

LEADING RECREATION

LESSON PLAN

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Extension



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WELCOME AND INTRODUCTIONS (2 – 5 minutes)

Have each participant introduce themselves and what they hope to gain from this session.

WHAT MAKES A GREAT RECREATION LEADER (15 – 20 minutes)

Play “Group Juggle”

- With a smile and enthusiasm, introduce the game.
- Speak loudly with clear and concise directions.
- Demonstrate the game.
- Stay attentive and make sure everyone is participating.
- End the game on a high note, don't let it get boring.
- Process the activity by asking a few questions of the group.

Ask participants to get into groups of three to four people. Pass out markers and post-it notes and ask each small group to record “***What skills are needed to be a great Recreation Leader?***”

Ask a member of each group to share back with the big group by placing their post-its on a blank flip chart. Ask for any comments after each group has presented.

TEACHABLE MOMENT...

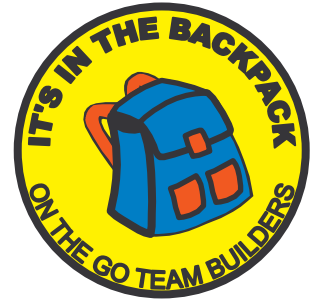
With the entire group share **F.O.R.C.E.**

- Flexibility (go with the flow and adjust as necessary!)
- Organization (make sure you have the materials & know how to play the game)
- Recognition (be aware that everyone feels part of the group)
- Communication (speak loudly with clear and concise instructions)
- Enthusiasm (if your tired, fake it... they'll never know!)



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WHAT MAKES A GREAT RECREATION EXPERIENCE (15 – 20 min.)

Play “the Change Challenge”

- With a smile and enthusiasm, introduce the game.
- Speak loudly with clear and concise directions.
- Demonstrate the game.
- Stay attentive and make sure everyone is participating.
- End the game on a high note, don't let it get boring.
- Process the activity by asking a few questions of the group.

Ask participants to get back into groups of three to four people. Pass out markers and post-it notes and ask each small group to record “***What factors make a great Recreation Experience***”

Ask a member of each group to share back with the big group by placing their post-its on a blank flip chart. Ask for any comments after each group has presented.

TEACHABLE MOMENT...

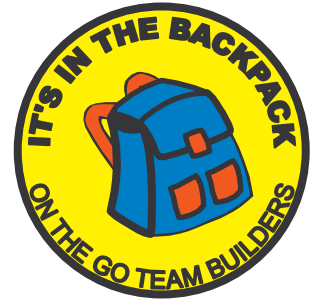
With the entire group share **F.L.I.S.**

- **Fun** (Was the activity fun?)
- **Logistics** (Was there enough space, equipment, time, etc...?)
- **Inclusion** (Could everyone participate?)
- **Safety** (Was it both physically and emotionally safe for everyone?)



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PROCESSING & REFLECTION (10 – 15 minutes)

Play “Across the Line”

- With a smile and enthusiasm, introduce the game.
- Speak loudly with clear and concise directions.
- Demonstrate the game.
- Stay attentive and make sure everyone is participating.
- End the game on a high note, don't let it get boring.
- Process the activity by asking a few questions of the group.

As a large group ask participants to respond to these two questions:

“Why is it important to process and reflect on recreation activities?”

“What are some good processing and/or reflection questions?”

TEACHABLE MOMENT...

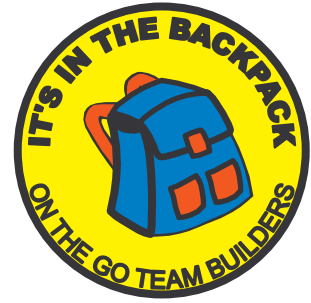
Although specific reflection questions should be based on each individual activity, here are some general reflection questions that can be used with most recreation activities.

- What was easy about this activity? What was difficult about this activity?
- Was it hard for your group to reach the goal? Why or why not?
- Was there ever a time where someone in the group needed help. If so, how did the group help without breaking grips?
- Why is it important to support and encourage your teammates?
- How well did your group work together and how do you know?
- What did you learn from this activity?
- How would you change this activity to make it better?



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AGES & STAGES (10 – 15 minutes)

Distribute the LEADING RECREATION Ages & Stages chart.

As a large group ask participants to answer this question:

“Why is it important to plan recreation activities based on Ages & Stages of Youth Development?”

Play “Hoop Pass”

- With a smile and enthusiasm, introduce the game.
- Speak loudly with clear and concise directions.
- Demonstrate the game.
- Stay attentive and make sure everyone is participating.
- End the game on a high note, don't let it get boring.
- Process the activity by asking a few questions of the group.

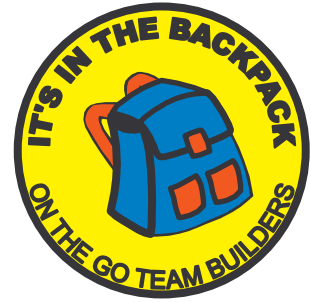
As a large group ask participants to answer this question:

“From a Youth Development perspective, what age group or age groups would this activity work best for and why?”



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PRACTICE MAKES PERFECT (15 – 45 minutes depending on the number of groups)

Ask participants to get back into groups of three to four people. Distribute copies of *“It’s in the Bag”* and/or *“It’s in the Back Pack”*.

Have each group select one activity that they would like to team teach the rest of the group. Make sure that each person from the group has a role to play. These roles could include:

- Introducing of the Activity
- Demonstrating of the Activity
- Leading the Activity
- Processing the Activity

TEACHABLE MOMENT...

After each group leads their activity ask these questions of the entire group:

- How well was the activity lead based on F.O.R.C.E.?
- Was it a great recreation experience based on F.L.I.S.?
- What age group or groups would this activity work best with and why?

Originally developed in 2005 by de Montmollin, J.