**PRM 255 Active Recreation & Leisure Student Led Activity (SLA) Session Assignment**

**Spring 2019 and Fall 2019**

**I. Purpose of the Project:**

*Students will be divided into small groups to research, plan, and implement an activity session for an active recreation pursuit they may have to lead or program for in a recreational setting. Students will be expected to utilize scholarly and popular literature available through the Hunter Library and associated databases to develop their activity session outline. The grade includes both points for the activity session outline, informational handout, leadership of activity session and reflection on the assignment.*

**Step #1:** Select an activity you are familiar with (or passionate about) that you are interested in leading for the class. The instructor will assign students to small groups based on their interest.

**Step #2:** Develop the activity session outline and informational handout for the class. These items are due one week prior to your in class teaching session. They may be edited and resubmitted for a higher grade. A template will be placed on Bb for students to access. (100 points; 50 for outline and 50 for handout)

**Step #3:** Lead the activity session for the class. The class period is 1 hour and 15 minutes long. Your activity should last for at least 45 minutes with time for a 5 minute introduction, 5 minute warm up, 5 minute cool-down/stretch, and 10-15 minutes of information, question and answer period. Students are responsible for reserving the space, securing equipment, setting up and taking down the activity space. Please dress “recreation professional” which means appropriate athletic attire for the activity. (100 points)

**Step #4:** Each student will write a reflection on the process, delivery and evaluation of the activity session.

(100 points)

**II. Instructions for Activity Session Outline:**

*Please use the following template to complete your activity session outline. This outline is due one week before your schedule activity session.*

*\*\*When you are submitting this outline, please delete the helpful comments in italics.*

*Name of Activity: Student Leader Names:*

Background Information

1. Goal(s) of your Activity Session. (*What do you want students to be able to accomplish, perform, and understand at the end of your activity session?)*

2. Day/Date and Location of your Activity Session. (*Make sure you list your “weather location” if applicable*)

3. Equipment and space needs for your Activity Session. (*Make a list of all equipment needed, including the number of each item and the amount of space or type of space you need.)*

4. Safety issues and concerns for your Activity Session. Explain how you will minimize risk and inform participants about safety procedures. (*List all safety issues and concerns and provide a brief explanation of how you will minimize this risk. If you have questions, ask the instructor or teaching assistants for guidance.)*

5. Plan to reach each type of learner in the class. (visual, auditory, kinesthetic) Explain how you will do this. (*Example: Auditory learners may need detailed verbal directions*. *If you need guidance ask the instructor or teaching assistants for advice.)*

Activity Session Outline/Timeline

(*For each section below, explain in detail what you plan to do and say in your lesson. This is your “Play Book” for the activity session.)*

1. Personal introductions, background information for activity (*history, interesting facts, why you wanted to lead it)*. (5 minutes)

2. Warm up activity. *This can be skills based, cardio or dynamic warm up. Explain what you will do. Provide a list of exercises or activities with explanations.*

 (5 minutes)

3. Instructional/game/activity segment. (45 minutes) *Depending upon your activity, this is the time segment when you will work on skills, play games, lead activity, etc. Outline what you plan to do during this time period and who is responsible for leading each segment. Provide a detailed description of each item.*

4. Cool-down/stretch. (5 minutes) *What will you do? Explain and describe.*

5. Informational session with questions and answers (10-15 minutes). *Provide an outline of information you will provide the participants regarding the following: (some may not apply to all activities)*

 a. Programming concerns for this activity in a recreational setting.

 (1) Staffing *(training, certifications, supervision)*

 (2) Equipment and Space requirements (*types, costs, maintenance, storage, etc.)*

 (3) Safety concerns *(could be related to staffing, weather, equipment, injuries, insurance, etc.)*

(4) Tournaments, special events, anything that can help promote participation in the activity.

6. Plan B (*or rain plan if your group is scheduled for an outside activity location*). *If you are dependent on an outside activity space, explain how you will adapt to an inside space if the weather is unfavorable.*

**III. Instructions for Informational Handout**

*Please use the following template to complete your informational handout. This handout is due one week before your scheduled activity session. Please submit with your activity session outline, but as a separate document in a separate assignment module.*

*This handout provides information for students to learn more about the activity. Exam questions will be taken from the information on this handout. Handouts will be place on Blackboard for the entire class. Handouts can be revised up to 2 times. The handout should be NO MORE than 3 PAGES. \*Refer to Bowling Informational Handout for an example.*

*Name of Activity: Student Leader Names:*

1. Background information: (*history, fun facts*)

2. Rules, Skills, How to Enjoy the Activity: (*Briefly explain the rules or how to play the activity, equipment specific for the activity, what skills are involved if applicable, scoring if applicable.)*

3. Programming Needs for a Recreational Setting: (*same as your Activity Outline*)

 (1) Staffing *(training, certifications, supervision)*

 (2) Equipment and Space requirements (*types, costs, maintenance, storage, etc.)*

 (3) Safety concerns *(could be related to staffing, weather, equipment, injuries, insurance, etc.)*

 (4) Tournaments, special events, anything that can help promote participation in the activity.

4. Professional Organizations related to the Activity: (*provide names, abbreviations and websites if applicable*)

5. Visuals: (*include 2-5 visuals to help students understand the information on the handout*)

6. References (APA formatting)

**IV. Lead Activity Session in Class Instructions**

*Students are responsible for securing equipment and space needed for their activity session. Equipment is secured through Steve Wargo in the Reid Equipment Cage. Space in Reid is reserved through the instructor of the course. IM Fields are reserved through the CRC. The equipment and staging area should be ready PRIOR to class starting. Students can ask for assistance with set up and take down and it is strongly encouraged that everyone in the class help each other with these tasks.*

*Student groups will be graded using the rubric below.*

**PRM 255 Active Recreation & Leisure Activity Session Names of Leaders:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria:** | **Unsatisfactory 8 points** | **Below Standard****12 points** | **At Standard****16 points** | **Above Standard****20 points** | **Score** | **Comments** |
| **Attention to students during activity** | Did not attempt to engage with students | Little attempt to engage students | Engaged students and held their attention most of the time by remaining on topic and leading activity with enthusiasm | Engaged students and held their attention throughout with creative articulation, enthusiasm, and clearly focused on leading the activity session. Circulated to help students. |  |  |
| **Logical Progression** | No apparent logical order of activity session, unclear focus.  | Content is loosely connected, transitions lack clarity. Vague explanations of instructions, skills, rules, etc. | Sequence of information is well organized for the most part, but more clarity with transitions is needed. Instructions are given. | Development of activity session is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow. Instructions, activity, skills are well matched to participants. |  |  |
| **Content****(skills, activities, use of space and equipment)** | Didn’t portray knowledge or confidence in teaching the activity. Didn’t show skills or explain rules or scoring. Inadequate use of space and equipment. | Portrayed some knowledge while teaching activity. Some individuals understood but the majority did not. Didn’t fully explain all aspects. | Mostly portrayed adequate knowledge about activity, skills, rules, scoring. Most individuals were able to complete and/or participate in the activity. Good use of space and equipment. | Exceptional display of knowledge regarding all aspects of the activity. Everyone had the chance to participate, ask questions and understand the topic. Activity session met the goals outlined.  |  |  |
| **Creativity** | Basically old school, “roll out the ball”. Not attempt to interject personality or fun. | Activity presented with little interpretation or originality. Only teaches to one learning style. | Some apparent originality displayed through leadership and teaching styles. Some variation of delivery methods. | Exceptional originality and leadership skills. Reached each type of learner. Used a variety of teaching and delivery methods. Fun, creative. |  |  |
| **Speaking skills** | Monotone, speaker(s) seemed uninterested in material. No voice projection. | Little eye contact, fast speaking rate, little expression, mumbling or use of filler words. No voice projection, hard to understand. | Clear articulation of information, but apparently lacks confidence with material. Voice projection most of the time. | Exceptional confidence with material displayed through poise, clear articulation, eye contact and enthusiasm. Great voice projection. |  |  |
| **Programming Information** | Did not include information related to programming. (-10) | Briefly mentioned 1-2 items about programming but did not expand.(-6) | Provided information regarding programming but mostly read from handout. (+2) | Exceptional delivery of programming information, creative, engaging, covered all required material.(+10) |  |  |
| **Time Organization** | Lack of organization and preparation.(-5 points) | Over or under time limit, could have been better organized, lacked preparation(-4 points) | Within time limite but rushed through or didn’t complete fully, organization okay, shows preparation.(-2 points) | Adhered to required time limit, used time wisely, well organized and prepared.(No points deducted) |  |  |
| **Attire** | Unprofessional(0 points) |  | Attire okay, neat, but could be more professional. (+3 points) | Dressed professionally and neatly. (+5 points) |  |  |
|  |  |  |  | Possible Points = 100**TOTAL POINTS** |  |  |

Comments:

**V. Self Reflection Instructions**

**\*EACH group member must submit an individual reflective evaluation ONE week after you lead your activity session.**

\*\*Please type using MS Word, 12 point font, double-spaced, using complete sentences and paragraphs.

a. Summarize the overall experience of leading the activity session from meeting your group, to planning, to leading the activity.

b. Describe how the activity session met (or did not meet) the goals and desired outcomes for the class.

c. Describe the positive aspects of the activity session and what went really well.

d. Describe any negative aspects of the activity session and how you dealt with them.

e. Describe something new you learned about the activity you led.

f. What have you learned from this experience that you can apply to another aspect of your academic, professional, or career path?

**g. Describe how your partner and/or group functioned in terms of planning, organizing, implementation and evaluation of this activity session. Describe and rate your partner/group member’s participation level. Rating level should be on a scale from 1-5. (1= little involvement; 3= average involvement; 5= very involved)**