

Leisure: An Opportunity to Find Happiness

Leisure education is a dynamic process to help people understand their leisure needs and barriers, and to develop the skills to plan their own leisure while finding positive meaning to leisure.

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Overview of a Balanced and Systematic Model of Leisure Education (Dattilo 2015):

A Balanced and Systematic Model of Leisure Education is a balanced approach developed around core goals, principles, components, leisure education content and process. By considering these aspects of the model, a comprehensive and meaningful leisure education program can be developed to meet the needs of participants and lead them to leisure experiences that are happy, allowing for flourishing.

Principles of leisure education clarify the leisure experience, promote happiness and lead to flourishing. Intrinsic motivation is important as “we perceive we are experiencing leisure when our participation is a result of a deliberate choice, rather than from coercion” (Dattilo 28). Self-determination is part of intrinsic motivation, and refers to the participant’s ability to develop competence, experience relatedness and become autonomous. If participants are successful in activities, then they “begin to feel competent which increases our motivation to continue the activity” (Dattilo 30). Sharing experiences with others allows participants to feel affiliation with a group, camaraderie and thus leads to relatedness. Being autonomous means having “the awareness, knowledge, and skills to freely make an informed choice based on our values, desires, beliefs, and preferences” (Dattilo 32). Activities that are balanced between challenge and skill so they’re not too easy or too hard lead participants to experience flow. Optimal arousal is similar to flow, and “by balancing stable and novel leisure interests across the lifespan, we encounter increasingly complex interactions” (Dattilo 37). Personal growth, happiness and enjoyment come from the complexity of leisure interactions, and ultimately lead to happiness and flourishing. Savouring and positivity are also principles encompassed in this leisure education model, and contribute to flourishing. By “noticing and attending to a positive experience” (Dattilo 37), participants are able to recognize positive experiences and the emotions they bring. Positivity leads participants to feel good and broaden minds to “see positive alternatives to negative emotions and behaviors” (Dattilo 40). These principles all work together to achieve the goals of leisure education: leisure, happiness and flourishing.

The components of leisure education include developing a leisure ethic, being aware of self during leisure, exploring leisure opportunities and resources, acquiring knowledge and again skills with regard to choice-making, decision making, social interaction and recreation activity and managing challenges to leisure (Dattilo 120). The components of this leisure education model are interconnected and not mutually exclusive. For example, a leisure ethic is developed through acquiring knowledge and skills, making decisions and managing challenges to leisure. Incorporating these components in the sessions of the leisure education program will ensure the program will work towards the goals of attaining leisure, being happy and flourishing.

The leisure education model content includes content areas, cultural considerations and ability considerations, while the process considers a systems approach, teaching techniques and processing strategies. When developing content areas for a leisure education program, considering how the components of the model can be met builds the framework of content. A leisure ethic is developed through an understanding of leisure, and the benefits and flexibility of leisure. To become aware of self during leisure participants need to be aware of preferences, reflect on past participation, consider current involvement, envision future experiences, examine values and attitudes and determine satisfaction. Exploring leisure opportunities and resources involves identifying contexts conducive to leisure, recognizing people who could serve as resources, locating facilities providing recreation activities, understanding participation requirements, identifying applicable materials, equipment and apparel and obtaining answers to relevant questions. To develop knowledge and skills about making leisure choices participants need to indicate preferences, make choices, take responsibility for choices, practice, initiate and terminate involvement, be assertive and experience competence. Through communicating, understanding social rules, solving interaction problems and developing friendships, participants will acquire social interaction knowledge and skills. Participants need to value decision making, set goals and

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solve problems to acquire knowledge and skills about decision making. Through developing a repertoire of activities, acquiring skills leading to enjoyment and overcoming fears, participants will acquire recreation activity knowledge and skills. Challenges to leisure will be managed by developing realistic perspective of skills and evaluating the match of skills to activity requirements (Dattilo pp. 120-139).

Therapeutic recreation specialists (TRS) work with participants from wide and diverse backgrounds. Understanding multicultural considerations allows the TRS to develop and implement leisure education programs that meet the needs of the participants while considering the different values and preferences of participants. "The more we realize how narrow our perspectives are and, subsequently, our need to broaden our perspectives, the more likely we are to feel humility" (Dattilo 141). To provide culturally sensitive leisure, TRS must examine personal biases, learn about the community to understand "changing demographics, economics, and other factors contribute to the composition of a community and influence leisure education programming" (Dattilo 151), use sensitive language, think about families and how family is defined in the community, focus on individuals to be able to understand differences in daily living patterns that may have an effect on leisure. "Generally, individuals desire similar things in their leisure experiences, such as meaningful and enjoyable social interactions, but they may want to access those outcomes in different ways" (Dattilo 155).

Knowing the abilities of participants allows the TRS to develop leisure education sessions that are appropriate with the right balance of challenge and skill to keep participants engaged. By focusing on the person first, the TRS develops "a respect for the uniqueness and worth of each participant" (Dattilo 158). The sessions can be adapted to the individuals and concentrate on strengths. The TRS can encourage autonomy by facilitating independence, determining if the sessions need to be adapted and consider any adaptations to be transitional. Throughout the course of a leisure education program, participants may learn and change that an adaptation is no longer needed, or they may have a degenerative or progressive condition that may continue to require modifications. "It is important to adopt the view that any adaptation may need to be altered in the future" (Dattilo 159). When designing adaptations, participants can be involved in discussing the adaptations, determining the feasibility of adaptations and ensuring the safety of adaptations. "A critical task in motivating people to participate in leisure education programs is to obtain their input about the program" (Dattilo 160). When adapting an existing leisure education program, consider the materials used, activities conducted, environment of the activity and instructional strategies as elements to adapt and meet the needs of a specific group. Processing strategies is used "to provide participants opportunities to reflect on, interpret, and make inferences about their experiences" (Dattilo 201). The purpose of a leisure education program is to teach participants how to be independent in their leisure once they have completed the program. Participants need skills to be aware of issues prior to a leisure event or activity, to be able to be aware during an activity in case change needs to happen, and to reflect, analyze, describe or discuss an experience after it is completed. "Processing is based on the belief that learning is a process that involves engagement in activity, reflection, analysis, and application of what has been learned to one's everyday life" (Dattilo 202). Some ways to process are by writing, talking, or using art or drama to express oneself. Processing can happen before, after or during an activity or by using metaphors. Frontloading allows a review of previous material and a summary of the upcoming session. Debriefing is reflecting after an activity "to bring about change in participants' thinking" (Dattilo 204). Feedback "provides people with clear information on their performance and how others may view them" (Dattilo 205). It's important that feedback be useful, clear, descriptive, specific, positive, well timed and solicited by the participant. Processing is helping participants learn from experiences and apply this learning to their own leisure. It requires planning on behalf of the TRS in each session and "enhances transfer of learning, strengthens efficacy of educational experiences, and ultimately promotes the leisure experience" (Dattilo 212).

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Description of the population (based on literature review)

This leisure education program is designed for persons with substance use disorder that have come into conflict with the law as a result of their disorder for non-violent offences.

According to the World Health Organization:

Substance abuse refers to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs. Psychoactive substance use can lead to dependence syndrome - a cluster of behavioural, cognitive, and physiological phenomena that develop after repeated substance use and that typically include a strong desire to take the drug, difficulties in controlling its use, persisting in its use despite harmful consequences, a higher priority given to drug use than to other activities and obligations, increased tolerance, and sometimes a physical withdrawal state.

Canada's history of Drug Treatment Court (DTC) is limited compared to the US, but "available evidence indicates that a significant proportion of individuals who become involved in the criminal justice system have substance use problems" (Weekes). In the Canadian federal offender population, 70% of offenders have a substance use disorder and 90% report their offense is related to their substance use. (Weekes) Kingston DTC was established in 2014, so information limited, but comparable to Toronto where 30% of applicants were homeless and 78% unemployed. In the US in 1997, most participants were male, with an average age of 30 years, 25% were married, 2/3 had children, had been using substances for more than 15 years, most had some or all of high school, but not post-secondary and 65% were unemployed or changed jobs frequently. (Weekes)

Three principles have been identified as critical to developing a treatment response that is appropriate in the corrections and justice services. These guiding principles are:

1. Risk principle- those at high-risk of reoffending respond to intensive interventions
2. Need principle- treatment is designed to meet the dynamic needs of persons that are predictive of criminal behaviour; substance use disorder for example
3. Responsivity Principle- treatment should be focused on the participants in treatment and their specific goals, intellectual abilities, cognitive style, learning styles, mental health, etc. (Weekes)

Persons with substance use disorder have an "irrational belief system" that may prevent them from achieving leisure satisfaction while sober. People in the general population have leisure barriers such as social skill barriers, communication barriers, poor decision-making etc. In addition to the barriers of the general population, persons with substance use disorder may experience "guilt, fear, lack of resources, passive leisure pattern, social network of addicted associates, limited practice of sober social interactions, poor activity skills, embarrassment, intact defenses of past limited leisure involvement, work addiction, undeveloped planning skills and depression" (O'Dea-Evans).

c. Description of the agency in which the program would be implemented

The Kingston Drug Treatment Court (DTC) was established in 2014 and follows the model of DTCs from other cities in Canada and the US. DTC is a community-based addiction treatment program for individuals charged with a non-violent offence that is related to their substance abuse. "The program focuses on harm reduction and recovery, and provides opportunities and tools for participants to overcome their addiction and reintegrate with their community in a positive way" (Marciniak 2015). The program is a partnership with various justice agencies like Federal and Provincial Crown Attorneys, Criminal Defence Lawyers Association, Kingston Police, Kingston Probation & Parole Services, John

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Howard Society, Elizabeth Fry Society, Ontario Legal Aid and Addictions and Mental Health Services-KFLA. Participants are expected to attend court every 2 weeks, be subjected to random drug screening up to three times per week, work with a treatment team and attend individual and group sessions. (Kingston Heritage)

Three assumptions underlying DTCs are:

1. Treatment of substance use is effective in reducing problems and criminal behaviour related to substance use
2. Intense and frequent judicial supervision enhances compliance to treatment plans effectively
3. A single delivery model of treatment and court processes is more effective than 2 separate systems (Weekes).

Drug Treatment Courts has specific processes for application, crown screening, admission, program participation, and completion of the program. "If an individual fails to comply or participate in all aspects of the DTC program, consequences range from an official reprimand or revocation of bail to termination in the program and handing down of custodial and/or community supervision sentences." (Weekes) Advantages to participating in DTC include early identification of eligible participants, access to multi-modal treatment, extensive ongoing judicial contact, supervision and drug testing, positive reinforcement for compliance and sanctions for non-compliance, program is enhanced with partnerships among other DTCs and community organizations, public safety is assured through a non-adversarial approach in the courts and comprehensive evaluation of the program.

d. Justification (needs assessment) (why do this leisure education program with this population at this agency – be clear, concrete, and convincing. Use facts derived from a literature review)

Persons with substance use disorder have significant issues with their leisure. "Studies have shown that alcoholics are less satisfied with leisure than their non-dependent peers" (O'Dea-Evans). Addictions cause harm to individuals, families and communities. The 2012 Canadian Community Health Survey "found that 4.4% of Canadians met the criteria for a substance use disorder" (CCSA). This puts a strain on healthcare and society, and causes some people to come into conflict with the law. Barriers to getting the help people need include gaps in service, availability of services in rural areas, long wait times, and a need for more medical detox facilities" (CCSA). There is also stigma attached to substance use disorders, but "recognizing that people with substance use disorder deserve the same investments and support as those with cancer and other chronic health conditions will go a long way towards building a healthy society" (CCSA). In keeping with the strengths approach, the National Recovery Advisory Committee "is focusing on changing the conversation about addiction- away from the problem, toward celebrating the solution" (CCSA).

Leisure education "has the potential to contribute to recovery from substance abuse and motivate people to participate in the recovery process" (Dattilo 111). Studies examining the effects of leisure education for persons with substance use disorder are:

1. Cogswell and Negley (2011) studied 22-50 year olds in outpatient treatment, three 4-week programs with two 1-hour sessions on problem-solving, effective communication, social support, using leisure to enjoy life, goal setting, stress management, and relapse prevention. The participants supported the program even though the results weren't statistically significant.
2. Caldwell and colleagues (2004) studied 634 rural middle school adolescents over 1 year with six 50-minute sessions with a control group of no contact. The treatment group reported higher

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levels of interest in activities, higher planning and decision making skills, and participating in more activities than the control group.

3. Carruthers and Hood (2002) used a 7 session *Coping Skills Program* based on the *Stress Program Process* with adults receiving inpatient and outpatient care for a variety of lengths of times. Each session was assessed and it was determined by the participants that the program was socially valid and it helped them improve their behaviours.
4. McCormick and Dattilo (1992) worked with members of Alcoholics Anonymous and the participants self-reported they had difficulty structuring their free time, their drinking affected their leisure and they have lost social interactions.
5. Aguilar and Munson (1992) "identified leisure education as an integral element of substance abuse intervention and prevention programs and recommended grounding leisure education programs in theoretical frameworks such as self-efficacy and substitutability" (Dattilo p. 112).
6. Rancourt (1991) qualitatively studied 40 women residents of a substance abuse facility. Participants found the program useful to make decisions on personal leisure experiences and increased knowledge of the value of leisure and families. Participants also reported learning how to have fun while sober, able to cope with stress, and a willingness to try new experiences.

Leisure education is a dynamic process to help people understand their leisure needs and barriers, and to develop the skills to plan their own leisure. It involves "developing leisure values, an understanding of the benefits of leisure, problem-solving skills, assertiveness, and learning about leisure resources in the community" (Dattilo p. 66). The program framework allows participants to develop leisure attitudes, knowledge and skills through opportunities that facilitate competence and autonomy.

e. Purpose of the overall LEP

The core of leisure and leisure education is "that leisure provides a context for development of a healthy mind, body, and spirit and creates opportunities for us to experience happiness and to flourish" (Dattilo 26). Leisure is a personal concept that varies from person to person. What is leisure for one may be work for another. For example, riding horses may be a fun recreational activity or work for ranchers that must ride horses to manage their property. A leisure activity may also be fun and leisurely one day, and more like work the next if there's no enjoyment or pleasure. Leisure and motivation to do activities is complicated, but "perhaps the most important factor, influencing our leisure is our feelings and perceptions about the experience" (Dattilo 14). Any activity used to attain happiness and flourish is leisure. Happiness is "finding meaning and purpose in one's life" (Dattilo 20) and "to flourish we must move past self-interest to arrive at a point when we share and celebrate goodness in others and the natural world" (Dattilo 21). Leisure, happiness and flourishing are interrelated and as a whole are greater than each individually. Their synergy grounds the model and forms a basis of using leisure, happiness and flourishing as the goals of a leisure education model.

The attached leisure education sessions focus on the components of the Balanced and Systematic Model of Leisure Education, and are intended to build upon learning from previous sessions. The first session allows participants to begin identifying personal benefits of leisure participation. Realizing positive aspects of leisure, and that everyone has a right to leisure creates a foundation of a leisure ethic. Contributing to this leisure ethic is an awareness of self as explored in the second session. Exploring and reflecting on personal attitudes towards leisure, and identifying personal interests will help participants identify strengths. These strengths will be called upon in the third session when exploring leisure opportunities and resources. Participants will start to create an inventory of personal leisure interests and resources. This list will be a reference for session four, in which participants will incorporate personal responsibility into their leisure. Realizing we alone are responsible for our well-being and no one else begins the road of independent leisure and wellness. By incorporating strengths, interests and benefits,

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the program is encouraging participants to plan their own activities, and by session five, having the ability to make decisions that are positive for self. By reflecting on how decisions are made, and the outcome of decisions, participants can make informed decisions about leisure that will make them happy and on the road to recovery.

f. Qualifications of the LEP facilitator

Leisure education programs have a “clearly delineated purpose statement to guide service delivery” (Dattilo 171). From the statement of purpose, goals are developed, and then the program is designed with learning activities and processes to meet the objectives of the participants. Once a program has been designed, then teaching techniques can be considered. The TRS needs to consider the program content and participant skills to ensure the program is appropriate and will meet the needs of participants. By assessing the program and participants, leisure education sessions can be aligned. Length of sessions and the program are part of this consideration, as is safety. Thought needs to be put into preparing the environment so space and materials are ready for each session. For a smooth delivery, TRS need to “understand content and process, plan sequence of events, consider formation and rehearse session” (Dattilo 185). The TRS also considers signaling participants of the start of a session or activity, identifying the purpose, ensuring their voice is clear and audible, position themselves to be available to all participants, ensure directions are clear, concise, complete and compared to familiar activities for the participants, and provide opportunities for questions. TRS giving feedback need to “avoid evaluative judgments, focus on strengths of participants, direct comments to reinforcing behaviors the individual is able to do and use feedback cautiously because people may not believe you are sincere if you frequently say ‘great job’” (Dattilo 206). In order for processing to be effective, the TRS must “develop skills, knowledge and awareness regarding processing techniques and to know why, when and how to facilitate transfer of learning” (Dattilo 212).

g. Evaluation Plan

Each session includes a session evaluation plan to determine the effectiveness of the session and an opportunity to provide feedback to the facilitator of the session. These evaluations will provide a summative evaluation of the overall program. Specific assessments of each participant pre and post program would give qualitative data for evaluation. Zoerink (1988) used *The Leisure Diagnostic Battery, Long Form Version A*, and concluded “that the leisure education program affected participants differently” and Weissinger and Caldwell (1990) reported “reliability and validity of the *Leisure Boredom Scale*” (Dattilo, pp. 115-116). Either of these tools is recommended for this program and is dependent on budget constraints.

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Leisure Education - Lesson Plan Template

Session Title: Session #1 What is a Leisure Ethic?

Goal: To identify benefits of leisure participation.

Objectives:

1. Participants will identify 3 benefits to leisure as observed by the CTRS.
2. Participants will identify 3 leisure activities to meet identified benefits as observed by the CTRS.

Warm-Up or Orientation Activity:

<i>CONTENT:</i> The Wave	<i>PROCESS:</i>
"Hi everyone and welcome to this session. Is everyone familiar with the wave? I will start by standing and raising my arms. When I get to stand the next person will start, and then when they're standing the next person will start. Once standing, I will lower my arms and sit, and each of you will follow along. So some of us will be either going up or down in a wave pattern. Let's start slow and go around the circle, then speed up each time we get back to the leader. Each time you stand please say your name to the group so we can get to know one another."	Have everyone sit in a circle and explain the wave with a quick demonstration.

Introduction/Presentation:

<i>CONTENT:</i> Benefits of Leisure	<i>PROCESS:</i>
"The wave is a fun way to get our bodies moving and warmed up. Today we're talking about leisure ethic. Leisure ethic is a complex term used to discuss how we understand leisure, what we consider the benefits of leisure and the realization of the flexibility of leisure. These concepts will take a few sessions to explore, so for today we are looking at the benefits or outcomes of leisure. Take a moment and think if you believe leisure is important. Do you think can be enjoyable and satisfying? Do you think everyone is entitled to leisure? Did anyone say no to these questions? Do you want to share? Benefits are the good that come from an activity. These benefits may be good for us socially, physically, emotionally or mentally. To be well rounded we need to examine our lifestyle and ensure aspects of these 4 components are leading us to wellness."	CTRS presents content. Asks for questions or comments.

Discussion:

<i>CONTENT:</i>	<i>PROCESS:</i>
"On your paper, write 3 examples of <ol style="list-style-type: none">1. social benefits2. emotional benefits3. physical benefits4. mental benefits Let's share and make a master list of these benefits."	Distribute pen and paper to each participant. Explain activity. Record master list on chart paper.

<p>“Looking at this list of benefits, what are your top 3 benefits you would like to achieve? For example: Do you need to increase your strength? Do you need to find enjoyment? Now that you have 3 benefits identified, what activities can you do to achieve those benefits?”</p>	
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Learning Activity:

<i>CONTENT: Hot Potato</i>	<i>PROCESS:</i>
<p>“We’re going to pass this ball around the group as if it’s a hot potato, so that means you don’t want to hold on to it for long. When you catch the ball, you need to say a benefit to leisure and then pass the ball to the person beside you moving clockwise. After 2 rounds of clockwise, you may call out a person’s name, and then throw them the ball. After a couple of minutes, I’m going to add in another ball. Any questions?”</p>	<p>Have a ball that’s easy to pass and arrange group in a circle.</p>

Debriefing:

<i>CONTENT: Debriefing</i>	<i>PROCESS:</i>
<p>“We’ve talked a lot about benefits and spent some time being active. How are you feeling? Does the movement of the activities give you energy? Did anyone’s mood brighten with the activities? Were you challenged trying to remember names and benefits while trying to quickly pass the ball? What do you think about these activities? Any suggestions for improvement? Does anyone have any questions or comments?”</p>	<p>CTRS facilitate conversation with debriefing questions.</p>

Conclusion:

<i>CONTENT:</i>	<i>PROCESS:</i>
<p>“I hope you have given some thought to the benefits of leisure and had fun. During the week think about the lesson we learned today, and if the activity you’re doing is a benefit to you. I’m looking forward to seeing you at the next session on awareness of self. We will be doing activities that help us determine our strengths and interests. Do you have any questions or comments? Thank you.”</p>	<p>CTRS concludes session with some positive feedback specific to session and content.</p>

Equipment/Supplies Needed: pens, paper, chart paper, markers, 3 balls

Space/Facility/Environment Needed: large open space to accommodate number of people to sit on chairs

Time Required for Session: 45-60 min

Adaptations or Variations:

1. Participants could be sitting or standing for hot potato.
2. Participants could present more than 1 benefit and activity to group if comfortable.

Session Evaluation:

1. Did participants meet objectives?
2. What was the feedback about the activities from participants?
3. Session leader have any suggestions on what to do differently next time?
4. Did everyone seem to have fun?

Leisure Education - Lesson Plan Template

Session Title: Session #2: Aware of Self

Goal: To become aware of self in a group.

Objectives:

1. Participants are able to rate 5 self-awareness qualities as observed by the CTRS.
2. Participants share at least 1 self-awareness quality to the session group.
3. Participant identifies how a self-awareness quality affects leisure.

Warm-Up or Orientation Activity:

<i>CONTENT: Welcome</i>	<i>PROCESS:</i>
"Welcome everyone. Without talking I would like you to arrange yourselves by birthday month, so January starts the circle here, and you are in order after that person."	CTRS decides where the first month person will be and then indicates to the group.

Introduction/Presentation:

<i>CONTENT: Self-Awareness</i>	<i>PROCESS:</i>
"In the first session we talked about the benefits of leisure. Can you share 1 activity you did this past week that was of benefit to you? Now we're looking at self-awareness, and if we're honest with ourselves, we can make effective choices. Knowing what we like, how we react, our attitude and value of leisure all contribute to self-awareness. Examining why you feel the way you do towards leisure will help resolve issues you may have that are creating barriers to leisure. Reflecting on your engagement in activities can indicate your attitude towards leisure. Reflecting on your reaction allows you to complete a positive attitude check. We all enjoy being around fun, happy people, so check in with yourself to ensure you are enjoyable to be around."	CTRS asks each participant to share an activity that was of benefit to them as a result of last session. CTRS presents content.

Discussion:

<i>CONTENT: Awareness of Self</i>	<i>PROCESS:</i>
"How did you feel trying to sort yourselves according to birthday month? Did some people take charge and others sit back? Did some people get frustrated? What happened? This was a quick and fun exercise to get us thinking about how we react in different situations. This kind of awareness may help you decide what to do for leisure. Some things to ask yourselves are: <ul style="list-style-type: none">• Are you comfortable trying new things?• Do you like working with others?• Do you like to lead or follow?"	CTRS facilitates discussion.

Learning Activity:

<i>CONTENT: Jelly Bean Guess</i>	<i>PROCESS:</i>
"On the piece of paper you have write down how many jelly beans you think are in the jar. Now in groups of 2 come to an agreement of how many jelly beans are in the jar. Now in groups of 3 come to agreement.	Place a clear jar full of jelly beans in the centre of the table. Explain game to start and then let group know when to get to the next step. Give about 30 sec to complete first stage, then a little longer each time.

Groups of 4, then 6, then everyone as 1 large group. Keep track of your answers for each group size.”	Once most people are done, do a 10 sec countdown.
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Debriefing:

<i>CONTENT: Jelly Bean Guess Questions</i>	<i>PROCESS:</i>
<p>“What happened? What convinced you to change your mind? Did anyone become a natural leader or passive? Was it difficult working with others and coming to an agreement? Did you participate differently as the number of people in the group changed? The person originally closest to the actual count wins the jar. Please be reminded, that to be successful, we must be honest with ourselves. On the piece of paper rate the following on a scale of 1-5, with 1 being the lowest:</p> <ul style="list-style-type: none"> • I am a leader • I am a follower • I get frustrated easily • I can agree with others in a positive manner • I like trying new things <p>Now we’re going to each share 1 quality with the group and how it might apply to our leisure. For example: I am a leader, but if I’m in an activity that the leader is disorganized it drives me crazy! Any questions or comments?”</p>	<p>CTRS facilitates questions in debriefing, and self-rating. Have each participant share 1 quality and how it might apply to their leisure. Ask for any comments or questions.</p>

Conclusion:

<i>CONTENT: Thanks</i>	<i>PROCESS:</i>
<p>“I hope you have spent some time thinking about yourself and your personal qualities. During the week think about these strengths and try to use them in as many activities as you can. The next session we will be looking at exploring leisure opportunities and resources. We have looked at leisure ethic and self-awareness so far, so let’s see how they can help us determine our leisure opportunities. Thank you everyone for participating and I look forward to seeing you at the next session.”</p>	<p>CTRS concludes session with some positive feedback specific to session and content.</p>

Equipment/Supplies Needed: pens, paper, and jar of jelly beans pre-counted

Space/Facility/Environment Needed: chairs around table to seat all participants

Time Required for Session: 45-60 min

Adaptations or Variations:

1. Jelly Bean Jar debriefs could be done in smaller groups to facilitate more participation.
2. Can use anything in a clear jar instead of jelly beans!

Session Evaluation:

- 1. Are people engaged or did anyone sit back and remove themselves?**
- 2. Lessons learned from the facilitator?**
- 3. Were participants able to meet the objectives?**

Leisure Education - Lesson Plan Template

Session Title: Session #3: Exploring Leisure Opportunities and Resources

Goal: To explore leisure opportunities and resources.

Objectives:

1. Each participant will list 5 leisure activities as observed by the CTRS.
2. Each participant will list 3 resources to leisure as observed by the CTRS.
3. Each participant will identify at least 1 person to participate in leisure with as observed by the CTRS.

Warm-Up or Orientation Activity:

<p><i>CONTENT:</i> Matching people to interests.</p> <p>“Welcome everyone. On the piece of paper you have, please list each person’s name in a column. When you arrived, I asked you what your favourite leisure activity is. When I read an activity, you need to decide who you think chose that activity as their favourite, and write it beside their name. We’re going to see how well we know each other.”</p> <p>“Now that we have guessed who has which favourite activity, I will give you the correct responses. (read master) Is anyone surprised by any of these activities? Are there any activities that interest you? Anything new you hadn’t thought of? Any comments or questions?”</p>	<p><i>PROCESS:</i></p> <p>Record each person’s favourite leisure activity in private as they arrive to the session on a master list. Distribute pen and paper to each person and have seated in a circle or around a table. Complete activity and facilitate discussion at end with questions provided.</p>
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Introduction/Presentation:

<p><i>CONTENT:</i> Thinking about activities, resources and people.</p> <p>“Our first 2 sessions were spent looking at leisure ethic and self-awareness. Did anyone try an activity that related to their strengths since last session? During this session leisure activities and resources will be discussed. We will review leisure activities you may have done in the past, would like to do in the future or something you may not have thought about. By identifying a number of activities, you can then narrow down your list to decide what you might like to do. We will then discuss how to determine resources to participate in your chosen activity. Knowing how to find out about resources like the location, cost, availability, equipment or other pieces of information will assist you in being able to participate. We will also talk about the people you have to do activities with as a resource.</p> <p>For example: I like to swim in the mornings. To participate, I need to know pool times of adult swims, cost and location. I need to ensure my bathing suit and goggles are ready to be used, and I have a bag packed with a towel, shampoo, soap, etc. This is something I like to do alone. Does anyone have any</p>	<p><i>PROCESS:</i></p> <p>Introduce topic of leisure and activities and resources. Follow up from last session regarding strengths and using them in an activity.</p>
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questions or comments?"	
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Discussion:

<i>CONTENT:</i> Leisure Activities and Resources	<i>PROCESS:</i>
<p>"On the piece of paper you have please:</p> <ol style="list-style-type: none"> 1. list activities that are: <ol style="list-style-type: none"> a. Quiet or solitary b. Active c. Large group d. Seasonal 2. Thinking of your favourite leisure activity, what are 3 resources needed to participate? 3. Who would you do an activity with?" <p>"Let's share our ideas and make a master list of activities that are:</p> <ol style="list-style-type: none"> a. Quiet or solitary b. Active c. Large group d. Seasonal e. Resources needed f. People to participate with" <p>"Has anyone had a hard time with some of these categories? Any idea what may be holding you back? Are some activity groups easier than others?"</p>	<p>Distribute pen and paper to each person. Explain activity. Write on chart paper group responses to questions. Encourage all participants to respond to at least 1 question.</p>

Learning Activity:

<i>CONTENT:</i> Leisure to Leisure Game	<i>PROCESS:</i>
See Appendix	Follow directions given in appendix to play game and debrief.

Debriefing:

<i>CONTENT:</i>	<i>PROCESS:</i>
<p>"We spent some time learning about what others like for leisure activities and some resources needed. Before playing the game we made a list of activities, resources and people to participate with. Is there anything you would like to add to your list? Was this session helpful? Why or why not? Are there things you would change? Is there anything that really surprised you?"</p>	<p>Conduct debriefing using questions listed and questions in game debriefing. Encourage each participant to respond to at least one question or comment.</p>

Conclusion:

<i>CONTENT:</i>	<i>PROCESS:</i>
<p>"There are a lot of activities out there to participate in. Knowing what is of interest to you, and then knowing what you need to participate will help you be successful. During the week try to participate in one new activity. We have looked at leisure ethic, self-awareness and leisure opportunities. In our next session, we will talk about acquiring skills and knowledge. Does anyone have any final questions or</p>	<p>Conduct concluding statements and ask for questions or comments. Ask participants to try a new activity and report back next session.</p>

comments? Thanks for participating and enjoy the rest of the day.”	
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Equipment/Supplies Needed: pens, paper, chart paper, marker, Leisure to Leisure Game

Space/Facility/Environment Needed: quiet space with enough chairs for participants and leader; a table; good lighting

Time Required for Session: 1 hour

Adaptations or Variations:

1. The introduction could be completed by people introducing themselves and stating their activity of choice.
2. Presentation can be adapted to the group by a personal example of the leader or a group member.
3. The discussion and game questions can be adapted to the group and their location.

Session Evaluation:

1. Were participants able to meet objectives?
2. Were participants engaged in activities?
3. What is the feedback from participants regarding the game?
4. What is the feedback from the participants regarding the session in the debriefing?
5. Are there changes recommended to questions in game or other parts of the session?

APPENDIX

Leisure to Leisure

Ages: 12+

Players: 4-8

Play Time: 30
min

The Game of Hilarious Comparisons of Leisure Activities and Resources for Families and Friends

Quick and Easy Game

**Select your card that best matches
card played. If your card is selected,
you win the round! Collect as many
points as possible to win game!**

“Leisure to Leisure” Rules

Like comparing apples to apples, *Leisure to Leisure* is about comparing leisure activities, people to participate with and resources (Red Cards) to areas of leisure and recreation (Purple Cards).

1. Shuffle the red and purple cards and deal 5 red cards to each player face down.
2. Stack remaining red and purple cards in 2 separate piles in the middle of the playing area.
3. Participants may look at their red cards, but keep hidden from other players.
4. One participant will choose the first purple card and read aloud.
5. Each participant will slide a red card from their hand to the purple card reader that best suits the topic.
6. The purple card reader shuffles the red cards received, and after reading them aloud, selects their choice of a best answer.
7. The participant that submitted the red card chosen receives the purple card.
8. Rotate around the circle so each participant has an opportunity to read purple cards.
9. The game can end by the first person receiving a specific number of purple cards, or by going around the circle a specific number of times.
10. When play is complete, debrief by discussing with the participants:
 - a. the activities they enjoy,
 - b. anything new they would like to try,
 - c. resources that were new,
 - d. how hard or easy it was to pick a card
 - e. places in the community they would like to explore
 - f. activities, persons or resources that could be added to the game, and
 - g. Fun factor. (was it a fun game they would play again? Who would they play with?)

Purple Cards

Summer Activities

At the Beach

Camping

Blues Fest

Eating Out

Group Activities

Skiing

Music

Crafts

Wonderland

Hockey

Exercise

Alone Time

Play Sports

Watch Sports

Pets

Volunteering

Quiet Time

Holiday Office
Parties

Star Gazing

Party Time

Grocery Express
Lanes

Reading

Martha's Table

Purple Cards

Watching TV

The Wilderness

Soup Kitchen

The Future

Work

Personal Time

Winter Activities

Travel

Disney

Won the Lottery

Decorating for
Holidays

Dinner Party

All Alone

At Home

In the
Neighbourhood

In a Pickle

Haven't Seen in a
Long Time

Missing You

Campfire

Going to the Moon

Back to School

In the City

In the Countryside

Springtime

Red Cards

Getting a Tattoo	Scooping Dog Poop	Simon Cowell
Kingston Mayor	A Nightmare	Dan Aykroyd
Jack Frost	Polkas	My Partner
My Mom	My Dad	My Children
Flat Screen 90" TV	The Future	No Money
Chevy Chase	My Dog	My Cat
Root Canal	Massage	Temper Tantrun
Sky Diving	Salt Water Taffy	Losing My Keys

Red Cards

Commercials	Stand Up Comedians	Sylvester Stallone
New Year's Eve	Friends	No one
Soap Operas	Taking out the Trash	Playing Truth or Dare
Traffic Jams	All Nighters	Market Square
Fort Henry	Murney Tower	Lemoine Point
Wolfe Island	Beach Toys	Chapped Lips
Harry Potter	Going to Church	Faith
Chopping Firewood	Origami	Poker Games

Red Cards

Card Games	Cribbage	Euchre
Board Games	A Root Canal	Koala Bears
Piano Lessons	Playing an Instrument	The Future
Hittng My Funny Bone	Ski Lodge	Gymnastics
City of Kingston Website	Rotary Park	YMCA
Buskers Festival	Music in the Park	Artillery Park
Library	Reading a Book	My Aunt
Broken Leg	Broken Collarbone	My Neighbour

Red Cards

Twisted Ankle	No Money	No Skill
A Tambourine	Trash Talking	No Time
Family Feud	Moustaches	Skeletons in the Closet
Reading with Kids	Planting a Tree	Doctor's Waiting Room
Playing Soccer	Kingston Frontenacs	Kingston Voyageurs
Grocery Express Lanes	Haggis	Making the Bed
Seven Deadly Sins	Buying Souvenirs	Swimsuit Models
Comic Books	Novels	Suspense Stories

Red Cards

Speed Bumps	The Boogeyman	Watching Netflix
Knee Surgery	Dessert	All you can eat buffet
The Eye of the Storm	Church	Guardian Angel
Frustration	Anger	Happiness
Cuss Words	Sweat Suits	Joy
Girls Night	Family	Chocolate
Fender Bender	Crowds	Scooby Doo
Rodeo Clowns	Under the Covers	Candy

Red Cards

Swimming	Walking the Red Carpet	Firecrackers
Sun Bathing	Skiing	Skating
Snowshoeing	Tobogganing	Snowman
Ice	Sliding	Frisbee
Having Coffee	Basketball	Volleyball
Drinking Tea	Praying	Shopping
Professional Athlete	Rock Star	Prime Minister
Crocheting	Knitting	Party Animals

Red Cards

A Prison Break	Belly Dancers	Forrest Gump
Prison Museum	Tour Trolley	Westerns
Fungus	Survivor	Dancing with the Stars
Snakes	Ebenezer Scrooge	Daddy Long Legs
ABBA	A Lobotomy	Collecting Autographs
George Lucas	Charlie Chaplin	Disco Balls
Dizzy Spins	Inferiority Complex	Bucket of Coal
Skydiving	Thousand Islands Cruise	Sand Pail

Red Cards

Tragically Hip	Blue Rodeo	Surfing
Singing	Having a Shower	Driving
Running	Walking	Cycling
Baseball	Snow-boarding	Racing
M*A*S*H*	Celine Dion	Justin Bieber
Victoria's Secret Model	The Beatles	David Bowie
Neil Armstrong	Rocky	Co-workers

Leisure Education - Lesson Plan Template

Session Title: Session #4: Acquiring leisure skills and knowledge of personal responsibility.

Goal: To demonstrate knowledge of the importance of personal responsibility for participation in leisure.

Objectives:

1. Participants will list 5 activities they would like to do as observed by the CTRS.
2. Participants will identify 3 reasons they're not participating in at least one ideal activity as observed by the CTRS.
3. Participants will list 3 solutions or alternatives to participate in an ideal activity as observed by the CTRS.

Warm-Up or Orientation Activity:

<i>CONTENT: Zoom Warm-Up</i>	<i>PROCESS:</i>
"We're going to pass the word "zoom" around the circle. Wait for the person on your right to look at you and say "zoom", then turn to your left and repeat to that person."	Start the word going around the circle and pick up the speed as it goes around.

Introduction/Presentation:

<i>CONTENT: Personal Responsibility</i>	<i>PROCESS:</i>
"Zoom is a fun activity to encourage us to work together, take turns and be part of the group for the activity to be successful. We are all responsible for completing zoom going around the circle. In our previous sessions we looked at developing a leisure ethic, understanding self, and exploring leisure activities and resources. Taking ownership of our leisure means we are responsible for our own happiness and satisfaction in leisure. Let's think about who is responsible for our leisure? Is it really someone other than us? No it's not. We need to take the responsibility to be happy and not blame others. By examining what makes us happy, we can make better decisions about our leisure and be in control of our own happiness. Part of this conversation is thinking about whom we currently spend our time with and if they are a positive influence. Do you need to make tough decisions about who your friends are? We talked in a previous session about the importance of looking after ourselves physically, mentally, emotionally and socially. Are the choices you're making in leisure contributing to your overall wellness in these areas? When we take steps to look after ourselves, we are taking the lead of our leisure and have become responsible for ourselves. For example; it's my responsibility to eat well and exercise so I can feel good physically."	CTRS explains content.

Discussion:

<i>CONTENT: Personal Responsibility in Leisure</i>	<i>PROCESS:</i>
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<p>“Let’s think about personal responsibility and answer a few questions:</p> <ol style="list-style-type: none"> 1. Who is responsible for our leisure? How can this happen? 2. What are we responsible for in leisure? 3. Who’s in control of our leisure? How can we get control?” 	<p>CTRS facilitates discussion with content questions.</p>
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Learning Activity:

<p><i>CONTENT: The Real, The Ideal, and the I-See-You (O’Dea-Evans p.59)</i></p>	<p><i>PROCESS:</i></p>
<p>“Make a list of 10 activities you’re currently participating in. Now make a list of 10 activities you would like to participate in under ideal circumstances. Beside each of these ideal activities, indicate a reason why you’re not participating in that activity. Let’s make a list of current activities everyone is participating in and then the ideal activities. When looking at these 2 lists are there any differences? Are there clusters of active vs. passive, or “using” vs. family and/or social?”</p> <p>“Now let’s make a list of the reasons you wrote that you’re not participating in your ideal activity. Let’s explore this list. Are these excuses or reasons? How can these be resolved? Do we have control over any of them? Are they our responsibility?”</p> <p>“Take one of your ideal activities and list the reasons around it that are preventing your participation. Are they reasons or excuses? Now list 3 solutions or alternatives to help you do the activity. “</p>	<p>CTRS instructs participants to complete worksheet. As a group record current and ideal circumstances. Facilitate discussion and encourage each participant to share at least 1 activity and 3 reasons.</p>

Debriefing:

<p><i>CONTENT:</i></p>	<p><i>PROCESS:</i></p>
<p>“We have been talking about being responsible for our own leisure and not putting the blame on someone else. Was this session helpful? What did you learn that’s new? What is one thing you can do this week to take responsibility? Was this session helpful? Is there anything you would like to add or change to the session? Do you have any questions or comments?”</p>	<p>Conduct debriefing using questions listed and questions in game debriefing. Encourage each participant to respond to at least one question or comment.</p>

Conclusion:

<p><i>CONTENT:</i></p>	<p><i>PROCESS:</i></p>
<p>“It’s easy to sit back and blame others, but for our own health and wellness we need to take responsibility for our leisure and well-being. Think about the strengths you have, your interests and your list of ideal activities. Choose one thing you can be responsible for this week</p>	<p>Conduct concluding statements and ask for questions or comments.</p>

and complete that activity. It can be as simple as eating well, so I'm going to eat an apple every day, or as challenging as I'm going to work out every day. Thanks for participating and I look forward to seeing you next week when we look at making decisions in our leisure."	
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Equipment/Supplies Needed: The Real, The Ideal, and The I-See-You Worksheet (O'Dea-Evans p.59), pens

Space/Facility/Environment Needed: quiet space with table and chairs to accommodate participants.
Blackboard, chart paper or computer screen to record group answers.

Time Required for Session: 45-60 min

Adaptations or Variations:

1. Could work in small groups or with a partner.
2. Vary number of activities on list, or categorize them according to social, emotional, mental and physical.

Session Evaluation:

1. Were participants able to meet objectives?
2. What is the feedback from participants regarding the session?
3. Does the session leader have recommendations for next time?

Worksheet:

List 10 things you have enjoyed previously in recreation and leisure.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

List 10 things you would like to do in recreation and leisure.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

List 10 reasons that you're not doing your ideal activities.

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**
- 6.**
- 7.**
- 8.**
- 9.**
- 10.**

Leisure Education - Lesson Plan Template

Session Title: Session #5: Making Decisions in our Leisure

Goal: To demonstrate ability to make decisions regarding participation in leisure.

Objectives:

1. Participants will determine 3 personal leisure goals as observed by the CTRS.
2. Participants will state 3 reasons for developing each of their leisure goals as observed by the CTRS.

Warm-Up or Orientation Activity:

<i>CONTENT: I Wish You Health & Happiness</i>	<i>PROCESS:</i>
"I would like us to spend the first few minutes of this session shaking each other's hands firmly, look the person in the eye and say "I wish you health & happiness."	CTRS demonstrates content and then directs group to shake every person's hand.

Introduction/Presentation:

<i>CONTENT: Making Decisions in Leisure</i>	<i>PROCESS:</i>
"In previous sessions we have talked about our leisure ethic, self-awareness, leisure activities and resources and personal responsibility. Let's each talk about the activity they took responsibility for this week. Was this a tough challenge? Throughout the sessions, we have been making decisions, even if it was as simple as how many jelly beans were in the jar. Decisions are part of everyday life. In order to be well, we need to decide to be responsible for our own actions and not place the blame on someone or something else. Leisure goals are your own to set and are important to you. Goals are clear, precise and if you write them down, you're more likely to meet the goal. Goals can be short term or long term. Think about your strengths, values and leisure ethic when writing your goals. Be realistic. Is the goal something you can achieve and is it challenging enough to keep your interest. Define how you will know when you have met your goal with a target date."	CTRS explains content. Ask if any questions.

Discussion:

<i>CONTENT:</i>	<i>PROCESS:</i>
Ellen's monologue about making decisions "Ellen has pointed out how decision making can be difficult with so many choices. What is the value of making decisions? Have you ever set a goal? If so, please share. Were you successful in meeting the goal? Why is it good to have short and long term goals?"	CTRS shows YouTube clip and facilitates conversation. Encourage each participant to respond to at least 1 question.

Learning Activity:

CONTENT:	PROCESS:
<p>“On the paper you have, please write three goals. Think of things that are realistic and specify if they’re either short or long term. Now list 3 things you need to meet each goal. It could be a resource, person to do the goal with, reason for the goal. For example: My goal is to meet new people. To meet this goal, I may join a group at Church, ask someone from this session to go for coffee, and the reason for the goal is I want a social circle of positive people.”</p>	<p>CTRS explains content and facilitates as needed.</p>

Debriefing:

CONTENT:	PROCESS:
<p>Ellen's Too Many Choices “What was easy or hard in this session? Are you satisfied with your list of goals? Will you likely work toward any of the goals? Did you find this session useful? Is there anything you would like to add?”</p>	<p>CTRS conducts debriefing with content questions. Encourage each participant to reply to at least 1 question.</p>

Conclusion:

CONTENT:	PROCESS:
<p>“This has been a fun session on decision making. You have developed a list of goals and ways to meet the goals that I hope you will actually start to accomplish. We have looked at leisure ethic, self-awareness, leisure activities and resources, personal responsibility and decision-making over the past 5 sessions. I hope these are skills you will take away with you and use on a daily basis. If you have any questions, comments or concerns I would love to hear them. Thanks for participating and it has been a pleasure working with you.”</p>	<p>Conduct concluding statements and ask for questions or comments.</p>

Equipment/Supplies Needed: pens, paper, internet access and computer screen to play videos

Space/Facility/Environment Needed: room large enough with a table and chairs to accommodate participants

Time Required for Session: 45-60 minutes

Adaptations or Variations:

1. Once goals are set, sharing could be done in pairs or small groups.
2. Pairs or small groups could help each other identify how to meet goals.

Session Evaluation:

1. Were participants able to meet objectives?
2. What is the feedback from participants regarding the session?
3. Does the session leader have recommendations for next time?