**Department of Exceptional Student Education**

**College of Education**

**Florida Atlantic University**

**Instructor:** **Office**:

**Phone:** **Email**:

**Office Hours**: **Class Day/Time:**

Insert instructor photo here

Course Number: SLS 1610

2 CREDITS

**Course Title:** Recreation and Leisure Skills

**Catalog Description:**

The fundamentals of choosing, identifying and registering for or planning recreation activities. Student will need to engage in recreational activities both on and off campusto fulfill the requirements for this course.

INSTRUCTOR INTRODUCTION TO THE COURSE:

Long after you leave school you will have the chance to enjoy recreation. You will have plenty of time to kick back and relax. That time can be spent sitting around the house or it can be spent doing something fun and creative. In this class you will learn how to spend your leisure time doing creative fun things in the community that you may not have thought you could ever do. Open you mind and try some new things. You might even like them. Students will identify important factors related to choosing recreation and leisure activities both at home and in the community. Students will have the opportunity to plan and participate in a variety of recreation and leisure experiences.

**PREREQUISITE:** No Prerequisites or Co-Requisites

Note: This class may be repeated to ensure mastery of the skills presented in the course objectives.

REQUIRED TEXTS or MATERIALS:

All materials will be provided by instructor in class or on Blackboard. Materials will be provided in multiple formats as appropriate.

TECHNOLOGY:

E-mail: Your FAU email address will be used.

Computer: This course will be web assisted through FAU Blackboard site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: <http://blackboard.fau.edu> (Do not type www).

**COURSE OBJECTIVES:**

Upon completion of this course, the successful student will be able to demonstrate:

1. Demonstrate an awareness of the role that leisure plays in life.
2. Demonstrate awareness of appropriate leisure and recreation activities based on age and interests.
3. Demonstrate awareness of community resources related to leisure and recreation activities.
4. Demonstrate interpersonal communication skills necessary for leisure and recreation activities.
5. Demonstrate awareness of responsible behavior and appropriate attire relating to leisure and recreation activities.
6. Demonstrate skills and knowledge for selected leisure and recreation activities.
7. Demonstrate skills needed to maintain leisure and recreation equipment and material safely.
8. Respond effectively to unexpected events and potentially harmful situations in leisure and recreation activities.

Content Outline:

COURSE REQUIREMENTS:

1. Activity Registration

Students will use the information learned thru ought this course to identify and locate a recreation activity in which they have interest. Students will register for this activity with the least amount of support available. Students will submit proof of registration to the instructor and present their new recreational activity to classmates.

2) In-class and Homework Assignments

 Students are expected to attend and fully participate in class. Each class session will have either an in- class or homework assignment that will allow you to practice the skills presented in class. Students are responsible for completing the assignments within the given time frame stated by the faculty instructor.

3) Recreation Interview

 Each is student will interview two peers to determine the recreation and leisure activities in which those individuals participate. Interview questions must be approved by instructor prior to interview being conducted. Students will present their interviews to their classmates.

**ASSESSMENT PROCEDURES:**

|  |  |
| --- | --- |
| **Assignment** | **Possible** |
| Recreation Interviews | 30 |
| Activity Registration | 40 |
| In-class and Homework Assignments | 30 |

**GRADING (FAU GRADING SCALE):**

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100 A- = 90-92 B+= 87-89 B = 83-86

B- = 80-82 C+= 77-79 C = 73-76 C-= 70-72

D+= 67-69 D = 63-66 D-= 60-62 F = Below 60

**POLICIES AND PROCEDURES:**

**ATTENDANCE:**

According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

**STUDENTS WITH DISABILITIES:**

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with FAU Student Accessibility Services (SAS) and provide the instructor of this course with a letter from SAS indicates the reasonable accommodations that would be appropriate for this course. SAS offices are located on Boca, Davie and Jupiter campuses. Information regarding SAS services and locations can be found at: <http://www.fau.edu/sas/>

**CODE OF INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf>

**BIBLIOGRAPHY**

Grigal, M., & Hart, D. (2010). *Think college: Postsecondary education options for students with intellectual disabilities.* Baltimore, MD: Paul H. Brookes Publishing.

Falvey, M., Forest, M., Pearpoint, J., & Rosenberg, R. (2000). *All my life’s a circle using the tools: circles, maps and paths.* Toronto, Canada: Inclusion Press.

Flexer, R., Baer, R., Luft, P., & Simmons, T. (2013). *Transition planning for secondary students with disabilities, 4th Edition.* Boston, MA: Pearson.

Pearpoint, J., Obrien, J., & Forest, M. (1998). *PATH: A workbook for planning positive, possible futures.* Toronto, Canada: Inclusion Press.

Test, D., Aspel, N., & Everson, J. (2006). *Transition methods for youth with disabilities.* Columbus, OH: Pearson.

Van Reusen, A.K., Bos, C.S., Schumaker, J., & Deshler, D. (2007). *The self-advocacy strategy for enhancing student motivation and self-determination*. Lawrence, KS: Edge Enterprises.

Wehmeyer, M. (2007). *Promoting self-determination in students with developmental disabilities.* New York, NY: The Guilford Press.

***SLS 1610 Sem/Year***

***COURSE SCHEDULE***

|  |  |  |  |
| --- | --- | --- | --- |
| ***SESSION*** | ***Week of*** | ***TOPICS*** | ASSIGNMENTS |
| ***1*** |  | What is recreation? What is leisure? | Review syllabusHW: personal interest inventory |
| ***2*** |  | Why are recreation and leisure important? | HW: interview questions |
| ***3*** |  | What factors should I consider when choosing recreation and leisure activities? |  |
| ***4*** |  | How do I locate recreation and leisure activities? | HW: locate 3 possible activities |
| ***5*** |  | How do I register for recreation and leisure activities? | HW: mock application |
| ***6*** |  | What are some examples of recreation and leisure activities? | Interviews Due |
| ***7*** |  | Are there any indoor activities that I can participate in from home? | HW: activity planning sheet |
| ***8*** |  | Are there any indoor activities that I can participate in from home? | HW: activity reflection |
| ***9*** |  | Are there any outdoor activities that I can participate in from home? | HW: activity planning sheet |
|  ***10*** |  | Are there any outdoor activities that I can participate in from home? | HW: activity reflection |
| ***11*** |  | Are there any indoor activities that I can participate in within the community? | HW: activity planning sheet |
| ***12*** |  | Are there any indoor activities that I can participate in within the community? | HW: activity reflection |
| ***13*** |  | Are there any outdoor activities that I can participate in within the community? | HW: activity planning sheet |
| ***14*** |  | Are there any outdoor activities that I can participate in within the community? | HW: activity reflection |
| ***15*** |  | Final Project Presentations | Presentations Due |

SLS 1610

SCORING RUBRIC FOR

 Recreation Interview # 1

Recreation & Leisure

Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| Project Component | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Developed Insightful Questions\_­­­\_\_ /5 |  |  |  |
| Chose Appropriate Participant \_­­­\_\_ /5 |  |  |  |
| Presentation - Clearly Communicates Ideas\_­­­\_\_ /5 |  |  |  |

Overall Rating / Points Earned: / 15

SLS 1610

SCORING RUBRIC FOR

 Recreation Interview # 2

Recreation & Leisure

Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| Project Component | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Developed Insightful Questions\_­­­\_\_ /5 |  |  |  |
| Chose Appropriate Participant \_­­­\_\_ /5 |  |  |  |
| Presentation - Communicates Clearly Ideas\_­­­\_\_ /5 |  |  |  |

Overall Rating / Points Earned: / 15

SLS 1610

SCORING RUBRIC FOR

 Activity Registration

Recreation & Leisure

Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| Project Component | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Includes Required Components\_­­­\_\_ /20 |  |  |  |
| Communicates Clearly Ideas\_­­­\_\_ 20 |  |  |  |

Overall Rating / Points Earned: / 40