

Leisure Education Units for Implementation

The focus of these learning activities is to provide a series of leisure education units and activities that are based on Mundy's (1998) model of leisure education that was explained in chapter 1 (see Figure 1.1) and Chapter 5 of *Leisure education: A person-centered, system-directed, social policy perspective*. Each unit presented identifies the following: 1) the leisure education component (leisure awareness, self-awareness, leisure skills, and leisure resources; 2) the subcomponent; 3) a program goal; and 4) program objectives for the unit. These are followed by background information on the topic at hand, as well as learning experiences to assist the facilitator in implementing the units.

The units and their accompanying learning experiences can be used as presented or with additions or modifications. For example, leisure education activities designed by other authors or the facilitator can provide additional or alternate activities for the ones presented. These units have been developed to serve as illustrations or examples that can be used by facilitators in custom designing their own units for their specific populations.

It should also be pointed out that there are no age or setting differentiations in this chapter. Some special issues and considerations are presented in the remaining chapters of this book. However, the objectives and many of the program experiences are generically appropriate and would differ only in methods of presentation, levels of sophistication, and conceptual difficulty. Many simple program experiences have been utilized with elementary school children, college students, working adults, and retirees, with equal success when the session was carefully planned to meet the individual or group needs, interests, and levels of sophistication. The remaining chapters give specific suggestions for therapeutic recreation, corrections, and aging populations.

LEISURE AWARENESS

Component: Leisure awareness

Subcomponent: Definition of leisure

Program Goal: Participants will develop an understanding of the concept of leisure.

Program Objectives:

Participants will:

1. define leisure.
2. identify three primary components of leisure.
3. identify leisure experiences in their own lives.

Background Information:

While there are numerous definitions of leisure than can be utilized, this book uses the definition of leisure as a state characterized by a sense of freedom and internal motivation in self-selected experiences (Iso-Ahola, 1980). As was stated earlier, Iso-Ahola's work also points out that for most individuals, this state is achieved in nonemployment time (Iso-Ahola, 1980, p. 8). When working with very young children, the mentally retarded, and certain psychiatric patients, the term may need to be defined more simply, such as, when you are free to choose what you want to do.

Program Experiences:

1. The facilitator may begin by either having participants give their definitions of leisure or by providing a definition of leisure for the discussion. Another effective technique that can be used is to begin the session by having everyone close their eyes or pick a point of focus somewhere in the room. Then guide them verbally through the following scenario by asking the following:
 - a. Where would you *really* rather be right now?
 - b. Picture where you are.
 - c. Tune in to what you are doing.

- d. Who have you chosen to bring with you or leave behind?
 - e. Tune into what you are feeling.
 - f. Enjoy this nice respite for a moment. Then when you are ready, bring your focus back to the present.
 - g. During that experience, would you say you were working—involved in daily maintenance activities—or in leisure?
 - h. Why do you think that?
2. Whatever method is used to begin a discussion of leisure, it is important to point out that leisure is a state characterized by the following:
- a. a sense of freedom,
 - b. internal motivation,
 - c. self-selection or self-direction in the experience.

Component: Leisure awareness

Subcomponent: The concept of freedom

Program Goal: Participants will understand the concept of freedom.

Program Objectives:

Participants will:

1. identify the sense of freedom they feel in various life situations.
2. identify the factors that contribute to or detract from their sense of freedom.
3. categorize factors into internal or external influences.
4. clarify their beliefs regarding freedom in their own lives.
5. identify strategies that they believe will be able to help them increase their sense of freedom.
6. have the opportunity to utilize a strategy to increase their sense of freedom.

Background Information:

A perceived sense of freedom is a primary determinant of achieving leisure. It is, therefore, critical that participants understand that freedom is a feeling of being in control of one's own actions. It is where there is a minimum of perceived and real external control, external constraints, compulsory activities, and external rewards and punishments directing their behavior.

Program Experiences:

1. Have participants fill out Worksheet 1, "My Sense of Freedom," or generate a list of their own life situations that they can use to rate their sense of freedom.
2. After completing the worksheet discuss the following:
 - a. What factors contribute to you feeling a sense of freedom?
 - b. What factors detract from you feeling a sense of freedom?
 - c. Which of these factors are internal? Which are external?

3. Pass around Worksheet 2, “Viewpoints,” and have participants indicate whether they agree or disagree with the statement. Discuss their views, why they hold that view, and the way their views may, or do, influence their lives and their leisure.
4. Ask, “Are there some realistic ways you can increase your sense of freedom in your life? What are they?”

You may want to suggest ways people have been able to increase their sense of freedom by strategies such as what follows:

- a. reevaluating the “have to” and “should” messages we learned early in life in relation to what is realistic today and what we believe at this point in our lives;
 - b. fine-tuning our organization, planning, and time management skills;
 - c. reevaluating the number and extent of obligations we voluntarily assume;
 - d. expanding our awareness of the variety of options that are available to us;
 - e. discussing issues with significant others rather than the following options:
 - *mind reading*—thinking we know what someone else is thinking or will think, rather than checking it out.
 - *fortune telling*—a negative prediction of results taken as fact, even though it is usually unrealistic.
 - *catastrophizing*—blowing the potential for negative results out of proportion.
 - f. changing our thoughts on how we choose to view a situation and thereby changing our feelings about the situation. (See Chapter 1, “Internal Factors Influencing Perceptions of Freedom.”)
5. Have each participant select a strategy they feel will help them increase their sense of freedom in their life to work on and then report back to the group on their experience.

WORKSHEET 1
My Sense of Freedom

Directions: Rate each of the following life situations (adding your own if you so choose) according to how free you feel in each situation. Mark only those applicable to your life.

Life Situations	My Feeling of Freedom				
	High				Low
	5	4	3	2	1
From the time I wake up in the morning until I get to work or school	5	4	3	2	1
At work/school	5	4	3	2	1
At lunch	5	4	3	2	1
Between the end of work/school and dinner	5	4	3	2	1
In the evenings	5	4	3	2	1
On Friday afternoon	5	4	3	2	1
On Saturday	5	4	3	2	1
On Sunday afternoon	5	4	3	2	1
Before a vacation	5	4	3	2	1
When asked to do something social by my boss	5	4	3	2	1
When asked to do something social by my child/children	5	4	3	2	1
When asked to do something social by my significant other	5	4	3	2	1
When asked for a favor by a friend	5	4	3	2	1
When asked to take on a responsibility by a professional, community, or religious organization	5	4	3	2	1

WORKSHEET 2 Viewpoints

Directions: Indicate whether you agree or disagree with the following statements.

	Agree	Disagree
1. As human beings we possess the freedom to choose among alternatives.	_____	_____
2. Because we are free to make choices, we can direct our lives.	_____	_____
3. We can influence our destinies through the choices and decisions we make.	_____	_____
4. Although our freedom may be partially limited by circumstances, we are still able to be self-determining through our freedom to make choices.	_____	_____
5. It is a mistake to assume we cannot become free until other give us permission to be free. We must retain final “permission rights” for ourselves.	_____	_____
6. If we wait for other to grant us the freedom we want or blame others for our lack of freedom, we diminish our power to take control of our lives.	_____	_____

(Paraphrased from Harry Browne, 1973)

Component: Leisure awareness

Subcomponent: Self-responsibility

Program Goal: Participants will develop a realistic sense of responsibility in relation to their own lives and leisure.

Program Objectives:

Participants will:

1. assess and clarify their personal responsibilities in relation to leisure.
2. identify how assuming too much or too little responsibility can affect their lives and other peoples' lives.
3. identify areas in which they feel they need to accept more or less responsibility.
4. identify strategies to accept more or less responsibility.
5. practice self-responsibility in relation to their leisure in the program and in their lives.

Background Information:

Scott Peck has stated, "... the problem of distinguishing what we are and what we are not responsible for in this life is one of the greatest problems of human existence" (Peck, 1978). He further affirms, "... we must continually assess and reassess where our responsibilities lie in the ever changing course of events" (Peck, 1978). As human beings, we begin this struggle early in our lives. As children, we vehemently disavow any responsibility for the fight we are in with our sibling. *He* "started it!" We were just sitting there when we began to be hit upon. We have selectively disregarded the fact that we tried to trip the passing sibling. We vacillate from this stance of no responsibility to other situations in which we feel total responsibility. We are outside playing and our brother falls off the swing. We feel responsible. Mother is crying and unhappy. We feel it is our fault and, therefore, it is our responsibility to make her feel better. Through experiences such as these we are attempting to learn what are and what are not our responsibilities in this world.

Unfortunately, many children are given mixed or incorrect messages about what responsibilities are theirs, what responsibilities are

shared, and what responsibilities belong to other people. All too often, parents who are confused about what issues are theirs blame children for things that are really their responsibility. A comment such as, “*You* make me mad,” says you are responsible for my anger. This is a very different message from, “When you behave in that way, *I* get angry.” *You* statements shift the responsibility to another person, *I* statements communicate that I am responsible for my feelings, my behavior, my choices, and my actions.

In this life we are responsible for our own lives. We are responsible for our own feelings, choices, behaviors, actions, and perceptions of the world and the people in it because we are free to choose, feel, perceive, and behave. Ultimately, the only thing we can be responsible for is ourselves and our own lives because this is the only area in which we really have control through the choices and decisions we make. In many instances, we may have been erroneously made to believe we are responsible and, therefore, we have control over things we do not... cannot control. If we have been told, in essence, “you are responsible for my feelings or reactions,” and we accept that assessment, then we feel it is in our power to control the outcome. We feel we can fix things we cannot fix. We believe we can make everything okay when we cannot. We assume the role of the caretaker or the rescuer. The great cosmic joke is that someone has shifted the responsibility to us but has maintained the control for themselves and, thereby, ends up controlling us.

At the other end of the spectrum are those who believe and, therefore, feel that how we feel, how we react, how we behave, and what our lives are like is the result of what other people in our lives and circumstances are throwing our way. It is like living with a loose cannon to which we must constantly respond. This can make us feel we cannot really live our lives as we wish because we must constantly duck, deflect, dodge, or hide in order for our lives not to be blown apart. This type of thinking also tends to lead us to believe that if good things are happening to other people, it is because someone, somewhere, is sprinkling the pixie dust on them, giving them the good things of life.

Most of us are still grappling with what we are and what we are not responsible for. We may also be trying to sort out the degree of our responsibility in certain instances, as well as when we need to let go of certain responsibilities that have been ours previously. This is not an easy task. It can also be more difficult when we try to change old patterns we have established out of this confusion. It can be extremely difficult to tell someone you love that you are going to play bridge

once a week over his objections, and the fact that he doesn't want to be alone is his problem, not yours.

The confusions over responsibility can impact dramatically upon one's leisure. Because the essence of leisure is a perceived sense of freedom, feeling overcome by responsibilities that are not ours or assuming that our fun, joy, and happiness is another's responsibility can dissipate our sense of freedom.

Program Experiences:

1. Introduce this unit by using the Scott Peck statements in the Background information and by telling the group that the purpose of these experiences is to enable them to assess and clarify this personal responsibility in relation to leisure.

Give each participant Worksheet 2, "Viewpoints," to complete by indicating with which statements they agree or disagree. Then have the group discuss their responses and the reasons for their answers.

2. Discuss the following statements with the group. Have them indicate whether they agree or disagree with the statements.

"Since we possess the freedom to choose among alternatives, we are also responsible for our decisions that shape our lives."

"The more we accept responsibility for the choices we make, the more we can consciously determine the direction we want our lives to take."

"The more we accept responsibility for our own leisure and leisure experiences, the more we can consciously determine having time for leisure and the quality of our leisure experiences."

3. If the issues of joint responsibility and assuming too much or not enough responsibility surface during the discussion, the following questions can be used to further the discussion. If these concepts have not surfaced, the questions can lead into an examination of these issues.
 - a. How can assuming too much responsibility affect you and other people?

- b. How can *not* assuming enough responsibility affect you and other people?
4. Have the participants complete and discuss their answers on Worksheet 3, “Who’s Responsible?”
- a. What, if any, area(s) of your life do you feel you need to accept more responsibility? less responsibility?
 - b. How can one go about accepting more or less responsibility in life?

WORKSHEET 3
Who's Responsible?

Directions: For each of the following statements, indicate who you think is responsible for the situation.

Codes: 1 = an area of *joint* responsibility; 2 = I am responsible; 3 = the other person is responsible.

_____ My children say they are bored.

_____ My spouse/significant other/friend says if I don't go fishing with him/her (which I don't want to do), he/she won't have fun and enjoy it.

_____ I don't have time for leisure.

_____ I am bored.

_____ My spouse/significant other says he/she doesn't have time to do what he/she wants to do.

_____ There are so many demands on me, I am too tired to do what I want to do.

_____ I feel there is nothing to do on the weekends.

Component: Leisure awareness

Subcomponent: Internal motivation

Program Goal: Participants will develop an understanding of the difference between internal motivation and external motivation.

Program Objectives:

Participants will:

1. define motivation.
2. differentiate between internal and external motivation.
3. identify feelings associated with experiences that are internally and externally motivated.
4. describe how internal motivation contributes to attaining leisure.

Background Information:

Motivation can be defined as a driving force behind behavior. It is what causes us to behave the ways we do and it moves us to action. Motivation can be internal or external in nature. Internal motivations are those primarily arising from within the individual. External motivations are those that come from the external rewards one may receive or the punishment one may avoid as a result of their action. Internally motivated experiences are critical determinants to achieving leisure because they are associated with more enjoyment, involvement, and with a perceived sense of freedom.

Program Experiences:

1. Define or ask participants to define the following terms: motivation, internal motivation, and external motivation, and give an example of each from their daily lives.
2. Discuss the differences in feeling when we do something we are internally motivated to do versus externally motivated to do. Then ask participants to identify which form of motivation is more closely associated with leisure and why.

Component: Leisure awareness

Subcomponent: The relationship of leisure to time

Program Goal: Participants will demonstrate an understanding of time and its relationship to and influence on their leisure.

Program Objectives:

Participants will:

1. identify when they perceive they have time for leisure during a typical week.
2. identify how and when they could have larger blocks of time for leisure during their week.
3. assess and clarify their beliefs about time and leisure.
4. identify factors that influence their own free time.
5. identify the degree and direction in which each factor influences their free time.

Background Information:

While leisure can occur at any time and in many life experiences, research is tending to indicate that for most people leisure occurs during nonemployment hours. This means participants need to look at their time, their use of time, and the relationship of time to their leisure.

Program Experiences:

1. Using Worksheet 4, "A Week at a Glance," have all participants mark when they perceive that they have leisure. Add the total number of hours they have leisure or have available for leisure during the week, on the weekends, and during the week as a whole.
2. Discuss the following:
 - a. Why are certain times considered leisure to you and not to others?
 - b. Do you have more, less, or about the same number of hours for leisure that you thought?

3. Using the same worksheet, ask if there are other or larger time blocks that could be utilized for leisure with more efficient use of time. Identify what changes would need to be made to open more time.
4. Discuss how the amount of time we have available in a block influences our perception of the number and type of choices we have available.
5. Share and discuss the following “Critical Time Concepts.” The discussion can be through an open discussion or by using an agree-disagree approach.

Critical Time Concepts

- Time is one resource that is equally distributed.
 - Time and what we do with it is a matter of the choices we make.
 - We can never get “more time”. We can only change the decisions we make regarding how we choose to use our time.
 - Time is neutral. Our feelings about time are influenced by the choices we make and the experiences we have.
6. Develop a group-generated list of societal factors and personal factors that can influence a person’s free time. Societal factors are things such as role expectations, society’s idea of “success,” the state of the economy, technology, and work patterns. Personal factors are things such as obligations, responsibilities, personal finances, choices made in other areas of one’s life, and the outcome or payoff one receives from choices.

Have participants identify the societal and personal factors that they believe influence the amount of free time they have and the quality of their free time.

7. Further discussion of societal factors that can influence our time and our leisure can be pursued by having participants complete Worksheets 5 and 6, “Old Sayings and Leisure” and “Societal Expectations.”
8. Participants can draw, paint, or make a collage that, to them, represents societal expectations for the following:
 - a. their own role (i.e., student, housewife, retiree, etc.);
 - b. success.

Making a collage often has meaning since sayings and pictures are taken from magazines; it appears to emphasize the role of advertisement in relation to the areas mentioned.

9. Using the following examples (or others you make up), have participants discuss ways national and personal affluence and poverty would affect their free time.
 - *EXAMPLE A.* Our nation has been hit with an extremely high rate of inflation. Food, clothing, shelter, heating, air-conditioning, electricity, and gasoline prices have soared. In what ways could our national economic condition affect people's free time? In what ways can one's free time affect national and personal economy?
 - *EXAMPLE B.* Let's say that, as of this minute, you (or your family) has only \$6,000 a year to live on. How might this affect the amount of free time you may have? How might it affect what you do during your free time? Where do you believe your priorities would be? How do you think you would view leisure? How would it affect your feelings of self-worth?
 - *EXAMPLE C.* It has just been discovered that your home is sitting on one of the richest oil fields in the nation. You (or your family) are suddenly rich beyond your wildest imagination. You will never have to work unless you want to do so. Write down what would be the first things you would want to do. How would you plan for it to affect the amount of free time you have? What would you do during your free time that you could not do before? How do you think you would view leisure? How do you think you would view life in general?

WORKSHEET 4
Week at a Glance

Times	Mon	Tues	Wed	Thur	Fri	Sat	Sun
6 A.M.							
7 A.M.							
8 A.M.							
9 A.M.							
10 A.M.							
11 A.M.							
NOON							
1 P.M.							
2 P.M.							
3 P.M.							
4 P.M.							
5 P.M.							
6 P.M.							
7 P.M.							
8 P.M.							
9 P.M.							
10 P.M.							
11 P.M.							
12 A.M.							
1 A.M.							
2 A.M.							
3 A.M.							
4 A.M.							
5 A.M.							

WORKSHEET 5 Old Sayings and Leisure

Directions: Check which of the following old sayings and phrases you believe have a beneficial, neutral, or detrimental effect on children's, adults', and your own leisure. Place the code letter in the appropriate space that most closely reflects your feelings.

KEY: P = Positive NU = Neutral N = Negative

Children's Leisure	Adults' Leisure	My Own Leisure	
_____	_____	_____	“Anything worth doing is worth doing well.”
_____	_____	_____	“There are no prizes given for second place.”
_____	_____	_____	“Idle hands are the devil's work shop.”
_____	_____	_____	“Birds of a feather flock together.”
_____	_____	_____	“The early bird gets the worm.”
_____	_____	_____	“To the winner goes the spoils.”
_____	_____	_____	“All work and no play makes Jean a dull girl.”
_____	_____	_____	“Families that play together stay together.”
_____	_____	_____	“The grass is always greener on the other side.”

WORKSHEET 6

Societal Expectations

Directions: Rate the degree of effect you believe the following have on people's leisure in general and on your leisure specifically. Enter the number in the appropriate blanks that most closely reflect your opinion.

KEY:

Positive	Neutral	Negative
I 5 _____ i 4	I 3 _____ I 2	I 1 _____ I 1

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

Component: Leisure awareness

Subcomponent: Leisure experiences

Program Goal: Participants will increase their awareness of their own current leisure experiences.

Program Objectives:

Participants will:

1. identify experiences or activities in which they participate as leisure experiences.
2. identify the factors or explain why their experiences could be considered leisure experiences.
3. express themselves based on representations of the experiences they believe are symbolic of their leisure/leisure experiences.
4. identify the structure/components that affect and are involved in their leisure experiences.

Background Information:

Any experience one has in leisure can be viewed as or called a leisure experience if it perceived as such by the individual. The individual's perceptions, in the final analysis, are the ultimate criteria of what is and what is not a leisure experience.

Since leisure is characterized as a perceived sense of freedom and internal motivation in self-selected experiences, any life experience can be engaged in during leisure, and thus can be a leisure experience *when individuals perceive it to be a leisure experience*. Therefore, the countless forms and types of experiences are too numerous to list. The purpose of this objective is to show the infinite variety of experiences that are potentially leisure experiences and, although the experiences could be classified in many different ways, they may also be perceived by some people as leisure experiences while not by others.

Program Experiences:

1. Participants should identify the experiences or activities in their lives that they feel are leisure experiences and list them on Work sheet 7, "My Leisure Experiences."

Through discussion or creative writing, participants could tell why the experiences listed are leisure experiences to them.

2. Have all persons draw their "Leisure Coat of Arms." This would include representations of what experiences they believe are most symbolic of their leisure and leisure experiences. An outline of a coat of arms can be pre-drawn and given out to be filled in.

Component: Leisure awareness

Subcomponent: Leisure experience

Program Goal: Participants will become aware of their own leisure activity patterns.

Program Objectives:

Participants will:

1. identify the development of patterns formed throughout their leisure experiences.
2. discuss the advantages and disadvantages of balanced and unbalanced leisure experience patterns.
3. identify the factors that they believe influence their leisure experiences.

Background Information:

People have patterns of leisure experiences or activities. Patterns can develop for some of the following reasons:

- interests,
- natural abilities or developed skills,
- knowledge,
- opportunities,
- needs being met,
- satisfaction, enrichment, or enhancement.

General patterns can usually be detected through categorizing experiences or activities. The focus of this learning experience is to have participants begin to identify their own leisure experience patterns through the use of categorization. The following categories are by no means comprehensive or the only categories that could be utilized with the group. They are suggestions only and others can and should be utilized where appropriate.

Forms of Leisure Involvement

(NRPA Kangaroo Kit, 1976)

physical - mental
individual - social
participant - audience
structured - nonstructured

active - passive
momentary - long term
planned - spontaneous

Location of Leisure Experiences

at home	at the home of friends
in the neighborhood	indoors/out-of-doors
at sites or places set up for or needed for the experience	in the community

Human Involvement in Leisure Experiences

(With whom do you usually engage in leisure experiences? Actual names can be used in this category.)

alone
with family members
with friends

Resources Utilized in Leisure Experiences

public (municipal, county, state, etc.)	personal
commercial (businesses, etc.)	private (clubs)

Frequency

almost daily	monthly
weekly	seasonally

Subcategories for Recreation Activities Listed as Leisure Experiences

dance	sports	reading
drama	games	nature
music	crafts	outings
hobby	mental/table games	travel
art	aquatics	collecting
fitness		volunteering

Program Experiences:

1. Have the group discuss why they believe people (or themselves) develop patterns of leisure experiences. Also discuss the advantages and disadvantages of balanced and unbalanced leisure experience patterns if it has not been discussed previously.
2. An interesting, sometimes startling learning activity is to have everyone complete Worksheet 8, "Leisure Experience Questionnaire." When the questionnaire has been completed, have participants compare (with the help of the facilitator) their answers on the questionnaire with the list of activities they actually engage in during their leisure. A discussion could follow using questions below:
 - a. What did you find out that surprised you or that you didn't expect?
 - b. What did not surprise you? What would you have anticipated?
 - c. What did you find out by comparing the questionnaire to your leisure experience code sheet?
3. Have the groups write down, answer to themselves, or discuss the following:
 - a. I learned about my leisure experiences that _____ .
 - b. I see in my activities _____ .
 - c. My leisure experiences primarily involve _____ .
 - d. My leisure experiences don't include _____ .
 - e. I would like for my leisure experiences to include (or include more)
_____ .
 - f. I would like for my leisure experiences to include less (or not include) _____ .
 - g. The adjustments I would like to make in my leisure experiences are _____ .

Component: Leisure awareness

Subcomponent: Leisure experiences

Program Goal: Participants will identify conditions, knowledge, skills, equipment, supplies, or places needed for one's own leisure experiences.

Program Objectives:

Participants will:

1. focus upon their own leisure experiences in order to increase the awareness of the knowledge, skills, equipment, supplies, and places for participation in their own leisure pursuits.
2. identify their leisure experiences with personal needs, wants, and expectations.
3. identify the factors that influence their satisfaction and enjoyment level of their leisure experiences.

Background Information:

Some leisure experiences require knowledge, skills, equipment, supplies, and places for participation, while others do not.

Learning Experiences:

1. Instruct participants to use their own leisure experiences in completing Worksheet 9, "Rating My Leisure Experiences," in which they rate their leisure experiences as high, moderate, or low in necessary knowledge, skills, equipment, supplies, or places for participation.
2. A follow-up discussion could center around the following questions:
 - a. How would the level of knowledge, skills, equipment, supplies, and places aid in enjoyment and satisfaction or take away from it?
 - b. What difference do you see in what one may *want* and what one may *need* in relation to leisure experiences? How might this affect experiences?

3. An effective wrap-up activity is to have the individual complete the following sentences verbally or in writing:
- a. In my leisure experiences, I _____.
 - b. Some of the things I may want but do not need for equipment are _____.
 - c. I realize that I _____.

WORKSHEET 9 Rating My Leisure Experiences

Directions: Rate your leisure experiences as *high* (3), *moderate* (2), and *low* (1) in terms of what you perceive they require for participation.

My Leisure Experiences	Knowledge	Skills	Equipment	Supplies	Special Place(s)

Component: Leisure awareness

Subcomponent: Leisure experiences

Program Goal: Participants will identify leisure experiences that are of interest to themselves.

Program Objectives:

Participants will:

1. be introduced to a variety of experiences and options for their leisure.
2. identify and discuss leisure experiences that are new to them, as well as experiences that they may enjoy under different circumstances.

Background Information:

Although a person may have leisure experiences that are and will probably continue to be enjoyable and satisfying, one of the purposes of leisure education is to acquaint individuals with a variety of experiences in order for them to have a broad base of options in leisure. Also, it is possible that there are leisure experiences that one may not even know exist that would contribute significantly to the quality of one's life if pursued. This objective is included in order to have participants begin thinking in terms of exploring new and different experiences in which they may have or develop an interest.

Program Experiences:

1. Verbally, or in writing, have everyone identify and then discuss the following:
 - a. leisure experiences I haven't tried but think I would enjoy.
 - b. leisure experiences that I didn't like but may if the circumstances were different.

An alternative means to accomplish the same ends would be to have participants make a collage of the activities they haven't tried and another collage of the activities they may enjoy under different circumstances. The game of "Charades" could also be used for the two topics as well as the game "Password." Art and creative improvisation are also mediums through which the topics could be dealt with.

Partner Activity. Let everyone get a partner and then have each partner in turn explain to the other, “How to *never* try an activity you think you may enjoy.”

2. Have the group discuss how they think the following sayings could or would affect *their* leisure experiences.
 - a. “Don’t knock it until you’ve tried it.”
 - b. “You have to know what there is to want before you can want it.”
 - c. “When in doubt, do nothing.”
 - d. “Don’t expect too much and you will never be disappointed.”
 - e. “You will never know until you try.”
3. If there are experiences that people have identified as wanting to pursue but have not acted upon, have them determine the following:
 - a. the perceived reason(s) for not pursuing the experience up until now; e.g., time, location, setting, cost (\$), availability, as well as personal, social, or emotional blocks.
 - b. possible alternatives - are there other times, locations, settings, costs, means, etc., that would make exploring the new experiences easier or more pleasant?
 - c. which alternative or course of action seems most feasible at this particular time?
 - d. the immediate, near-future, or far-future plan of action to reach their own goal regarding the new experience(s).
 - e. in future contacts with the individuals, have them determine the progress they are making toward reaching the goal(s) they have set.
4. Have participants refer to their leisure motivation inventory or assessment and determine what needs they perceive they can meet through the experiences they are interested in pursuing.

Component: Leisure awareness

Subcomponent: Leisure experiences

Program Goal: Participants will become aware of personal outcomes of leisure experiences and their value to the individual.

Program Objectives:

Participants will:

1. identify leisure experiences that are the most meaningful and beneficial to them.
2. clarify the benefits and outcomes of their own leisure experiences, as well as their perceptions of various leisure experiences.
3. identify leisure outcomes in relation to their own needs, values, and goals.

Background Information:

The process of making choices and decisions in leisure and acting on those choices has resulting outcomes, effects, or consequences. The outcomes of leisure experiences can be as varied as human emotions. Therefore, while the positive outcomes of leisure may receive the primary emphasis, the range of possible outcomes should be considered. Attention should also be drawn to the fact that the same outcomes or similar outcomes can result from very different forms of leisure experiences for the same individual.

Program Experiences:

1. Have everyone list the five leisure experiences that have the most meaning for them and from which they derive the most benefit. Then divide the group into partners and ask them to assume that “Your partner has the power to take away from you forever the experiences you have listed. You have one minute of completely uninterrupted time to tell your partner what you get out of your experiences, how they are of benefit to you, and why you should be allowed to continue them.” After the minute has passed, have the partner who was the listener tell the group what he “heard” the person saying about how they were of benefit.

2. The “Meet Your Match Game” is a takeoff on the television “Match Game.” Leisure experiences are given, and the participants try and match the outcomes they get from the experience with those of another player. The game highlights the variety of outcomes that different people perceive they get from the same activity.
3. Each person should take a piece of paper and tear it into five (5) pieces. Then ask participants, “If you could only have five outcomes, benefits, and feelings from your leisure experiences, what would they be?” Write one of these on each slip of paper. Then instruct the group to eliminate one of these, one at a time, until they only have two remaining outcomes/benefits/feelings.
4. A “Leisure Auction” can then follow this experience. List on a chalkboard the outcomes people in the group included in the last activity. Divide the group into smaller groups of 4-8 people. Tell each group you are going to have an auction. Each group has \$1,000 with which to bid on the outcomes listed on the chalkboard. They need to determine which of the outcomes they want to have for their group and designate one person to do the bidding for the group. Auction off each outcome. Circle and discuss the outcomes which brought the highest price.

Component: Leisure awareness

Subcomponent: Leisure experiences

Program Goal: Participants will identify factors that can influence outcomes of personal leisure experiences.

Programs Objectives:

Participants will:

1. distinguish between “external-environmental” and “internal-personal” factors that influence their leisure experiences.
2. clarify and discuss various changes they would consider when dealing with their positive or negative influences on their leisure experiences.

Background Information:

The outcomes of leisure choices and the resulting experiences are determined by a number of factors. In order for persons to receive the optimum benefits and positive outcomes they may desire from leisure, it is necessary that they be aware of the factors that can and do influence their own experiences. This objective is designed to develop such an awareness within the participants. There are external-environmental factors that can influence leisure outcomes as can internal-personal factors.

Program Experiences:

1. Have the group identify and discuss factors that influence the outcomes of their leisure experiences. List these under headings of “External-Environment” factors and “Internal-Personal” factors. After the discussion, have everyone place a plus (+) or a minus (-) beside those factors that most influence the outcomes of their leisure experiences. In front of each factor identified, ask participants to rate on a scale of 1-5 the degree to which they believe that factor influences their outcomes (5 = high degree of influence, 1 = low degree of influence).
2. Encourage participants to identify and discuss what changes they could make to minimize or eliminate negative influences and maximize positive influences.

Component: Leisure awareness

Subcomponent: Leisure experiences

Program Goal: Participants will determine their satisfaction with their currently desired leisure outcomes.

Program Objective:

Participants will:

1. identify current outcomes from their leisure experiences.
2. determine whether they are satisfied or not with the outcomes from their leisure experiences.
3. determine and make any changes in their leisure to attain the outcomes they desire.

Background Information:

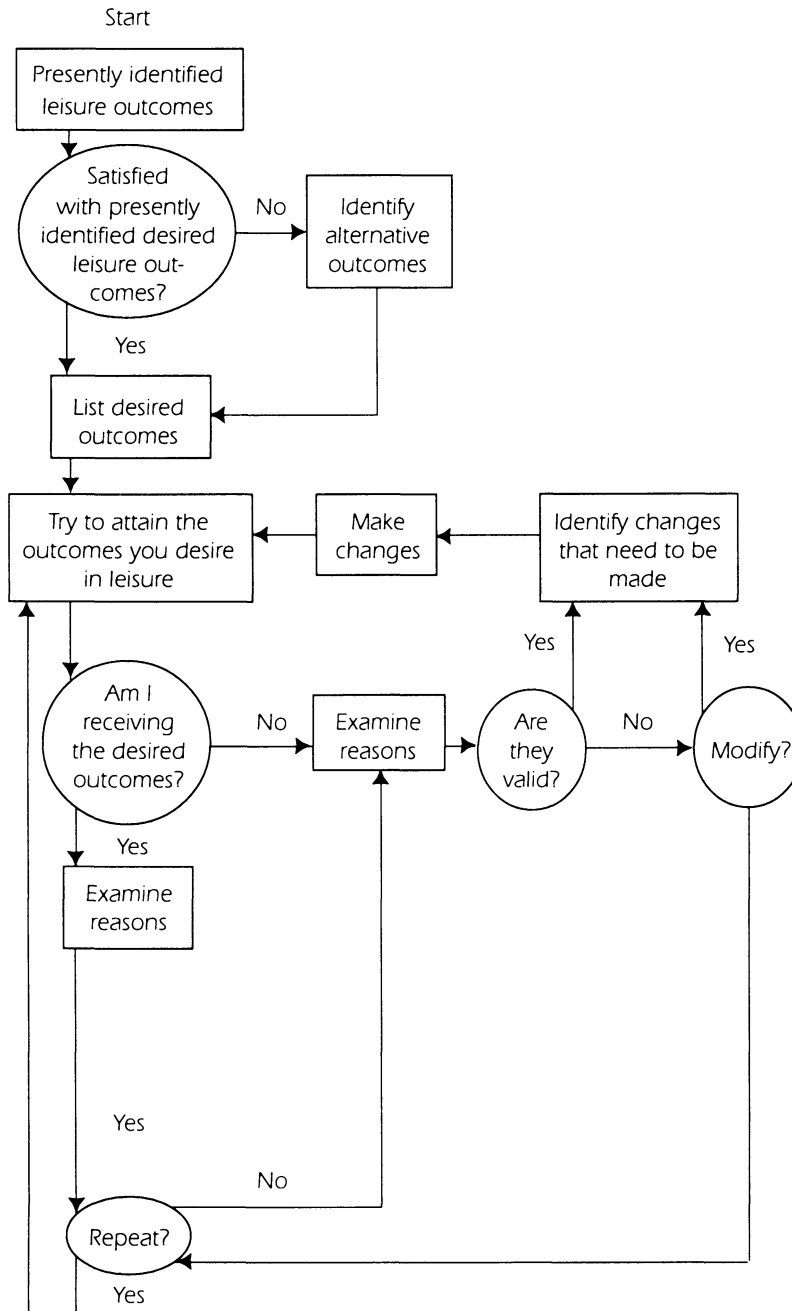
Once participants are aware of their leisure outcomes and the factors that can influence those outcomes, it is important for them to assess their level of satisfaction with their current leisure outcomes and make changes in their leisure experiences if necessary.

Program Experiences:

- Use Worksheet 10, “Information Processing on Leisure Outcomes,” to have participants determine this level of satisfaction with current leisure outcomes and identify and discuss any changes they may want to make.

WORKSHEET 10

Information Processing on Leisure Outcomes



Component: Leisure awareness

Subcomponent: Relationship to one's life

Program Goals:

Part A: Participants will identify their own life activities.

Part B: Participants will categorize their daily life activities into self-perceived categories.

Program Objectives:

Participants will:

Part A:

1. identify their own daily leisure activities.
2. identify those activities that are satisfying and those that are not.

Part B:

1. determine if a balance exists in their daily life activities.
2. determine if they will make a change in those activities and how that change could be made.

Background Information:

Part A:

Persons engage in many different activities in their lives. This exercise provides participants with an opportunity to review, think through, and become consciously aware of some of their life activities.

Part B:

We know that an individual's perception of life and life experiences is of paramount importance. With this in mind, this exercise allows each participant the opportunity to discover how he perceives his daily activities.

PART A:

Program Experiences:

1. Have each person list or name some of the things he does during a day or week.
2. Have someone select one word that describes how he feels about his daily or weekly routine.
3. If the person is not satisfied or would prefer his life experiences to be more like what he has heard someone else describe, have him talk with that person and see what and how he is able to have that quality in his life.

Some Possible Means to Reach the Stated End

1. Each person could keep a daily log for a week and bring it in as a basis for further discussion or exploration.
2. List life activities spontaneously on a piece of paper. (The writing down of one's own answers is effective, revealing to the person, and has considerable impact. It is a technique that should be utilized extensively but without being overdone).
3. Utilize Worksheet 10, "Daily Life Activities."
4. Have group discussions of life activities for the total session.

Part B:

Program Experiences:

1. Each person places his daily life activities into varying categories or codes the activities listed on Worksheet 10 according to the suggested or self-determined categories.
2. Count the number of times each code has been utilized.
3. Reevaluate the one-word descriptor of these life activities to see if it is still applicable.
4. Discuss why one's own activities are in a particular category, why the same activities may be listed under different categories

for different people, what category most of their activities come under, whether there is a balance among the categories, and if the person would change the distribution among categories, how would they change it?

Note: Whatever means are selected or designed to reach the objectives, a follow-up discussion and sharing should ensue and be part of each session.

WORKSHEET 10
Daily Life Activities

Daily Life Activities	1	2	3
------------------------------	---	---	---

Relationships Perceived:

1

2

3

Codes:

WTD - Things I Want To Do
HTD = Things I Have To Do

P = Pleasant
N = Neutral
U = Unpleasant

W = Work
L = Leisure
R = Recreation
E = Education M
= Maintenance C =
Community
Involvement
Other:

Component: Leisure awareness

Subcomponent: Relationship of leisure to one's life

Program Goal: Participants will determine the relationship of leisure to their lives.

Program Objectives:

Participants will:

1. determine how leisure affects selected areas of their life.
2. determine how selected areas of their life impact their leisure.
3. determine how selected areas of their life impact their perceived sense of freedom, internal motivation, and free time.

Background Information:

Leisure does not exist as a separate, isolated part of one's life. There is a complex interaction and interrelationship with all areas of one's life. This unit helps participants explore and determine how leisure impacts areas of their lives and how other areas of their lives impact their leisure.

Program Experiences:

1. List the following areas of life on a chalkboard or hand them out to the participants on a piece of paper. Ask the group to discuss how each area affects their leisure and how their leisure may affect these areas of their lives:

work	school
family	friends
religion	professional activities & affiliations
community involvement	maintenance activities
other	

2. Following a discussion about leisure in general, have the group discuss how these areas of their life can influence their perceived sense of freedom, internal motivation, and free time.

Component: Leisure awareness

Subcomponent: Relationship of leisure to the quality of one's life

Program Goal: Participants will determine what relationship they perceive leisure has to the quality of their lives.

Program Objectives:

Participants will:

1. determine the factors that contribute to and detract from the quality of their lives.
2. determine how negative influences can be modified, moderated, or coped with more effectively.
3. determine how leisure contributes to the quality of their lives.

Background Information:

The quality of one's life is an individual perception. Two dimensions of the quality of life concept are the physical environment and the psychosocial factors and conditions (see Chapter 1 for more detail). The focus of this unit is to assist participants in identifying and examining factors that they perceive contribute to or detract from their quality of life.

Program Experiences:

1. Pass out Worksheet 11, "Influences on the Quality of My Life." Ask participants to list the things they feel that contribute to or detract from the quality of their lives. Discuss what things they have listed as contributing to or detracting from the quality of their lives.
2. Have persons rank the top five (5) things influencing their quality of life positively or negatively (1=most influence and 5= least influential).
3. Of the things that have a negative influence, brainstorm ways these influences can be changed, modified, moderated, or coped with more effectively.
4. Have participants determine which of the factors they have listed are leisure-related. Then have participants answer and discuss, "How does leisure influence the quality of my life?"

WORKSHEET 11
Influences on the Quality of My Life

Instructions: Under each category list the things you feel contribute to and the things that detract from the quality of your life.

Things that Contribute to the Quality of My Life

Environmental Factors
(lakes, woods, green belts,
cultural events)

Psychosocial Factors
(friends, family, health, work)

Things that Detract from the Quality of My Life

Environmental Factors

Psychosocial Factors

SELF-AWARENESS

Component: Self-awareness

Subcomponent: Leisure needs, motivations, and satisfaction

Information Background:

The ultimate goal of leisure education is to enable people to enhance the quality of their lives through leisure. For many individuals, this enhancement occurs frequently, automatically, predictably, and with little apparent thought or effort. For others, this is not the case. For individuals who seek more satisfaction in and from leisure, understanding the interaction of personal needs, motivation, and satisfaction as they relate to leisure can be productive.

According to Beard and Ragheb (1983), leisure motivation is the needs, drives, wishes, urges, and reasons that move individuals to seek and engage in leisure experiences. It is what causes and leads one to action. Therefore, needs and motivations are used synonymously herein. People experience leisure to attain satisfaction. Beard and Ragheb (1980) defines leisure satisfaction as

the positive perception or feeling which an individual forms, elicits, or gains as a result of engaging in leisure activities and choices. It is the degree to which one is presently content or pleased with his/her general leisure experiences and situations. This positive feeling of contentment results from the satisfaction of felt or unmet needs of the individual.

While it is recognized that 1) behavior is situational, that is, a person may choose the same experience at different times for different reasons and 2) as needs change, a person may seek a variety of experiences to meet their needs, there are general motivations and needs we seek to meet through leisure experiences. By helping participants identify their own motivations/needs in relation to leisure, they will be more knowledgeable in selecting experiences that have the greatest compatibility with their needs.

In educating for leisure, it is necessary to address the issue of satisfaction in two ways. One aspect of leisure satisfaction is to help individuals determine their current leisure satisfaction. This can be ac-

complished through using an instrument that measures leisure satisfaction, such as the one developed by Beard and Ragheb (1980) which can be found in Appendix A. A second aspect to address is assisting individuals in determining their current personal needs and how these can be satisfied in and through leisure. Attaining this end necessitates assisting individuals in identifying their current personal needs and then helping them develop a working knowledge of how to meet their own needs in and through leisure and leisure experiences. The following learning experiences are designed toward these ends.

Component: Self-awareness

Subcomponent: Motivation/Needs

Program Objectives:

Participants will:

1. identify their personal motivations/needs they seek to meet through leisure
2. identify the leisure experiences they tend to select to satisfy various needs.
3. identify personal needs they feel are not being met.
4. identify possible ways unmet needs can be met through leisure experiences.

Program Experiences:

1. Ask the group to generate a list of reasons, motivations, and/or needs they seek to meet through leisure. This can be an individual or group list. Then, using Beard and Ragheb's (1983) categories listed below, place the participant-generated motives/ needs under the appropriate categories.

Stimulus Seeking or Excitement Needs:

These are needs in which people seek to elevate their arousal level of interest or stimulation. The arousal can be achieved through three components:

Intellectual Component: This involves substantial mental activities such as learning, exploring, discovering, creating, or imagining.

Social Component: This involves engagement for social reasons and includes the needs for friendship and interpersonal relationships as well as the need for the esteem of others.

Competency-Mastery Component: This entails needs that individuals desire, such as achievement, mastery, challenge, and competence.

Stimulus-Avoidance Needs

These involve the drive to escape and get away from overstimulating life situations. Some individuals may seek to avoid social contacts—to seek solitude and calm conditions; for others, they may seek to rest—to relax and to unwind.

2. Administer the Beard-Ragheb Leisure Motivation Measurement (Appendix) to each participant to more accurately measure his leisure motivation.
 - a. After completing the questionnaire, have participants add their scores for each category in order to identify their primary motives in leisure. The higher their score is in a component, the higher their motivation in that component.
 - b. Discuss the following:
 - 1) Which motivations occur most frequently, less frequently, and why?
 - 2) Are some of the leisure experiences you tend to select to satisfy the needs under each category?
 - 3) Are the experiences you are currently selecting meeting the needs you have, or are alternatives or modifications needed in your activities?
3. Complete or answer the following:
 - a. I am primarily motivated by _____ in my leisure.
 - b. I am least motivated by _____ in my leisure.
 - c. I was aware that _____.
 - d. I was surprised to see that _____.
4. Ask each participant to write down three to five needs they feel they have that are not currently being met to the items on the Leisure Motivation Measurement if they have difficulty. Have everyone identify which of their needs can possibly be met through leisure or leisure experiences. For each need identified, have each individual write down one need on a pre-cut slip of paper to be turned in to the facilitator. Take one need at a time and have the group brainstorm how that need can be met through leisure. The same procedure can be used to identify and discuss needs that may be only partially met in their lives but they want more fully satisfied.

Component: Self-awareness

Subcomponent: Leisure satisfaction

Program Objectives:

Participants will:

1. examine the current level of satisfaction attained from leisure experiences.
2. compare their leisure motivation measurement with their leisure satisfaction measurement for compatibilities and/or discrepancies.
3. identify barriers or constraints to their leisure satisfaction.
4. identify factors that contribute to their leisure satisfaction.
5. identify alterations they want to make in order to attain a higher level of leisure satisfaction.

Program Experiences:

1. Administer the Beard-Ragheb Leisure Satisfaction Measurement (Appendix) to each participant. Have participants add their scores for each of the following six factors to determine their current leisure satisfaction. The factors are psychological, educational/intellectual, social, relaxational, physiological, and aesthetic-environmental.
2. Discuss the following:
 - a. In what areas are you obtaining the highest level of satisfaction? least satisfaction?
 - b. What are some of the experiences you tend to select that are providing satisfaction in the various areas?
 - c. Are there possible barriers or constraints that affect your satisfaction in certain areas?
3. Have participants compare their leisure motivation measurement with their leisure satisfaction measurement and discuss compatibilities or discrepancies that may exist.
4. Ask participants to write down three to five of their most memorable, satisfying leisure experiences. (The emphasis needs to be

on “satisfying” rather than just memorable.) Explain that these experiences may include things like working in the garden on a spring morning, an evening at the ballet, a trip, or reading in front of a fire after a hectic day. Ask participants to share and discuss their experiences.

5. Follow up by having individuals write down what they think made these experiences satisfying. Was it who they were with? What they were doing? Where they happened to be? The feelings they experienced? (or other such factors).
6. Using a 1 to 10 scale (1=low, 10=high), have participants rate the level of satisfaction they are generally experiencing in their leisure right now.
7. Introduce the concept that there are elements of factors in our experiences that tend to lead to higher levels of satisfaction than others. For example, some people find that their most satisfying experiences occur when they are in the out of doors. For others, their greater satisfaction comes from being with a significant other. Therefore, if we can become aware of the things that make our experiences more satisfying in general and in specific situation or under specific conditions, we can enhance our satisfaction.
8. Have each person fill out and discuss Worksheet 12, “Things I Find Most Satisfying in My Leisure.”
9. Introduce the idea that, in certain situations or under certain conditions, what we may need, and thus find satisfying, may differ. For example, when some people have had a stressful day, they may want to be at home, where it’s quiet and they can try to relax. Other people may want to go out that evening and play tennis or run. In order to become more aware of individual’s needs and satisfaction in certain situations, ask everyone to fill out Worksheet 13, “When . . . I . . .”
10. At the end of the session, have participants complete the following sentences:
 - a. I would like for my leisure experiences to include (or include more) _____.
 - b. I would like for my leisure experiences to include less (or not include) _____.
 - c. The adjustments I would like to make in my leisure experiences are _____ ..

WORKSHEET 12
Things I Find Most Satisfying in My Leisure

Directions: Check each of the following factors you generally find the most satisfying in your leisure. Some of these may depend on the time and circumstances that exist at a particular time. However, on the whole, what do you *generally* find most satisfying?

I. Generally, I am most satisfied or rewarded by leisure experiences that are as follows:

- | | |
|--------------------|-----------------------|
| ___ competitive | ----- unstructured |
| ----- structured | ----- passive |
| ----- active | ----- unscheduled |
| ----- scheduled | ----- dual |
| ----- individual | ----- spontaneous |
| ----- planned | ----- social |
| ----- physical | ----- indoors |
| ----- out-of-doors | ----- away from home |
| ----- at home | ----- relaxing, quiet |
| ----- stimulating | ----- small group |
| ----- cooperative | ----- mental |

II. Fill in the blanks regarding what you generally find the most satisfying in relation to your leisure experiences for each of the following categories. For example: What sex? The opposite sex.

With whom? _____.

What sex? _____.

What number of people? _____.

What environment/setting? _____.

What time of day? _____.

WORKSHEET 13
When I . . .

Directions: A great deal of what we find satisfying depends on what we may be experiencing at a particular time. Think of various situations in your life when you may experience certain needs and thus find more satisfaction in specific types of leisure experiences.

1. When I: _____ I tend to find more satisfaction in
leisure experiences that:

Feel: _____

Am: _____

2. When I: _____ I tend to find more satisfaction in
leisure experiences that:

Feel: _____

Am: _____

Component: Self-awareness

Subcomponent: Leisure goals

Program Goal: Participants will identify and prioritize their leisure goals.

Program Objectives:

Participants will:

1. identify their leisure goals.
2. evaluate each goal in relation to their assets and constraints.
3. identify factors that will help or hinder attaining each goal.
4. rate each goal according to the criteria of desirability, satisfaction, meaning, and enhancement of self.

Background Information:

In order to achieve one's goals, an individual needs to clearly identify those goals. Likewise, different goals may have different priorities in a person's life. The purpose of this objective is to facilitate the identification and prioritization of leisure goals.

Program Experiences:

1. Participants should do the following:
 - a. Identify the leisure goals they wish to obtain in or from leisure and leisure experiences;
 - b. Evaluate the goals as realistic or unrealistic, given their present assets and constraints;
 - c. Taking each goal, identify the following:
 - 1) What will help you attain the desired goals?
 - 2) What will hinder you in reaching the desired goals?
 - 3) What experiences and behaviors will help assist or hinder your reaching the goals?
 - 4) What skills do you presently have or what skills will you need to develop or fine-tune to help you reach your goal?

- d. Rate the goals on a scale of one to five, according to the criteria of desirability, satisfaction, meaning, and enhancement of self.
 - e. List the goals in order of importance: 1) at the present time and 2) in the future.
2. Participants can use the “Information Processing on Leisure Outcomes,” Worksheet 10, on their own in the current session as well as individually when they feel the need of it in the future.

Component: Self-awareness

Subcomponent: Leisure interest

Program Goal: Participants will identify leisure experiences in which they are interested.

Program Objectives:

Participants will:

1. identify leisure experiences they have not tried but would like to try.
2. identify leisure experiences they have had in the past that they may enjoy now under different circumstances.
3. identify reasons for not pursuing leisure experiences they have wanted to try.
4. identify the needs they think these new activities will satisfy.

Background Information:

Although a person may have leisure experiences that are currently enjoyable and satisfying, one of the purposes of leisure education is to acquaint individuals with a variety of experiences in order for them to have a broad base of leisure options. There may be experiences that would contribute significantly to the quality of one's life if explored and pursued. These experiences are designed for participants who are interested in exploring new, different, and intriguing experiences.

Program Experiences:

1. Verbally or in writing, have everyone identify and then discuss the following:
 - a. Leisure experiences I haven't tried but think I would enjoy.
 - b. Leisure experiences I didn't like but may enjoy if the circumstances were different.

An alternate means to accomplish these same ends would be to have each person make a drawing or collage of activities in each of these categories. Modified games of Charades or Password could also be used for the two topics.

2. Have the group discuss how they think the following sayings could or would affect their leisure:
 - a. “Don’t knock it until you’ve tried it.”
 - b. “You have to know what there is to want before you can want it.”
 - c. “When in doubt, do nothing.”
 - d. “Don’t expect too much and you will never be disappointed.”
 - e. “You will never know until you try.”
3. If there are experiences that people have identified as wanting to pursue but have not acted upon, then have them determine the following:
 - a. The perceived reason(s) for not pursuing the experience until now. *Example:* time, location, setting, cost (\$), availability, as well as personal, social, or emotional blocks.
 - b. Possible alternatives: Are there other times, locations, settings, costs, means, etc., that would make exploring the new experiences easier or more pleasant?
 - c. Which alternative or course of action seems most feasible at this particular time?
 - d. The immediate, near-future, or far-future plan of action to reach their own goal regarding the new experience(s).
 - e. In future contacts with individuals, have them determine the progress they are making toward reaching the goal(s) they have set.
4. Have participants refer to their leisure motivation inventory to determine what needs they perceive they can meet through the experiences they are interested in pursuing.
5. A formalized interest inventory is also an excellent source of identifying leisure interests. A leisure interest measurement can be found in the Appendix.

Component: Self-awareness

Subcomponent: Leisure interest

Program Goal: Participants will explore a variety of new leisure experiences in which they have an interest.

Program Objectives:

Participants will:

1. engage in new leisure experiences they have not previously tried.
2. assess their own level of enjoyment and satisfaction in their new experiences.
3. identify reasons for their enjoyment and satisfaction or lack of it.

Background Information:

The central focus of this objective is to acquaint people with a wide variety of leisure experiences and to enable them to learn about, explore, and try these experiences. When the agency involved in educating for leisure provides opportunities to explore new experiences, particularly recreation activities, a “cafeteria style” approach is particularly appropriate and effective. In the cafeteria-style approach, people are not locked into a class or other instructional or experiential units for an extended period of time. The traditional system of service/delivery tends to be counterproductive to exploration on a wide scale. In the cafeteria-style approach a system would set up opportunities for mini-experiences that are designed strictly to create or detect new leisure interests that individuals could then pursue as their interests developed.

Another key to success in providing opportunities for leisure exploration is providing a wide variety of types of experiences that far exceed the bounds of any system’s usual core-program parameters. Of special importance is the provision of mini-experiences that are probably not known or tried. For example, Timberlane Elementary School in Tallahassee, Florida, has set aside one afternoon a week for an “exposure-experience afternoon.” Parents or volunteers from the community who have an expertise in various areas come into the school and offer, on a modified mini-experience basis, activities ranging from macrame to cake decorating. In order to generate further interest, each activity was given a nontraditional, kooky name.

Sewing was called “Rip and Stitch” and carpentry was entitled, “Bang and Build.” The activities offered by Timberlane far exceeded the confines of what the school could offer as a part of its regular program. Additionally, by using nontraditional titles, the program area broke down the usual sex-linked activity participation. Girls were involved in “Bang and Build” and boys were making and decorating cakes for Valentine’s Day.

In providing opportunities for leisure exploration, it is critical to structure and control as many of the external environmental conditions in and surrounding the experience as possible. This will allow the person involved to evaluate the experience rather than the leadership, instruction, setting, etc. As is well known, one’s favorite, preferred leisure experiences can be ruined or highly facilitated depending upon the “leader” involved. There are also those unique individuals who could take the topic of why spiders don’t stick to their own spider webs and make it into a stimulating, exciting phenomenon.

When enabling people to explore a variety of leisure experiences, remember that no one agency has to provide and offer all of the necessary activities within the confines of its own parameters. Such a task is physically and fiscally impossible for most agencies. The total community (city, county, state) should be utilized as a leisure resource bank comprised of public, private, and quasi-private resources that offer opportunities for leisure exploration and experiences.

Leisure Exploration Suggestions

1. One of the means that could be utilized to acquaint people with a wide range of leisure activities is through multimedia resources such as films, video tapes, slide tapes, books, and cassette tapes. These same media could be developed into self-instructional packages to provide alternative instructional means that people could pursue alone in the settings and times of their choice.
2. Through the use of educational television facilities, instruction in and exposure to varying leisure experiences could be brought into homes as readily as Julia Child brings French cooking into the kitchens throughout America.
3. Agencies could offer (sometimes even cooperatively) adventure weekends where individuals could experience one or more leisure pursuits where there may be an interest on a one-or two-

time basis. The range of activities that could be offered in such a program are limitless. Super Saturdays or Fantastic Fridays could be established to also offer mini-experiences.

4. Agencies could have a leisure counseling component within their service systems. The Milwaukee Leisure Counseling component has been computerized for community use. The non-computerized inventories, instruments, and information are available for the cost of the materials to any system for the ordering.

The above suggestions are not meant to imply in any way that an agency should replace their regular program or service-delivery system. These ideas are suggested to increase the public's options of how, when, and where they can learn about and explore leisure activities that may come to contribute to the quality of their lives. In order to truly educate for leisure, an agency or system must be able to make available alternative learning, service, and experience modalities that are compatible with the needs and interests of people. Systems need to have or develop the flexibility to fit people and their styles and patterns rather than having people fit into structures for the ease of administration. The administration of such flexibility and alternative programming and services requires a new set of skills and competencies still to be developed and utilized by leisure service personnel even though some other disciplines currently have this expertise.

Program Experiences:

1. Once participants have identified leisure experiences they want to explore, the facilitator and/or group members will help them with the following:
 - a. identify resources to learn more about the experience,
 - b. determine where and when the experience is being offered or where and when it is available,
 - c. determine the resources needed for the experience; i.e., equipment to borrow, rent, buy; cost of class or participation; time; transportation, etc.
2. After participants have explored each activity, have them identify and discuss the following:
 - a. their level of enjoyment and satisfaction,
 - b. their reasons for enjoyment and satisfaction or lack of it.

Component: Self-awareness

Subcomponent: Leisure interests

Program Goal: Participants will determine their own preferences for the components and conditions surrounding their leisure experiences.

Program Objectives:

Participants will:

1. complete Worksheet 14, "Inventory of Preferred Leisure Factors and Conditions."
2. evaluate their leisure experiences in relation to the factors and conditions they prefer in leisure.
3. identify any discrepancies between their leisure experiences and the factors and conditions they prefer.
4. identify why they do or do not prefer certain factors and conditions in their leisure or leisure experiences; and how they affect their experiences as well as their feelings.
5. identify how their experiences may be modified to obtain more enjoyment and satisfaction.

Background Information:

It is possible to select, modify, or change leisure experiences to have more quality by controlling those facets of one's own leisure experiences that are modifiable and open to change because:

1. People have varying levels of leisure experiences in terms of satisfaction, enrichment, and enhancement.
2. The experiences or the activity itself, the factors in the experience, and the conditions surrounding the experience can increase or decrease the enrichment, satisfactions, or enjoyment.

The purpose of the present objectives are to help the participants focus upon their own preferences for the conditions and factors they prefer in their leisure experiences that are related to the quality of their experiences.

Program Experiences:

1. Have the participants relist their preferred leisure experiences and possible new interests.

Administer Worksheet 14, "Inventory of Preferred Leisure Factors and Conditions" in order for each participant to identify his preference for or dislike of leisure factors and conditions. Each leisure list should then be cross-checked against the inventory for verification of the answers on the inventory. Any discrepancies should be noted and discussed in depth. The discussion will usually center around why would one be willing to participate in an experience where there are factors that one may actually dislike.

2. *Partner Activity.* Have each partner in turn have two minutes of uninterrupted time to tell the other why they do not like a particular factor or condition in their leisure, what it does to the experience, and how it makes them feel.
3. Have participants identify how they may be able to modify their experiences in order to gain more enjoyment and satisfaction.

WORKSHEET 14

Inventory of Preferred Leisure Factors and Conditions

Directions: Please rank, in order of general preference, your three (3) most preferred choices to each of the following questions. One indicates the most preferred, two the next most preferred, and so on.

1. How many people do you prefer being with during your leisure?
 alone
 with one person
 with a small group (3-5)
 with a medium-sized group (6-12)
 with a large group (13 or more)
2. What age-group do you prefer being with during your leisure?
 your same age
 younger than you
 older than you
 no preference
3. With which sex do you prefer to spend your leisure?
 male(s)
 female(s)
 both sexes
4. With people of what familiarity do you prefer to spend your leisure?
 spouse
 spouse and children
 friend(s)
 family (other than spouse and children)
 acquaintance(s)
 stranger(s)
5. With people of what marital status do you prefer to spend your leisure?
 single individuals
 married individuals
 both married and single individuals

- single couples
- married couples
- both married and single couples

6. What nature do you prefer your leisure activity to involve?

- physical
- intellectual
- social
- emotional
- creative

7. Which of the following do you prefer in your leisure?

- mental stimulation
- interaction with people
- physical exertion
- skill requirement
- obvious results
- involvement as a spectator
- relation
- other (specify)

8. What feelings do you prefer to receive from your leisure?

- feeling of achievement
- feeling of pleasure
- feeling of satisfaction
- feeling of relaxation
- feeling of self-worth
- feeling of recognition
- other (specify)

9. In what environment do you prefer to spend your leisure?

- indoors or around the home
- in a city or town
- by a body of water
- in the mountains
- in the forest

10. In what degree of familiarity do you prefer to spend your leisure?

- in an unknown place
- in a place similar to other places you've been
- in a place you've been to before

11. What kind of climate do you prefer to spend your leisure?
- hot
 - moderate
 - cold
12. During what time of day do you prefer your leisure?
- morning
 - afternoon
 - evening
13. How do you prefer your leisure to be structured?
- a lot of rules and regulations
 - some rules and regulations
 - no rules and regulations
14. On how many activities do you prefer to focus upon during your leisure?
- one activity
 - a few activities (2-5)
 - many activities (6 or more)
15. In activities involving skills, you prefer to be with people of what level?
- of greater skill level than you
 - of less skill level than you
 - of equal skill level
16. Which do you prefer in your leisure activities?
- no competition
 - a little competition
 - lots of competition
17. What participation level do you prefer in your leisure?
- to be a spectator
 - to be an occasional spectator
 - to be an active participant

18. What length of project do you prefer to do in your leisure?

- short term (can complete in a few hours)
- medium (can complete in a few days)
- long term (required a week or longer to complete)

19. Do you prefer activities that require a leader?

- no
- yes (if “yes,” please continue with the last two questions.)

20. What age leader do you prefer in your leisure?

- near your age
- older
- younger

21. Would you prefer your leader to be?

- a friend
- an acquaintance
- a stranger

Now go back and look over your selections and circle the three (3) checked items you consider most important in your leisure.

This inventory is a compilation of selected questions from the study by Fandozzi (1976).

NOTE: In identifying preferences for and dislikes of factors and conditions, facilitators as well as participants often focus upon trying to analyze *why* the preference or dislike may exist. This line of inquiry is often a nonproductive, frustrating pursuit because of the multiplicity of conscious and unconscious motivations involved. Therefore, it is recommended that the discussion center around the identification of “what” one prefers or dislikes without becoming entangled in an analysis of why the attraction or avoidance may exist. For, regardless of why the situation is as it is, the important element is that it does exist.

Component: Self-awareness

Subcomponent: Constraints

Program Goal: Participants will increase their understanding of leisure constraints in their life.

Program Objectives:

Participants will:

1. identify general leisure constraints—constraints that limit access to leisure services and constraints that affect their level of leisure satisfaction
2. assess the degree of influence of each constraint on their leisure.
3. identify ways for overcoming or moderating selected constraints on their leisure.

Background Information:

Leisure researchers and practitioners have shown a growing interest in leisure barriers and constraints in the past decade. This interest has included investigating categories of constraints, the relationships existing among forms of constraints, and the part constraints play in relation to leisure opportunities, participation, and satisfaction (for in-depth information, see *Journal of Leisure Research*, 23(4) 1991 and *Constraints on Leisure* by M. G. Wade, 1985).

The original terminology in this area was referred to as barriers. The current terminology being used is leisure constraints because of its broader, more inclusive nature. Jackson (1988) views a leisure constraint as anything that inhibits a person's ability to participate in leisure activities, to have the time to do so, to access leisure services, or to achieve the desired level of satisfaction. Jackson (1990), as well as other researchers (Crawford & Godbey, 1987; Henderson, Stalnaker, & Taylor, 1988) refer to constraints as being of two types. One is antecedent constraints and the second is intervening constraints. Antecedent constraints are those that affect leisure preferences before or as they are forming. Intervening constraints are those that occur once leisure preference have been established. Jackson's (1990) model depicts the role of constraints on leisure as shown in Figure 1.

the participant's desired level of leisure, leisure participation, and satisfaction. While empirical studies help us to understand the overall phenomenon of constraints on leisure, as practitioners we may be working with individuals whose leisure, leisure participation, and leisure satisfaction may not be at as high a level as they desire because of constraints they have not yet learned to overcome. While these studies show that some constraints can be overcome and that constraints don't necessarily mean less leisure or less participation, it should be kept in mind that this is aggregate data from many people. In both of these studies, individual respondents felt constraints that prevented them from attaining their desired level of experience. The area of constraints is a particularly important area of attention for therapeutic recreation specialists and other professionals working with special groups that are particularly susceptible to personal and social conditions that can adversely influence leisure, participation, and satisfaction.

Program Experiences:

Identifying one's leisure constraints can be done one of two ways. One way is to have each participant spontaneously list his perceived leisure constraints. A second way is to give everyone a list of leisure constraints from which they identify the constraints that affect their lives. Experience with both methods has shown that spontaneously listing constraints seems to be a more reliable method than providing a list. With the provided list, people tend to mark more constraints simply because they are there and visible.

1. Begin with a discussion of what is meant by leisure constraints, according to Jackson's (1988) definition (p.216), and why it is important to identify one's personal leisure constraints. Also, state that research has suggested that by individuals exerting effort, constraints can be overcome or negotiated.
2. Have each participant spontaneously list perceived constraints on Worksheet 15, "Leisure Constraints" according to the following categories:
 - a. general constraints,
 - b. constraints that limit my access to leisure services,
 - c. constraints that affect my level of desired satisfaction.
3. Once the constraints have been listed, have participants rank their degree of influence as a constraint on a scale of 1 to 3 (with 3=a major negative influence, 2=a moderate influence, and 1=a minor influence).

4. Next, have individuals review their lists and determine which constraints they most want to work on eliminating.
5. For each constraint that has been identified to be eliminated, ask the participants and/or the group to brainstorm ways of overcoming or compensating for the constraint.

WORKSHEET 15
Leisure Constraints

Directions: List constraints you feel prevent you from obtaining the level of leisure and/or leisure experiences you desire. Once the constraints have been listed, rank the degree of influence of each constraint on a scale of 1 to 3 (with 1=a major negative influence; 2=a moderate negative influence; and 3=a minor negative influence).

General Leisure Constraints	Constraints that Limit Access to Leisure Services	Constraints that Affect Level of Satisfaction
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The constraints I want to work on are _____

Ideas for overcoming moderating constraints:

Constraints 1.

Constraints 2.

Constraints 3.

LEISURE RESOURCES

Leisure resources are people, organizations, institutions, environments, commercial enterprises, communication structures, equipment, and materials available for leisure experiences. People need to know the leisure resources available to them in order to learn and access many leisure experiences. Additionally, knowing the resources that are available gives people multiple options from which to select.

The Leisure Education Advancement Project of the National Recreation and Park Association developed a comprehensive leisure resources section in the NRPA Kangaroo Kit (Zeyen, Odum, & Lancaster, 1977). The leisure resources section of the Kangaroo Kit is being used as the basis of the material presented for this component of leisure education.

Due to the potentially repetitive nature of the material and possible program experiences related to leisure resources, the format for this section will differ from the other components of leisure education. This component will include program objectives related to leisure resources in a comprehensive list that will then be followed by a list of suggested activities that could be used for any of the objectives.

Component: Leisure Resources

Program Goal: Participants will identify, understand, use, and evaluate leisure resources available for their leisure experiences.

Program Objectives:

Participants will:

1. identify resources where they can get information that can be used for planning and carrying out leisure experiences (local newspapers, telephone directory, TV, radio, travel agencies, internet).
2. identify people in their immediate environment who can help with personal leisure interests.
3. identify resources in the community for leisure experiences.
 - a. noncommercial organizations and institutions,
 - b. commercial resources,
 - c. environments,
 - d. public resources.
4. identify leisure resources that are of personal interest.
5. identify local places that offer leisure opportunities that can be reached by means of transportation available to them.
6. evaluate leisure resources in relation to their interests, economic and time constraints, transportation availability, and other self-selected criteria.
7. evaluate leisure resources after use on self-determined criteria.

Program Experiences:

1. Develop a personal or group Leisure Resources Card File.
2. Identify and gather together resources, such as books or pamphlets, that can be used in a leisure resources center that
 - a. teach leisure experience skills;
 - b. identify local, state, national, and international leisure opportunities.

3. Develop a leisure calendar of events for a month and/or year for personal or group use.
4. Use a local or state map to show sites of available leisure resources.
5. Develop a “Fun and Free” list of possible leisure opportunities.
6. Develop a collage or mural of community leisure resources.
7. Establish a Leisure Information Newsletter.
8. Develop a community Leisure Resources Guide organized by areas of leisure interests.
9. Develop a computer community leisure resources program linked to and accessed by areas of leisure interests.
10. Take field trips to local leisure resources.
11. Invite representative of local leisure programs and facilities to speak to your group.
12. Develop a card file of sources of renting, leasing, selling, and free use of leisure equipment and supplies.

LEISURE SKILLS

Component: Leisure Skills

Subcomponent: Decision making

Program Goal: Participants will increase their understanding of choices and decision making in their life.

Program Objectives:
Participants will:

1. clarify their thoughts and beliefs regarding the role of choices and decisions in their life and leisure.
2. examine the degree of choice available in various areas of their life.
3. identify how choices and decisions in life in general impact their leisure.

Background Information:

The choices we make through the decision making process is the one mechanism available to us as human beings for controlling and directing our lives as well as our leisure. They are the guidance system of our lives. They are the tool that makes us the agents of our experiences rather than the passive recipients of uncontrollable circumstances and external forces.

Choice implies options. Choice is the process of *selecting* from available options. Decision making is the process through which we go to help us select the most desirable option that is available to us. For us to have a choice, we must have options or alternatives available from which to choose.

Our perception of the degree, number, and type of choices we have in our lives colors our entire view of our lives. Some people believe that they do not have choices. They feel they were handicapped at the beginning of their lives with detrimental home lives, socioeconomic circumstances, poor health, or other severely limiting conditions from which they will never recover. Other people believe they

had a number of choices early in their lives but made choices with which they are now “stuck” and which have severely limited their current and future choices. These types of choices tend to be decisions such as getting married, not attending college, and having children. There are also individuals who possess an external locus of control talked about earlier. They believe they have few choices because their lives are controlled by other people and circumstances in their lives. They feel life is not going the way they want it to but that it is not their fault. Life has just dealt them a bad hand about which they can do nothing.

These perceptions can be partly accurate. There are circumstances, situations, and past decisions that can limit or eliminate some of our current options. However, numerous philosophies and mental health theories do not agree with the *conclusions* drawn from these perceptions. Individuals may have suffered from dysfunctional home lives. They may have made earlier choices which now, if the ensuing responsibilities are honored, will limit some choices. There are life circumstances over which the individual has no control. However, while numerous factors impinge on and influence some of our choices, they do not *control and/or eliminate the choices in our lives*. We are not stuck with no other alternatives or degrees of freedom, unless we choose to be. We are not the helpless recipients of what life has dealt us, unless we choose to be. Our lives are not beyond our control because we “don’t have a choice,” unless we choose not to make choices.

When people say they “don’t have a choice,” one of several things can be operating. They include some of the following:

1. They really believe they have no choices and thus no sense of personal power to affect their lives.
2. They may not be aware of what their options are. For whatever reason, they are unaware or cannot think of other alternatives.
3. They don’t like the options they perceive they have and thus feel that they don’t *really* have a choice, since their choice is between almost equally undesirable alternatives.
4. They have already chosen. Given the options available and their perceived possible consequences, individuals have already chosen their courses of action and thus feel that they “have no other choice,” given the available options. The same dynamics can occur in relation to one’s values, priorities, or goals; the person

may feel he can make only one choice. However, it is generally expressed as “I don’t have a choice,” when in essence he has already chosen.

5. The number, type, and extent of alternatives are limited, for whatever reason, and the person cannot see the other options that are available.
6. The options they want to have in their lives so far outdistance what is realistically available to them that they experience a sense of frustration, hopelessness, and helplessness, thus feeling that no options are available since the ones they want are beyond their reach at the current time.

It is not accurate that we “don’t have a choice.” We may not have a choice we like. We may not have a choice without some painful or costly consequences. We may choose not to make a choice on an issue at this time. But we do constantly have choices.

One may ask, “Does it really matter whether I say, ‘I don’t have a choice’ or ‘I’m not willing to pay the price or risk the consequences of any decision other than the one I have made?’” The answer is an unequivocal “yes, it does matter.” It matters greatly because what we tell ourselves and other people about our available choices will lead us to feel powerless or empowered; having control in our lives or other people and circumstances being in control; and knowing at a cognitive and emotional level that we have the freedom that comes with choice or that we are not free to choose for ourselves.

Program Experiences:

1. Have each participant fill out Worksheet 16, “My Choice.”
2. Duplicate and give each person a copy of the preceding “Background Information” on choices and decision making to read *after* they have completed their worksheets.
3. Have the group discuss what they think and feel about the following statements in the text:
 - a. “While numerous factors impinge on and influence our choices, they do not control or eliminate choices in our lives.”
 - b. “We are not stuck without alternatives or degrees of freedom—unless we choose to be.”
4. Using the list of six (6) things that can be operating when we say,

“I don’t have a choice,” ask the participants to refer to Worksheet 12, “My Choice.” For “1. Areas of my life or circumstances in which I have *no* choice,” have them clarify for themselves what is really operating in each circumstance and have them list what they perceive to be operating under the section called “Perception Check.” Use the same procedure for “2. Areas of my life or circumstances in which I have *few* choices,” and “3. Areas of my life or circumstances in which I have the greatest choice.”

5. Group discussions can be conducted on other areas of the text and the worksheet.
6. Discuss how choices and decisions in life in general relate to and impact our future.
7. Close with participants writing a brief statement that begins, “I realize that my choices are...” and/or “My choices in leisure are

WORKSHEET 16
My Choice

Instructions: Fill in the following worksheet according to the current state of your choices.

1. Areas of my life or circumstances in which I have **no** choice:

Areas/Circumstances	Why I Have No Choice	Perception Check
---------------------	----------------------	------------------

2. Areas of my life or circumstances in which I have **few** choices:

Areas/Circumstances	Why My Choices are Limited	Perception Check
---------------------	----------------------------	------------------

3. Areas of my life or circumstances in which I have the **greatest** choice:

Areas/Circumstances	Why My Choices are Greater	Perception Check
---------------------	----------------------------	------------------

Component: Leisure Skills

Subcomponent: Decision making

Program Goal: Participants will increase their understanding of decision making.

Program Objectives:

Participants will:

1. understand the definition of decision making and types of decisions.
2. identify conscious reasons why decisions may be difficult to make.
3. identify how decision making is avoided by people.

Background Information:

Child A: "My mother says I have to learn to make decisions."

Child B: "I never make decisions." Child A: "I've noticed that. Why not?" Child B: "I'm no fool! They can affect the whole course of a person's life."

Decisions can and do affect the course of our lives. Decision making is the process through which we move from awareness and knowing to action. There is a proverb that states, "To know and not to act is not to know at all." Yalom views a decision as the bridge between wishing and action (Yalom, 1980, p. 314). He says, "To decide means to commit oneself to a course of action. If no action ensues, I believe that there has been no true decision but instead a flirting with decision, a type of failed resolve."

Yates (1990) has defined decision as "an action taken with the intention of producing favorable outcomes." Beyth-Marom, Novik and Sloan (1987) say, "In decision, it is knowledge of what to do that is sought." The decision-making process is the action through which we attempt to determine what we need to do to produce favorable or satisfying outcomes. Decision making is viewed by various authors as a multi-staged processing of information, through a linked sequence of steps, to produce a set of favorable outcomes.

In educating for leisure, there are two foci related to decision making. One is to help people in determining what they believe are favor-

able or desirable outcomes they want in their lives as they relate to leisure. The second focus is upon presenting and giving practice in the steps in decision making. This unit will deal with the decision-making process. The units on outcomes and satisfaction deal with the other focus.

We all have our own unique ways in which we make decisions. Likewise, the process we use may vary according to the type of decision we are making. Five types of decisions that have been widely referenced in decision-making literature. These types of decisions can be seen to differ in effort, rationality, degree of awareness or consciousness, and impulsiveness. They are as follows:

1. **Reasonable Decision.** Arguments for and against various options are weighted or balanced until one is selected. There is a sense of freedom and lack of coercion with this type of decision. It seems to occur calmly.
2. **Willful Decision.** This type of decision generally involves major life decisions. There is a feeling of strenuousness and effort accompanying these types of decisions. It is frequently accompanied by what James calls a “slow, dead heave of the will.”
3. **Drifting Decision.** These decisions are made by just “drifting” in a direction. None of the alternatives seems to have a powerful reason for selection or rejection so the decision is made almost as if by accident or default.
4. **Impulsive Decision.** The impulsive decision is exactly what the name implies ... a decision made suddenly or abruptly, frequently as a result of frustration at not being able to come to a decision.
5. **Decision Based Upon Change of Perspective.** This type of decision is usually a result of an inner or outer experience that changes one’s perspective. This can come as a result of a near-death experience, loss, trauma, etc.

Decisions can be difficult and painful to make. As we work with people facilitating their leisure decision making, an understanding of some of the conscious reasons making them difficult will be helpful. Yalom (1980) summed up one of the main reasons decisions are difficult when he stated, “One must relinquish options, often options that will never come again. Decisions are painful because they signify the limitations of possibilities” Decisions can also be difficult be-

cause they express who we are. Once a decision is made, we are exposed. Decisions also force responsibility of assumption on us. If an individual wants to avoid responsibility, that person will also attempt to avoid making certain decisions. The elements of uncertainty and ambiguity make decisions difficult. We do not know what the end results will entail. This doubt, uncertainty, and obscurity hampers decision making.

Since decisions can be difficult, an individual may avoid them. Decisions can be avoided in a number of ways. One prevalent means is procrastination. By simply waiting and postponing a decision, it may be made for one. Another means is by delegating the decision to someone else. For example, a person may be a volunteer coach for a team but wants to quit coaching. Instead of making an overt decision to quit, the person begins piling up absences. The league supervisor eventually has to tell the volunteer that he must get someone to replace him since he has to be absent so much. There are two additional means of avoiding decisions that will be helpful to understand. One is inattention and a second is refusal. Inattention refers to ignoring or just not focusing on the decision to be made. If you have ever had the experience of offering a child or a friend a number of alternatives, all of which are rejected, you have seen refusal in operation. A decision can also be avoided by rejecting all of the alternatives available.

The Decision-making Process

In everyday life, we may use a variety of means and steps to make our decisions. However, knowing, practicing, and being able to call upon a legitimate process when we need it is important for effective decision making. The decision-making process, as we generally know it, is made up of a sequence of steps and subroutines within the steps. Research suggests that “Though normative studies recommend a sequenced progression through the stages and subroutines of decision making, evidence does not indicate that it is followed by individuals or organizations” (MacPhail-Wilcox & Bryant, 1988). Decision-making literature, however, does show three major stages involved in the decision-making process. These general stages are as follows: 1) perception and information gathering, 2) information manipulation and processing, and 3) choice strategies (MacPhail-Wilcox & Bryant). Barnes (1971) reminds us of a crucial fact: “Decisions or judgments are never made by thinking more; there are always feelings underlying or joined with our judgments.”

Each professional must decide the approach that appears to best fit the decision-making needs and level of the individuals with whom they are working. The approach taken here will be to introduce a sequenced decision-making process but stress that regardless of the process used, it needs to include information gathering, information processing, and choice strategies when the decision is of importance to the decision maker.

Likewise, it is critical to actively facilitate decision making within the system and by all of the personnel involved in the process of leisure education. There is a tendency for personnel in leadership and power or authority positions to maintain the decision-making power for themselves. If problems or opportunities arise, particularly where children or the individuals with disabilities are involved, the leader tends to solve the problem, make the final decision, or come up with the “best answer.” At most, some leaders will involve the group in decision making by listening to the group’s thoughts and ideas on what should be done before the leaders make their final decision. In order to educate for self-directed, satisfying leisure living and functioning, the decision-making ability of participants—not the leader— must be emphasized and perfected. This is not a new concept to recreation and leisure professionals. It is one of the basic principles taught in most professional curricula. The difference is that some professionals who have attempted to operate from this perspective get frustrated by the fact that it takes more time than just making the decisions themselves. It will be more time consuming; that is reality. However, the payoff to participants alone justifies the time. Decision making is at the heart of educating for leisure. It could even be argued that decision-making skills are the underpinning to achieving the highest level of leisure living, which is the ability to enhance the quality of one’s own life through leisure.

Program Experiences:

Open the session with a presentation and discussion of the following topics:

- decision making,
- types of decisions,
- conscious reasons why decisions are difficult to make,
- how decisions are avoided by people.

Component: Leisure Skills

Subcomponent: Decision making

Program Goal: Participants will improve their decision-making process.

Program Objective: Participants will practice, critique, and refine their decision-making processes.

Background Information:

Although people are currently making decisions in leisure and in relation to leisure, teaching the steps in a decision-making process that individuals then adapt to their own styles can facilitate decision making in terms of ease, efficiency, and effectiveness. Sloan (1987) emphasizes that people making an important decision are under stress. He sees that a decision-making process can “compensate for errors in judgment that arise because of ‘unpleasant emotional states’¹ accompanying life dilemmas.” The focus of the present objective is to acquaint participants with the steps in a formal decision-making process, how to use it, and its possible benefits.

- Step 1.** Clearly define the matter to be decided.
- Step 2.** Determine what choices or alternatives exist.
- Step 3.** Gather pertinent information related to the alternatives.
- Step 4.** List the advantages and disadvantages of each option.
- Step 5.** Weigh the possible cost and risk of negative as well as positive consequences.
- Step 6.** Prioritize the alternatives.
- Step 7.** Select what, in your best judgment, with the information and options available, is the best course of action.
- Step 8.** Implement the chosen course of action.
- Step 9.** Evaluate the decision made.

Program Experiences:

1. Introduce the decision-making process outlined above. Have each participant take some matter, real or made up, that he wants to decide in relation to leisure and use the process to make his decision.
2. Facilitate a group decision-making exercise using this same process.
3. Structure opportunities for participants to practice, using the process, for a period of time; then have the group or individual evaluate and discuss the results of the process as well as feelings about its use.

Component: Leisure Skills

Subcomponent: Decision making

Program Goal: Participants will increase their awareness of factors that can influence leisure decisions.

Program Objectives:

Participants will:

1. identify the factors that influence their leisure.
2. determine perceived degrees to which each factor positively or negatively influences the quality of their leisure.
3. identify how leisure decisions affect other areas of life.

Background Information:

Leisure decisions are not made in isolation, separate from other areas of life. There are factors that influence all of our decisions, including our leisure ones. If we are aware of some of the major factors that influence our decisions, it will help us make more effective and satisfying decisions.

Some of the factors that exert influences are as follows:

1. time
2. money
3. significant other people
4. weather
5. geographical location
6. an individual's own
 - a. values;
 - b. perception of self, others, and reality in general;
 - c. social, emotional, physical, and intellectual functioning, and current state;
 - d. attitudes;
 - e. interests;
 - f. needs;
 - g. economic state;
 - h. wants;
 - i. skills and abilities.
7. known, anticipated, and unknown outcomes, results, or consequences
8. knowledge of the options that are available
9. requirements of the activity or experience:
 - a. equipment;
 - b. clothing;
 - c. facilities;
 - d. other people;
 - e. space.

10. available resources/opportunities

Program Experiences:

1. Have the group identify and develop a list of factors that can influence leisure choices and decisions. It may be necessary to give one or two examples to begin the discussion.

From the list of factors identified, have everyone identify those that tend to most influence their own leisure decisions. Their personal list could then be rank-ordered or rated on a scale of one to five to show the degree to which they perceive how each factor influences their leisure decisions.

After the degree of influences has been determined, have individuals rate whether they perceive the influence as positive, neutral, negative, or beneficial or nonbeneficial to the quality of their leisure.

2. Participants can also discuss how their decisions regarding leisure affect other areas and factors in their lives.

Component: Leisure Skills

Subcomponent: Decision making

Program Goal: Participants will increase their understanding of the decisions they are currently making in leisure.

Program Objectives:

Participants will:

1. clarify the areas in which they are making decisions in leisure.
2. evaluate the decisions they are currently making in leisure.
3. determine the decisions they want to continue and the decision they want to change.
4. develop a plan of action for the area(s) they want to change.

Program Experiences:

1. Using Worksheet 17, "Leisure Decisions," have the participants determine and then discuss the following:
 - a. whether they agree or disagree that they make decisions in their leisure in the areas listed.
 - b. the advantages or disadvantages of the decisions they are currently making in their leisure.
 - c. whether they want to continue the types of decisions they are making or whether they want to change them.
2. If there are changes that participants want to make, discuss or have them write out the following:
 - a. what they perceive the payoff would be to themselves and others in making the desired change,
 - b. the "cost" of making the change to themselves and to others.
3. Work with each participant to develop a plan of action to make desired changes.

WORKSHEET 17

Leisure Decisions

Directions: In the columns below, code the following: 1) whether you agree or disagree that these are areas in which you make decisions in leisure; 2) whether the current decisions you are making in leisure are an advantage or disadvantage to you; and 3) whether you want to continue the current decisions you are making in an area or change them.

	Agree Disagree	Advantage Disadvantage	Continue Change
1. Whether or not I have leisure	_____	_____	_____
2. What I do or do not do for leisure	_____	_____	_____
3. Whether what I do is for myself, others, or both	_____	_____	_____
4. When I will have leisure	_____	_____	_____
5. My level of proficiency	_____	_____	_____
6. The effort or energy I will expend	_____	_____	_____
7. My degree of concentration and attention	_____	_____	_____
8. The degree of perseverance I exhibit	_____	_____	_____
9. My interaction and communi- cation style (i.e., cooperative, competitive, leader-follower, etc.)	_____	_____	_____
10. The amount of interaction I have	_____	_____	_____
11. The number and type of people with whom I interact	_____	_____	_____
12. The quality of the interaction	_____	_____	_____
13. The depth of the interaction (i.e., self-disclosure, meaning, relevance)	_____	_____	_____
Other:	_____	_____	_____

Code: A = Agree Ad = Advantage C = Continue
 D = Disagree Da = Disadvantage Ch = Change

Component: Leisure Skills

Subcomponent: Decision making

Program Goal: Participants will increase their understanding of their own decision-making style.

Program Objectives:

Participants will:

1. assess their decision-making style in relation to leisure.
2. evaluate the advantages and disadvantages of their decision-making style in relation to leisure situations and outcomes.

Background Information:

Characteristic methods, or styles of decision making, have been documented (Witkin, Goodenough, & Karp, 1967; Myers, 1985) for a number of years. Witkin's dualistic typology and the Myers-Briggs four-quadrant typology are two of the most popular and widely utilized methods. Most individuals possess mixed characteristics of the different style classifications. However, one style will tend to be predominant. It should be emphasized that there is no right or wrong, good or bad, style of making decisions. Each style has its advantages and disadvantages in various situations.

Becoming aware of your decision-making style, with its accompanying advantages and disadvantages in relation to leisure, can help lead to more satisfying decisions. The following quick, informal assessment can be used with participants for discussion purposes. If a more formal test is desired, the Witkin or the Myers-Briggs tests can be purchased.

Program Experiences:

1. Worksheet 18, "Inventory of Leisure Decision-making Style," can be used for each person to assess his own style. Discuss whether or not a person's style tends to be the same for all areas of life or different. Areas for discussion could be leisure, work, family relationships, friends, etc. Ask if some characteristics are more prevalent than others in certain situations.
2. After taking the inventory, have the group discuss the advantages and disadvantages of each style in relation to the possible outcomes in situations like below:

- a. what to do on a beautiful Saturday,
 - b. going to a movie or to play tennis,
 - c. going to a party and deciding the following:
 - 1) whether or not to drink
 - 2) how much to drink
 - 3) whether or not to “do” drugs
 - d. pulling a prank on someone,
 - e. returning to school.
3. Participants may assess their decision-making style and/or specific characteristics through a couple of methods. One method would be to have all participants complete Worksheet 19, “Inventory of Leisure Decision-making Style” worksheet. Then have participants go through the “Information Processing on Decision-making Style,” Worksheet 15 in order to determine whether or not their decision-making styles or specific characteristics are producing the leisure outcomes they desire. A rating of five (5) would indicate generally desirable results and a rating of one (1) would represent undesirable outcomes.

WORKSHEET 18

Inventory of Leisure Decision-making Style

Directions: Read over the following characteristics of decision making in Styles A and B. In the box at the end of each category, check the style that is *most* characteristic of your decision making in leisure.

Analytical Style

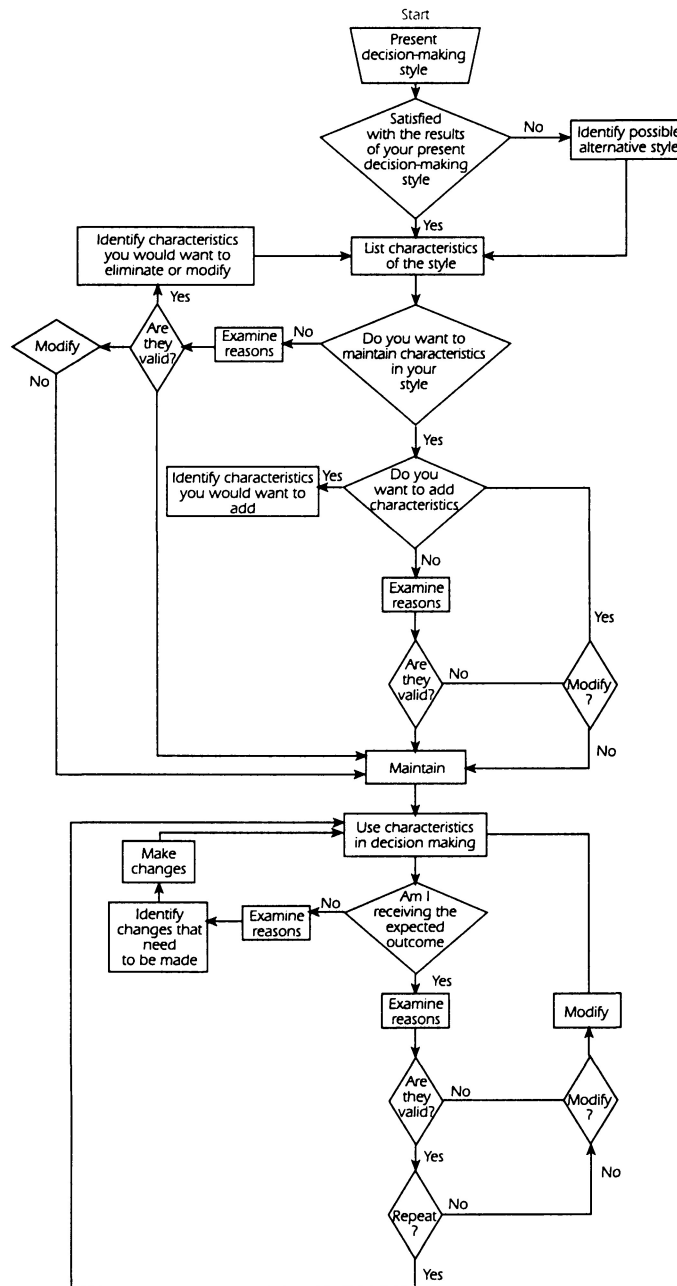
1. High level of conscious awareness of alternatives, goals, and possible outcomes.
2. Analytical—identifies and weighs alternatives.
3. Strong reliance on information, facts, and data for decision making.
4. Cautious, careful, deliberate.
5. Thinks through probable actions of and reactions to decisions.
6. Tends to make few spontaneous, quick decisions.
7. Dissects and views the parts of actions and decisions.

Intuitive Style

1. Low level of conscious awareness of alternatives, goals, and possible outcomes.
2. Makes decisions primarily by “feelings” of the moment, whims, or gut-level reactions.
3. Tends to make spontaneous, quick decisions.
4. Has limited use of and attention to information, facts, or data.
5. Focuses upon the “whole” of the experience or action and doesn’t tend to view the “parts.”
6. Has limited thoughts to outcomes, results, or consequences beyond the temporarily perceived emotional benefits of the attraction or avoidance of the action.
7. Chance-oriented.

WORKSHEET 19

Information Processing on Decision-making Style



Component: Leisure Skills

Subcomponent: Values clarification

Program Goal: Participants will improve their ability to resolve conflicting personal values.

Program Objectives:

Participants will:

1. understand the concept and origin of values.
2. identify conflicting values related to their leisure and other areas of life.
3. demonstrate the ability to apply the process of resolving conflicting values to one area of their lives.

Background Information:

Values are learned. They are learned from our families, friends, teachers, religious guides, television, and other socializing agents who try to teach us how life should be lived. Our values basically are derived from what other people think. We eventually incorporate and own a certain number of values and claim them as our own. However, since our values are derived predominantly from other people, it means that

- our values are not necessarily “right” and people with differing values are automatically “wrong”; it simply means that we have learned different values.
- the values we were taught are frequently not clarified and critically evaluated by us to determine whether these are the values we want to guide our lives; often we mistakenly think that if a particular thing is what we were taught, it must be “right.”
- as we mature and expand our experiences and consciousness, what we come to believe will conflict with what some other people believe.
- the values we hold will come into conflict with each other.

Values will clash, goals will clash, options will clash. This is a part of life. When we get into situations in life, and leisure in particular, where

we are in conflict, having the ability to work through and clarify the conflicts in satisfactory ways can lead to more satisfying and enriching living.

The process hereby presented is one method to reconcile conflicting values. As with the other processes in this chapter, this process is just one of many that an individual can use. The suggested process is a modification of the work of Raths, Harmin, and Simon (1966) and Hawley and Hawley (1975).

Resolving Conflicting Values:

1. State as clearly and specifically as possible the values, choices, options, and/or decisions that are in conflict. For example, instead of saying, "I am in conflict between what I want to do and what my family wants me to do," state as specifically as possible what that conflict entails, "I need/want an hour of alone time during the day to do what I want to do. However, my children expect me to pick them up at school every afternoon, which is the only time I have for myself."
2. Determine the values that are involved in the situation, for example, freedom and self-determination versus wanting to be thought of as a good mother by family and other people.
3. Identify what influences are impacting upon the opposing identified values (what forces are compelling you in each direction), for example, feelings of pressure, stress, and that a person's life revolves around other peoples' needs and not that person's own needs, versus family and societal expectations regarding what being a good mother means.
4. List possible alternatives or options that exist to resolve the conflict.
5. Take each choice or option and list the following:
 - a. positive personal benefits,
 - b. positive benefit to others,
 - c. negative personal effects,
 - d. negative effects for others.
6. Rank each of the benefits in order of importance or influence.
7. Based upon the rank order, determine what is the best choice or option.

Learning Experiences:

1. Introduce the idea of values, what they are, where they come from, and how they will frequently conflict.
2. Have individuals or the group identify some of their values that may be in conflict regarding leisure and other areas of their lives.
3. Hand out and discuss the previous section, “Resolving Conflicting Values,” as a process that can be utilized to help resolve conflicting values.
4. Take the participants through the process, using their personal conflict(s) related to leisure.
5. Discuss the helpfulness of the process in resolving the conflict, individuals’ feelings and thoughts about the choices they made, and what questions or concerns may still exist or be unreconciled after making their choices. Assess whether or not the feelings, questions, or concerns are reconcilable. If so, determine how this can be accomplished. If not, what can be done to maximize one’s comfort level?

Component: Leisure Skills

Subcomponent: Planning

Program Goal: Participants will improve their planning skills in relation to leisure.

Program Objectives:

Participants will:

1. clarify their feelings and perceptions regarding planning for leisure.
2. identify advantages and disadvantages of the planning process for leisure.
3. have the opportunity to utilize and refine the planning process in leisure-related ways.

Background Information:

The achievement of desired goals, outcomes, and quality experiences usually requires some type of planning. The planning may be informal, quickly processed, and so minimal that an individual may be totally unaware of the fact that he is planning at all.

For many people, planning is viewed as an unnecessary, burdensome process that takes the fun, enjoyment, and spontaneity away from any experience. Also, it is often viewed as “just not worth the effort for the return one gets.” Conversely, there are people who would not act without extensive planning, which a non-planning onlooker might perceived as overkill in relation to the importance of the task at hand. In this objective, it is our intent to have all persons deal with their views and perceptions of planning—its advantages and disadvantages—in relation to various situations and to acquaint participants with a planning process that can be practiced and utilized in relation to leisure.

Practice in the use of planning skills is not built into the learning experiences that follow. Therefore, the facilitator will need to structure experiences and situations in order to give the individual participants an opportunity to practice and perfect the use of planning skills in relation to their own leisure.

There are many versions of the planning process that can be utilized. Although there are many commonalities in each version, it can be seen that the steps also vary. Therefore, the facilitator may want to experiment with several different versions in order to come up with one that is appropriate for use with the individuals or groups with whom he may commonly deal.

The Planning Process:

1. Determine what is to be done or accomplished (goal or outcomes).
2. If there is more than one goal, establish priorities for the following:
 - a. now,
 - b. in the near future,
 - c. in the far future.
3. List the possible means or alternative means (how it can be done) to reach the goal.
4. Identify and list the resources that are currently available and those that are not available but are needed.
5. Determine the feasibility of each means identified.
6. Select the best means available.

Program Experiences:

1. Discuss with the group their feelings and perceptions of planning and amount of planning necessary in a variety of situations:
 - a. going out to dinner,
 - b. going on a camping trip,
 - c. cruising to an island for a weekend,
 - d. having a relaxed, nonstressful evening or weekend.
2. As a group, identify some possible outcomes or consequences of including or leaving out each step in relation to the above (and additional) situations.
3. Discuss the advantages and disadvantages of the following:

- a. having someone else plan for them,
 - b. being involved in planning courses of action that will affect them,
 - c. planning totally alone,
 - d. planning with input from others,
 - e. planning jointly with others.
4. As participants use the planning process in leisure, provide opportunities for them to report and discuss the process as well as the results of the process.

Component: Leisure Skills

Subcomponent: Social interaction

Program Goal: Participants will improve their social skills.

Program Objectives:

Participants will:

1. assess their current social skills.
2. identify self-perceived problem areas they want to improve.
3. practice, critique, and refine social skills in progressively realistic social situations.

Background Information:

Social skills are probably one of the main influences upon the quality of our lives and leisure. Effective social skills involve basic communication with people, which in turn influences their association with us. People have problems with social interactions for several reasons. One is that they may have never learned certain social skills because of poor role models and/or significant adults have not given the necessary attention to the development of social skills. Another is that, although they have social skills, they don't perform them for emotional reasons (shyness, negative self-statements). However, social skills, like other skills, can be broken down into basic components that can be taught, practiced, and developed.

Program Experiences:

1. The "Social Skills Checklist" that follows, Worksheet 20, can be used for self-analysis by each participant. Have individuals fill out the checklist in relation to what they perceive to be current problem(s) that cause concern.
2. Once the self-perceived problem area(s) have been identified and rated regarding the most problematic areas, have each participant select the area(s) in which he wants to begin skill development.
3. For each of the areas identified, except the emotional antecedents area, have the group describe the verbal and nonverbal behaviors of people they have observed performing the skill(s) well

and people who do not perform these skills well. Since modeling and practice are important steps in social interaction skills development, this is a critical step in the process. The facilitator should be sure to add any successful behaviors the group may not identify.

4. An additional task of validating the list of successful behaviors could be done by having the participants observe the behaviors of people they think perform the skills successfully. This could also aid them in rounding out their list if it is not as complete as it could be.
5. Once the basic positive behaviors have been identified, the next step is practice and more practice. Begin with actual practice by first role playing within the group. Using a videotape of the practice sessions is extremely helpful. The nonverbal aspects of behavior are much easier to see and relate to, making change much easier.
6. Have group members then practice the behaviors with people within their support system, critique their performances, report back, and practice and refine the skill(s). The last step should be to practice these behaviors in the situation(s) the members feel are most problematic, critique their performances, report back, and continue to refine their skills if necessary.
7. Difficulties in the emotional antecedent area are more difficult to correct. For some people in the group, psychotherapy may be necessary. For others, learning to use affective techniques of behavioral change may be sufficient if the facilitator is or becomes skilled in the teaching of these techniques. Affective techniques include things such as attention manipulation, erasing, thought stopping, escaping, focusing, compartmentalization, transformation of thoughts, self-construct modification, and physiological self-management such as relaxation and meditation (Yates, 1985).

WORKSHEET 20
Social Skills
Checklist

Directions: Circle the number of the items that you feel are currently of concern to you in your social interactions. Once these areas have been circled, go back over the list and underline the area(s) you feel are of the **most** concern to you.

Antecedent Feelings

A. I experience the following feelings regarding interacting with people:

- | | |
|-------------------------------|-------------------|
| 1. shy/timid | 11. distracted |
| 2. awkward | 12. worried |
| 3. anxious | 13. preoccupied |
| 4. sad | 14. inferior |
| 5. nervous | 15. angry |
| 6. depressed | 16. impatient |
| 7. bored | 17. tense |
| 8. aggressive | 18. argumentative |
| 9. superior | |
| 10. fearful of the following: | |
| a. I will do something wrong, | |
| b. I will not be accepted, | |
| c. I will look bad. | |

B. The social skills I feel need further development or refinement are as follows:

1. initiating social interactions
2. greeting skills:

VERBAL:

- a. saying "Hello" - "Hi,"
- b. matching greeting to person and situation.

NONVERBAL:

- a. physical location,
- b. appearance,
- c. eye contact,
- d. tone of voice,
- e. facial expression,
- f. posture.

3. listening/understanding
4. responding skills
 - a. comebacks,
 - b. verbal reinforcement of others,
 - c. nonverbal reinforcement of others,
 - d. self-disclosure,
 - e. disclosure of other things,
 - f. sharing the interaction; reciprocity.
5. keeping a conversation going
6. accepting and giving compliments
7. declining requests and invitations
8. being assertive
9. making requests
10. issuing invitations
11. closing interactions
12. expanding and deepening relationships
13. preventing relationships from deteriorating

Supplemental Materials for Leisure Education: *A Person-Centered, System-Directed, Social Policy Perspective*

Taken from *Leisure Education: Theory and Practice*, 2nd edition, Jean Mundy, copyright 1998, Sagamore Publishing

Component: Leisure Skills

Subcomponent: Problem solving

Program Goal: Participants will improve their problem-solving skills in relation to leisure.

Program Objectives:

Participants will:

1. understand the steps in the problem-solving process.
2. be able to apply the problem-solving process to their leisure related problems.

Background Information:

Solving problems is a constant in life. Problems are those unsettled questions, perplexities, or difficult human and situational circumstances that cause us a sense of discomfort. Problems can be major or minor, simple or complex, and easy or difficult to solve. The perception of how simple, easy, or major a problem is is determined by the individual experiencing the problem.

The focus of this unit is to teach participants a systematic problem-solving process that they can apply in their daily lives. While all of us must solve problems, few individuals have been exposed to or assisted in solving problems in a systematic, effective manner.

Like most leisure skills, enabling participants to improve their problem-solving skills is not accomplished in a onetime, isolated presentation and practice session using the problem-solving process. Such a presentation and practice may be necessary and appropriate as a starting point. However, facilitators then need to move participants along the continuum from leader-based problem solving to participant-based problem solving as a planned goal of the program.

In many human service fields, professionals get hooked into solving problems for participants. It can be a boost to the ego and it can give the leader a sense of accomplishment and control. However, solving problems for participants presents three difficulties: 1) participants have not learned or practiced problem solving for themselves and are thus no better equipped to handle future problems, 2) the feelings of self-esteem, accomplishment, power, and control are being

experienced by the leader, not the clients, and 3) long-term dependence.

The Problem-solving Process:

Step 1. Identify the problem.

Differentiating between the problem and the symptoms of the problem is one of the first steps in the problem-solving process. Identifying the problem is a matter of judgment. Therefore, it is necessary to identify as specifically as possible what the perceived problem is. This can be done by describing the situation that requires a problem solution.

Step 2. Understand the problem.

Understanding the problem requires gathering information on the problem and how it affects people involved. Participants should answer the following questions:

- a. Do I know all I need to know about the problem?
- b. What information do I need that I don't have?
- c. Where can I obtain the information I need?
- d. How do others involved perceive the problem?
- e. How is the problem impacting other people?

Step 3. Define the goal(s).

Once the problem has been identified and understood, defining the goal(s) that one hopes to accomplish through a solution to the problems provides guidance and direction when seeking solutions. Specifically defined goals aid in selecting an alternative that may exist and be available. For example, if a goal is to have evenings and weekends free, the choices will be different than if the goal is to have a half of each day free. Another factor to consider is that some goals may have to be reached in stages. For example, it may be necessary to first have weekends free for the first two months and then free up evenings.

Step 4. Identify options, alternatives, or solutions.

Identify and list the possible options or choices. It is also helpful to get ideas and suggestions from other people because of the tendency to not "see" all of the possibilities and select one of the first few

choices, not realizing other options may be available. It should be remembered that as stress and tension increase in one's life, the ability to generate options for solving the problem tend to decrease. As options are identified, ask the question: "Will this choice or option achieve the desired goal?"

Step 5. Identify the advantages and disadvantages of each choice.

This step involves identifying and examining the advantages and disadvantages of each option and the possible consequences of this option to those affected by it.

Step 6. Select a course of action or solution.

At this point, a decision is made regarding what option or solution will be selected. Review the choice, keeping the following questions in mind:

- a. Is the choice compatible with my goals, values, needs, and interests?
- b. Is it realistic?
- c. Is it a choice that is best for me at this point in time?

Step 7. Implement the chosen course of action or solution.

Step 8. Evaluate the chosen solution and its results.

Step 9. Modify the course of action if necessary and implement it with modifications.

Program Experiences:

- Present and discuss the problem-solving process as outlined. Then have each participant select a leisure-related problem they feel they have and apply the problem-solving process to that problem. Participants can use one or both of the following worksheets to help process their problem: Worksheets 21 and 22, "Positive Problem Solving - Let's Brainstorm" and "Your Decision."

During your work with participants, as they encounter problems, refer back to the problem-solving process and have them work through their problems using the same model.

WORKSHEET 21
Positive Problem Solving—Let's Brainstorm

I. Identify the problem: (specific) _____

II. Be creative and list options and possible solutions.

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	D	_____

_____ **n**

III. V **the** boxes for those that sound reasonable to you.

IV. Write in the **three** (3) "best" and why you chose them.

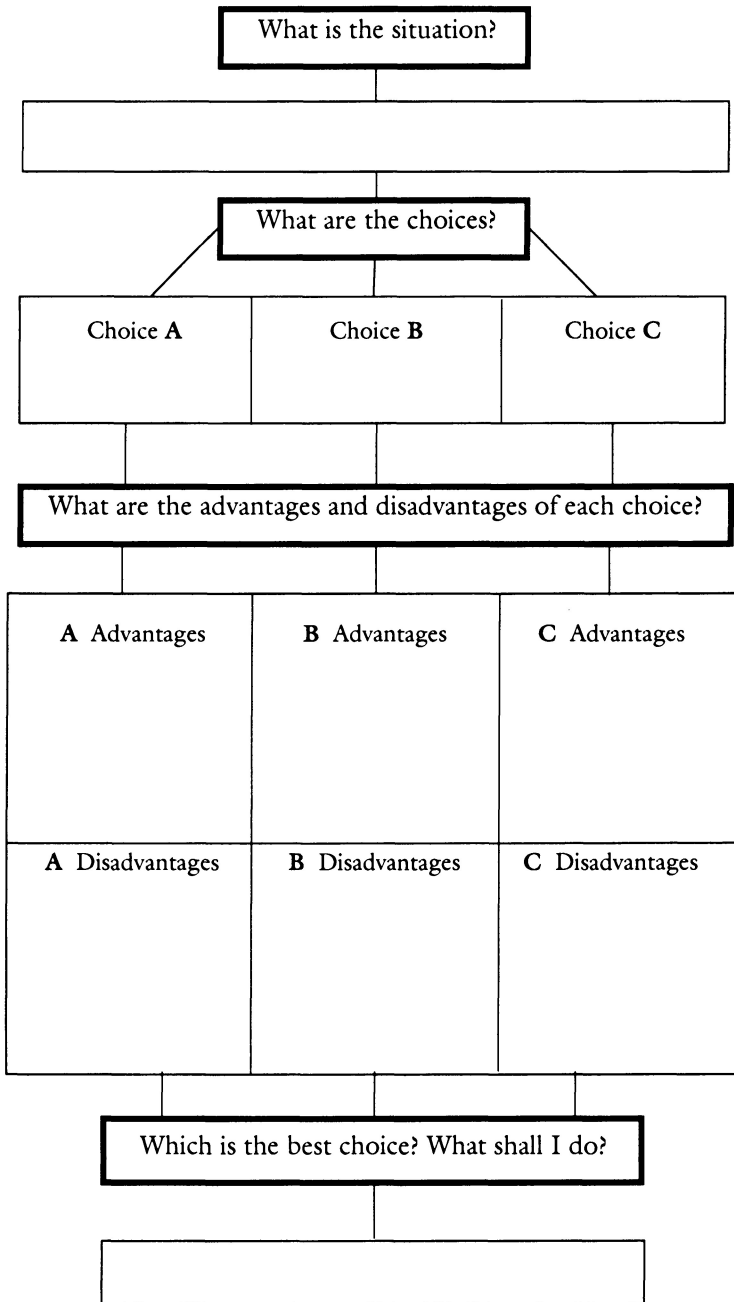
1) _____

2) _____

3) _____

V. Review steps I, II, III, and IV once again and now decide on your solution.

WORKSHEET 22
Your Decision



Component: Leisure Skills

Subcomponent: Behavioral change

Program Goal: Participants will be able to apply the process of behavioral change in an area of their life.

Program Objectives:

Participants will:

1. understand the steps in the process of behavioral change.
2. identify an area of their life in which they want to make a change.
3. demonstrate the ability to apply the process of behavioral change to one area of their life.

Background Information:

Years of working with the general public in leisure education has shown that, as a result of becoming more aware of leisure in their personal lives, people develop goals that necessitate some form of change in their behavior. Likewise, it was apparent that while leisure education experiences often provided the motivation for change, actual strategies and techniques on the process of behavioral change were missing subcomponents of the leisure education model. In keeping with the philosophy of personal leisure development used in this book, a focus on helping people to develop skills to change their own behavior when they feel the need has been included. The emphasis of this unit, as with the other leisure skill units, is upon the development of the individual participant's skill in behavior change so that, again, the person has the ability to direct his own behavior beyond the parameters of any program.

Whenever in the leisure education process a participant wants to change his behavior, the "teachable moment" is at hand to present the processes and techniques of behavioral change. It is critical that a person gains experiences in planning, monitoring, altering, and evaluating self-change efforts. Behavioral change does work and the more developed and skilled one is in the process, the more success he will enjoy.

The first step in any behavioral change process is the motivation to change one's behavior. This unit assumes motivation on the part of

the participant and will focus on helping develop the skills in the process of behavioral change.

There are three excellent resources that provide detailed explanations and experiences in developing behavioral changes. These books are recommended for further in-depth reading for the facilitator prior to implementing this unit. Any one of these books could also be used as a supplemental resource for participants on this topic. The best of the three is *Self-Directed Behavior (4th ed.)*, by David Watson and Roland Tharpe, 1985, Monterey, CA: Brooks/Cole Publishing Company. The other two resources are *Help Yourself: A Guide to Self-Change*, by Jerry A. Schmidt, 1976, Champaign, IL: Research Press; and *Self-Management: The Science and Art of Helping Yourself*, by Brian T. Yates, 1985, Belmont, CA: Wadsworth Publishing Company.

Steps in Behavioral Change:

Step 1. Set a goal(s).

- a. Write down the goal(s). It will typically be vague and abstract. For example,
 - I want more time for myself,
 - I want to feel more comfortable in groups,
 - I want more fun in my life.

- b. Break a goal into smaller, more concrete steps by identifying what “wanting more time” may mean in terms of behavior. One of the difficulties in changing behavior is that the goals are generally too large and, thus, vague. Attach numbers to the smaller goal or target behavior. This makes the goal clearer and allows anyone to judge whether or not the goal has been accomplished:
 - I will spend one hour a day reading for pleasure.

Other options for goals or target behavior:

- I will allow myself one evening a week to be with my friends,
- I will spend three weekends at the beach during the summer.

Once various options are listed, the individual selects one based upon his own priority of factors, such as importance, ease of accomplishment, or least disruption.

Step 2. Observe your own behavior.

Self-knowledge is the key to self-modification. Your actions, behaviors, thoughts, and feelings are embedded in situations, and each of these elements must be carefully observed. Self-observation is the first step on the road to self-directed behavior and it is the step most often omitted in our daily lives In order to change yourself, you have to know what you are doing.” (Watson & Tharpe, 1985, p. 55)

- a. There are two easy and helpful techniques for recording behavior. One by Watson and Tharpe (1985) recommends keeping a diary of some sort regarding the behaviors you want to change. Describe or count the frequency of the behaviors, determine what events trigger the behaviors, and the things that reward the behavior. The authors explain the use of several types of diaries in their book. One type is a structured diary where one records his behavior along with the antecedent events and consequences of those behaviors (an A-B-C approach).

Using the A-B-C structured diary, one first records the actions, thoughts, or feelings that are the focus of the change. Then enter under “Antecedents” the event(s) that preceded it and under “Consequences” what followed it. For example,

Antecedents (A)	Behaviors (B)	Consequences (Q)
What were you doing?	Actions	What happened as a result?
When did it happen?	Thoughts	Pleasant?
Who were you with?	Feelings	Unpleasant?
Where were you?		
What were you saying to yourself?		

Antecedents (A)	Behaviors (B)	Consequences (Q)
<i>Monday</i>		
Kids nagging me to go to the movie with them.	I give in to kids' nagging and go to movie with them. Didn't take my hour for reading.	Kids happy and quiet. I was miserable. Movie was boring. I felt mad at myself and the kids.
<i>Thursday</i>		
Fran called for me play tennis.	Played tennis. Didn't take my hour for reading.	Had great fun. Used to my hour for myself to do something as enjoyable as reading, only with a friend.

After seeing that playing tennis rather than reading was just as important and satisfying, a person may want to change her goal from “reading for pleasure for one hour a day” to something like “I will take one hour each day to do whatever I want to do.”

A second technique for recording behavioral observations is one that records frequency or duration. Simple charts like the ones that follow could be used to record how frequently negative behavior occurs.

Frequency and Duration Charts

	Week 1	Week 2	Week 3	Week 4
Monday	V	V	V	
Tuesday				
Wednesday	V		V	
Thursday		V	V	
Friday	V	V	V	
Saturday				
Sunday				

Date	Occurrence of negative behavior
October 8	/// //
October 9	///
October 10	///
October 11	/// //
October 12	///
October 13	
October 14	

b. After reviewing his behavioral charting, the person desiring to make the stated change should evaluate his progress over a predetermined time period to determine if adjustments are warranted. The goal or target behavior (“I will spend one hour each day reading for pleasure”) could be kept as it is and other life adjustments made; it could be modified to specify only weekdays and not weekends; or it could be modified to have only a half hour per day. The only way to determine what is a logical and attainable goal is to state one, try it out, and then make adjustments as needed.

Day	One Hour of Reading Per Day - Attained				
	Week 1	Week 2	Week 3	Week 4	Week 5
Monday	X	X	X		X
Tuesday	X		X	X	X
Wednesday		X	X	X	
Thursday	X	X		X	X
Friday		X	X		X
Saturday					
Sunday	X		X	X	X

- c. This review period is also a good time to determine whether there are small, specific acts that are chained together that interfere with the achievement of the target behavior. Self-observation can often make us aware that the target behaviors occur or fail to occur because of specific circumstances. For example, it may become apparent that if a salesperson does not take time at the end of the day to organize his work for the next day at the office, it must be done at home that evening. Whenever this occurs, the salesperson chooses to give up his hour of pleasure reading. Identifying this chain of events allows an opportunity for planning and changes in work life patterns that affect the target behavior.

Step 3. Work out a plan for change.

Developing an effective plan for change needs to involve an analysis of the type(s) of problem(s) one wants to change. The following questions developed by Watson and Tharpe (1985) are valuable in determining what types of problems exist so that a person may select strategies for a plan of change that works best in certain situations.

Antecedents of Behavior:

1. What stimuli seem to trigger the behavior? In what situations does the behavior occur?
2. Do you react automatically to some cue with undesirable behavior?
3. Do you react to some cue with an unwanted emotion? What is the conditioned stimulus for it?
4. What are you saying to yourself before the behavior?

Behavior:

5. Is it strong and quite frequent, or is it weak and not very frequent? What does this tell you about what you can do to change it?
6. Is any element of your problem due to something you are avoiding, perhaps unnecessarily?
7. Are you aware of models in your past whose behavior (or perhaps some aspect of it) you may have copied?
8. Does any part of your goal involve changing behaviors that are

resistant to extinction either because they are intermittently reinforced or because they are avoidance behaviors?

Consequences

9. Are your desired behaviors positively reinforced?
10. What about actions that make the desired behavior difficult? Are they reinforced?
11. Is it possible that the desired behavior is being punished?
12. Is your own self-speech rewarding or punishing your behavior?

If the problem is primarily in the antecedent area, the self-change plan will need to include strategies that modify the antecedents and/or initiate new antecedents. For problems in the behavioral area, substituting new thoughts and behavior, initiating incompatible behaviors, developing successive approximations toward the desired behavior, and developing and practicing new behaviors in the actual situations in which you want them to occur can be used. Regarding problems in the consequences area, an effective behavioral change plan needs to build in positive reinforcers or rewards following the attainment of the desired behavior. (A highly detailed explanation of these specific strategies can be found in Watson and Tharpe, 1985.)

Step 4. Continue self-observation and adjust the plan as it is put into practice and as you get more information on your behavior.

Anyone should expect relapses when attempting behavior change. It will not go perfectly. The important thing is getting to know one's own behavior, developing a workable plan, modifying the plan as needed, and persevering.

Program Experiences:

1. Outline and give examples of the steps in the process of behavioral change.
2. Have participants identify one area of their life in which a change is desired.
3. Using the change the participants want to make, have them begin by writing down the goal or target behavior in specific terms with numbers attached (Step 1).

4. Have participants select one of the techniques they will use to observe their own behavior for at least one week (Step 2).
5. After one week, have individuals review, report, and evaluate their progress. Based on their review, have each person identify the adjustments or modifications needed to attain each person's goals or target behaviors.
6. It is recommended at this point in the process that the facilitator work one-on-one with each person to work out each plan for change (Step 3). For some people, this will not be necessary because once they have specifically identified their target behaviors they are able to accomplish their goals. For others, change may be more complicated and the person may need assistance in learning and practicing strategies to modify antecedents, behaviors, or consequences.

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