

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PRLS 316 001—Outdoor Education and Leadership
SUMMER 2014

DAY/TIME:	M,T,W,TH 1:30 a.m. – 3:20 p.m.	LOCATION:	257 Bull Run Hall
PROFESSOR:	Kim Massey	EMAIL ADDRESS:	kmassey3@gmu.edu
OFFICE LOCATION:	Freedom Aquatic & Fitness Center	PHONE NUMBER:	201-575-1847
OFFICE HOURS:	By appointment	FAX NUMBER:	703-993-8478

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, we will all be expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. Assignments are due at the beginning of class on the specified date due. **Papers received AFTER 1:30 p.m. will be considered late and receive a 20% deduction in points per 24 hour period.** 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 issues 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 is an important part of this course; therefore, I ask that you check Blackboard **each morning for course communications**. Be particularly aware of weather announcements.

Upon completion of this course, students will meet the following competencies of the National Recreation and Park Association Council on Accreditation:

7.0	Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.
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REQUIRED READINGS

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.

LAB FEE:

Several activities will be conducted outside of the classroom. Students must remit a non-refundable **Lab Fee of \$45**: This course requires a (lab/course) fee of \$45.00. Fees can be paid online by Visa or Master Card at <http://rht.gmu.edu/course-fees> or by check made payable to George Mason University and turned in at the SRHT office suite BRH 220 PWC. Please pay online by Monday, May, 19th.

Requirements	Percentage
Exam	20
Semester Project	25
Class Participation	25
Class Assignments (Journal, Agency Research, Lesson Plan)	30
TOTAL	100%

Assignments:

Journal: Keep a journal for the course duration. Respond to assigned prompts and readings. Turn journal in Thursday June, 19.

Agency Research: Conduct background research on a relevant government or local agency and report findings in a short presentation to the class.

Lesson Plan: Create an outdoor lesson plan and present an activity from that plan to the class.

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	

PRLS 316 COURSE SCHEDULE – Summer 2014

Last revised: April, 2014

DATE	TOPIC	ASSIGNMENTS
Monday May 19	Introduction to class objectives and goals. Team building activities. Review course materials.	
Tuesday May 20	Introduce journal. Leadership Styles Activity & Discussion	Read: <i>Outdoor Education</i> Chap 1 Deidre Combs Handout
Wednesday May 21	Team Development I – Setting the tone and getting started.	Read: “The Creation of Outward Bound,” by Joshua L. Miner (handout)
Thursday May 22	Team Development II – Meet at The EDGE Debrief from Teambuilding Activity	Read: <i>Outdoor Education</i> Chap 2 & 3
Monday May 26	Memorial Day-No class	Catch up on reading, or get ahead!

Tuesday May 27	History of Outdoor Recreation and Leisure The value of outdoor education/recreation	Read: “The Sense of Wonder,” by Rachel Carson (handout) and <i>Last Child</i> Chap 1
Wednesday May 28 th	Interrelationship of Experiential Ed, Outdoor Rec, Phys Ed Identify types of OR activities	Read: <i>Last Child</i> Chap 2, 3 & 4
Thursday May 29 th	Outdoor lesson: hiking at Bull Run Mountains Conservancy— meet at PW campus at 1:30 pm to be at BRMC by 2:00 pm (see http://www.brmsconservancy.org/area_map.html)	Read: <i>Last Child</i> Chap 5 & 6; <i>Outdoor Education</i> Chap 4
Monday June 2	Experiential Education: Models and Practice	Read: <i>Last Child</i> Chap 7 & 8; <i>Outdoor Education</i> Chap 5
Tuesday June 3	Experiential Education: Models and Practice (Continued)	Read: <i>Outdoor Education</i> Chap 6 <i>Last Child</i> Chap 9 & 10
Wednesday June 4	Current trends & economic factors	Read: <i>Outdoor Education</i> Chap 7
Thursday June 5	Current trends & economic factors (Continued)	Read: <i>Outdoor Education</i> Chap 8 & 9 <i>Last Child</i> Chap 11
Monday June 9	Introduction to creating Outdoor Recreation Lesson Plans Tips, techniques, teaching strategies sharing and discussion	Read: <i>Last Child</i> Chap 12
Tuesday June 10	Leave No Trace Principles - LNT activity	Read: <i>Last Child</i> Chap 13
Wednesday June 11	Introduction to creating Outdoor Recreation Lesson Plans Tips, techniques, teaching strategies sharing and discussion (Continued)	Read: <i>Outdoor Education</i> Chap 10
Thursday June 12	Individual field trips (class not held in classroom)	Read: <i>Last Child</i> Chap 14 & 15
Monday June 16	Outdoor lesson: Rock climbing at Great Falls National Park Meet at GFNP (the Virginia side; see http://www.nps.gov/grfa/planyourvisit/directions.htm) climber’s parking lot at 1:30 pm.	Read: <i>Last Child</i> Chap 16
Tuesday June 17	(Debrief field trip) Natural resource based recreation, wilderness and wildland resources, resources management concepts and issues.	Read: <i>Outdoor Education</i> Chap 11
Wednesday June 18	Final Exam review & discussion	Read: <i>Last Child</i> Chap 17
Thursday June 19	Present Outdoor Recreation Lesson Plans	Read: <i>Last Child</i> Chap 18 JOURNAL DUE!

Monday June 23	Present Outdoor Recreation Lesson Plans	Read: Outdoor Education Chap 12
Tuesday June 24	Present Outdoor Recreation Lesson Plans	Read: <i>Last Child</i> Chap 19
Wednesday June 25	Present Outdoor Recreation Lesson Plans	Read: <i>Last Child</i> Chap 20
Thursday June 26	Final Exam from 1:30 to 3:00PM	

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://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

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/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.

PRLS 316: Outdoor Education and Leadership
Outdoor Recreation Skill Lesson Plan - Final Project

Assignment=Final Project
POINTS: 100 points

The purpose of this assignment is to allow you to work in teams to develop an Outdoor Education/Recreation lesson plan, teach an activity from the lesson plan, and have it critiqued by your colleagues.

Your task is to prepare a 30 minute lesson plan, 25 minutes of instruction and 5 minutes to debrief and wrap up the lesson. We will discuss your lesson as a group at the end of your presentation.

Include the following as part of this assignment is a written component and an active component.

Written component

- 1) **A typewritten planning sheet (Professor's template) for the Facilitator(s) that includes:**
 - a. Topic
 - b. Title of the session
 - c. Location where activity can take place
 - d. Objectives of the activity
 - i. Identify at least **2 specific physical skills** participants should learn or refine
 - ii. Identify at least **3 specific leadership skills** participants should learn or refine
 - iii. Identify at least **1 specific cognitive or emotional skill** participants should learn or refine.
 - e. All Equipment/Materials needed
 - f. Any preliminary knowledge/activities that must take place prior to this program for your participants
 - g. Any prior knowledge the Facilitator should have before conducting this lesson
 - h. Your references
 - i. Include a list of sources you used to develop your lesson plan
 - ii. Include a list of additional resources for those who "want to learn more"
- 2) **A set of typewritten directions for a fellow Facilitator to follow:**
 - a. This is helpful if someone else would like to use your lesson plan in the future.
 - b. A great way to see if your directions are adequate is to give the directions to a friend, ask them to try and follow them, and see if they can duplicate your program.
- 3) **A typewritten set of "debriefing" instructions:**
 - a. You would typically identify skill(s) the participants may have learned in your program.
 - b. You should also discuss how the participants can transfer this information to their professional practice
- 4) **A typewritten assessment of your team's progress throughout the development of this project:**
 - a. what you discussed
 - b. what each person's role is in the project
 - c. what tasks were assigned to each individual
 - d. how well each person executed his or her tasks

Active/Presentation (Everyone is expected to attend each presentation day.)

- 1) **Implementation of an interactive activity appropriate to your client population:**
 - a. The program is to be implemented
 - b. Teach an outdoor recreation-related activity from your lesson plan

And, here are a few additional notes:

- Because this is a presentation, there will be **no late acceptances** of the assignment.
- If you are using a PowerPoint component, please bring your presentation to class on a CD or Memory Stick.
- Email to me a copy of your lesson plan prior to your presentation day.
- **A REMINDER: COPYING WRITTEN INFORMATION OR PICTURES FROM THE INTERNET IS CONSIDERED PLAGIARISM IF NOT CORRECTLY CITED. ANY STUDENT ENGAGING IN PLAGIARISM WILL RECEIVE AN "F" FOR THE COURSE.**

Semester Project Assessment Rubric

POINTS: 100 points (50 points for the written and 50 points for activity implementation)

OUTDOOR EDUCATION IMPLEMENTATION (50 pts)

Item	Needs extensive work	Satisfactory and could be improved	Excellent
Use of Outdoor Education skills/strategies (10 pts)	0 – 6 points Team members were either ineffective or did not use multiple strategies from the course text to teach their peers.	7 – 8 points Team members were moderately effective in using multiple strategies from the course text to teach their peers.	9 – 10 points Team members effectively used multiple strategies from the course text to teach their peers.
Participant Engagement directly with the program (10 pts)	0 – 6 points 5 or more participants were not actively engaged throughout the presentation	7 – 8 points 3-5 participants were not actively engaged throughout the presentation	9 – 10 points All participants (except 1 or 2) were actively engaged throughout the presentation
Age Appropriateness (5 pts)	0 - 3 points The program lacked two or more components of appropriateness for this age group (i.e. cognitive, developmental, or physical)	4 points The program lacked one of the components of appropriateness for this age group (i.e. cognitive, developmental, or physical)	5 points The program provided cognitively, developmentally, and physically appropriate information and activities
Teamwork (5 pts)	0 – 3 points 1 team member contributed more to the program presentation than the other		3-5 points Both team members were an integral and active part of the presentation.
Safety (5 pts)	0 – 3 points 2 or more safety issues arose or were not addressed appropriately within the program	4 points 1 safety issue arose or was not addressed appropriately within the program	5 points No safety issues arose or all were addressed appropriately within the program.
Debriefing (10pts)	0 – 3 points Debriefing does not identify skills participants may have learned beyond specific objectives nor does it discuss transferability to prof. practice.	4 points Debriefing identifies minimal skills participants may have learned or does not discuss transferability to professional practice.	5 -10 points Debriefing identifies skills participants may have learned in the program and how these skills transfer to professional practice.
Participant Assessment (10 pts)	0 – 3 points Strategies for assessing knowledge are ineffective or not implemented	4 points Strategies for assessing knowledge are moderately effective	5-10 points Strategies for assessing knowledge are clearly effective
PRESENTATION SCORE (out of 50)			

WRITTEN PORTION (50 points possible)

Item	Needs extensive work	Satisfactory and could be improved	Excellent
Topic & Title (5 pts)	0-1 points No title and/or title not engaging	2 points Title is interesting, but could be improved or does not connect to topic	5 points Title is engaging and connects well to the topic
Facilitator Planning Sheet (15 pts) <ul style="list-style-type: none"> a. Activity Location b. Objectives <ul style="list-style-type: none"> • 2 physical skills • 3 leadership skills • 1 cognitive or emotional skill c. Equipment/Materials listed d. Preliminary participant knowledge/activities e. Prior Facilitator knowledge necessary f. Your references <ul style="list-style-type: none"> • List of sources • Additional resources 	0 - 5 points Three or more items are not addressed, or not addressed completely	6- 10points Most items are addressed at least moderately, however, 1 or 2 items need additional elaboration to be complete.	11-15 points All items are completely addressed and clearly articulated
Facilitator Directions (10 pts)	0 – 5 points The directions are missing 3 or more critical steps necessary for another facilitator to reproduce the program accurately.	6 – 8 points Directions provide most of the instruction necessary for another facilitator reproduce the program, but are missing 1 or 2 critical steps.	9 – 10 points The directions are complete, clear, and the activity can easily be reproduced by another facilitator using these directions.
Debriefing Instructions (10 pts)	0 - 5 points Debriefing does not identify skills participants may have learned beyond specific objectives nor does it discuss transferability to prof. practice.	6 - 7 points Debriefing identifies minimal skills participants may have learned or does not discuss transferability to professional practice.	8-10 points Debriefing identifies skills participants may have learned in the program and how these skills transfer to professional practice.
Participant Assessment (5 pts)	0 points Strategies for assessing knowledge are ineffective and/or are not identified as summative or formative	1-3 points Strategies for assessing knowledge are identified, moderately effective, and identified as summative or formative	3-5 points Strategies for assessing knowledge are clearly articulated, effective, and identified as summative or formative
Grammar/punctuation/ sentence structure (5)	0-2 pts 2 - 3 grammar, spelling, or punctuation errors	3 pts 3 – 4 grammar, spelling, or punctuation	5 pts 0 – 5 grammar, spelling, or punctuation
WRITTEN SCORE (out of 50)			