. Discuss students' answers to exercise 10.1.

V. *Activity*: Party simulation game

- A. Ask students to simulate a party situation by mingling, engaging others in one-on-one conversation, trying to form new friendships.
- B. When the leader shouts out “mingle,” students must find a new person to engage in conversation.
- C. After everyone has had an opportunity to converse with several classmates, discuss the following topics:
 1. What subjects or topic areas were utilized most frequently to facilitate conversation?
 2. What were the best topic areas to discuss for facilitating conversation?
 3. What aspects of nonverbal communication fostered interaction, and which ones inhibited it?
 4. If possible, videotape this activity, play back the tape for the class, and discuss these questions while viewing the tape.

VI. *Film*: *Salamanders* is an interesting view of socialization among college students and also leads into the topic of recreational drinking. The film shows alcohol-influenced social activities at a college fraternity house. Before the film, prepare students with discussion questions so that they can take notes during the film on topics such as how they would behave compared to the students shown in the film, and the differences between current parties at their school versus the ones shown in the film. Forewarn the students that the film might seem dated to them (about 30 years old), but challenge them to analyze and discuss the similarities and differences in the leisure behavior of college students today versus what is shown in the film.

**SESSION #19:
LEISURE-RELATED PROBLEMS**

I. *Learning objectives*: See Chapter 11, #1–5.

II. *Reading assignment*: Chapter 11

III. *Discussion topics*

- A. Encourage discussion on personal experiences with gambling and observations of gamblers in order to gain insight into why people gamble and how enjoyable a leisure activity it is.
- B. Discuss the results of Exercise 11.1.
- C. Discuss the theoretical causes of and leisure alternatives to gambling.
- D. Discuss Table 11.1.
- E. Discuss Exercise 11.2.

IV. *Written exercises*: Exercise 11.1 & 11.2.

**SESSION #20:
LEISURE-RELATED PROBLEMS**

- I. *Learning objectives*: See Chapter 11, #6–9
- II. *Reading assignment*: Chapter 11 (read Chapter 12 for next time)
- III. *Discussion topics*
 - A. How strongly do you feel the media influences your recreational drinking patterns?
 - B. How do you think the media could be used to alleviate the problem of recreational drug use?
 - C. What drugs do you think are “safe”?
 - D. Discuss how leisure education could help alleviate the problem of recreational drug use.
 - E. Discuss theoretical causes of and leisure alternatives to leisure-related problems not discussed in Chapter 11, such as eating disorders, workaholism, and juvenile delinquency.
- IV. *Written exercises*: None
- V. *Film*: In the video *Bill Cosby, Himself*, there is a hilarious routine on getting drunk and using other drugs. In a humorous way, it provides a great deal of insight into the absurdity of binge drinking and using other drugs.

**SESSION #21:
ETHICS AND PERSONAL LEISURE PHILOSOPHY**

- I. *Learning objectives*: Chapter 12, #1–2.
- II. *Reading assignment*: Chapter 12.
- III. *Discussion topics*
 - A. Discuss the importance of considering ethics in developing a personal philosophy of leisure.
 - B. Organize a debate on the ethics of one or more popular leisure activities, such as heavy consumption of alcohol for recreational purposes, hunting, football, and boxing. The ethics debate can be an excellent way to stimulate thought about ethics and leisure behavior and perhaps point out the fallacy of arguments offered to justify unethical leisure activities.
- IV. *Written exercises*: Discuss Exercise 12.1 in small groups and then ask the class to discuss which leisure activities they identified as being unethical.

**SESSION #22:
PERSONAL LEISURE PHILOSOPHY**

- I. *Learning objectives*: Chapter 12, #3–11.

II. *Reading assignment:* Chapter 12 (read Chapter 13 for next time).

III. *Discussion topics*

- A. Are internal obstacles, not external obstacles, usually the real cause for not attaining leisure goals? Cite personal examples to support your answer.
- B. Are external obstacles often used as an excuse for not even trying to attain leisure goals? In reality, how attainable are most of your leisure goals?
- C. Describe some of the common “leisure ruts” people fall into.
- D. Discuss the different ways to elicit positive thoughts and try some of them in class (e.g., ask students to exchange compliments and then describe how it felt).
- E. Discuss the challenges faced in trying to maintain a high level of self-esteem.
- F. Ask students to describe their scenario of an ideal leisure lifestyle. Discuss the questions listed after the “my ideal leisure lifestyle” exercise in Chapter 12.

IV. *Written exercises:* Complete Exercises 12.2–12.7 and discuss the questions listed after each exercise.

V. *Activity:* Ask each student to write down a few negative thoughts, and then have students exchange papers. Ask each student to counteract the negative thoughts with alternative statements, as was discussed in the chapter. Next, return the papers to the original authors and discuss insights gained into how to overcome negative thinking.

**SESSIONS #23 & 24:
LEISURE THROUGHOUT THE LIFE CYCLE**

I. *Learning objectives:* See Chapter 13, #1–7.

II. *Reading assignment:* Chapter 13 (read Chapter 14 for next time).

III. *Discussion topics*

- A. Discuss Exercises 13.1 & 13.2 in small groups, then base class discussion on the small group discussion.
- B. Based on personal experiences, how prominent a problem is boredom among adolescents?
- C. Discuss the Willits and Willits (1986) study. Does it seem to be true that people more active in general also participate in more leisure activities?
- D. Discuss the questions following Exercise 13.3.
- E. Before beginning lecture and discussion on leisure in later life, discuss students’ answers to Exercise 13.4. Challenge students to explain the rationale for their answers, especially those that predict a more sedentary lifestyle for themselves in later life.
- F. Discuss Exercise 13.5 (refer to the questions following the exercise).

IV. *Written exercises:* 13.1–13.5.

V. *Films/guest speakers*

- A. Contact the local Area Agency on Aging or a senior center, retirement community, or other senior citizens' organization to obtain older guest speakers with active lifestyles who can lead a class discussion on leisure in later life and throughout the life cycle.
- B. There are many excellent films related to the topic of leisure and aging. A particularly good one is *Surfing for Life*.

**SESSION #25:
RECREATION FOR SPECIAL POPULATIONS**

I. *Learning objectives:* See Chapter 14A, #1–6.

II. *Reading assignment:* Chapters 14A and B.

III. *Discussion topics*

- A. Discuss Exercise 14.1. In addition to personal feelings, discuss students' experiences with friends and relatives who have disabilities. Focus on how a disabling condition affects leisure behavior.
- B. Is “forced leisure” really leisure? How would you feel about having “forced leisure”?
- C. How do you feel when you interact or recreate with various special populations? Have you ever done any recreation-related volunteer work with special populations? If you did, how did you feel about the experience?
- D. Discuss the personal life story related in Chapter 14B. Do you think you would be as active if you were in a wheelchair? Do you know anyone in a wheelchair who is very active in sports and recreation?

IV. *Written exercises:* Exercise 14.1.

V. *Guest speakers:* Wheelchair athletes could lead a fascinating discussion on topics such as the following:

- A. The role of recreation in their lives.
- B. How recreation helped them cope with their disability.
- C. How they view the way individuals and society in general treat them, and what changes they would like to see in this regard.
- D. If possible, ask the wheelchair athletes to bring some adaptive sports equipment to class to show how it works.
- E. How the enjoyment of recreational activities was affected by their disabilities. Is recreation as enjoyable or more enjoyable than it was before becoming disabled?

SECTION 26:
OUTDOOR RECREATION
AND NATURAL RESOURCE LANDS

- I. *Learning objectives:* Chapter 15, #1–6.
- II. *Reading assignment:* Chapter 15
- III. *Discussion topics*
 - A. Discuss why people like to recreate outdoors, and what benefits are derived from outdoor recreation.
 - B. Why do people choose to do an activity outdoors when they could do it indoors?
 - C. Do urban dwellers *need* to have contact with the natural environment? Why?
 - D. Identify and discuss the major outdoor recreation resources available in the local area.
 - E. Discuss carrying capacity problems that individuals in the class have encountered.
 - F. In addition to discussing Exercise 15.2, try to think of a real-life carrying capacity problem in a nearby outdoor recreation area. Present the problem to the class and have students work in small groups to devise a solution to the problem. Then, have each group present their solutions to the class, and discuss the pros and cons of each group's solution.
 - G. How can personal leisure behavior be altered to help ensure the preservation of outdoor recreation areas?
 - H. What will outdoor recreation be like in the future?
- IV. *Written exercises:* Exercises 15.1 & 15.2.

SESSION #27: LEISURE AROUND THE WORLD

- I. *Learning objectives:* See Chapter 16, #1–7.
- II. *Reading assignment:* Chapter 16 (read Chapter 17 for next time).
- III. *Discussion topics*
 - A. Ask students to share personal observations on similarities and differences in leisure in the U.S. and foreign countries they have visited or lived in.
 - B. In what ways do Americans seem to be better off than people in most countries with respect to leisure? In contrast, in what ways are Americans worse off?
 - C. What specific characteristics of leisure and recreational activities in particular foreign countries would you like to see spread to the U.S.?

- D. In what ways is leisure in undeveloped nations similar to leisure in America in the past? Conversely, what aspects of leisure in developed nations seem likely to take hold in the U.S. in the future?

IV. *Written exercises:* None.

V. *Guest speakers and activities*

- A. Contact the International Studies Center on campus and ask for a few students from foreign countries who could talk to your class about the similarities and differences in leisure in their native country versus the U.S. Allow ample time for questions and answers.
- B. There are numerous simple games from various countries described in Chapter 16. An enjoyable way to introduce the topic of leisure in foreign countries would be to play some of these games.

SESSION #28: LEISURE IN THE FUTURE

I. *Learning objectives:* See Chapter 17, #1–6.

II. *Reading assignment:* Chapter 17.

III. *Discussion topics*

- A. Discuss the desirability and likelihood of various predictions for the future coming true.
- B. Discuss which scenario of leisure in the future described in Chapter 17 is most likely to come true.
- C. Have students discuss their scenarios of leisure in the future and leisure innovations they can foresee for the future.

IV. *Written exercises:* Exercise 17.1. Have students work in small groups, utilizing the information in Exercise 17.1 to develop a scenario for leisure in the future which best represents each group member's ideas.

SESSIONS #29 AND #30

The last two sessions of the semester can be used in a variety of ways:

- A. An extra session or two can be spent on any topic that needs more time.
- B. The last class session can be used for reviewing for a comprehensive final exam.
- C. A half of a session or an entire session could be devoted to a major midterm examination.
- D. A class party could also serve as a practical experience in “social development through recreation.”
- E. A field experience, such as participating in a recreational event with special populations, might be a very enlightening and memorable experience for students.

- F. Perhaps there is a topic you would like to cover which is not covered in the textbook.
- G. One or two sessions can be left open to compensate for spending more time than planned on some topics and for unexpected class cancellation(s).

SAMPLE EXAMINATION QUESTIONS

In this section of the *Instructor's Guide*, sample examination questions for each chapter of the book are presented. Quizzes on each chapter can easily be administered during the first 10 minutes of class. This method of frequent testing (17 quizzes during the course of a semester) has numerous advantages:

- It forces students to read assigned chapters and to be prepared for class discussion.
- It helps establish good study habits and counteracts the natural tendency of many students to try to cram.
- It makes studying easier and facilitates the retention of material.
- It encourages good attendance.

The following are some general guidelines for devising and administering quizzes and exams:

1. Students should be tested on the most important material that is related to the learning objectives listed at the beginning of each chapter. All of the questions in each quiz should be directly related to a learning objective in the chapter on which the quiz is based.
2. Use only 10 to 15 minutes at the beginning of each class to administer the chapter quizzes. Students should know the material well enough so that they can complete the quizzes quickly.
3. Short answer and multiple-choice questions are, of course, easiest to grade and are more objective than essays, although essays can better assess how well students understand the material. A suggested approach is to use objective testing methods that assess retention of factual material, followed by class discussion centered on fostering a better understanding of more complicated theories and concepts. Understanding of these theories and concepts can then be assessed by written assignments. The sample exam questions in this guide are multiple choice. Quizzes can be reviewed immediately after students complete them, and the review can form the basis for discussion of the chapter. To prevent cheating, create several versions of each quiz (the same questions, but the order of the questions and the order of the answer choices are different) and distribute the versions in such a way so

as to make cheating nearly impossible. Quizzes should NOT be returned to students, so that they can be reused in future semesters.

4. A comprehensive final and possibly a midterm could also be administered to help assess more long-range learning than the quizzes assess.
5. Remind students to use the learning objectives at the beginning of each chapter as a guideline for studying for each chapter quiz.
6. To encourage students to take notes during class discussion and presentations by guest speakers, include some questions in midterm and final exams that are based solely on class discussions and guest presentations.
7. Incorporate the written exercises into the quizzes. For example, in Chapter 1, there are two written exercises. Each one could be assigned one point and could be checked while students take the Chapter 1 quiz. On the quiz, students could be asked to answer 16 of the questions (half point each = 8 points); thus, with the two points for the written exercises, the quiz would be worth a total of 10 points. Some chapters have many written exercises. Most of the exercises could be assigned to students to bring to class completed, but some exercises can be completed during class in groups.
8. The quizzes should not be of equal point value. For example, Chapter 3 is a relatively short chapter, with only one written exercise, while chapter seven is lengthy, with seven written exercises. In a course for non-majors, Quiz #3 might be worth 6 or 7 points, whereas Quiz #7 might be worth 20 or 25 points. In a course for majors, additional material on history of leisure might be added and Quiz #3 could be expanded and be worth 10 or more points, while the material in Chapter 7 might be less emphasized and Quiz #7 could be reduced to 10 points or less.

The following are sample quizzes for each chapter. The format of these quizzes is multiple choice.

Quiz #1 (Chapter 1)

1. For the purpose of this class, recreation is defined as
 - a. Unobligated or free time.
 - b. Activity conducted during free time.
 - c. The same as leisure.
 - d. All are true.
 - e. None are true.

2–7. The following questions refer to Neulinger's paradigm.

2. Playing music in a band at a wedding for both fun and profit is an example of
 - a. #2 - leisure-work.
 - b. #4 - pure work.
 - c. #6 - pure job.
 - d. #5 - work job.
 - e. #3 - leisure job.

3. Riding an exercise bike for health benefits, even though it is boring, is an example of

- a. #2 - leisure work.
- b. #1 - pure leisure.
- c. #4 - pure work.
- d. #3 - leisure-job.
- e. #5 - work-job.

4. Going for a short walk in the park for no other reason than to enjoy nature is an example of

- a. #6 - pure job.
- b. #2 - leisure-work.
- c. #4 - pure work.
- d. #5 - work-job.
- e. #1 - pure leisure.

5. Working in a restaurant as a dishwasher for no other reason than to make money is an example of

- a. #3 - leisure-job.
- b. #5 - work-job.
- c. #4 - pure work.
- d. #6 - pure job.
- e. #2 -leisure-work.

6. Playing soccer because it is fun and also for health benefits is an example of

- a. #5 - work-job.
- b. #3 - leisure-job.
- c. #4 - pure work.
- d. #2 - leisure-work.
- e. #6 - pure job.

7. Leading children in games because it is your job, but enjoying it so much that being paid doesn't matter at all is an example of

- a. #3 - leisure-job.
- b. #5 - work job.
- c. #1 - pure leisure.
- d. #2 - leisure-work.
- e. #4 - pure work.

8–13. These questions refer to different views, concepts, and definitions of leisure.

8. This view of leisure envisions leisure as a highly desirable state of mind.

- a. holistic
- b. anti-utilitarian
- c. traditional or classical

- d. social instrument
- e. none of the above

9. Leisure is a means for promoting self-growth and helping others according to which view?

- a. traditional or classical
- b. leisure as activity
- c. social instrument
- d. holistic
- e. none of the above

10. This view sees leisure as one of the most noticeable signs of wealth:

- a. traditional or classical
- b. holistic
- c. anti-utilitarian
- d. social instrument
- e. None of these

11. In this view, leisure need not serve any useful purpose:

- a. traditional or classical
- b. social instrument
- c. holistic
- d. anti-utilitarian
- e. None of these

12. According to this view, leisure is defined as nonwork activity:

- a. leisure as a symbol of social class
- b. holistic
- c. anti-utilitarian
- d. social instrument view
- e. None of these

13. Having this view of philosophy toward leisure might lead to participation in harmful leisure activities such as drunkenness:

- a. anti-utilitarian.
- b. holistic view.
- c. social instrument view.
- d. traditional or classical view.
- e. None of these

14. The most important factor in determining whether or not an activity is a recreational experience is

- a. how much exercise (physical) the activity requires.
- b. the participant's attitude toward the activity.
- c. how much money it costs.
- d. All of these

- e. None of these
15. A characteristic of recreation is
- a. participation is voluntary, not obligatory.
 - b. it is motivated by intrinsic goals.
 - c. it involves some activity, not total idleness.
 - d. All of these
 - e. None of these
16. The main purpose of participation in recreation is usually
- a. to be in nature.
 - b. to lose weight.
 - c. fun and enjoyment.
 - d. All of these
 - e. None of these
17. All of the other 12 categories of recreational activities can actually be participated in within the context of this one:
- a. dance.
 - b. travel and tourism.
 - c. sports.
 - d. All of these
 - e. None of these
18. Examples of the categories of recreational activities are
- a. simple entertainment/music/art.
 - b. mental activity/sports/aerobics.
 - c. hobbies/play and games/gambling.
 - d. All of these
 - e. None of these
19. Which one is a category of recreational activity?
- a. social activity
 - b. relaxation
 - c. humanitarian services
 - d. All of these
 - e. None of these
20. Recreation services should meet appropriate _____ standards.
- a. ethical
 - b. strength
 - c. longevity
 - d. All of these
 - e. None of these

21. Regarding casual leisure versus serious leisure,
- serious leisure is better because it is more fun
 - casual leisure is better because it promotes self-growth
 - there is freedom of choice in casual leisure but not in serious leisure
 - All of these
 - None of these
22. Regarding serious leisure,
- it usually requires significant effort.
 - it has lasting, durable benefits.
 - it sometimes requires perseverance.
 - All of these
 - None of these
23. Regarding casual leisure,
- it has short-lived benefits.
 - it usually does not necessarily require much skill.
 - the activity does not require long-term commitment.
 - All of these
 - None of these
24. Regarding the holistic view of leisure,
- it used to be a more popular concept of leisure than it is now.
 - in this view, work and leisure are interrelated and difficult to separate.
 - if the holistic concept is adopted more widely, people will become more materialistic and will have less leisure.
 - All of these
 - None of these
25. Regarding the various concepts of leisure, it seems that most people
- believe in the anti-utilitarian concept.
 - believe in the holistic concept.
 - believe in the discretionary time concept.
 - believe in the social instrument view.
 - None of these

Quiz #2 (Chapter 2)

- Leisure time in the twentieth century
 - increased sharply in the second half of the century due to technological advances.
 - increased sharply in the first half of the century due to a greatly reduced work week.
 - increased the most in the last ten years.

- d. All of these
 - e. None of these
2. A goal of university-level leisure education is
- a. to ensure that students have adequate leisure opportunities during their university years.
 - b. to prepare students for life in a leisure-oriented society.
 - c. to foster positive attitudes toward leisure.
 - d. All of these
 - e. None of these
3. Leisure education can contribute to the educational process by
- a. contributing to a better understanding and appreciation of other cultures.
 - b. providing intrinsic motivation for developing academic skills.
 - c. providing an outlet for surplus energy to enable better concentration in class.
 - d. All of these
 - e. None of these
4. According to the estimate on years spent in various life activities within the remaining life span of a typical college student, the average student will spend
- a. the greatest number of years in work.
 - b. more years in leisure than sleep.
 - c. more years in eating than in formal education.
 - d. All of these
 - e. None of these
5. Which of the following are factors related to a growth in leisure in society?
- a. religious influence
 - b. shorter work week
 - c. larger family size
 - d. All of these
 - e. None of these
6. Also related to a growth in leisure in society is
- a. an increase in the proportion of retired persons in the U.S.
 - b. "limitless materialism" (attitude of).
 - c. increased standard of living (e.g., bigger homes).
 - d. All of these
 - e. None of these
7. Working against growth in leisure (or towards a reduction in leisure) in society is
- a. increased standard of living (e.g., bigger homes).
 - b. a resurgence/revival of the work ethic.
 - c. "limitless materialism" (attitude of).

- d. All of these
 - e. None of these
8. Regarding time diary vs. survey research on leisure in the U.S,
- a. survey research is the more accurate research method.
 - b. according to surveys, people have more leisure than they report in time diaries.
 - c. time diaries show that leisure has actually declined in recent years.
 - d. All of these
 - e. None of these
9. Also regarding time diary vs. survey research leisure in the U.S,
- a. the survey research had many more people in it than did the time diary study.
 - b. the survey research indicated a slight increase in leisure hours per week since the 1960s.
 - c. the time diary study showed that leisure hours increased from 35 to 40 per week over the last 30 years or so.
 - d. All of these
 - e. None of these
10. Regarding research on the relationship of leisure and life satisfaction,
- a. leisure activity is more important for married than unmarried adults.
 - b. active recreation contributes more to positive mental health than does passive recreation.
 - c. life satisfaction is an important determinant of leisure activity.
 - d. All of these
 - e. None of these
11. Which of the following are leisure-related problems in the U.S?
- a. juvenile delinquency
 - b. stress
 - c. gambling
 - d. All of these
 - e. None of these
12. Which one is perhaps "the greatest leisure-related problem because it dampens the human spirit"?
- a. alcohol "binge" drinking
 - b. gambling
 - c. boredom
 - d. All of these
 - e. None of these
13. Methods for increasing leisure education in society include

- a. college-level courses.
- b. continuing education courses.
- c. workshops for employees.
- d. All of these
- e. None of these

14. Regarding leisure counseling,

- a. it can be viewed as an "aspect" of leisure education.
- b. it is a self-help process.
- c. research shows that it is not very effective.
- d. All of these
- e. None of these

15. Regarding the different types of leisure-counseling,

- a. the therapeutic-remedial approach is best for highest functioning individuals.
- b. the leisure resource guidance approach is best for those with serious leisure-related problems.
- c. developmental-educational leisure counseling is an in-depth, 11-step process.
- d. All of these
- e. None of these

16. In conclusion, it seems that based on research on leisure hours per week in the U.S

- a. actual leisure hours per week are more than double than perceived leisure hours.
- b. actual leisure hours per week have increased slightly since the 1960s.
- c. perceived leisure hours per week have decreased since the 1960s.
- d. All of these
- e. None of these

17. Regarding the relationship of leisure and mental health,

- a. participation in hobbies and crafts increases psychological well-being.
- b. watching television increases psychological well-being.
- c. swimming is negatively related to psychological well-being.
- d. All of these
- e. None of these

18. Also on the topic of leisure and mental health,

- a. having less boredom increases mental health.
- b. perceived freedom in leisure helps in resisting stress-induced illness.
- c. leisure can provide a morale boost during life crises.
- d. All of these
- e. None of these

19. Which of the following are true?
- a. Participation in leisure activities can increase perceived mental health, but NOT perceived physical and social health.
 - b. Social activities are NOT related to increased psychological well-being.
 - c. Research is inconclusive that there is any relationship between leisure and mental health.
 - d. All of these
 - e. None of these

Quiz #3 (Chapter 3)

1. The U.S. and ancient Rome can be seen as similar in that
- a. negative uses of leisure (e.g., drunkenness) are widespread.
 - b. the inability to deal with mass leisure can be viewed as leading to a decline of both societies.
 - c. they are both the most powerful nations of their time.
 - d. All of these
 - e. None of these
2. In the Dark and Middle Ages when leisure opportunities were restricted, peasants often resorted to
- a. drinking alcohol and fighting.
 - b. music.
 - c. art.
 - d. All of these
 - e. None of these
4. Urbanization affected leisure in that
- a. it created a need for leisure services for city dwellers to get relief from the negative conditions (noise, etc.) of city life.
 - b. it reduced leisure time.
 - c. it made leisure opportunities less available.
 - d. All of these
 - e. None of these
5. The women's liberation movement affected leisure in that
- a. it increased the differences between men's and women's recreational activities.
 - b. it increased women's leisure because of more women working.
 - c. it increased girls' and women's sports participation.
 - d. All of these
 - e. None of these

6. Wars have affected leisure services in that
- during the wars, there was a tremendous growth in leisure time.
 - disabled veterans spurred the development of therapeutic recreation services.
 - many new sports and games were brought to the U.S. (e.g., from Vietnam).
 - All of these
 - None of these
7. The recreation movement at the start of the twentieth century sought to
- ban all "immoral" forms of recreation.
 - focus on providing leisure services to farmers.
 - provide an alternative to "immoral" (e.g., alcohol, prostitution) recreation.
 - All of these
 - None of these
8. The recreation movement at the start of the twentieth century
- fought for the preservation of outdoor space for recreation.
 - helped to create national parks.
 - helped to create parks in urban areas.
 - all of these
 - None of these
9. The effects of religious influence on leisure
- has been steadily increasing.
 - has been steadily decreasing.
 - has fluctuated throughout history.
 - religion no longer affects leisure.
 - None of these
10. In primitive societies, a sharp distinction was not made between
- work and leisure.
 - men and women.
 - differing tribes.
 - All of these
 - None of these
11. A benefit of studying leisure history is that it
- helps avoid repeating mistakes.
 - enables viewing leisure from a narrower perspective.
 - provides a basis for evaluating personal feelings toward our leisure.
 - All of these
 - None of these

12. The best example of an "ambiguous free timer" would be
- a house cleaner.
 - a manager of a resort.
 - a part-time waiter.
 - an artist.
 - a highly paid executive.
13. A similarity between leisure in modern and primitive societies is
- play and games seem to evolve from religious rituals.
 - children's play is used as preparation for adult life.
 - play and games seem to evolve from warfare.
 - All of these
 - None of these
14. Factors affecting leisure in the twenty-first century include
- rise in the influence of religion.
 - increasing globalization.
 - rising birth rates, particularly in the U.S. and Europe.
 - All of these
 - None of these

Quiz #4 (Chapter 4)

1. Of the following, those with the **most** leisure are
- single mothers.
 - dual-career parents with children at home.
 - senior citizens.
 - single fathers.
 - all are the same
2. Of the following, those with the **least** leisure are
- college students.
 - mothers who work full time.
 - senior citizens.
 - teenagers.
 - all are the same
3. Most leisure occurs
- on the weekends in 8–10 hour blocks of time.
 - in large blocks of time on weekday evenings.
 - in 3–4 hour blocks of time.
 - in 30–60 minute blocks of time.
 - None of these

4. Regarding the prominence of television as a leisure activity,
 - a. it usurps approximately 40% of the average person's free time.
 - b. an average person watches television approximately 15 hours/week.
 - c. including "secondary viewing," television accounts for more than 50% of an average person's free time.
 - d. All of these
 - e. None of these

5. Recreation participation patterns in the U.S
 - a. show a substantial increase in active recreation.
 - b. show an increase in sedentary leisure, such as television, computer, and telephone use.
 - c. is more social oriented than ever.
 - d. All of these
 - e. None of these

6. The most popular **active** recreational activities are
 - a. tennis and basketball.
 - b. football and soccer.
 - c. skiing and rollerblading.
 - d. fitness walking and swimming.
 - e. baseball and football.

7. Regarding **active** recreational activities,
 - a. only 15% or so of Americans meet recommended levels for activity.
 - b. many of those who say they do fitness walking might not actually be walking vigorously enough to qualify as fitness walkers.
 - c. fitness walking has become more popular than running.
 - d. All of these
 - e. None of these

8. Regarding leisure activities of Americans,
 - a. after television, fitness walking is the most popular activity.
 - b. fitness walking has become even more popular than television.
 - c. most of the most popular leisure activities are active ones.
 - d. attending religious services seems to be more common than playing sports as a leisure activity.
 - e. None of these

9. Regarding Americans' satisfaction with their leisure,
 - a. they are more satisfied than ever.
 - b. less than 10% are satisfied with their leisure.
 - c. more than 90% of working adults are satisfied with their leisure.
 - d. All of these
 - e. None of these

10. Regarding trends in social leisure activities,
 - a. attendance at club meetings is significantly down.
 - b. family dinners are significantly down.
 - c. having friends over is significantly down.
 - d. All of these
 - e. None of these

11. Regarding leisure of ethnic and racial minority groups,
 - a. the leisure activities of Blacks and Puerto Ricans are very similar.
 - b. among Puerto Ricans of all social classes, leisure activities are very similar.
 - c. among Blacks of all social classes, leisure activities are very similar.
 - d. All of these
 - e. None of these

12. More on the topic of leisure of ethnic and racial minority groups:
 - a. In one study, interracial couples said they felt uncomfortable in some leisure settings due to perceived racism.
 - b. Some studies show that Blacks tend to have lower participation rates in outdoor recreation.
 - c. Budget cutbacks in publicly provided recreation programs and facilities disproportionately hurt minority groups.
 - d. All of these
 - e. None of these

13. Factors affecting the leisure behavior of women include
 - a. women tending to have more free time than men.
 - b. stigmas inhibiting their participation in physical activities.
 - c. women tending to be more materialistic than men are.
 - d. All of these
 - e. None of these

14. More on the leisure behavior of women:
 - a. Fear of violence is a limiting factor.
 - b. Lack of free time is a limiting factor.
 - c. Women's participation in sports has increased tremendously since the 1960s.
 - d. All of these
 - e. None of these

15. Regarding economic aspects of leisure:
 - a. Leisure is now the fifth largest industry in the U.S.
 - b. Within the leisure industry, the most money is spent on youth sports.
 - c. Spending on leisure has declined significantly since 1995.

- d. Leisure is the #1 industry in the U.S.
- e. None of these

16. Employment areas within commercial and private enterprise recreation include

- a. travel and tourism.
- b. Entertainment.
- c. facilities offering instruction.
- d. All of these
- e. None of these

17. Employment areas within the field of recreation aside from commercial and private enterprise recreation include

- a. community recreation.
- b. military recreation.
- c. industrial recreation.
- d. All of these
- e. None of these

18. More on employment within the field of leisure services::

- a. Outdoor recreation can involve working in state and national parks.
- b. Therapeutic recreation involves working with special populations.
- c. Within therapeutic recreation, employment opportunities working with elders look especially promising.
- d. All of these
- e. None of these

Quiz #5 (Chapter 5)

1–5. Select your answers to these questions from these choices:

- a. Recreation theory
- b. Instinct-practice theory
- c. Learning theory
- d. Surplus energy theory
- e. Catharsis theory

1. The _____ theory is being applied when a person plays racquetball as an outlet for the release of pent-up emotions.
2. The fact that people sometimes play even when they are tired is a drawback to the _____ theory.
3. The _____ theory views the motivation of play to be based on the need to practice inherited traits needed for survival.
4. Almost in direct opposition to the theory in question #3 is the _____ theory.
5. The _____ theory is being applied when someone jogs as a way to restore energy to be able to resume studying.

6–10. Select your answers to these questions from these choices:

- a. Competence-effectance
 - b. Relaxation theory
 - c. Compensation
 - d. Generalization
 - e. Escape from social reality
6. The fact that recreation sometimes increases stress levels is a drawback to the _____ theory.
7. The _____ theory views play to be motivated by a desire to meet needs not met through work or other activities.
8. The _____ theory views play as being motivated by transference of behaviors rewarded at work or other settings.
9. This theory is used to market resort and vacation packages and is also sometimes used by college students to justify getting drunk _____.
10. The _____ theory views the desire to manipulate the environment and produce a desired effect as a primary motivation for play.
11. Included among the seven factors that affect play according to the self-expression theory are
- a. attractiveness.
 - b. wealth.
 - c. physiological structure.
 - d. All of these
 - e. None of these
12. Also included among the seven factors in the self-expression theory are
- a. psychological state.
 - b. physical environment.
 - c. social environment.
 - d. All of these
 - e. None of these
13. The concept/theory of “recreation as a religious experience” pertains to
- a. people attending religious services as a leisure activity.
 - b. prayer as an important part of leisure.
 - c. recreation being a religion in and of itself.
 - d. All of these
 - e. None of these
14. Also related to the concept/theory of “recreation as a religious experience”:
- a. It would **not** pertain to a leisure activity like watching television.
 - b. In the fourth stage of participation, an activity can assume spiritual qualities and participants “believe” in its value.

- c. In the first stage of participation, the participant is merely seeking some results.
- d. All of these
- e. None of these

15. Some of the possible reasons for individual differences in level of stimulation needed for optimal arousal include

- a. differences in bombardment of the reticular activating system (RAS).
- b. some people are simply incapable of being stimulated or aroused.
- c. some people are always in a state of optimal arousal and require no stimulation.
- d. All of these
- e. None of these

16. Also related to reasons for individual differences in level of stimulation needed for optimal arousal:

- a. It is affected by different levels of cortical inhibition among different people.
- b. Some individuals' nervous systems "dampen" stimuli, while others' nervous systems "augment" the same stimuli.
- c. Different levels of incongruity in the same activity for different people.
- d. All of these
- e. None of these

17. "Level of incongruity"

- a. refers to the difference between previously stored information and the new information presented by the activity.
- b. would be low if watching the same movie for the tenth time.
- c. would be high the first time skiing down an advanced slope.
- d. all of these
- e. None of these

18. Among the nine dimensions of "flow" are

- a. winning, if the flow experience is a competitive sport.
- b. total concentration on the task at hand.
- c. being self-conscious.
- d. All of these
- e. None of these

19. Also among the nine dimensions of "flow" are

- a. having clear goals.
- b. receiving unambiguous feedback.
- c. losing track of time.
- d. All of these
- e. None of these

20. A key concept in Dr. Menninger's work is

- a. play can be a cause of mental illness.
- b. one leisure activity, if involvement in it is intensive, can meet all major psychological needs.
- c. play can provide the miniature “victories” to counteract the miniature “defeats” encountered in daily life.
- d. All of these
- e. None of these

21. Regarding Maslow’s Hierarchy of Needs,

- a. there are five levels of needs.
- b. the first level is physiological needs.
- c. the highest level is self-actualization.
- d. All of these
- e. None of these

22. Also related to Maslow’s Hierarchy of Needs,

- a. the second level is safety needs.
- b. the third level is love and belongingness.
- c. the fourth level is self-esteem.
- d. all of these are true.
- e. None of these are true.

23. According to Maslow’s Hierarchy of Needs,

- a. physiological needs can be met through certain leisure activities.
- b. physiological needs have absolutely nothing to do with leisure.
- c. safety needs are also completely unrelated to leisure.
- d. self-esteem needs are the only ones that can be met through leisure.
- e. None of these are true.

24. Regarding self-actualization,

- a. it is achieved more easily through work than through leisure.
- b. it usually doesn’t occur until at least age 35.
- c. entertainment activities are especially strong contributors toward self-actualization.
- d. leisure activities with a high degree of challenge contribute the most toward self-actualization.
- e. None of these

25. Regarding the relationship of various leisure activities to Maslow’s Hierarchy,

- a. watching television with friends can contribute to fulfilling love and belongingness needs.
- b. winning a tennis match can fulfill self-esteem needs.
- c. playing volleyball can help meet safety needs.
- d. All of these
- e. None of these

26. Which of the following are true regarding Nash's Pyramid of Leisure?
- a. It reflects that status of leisure in the U.S. in 1960 and is irrelevant today.
 - b. It reflects a positive view of leisure behavior in the U.S.
 - c. It reflects Nash's bias that more leisure activities in the entertainment/simple amusement category are needed.
 - d. All of these
 - e. None of these
27. In Nash's Pyramid of Leisure,
- a. the highest level is creativity.
 - b. the lowest level is acts against society.
 - c. active participation is the second highest level.
 - d. All of these
 - e. None of these
28. According to Nash's Pyramid of Leisure,
- a. participation in creative activities is relatively low.
 - b. entertainment and simple amusement activities are more popular than creative activities.
 - c. activities in the acts against society and retardation of self-development categories are widespread.
 - d. all of these
 - e. None of these
29. Regarding the relevance of Nash's Pyramid to leisure in the U.S. today,
- a. it is irrelevant because participation in activities in the acts against society category is low.
 - b. it is irrelevant because participation in activities in the active participation category has increased so much since 1960.
 - c. it is an accurate reflection of the relatively passive nature of leisure in the U.S. today.
 - d. it accurately reflects the heavy emphasis on creative arts in the U.S. today.
 - e. None of these

30–34. These questions relate to Iso–Ahola's Model of Causality of Leisure Behavior.

In the example of a college student who chooses to go to the beach to sunbathe on the weekend, identify whether the following causes for this behavior are

“open” or “hidden,” and affected by situational influences or social environment influences.

Use these answer choices for each question:

- a. hidden/situational
- b. open/social environment
- c. open/situational
- d. hidden/social environment
- e. None of these

30. _____ Sunbathing results in a dark tan and most people view dark tans to be attractive. Therefore, sunbathing is used as a means to enhance self-esteem.

31. _____ The student feels that she has an attractive, slender body, and feels good about showing off her body at the beach, especially on a hot day.

32. _____ Because most of her friends are also planning to go to the beach, this activity seems even more desirable.

33. _____ The student’s arousal level will be optimal, because sunbathing is a low arousal activity, and the student feels that after a difficult week of school, she needs to relax.

34. _____ Because the student’s friends also had a tough week at school and just want to relax, the student knows that sunbathing will have the low level of arousal she is seeking.

Quiz #6 (Chapter 6)

1. Some of the benefits of leisure planning and goal setting are that
 - a. planning leisure can provide a desired sense of structure.
 - b. leisure planning and goal setting can prevent negative uses of free time.
 - c. leisure goals can be a strong motivational force.
 - d. setting leisure goals and then attaining them enhances self-esteem.
 - e. All of these
2. Which of the following is an appropriate ultimate leisure goal?
 - a. to bowl a 300 game
 - b. to travel around the world
 - c. to own a yacht
 - d. to feel satisfied with how I use my time
 - e. none of the above
3. Some guidelines for setting long-term and short-term leisure goals are to
 - a. state goals in measurable/observable terms.
 - b. clearly state the direction of change.

- c. *not* confuse leisure goals with work or purchase goals.
 - d. link goals to theories on benefits/needs/satisfactions.
 - e. All of these
4. Which of the following is an example of an appropriate short-term leisure goal?
- a. to buy a pair of water skis
 - b. to increase relaxation through recreation
 - c. to increase windsurfing from once a month to twice a month
 - d. to go scuba diving twice a week
 - e. both c and d
5. Following the guideline “Do As, not Cs” involves
- a. completely eliminating television as a leisure activity.
 - b. prioritizing leisure activities and making time for the high priority ones first.
 - c. eliminating reading newspapers as a leisure activity.
 - d. All of these
 - e. None of these
6. Which of the following are guidelines for devising daily time schedules?
- a. Schedule solitary activities such as studying during external prime time.
 - b. Schedule social activities such as dancing during internal prime time.
 - c. Leave at least four hours uncommitted each day.
 - d. Allow adequate transition time between activities.
 - e. All of these
7. A-avoidance behavior patterns
- a. should be identified so that they can be developed further.
 - b. Indulgence, reading, and socializing are common ones.
 - c. should be kept secret from friends and roommates.
 - d. All of these
 - e. None of these
8. Counting all time as “on time” means
- a. always being available for people who might need you.
 - b. viewing all activities as an opportunity to get high or be “turned on.”
 - c. trying to gain satisfaction from all situations and activities.
 - d. All of these
 - e. None of these
9. Cutting off nonproductive activities as quickly as possible means
- a. if you are not making money from an activity, stop doing it immediately.
 - b. if you are not producing something tangible in an activity, stop doing it immediately.

- c. stopping friends and relatives from engaging in activities in which there is no financial reward.
 - d. All of these
 - e. None of these
10. Applying the 80/20 rule to leisure
- a. means that most people derive 80% of their needs from 20% of their activities.
 - b. means that 80% of most people's leisure activities fulfill only 20% of their needs.
 - c. should be motivation for people to change their leisure behavior patterns.
 - d. all of these
 - e. None of these
11. Helpful time management tips that can enhance leisure include
- a. walk faster.
 - b. decelerate (don't rush, have a more relaxed attitude).
 - c. relax and do nothing frequently.
 - d. All of these
 - e. None of these
12. Other helpful time management tips include
- a. limit purchases.
 - b. beware of time-saving devices.
 - c. the "Swiss cheese approach" (poke small holes in big goals).
 - d. All of these
 - e. None of these
13. Some major time wasters to avoid are
- a. thinking positive thoughts.
 - b. concentrating on only one thing at a time.
 - c. relaxing and doing nothing frequently.
 - d. All of these
 - e. None of these
14. Some ideas for reducing time wasted watching television include
- a. identifying your favorite programs and do not allow yourself to watch them.
 - b. trying to study or do homework while watching television.
 - c. keeping the television in the closet.
 - d. All of these
 - e. None of these
15. More ideas for reducing time wasted watching television include:
- a. hiding the remote control.
 - b. not owning a television.
 - c. keeping a list of alternative activities on the television or the remote control.

- d. All of these
- e. None of these

16. Regarding the reading of newspapers,
- a. read the headlines to keep pace with the news.
 - b. don't read them every day, from front to back.
 - c. try to get more in-depth information from other sources.
 - d. All of these
 - e. None of these

17. Regarding recreational uses of computers,
- a. like television, they cause people to be more sedentary.
 - b. avoid chat rooms.
 - c. when possible, visit or call people instead of e-mail communication.
 - d. All of these
 - e. None of these

18. Regarding cell phones and leisure,
- a. they are a good way to make better use of transition time, such as driving.
 - b. their use should be limited by using them to make calls, not receive them.
 - c. they enhance leisure by encouraging people to focus more on what they are doing and whom they are with at the moment.
 - d. All of these
 - e. None of these

19. Regarding sleep reduction and leisure,
- a. it is a bad idea because most people are already sleep deprived.
 - b. gradual sleep reduction results in people having more accidents.
 - c. gradual sleep reduction is not feasible for those who sleep eight hours a night or more.
 - d. All of these
 - e. None of these

20. More on sleep reduction:
- a. It should be tied to a total lifestyle reevaluation.
 - b. Time gained through sleep reduction should be used for leisure.
 - c. It can be good for people who don't have enough time to do all of their favorite leisure activities.
 - d. All of these
 - e. None of these

21. Guidelines for attempting a sleep reduction program include

- a. beginning the program with a two-week log or journal.
 - b. reducing sleep by a half hour and allow three weeks to adjust to it.
 - c. not cheating on the weekends.
 - d. All of these
 - e. None of these
22. Other considerations in sleep reduction include
- a. not trying to make up for lost sleep.
 - b. being as regular as possible in sleep habits.
 - c. not pushing too hard.
 - d. All of these
 - e. None of these

Quiz #7 (Chapter 7)

1. Increased fitness levels can enhance leisure in the following ways:
- a. Enhanced fitness can add years to life and leisure.
 - b. It can increase motivation and confidence to participate in more activities.
 - c. By increasing performance and stamina levels, it can make leisure activities more personally satisfying.
 - d. All of these
 - e. None of these
2. Included in the definition of fitness or health-related fitness is
- a. not being at risk for disease because of physical inactivity.
 - b. the ability to participate in normal daily tasks.
 - c. the ability to participate in recreational activities.
 - d. All of these
 - e. Only a and b are true
3. Regarding exercise participation rates,
- a. only 10 % of Americans do not exercise at all during their leisure.
 - b. almost 70% of American adults exercise moderately.
 - c. almost 80% of high school students participate in moderate physical activity at least five times a week.
 - d. more than 50% of Americans do not exercise at all during their leisure.
 - e. Only a, b, and c are true.
4. More on exercise participation rates:
- a. More people are exercising because more people are joining health clubs.
 - b. More people are exercising as evidenced by increases in sales of sports apparel.

- c. More people are exercising as evidenced by increases in sales of sports equipment.
- d. All of these
- e. None of these

5. Regarding obesity,

- a. it is a worldwide problem, but has been declining slightly since 1980.
- b. in the U.S., 26% of adults are obese and 35% are overweight.
- c. obesity is a relatively minor health problem in the U.S. compared to Japan.
- d. All of these
- e. None of these

6. Regarding the fitness of children,

- a. it is not as bad as that of adults; most children walk and ride their bicycles.
- b. growth in P.E. programs in schools is helping to improve fitness of children in the U.S.
- c. watching television is neither helping nor harming children's fitness.
- d. All of these
- e. None of these

7. Regarding the physiological benefits of exercise,

- a. flexibility exercises are especially beneficial in lowering the risk of heart disease.
- b. exercise makes you feel better but does **not** increase life span.
- c. exercise strengthens the immune system.
- d. All of these
- e. None of these

8. More on the physiological benefits of exercise:

- a. It can help to prevent colon cancer.
- b. It helps to prevent osteoporosis.
- c. It can help prevent diabetes.
- d. All of these
- e. None of these

9. Diseases related to physical inactivity include

- a. stroke, heart disease, and obesity.
- b. Alzheimer's, Parkinson's, and melanoma
- c. diabetes, hypertension, and osteoporosis
- d. All of these
- e. Only a and c

10. Regarding the psychological benefits of exercise,
 - a. at least 90 minutes of daily exercise are required to gain these benefits.
 - b. exercise can be at least as effective as prescription drugs in treating clinical depression.
 - c. exercise, though good for most people, causes dieters to be more distressed.
 - d. All of these
 - e. None of these

11. Regarding the psychological effects of exercise on children and youth,
 - a. it increases positive mood and decreases negative mood.
 - b. team sports participants are less likely to use drugs.
 - c. team sports participants are less likely to smoke.
 - d. All of these
 - e. None of these

12. Regarding reasons why people do not exercise,
 - a. the most common, and only really valid reason, is lack of time.
 - b. it is increasingly inconvenient for many people to exercise (e.g., it is difficult to get to a health club)
 - c. lack of motivation is the biggest problem.
 - d. All of these
 - e. None of these

13. Some guidelines and tips for beginning and continuing an exercise program include
 - a. dive right in!
 - b. working on having a positive attitude.
 - c. recognizing the value of nonstrenuous exercise.
 - d. All of these
 - e. None of these

14. More exercise guidelines:
 - a. Know when enough is enough.
 - b. Involve other people in your exercising.
 - c. Choose a variety of exercises.
 - d. All of these
 - e. Only a and c are true.

15. The riskiest sports in terms of injuries are
 - a. running and swimming.
 - b. swimming and in-line skating.
 - c. basketball and soccer.
 - d. tennis and in-line skating.

e. skiing and running.

16. Regarding the components of health-related fitness,

- a. aerobic capacity is the most important one.
- b. body composition is no longer considered a component.
- c. muscular strength is the most important one.
- d. muscular endurance is the most important one.
- e. None of these

17. Guidelines for developing and maintaining aerobic fitness include

- a. the intensity should be at 40% to 50% of maximum heart rate.
- b. the intensity should be at 30% to 40% of maximal oxygen consumption.
- c. the duration should be 20 to 60 minutes of continuous aerobic activity.
- d. the frequency should be no more than three days/week.
- e. All of these

18. Regarding measurement of the intensity of aerobic exercise,

- a. the most accurate measurement is to compare your heart rate during an activity to your maximum heart rate, calculated as $220 - \text{your age}$.
- b. perceived exertion should be ignored.
- c. a heart rate that falls less than 12 beats within a minute after vigorous exercise is a sign of a healthy heart.
- d. All of these
- e. None of these

19. Regarding target heart rates,

- a. a target heart rate of 90 is appropriate for someone with a maximum heart rate of 150 who is just beginning an aerobic fitness program.
- b. a target heart rate of 120 is appropriate for someone with a maximum heart rate of 150 who is relatively fit.
- c. someone very fit who wishes to continue to improve fitness should have a target heart rate of 70% of maximum heart rate.
- d. All of these
- e. Only a and b are true.

21–30. From the following choices, identify the appropriate category for each activity:

- a. High potential for promoting aerobic fitness
- b. Moderate potential for promoting aerobic fitness
- c. Low potential for promoting aerobic fitness
- d. Anaerobic
- e. None of these

20. Basketball
21. Tennis
22. Football
23. Soccer
24. Softball
25. Bowling
26. Volleyball
27. Power walking
28. Cross country skiing
29. Sprinting

31. In order to modify sports to increase their aerobic potential, principles to keep in mind include

- a. totally eliminating competition as an aspect of the activity.
- b. being sure to keep the boundaries the same as the original activity.
- c. modifying the rules to minimize breaks in the action.
- d. All of these
- e. None of these

32. Which of the following are true?

- a. Try to participate only in activities in the high aerobic potential category.
- b. Participating in a moderate aerobic potential sport for two hours can be as or more beneficial than participating for a half hour in a high aerobic potential activity.
- c. Moderate aerobic potential sports are okay, but try to eliminate participation in low aerobic potential sports.
- d. All of these
- e. None of these

33. Highly aerobic activities such as running can be made more enjoyable by

- a. doing it with a group of people.
- b. entering competitions.
- c. doing it with good equipment (e.g., good running shoes).
- d. All of these
- e. None of these

34. Regarding nutrition and fitness,

- a. women are consuming more calories than they did in the 1970s but men are consuming less.
- b. many calories are consumed in “recreational eating” (eating for fun, **not** needed for survival).
- c. Approximately 10% of a family’s food budget goes toward meals eaten outside of the home.
- d. All of these

e. None of these

35. Regarding “fast foods,”

- a. prices have been stable, but consumers are being deceived with smaller portions.
- b. fast foods tend to be high in saturated fats.
- c. a burger and fries meal isn't fattening if you skip the dessert.
- d. All of these
- e. None of these

36. Tips for avoiding unhealthy recreational eating include

- a. eating before going to a party.
- b. watching less television.
- c. avoiding alcohol.
- d. All of these
- e. None of these

37. More tips for avoiding unhealthy recreational eating include

- a. drinking diet soda.
- b. using salsa as a dip.
- c. drinking alcohol daily in moderation.
- d. All of these
- e. None of these

38. Regarding the health benefits of moderate recreational alcohol consumption,

- a. the consumption of wine causes the French to have less heart disease.
- b. alcohol helps people burn up fat much more quickly.
- c. research on the Mormons confirms that moderate consumption of alcohol is healthier than not drinking at all.
- d. All of these
- e. None of these

39. More on the health benefits of moderate recreational alcohol consumption:

- a. Drinking red wine can more effectively prevent heart disease than exercise can.
- b. The supposed health benefits of drinking wine can be obtained by eating onions, garlic, and grapes.
- c. Drinking alcoholic beverages is good because it helps people lose weight.
- d. All of these
- e. None of these

40. Helpful tips for weight control and weight reduction include

- a. eating high water content foods.
- b. eating meals on small plates.
- c. developing the philosophy of eating a minimum.
- d. All of these
- e. None of these

41. Dietary goals for Americans include
- a. reducing salt consumption.
 - b. reducing cholesterol consumption.
 - c. increasing consumption of complex carbohydrates.
 - d. All of these
 - e. Only a and b are true

Quiz #8 (Chapter 8)

1. Which of the following are true?
 - a. Approximately 75%–90% of visits to primary care physicians are due to stress.
 - b. Stress contributes to heart disease and high blood pressure.
 - c. Stress contributes to alcoholism, drug addiction, and other harmful behaviors.
 - d. All of these
 - e. Only a and b are true

2. Which of the following are true?
 - a. Since 1985, the percentage of college freshmen feeling stressed has almost doubled.
 - b. Male freshmen feel more stressed than do females.
 - c. Having more choices makes life easier and seems to lower stress levels.
 - d. All of these
 - e. None of these

3. Defining stress:
 - a. Stressors are what cause stress.
 - b. Eustress is positive stress.
 - c. Distress is negative stress.
 - d. All of these
 - e. None of these

4. Stress is characterized by
 - a. specifically induced changes in a biologic system.
 - b. a particular state of being.
 - c. the General Adaptation Syndrome (G.A.S.).
 - d. All of these
 - e. Only b and c are true.

5. The General Adaptation Syndrome
 - a. is a set of uncoordinated stages independent of each other.
 - b. is composed of five stages.
 - c. stimulates a defense or adjustment to a stressor.
 - d. All of these
 - e. None of these

6. Applying the General Adaptation Syndrome to leisure:
 - a. It applies even to activities like watching television.
 - b. It does **not** apply to activities like watching television.
 - c. The exhaustion stage of the G.A.S. has no equivalent in recreational activities.
 - d. Corresponding to the alarm stage of the G.A.S. is the mastery stage in recreational activities.
 - e. Only b and d are true.

7. The stress quotient
 - a. is high when local stress is low but total stress is high.
 - b. is low when local stress is high but total stress is low.
 - c. can be balanced by creating total stress through recreation (deviation).
 - d. All of these
 - e. None of these

8. Some of the differences between Type A & B individuals include
 - a. Type A feels guilty about relaxing, Type B takes the time to appreciate leisure.
 - b. Type A is impatient, type B is patient.
 - c. Type A has poorly defined goals, Type B is more focused.
 - d. All of these
 - e. Only a and b are true.

9. Also regarding differences between Type A & B individuals,
 - a. Type A individuals have a much higher risk of coronary heart disease.
 - b. Type A & B individuals have no significant differences in productivity.
 - c. The greater hostility and anger among Type A individuals seems to be the key to their higher mortality rate.
 - d. All of these
 - e. None of these

10. The main way that leisure can help to overcome and prevent distress is
 - a. through relaxing activities like massage.
 - b. through exciting activities like bungee jumping.
 - c. through a strong philosophy of leisure and sound long-range leisure goals.
 - d. All of these
 - e. None of these

11. Leisure activities that are more likely to cause stress instead of relieving it include

- a. sexual activity
 - b. popular music/listening to the radio
 - c. exercise
 - d. All of these
 - e. Only a and b
12. Guidelines to follow for self-administered relaxation techniques include
- a. trying something else right away if you don't get instant results.
 - b. setting aside at least 20 minutes for each relaxation period.
 - c. not using instructional tapes because they cause stress.
 - d. All of these
 - e. None of these
13. Effective relaxation techniques include
- a. neuromuscular relaxation.
 - b. meditation.
 - c. yoga.
 - d. deep breathing.
 - e. All of these
14. Examples of recreational activities that can create eustress include
- a. roller coasters.
 - b. rafting.
 - c. skydiving.
 - d. All of these
 - e. None of these

Quiz #9 (Chapter 9)

1. Physiological benefits of laughter include
- a. the release of catecholamines (norepinephrine and epinephrine).
 - b. a decrease in respiratory activity.
 - c. an increase in resting heart rate.
 - d. All of these
 - e. None of these
2. Psychological benefits of humor and laughter include
- a. creating feelings of euphoria.
 - b. pain relief.
 - c. reducing anxiety.
 - d. All of these

- e. None of these
3. Social benefits of humor and laughter include
 - a. Helping “break the ice.”
 - b. Facilitating communication.
 - c. Assisting in establishing and maintaining relationships.
 - d. All of these
 - e. None of these
 4. Ways to incorporate humor in everyday life include
 - a. putting jokes and comics on a bulletin board.
 - b. giving humorous gifts to friends and family.
 - c. trying to be with people who make you laugh.
 - d. All of these
 - e. None of these
 5. Things to **avoid** in attempting to bring more humor into your life include
 - a. being child-like.
 - b. focusing humor on yourself.
 - c. collecting videotapes of favorite comedians and/or television comedies.
 - d. All of these
 - e. None of these
 6. Humor and laughter
 - a. can be an alternative response to a stressful situation.
 - b. can be employed to improve employee job satisfaction and productivity.
 - c. can be “relearned;” people can choose to bring more laughter into their lives.
 - d. All of these
 - e. None of these

Quiz #10 (Chapter 10)

1. Some of the benefits of social interaction in leisure include
 - a. enhanced self-esteem.
 - b. increased motivation.
 - c. increased confidence.
 - d. All of these
 - e. None of these
2. Which of the following are true?
 - a. Leisure provides the greatest opportunity for positive social interaction.
 - b. Leisure has the greatest potential for feelings of isolation and loneliness.
 - c. Increased reliance on technology and high divorce rates make social interaction through leisure even more important.
 - d. All of these
 - e. None of these

3. Positive effects of watching television on social interaction include
 - a. helping children and teens to learn about topics like sex and drugs.
 - b. bringing families together to share a leisure experience.
 - c. especially for children, helping improve thinking and communication skills.
 - d. All of these
 - e. None of these

4. Negative effects of watching television on social interaction include
 - a. watching violence on television is proven to cause violent behavior.
 - b. seeming to overly stimulate the sex drive of males.
 - c. preventing families from doing leisure activities that would be more satisfying.
 - d. All of these
 - e. None of these

5. Suggestions for helping families to reduce or eliminate television in their lives include
 - a. Using the “black box” gadget to put children on a viewing time budget.
 - b. resisting using the television as a babysitter.
 - c. Creating a special reward for totally eliminating television viewing.
 - d. All of these
 - e. None of these

6. Regarding the effects of video games on socialization,
 - a. it is much better than television because it tends to be less violent.
 - b. it helps youth release violent emotions in a safe way, thereby reducing harmful violent behavior.
 - c. it is bad because it encourages immoral behavior.
 - d. Only a and b are true
 - e. None of these

7. Regarding popular music and its effects on social development,
 - a. it can foster group harmony.
 - b. the lyrics of some songs promote drug use, crime, and suicide.
 - c. headphones can create a major obstacle to socialization.
 - d. All of these
 - e. None of these

8. There are different types of friendships:
 - a. The receptive kind is the best because you get to receive without having to give.
 - b. The associative kind is the best because it is the deepest friendship.
 - c. The reciprocal kind involves equal giving and receiving.
 - d. Friendships that are associative can grow to become reciprocal.
 - e. Only c and d are true.

9. Suggestions for maintaining and enhancing friendships include
 - a. **not** disclosing personal information.
 - b. Recognizing that how you behave affects how others behave toward you.
 - c. examining others' faults from the beginning (when you meet them for the first time); don't wait until you are good friends.
 - d. All of these
 - e. None of these

10. More suggestions for maintaining and enhancing friendships:
 - a. Try to get to know specific information about prospective friends.
 - b. **Don't** be flexible in your demands and expectations of others.
 - c. **Don't** greet people with a smile because it seems phony and is a turn-off.
 - d. All of these
 - e. None of these

11. Some suggestions for facilitating friendships through improved communication:
 - a. Try to be open-minded.
 - b. Try to look at yourself through others' eyes.
 - c. Take full responsibility for success in the communication process.
 - d. All of these
 - e. None of these

12. Recreational activities that can facilitate making new friends include
 - a. joining a performing group.
 - b. joining a team in any sport.
 - c. joining clubs and organizations.
 - d. All of these
 - e. None of these

13. Other recreational activities that can facilitate making new friends:
 - a. Doing volunteer work.
 - b. Becoming a member of a sports facility.
 - c. Entering a tournament in a particular sport.
 - d. All of these
 - e. None of these

14. Socialization through recreational activities
 - a. has become easier due to technological advances such as e-mail and cell phones.
 - b. seems to have improved a great deal in the last 20 years.
 - c. seems to be much better and easier for men than for women.
 - d. All of these
 - e. None of these

Quiz #11 (Chapter 11)

1. The extent of gambling problems in the U.S.:
 - a. Annual spending on gambling is over \$600 billion.
 - b. College age gamblers are more likely to have problems related to gambling than are adults.
 - c. Most pathological gamblers begin gambling in their late teens or early twenties.
 - d. All of these
 - e. None of these

2. There are different types of gamblers:
 - a. Recreational gamblers, those who gamble for social reasons, usually on impulse.
 - b. Obsessive/pathological gamblers, those who seek an escape and become preoccupied with gambling.
 - c. Recreational gamblers have the potential to become pathological gamblers because gambling is addictive and both types of gamblers share many of the same motives.
 - d. All of these
 - e. Only a and b are true.

3. More on the problems of gambling:
 - a. Gambling is an addiction problem comparable to drug abuse.
 - b. The rate of gambling problems in the U.S. is twice the rate of cocaine addiction.
 - c. Gambling disorders increased by more than 50% since the 1970s.
 - d. All of these
 - e. None of these

- 4–8. Use the following choices to answer questions #4-#8:**
 - a. Arousal theory
 - b. Competence-effectance theory
 - c. Maslow's hierarchy of needs
 - d. Nash's Pyramid of Leisure
 - e. Compensation theory

4. This theory would explain the motivation for gambling in terms of a need to confirm one's existence, a need that can be met by winning money.

5. This theory would explain the motivation for gambling in terms of thrill seeking.

6. This theory helps in understanding why some people start out gambling in moderation and then become addicted, feeling the need to take greater and greater risks.

7. This would explain gambling in terms of self-esteem, that people feel good about themselves when they win.
8. This would explain why gambling should be discouraged, because it is a low-value/undesirable use of leisure.
9. Regarding binge drinking among college students,
 - a. approximately 90% of college students binge drink.
 - b. approximately 60% of college students are frequent binge drinkers.
 - c. binge drinking is defined as five consecutive drinks for a man, four for a woman.
 - d. since 1993, the rate of binge drinking episodes among drinkers ages 18–20 increased by almost 60%.
 - e. Only c and d are true.
10. Problems associated with drinking among college students include
 - a. drinking games that college students play for recreational reasons are closely related to future problematic alcohol use.
 - b. on a typical day, almost 100 students will suffer injuries related to drinking.
 - c. drinking among college students contributes to almost 100 deaths annually.
 - d. All of these
 - e. None of these
11. In comparing college students who are frequent binge drinkers versus those who do not binge drink,
 - a. over 20% in both groups have unprotected sex.
 - b. over 60% of frequent bingers miss class, while less than 10% of nonbingers miss class.
 - c. less than 5% in both groups damage property or have trouble with the police.
 - d. All of these
 - e. None of these
12. Regarding rates of binge drinking among college students,
 - a. approximately 75% of students living in fraternity or sorority houses binge drink.
 - b. over 50% of college students living in dorms binge drink.
 - c. only 25% of college students living at home with their parents binge drink.
 - d. All of these
 - e. None of these
13. Other statistics related to alcohol consumption among college students:
 - a. Almost 40% of violent campus crime involves alcohol.
 - b. Almost 25% of campus rapes involve alcohol.
 - c. On the average, “A” students drink about a third as much as D and F

- students.
 - d. All of these
 - e. None of these
14. Regarding the problem of substance abuse in the general population,
- a. there are many alcohol-related deaths in the U.S., but not in Europe.
 - b. substance abuse is the number one health problem in the U.S.
 - c. there are approximately 100,000 alcohol-related deaths in the U.S. annually.
 - d. All of these
 - e. Only b and c are true.
15. Regarding the dangers of alcohol in the general population,
- a. drunk driving accounts for most of the deaths that are alcohol-related.
 - b. it is safe to get drunk, as long as you walk home and don't drive.
 - c. it is safe to get drunk only if you do it at home.
 - d. All of these
 - e. None of these
16. Regarding drugs other than alcohol,
- a. unlike alcohol, statistics show that it is safe to drive while under the influence of marijuana.
 - b. unlike alcohol, there is minimal risk of physical addiction to marijuana.
 - c. based on reports from other countries, legalization of drugs is actually a good way to reduce the use of drugs.
 - d. All of these
 - e. None of these
17. Regarding theoretical causes of and alternatives to recreational drug use,
- a. the catharsis theory provides a sound justification for getting drunk.
 - b. drinking makes people happy and leads to a positive attitude toward leisure.
 - c. drinking is more of an act of giving in to social pressures than it is an escape.
 - d. All of these
 - e. None of these
18. Regarding approaches to reducing the problems of substance abuse,
- a. stricter law enforcement is the key.
 - b. the "don't drink and drive" and "drink responsibly" ad campaigns are excellent.
 - c. if progress could be made in reducing cigarette smoking, then similar progress can be made in reducing drug use.
 - d. All of these
 - e. None of these

Quiz #12 (Chapter 12)

1. Regarding the role of ethics in defining personal leisure philosophy,
 - a. ethics really has nothing to do with leisure.
 - b. laws dictate what constitutes ethical behavior.
 - c. getting drunk and **not** driving is a perfect example of ethical leisure behavior.
 - d. Only b and c are true.
 - e. None of these

2. According to the textbook, criteria for determining ethical leisure behavior includes
 - a. what a person's religion says.
 - b. Laws.
 - c. likelihood of harm to others.
 - d. All of these
 - e. None of these

3. Some ways to overcome guilt as an obstacle to leisure include
 - a. always doing leisure activities first, before doing work activities.
 - b. writing daily time management plans.
 - c. reinforcing a strong work ethic as part of your personal philosophy.
 - d. All of these
 - e. None of these

4. Some examples of internal obstacles to leisure fulfillment include
 - a. lack of motivation.
 - b. the weather.
 - c. outside influences, such as peers, parents, and the media.
 - d. All of these
 - e. Only a and c are true.

5. Regarding happiness, positive thinking, and leisure,
 - a. positive thinking is a key to happiness because happiness is controlled by our thoughts.

- b. happiness is influenced more by leisure than by attractiveness or wealth.
 - c. fitness and health and active leisure promote happiness.
 - d. All of these
 - e. None of these
6. Recreational ways to stimulate the brain to produce positive thinking chemicals include
- a. laughter.
 - b. risk recreation.
 - c. volunteering.
 - d. All of these
 - e. None of these
7. Other recreational ways to stimulate the brain to produce positive thinking chemicals include
- a. rapid physical movement.
 - b. receiving compliments.
 - c. experiencing something beautiful.
 - d. All of these
 - e. None of these
8. The concept of the right-brain and left-brain as it relates to leisure:
- a. Indicates that recreation is more of a right-brain function.
 - b. Most modern societies are more left-brain oriented.
 - c. Development of the right-brain is needed to enable people to truly recreate.
 - d. All of these
 - e. None of these
9. Suggestions for improving self-esteem include
- a. **not** working on improving yourself.
 - b. talking highly about yourself to others (brag as much as possible).
 - c. trying to become as wealthy as possible.
 - d. Only a and b are true
 - e. None of these
10. More suggestions for improving self-esteem:
- a. Do **not** compare yourself with others.
 - b. Accept compliments by saying “thank you.”
 - c. Greet people with a smile.
 - d. All of these
 - e. None of these
11. Key elements in developing a personal leisure philosophy include
- a. being flexible
 - b. considering ethics in choosing leisure activities.

- c. visualizing the ideal and reach for it.
 - d. All of these
 - e. Only b and c are true
12. Other key elements in developing a personal leisure philosophy include
- a. Making leisure a top priority.
 - b. being optimistic; practicing positive thinking.
 - c. Always trying new activities and avoid falling into a “leisure rut.”
 - d. All of these
 - e. Only a and c are true

Quiz #13 (Chapter 13)

1–4. Match the characteristics of leisure in childhood with the appropriate stage of childhood:

- a. Infancy (birth to 18 months)
 - b. Toddlerhood (18 months to 3 years of age)
 - c. Preschool (3 to 5 years of age)
 - d. Younger children (ages 5 to 8)
 - e. Older children (ages 9 to 12)
1. Play is still unstructured, but by the end of this stage, children are beginning to enjoy some competition.
 2. Through leisure activities, first close relationships outside the family are forming. Having fun and learning skills are still more important than competition.
 3. In this stage, interactive play is not yet possible. Play with others is in side-by-side activity (parallel play).
 4. At this stage, there is more interest in competition.
5. Regarding male/female differences in leisure,
 - a. they don't exist in early childhood; they are taught/learned later in childhood.
 - b. gender differences have almost completely disappeared in today's society.
 - c. watching television together is an example of a joint activity that can increase marital satisfaction.
 - d. All of these
 - e. None of these
 6. More on gender differences in leisure:
 - a. Because more women work and men are taking an equal role in household and childrearing responsibilities, the leisure of men and women is now about the same.
 - b. A positive trend is that men and women are sharing caregiver responsibilities for elderly parents equally.
 - c. Men should be encouraged to participate more in cooperative activities, and those that foster caring and nurturing behavior.

- d. All of these
- e. None of these

7. Some concerns regarding the current and future status of leisure in childhood include

- a. the reduction in recess time and in physical education programs.
- b. the lack of structuring in children's time.
- c. the lack of competition in today's leisure activities of children.
- d. All of these
- e. None of these

8. Other concerns regarding leisure in childhood include

- a. increasing exercise as a way to boost children's brain functioning.
- b. the negative influence of the media in increasing violence among children.
- c. the proliferation of war toys and violent video games as a cause of increased violence among children.
- d. All of these
- e. None of these

9. Positive trends in leisure in childhood include

- a. more independence in leisure activities due to the high divorce rate/rise in single parent families.
- b. the increase in active recreation among U.S. children, leading to a decline in obesity.
- c. the decline in violence and fear of violence, making children feel it is safer to play outdoors.
- d. All of these
- e. None of these

10. Regarding leisure in adolescence,

- a. watching television can help prevent leisure boredom and thereby prevent delinquent behavior.
- b. among today's adolescents, girls and boys are about equal in terms of activity levels and fitness.
- c. lack of time seems to be the key barrier to participation in leisure activities for many adolescents.
- d. All of these
- e. None of these

11. Regarding leisure in adulthood,

- a. in middle adulthood (ages 35–55), people are especially restricted in their leisure pursuits.
- b. participation in recreational activities need not decline as one ages.

- c. exercise is not as important for adults as it is for children.
 - d. Only a and b are true
 - e. None of these
12. Suggestions for ensuring maximal leisure well-being in later life include
- a. cultivating new leisure interests throughout the life cycle.
 - b. being adaptable and flexible.
 - c. remembering that leisure education is a lifelong process.
 - d. All of these
 - e. None of these
13. Major milestones that affect leisure include
- a. first car.
 - b. first job.
 - c. Marriage.
 - d. All of these
 - e. None of these
14. In summary, leisure throughout the life cycle
- a. doesn't really change much from early childhood to later life.
 - b. could change drastically if the present segmentation of life is changed so that work, education, and leisure are interspersed.
 - c. is different in many ways for males and females.
 - d. All of these
 - e. Only b and c are true.

Quiz #14 (Chapter 14)

1. People with disabilities in the U.S.
- a. comprise approximately 5% of the population.
 - b. mostly live in institutions.
 - c. prefer the term "handicapped" instead of "special populations."
 - d. for the most part do **not** have any activity limitations.
 - e. None of these
- 2–6. Match the characteristics with the special populations below:**
- a. Developmental disabilities
 - b. Substance abuse
 - c. Hearing impairments
 - d. Visual Impairments

- e. None of these
- 2. This is the most common physical disability in the U.S.
- 3. Many people who have this disability choose not to identify themselves as having it.
- 4. This results in substantial functional limitations in three or more of the following areas: Self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, and economic self-sufficiency.
- 5. Characteristics of this population may include short attention spans, impaired memory, and lack of motor skills.
- 6. Misuse of leisure time is prevalent among this population.

7–11. Match the characteristics with the special populations below:

- a. Physical disabilities
 - b. Eating disorders
 - c. Social disabilities
 - d. Elders
 - e. None of these
7. A leisure-oriented treatment approach seems most appropriate for this population.
8. Many more men than women are in this special population category.
9. Nearly everyone eventually joins this special population category.
10. Modification in rules or equipment is often needed to enable participation in recreational activities for this population.
11. This population is virtually unable to enjoy any recreational activities.
12. Obstacles to leisure involvement of special populations include
- a. financial constraints.
 - b. transportation.
 - c. architectural barriers.
 - d. All of these
 - e. None of these
13. Research on recreation for special populations indicates that
- a. risk recreation can be beneficial.
 - b. serious leisure activities can be especially beneficial.
 - c. sports can be empowering both physically and mentally.
 - d. All of these
 - e. None of these
14. Recreation therapists
- a. provide most of the recreational activities for special populations since they are unable to provide their own programs.
 - b. focus almost entirely on providing adapted sports activities.
 - c. number almost 40,000 in the U.S., with about 40% of them working in hospitals.

- d. All of these
 - e. None of these
15. The Americans with Disabilities Act (ADA)
- a. guarantees equal opportunity for individuals with disabilities only in the public sector.
 - b. bans discrimination on the basis of disability.
 - c. has nothing to do with changing attitudes.
 - d. All of these
 - e. None of these

Quiz #15 (Chapter 15)

1. Statistics on outdoor recreation participation among Americans age 16 and over indicate that
- a. about 50% enjoy any outdoor recreation activity during the year.
 - b. almost 95% enjoy any outdoor recreation activity during the year.
 - c. only 10% enjoy any outdoor recreation activity during the year.
 - d. about 25% enjoy any outdoor recreation activity during the year.
 - e. None of these
2. Other statistics on outdoor recreation participation rates of Americans:
- a. Observing nature is one of the most popular activities (over 75%).
 - b. Picnicking is also popular (over 50%).
 - c. Walking/hiking is another popular activity (over 66%).
 - d. All of these
 - e. None of these
3. Regarding natural resource lands,
- a. they are unique, because they can only be used for recreational purposes.
 - b. approximately one third of the lands in the U.S. are public natural resource lands.
 - c. the National Parks Service manages all of these natural resource lands.
 - d. All of these
 - e. None of these
4. Benefits of outdoor recreation include
- a. fitness.
 - b. stress reduction.
 - c. enhanced self-esteem.
 - d. All of these

- e. None of these
5. Other benefits of outdoor recreation include
- a. providing opportunities to play new and different roles in a group.
 - b. developing confidence in interpersonal relationships.
 - c. stimulating the release of positive thinking chemicals.
 - d. All of these
 - e. None of these
- 6–10. Match the agency below with the corresponding management philosophy:**
- a. U.S. Forest Service
 - b. National Park Service
 - c. Ducks Unlimited
 - d. U.S. Fish and Wildlife Service
 - e. None of these
6. Protection and enhancement of fish and wildlife habitat for uses such as hunting and fishing.
7. The concurrent management of recreation, wildlife, timber, livestock, water, and minerals.
8. Landscape preservation and protection from significant human intrusions.
9. Protection, preservation, and enhancement of waterfowl habitat.
10. Protection of landscape scenery, areas of historical importance, and preservation of ecological conditions.
11. The Recreation Opportunity Spectrum (ROS)
- a. is a system and philosophy for managing diverse recreation activities on natural resource lands.
 - b. designates six land management classifications under which nearly all possible outdoor recreation uses occur.
 - c. is used by the National Parks Service and U.S. Forest Service for planning and management of lands.
 - d. All of these
 - e. None of these
12. Regarding carrying capacity,
- a. physical carrying capacity is the point at which the impacts of use exceed the land's natural ability to heal and regenerate itself.
 - b. social-psychological carrying capacity is the point at which people's recreational experiences are negatively impacted by the actions, behavior, and presence of other people.
 - c. natural resource managers only deal with physical carrying capacity issues.
 - d. All of these
 - e. Only a and b are true.

13. Solutions to carrying capacity problems include
 - a. use zoning.
 - b. behavior modification.
 - c. limiting numbers.
 - d. All of these
 - e. None of these

14. Future trends in outdoor recreation include
 - a. the demand for outdoor recreation declining as the population ages.
 - b. use zoning likely becoming more extensive.
 - c. eliminating campgrounds in national parks due to carrying capacity issues.
 - d. All of these
 - e. None of these

Quiz #16 (Chapter 16)

1. According to a comparison of annual number of hours worked in industrialized countries of the world,
 - a. Americans work the least and have the most leisure.
 - b. the French work the most and have the least leisure.
 - c. work hours increased in most countries since 1980, except for the U.S.
 - d. Americans work the most and have the least leisure.
 - e. Only a and c are true.

2. According to a global study of happiness and wealth,
 - a. Americans are the wealthiest and the happiest.
 - b. Americans are one of the wealthiest, but one of the unhappiest, even unhappier than Russians, Indians, and Bulgarians.
 - c. Americans rank tenth in “number of expected happy years,” with 57.76.
 - d. the “number of expected happy years” ranges from only 31–36 years in Bulgaria, Russia, and India to 62.04 years in Iceland.
 - e. Only c and d are true.

3. Differences in leisure and lifestyle between France and the U.S. include
 - a. French workers having more vacation time each year (5 weeks guaranteed) than do American workers.
 - b. especially in rural areas, many French workers taking a two to three hour midday break.
 - c. some French employers offering their employees the use of company-owned vacation homes for inexpensive rates.
 - d. All of these
 - e. None of these

4. Some similarities in leisure between the U.S. and the U.K. include:
 - a. leisure being the biggest category of expenditures in both countries.
 - b. walking and swimming being popular sport activities in both countries.
 - c. most free time being spent in the home and garden in both countries.
 - d. All of these
 - e. None of these

5. In the U.S., some leisure-related lessons to be learned from Israel's experiences with terrorism include
 - a. it being impossible to hold big festivals or sporting events where many people gather in one place and can be an easy target for terrorists.
 - b. security guards at restaurants, country clubs, and even pedestrian malls increasing feelings of security and increase participation rates in these forms of recreation.
 - c. the only real way to defeat terrorism being through tighter security and stricter laws.
 - d. All of these
 - e. None of these

6. Research conducted on "making peace through recreation" with Arabs and Jews found that
 - a. it was possible to change children's attitudes, but not those of elders.
 - b. because so much hatred exists, it is impossible to improve relations between Arabs and Jews.
 - c. participation in a recreational activities program was effective in improving the attitudes of elderly Israeli Arabs and Jews toward each other.
 - d. positive attitude changes caused by the recreational activities program remained even one year later.
 - e. Only c and d are true.

7. Regarding similarities between leisure in Israel and the U.S.,
 - a. the use of home computers and televisions is widespread.
 - b. cell phones have greatly enhanced leisure.
 - c. religion's influence on leisure is minimized by separation of church and state.
 - d. All of these
 - e. None of these

8. Regarding differences between leisure in Israel and the U.S.,
 - a. most Israelis live on kibbutzim, a communal living arrangement that severely restricts free time.
 - b. the problems of teenage drug use and crime are much worse in Israel.
 - c. Israelis shy away from organized mass events.
 - d. the Jewish religion prohibits most Israelis from doing any kind of dancing.
 - e. None of these

9. Regarding leisure in Egypt,

- a. it is remarkably similar to Israel.
 - b. Egyptians tend to be workaholics and don't seem to value leisure.
 - c. Egyptians' leisure tends to be sedentary.
 - d. All of these
 - e. None of these
10. In Islamic countries such as Saudi Arabia and in the state of Kashmir
- a. on Friday, the Muslim Sabbath, the entire day is spent praying.
 - b. women have only a fraction of the freedoms that men have.
 - c. the religion of Islam frowns on leisure activities.
 - d. All of these
 - e. None of these
11. Some of the leisure-related problems and challenges in India include
- a. lack of space for outdoor recreation.
 - b. lack of facilities and programs for those living in poverty.
 - c. long work hours for those who work for low wages.
 - d. All of these
 - e. None of these
12. Leisure in Nepal
- a. has become very similar to leisure in the U.S.
 - b. is affected by the unhappiness of the people.
 - c. is a very unhappy situation for children because they don't have expensive toys, games, and equipment like children in the U.S.
 - d. All of these
 - e. None of these
13. Leisure in Thailand
- a. is similar to the U.S. in terms of variety of recreational activities available.
 - b. is protected from outside influences by banning Western music and television.
 - c. is diverse, with many different sports and games, art, music, and dance.
 - d. All of these
 - e. Only a and c are true.
14. Some interesting aspects of leisure in Japan include
- a. extensive provision of recreational facilities by Japanese companies.
 - b. the large number of days off from work due to holidays, national celebrations, and paid vacation.
 - c. indoor sports facilities for traditionally outdoor activities such as surfing and skiing.
 - d. All of these
 - e. Only a and c are true.
15. Leisure in Hong Kong and in the People's Republic of China (PRC):
- a. Hong Kong has some excellent sports facilities and commercial recreation

- attractions.
 - b. The PRC has become much wealthier and leisure seems to be somewhat Americanized.
 - c. Is heavily influenced by the family.
 - d. Faces the challenges of congestion and pollution in the cities.
 - e. All of these
16. Similarities in leisure between the U.S. and Australia and New Zealand include
- a. concern for conserving natural resources for recreation.
 - b. increased demand for recreation close to home.
 - c. growth in commercial/private enterprise recreation.
 - d. All of these
 - e. None of these

Quiz #17 (Chapter 17)

1. Key points to consider in studying leisure in the future include
 - a. a pessimistic outlook, which is helpful as it encourages preparation and readiness for the “worst case scenario”.
 - b. leisure activities needing to change drastically because people will not be able to engage in activities that use any energy resources.
 - c. Terrorism continuing to be the biggest influence on leisure in the twenty-first century.
 - d. All of these
 - e. None of these

2. Reasons for studying leisure in the future include
 - a. helping people to be more reactive rather than proactive.
 - b. helping us understand how little impact individuals actually have on future society.
 - c. helping create a greater awareness of potential problems and be more prepared to deal with these problems.
 - d. All of these
 - e. None of these

3–7. Match the statements with the following factors influencing leisure in the future:

- a. Religious influence
 - b. Educational levels
 - c. Technology
 - d. Social norms
 - e. Influential people
3. An impossible factor to foresee.

4. Advances in this area could revolutionize leisure and create new activity possibilities.
5. Because this has been improving, leisure interests of the population have become broader.
6. Its influence has been fluctuating.
7. It underwent a “revolution” in recent years, but could possibly swing back and become more like past generations, or continue to change.

8. Ways to reduce lifetime work hours include
 - a. Increasing annual holidays to eleven weeks.
 - b. giving all workers seven years of sabbaticals during their career.
 - c. shortening the workweek.
 - d. All of these
 - e. None of these

9. Predictions for leisure innovations in the future include
 - a. robots replacing human in sports and in house chores.
 - b. superconductors enabling athletes and dancers to fly.
 - c. solar satellites providing 24-hour daylight.
 - d. All of these
 - e. None of these

10–13. Match the scenarios with the descriptions below:

- a. Optimistic
 - b. Pessimistic
 - c. Humanistic
 - d. Traditional
 - e. None of these
-
10. There will be little change in leisure in the future, and the work ethic will prevail.
 11. A leisure ethic will prevail to the extent that education will focus more on leisure enhancement than on career preparation.
 12. There will be more time for leisure due to a three-day workweek, extended vacations, and job sharing.
 13. There will be a scarcity of natural resources and open space for recreation.

 14. Final key points regarding leisure in the future include
 - a. being the creator of change rather than the victim of change.
 - b. keeping a positive attitude toward the future.
 - c. determining what changes are desirable for the future and work to make them happen.

- d. All of these
- e. None of these

Answer Key

To obtain a copy of the answer key for each quiz, contact the authors directly:

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Written Assignments

The following are some ideas for written assignments. For each assignment, there is a cover sheet that has a checklist of the main items to be included in the paper. The checklist is intended to be a helpful reminder for students and also a useful tool for instructors grading the assignments. At the bottom of each cover sheet is a description of the assignment.

In devising course requirements, instructors can pick a few of these assignments and make them required, or present students with all of these assignments, asking them to select two, three, or four of them for completion.

Cover Sheet

Leisure of Ethnic & Racial Minority Groups (50 points total)

Name: _____

- _____ A) Explain why the ethnic group was chosen for study (4)
- _____ B) Clear description of the event (8)
- _____ C) Describe personal feelings about the event (8)
- _____ D) Describe specific leisure-related similarities & differences (16)
- _____ E) Incorporate theories and concepts in explanations (10)
- _____ F) Bibliography (4)

Note: If this assignment is completed as a research paper, B and C do not apply; 16 points are assigned for incorporation of outside references (other than the textbooks) in the paper.

1. Attend a social/recreational event of an ethnic/racial minority group. There are many ethnic organizations and clubs on campus that regularly hold events. The student union information desk and the multicultural center have information on these events and organizations; also, look in the school newspaper's calendar of events. Obtain permission to attend the event in advance if it is not a public event. Before attending the event, submit to the instructor a written request for feedback, and the instructor will let you know if the event seems like a suitable potential learning experience. Attach the instructor's written approval of your proposal to your final paper for this assignment.

2. Through participation in the event, personal observations, and discussion with members of the group, try to learn about similarities and differences in leisure of the ethnic/racial minority group as compared to your leisure.

3. Your paper should have the following components:

- a. The instructor's preapproval of your proposal.
- b. Identification of the ethnic group you studied and why you chose it.
- c. Date, time and location of the event you attended (should be easily verifiable).
- d. Description of the event and how you felt about it.
- e. Specific similarities and differences you noted in comparing your leisure to theirs.

In explaining these similarities and differences (their causes, implications, and desirability), you must incorporate theories and concepts from the texts and at least one other reference (cited completely). Alternatively, if this assignment is completed as a research paper (no event attended), six outside references in addition to the textbooks are required.

- f. Complete bibliography

Cover Sheet

Research into Leisure Alternatives (30 points total)

Name: _____

- _____ A) Clear, complete step-by-step instructions/plan for leading/demonstrating the activity are presented (15)
- _____ B) Information collected/quality of research on the activity (5)
- _____ C) Quality of the presentation/leadership skills (10)

Unusual/new leisure activities that most students in the class are unlikely to have ever participated in or seen is what is sought after in this assignment. A good example would be bicycle polo (the national organization for this sport is located in Sacramento). Conduct research/contact organizations related to one activity of particular interest to you. You will prepare a paper and a presentation on this activity.

1. Proposal: In one paragraph, state the name of the activity and your ideas for presenting it to the class. The instructor must return your proposal to you with written approval of it before proceeding to complete this assignment.
2. Paper and Presentation: Present the information you collected on the activity, and a step-by-step plan as to how you will demonstrate the activity or lead the class in doing it.

Cover Sheet

Leisure Goals (65 points total)

Name: _____

- | | | | |
|-------|----|---|------|
| _____ | A) | Discussed current activities | (8) |
| _____ | B) | Three fitness-related leisure goals and discussion of benefits | (15) |
| _____ | C) | Three stress-reduction-related leisure goals and discussion of benefits | (15) |
| _____ | D) | Three socialization-related leisure goals and discussion of benefits | (15) |
| _____ | E) | Incorporation of outside references/research | (10) |
| _____ | F) | References-cited page included, in proper format | (2) |

A. Identify the three best leisure activities you currently participate in with regard to each of the following three categories: fitness; stress reduction; and socialization (a total of nine activities). However, if you currently do not participate in any activities or less than three activities in any of these categories, state this. Explain how each of the activities identified meets your fitness, stress reduction, and socialization needs as well as other benefits that are derived from these activities (cite theories and concepts from the textbook).

B., C., D. For each of the three categories, identify three **new** activities in which you would like to begin to participate. Consult the appendix of the textbook for ideas about new leisure activities.

- 1) Following the guidelines for stating long- and short-term leisure goals in Chapter 6, clearly state a goal for each **new** activity.
- 2) For each goal, discuss the following:

- a. Based on material from the textbook, discuss the benefits of each activity in terms of fitness, stress reduction, or socialization enhancement.
 - b. Discuss other benefits of each activity, based on theoretical/conceptual material from Chapters 1 and 5.
- E. For at least two of the nine goals
- a. conduct outside (library) research on the benefits of or techniques involved in participation of the activity. Incorporate this research into your discussion of the goals. Research cited must be current (2002–present).
- F. Include a references-cited page at the end of your paper.

Note: Can't think of a new activity you'd like to try? Look in the appendix of the textbook for ideas!

Cover Sheet

**B1 - Analysis of your binge drinking OR B3 - Analysis of others' binge drinking
(50 points total)**

Name: _____

- _____ A) Clear explanation of motivations for binge drinking, (18)
with appropriate applications of theories and concepts.
- _____ B) Positive outcomes identified, with appropriate applications (6)–(20)
of theories and concepts.
- _____ C) Negative outcomes identified, with appropriate applications (6) -
(20)
of theories and concepts.
- _____ D) Conclusions/evaluation/changes are clear and logical (6)

Paper B1:

- a. Describe your motivations to binge drink. What led you to this leisure activity? Cite specific reasons, incorporating the various theories, concepts, and models of causality of leisure behavior from Chapters 1 and 5.
- b. Describe the positive results of this leisure activity, citing theories and concepts and explaining clearly how these theories and concepts apply (avoid unclear/incorrect applications of theories and concepts!).
- c. Describe the negative outcomes of this leisure activity, again being certain to clearly apply theories and concepts from the textbook.

Summarize this analysis with an overall evaluation of this activity. Do the benefits of it outweigh the negative aspects, or vice versa? What changes (if any) do you feel you should make in your leisure activities based on this analysis?

Paper B3:

Unlike assignments #1 and #2, which are personal analyses, this assignment is to be completed on the basis of observation of others as well as through informal interviews.

- a. Describe the motivations (based on interviews) of others to binge drink. Use direct quotes (without identifying the names of those interviewed) as much as possible. Explain how various theories, concepts, and models apply to the various reasons cited for binge drinking.
- b. Based on your observations, what are the positive outcomes (if any) of binge drinking? Again, try to apply theories and concepts as much as possible.
- c. Describe the negative outcomes that you observed, again applying theories and concepts as much as possible.
- d. Your conclusions regarding the desirability of binge drinking as a leisure activity, based on your observations and interviews of binge drinkers.

Cover Sheet

B2 - Personal Experiment in Abstinence OR B4 - Convincing Others to Abstain (40 points total)

Name: _____

- _____ A) Alternative leisure activities identified, each with a clear connection (based on theories and concepts) to the motivations for binge drinking (18)
- _____ B) Examples of successes and failures in this experiment. (6)
- _____ C) Actual benefits of the alternative activities. (8)
- _____ D) Overall evaluation/conclusions. (8)

Instructions for both B2 and B4:

Begin the paper with a chart of planned activities for the weekend. Show the day and time period in the first column and the activity possibilities (remember rainy weather alternatives!) in the second column. In the third column, identify the theories or concepts that relate to the benefits to be derived from the planned activities. Following this chart, explain how these benefits will be derived from the activities and how the theories selected are relevant. Furthermore, explain how these activity benefits are similar to the benefits sought from binge drinking on a “typical” weekend (refer back to paper B1 or B3).

Paper B2:

- a. Refer back to the first assignment, and choose alternative activities to binge drinking, intended to meet the same benefits/theories/concepts that you stated as benefits to binge drinking, but without the negative side effects.
- b. Describe your difficulties/successes in this experiment.
- c. Describe the actual benefits of the alternative activities chosen to replace binge drinking.
- d. Summarize this experiment with an overall evaluation—Is it better to binge drink, or to not? Why? On the basis of this experiment, discuss

your future plans for your leisure behavior, specifically with regard to binge drinking.

Paper B4:

The most difficult assignment of all—you are asked to try to be a leader, to convince others to abstain from binge drinking over the course of a typical weekend. Choose one or more friends or roommates to be your “subjects” for this experiment.

- a. Most important, you must identify enjoyable alternative leisure activities for your subject(s) to engage in which will meet the same benefits/needs as binge drinking, but without the negative side effects.
- b. Describe your difficulties/successes in actually getting your subject(s) to participate in the alternative activities instead of binge drinking.
- c. Describe the actual benefits of the alternative activities in which the subject(s) participated.
- d. Your conclusions/evaluation of the desirability of binge drinking as a leisure activity and the feasibility of encouraging your subject(s) to abstain from binge drinking in the future.

Cover Sheet

Future Leisure Plans (40 points total)

Name: _____

- _____ A) Introduction/summary of personal philosophy of leisure, discussion of ultimate leisure goals, and their influence on upcoming leisure plans (9)
- _____ B) Explained connection of the nine goals in paper C to personal leisure philosophy/ultimate leisure goals (3)
- _____ C) Changes desired in goals (2)
- _____ D) Specific summer vacation/next year plans for participation in each of the nine leisure goals (18)
- _____ E) Obstacles to meeting goals, ideas for overcoming them (8)
- a. Describe your ultimate leisure goals/overall philosophy of leisure.
 - b. Explain the connection of the 9 new activities/goals identified in paper C to your leisure philosophy.
 - c. Revise some of the goals/activities if necessary.
 - d. Describe specific plans for summer vacation and next year in terms of actual participation/meeting the 9 goals from paper C.
 - e. Identify potential obstacles to meeting these goals and ideas for overcoming some of these obstacles.

Cover Sheet

Leisure Research (Maximum 50 points)

Name: _____

_____A) Provided appropriate, up-to-date facts/statistics pertaining to the topic. (30)

More than one fact/statistic can be pulled from each reference. Two points for each **relevant** fact/statistic listed (e.g., 5 facts = 10 points).

_____B) References page included, with **complete** citations in proper format. (20)
(Remember, all references must be from the years 2002 to the present, otherwise no credit is given.)

Four points for each reference from a professional journal (see list in the class notes packet); two points each for other references.

1. Select a topic to research from the sign-up list circulated in class.
2. Search for information on the topic, limiting your search to references from the years 2000 to the present only.
3. List the key facts/statistics you were able to find on your topic. You can include quotes from the author(s) of the articles, if appropriate.
4. Completely cite each reference (following APA format), even if it is an internet reference.
5. Refer to the grading sheet for credit for this assignment. Journal references receive more credit than popular periodicals, books, and internet references.

Sample list of research topics

- ___ Leisure hours per week in the U.S.
- ___ Leisure hours per week in other countries
- ___ Attitudes toward leisure and work
- ___ Leisure and mental health
- ___ Leisure and physical well-being
- ___ Leisure participation patterns in the U.S.
- ___ Leisure participation patterns in other countries/comparisons to the U.S. (choose one country)

- Leisure participation of women
- Leisure in the economy/spending on leisure
- The leisure services profession
- Leisure time management
- Sleep reduction and leisure
- Fitness in the U.S.
- Recreational eating
- Recreational consumption of alcohol
- Stress in the U.S.
- Television viewing as a leisure activity
- The effects on social development of: movies; t.v.; music; video games; computers (choose one)

- Recreational drug use
- Gambling as a leisure activity
- Leisure in childhood
- Leisure in adolescence
- Leisure in adulthood
- Leisure and special populations (choose one)

- Outdoor recreation resources
- Leisure in the future

Cover Sheet

G. Application of Course Concepts in Organized Leisure Activities

(30 points)

_____A) Identify the dates and times of the activities, leader(s) names, and the name of the organization sponsoring the activities. (2 points)

_____B) Describe the activities (4 points)

_____C) Describe feelings about the positive and negative aspects of the activities, incorporating theories and concepts from the course appropriately. (12 points)

_____D) Compare the benefits derived from the activities to those derived from usual leisure activities, incorporating theories and concepts from the course appropriately. (12 points)

The purpose of this assignment is to encourage students to participate in organized leisure activities offered through the university and thereby have a “practical leisure experience” in which the theories and concepts of the course can come to life. For example, it would be wonderful to have students go on an Adventure Outings trip or participate in a Campus Recreation and Intramurals event, and be able to experience how much more beneficial activities like these are than common leisure activities such as watching television and binge drinking.

The instructor will be announcing the dates and times of upcoming leisure activities that can be utilized for this assignment. Be sure to obtain proof of participation in the activity. After participating in the activity, write a paper with the following information:

- a. Date and time, leader names(s), and name of the sponsoring organization clearly identified.
- b. Describe the activities.
- c. Describe the positive and negative aspects of the activities, incorporating theories and concepts from the course appropriately. Review Chapters 1 and 5 for this section of the paper. Incorporate several different theories and concepts in this section of the paper.
- d. Compare the benefits of these activities to those that you usually participate in. Be sure to incorporate theories and

concepts from the course in your explanations. For example, if you usually engage in binge drinking as “an escape from social reality” on the weekends, explain how the organized activity you engaged in met your need for “escape from social reality,” and compare the effectiveness of these two activities in meeting this need. Incorporate several different theories and concepts in this section of the paper.

The following are two additional ideas for written assignments:

I. WEEKEND LEISURE PLAN AND OUTCOME

The purpose of this assignment is to give you the opportunity to experiment with leisure planning and time management. Each student will develop and implement a weekend leisure plan and then write about the experience.

Part A: Weekend Leisure Plan

1. List all your “essential activities” that you must do over the weekend. These activities include homework, eating, sleeping, working, etc. Next to each essential activity, write the approximate time duration of each (example: sleep–8 hours).

2. List all your “leisure activity possibilities” for the weekend (minimum of 15 activity ideas).

a. Prioritize your leisure activities using Lakein’s ABC prioritizing system. Remember: The top priority leisure activity is A1, the next A2, and so on.

b. Identify appropriate alternative activities for any activity that may be affected by the weather.

c. Include a minimum of five A activities. For each A activity, write a clear justification of why the activity is an A.

Integrate theories on the needs and satisfactions derived from leisure activity in your justifications. Also incorporate information on the physiological, psychological, and sociological benefits of the leisure activities.

3. Make a weekend plan, beginning with your last class on Friday, and ending with your first class on Monday.

a. List the time allotted and the activity planned.

b. Leave a blank column on your plan titled “outcome.”

Sample plan:	<u>Planned activity</u>	<u>Outcome</u>
3 p.m.	Last class ends	
3–3:20 p.m.	Transition time	
3:20–5 p.m.	Relax, watch TV, talk to roommates	
5–7 p.m.	BBQ dinner, eat, talk, relax, do dishes	

4. Be sure to include *uncommitted time* for flexibility in your plan.
5. Be sure to include *transition time* in your plan. Allow enough time between activities to get from one place to another, stand in line, etc.
6. *Make a copy of your plan.* Submit the original to be graded and refer to your copy when you enact the plan. Make notes in the “outcome” column to help you remember what you actually did. This will be helpful when you write your outcome paper. *Your copy of your plan must be resubmitted with your outcome.*
7. Enact your plan and have fun!!

Part B: Weekend Leisure Outcome

1. Resubmit your plan with your outcome paper.
2. Write a two- to four-page paper on the results of this experiment in planning and structuring your leisure.
 - a. Discuss how successful you were in adhering to your plans.

- b. What did you learn about your use of leisure time?
 - c. How did you feel about planning your leisure? Was it beneficial? How satisfied were you with your planned leisure?
 - d. How could you make future plans easier to follow or implement?
3. Incorporate relevant terms and definitions discussed in class.

II. PERSONAL PHILOSOPHY OF LEISURE

Minimum 3,000 Words (approximately 15 pages)

- The purpose of this paper is for you to formulate a sound personal philosophy of leisure which clearly integrates the physiological, psychological, and sociological theories, views, and data explored in this class. You should include concrete examples of how you have integrated these theories to date. Also include your plans for future applications. This paper should be one you will want to save as a useful reference guide for maximizing your leisure well-being throughout your life.
- Although the paper has several distinctly different sections, the introduction and summary should unify the paper.
- Use as many appropriate references as possible. Incorporate out-of-class resources. Use the library!
- Include title and reference pages.
- Divide your paper into the following sections using subheadings and address the topics listed under each section.

1. Introduction

a. Include a discussion of *your personal* definition of leisure and compare/contrast it with a minimum of four different concepts of leisure.

b. Describe a leisure experience that you've had that has helped you to gain insight into your own leisure (e.g., volunteer work in a recreational program for a special population, coaching, playing with children, activities with older people, vacations, etc.).

2. Leisure goals and objectives

a. Begin this section by identifying and discussing your ultimate *leisure goal*.

b. Identify *three* leisure goals for improving fitness and health.

- Include life changes you feel are likely to occur (e.g., marriage, children, career change, disabilities, old age, etc.).

- Explain how attaining the goals will help you improve your fitness and health.

- Provide justification for each goal by explaining the benefits/needs/satisfactions derived from the goals.

- Identify and discuss any obstacles to attaining the goals.

- In your explanations, you *must* integrate physiological, psychological, and sociological theories, views, and data (e.g., play theories, Maslow's Hierarchy, statistics on substance abuse, etc.).

- Be sure to follow the criteria/guidelines for setting goals and objectives.

- c. Identify *three* leisure goals for social development.
 - See above instructions.
- d. Identify *three* leisure goals for reducing stress.
 - See above instructions.

3. *Leisure time management*

The essence of this section is to explain how you can improve your use of time to enable you to meet the goals identified in the previous section.

- a. Explain ways in which you waste time and how you plan to eliminate some of these.

- b. Select and discuss five time management tips. Explain how these tips will improve your leisure.

4. *The future*

Now that you've developed a sound philosophy of leisure with well-defined goals, let's see how well you might be able to adjust to changes you may encounter in the future.

- a. Changes in future society.

- Use your imagination and describe what you think leisure will be like 50 years from now.

- Compare/Contrast your view with other views in the literature.

- Discuss how you will alter your leisure goals in order to adjust to these future changes (be specific).

- b. Personal future life cycle changes.

- Identify how your leisure will change throughout your life.

- Include life changes you feel are likely to occur (e.g., marriage, children, career change, disabilities, old age, etc.).

5. *Summary*

Summarize the key aspects of your personal philosophy of leisure.

- a. Discuss your overall attitudes toward leisure.

- b. Discuss how your leisure life is versus how you would like it to be.

- c. Discuss what you learned by writing this paper, and how you will use it as a guide for maximizing your leisure in the future.

A Final Note

Ultimately, Leisure Enhancement is designed to facilitate improvements in students' leisure and life. Positive changes will occur if students really apply

themselves to the material. As instructors, the challenge is to motivate all students to apply themselves. Making the class fun helps a great deal in this regard. The instructor's manual has an abundance of good activity ideas that help make learning fun.

The authors appreciate any questions or comments you might have. Good luck!