

GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
School of Recreation, Health, and Tourism  
PRLS 316 001—Outdoor Education and Leadership  
3 Credits, Fall 2016  
FRIDAYS 10:30AM-1:10PM BULL RUN HALL 257

**FACULTY:** Susan L. Johnson  
**OFFICE HOURS:** By appointment only  
**OFFICE LOCATION:** Freedom Aquatic & Fitness Center  
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### **PREREQUISITES**

None.

### **University Catalog 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 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 10:30 a.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.

### **Course Delivery Method**

This course is a mixture of classroom lectures, outdoor instruction, in class presentations as individuals and in groups, and assignments outlined on the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on September 6, 2016. 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.

### **Expectations**

- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to be familiar and able to navigate Blackboard. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone. Students

should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

### **Learner Outcomes and 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.

Professional Standards:

Upon completion of this course, students will meet the following professional standard:

7.02:

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.

### **REQUIRED TEXT**

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

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy, in class assignments)

### **Assignments**

This is a performance based course. Rubrics will be available per assignment.

### **Other Requirements**

### **LAB FEE:**

Several activities will be conducted outside of the classroom. Students must remit a non-refundable Lab Fee of \$50 This course requires a (lab/course) fee of \$50.00. 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 Friday, September 11, 2016.

## Course Performance Evaluation and Weighting

### Grading Policies

Requirements	Possible Points
Final Exam (on Bb)	100
Semester Project (group project)	100
Class Participation (in class and instructional field trips)	100
Class Assignment (three to four-to be announced)	100
TOTAL	400

### 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	

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times, including field trips.

### 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:

<http://cehd.gmu.edu/values/>.

## GMU POLICIES AND RESOURCES FOR STUDENTS

### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

#### PRLS 316- CLASS SCHEDULE- 2016

DATE	TOPIC	ASSIGNMENTS
Friday September 2	Review Syllabus, course texts Introduction to class objectives and goals. Ice – breaker activities  Homework Assignment	Read:Outdoor Leadership Read: Preface, Chap1-2  Strength Finder Assessment  <i>(On Campus Challenge begins Sept 6)</i>
Friday September 9	History of Outdoor Recreation and Leisure  Experiential Education: Models and Practice	Read: Outdoor Education Preface, Chap 1-2
Friday September 16	<b>EDGE #1 Team Development -Meet @ The EDGE, 9:30am-1:10pm (green &amp; white tent)</b>	<b>Read:</b> Outdoor Leadership Chap 9, 10,11
Friday September 23	Debrief EDGE Program  Nature Nexus Who participates in outdoor recreation? What are the barriers? What are the benefits? What does the research say?	
Friday September 30	Review Strength Finder Results  Outdoor Lesson: Introduce Leave No Trace Principles - LNT	<b>Read:</b> Outdoor Leadership Chap 7,8, 12
Friday October 7	Outdoor lesson: Rock climbing at Great Falls National Park Meet at GFNP (the Virginia side; see <a href="http://www.nps.gov/grfa/planyourvisit/directions.htm">http://www.nps.gov/grfa/planyourvisit/directions.htm</a> ) climber's	<b>Read:</b> <i>Outdoor Education</i> Chap 3, 4

	parking lot at 9:30 am. <b>Day Hike at Great Falls</b>	
Friday October 14	Introduction to creating Outdoor Recreation Lesson Plans  <b>Guest Speaker : Bruce Keith</b> Developing Strong Group Dynamics in the classroom	<b>Read:</b> <i>Outdoor Education</i> Part II  <i>(On Campus Challenge ends Oct. 17)</i>
Friday October 21	Work in planning teams Review DRAFT with Professor	Create Your Own Adventure-student teams
Friday October 28	Team Adventure Presentations-student teams	<b>Read:</b> <i>Outdoor Education</i> Part III
<b>Friday November 4</b>	<b>Final Exam Review Scavenger Hunt</b>	<b>Final Exam posted on Bb</b>
Friday November 11	<b>EDGE #2</b> Reaching new heights @ The EDGE. 10:30-1:10pm	Outdoor Leadership Essay (review several articles provided)
Friday November 18	Final Review of Lesson Plan with Professor Teaching tips and techniques	Outdoor Leadership Essay DUE
Friday November 25	THANKSGIVING – NO CLASS MEETING TODAY	
Friday December 2	Class presentations of Outdoor Recreation Lesson Plans	
Friday, December 9	Class presentations of Outdoor Recreation Lesson Plans	
Friday, December 16	Class presentations of Outdoor Recreation Lesson Plans	Happy Holidays!

**Note: Faculty reserves the right to alter the schedule as necessary, without student notification.**




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**Final Project 2016  
PRLS 316: Outdoor Education and Leadership Lesson Plan  
Rubric**

**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 20 minute lesson plan, 15 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 ACTION 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

### **ACTIVE/Presentation** (Everyone is expected to attend both 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

**Semester Project Assessment Rubric****POINTS: 100 points (50 points for the written and 50 points for activity implementation)****OUTDOOR EDUCATION IMPLEMENTATION (50 pts)**

<b>Item</b>	<b>Needs extensive work</b>	<b>Satisfactory and could be improved</b>	<b>Excellent</b>
<b>Use of Outdoor Education skills/strategies (10 pts)</b>	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.
<b>Participant Engagement directly with the program (10 pts)</b>	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
<b>Age Appropriateness (5 pts)</b>	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
<b>Teamwork (5 pts)</b>	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.
<b>Safety (5 pts)</b>	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.
<b>Debriefing (10pts)</b>	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.
<b>Participant Assessment (5 pts)</b>	0 – 2 points Strategies for assessing knowledge are ineffective or not implemented	3-4 points Strategies for assessing knowledge are moderately effective	5 points Strategies for assessing knowledge are clearly effective
<b>PRESENTATION SCORE (out of 50)</b>			

**WRITTEN PORTION (50 points possible)**

Item	Needs extensive work	Satisfactory and could be improved	Excellent
<b>Topic &amp; Title (5 pts)</b>	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
<b>Facilitator Planning Sheet (15 pts)</b> <ul style="list-style-type: none"> <li>a. Activity Location</li> <li>b. Objectives               <ul style="list-style-type: none"> <li>• 2 physical skills</li> <li>• 3 leadership skills</li> <li>• 1 cognitive or emotional skill</li> </ul> </li> <li>c. Equipment/Materials listed</li> <li>d. Preliminary participant knowledge/activities</li> <li>e. Prior Facilitator knowledge necessary</li> <li>f. Your references               <ul style="list-style-type: none"> <li>• List of sources</li> <li>• Additional resources</li> </ul> </li> </ul>	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
<b>Facilitator Directions (10 pts)</b>	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.
<b>Debriefing Instructions (10 pts)</b>	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.
<b>Participant Assessment (5 pts)</b>	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
<b>Grammar/punctuation/ sentence structure (5)</b>	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
<b>WRITTEN SCORE (out of 50)</b>			