

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PRLS 316—Outdoor Education and Leadership
Fall 2012

DAY/TIME:	Friday 10:30-1:10 pm	LOCATION:	Bull Run 248
PROFESSOR:	Susan L. Johnson, M.S.	EMAIL ADDRESS:	sjohnsoi@gmu.edu
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PREREQUISITES

None.

COURSE DESCRIPTION

Focuses on promotion of lifelong health and fitness via noncompetitive and informal outdoor activities. Introduces safety, skills, and leadership techniques. Covers sustainable use, conservation, and stewardship of natural resources.

COURSE OBJECTIVES

At the completion of this course, students should be able to:

1. Discuss the need for outdoor education/recreation in American society today by:
 - a. Understanding the history of leisure in American culture.
 - b. Identifying the psychological benefits of outdoor recreation and education.
 - c. Collecting and documenting current articles relating to leisure, health, and outdoor recreation trends.
 - d. Identifying the differences among national, regional, and local conservation agencies and their roles in outdoor recreation/education.
 - e. Identifying ways outdoor recreation activities benefit youth in schools to become self-motivated learners.
2. Learn the essentials of group building and team building by:
 - a. Participating as a class in Group Initiative activities
 - b. Identifying and defining the theories which support the educational benefits of experiential education.
 - c. Being involved in and learning a variety of team building activities to incorporate into classroom learning or classroom activities to promote mutual respect, support for others, and cooperative participation.
3. Develop and plan an outdoor recreation lesson for school aged youth:
 - a. Converting course material and field experience into an Outdoor Recreation lesson plan which incorporates Fairfax County Program of Studies for Physical Education.
 - b. Teaching an activity from your lesson plan to fellow students through an in-class presentation.
4. Learn a variety of outdoor skills and develop an appreciation for the outdoors by:
 - a. Developing a "Leave No Trace" land ethic through direct involvement in outdoor recreation activities.
 - b. Practicing and participating in hands-on outdoor recreation and outdoor education activities.

COURSE OVERVIEW

We are all held to the standards of the George Mason University Honor Code. Because your contributions are so important to this course, everyone will be expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. As importantly, all of us will strive to respect our colleagues by engaging in thoughtful dialogue, encouraging feedback from colleagues, and not distracting others by texting, instant messaging, or otherwise working on non-course related materials in this class.

Assignments will be due at the beginning of class on the specified date due or 5 points will deducted for each day assignment is late. If you have an extreme emergency or are participating in a pre-approved university-sponsored function, there may be some exceptions. However, you'll need to discuss these circumstances with me **prior to the due date** in order **to be considered** for exception. I also recommend you make back-up copies of your assignments since computers have been known to crash.

COMMUNICATION: Communication is an important part of this course, therefore, I ask that you check our website, **using Blackboard 9.1 each morning for course communications.** To do this, you'll need to go to "MyMason" (found at the top of our gm.u.edu webpage), log in with your username & password, click on the "Courses" tab along the top right of the page, and go to the "9.1 Course List" to find our course. This is important since we're using Blackboard 9.1 (not the old CE Blackboard version).

Upon completion of this course, students will meet the accreditation standards of the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT)::

8.03	Understanding of the significance of play, recreation, and leisure throughout the life span
8.04	Understanding of the interrelationship between leisure behavior and the natural environment
8.05	Understanding of environmental ethics and its relationship to leisure behavior
8.06:01	History and development of the profession
8.09	Understanding of the role, interrelationship, and use of diverse delivery systems addressing recreation, park resources, and leisure
8.10	Understanding of the importance of leisure service delivery systems for diverse populations
8.14:06	Implementation of programs/events.
8.15	Understanding of group dynamics and processes
8.16	Ability to use various leadership techniques to enhance individual, group, and community experiences

REQUIRED READINGS (you'll need your own copy of each for our open-book exam)

Gilbertson, K., Bates, T., McLaughlin, T. & Ewert, A. (2006). *Outdoor Education: Methods and Strategies*. Champaign, IL: Human Kinetics.

Louv, R. (2008). *Last child in the woods: Saving our children from Nature-Deficit Disorder*. Algonquin Books. (this is available in paperback making it much less expensive!)

LAB FEE

Several activities will be conducted off site. Students must remit a **non-refundable Lab Fee of \$20** (checks payable to: The EDGE- George Mason University) to the course instructor by September 14, 2012.

EVALUATION

1. Participate as a class in a variety of indoor/outdoor experiential education activities. .
2. Develop a lesson plan for school aged children on an outdoor recreation topic.
3. Develop knowledge of three to four outdoor recreation/education activities that can be incorporated into a classroom using an outdoor setting.
4. Develop a Power Point presentation on a national, regional or local organization that supports outdoor recreation.
5. Create and maintain a journal regarding your reading of Richard Louv's book and activities from class.
6. Participate in an outdoor recreation activity – you chose

REQUIREMENTS	Points per Project
Class Assignments	
Agency Presentation	50
Reflective Journals (3 parts-each 25 points)	75
Outdoor Recreation Activity	75
Test #1 and Test #2 (50 points each)	100
Semester Lesson Plan & Presentation	150
Class Participation and Volunteer Experience (Pitch in on the Piedmont)	50
TOTAL POSSIBLE POINTS	500

Grading Scale

A+ = 98 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A = 94 – 97	B = 84 – 87	C = 74 – 77	F = 0 – 59
A- = 90 – 93	B- = 80 – 83	C- = 70 – 73	

Course Calendar:

DATE	TOPIC	ASSIGNMENTS
FRIDAY August 31, 2012	Introduction to class syllabus, objectives, and goals. Team building activities. Introduce types of Outdoor Recreation. Introduce “Journal” assignment and typology assessment	Distribute Jung Typology “homework”
September 7	History of Outdoor Recreation and Leisure Discuss MBTI Preferences & Student results Styles (working with diverse perspectives) MBTI Activities	Read: <i>Outdoor Education</i> 1 & 2 DUE: Jung Type Results
September 14	Team Development Course at The EDGE – Meet at the tent by 9:30p.m. ☺ We will go until 1:30pm p.m. today	Read: <i>Outdoor Education</i> Ch. 3 & 4, Part I Last Child
*September 15 (Sat.)	Volunteer at Pitch in on the Piedmont (2 hrs-REQUIRED)	
September 21	Debrief from Teambuilding Activity Leadership Theory & Activities Natural resource based recreation, Wilderness and wildland resources, resources management concepts and issues	Introduce “Student Agency” Assignment. Part II Last Child JOURNAL #1 DUE
September 28	**No Class-due to September 15 and outdoor recreation activity of your choice**	Read: <i>Outdoor Education</i> Ch 5,6
October 5	“Student Agency” Presentations	DUE: Agency Presentation Read: Part III Last Child
October 12	Leave No Trace Principles – dress to go outside TODAY ☺ Test #1	Logistics for hike. Review LNT website.
October 19	Hike to Fountainhead Regional Park from Bull Run Marina	
October 26	Introduction to creating “Outdoor Recreation Lesson Plans” Tips, techniques, teaching strategies sharing and discussion	Read: <i>Outdoor Education</i> Ch. 7, Part IV Last Child
November 2	Outdoor Recreation Lesson Planning-continued	JOURNAL #2 DUE
November 9	Geocaching – at The EDGE	Read: <i>Outdoor Education</i> Ch. 8
November 16	Environmental Education, The 3R’s , Discovery Walk	Read: <i>Outdoor Education</i> Ch.9 & 10
November 23	Thanksgiving Break	Read: Part VII Last Child

November 30	Work in groups on Outdoor Recreation Lesson Plan	Read: <i>Last Child</i> Ch. 13 & 14
December 7	Presentations- in class	Read: <i>Last Child</i> Ch. 15 & 17 JOURNAL #3 DUE
December 14	Presentations – in class (final exam period)	Happy Holidays!

Note: Faculty reserves the right to alter the schedule as necessary.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

