

**George Mason University**  
**College of Education and Human Development**  
**School of Sport, Recreation and Tourism Management**

PRLS 310 (001) - Program Planning and Design  
3 Credits, Fall 2019

Thursday(s) 1:30 PM – 4:10 PM Thompson Hall L014  
Fairfax Campus

**Faculty**

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**Prerequisites/Corequisites**

SRST 200, PRLS 210, SPMT 201, or TOUR 200.

**University Catalog Course Description**

Introduces fundamental principles and techniques of the planning process for sport, recreation and tourism programs, including assessment of needs and goals, objectives, and mission statement; generating solutions; planning programs for implementation and evaluation.

**Course Overview**

The course provides the benefits-based components of programming across all concentrations and two degrees in RHT. It has been designed to include fundamental principles and techniques of the planning process for exercise science/kinesiology; health promotion; parks, outdoor, and therapeutic recreation; sport management; and tourism and events management. Using theoretical models, students will design a **Written Program Plan** that outlines all of the programs to be accomplished in (a) twelve (12) *Program Design Forms* using (b) ten (10) *program classifications* around a to be announced (tba) theme for at least (c) *fourteen (14) hours* in length. It will be designed as if it would occur in the future at a location within the D.C. metropolitan area. Based on lectures, the text, and outside sources, this course's **Written Program Plan** creates the beginning of a student major's RHT portfolio. Each student will add to their portfolio's theme driven **Written Program Plan** throughout their future semesters' coursework, including core courses PRLS 323, PRLS 460, and PRLS/SPMT/TOUR 490 capstone internship course. The portfolio has provided validation to employers to hire both interns and employees and students have used their **Written Program Plan** on their site.

**Course Delivery Method**

This course will be delivered using a lecture format.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Formulate a personal programming philosophy.

2. Justify the **Written Program Plan's** benefits for participants after choosing program elements within their concentration/degree of recreation management; sport management; or tourism and events management.
3. Prepare measurable goals relevant to their target participants and setting.
4. Accurately demonstrate in the **Written Program Plan** the responsibilities of a programming professional.
5. Complete a polished **Written Program Plan** for submission that can be used in future RHT courses, for documentation toward a 490 internship, and/or for professional placement.

**Professional Standards** Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT)

Upon completion of this course, students will have met the following professional standards:

- 7.02: Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

**Required Texts**

Rossmann, J. Robert and Schlatter, Barbara E. (2015). *Recreation Programming: Designing and Staging Leisure Experiences* (Seventh Edition). Sagamore Publishing.

**Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

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Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

• **Assignments and Examinations**

- WRITTEN PROGRAM PLAN FOR RHT PORTFOLIO 30%  
Each student must purchase 1 soft, 3-ring binder for you and the team will purchase 1 soft 3-ring binder team copy. All binders need typed and professionally *labeled* index tabs. **No plastic sleeves may be used in either the individual or team binder. Both the individual's binder for each team and the team's binder will look exactly alike and be turned in all together.** Each individual will get their copy back and the team's identical copy retained for future programming purposes.

The typed title page embellished with pictures and clip art will appear on the first page of both individual and team copies. Each index tab will be typed and professionally *labeled* with the numbered parts of the Program Plan listed below (Part 1). The first index label will say #1 (Mission and Philosophy); next #2 (Need for the Program); followed by #3 (Design Goals of the Program); then #4 (Operation Details); then #5 (Program Design Forms); and last #6 (Program Evaluation). Throughout the semester as each numbered item is completed, embellish pages with pictures, clip art, and appealing consistent fonts to enhance the overall professional appearance.

- VOLUNTEER  
Each individual will - independent of his/her team - work as a volunteer for the Fairfax County Park Authority's "Ghost Train" event at Burke Lake Park. If students cannot attend the event they may make alternative arrangements with Professor Goldbecker. **Students will not pass the course without completing the volunteer component, including contact hours and evaluation of the event.**

- RESEARCH/WRITING ASSIGNMENTS  
*Professional Article Analysis*  
For each article analysis, each individual will - independent of his/her team - research a recently published article in a professional journal and write up to a single page paper addressing (1) the important information you gleaned from the article (2) how you could use that information as a program planner (3) why you think the information is or isn't helpful (4) complete citation using APA style required. Each analysis is three points towards your total grade. You will receive or lose one point for: proper content/research; grammar and APA formatting; proper **APA citation**.

For the first article analysis, you must choose an article about campus recreation programming or community event programming. For the second article analysis, the article must be about either outdoor recreation programming, community recreation programming (public or non-profit), or therapeutic recreation programming. For the third article analysis, the article must be about sports programming, tourism or hospitality programming, or commercial recreation programming.

You have two options for Article submission: typed and submitted to the instructor or via Blackboard before 1:30PM on the due date. If you choose to submit via Blackboard, the Analysis must be in the proper format and saved as a PDF file. MSWord files or copied and pasted documents will not be accepted.

Examples of Professional Journals:

|         |  |
|---------|--|
| AAHPERD | <u>The Journal of Physical Education, Recreation &amp; Dance</u> (www.aahperd.org) by the American Alliance of Health, Physical Education, Recreation, & Dance           |
| AAPRA   | <u>Journal of Park and Recreation Administration</u> ( <a href="http://www.aapra.org">www.aapra.org</a> ) by the American Academy for Park and Recreation Administration |
| NIRSA   | <u>RSJ -- Recreational Sports Journal</u> (www.nirsa.org) by the National Intramural-Recreational Sports Association   |
| NRPA    | <u>Parks &amp; Recreation Magazine</u> (www.nrpa.org) by the National Recreation and Park Association  |
|         | <u>Therapeutic Recreation Journal</u> ( <a href="https://js.sagamorepub.com/trj/">https://js.sagamorepub.com/trj/</a> ) by Sagamore Publishing Association               |

- *Social Media Posts*

Independent of your team, you will design 5 social media posts. Students must submit promotional “posts” referring to their **Written Program Plan**. Each post should contain a relevant image or graphic and a persuasive statement pertaining to their **Written Program Plan** of no more than 280 characters.

- *Program Research Poster*

Each student will explore the programs around them in their own community (around school or near where you live). Once you have explored the programs you have access to, you will select one and create a poster to explain the program to your classmates. It is recommended that you examine the current program brochure or promotional material and that you take some time to interview the programmer in charge of the program (in person, via email, or via phone) to find out anything relevant to class, reflective of what your group is designing for their Written Program Plan, or to further your understanding of the role of the program and programmer in the organization to which they belong.

After gathering as much information as possible, you will design a full color and visually appealing poster to explain the program to your fellow students. The poster should contain details about the client who would register for the program, details about the design of the program (time, location, repetition, etc.), details about the benefits of participation, etc...

At the beginning of class on the assigned day, all students will put their posters up in the classroom and explain their chosen program to their classmates. Each student will have the opportunity to explore the room and learn about all of the programs researched by their classmates.

- *Written Program Plan Presentations*

Each group will deliver two PowerPoint presentations to the class. The first presentation will focus on the Written Program Plan’s site location. This first presentation should cover the “who, what, when, where, why, and how of the **Written Program Plan**.

The second presentation will be of the complete and final Written Program Plan. This presentation should incorporate all of the site information and include information on the mission, need, goals, operations (all aspects described in the outline), Individual Program Design Forms, evaluation, and the proposed disposition decision of the program.

- *Exams*

Three examinations will be administered through the Blackboard online portal. The examinations will cover the assigned text and will include multiple choice, fill in the blank, short essay, matching, and True and False questions.

- **Other Requirements**

- *Attendance Policy: Mason Catalog: "Students are expected to attend the class periods of the courses for which they register. In-class participation is important to*

the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non-participation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus."

- **There is NO make-up work.**
- Accordingly, in this course, absences, tardiness, or early departure are considered de facto evidence of non-participation. Two tardies, and/or early departures (including putting head on the desk and closing one's eyes) equal one absence. Class Participation grades are taken daily and any unexcused absence will result in a 0 for that day. Three or more absences without advance permission or a doctor's note on letterhead will result in 0 points for Class Participation in the final grade.
- If you miss a class, it is your responsibility to obtain class materials (notes, handouts, etc.) from sources other than the instructor. Only then should you approach the instructor for questions.
- **All assignments are due at 1:30p.m., the beginning of class on the assigned day. No late work will be accepted without a doctor's note on letterhead.** Written work is to be typed and spell checked to avoid point deduction. Tests must be taken on assigned days unless approved ahead of time and **no class participation make-ups** will be available.

- **Grading**

|  |      |
|--|------|
| <b>3 Exams</b> at 10 % Each  | 30%  |
| <b>Written Program Plan</b> for RHT Portfolio (completed in teams to include a marketing presentation)   | 30%  |
| <b>5 Research/Writing Assignments (3 Article Analysis Paragraphs</b> of professional articles on program programming and the relevance (or lack of) for your <b>Written Program Plan, 1 Press Release or Flyer</b> for a program you make up, <b>1 Program Research Poster</b> you design to explain a program in your community.) | 15%  |
| <b>5 Social Media Assignments</b> will be required of <i>each</i> student. Students must submit a promotional “post” or text referring to their Written Program Plan. Each post should contain a relevant image or graphic and a persuasive content of no more than 280 characters.  | 10%  |
| <b>Volunteer</b> for community program and Evaluate (individually volunteer, completing hours and evaluation)  | 10%  |
| <b>Class Participation</b> (pop quizzes, paper/pencil exercises, etc.)   | 5%   |
| Total  | 100% |

- **Grading Policies**

*Grading Scale*

A = 94-100

B+ = 88-89

C+ = 78-79

D = 60-69

A- = 90-93

B = 84-87

C = 74-77

F = 0-59

B- = 80-83

C- = 70-73

## Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

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

### Class Schedule

| DATE |      |    | TOPIC   | READING                          | ASSIGNMENT DUE                          |
|------|------|----|---|----------------------------------|---|
| R    | Aug  | 29 | Introduction & Syllabus<br>Basic Programming Concepts   | Ch 1                             |   |
| R    | Sept | 5  | How individuals Experience Leisure<br>Six Key Elements of a Situated Activity System                | Ch 2, 3                          |   |
| R    |      | 12 | Outcome Based Programming<br>Developing Leisure Products in the Experience Economy, Age Groups, PDC | Ch 4, 5<br>Ages & Stages 107-110 | 1 <sup>st</sup> Article Analysis        |
| R    |      | 19 | Preparing the Program Plan<br>Test Review   | Ch 13                            | Test #1<br>Ch 1, 2, 3, 4, 5, 13         |
| R    |      | 26 | Using Goals and Objectives in Program Development<br>Developing the Agency's Programming Mission    | Ch 6, 7                          | 2 <sup>nd</sup> Article Analysis        |
| R    | Oct  | 3  | Developing Strategic Directions: Writing Program Management Goals<br>Written Program Design Goals   | Ch 8, 10                         | Written Program Plan- Site Presentation |
| R    |      | 10 | Obtaining Participant Input<br>Test Review  | Ch 9                             | Test #2<br>Ch 6, 7, 8, 9, 10            |
| R    |      | 17 | Program Design  | Ch 11                            |   |

|   |     |    |  |       |  |
|---|-----|----|--|-------|--|
| R |     | 24 | Creative Programming                                   | Ch 12 | 3 <sup>rd</sup> Article Analysis<br>Social Media #1<br>Ghost Train 10/26 & 10/27 |
| R |     | 31 | Techniques for Program Promotion                       | Ch 14 | Social Media #2  |
| R | Nov | 7  | Registration   | Ch 15 | Program Research Poster<br>Social Media #3                                       |
| R |     | 14 | Staffing and Supervising Program Operations            | Ch 16 | Program Flyer<br>Social Media #4   |
| R |     | 21 | Making Decisions about Program Services<br>Test Review | Ch 22 | Test #3<br>Ch 11, 12, 13, 14, 15, 16, 22<br>Social Media #5                      |
| R |     | 28 | No Class   |       | Relax  |
| R | Dec | 5  | Group Presentations, Binders Due                       |       | Volunteer Timesheet and Analysis   |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### **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 <https://catalog.gmu.edu/policies/honor-code-system/> <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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

#### **Assessment Rubric(s)**

##### **WRITTEN PROGRAM PLAN FOR RHT PORTFOLIO** (from text Ch 13)

#### **I. THE PROGRAM PLAN**

- A. Enticing Overall Program Design Title** - Make sure that not only your overall program plan title is enticing but also each individual **Program Design Form** has a unique title to attract clients like those featured in *Fairfax County Parktakes*, for example.
- B. Mission and Programming Philosophy**
1. *Mission*
  2. *Programming Philosophy* - What is your program trying to achieve, including overall benefits for the client?

- C. Need for the Program** – Use referenced data such as case studies, peer reviewed articles, demographics, socioeconomics, health and fitness trends etc. to create a persuasive and convincing statement in regards to the need for your program plan.
- D. Design Goals of the Program** - Required a total of 10 objectives (a combination of program and behavioral objectives) as defined in class and presented in the text. The objectives must be specific, observable, and measurable aka SMART for future evaluation.
- E. Operation Details.**
1. *Venue Arrangements* - A specific listing of all areas to be used in the **Written Program Plan** in and around the venue that you select to stage your program at. All venues should be specifically described to include a map of the facility and/or layout of the overall facility.
  2. *Special Arrangements* - Contractual arrangements for *transportation*, outside *entertainment* coming in, or *concessions* should be listed on this page. For example: "Arrangements with a local bus company will be negotiated to pick up participants at their residence and return them." Parade permits; liability insurance; or special maintenance services can also be listed in a generic way like the above example.
  3. *Inclusion Plan* - Agencies are required to provide reasonable accommodations in programming for people with disabilities. If not they could face a suit due to the Americans with Disabilities Act (ADA). Based on the class lectures and references from the Office of Disability Services website <http://ods.gmu.edu> list ways to make the program inclusive perhaps through such examples as:
    - a. Adaptive equipment or assistive devices will be available upon request.
    - b. An individual coach will be available for people who need one-on-one assistance.
    - c. Specific accommodations and/or modifications based on your target population...grandparents (seniors), parents (adults), teens, children, infants, and any age group who may have a physical or mental challenge.
    - d. State if specific modifications can be found on each program plan form.
  4. *Equipment and Supply Needs* - List 2 itemized inventories:
    - a. All necessary equipment needed to run the entire program from the **Program Design Forms** including the number necessary (but not cost\*)

- b. All necessary supplies needed to run the entire program from the **Program Design Forms** including the number needed for the maximum number of clients.
5. *Promotion Plan* - A web page which can be clicked on from the Mason website to convey:
  - a. All w's - who, what, when, and where
  - b. Beneficial outcomes for participants or why to engage in this program.
  - c. Target market punch using words, font, and colors to attract that participant.
6. *Budget and Pricing Information* (will be taught in another course and added later).
7. *Registration Plan* (not in this initial plan).
- 8a. *Staffing and Staff Orientation Plan* -- A list of all permanent staff needed to run the program.
  - a. Use fictitious names.
  - b. Each staff's job title.
  - c. Certifications and/or expertise for each.
- 8b. *Staffing and Staff Orientation Matrix* as described in class that shows the staff for all 12 activities over at least 14 clock hours using 10 program classifications:
  - a. Who is to be...
  - b. ...Teaching what
  - c. Location they are to report to facilitate.
  - d. When they are to report.
9. *Management Plan* (will be taught in another course and added later).
10. *Cancellation Plan* -- Events don't cancel themselves. In case of rain, if any part of the plan is outside, state a back up space or alternate date planned. List a contingency plan if promised transportation doesn't arrive on time. For purposes of this plan, assume the selected venue will have qualified staff as backups.
11. *Set-Up* -- Assume custodial crew will set up each space prior to participants' arrival. Provide usual layouts for **Program Design Forms'** activities within each programmed space used to show:
  - a. Arrangement of chairs and/or desks and big equipment
  - b. Speaker or leader's position among participants.

- c. Any specific atmosphere can be detailed here.
12. *Risk Management Plan* -- Attempts are made to anticipate all types of risks associated with your plan. List the names of any forms that will be on file to be utilized when running the program plan. Samples of the forms are optional but encouraged.
  13. *Animation Plan* -- A master schedule for all of your Program Design Forms needs to be developed and thought must be given to how people will move from one program to the next. You may elaborate on each program in the Program Design Forms.
  14. *Program Wrap Up* -- Explain how the program will end. If you are holding a closing ceremony you must include an animation plan for the ceremony. Be sure to include the following:
    - a. Plan for correspondence, any awards, and post-event press release.
    - b. Take down plan to return the site to normal operation for anything that will not be handled by the custodial crew.
    - c. Plan for how people will exit the program.
  15. *Annual Planning Timeline* – An annual planning timeline will need to be included showing when what steps need to be taken to ensure the program successfully takes place. Answer all of the whens in a timeline format
    - a. When do you hire staff or recruit volunteers?
    - b. When do you order supplies?
    - c. When do you advertise?
    - d. When do you file specific forms? Etc....

**F. Program Evaluation** (will be taught in another course and added later).

**G. Disposition Decision Plan** – What will you consider program success? How will you know you have achieved success? What will you do moving forward?

## II. INDIVIDUAL PROGRAM DESIGN FORMS

**Twelve (12) Program Design Forms** -- With each **Program Design Form**, assume you are not facilitating so everything must be spelled out. As a result, each *Description of Activity* must be a detailed blueprint, lesson plan, storyboard, or cookbook-like description that someone else can pick up and facilitate. Complete references using APA style are required for each **Program Design Form** so that the facilitator could acquire further information. **All Program Design Forms require a complete reference at the bottom.**

1. Researched sources may include databases, journals, magazines, the web, books, manuals, etc... that identifies examples, equipment, or DVDs to be used for that activity. Be sure to use the right format appropriate for each activity.

2. *Use ten (10) Program Classifications* -- 10 of the 12 activity classifications on p90 of the text must be used at least once as an activity on a **Program Design Form**.
3. **Program Design form hours** -- Each **Program Design Form** must run for at least 30 minutes in length and no more than 90 minutes. The total number of programmed hours must be a minimum of 14 clock hours.
4. **Important** -- To be worthy of a Program Design Form, there must be an instruction component. Activities that run themselves can be a part of the program plan design, but are not worthy of a Program Design Form.

**PRLS 310 - Program Planning and Design (01) - Fall 2019**

**Volunteer Hours Timesheet**

Please PRINT clearly unless otherwise specified.

**Student Volunteer Information**

Name: (First) \_\_\_\_\_ (Last) \_\_\_\_\_

Total Number of Student Volunteer Hours: \_\_\_\_\_

**Program Information**

Title: \_\_\_\_\_

Agency: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_ Program's Scheduled Time: From: \_\_:\_\_ AM/PM To: \_\_:\_\_ AM/PM

**To be completed by the program supervisor**

Student Volunteer arrived at \_\_:\_\_ AM/PM Student Volunteer left at \_\_:\_\_ AM/PM

Please answer Yes or No to these statements:

- |   |                 |
|---|-----------------|
| • The student volunteer was properly dressed.         | <b>YES / NO</b> |
| • The student volunteer arrived on time and prepared. | <b>YES / NO</b> |
| • The student volunteer was helpful.                  | <b>YES / NO</b> |
| • The student volunteer asked appropriate questions.  | <b>YES / NO</b> |

- The student volunteer interacted with the served population in an appropriate manner. **YES / NO**

Please Print Your Name: \_\_\_\_\_

Please Sign Your Name: \_\_\_\_\_

Please Print Your Title: \_\_\_\_\_

Phone: (\_\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ Email: \_\_\_\_\_

Thank you very much for your time and assistance.

**To be completed by the student**

Please attach a typed statement (APA style) addressing as many of following topics as you can:

- What did you expect?
- Were your expectations met?
- What did you witness?
- Who was the target population?
- Do you have any thoughts concerning the target population?
- Were the target population's needs met?
- Do you think the target population enjoyed the program? Why?
- Describe the setting (you may use a map).
- List or describe any equipment.
- Describe the role of the programmer in the program.
- Describe your role in the program.
- Do you think the program is transferrable? Why?
- Do you think the program was a success? Why?
- Is this a program YOU would like to conduct in your future career? Why?

Please attach any handouts from the program.






Please attach a copy of any agenda or lesson plan or program design forms you may have been provided with.

Please attach any promotional materials for the program.

## Collaborative Learning Agreement Development

Part of your grade in PRLS 310 is based upon collaborative work. By effectively communicating and working with group members, your chance for success is greatly increased. Your collaborative learning agreement is the foundation upon which you will build working relationships with your team members. The purpose of the group agreement is to help you prevent conflict from arising by discussing each team member's expectations. Should problems arise, this group agreement will be called upon by your instructor.

### **When developing your group contract, discuss all of the following points with your teammates:**

-  Outline how you will work towards positive experiences and minimize negative issues.
-  How often will you meet to plant your group assignments? Where will you meet?
-  How will you divide the work?
-  How will you deal with problems that arise in your group? (E.g. showing up late for meetings, not completing assigned tasks, not communicating effectively...). Group problems should be addressed immediately. Do not wait until the end of the semester.
-  What is the process for determining when a problem reaches a point to involve your instructor?

### **Exchange contact information with all group members.**

#### **PRLS 310 - Program Planning and Design (01) - Fall 2019**

#### Collaborative Learning Agreement

We, the undersigned, agree on the following obligations for the group work done during PRLS 310:  
**Please fill out, sign, and hand it in to your instructor.**

Group Name: \_\_\_\_\_

Program Site: \_\_\_\_\_

Expected group behavior: (at least three expectations)

**Example: Each team member will equally share in the responsibilities and share with the group...**

Unacceptable behavior: (at least three negative behaviors)

**Example: Miss a group meeting without informing a team member in advance.**

Failure to follow obligations will result in the following:

**Example: Expulsion after two warnings from the rest of the team members.**

Date: \_\_\_\_\_

Signed:            PRINT

*Signature*

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**PROGRAM DESIGN FORM TEMPLATE-will extend 2 - 3 pages**  
Your team chooses an appropriate Logo! Here's an example:



## Enticing Individual Event Title:

### Program Classification:

- 1). **Arts activities**-Performing; music, dance, and drama; Visual, crafts; New arts-Technology-based such as computer graphics;
- 2). **Cognitive and literary activities;**
- 3). **Self-improvement/educational activities;**
- 4). **Sports and games activities;**
- 5). **Aquatics activities;**
- 6). **Environmental activities**-Greening, Outdoor recreation and Risk recreation;
- 7). **Wellness activities**-Fitness, Health;
- 8). **Hobbies and social recreation activities;**
- 9). **Volunteer services;**
- 10). **Travel and tourism activities**



**Purpose of the Activity** (Goal or outcome):

**Session Number** (i.e. Will this be activity number #1 or #5 or #12?):

**Appropriate Amount of Time** (To run the activity-No more than 90 minutes):

**Specific Location** (Required for the activity to take place; specific room # or name):

**Number of Participants** (The activity is designed for): **Minimum:**      **Maximum:**

**Equipment List** (Necessary to run the activity

**Supply List** (Necessary to run the activity

Specific quantity to run for the max participants):

Specific quantity to run for the max participants):

**Program Format** (Self-directed/noncompetitive; Clubs/Groups; Drop-In; Competition/leagues and tournaments; Special Events; Skill Development):

**First to Last Directions** (**Needed for someone else to lead the activity-As specific as a blueprint or cook book**). **To be worthy of a Program Design Form there must be an *instruction* component. Activities that run themselves can be a part of the program plan design, but should not be included on a Program Design Form.**

**Benefit/s** (From participating name and identify a cognitive benefit; name and identify a behavioral benefit, **or** name and identify an affective benefit):

**Complete APA Reference** (Including reference for a certain video, journal, magazine test, etc. Remember when citing a website to include the retrieval date):

## SAMPLE ARTICLE ANALYSIS

PRLS 310

Fall 2019

Article Analysis #x

Month #Day, #Year

Analysis of: "Article on Program Planning" by Author Name

by

Student First & Last Name

Paragraph one discusses the information contained in the article: the author's theory or research. You may want to include two or three specific facts you gleaned from the article.

Paragraph two develops paragraph one through the lens of a program planner. You need to explain how the author's theory could be put into practice by a programmer. This may also be where you tell the reader why you think the author's research would be helpful or harmful to your work as a programmer. However, if the paragraph is too long, you may choose to put it in another paragraph.

Paragraph three is a nice and concise summary of the points you have made in your analysis.