

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PRLS 316 002—Leadership and Outdoor Education (3)
Spring 2016

DAY/TIME:	Friday 10:30 a.m.–1:10 p.m.	LOCATION:	Bull Run Hall 248
PROFESSOR:	David Heath, M.Ed.	EMAIL ADDRESS:	dheath@gmu.edu
OFFICE LOCATION:	Freedom Aquatic & Fitness Center	PHONE NUMBER:	703-993-9826
OFFICE HOURS:	Fridays 2:00–4:00 p.m. and by appointment	FAX NUMBER:	703-993-8478

PREREQUISITES

None.

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

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

COURSE OVERVIEW

We are all held to the standards of the George Mason University Honor Code. Because student contributions are so crucial to this course, all are 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.** In cases of an extreme emergency or participation in a pre-approved university-sponsored function, there may be some exceptions. However, please discuss these with me prior to the due date to be considered for exception. I also recommend back-up copies of assignments as computers have been known to crash.

Communication is an important part of this course; therefore, please check Blackboard **each morning for course communications**. Be particularly aware of weather announcements.

NATURE OF COURSE DELIVERY

Face-to-face

PROFESSIONAL ASSOCIATION STANDARDS

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

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

Louv, R. (2008). *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*. Algonquin Books.

Graham, John (2015). *Outdoor Leadership: Techniques, Common Sense & Self-Confidence*. Seattle, WA: The Mountaineers Books.

EVALUATION

Requirements	Percentage
Mid-term Exam (to cover topics over first half of semester)	20
Class Participation (includes in-class discussions and activities, journaling, and group participation)	20
Class Assignments (includes Outdoor Education History assignment (8%), Field Trip presentation (8%), Activity Presentation to Small Groups (8%), and Final Presentation (16%))	40
Final Exam (to cover topics over second half of semester)	<u>20</u>
TOTAL	100

Grading Scale

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

PRLS 316 COURSE SCHEDULE: Spring 2016

Last revised: January 19, 2016

DATE	TOPIC	ASSIGNMENTS
Friday January 22	Introduction to class objectives and goals. Team-building activities. Review course materials. Introduce journal.	Read: “The Sense of Wonder,” by Rachel Carson (handout)
Friday January 29	Environmental education lesson (be prepared to go outside, weather permitting)	Read: Excerpt from <i>Sand County Almanac</i> (handout) and <i>Last Child</i> Introduction
Friday February 5	The value of outdoor education/recreation Interrelationship of Experiential Ed, Outdoor Rec, Phys Ed Identify types of Outdoor Recreation activities History assignment explained	Read: <i>Last Child</i> Chap 1
Friday February 12	Trends in Outdoor Recreation	Read: <i>Last Child</i> Chap 2, 3 & 4
Friday February 19	History of Outdoor Recreation and Leisure—led by you!	Read: “The Creation of Outward Bound,” by Joshua L. Miner (handout)
Friday February 26	Experiential Education: Models and Practice	Read: <i>Outdoor Leadership</i> , Chap 1, 2 & 11
Friday March 4	Mid-term Exam	Read: <i>Last Child</i> Chap 5–8
Friday March 11	Spring Break! No class	
Friday March 18	Team Development Course at The EDGE	Read: <i>Outdoor Leadership</i> Chap 8 <i>Last Child</i> Chap 9 & 10
Friday March 25	Debrief on EDGE experience Introduction to creating Outdoor Recreation Lesson Plans Tips, techniques, teaching strategies sharing and discussion	Read: <i>Outdoor Leadership</i> Chap 9 & 10
Friday April 1	Group field trips (class not held in classroom)	Read: <i>Outdoor Leadership</i> Chap 12 <i>Last Child</i> Chap 11 & 12
Friday April 8	Introduce Leave No Trace Principles - LNT activity Small Group Lessons	Read: <i>Last Child</i> Chap 13 & 14 FIELD TRIP DISCUSSION
Friday April 15	Canoe trip—van transportation will be provided to site	JOURNAL DUE
Friday April 22	Final Exam review & discussion Continue with Outdoor Recreation Lesson Plans	Read: <i>Last Child</i> Chap 15 & 17
Friday April 29	Class presentations of Outdoor Recreation Lesson Plans	Read: <i>Last Child</i> Chap 18, 19 & 20
Friday, May 6	Final Exam from 10:30 to 12 noon	

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

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. 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 for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

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

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

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

