

Course Name: REC105 Leadership and Program Planning
Credit Value: 4
Prerequisite Course: None

Course Description

Theories and practical aspects of becoming an effective leader and program planner provide a dual focus for this course. Students will lead activities for a wide variety of populations and will organize programs using the Systematic Planning Process Model. There is a one-hour/week gym session connected to this course.

PLAR Information

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Course Learning Outcomes

Upon completion of this course, the student will have reliably demonstrated the ability to:

- 1. Compare and contrast differences and basic concepts associated with these physical recreation activities: leisure, recreation play, games, sports, and athletics.**
 - 1.1 Differentiate between leisure and recreation.
 - 1.2 List the distinguishing characteristics relating to these levels of physical activity: play, games, sports, and athletics.
 - 1.3 Describe the values and benefits to be derived from participating in physical recreation activities.
- 2. Explain the multi-dimensional aspects of being a successful leader.**
 - 2.1 List objectives associated with effective leadership.
 - 2.2 Identify the qualities of an effective recreation leader.
 - 2.3 Outline the duties, roles, and responsibilities of a leader.
 - 2.4 Demonstrate ability to use various leadership styles in a recreation environment.
- 3. Recognize the components inherent in the teaching/learning process.**
 - 3.1 Relate the principles of learning to effective leadership.
 - 3.2 Demonstrate knowledge of the skill learning process.
 - 3.3 Explain Maslow's Theory of Motivation.
 - 3.4 Describe how people learn.
 - 3.5 Discuss safety aspects of being a leader.
- 4. Demonstrate the preparatory steps to leading an activity.**
 - 4.1 Relate characteristics associated with various age groups.
 - 4.2 Identify considerations to ensure proper activity selection.
 - 4.3 List the steps for activity preparation and organization.
 - 4.4 Consider programs, events, and facilities, which could serve as alternatives to traditional direct programming while maintaining the benefits of recreation.
 - 4.5 Draft an outline for organizing an activity, including the following:
 - a. Activity area layout.
 - b. Game formations.
 - c. Equipment required.
 - d. Safety considerations.
 - e. Alternative plans or modifications.
 - 4.6 Facilitate the education of the individual and caregivers regarding the understanding of developmentally appropriate recreation programs.
- 5. Conduct an activity.**
 - 5.1 Design and use a leadership evaluation form.
 - 5.2 List techniques to ensure effective leadership.
 - 5.3 Use appropriate motivational techniques for involving participants.
 - 5.4 Demonstrate disciplinary techniques employed by leaders.
 - 5.5 Describe the effects of various formations on participants.
 - 5.6 Demonstrate appropriate leadership in program delivery.

6. Create activities for special population groups.

- 6.1 Relate typical characteristics associated with the following:
 - a. Seniors.
 - b. Physically disabled.
 - c. Mentally challenged.
 - d. Young offenders.
- 6.2 Lead an activity to accommodate needs of a special population group.
- 6.3 Describe modifications for special populations.
- 6.4 Develop and implement an activity for a special population group.

7. Analyze leadership styles by participating in various activities.

- 7.1 Experience various planning techniques and leadership styles through participation in workshops and applied sessions.

8. Demonstrate effective public speaking techniques.

- 8.1 List steps to making an effective speech.
- 8.2 Deliver a speech.
- 8.3 Introduce and thank a guest speaker.
- 8.4 Explain procedures for presenting/accepting an award.
- 8.5 Critique a speech or a presentation.

9. Implement the Systematic Planning Process Model.

- 9.1 Define terms relating to program planning process.

- 9.2 List the steps associated with the Systematic Planning Process Model.
- 9.3 Cite research sources available to the program planner.
- 9.4 Identify various types of surveys.
- 9.5 Distinguish between the terms reliable and valid.
- 9.6 Explain sampling techniques.
- 9.7 Design a questionnaire to determine needs and interests.
- 9.8 Distinguish between goals and objectives.
- 9.9 Identify and sequence tasks on a program time line.
- 9.10 Predict "gloom and doom" scenarios prior to program.
- 9.11 Plan and conduct a recreation program.
- 9.12 Evaluate planning process and program outcomes.

10. Create a promotional strategy for a specific activity.

- 10.1 Understand jargon used by media and graphic artists.
- 10.2 Design promotional materials (e.g. brochure, poster, and logo).
- 10.3 Write a newsletter.
- 10.4 Write a press release.

11. Participate in weekly gym sessions.

- 11.1 Participate in gym sessions.
- 11.2 Demonstrate leadership skills.
- 11.3 Organize and supervise indoor and outdoor programs.

Evaluation Strategy

Grading System

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|------------|---------|----|--------|----|--------|----|--------|---|------------|---|----------------|
| A+ Honours | 90-100% | | | | | | | | | | |
| A+ | 85-89% | B+ | 75-79% | C+ | 65-69% | D+ | 55-59% | R | Repeat | U | Unsatisfactory |
| A | 80-84% | B | 70-74% | C | 60-64% | D | 50-54% | S | Successful | I | Incomplete |

*For a complete detailed description please refer to the *Academic Calendar*.

Student Success

(Dial 5185 for Campus Life or 5301 for the Aboriginal Learning Unit)

Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies.

- Counselling helps with academic, career and personal/crisis issues.
- AccessAbility Services will accommodate you if you have physical, mobility, visual, auditory, medical and/or learning disabilities.
- Health Centre provides services to you in case of illness.
- Career Services offers career advice, resume and interviewing workshops.

Waiver of Responsibility

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