

THE EFFECTS OF A LEISURE EDUCATION  
PROGRAM ON PERCEPTIONS OF  
QUALITY OF LIFE IN  
OLDER ADULTS

By

MARIDITH A. CURFMAN-JANSSEN

Bachelor of Science  
California State University, Sacramento  
Sacramento, California  
1982

Master of Arts  
California State University, Chico  
Chico, California  
1990

Submitted to the Faculty of the  
Graduate College of the  
Oklahoma State University  
in partial fulfillment of  
the requirements for  
the Degree of  
DOCTOR OF EDUCATION  
July, 1999

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**By**

**Maridith A. Curfman Janssen**

**July, 1999**

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Thesis Approved:

*Suzie W. L. Low*

Thesis Advisor

*Christine Cashel*

*Sarah Puri*

*Jay Porter*

*Aiane Montgomery*

*Wayne B. Powell*

Dean of the Graduate College

## ACKNOWLEDGMENTS

I wish to express my sincere gratitude and appreciation to my major advisor, Dr. Suzie W. L. Lane for her dedication, inspiration, and friendship throughout this process. My heartfelt appreciation also extends to committee member Dr. Chris Cashel for her guidance and mentoring throughout my studies and dissertation. I would also like to thank my other committee members Dr. Jerry Jordan, Dr. Diane Montgomery and Dr. Sarah Price for their patience and wisdom, and for their many hours of reading and suggestive input to my work.

I also wish to thank Dr. Lowell Caneday and other faculty in the College of Education, of whom were a part of my educational experience. It is through their support and guidance that have made my doctoral education at Oklahoma State University an event of a lifetime.

A very special thank-you to the three therapeutic recreation specialists, Renee Maynard, Cathy Jordan and Kelley Knapp. Each of whom provided the unique leisure education sessions to the participants through many hours of work.

My special thanks to my mother, Janis L. Curfman and father, the late Cecil H. Curfman who provided me with love and support throughout my educational career. Lastly, I would like to give my deepest appreciation and gratitude to my husband Tim, who saw a unique side of me throughout this process. His continued support, encouragement and friendship were catalysts throughout this process. It has been a long road but with patience and wisdom we have made it through.

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## CHAPTER I

### INTRODUCTION

The concept of quality of life is currently receiving attention in the health care industry as well as other human service fields. The focus of health care has turned to what is being called the quality revolution (Schalock, 1994). Americans are moving away from the idea of health as the absence of disease and the result of medical intervention to a broader definition that includes both personal responsibility and quality of life. In an attempt to reduce medical and health care costs that have grown beyond society's ability to pay, the concept of promoting healthier lifestyles has been a focus of the American and Canadian governments (Mannell & Kleiber, 1997).

Prevention is receiving a strong focus in the health care arena. The focus is on individuals becoming more responsible for their own health and defining what constitutes their quality of life. According to Godbey (1994), there is an increased focus on leisure being singled out as an important avenue for promoting healthy lifestyles and activities. There is an increasing recognition of the importance that quality of life is dependent on an individuals own experiences (Bowling, 1997).

According to Flower (1994), the field of medicine has traditionally focused on the body as a machine and doctors, viewed as mechanics, who were available to fix the broken parts. As times have changed and holistic healing (looking at a person as a whole instead of only the area that needs attention) approaches to medicine are becoming more

prevalent in healthcare. Health is a life lived well and fully, a life involved with other people, and a life filled with self-exploration of the emotions, the mind, the body, the spirit and the world around us.

Respondents are frequently assessed based on subjective well being with general measures of how happy and/or satisfied they are with their life as a whole as a measurement of their perceived quality of life. Behaviors of an individual are influenced by the way they feel physically, emotionally and socially. Sickness is measured in relation to its impact on behavior (Bowling, 1997). When an individual has a change in health condition, living environment, financial status, or social network, his/her perception of quality of life is influenced.

#### Theoretical Framework for Study

Quality of life, as defined by the Center for Health Promotion at the University of Toronto, is the degree to which a person enjoys the important possibilities of his or her life (Rootman et al. 1992). Whether environmental or personal they occur by choice and by chance. The way individuals make decisions and live their lives influences their perception of quality of life. Those occurrences described as chance may be gender, genetic endowment (including inherited physical disorders), historical time of birth, and socioeconomic status of birth parents. These are components of life that an individual has no control over and yet, they are part of life. Possibilities that occur by choice may include choices on spending discretionary savings, current living environment, selecting friends, occupation, and social networks. They are more in control of the individual and choices made are based on them. Quality of life results from those occurrences that have

become important to people and the way that they live their lives. How one enjoys the important life possibilities includes both the attainment of meaningful things or goals that are available in people's lives and the pleasure associated with them (Renwick & Brown, 1996).

All individuals have physical, psychological, and spiritual dimensions. Everyone has a perspective of who they are, how they fit into their environment, and what it takes to make choices and decisions based on their perspective of life. Being an individual, belonging in a specific environment, and allowing self made decisions and choices that allow an increase in a sense of control of life is the conceptual foundation that the Quality of Life Profile: Senior Version was built around.

It is important to allow individuals the opportunity to express their own view of how they perceive their quality of life. The place that an individual exists in life and whether or not an individual has a disability is secondary. How an individual views his/her quality of life and understands and/or accepts his/her life choices becomes the important foundation (Renwick & Brown, 1996).

To understand quality of life fully one must take into account the holistic nature of the individual. Understanding an individual's physical, social, psychological, and spiritual components allows each aspect to be viewed as a whole, and not as separate components. Quality of life cannot be measured as a single component. There are many dimensions which measure an individual's perception of his/her quality of life and each of these dimensions needs to be taken into account as a part of the overall picture.

Perceptions of quality of life can change over an individual's lifetime. It is important to be aware of who an individual is and how he/she fits within his/her

environment at the current stage in life that accurately measure his/her perception of quality of life. As an individual ages, changes in health, economic status, living environment, and social support systems have a significant impact on perceptions of quality of life. How an individual perceives his/her opportunity for daily activities that encourage independence, choice, and growth have a direct impact on their perceptions of quality of life as related to the Becoming domain. Opportunities for participation in leisure based activities can influence perceptions of quality of life based on the Leisure sub domain. The ability to have freedom of choice, self-determination in leisure programming and opportunities to maintain or develop a healthy leisure lifestyle are important components of aging. Physical abilities and satisfaction in psychological and spiritual development are important components of an individual's perception of quality of life. As an individual ages changes in living environments and satisfaction with community and social networks may influence perceptions of quality of life. These components together form a dynamic, complex constellation of interacting components that put all together develop a framework of one's perception of quality of life based on the Model of Quality of Life as seen in Figure 1. (Renwick & Brown, 1996).

How an individual interacts with the environment and what role the environment plays is important to that individual's perception of quality of life. External influences affecting their lifestyle, such as restricted living arrangements, adequate resources for daily living, and social networks may directly effect perceptions of quality of life.

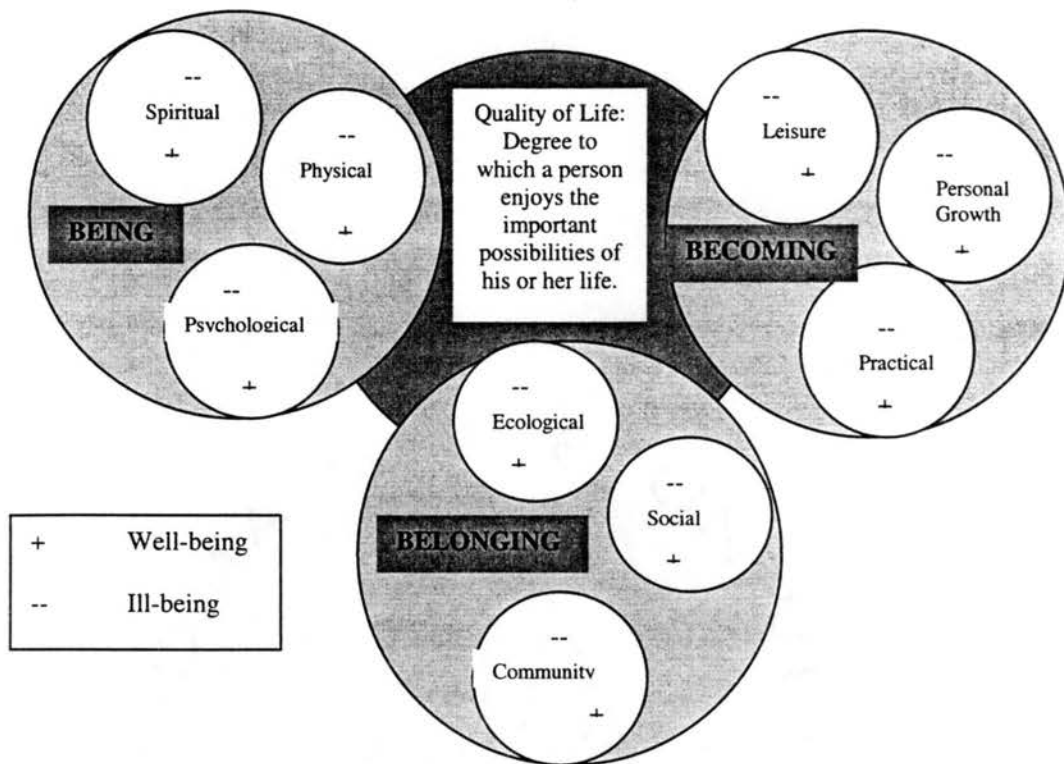


Figure 1. A Model of Quality of Life (Renwick, Brown, & Nagler, 1996)

Choices that an individual has in relationship to these external influences may determine the degree to which an individual may or may not enjoy the important possibilities in life. By having control or a sense of control over these choices, an individual may perceive their quality of life to be higher or lower depending on the influence.

Individual beliefs, values, and interests have an important influence in an individual's perceptions. Allowing an individual to express these dimensions as well as place a perceived value of their importance in their overall quality of life is what makes the QOLP:SV a multi-dimensional tool as seen in Figure 2. The QOLP:SV is valuable because it provides a multi-dimensional analysis to allow professionals to develop an in-

depth profile of the client that should lead to a more thoroughly designed program.

Understanding an individual's definition of health, whether based on physical or psychological needs, their definition of environment, and their definition of basic desires in life is important in determining overall perceptions of quality of life. No two individuals' scores will reflect exactly the same measures because of the uniqueness in individual needs and desires for life quality. Most importantly, professionals must understand the uniqueness of each individual and place value on what impacts each individual separately.

The degree to which a person enjoys the important possibilities of his/her life is illustrated in the following figure:

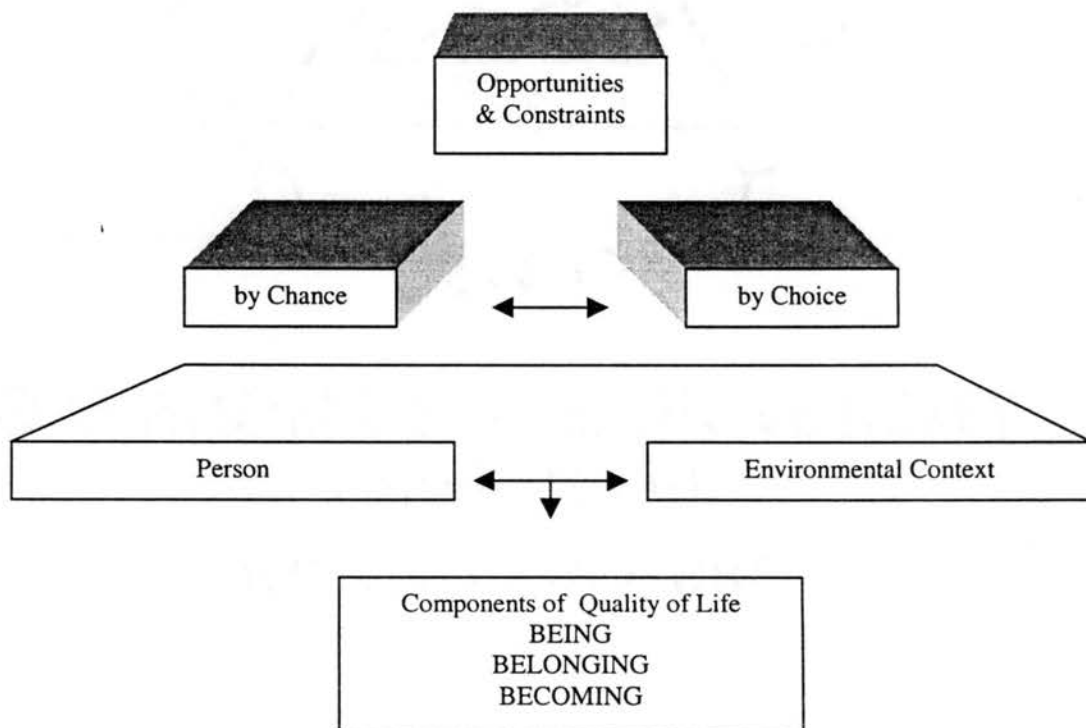


Figure 2. Relationship of Definition to Conceptual Framework (Rootman et al., 1992)

The leisure profession recognizes individual differences and designs programs that can enhance an individual's leisure lifestyle. Programming that is designed to benefit an individual is often times (like leisure education) conducted in groups. Leisure education as a therapeutic recreation intervention is designed to allow an individual the opportunity to personally understand the concept of leisure and become more self-determined in future leisure choices (Datillo & Murphy, 1991). Enjoying leisure and participating in leisure based programming is an individualistic choice. Making opportunities for leisure and becoming more knowledgeable about leisure resources is also very individualistic. Leisure education allows an individual the opportunity to identify leisure-based activities that are important to him/her and provides an individual with a sense of control based on those activities. A leisure education programs is designed so that individuals can be assisted in developing leisure attitudes, knowledge, and skills that can be matched with suitably challenging opportunities which facilitate a sense of competence and satisfaction. Through control, self-determination and choice an older individual has the potential to enhance their perception of quality of life based on the leisure activities they in which they participate. The components of the Model of Quality of Life which address leisure and opportunities for control and self-determination are the Becoming Domain and the Leisure sub domain in the QOLP:SV.

### Statement of the Problem

Does the intervention of a leisure education program influence perceptions of quality of life for older adults? Relatively little research to date explicitly conceptualizes the relationship of clinical variables, such as physical, social, or emotional health, to



measurements of quality of life (Wilson & Cleary, 1995). In addition, few studies attempt to determine what the intervening variables may be that mediate effects in an individual's perceived quality of life.

There is great interest in establishing a connection between leisure and other areas of people's lives, such as mental health, the quality of life, work and successful retirement (Mannell & Kleiber, 1997). Fine (1996) discusses the need for researchers to investigate how perceived competence and freedom in leisure contribute to overall quality of life. As part of the leisure profession, therapeutic recreation purports to enhance clients' perceptions of quality of life through provision of services that allow them to become more independent in their leisure lifestyles and leisure choices based upon their communities. As individuals age, their needs and perceptions change based on internal and external factors. Programming for leisure to help meet these needs is necessary to help guide for successful aging. There is a need to understand what type of specialized leisure programming, designed for older adults, has an influence on perceptions of quality of life.

By documenting the effects of a leisure education program on perceptions of quality of life, the profession of therapeutic recreation may have a better understanding of the influence that a leisure education intervention has on client's perceived quality of life. With health care reimbursement organizations turning their focus to prevention and health promotion the pressure and competition is intense for the limited health care dollar (Malkin, Coyle & Carruthers, 1998). In order to be competitive when securing funding, therapeutic recreation professionals need to base their treatments on efficacy research showing the long-term effects provided by specific therapeutic recreation interventions

on individuals' health and well-being. Currently, health care outcomes or benefits are viewed from an economic perspective. Health care providers need to show how any improvements, gains, or changes made through specific interventions, are advantageous to an individual, group or society. Shank and Kinney (1991), in the early nineties, noted the need to provide efficacy research that supports health-related outcomes. This type of research is necessary for strengthening the need for the inclusion of therapeutic recreation in the health care arena.

### Purpose of the Study

The purpose of this study was to assess the influence a leisure education program had on perceptions of quality of life of older adults residing in residential style retirement facilities. The leisure education program in this study was developed based on a modified leisure education program designed by Dattilo and Murphy (1991). Perceptions of quality of life was considered in this study to be delineated by the conceptual model, "A Model of Quality of Life", designed by Renwick, Brown and Nagler (1996). Perceptions of quality of life were measured by the Quality of Life Profile: Senior Version and described through a combination of the scores on the Leisure sub domain score, Becoming domain score, and overall quality of life Composite score.

Through an experimental design, the researcher determined what effect a specific leisure education program has on perceptions of quality of life in older adults. The participants were initially evaluated on their perceived quality of life then randomly placed into a control group or experimental group. The experimental group was provided with a six-week comprehensive leisure education program while the control group

maintained their current level of daily activity. After the six week program, a post-test was administered to each group. After the posttest, the control group was given an opportunity to participate in the intervention of leisure education to assure the rights of human subjects.

### Assumptions

The following assumptions were made in relationship to this study:

1. All participants in this study are oriented to person, place, time, and situation as determined by the assessment of the facility activity director and administration. If a participant was not oriented in all four areas, they were not included in the study.
2. Leisure Education is an intervention that is capable of increasing leisure appreciation, awareness of self in leisure, self-determination in leisure, decision making skills regarding leisure participation, leisure resource awareness, and perceptions of quality of life.
3. No change in lifestyle such as financial need, living environment, family support or health condition will effect the participants while participating in this study. If there was a change in any of the above mentioned areas, the participants were re-evaluated for continued participation. If deemed appropriate by the researcher, therapist and facility administration, they continued to participate in the study. If not appropriate, they were excused from participation in the study by the researcher and the facility administration.

## Limitations

The limitations for this study were as follows:

1. Perceptions of quality of life were only measured based on the limitations of self-reported scores on the Quality of Life Profile: Senior Version (QOLP:SV). These perceptions were measured based on perceived level of importance and satisfaction within the Being, Belonging, and Becoming domains which include the nine sub domain scores.
2. Three certified therapeutic recreation specialists conducted the leisure education sessions. Personality and leadership styles as a therapist may differ amongst each of the therapists. Reactions to each of the therapists may differ amongst participants. A two-hour training session that focused on the QOLP:SV and weekly meetings with the therapists to discuss the individual leisure education sessions attempted to minimize any differences in leadership and interpretation of the program from the therapist's perspective.
3. Any participant participating in this study could have changes in medication during the study that may affect their perception of participation in the program. Any medication changes that were deemed significant by the nursing staff and administration of the participant's facility was brought to the attention of the researcher and therapist. A decision was made at that time as to whether or not the participant would remain as a part of the study.
4. It was expected that participants participating in the study would attend all of the sessions. Only data from those attending nine out of the twelve sessions were analyzed. Attending nine sessions allowed the participants to receive enough

information to gain a change in their perceived quality of life. Attendance during the six-week study was taken at each of the twelve sessions. No data is available to support the amount of time necessary to achieve the highest level of comprehension through a leisure education program. The amount of sessions needed to attend (nine), was based on the professional experience of the researcher.

5. Participants in the control group were allowed to socialize with participants from the experimental group during non-intervention time. The participants were familiarized with the research process during the orientation and asked to not disclose any information to other participants during the actual study.

#### Delimitations

1. This study was limited to the client population that resides residential-style retirement facilities in Oklahoma.
2. This study was limited to only residents from Golden Oaks Villa in Stillwater, Oklahoma, Stillwater Christian Villa in Stillwater, Oklahoma, and Oklahoma Christian Apartments in Edmond, Oklahoma.
3. Participants may participate in other facility-based activities programs on a daily basis. No changes in regular programming within the facility took place during the study. Participants continued with their regularly scheduled programming in addition to the study.

#### Definitions

For the purpose of this study the following definitions have been used:

Therapeutic recreation: An intervention that is directed by a therapeutic recreation specialist toward an individual and their environment. Through the use of recreation based activities, the specialist aims to enhance health and to impact and improve functioning in crucial life domains (Bullock & Mahon, 1997, p. 308).

Quality of life: A degree to which a person enjoys the important possibilities of his or her life. Possibilities refer to the opportunities and constraints in people's lives as well as the balance between these. The possibilities result from the ongoing interaction between persons and their environments and thus depend on characteristics of both persons and environments (Rootman et al. 1992, p.23).

Health: A complex concept that encompasses coping adaptively, as well as growing and becoming. In the context of this study, health encompasses the ability to cope with life situations, the maintenance of a strong social-support system, integration into ones community, high morale and life satisfaction, psychological well-being, as well as levels of physical health (Bowling, 1997, p. 5).

Leisure Education: A series of specialized sessions, viewed as a process, in which individuals may development an understanding of self, leisure, and the relationship of leisure to their own life-style as well as the lifestyle of their community (Mundy, 1998, p. 5; Mundy & Odum, 1979, p. 2).

### Research Questions

The research questions addressed in this study were:

1. How does participation in a leisure education program influence perceptions of quality of life in leisure as determined by mean scores in the Leisure sub-domain within the Quality of Life Profile: Senior Version?
2. How does participation in a leisure education program influence perceptions of quality of life as seen in the Becoming domain mean scores (with the sub domains of Practical, Leisure and Growth) within the Quality of Life Profile: Senior Version?
3. How does participation in a leisure education program influence overall perceptions of quality of life in older adults as determined by the mean Composite scores of Being, Belonging, and Becoming on the Quality of Life Profile: Senior Version?

### Hypotheses

For the purpose of this study the following null hypotheses were tested:

1. There will be no significant difference in the interaction of Test (pretest/posttest) x Group (experimental/control) based on the mean Quality of Life Profile: Senior Version Leisure sub domain scores.
2. There will be no significant difference in the mean pretest/posttest Leisure sub domain Quality of Life Profile: Senior Version scores.
3. There will be no significant difference between the experimental and control group in the mean Quality of Life Profile: Senior Version Leisure sub domain scores.
4. There will be no significant difference in the interaction of Test (pretest/posttest) x Group (experimental/control) based on the mean Quality of Life Profile: Senior Version Becoming domain.

5. There will be no significant difference in the mean pretest/posttest Becoming domain Quality of Life Profile: Senior Version scores.
6. There will be no significant difference between the experimental and control group in the mean Quality of Life Profile: Senior Version Becoming domain scores.
7. There will be no significant difference in the interaction of Test (pretest/posttest) x Group (experimental/control) based on the mean Quality of Life Profile: Senior Version Composite scores.
8. There will be no significant difference in the mean pretest/posttest Composite Quality of Life Profile: Senior Version scores.
9. There will be no significant difference between the experimental and control group in the mean Quality of Life Profile: Senior Version Composite scores.



## CHAPTER II

### REVIEW OF LITERATURE

The conceptual framework for understanding the meaning of quality of life and the role of quality of life within the leisure field are becoming more of a research foci (Brown, Renwick, & Nagler, 1996). In this review of literature, an understanding of the concept of quality of life and the relationship between leisure and quality of life is revealed. The role of leisure and quality of life as they relate to older adults is presented to support the basis of this study.

#### Quality Of Life

The topic of quality of life is currently receiving a significant amount of attention within the health and human service fields nationally and internationally. The focus on quality of life has been a predominant research theme in the 1990's. Trying to define a specific meaning of quality of life, and relate that particular meaning to one population, has been a focus of many researchers. Because no two people, from their own perspectives, think of excellence and superiority (definitions of quality of life) in the same way, quality of life may be interpreted in a number of ways (Brown, 1994).

The ability to achieve a satisfactory social situation within the scope of one's physical environment is that individual's perception of quality of life (Mendola & Pelligrini, 1979). How an individual feels about themselves and what happens to them

through experience is what determines their quality of life (Csikszentmihalyi, 1990). The concepts of life satisfaction and well being are often linked to happiness and quality of life (Edginton, Jordan, DeGraff, & Edginton, 1998). Bowling (1997) states that life satisfaction, happiness, morale, and well being have been among the concepts from which quality of life has focused. These areas concentrate on the whole concept of who and what an individual is, rather than a specific areas of life. McDowell and Newell (1987) that quality of life appears to be a broader concept than the areas from which it borrows. They state that quality of life may subsume such concepts as happiness, morale, and life satisfaction. McDowell and Newell look at the relationship of health and quality of life and the role that health plays in the definition of quality of life. Good health is a determinant of quality of life but a good (based on life satisfaction) life overall is likely to result in people being more healthy.

### History of Quality of Life Research

Politicians were among the first to start to use the term “quality of life” in the 1960’s to provide a platform upon which to trumpet the success of their administration. The adoption of the goal that everyone has the right to a “quality life” brought the quality of life term into common usage (Schuessler & Fisher, 1985). During the 1960’s emphasis relating to quality of life were on external factors within the social context such as education, income, housing, and neighborhood domains. The environment in which one lived, as well as the opportunities that were afforded to them, were also strong influences on how individual’s perceived their quality of life.

The course of quality of life research was redirected in the 70's by researchers such as Campbell (1972) who focused on psychological or subjective indicators of quality of life that he believed were direct measures of the overall concept. Extending the framework to include who one was, and how he/she perceived his/her fit into the environment, allowed additional variance for the previously looked at objective measures. The psychological indicators referenced how one perceived his/her life experiences. Campbell believed that happiness, satisfaction, and the related attitudes accounted for 50% of the variance in measurement of quality of life. As the need to understand the whole range of concepts (both internal and external factors) which influences one's perceptions of quality of life became more prevalent, research shifted to a more internally oriented focus.

During the late 70's and early 80's, researchers looked into the relationship between personality and quality of life. Variables such as self-esteem, locus of control, optimism, and sociability, were viewed as influencing factors on an individual's quality of life (Brandt, 1979; Kozma & Stones, 1978). Kozma and Stones (1978) found a positive relationship between self-esteem and quality of life in the elderly population. Brandt (1979) found that internal locus of control was positively related to quality of life in elderly individuals who were institutionalized. A significant amount of attention was given to quality of life concepts and how they related to general social welfare (Andrews & Withey, 1976), mental health (Baker & Intagliata, 1982), physical disabilities and rehabilitation (Parmenter, 1988), and developmental disabilities (Schalock, 1990).

Alex Michalos (1986) in the mid 80's advocated a "gap" approach to quality of life. This gap referred to the discontinuity between one's present life and a standard to

which one is comparing oneself. The perception of how one felt he/she compared to another individual or group of individuals, both past and present, was directly associated with individual perceptions of quality of life.

Other approaches to the study of quality of life were introduced in the 80's and 90's. The medical approach according to Goodinson and Singeton (1989), brought about the use of quality of life assessment tools that justified a medical procedure, helped resolve disputes in relation to different therapeutic approaches, and provided a direction for allocating resources for treatments judged to be most effective. The focus of the rehabilitation approach to quality of life has been on the enhancement of an individual's quality of life. This emphasis goes along with the initial goal of rehabilitation being the increase of function and the integration of individuals with disabilities back into society (Day, 1993; Wood-Dauphinee & Kuchler, 1992). The ecological approach to quality of life research focuses on the subjective perspective of an individual and the objective assessment of their environment and how well this person "fits" into his/her environment (Bach & Rioux, 1996). This approach, which has been studied by (Keith, Schalock & Hoffman, 1986; Landesman-Dwyer, 1986; Murrel & Norris, 1983), looks at the relationship between an individual's expectations in his or her environment and the resources that the particular environment provides to that individual.

### Assessment of Quality of Life

A fundamental consideration that needs to be taken into account when designing a measurement of quality of life is that the tool can be applied uniformly across disability groups, other special populations, and society as a whole (Felce & Perry, 1996). The

concept of quality of life from a qualitative research perspective was a focus by some researchers in the 1990's. Day, Jankey, Alon, Clingbine, and Reznicek (1993) through a questionnaire assessed the quality of life of 15 individuals by looking at life satisfaction through the respondents' life experiences. The focus of the survey was on the personal meaning that living conditions had on the individual and not the biases of the researcher which might evolve when categorizing responses. This research has led others to attempt to define the important aspects of quality of life, and how much weight and importance each of these items may have in the overall contribution to the relevance of quality of life.

### Quality of Life Assessment Tools

A plethora of quantitative tools exist which operationalize and attempt to measure aspects of quality of life. The desire to combine various tools in order to measure multiple components of quality of life has led to lengthy and oftentimes confusing measurement tools that focus on specific areas of quality of life rather than an all encompassing concept. Tools such as the Psychological General Well-Being Scale (GWBS) have been used as a multi-dimensional measure that indicates subjective feelings of well-being and distress as components of life satisfaction and morale in relation to quality of life. By self-reporting an intrapersonal affective or emotional state, individual's can identify a sense of subjective well-being or distress that has been shown as a direct relationship to perceptions of their quality of life (Bowling, 1997).

The Sickness Impact Profile (SIP) was designed to measure the impact that sickness/wellness has on daily activities and behavior. The SIP has various components

that assign a ranking to life areas such as work, recreation, emotion, affect, home life, sleep, rest, eating, ambulation, mobility, communication and social interaction (Bowling, 1997). The focus of this tool is on the relationship between health and the impact sickness/wellness has on one's perception of quality of life.

The measurement of life satisfaction in relationship to an overall assessment of one's perception of quality of life has been difficult to measure. Life satisfaction, morale, and happiness are all global concepts referring to life as a whole rather than to specific aspects (Bowling, 1997). The Life Satisfaction Index (LSIA or LSIB) was developed to measure life satisfaction based on individuals' feelings of general well being. The design of this tool is to measure general feelings of successful aging. The concept of the LSIA and LSIB is to determine satisfaction based on past and present life situations and compare feelings of zest and apathy, resolution and fortitude, congruence between desired and achieved goals, and positive self-concept and mood tone. Through an overall understanding of life satisfaction, a measurement of quality of life in relationship to feelings of general well being can be assessed.

### Quality of Life Profile

A multidisciplinary research team from the Quality of Life Research Unit at the Centre for Health Promotion (CHP), University of Toronto designed a conceptual model to measure quality of life (Renwick & Brown, 1996). The authors mention that the development of this profile was influenced, in part, by earlier theoretical work on quality of life from 1991 to 1998. Through a three phase research project based on quality of life and related issues for individuals with developmental disabilities, came the development

of the Quality of Life Profile. Early in the development of the tool, although originally designed for a single population, the authors found the Quality of Life Profile (QOLP) could be relevant to a broader group of individuals such as older adults, adolescents, and individuals with sensory and/or physical disabilities (Raphael, Brown, Renwick & Rootman, 1994). Through modification of the original QOLP, an assessment tool could be designed to measure specific components of quality of life that were directly related to a specific population (seniors, youth, individuals with sensory/physical disabilities).

The tool was designed based on influences from the humanistic-existential tradition of quality of life research (Renwick & Brown, 1996). All individuals have physical, psychological, and spiritual dimensions. It is important that individuals need to belong, as well as have a level of competency and self-determination (Woodill, Renwick, Brown, & Raphael, 1994). How individuals are able to get around in their environment, accept who they are, and live by a set of values and morals that guide them in day to day interactions, will help determine who they are and their worth as a whole. The ability to do what is necessary to be successful in life and to have a sense of control in one's environment are important factors in the consideration of quality of life. In incorporating all of these dimensions, the development of the three major domains within the Quality of Life Profile, Being, Belonging, and Becoming were established (Renwick & Brown, 1996).

The design of the Quality of Life Profile was influenced by many researchers in the area of quality of life (Brown, Bayer & MacFarlane, 1988; Goode, 1990; Halpern, Nave, Close & Wilson, 1986; Milbrath, 1979; and Schalock, Keith, Hoffman & Karan, 1989). The Quality of Life Profile has integrated Brown, Bayer and MacFarlane's (1988)

concept of a quality of life framework that includes life satisfaction, well being, growth, and mastery by individuals as critical aspects of one's quality of life. Goode's (1990) concept of "goodness of fit" between individuals and their environment allows the researcher to look at the relationship between the individual's perceived quality of life and the "fit" into their current environment. The notion of social networks and social support were developed with influence from Halpern, Nave, Close and Nelson (1986). The area that relates quality of life for an individual as a function of the discrepancy between resources and stressors in relationship to his/her environment was influenced by Milbrath (1979). The satisfaction dimension of the profile was influenced by the work of Schalock, Keith, Hoffman and Karan, (1989).

The Quality of Life Profile offers a unique conceptualization of the interrelationships among these various aforementioned models of quality of life. The profile takes into account individuals' perceptions of what are relatively important and unimportant areas in their lives. The model emphasizes the central role that personal choice and available opportunities in each of the major areas of life play in the attainment and enjoyment of a quality life.

The Quality of Life Profile focuses on the framework of three fundamental areas of life that are common to the human condition and are essential dimensions of human experience as seen in Figure 3. Being refers to the most basic aspects of who people are as individuals in a physical, psychological, and spiritual sense. The Being domain encompasses the most basic aspects of the individuality of people. Physical Being includes physical health, nutrition, fitness, mobility, agility, personal hygiene, and grooming. Psychological Being encompasses an individual's feelings, cognition, self-



evaluation, self-confidence, self-control, coping with anxiety, and initiation of personal behaviors. In the area of spiritual Being individuals look at personal values and standards to live by, spiritual beliefs, daily life experiences, and celebration of special life events.

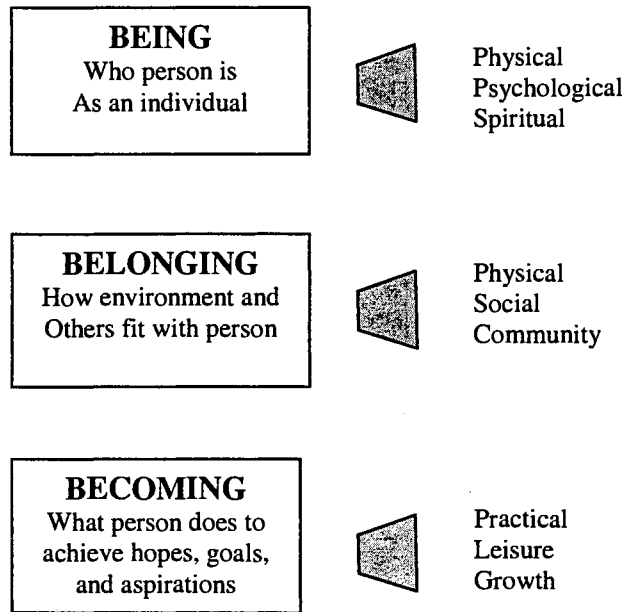


Figure 3. Quality of Life: Essential Components and Sub-components (Renwick & Brown, 1996, p. 83)

The Belonging domain is designed to look at the fit between an individual and his/her environment from a physical, social, and community-based aspect. Physical Belonging refers to the links people have within their communities (home, workplace, community), and the ability to display a sense of freedom in privacy and safety in these environments. Social Belonging consists of the links people have with their social environment. The focus is on family, friends, partners, coworkers, neighbors, and other members of cultural or ethnic groups. Community Belonging embodies the connections

people have with their resources that are available to them through their community and society. This includes adequate income, employment, educational and recreational programs, health and social services, and community events and activities.

The Becoming area encompasses those purposeful activities in which people engage to realize their goals, aspirations, and hopes. Becoming includes practical activities, leisure based activities, and growth activities. Practical Becoming consists of purposeful activities that are done on a daily basis (household chores, paid or volunteer work, school or educational programs, and self-care). Leisure Becoming refers to leisure and recreational activities that promote relaxation, stress reduction, and encourage a balance of work and play in an individual's life. Growth Becoming includes activities that promote the development of individuals' own skills and knowledge. This may include learning new information, improving existing skills or learning new skills, and adapting to changes in their lives.

Because all individuals are unique and each group of individuals throughout their life span has various needs and perceptions, a tool needed to be designed for quality of life assessment that could address the characteristics of a given population. The design of the quality of life profile for older adults takes into account various lifestyle and environmental needs particular to this population.

#### Quality of Life Profile: Seniors Version

In the development of the Quality of Life Profile: Senior Version (QOLP:SV), Raphael (1996) examined a group of 120 seniors who represented a variety of senior groups from various programs in the Toronto area. The respondents were asked, "What

does the term quality of life mean to you?” A second question collected responses to, “What are some areas of concern to seniors?” The researcher developed the QOLP:SV based on the responses to the above inquiries that he felt were significant issues with this population.

The long version of the QOLP:SV consists of 111 items encompassing quality of life issues that are divided up into the three domains. The three domains are divided up into three sub domains. The first six sub domain areas have 12 items each and the last three sub domain areas have 13 items. Importance and satisfaction ratings are given for each area (all nine sub domains). Respondents are asked to rate on a five point Likert Scale, the level of importance of each question (from extremely important to not at all important) and the level of satisfaction (from extremely satisfied to not at all satisfied) of each question. The respondent also indicates the amount of control (from almost total control to almost no control) and opportunities (many to none) that he or she perceives in the broad nine sub domains (e.g., physical health, thoughts and feelings, living environment, and resources). A shorter 54-question version of the QOLP:SV was designed to decrease the amount of time needed to complete the scale. The short version continues to measure the three domains and nine sub domains with six questions in each of the sub domains instead of the 12 to 13 in the longer version.

The instrument was pilot tested on two groups of 12 seniors to determine necessary revisions and validity of the contents. After modifications the questionnaire was then administered to a group of 205 seniors to: (a) examine the internal consistency; (b) evaluate its concurrent validity; (c) examine correlates of QOLP:SV scores through administration of a demographic questionnaire; and, (d) examine the levels of importance

and satisfaction of various issues to seniors. Raphael (1996) discusses that the validity and reliability with the QOLP:SV has proven to be high with a Cronbach's alpha  $>.90$ .

### Leisure And Quality Of Life

The leisure lifestyle of most people in our society evolves and develops throughout the life span of an individual. Satisfactory and appreciated lifelong leisure that becomes part of healthy lifestyles can enhance perceptions of quality of one's life as it is celebrated in both the community and the home (Fine, 1996). Kelly (1996) suggests that an individual's leisure may have more impact on quality of life than any other area of behavior and experience. Leisure has been seen as an effective way of fostering the quality of community and individual life through recreational, cultural, and heritage activities oriented to people from childhood to old age. Edginton et al. (1998) state that "People will make decisions about work, family, and leisure based on quality of life issues – a balance of work, family, a healthy lifestyle, and time for self" (p. 407).

The work of leisure professionals is to offer opportunities that enrich the quality of life, advocate for the access to leisure experiences, and assist in teaching about the positive use of leisure to everyone they serve (Dustin, McAvoy, & Schultz, 1982). The community as a whole seems to appreciate the ideal that there has to be quality in life if people are to lead satisfying and enriched lives. Recreation and leisure experiences are critical elements for generating joy and satisfaction (Fine, 1994). Studies since the 70's have shown that leisure participation contributes to perceived quality of life and psychological well being (Brooks & Elliot, 1971; Flanagan, 1978).

Leisure involvement is an important fundamental element to life satisfaction (Fine, 1996). Iso-Ahola (1980) states that leisure can be tremendously helpful in reducing feelings of helplessness. Leisure's most important dimension is that of perceived freedom in an individual's ability to choose participation in productive leisure experiences. When people want to be involved in leisure activities, they feel in control of the outcomes and are therefore, more willing to participate. Engaging in satisfying leisure experiences can contribute to the well being of an individual and assist in the process of self-actualization (Fine, 1996). Involvement in therapeutic recreation increases life and leisure satisfaction and perceived quality of life (Leonard & Serravillo, 1997).

It is important that individuals have a greater understanding of what leisure is and how leisure may have a positive impact on one's lifestyle. Preparing for a quality life must include building a lifestyle that includes an optimal portion of leisure participation (Fine, 1996). To understand how to participate in various leisure experiences and how to utilize resources to ensure continued leisure involvement throughout one's life is equally important. The goal of leisure instruction (education) is to educate and train people to apply their leisure skills and knowledge and appreciate the value and benefits of leisure (Crandall, Nolan, & Morgan, 1980; Datillo & Murphy, 1991; Gunn & Peterson, 1977; Mundy & Odum, 1979). This insight to leisure can be provided through leisure education.

### Leisure Education

By participating in a leisure education program an individual is able to become more self-determined or independent in their leisure choices (Datillo & Murphy, 1991;

Howe, 1989). A leisure education program is an important component within the profession of therapeutic recreation in that it enhances life satisfaction in individuals with disabilities. Leisure education is a full process in which an individual may develop an understanding of self, leisure, and how leisure can fit into their own lifestyle as well as into their community's lifestyle. Through the process of leisure education a programmer may see increased freedom of choice, independence, and intrinsic motivation towards leisure that in turn may enhance the quality of life for their participants (Stumbo & Peterson, 1998).

The process of leisure education, which is comprised of participation in a variety of specifically designed leisure based activities, allows the participant to learn how leisure relates to their lifestyle and how to incorporate leisure into everyday life. Leisure education is based on a model of self-determination through which an individual may establish what they need through leisure experiences in their lives (Bullock & Mahon, 1997; Mundy & Odum, 1979). Leisure education has been described by Chinn and Joswiak (1981), Gunn and Peterson (1977), Mundy and Odum (1979), and as a comprehensive program employed to enhance the quality of a person's life through leisure. Mundy (1998) defines leisure education as a process that will: (1) enable an individual to enhance their quality of life; (2) help individuals gain a better understanding of leisure; (3) help individuals comprehend the impact that leisure has on their quality of life and societies quality of life; and, (4) allow individuals to be able to make independent leisure choices based on this knowledge.

Since the 1990's, a significant amount of research and program development has occurred in the area of leisure education. Leisure education programs and their

effectiveness in enhancing the well being and quality of life in clients has been studied with a wide variety of populations. For example, Bullock and Howe (1991) in their model community reintegration program provided an extensive leisure education component as a part of the overall program. The leisure education component consisted of eleven sessions with the focus being on the use of leisure education to enhance reintegration back into the client's community. Results were positive and through the leisure education intervention the participants showed improved behavioral functioning, adjustment to disability, autonomy, and enhanced quality of life.

Searle and Mahon (1991) examined the effects of a leisure education program with older adults who were residents at a day hospital. Through an experimental design, the researchers were able to show statistically, that leisure education programs were effective in their ability to enhance the abilities of older adults to sustain themselves in independent living environments. This study showed the positive effects of leisure education and its relationship to increased independence in older adults.

Zoerink and Lauener conducted a study in (1991) to determine the effects of a leisure education program and values clarification strategies upon leisure attitudes, leisure satisfaction, and the perceptions of freedom in leisure with adults with traumatic brain injuries. The leisure education program consisted of eight ninety-minute sessions held over an eight week period. Although there were no significant differences in scores based on perception of freedom, attitudes, and satisfaction, the authors did find increased scores for psychological, educational, relaxation, and aesthetic dimensions of leisure satisfaction.

Bedini, Bullock and Driscoll (1993), conducted a study that focused on the effectiveness of a leisure education program taught within a public school system on factors contributing to the successful transition of students with mental retardation from secondary school to adult life. Results from the ten-session program showed that involvement in the model leisure education program produced positive changes in attitudes and behaviors such as leisure awareness, initiation of activity, participation in activities, and appreciation for leisure.

A community based leisure education program called Reintegration Through Recreation (RTR), was the focus of a study completed by Mahon, Bullock, Luken and Martens (1996). This study showed that consumers, family members, and service providers considered the goals, interventions, and outcomes of the RTR leisure education program to be socially valid. The population studied were adults with severe and persistent mental illness.

Dunn and Wilhite (1997) developed a leisure education program for two home-centered older adult women and studied its effects on their leisure participation and well being. The intervention lasted for eight-weeks with participants meeting two times a week for one-hour sessions. The results showed that participation in the leisure education program did affect leisure participation.

### Leisure Education Models

The goal of leisure education programs is to provide assistance in helping individuals to learn to participate in their environment in order to enable them to add meaning to their lives through leisure (Dattilo & Murphy, 1991). Over the past three



decades many leisure education models have been developed. The discussion of several leisure education models are included in this section.

Binkley and Seedsman (1998) suggest that leisure education provide a vehicle for developing an awareness of activities and resources for acquiring skills necessary for participation in leisure throughout the life span. In a systematic process participants are able to enhance their experiences in leisure and understand the opportunities, potentials, and challenges through four components: (1) leisure awareness; (2) self-awareness; (3) leisure skills; and, (4) leisure resources.

Peterson and Gunn (1984) describe leisure as being intimately associated with quality of life through leisure experiences and opportunities that allow self-development and self-expression. In their Leisure Education Content Model they have designed a system that allows an individual to fully explore and develop knowledge, skills, attitudes, and resources towards leisure and gain insight towards a healthy leisure lifestyle. In order to conceptualize the leisure education model, Peterson and Gunn divided their leisure education content model into four components: (1) Leisure awareness; (2) Social interaction; (3) Leisure activity skills; and, (4) Leisure resources. Each component allows an individual the opportunity to explore information and resources important to them and to learn how to further enhance their leisure lifestyle.

Witt, Ellis and Niles (1984) developed a model of leisure education that focuses on the element of freedom as a critical component of leisure involvement. The focus is for practitioners to work with clients and help them increase their control and perceived competence in leisure experiences. This model also encourages development of intrinsic motivation, and stimulate depth of involvement and playfulness.

Bullock and Mahon (1997) discuss a conceptual model for person-centered leisure education. The person-centered approach allows collaboration between the client and the leisure education specialist. In this non-directional model, the client determines the focus and location of leisure education that is of importance to them at the particular time of intervention. In conjunction with guidance from a therapeutic recreation specialist, the client may work within any one of three domains of leisure education: (1) awareness; (2) skill learning and rehearsal; or, (3) self-determination. The ultimate goal is personal satisfaction with one's leisure lifestyle.

Dattilo and Murphy (1991) designed a model of leisure education that encompasses leisure education components from various models up to the year 1991 (e.g., Mundy & Odum, 1979; Peterson & Gunn, 1984; Witt, Ellis & Niles, 1984). The purpose of these leisure education sessions are to: (1) help the participants focus on what leisure means to them; (2) discover potential leisure opportunities for themselves; (3) determine how leisure can be integrated into their current lifestyle; (4) learn new leisure skills or relearn past skills; and, (5) learn how they can take control over their own leisure lifestyle. The various components that are included in this leisure education model are: (1) awareness of self in leisure; (2) appreciation of leisure; (3) understanding of self-determination in leisure; (4) ability to make decisions regarding leisure participation; (5) knowledge and utilization of resources facilitating leisure participation; (6) knowledge of effective social interaction skills; and, (7) recreation activity skills. The model was designed so that individuals could be assisted in developing leisure attitudes, knowledge, and skills that can be matched with suitably challenging opportunities which facilitate a sense of competence and satisfaction.

Although there are numerous leisure education models available, based on any given population, therapeutic recreation specialists may choose to modify existing programs or develop a program of their own that meets the needs of their client population. As previously stated, researchers have indicated that there is some empirical research based on the effects of leisure education. Dattilo and Murphy (1991) express their belief that more research based on the outcomes of leisure education is needed to improve leisure education services for all individuals, including those with disabilities. Through modification of existing leisure education models, with pre-determined sessions and times, the effects of leisure education on the quality of life in older adults may be determined.

#### Therapeutic Recreation Research

Researchers in the field of therapeutic recreation (TR) have conducted numerous studies that show the positive effects of leisure through various TR interventions on a multitude of client populations. In a study by Haight (1992), the long-term effects of a structured life review process with the elderly, who are homebound, showed an increase in life satisfaction and a decrease in activities of daily living (ADL) skills and depression. Other recent specific studies have focused on the physical, emotional, cognitive, and social domains of therapeutic recreation intervention.

Studies looking at the physical aspects of therapeutic recreation intervention such as the effects of aerobic exercise on the physical functioning of adults with physical disabilities (Santiago, Coyle & Kinney, 1993); water aerobics and their impact on diastolic blood pressure, body fat, and body weight in elderly community residents

(Green, 1989); and cooking as an intervention with residents in a long-term care facility to help improve their range of motion (Yoder, Nelson & Smith, 1989), have all shown the positive impact on client's physical abilities through the process of therapeutic recreation intervention. The effects of therapeutic recreation intervention on emotional functioning has been measured through research on the effects of a physical activity program to help increase self-control and enhanced perceptions of competence and self-esteem in adults with mental retardation (Mactavish & Searle, 1992); and in a study that measured the relationship between exercise and depression in adults with physical disabilities (Santiago, Coyle & Troupe, 1991). Research measuring the effects of therapeutic recreation intervention in the cognitive domain include a study that examined the effects of a leisure education program using decision-making instruction for children with developmental disabilities (Mahon & Bullock, 1992), and a study that measured attention, memory and impulse control in elderly individuals using computer games (Peniston, 1991). In the area of social functioning research studies were conducted to determine initiation of conversations in adults who used augmentative and alternative communication systems (Dattilo & Light, 1993), and a study that measured skills in self-awareness, decision-making, social skills and social interaction with individuals in treatment for substance abuse, through the use of a comprehensive leisure education program (Rancourt, 1991a, 1991b). In recent research that focused on system specific outcomes of therapeutic recreation intervention findings indicated improvement in community reintegration skills upon discharge in clients who received more than 30 minutes of therapeutic recreation intervention each day (Shank, Coyle, Kinney & Lay,

1994/95), and an increase in health differences in individuals with spinal cord injuries who had a commitment to leisure involvement (Trader & Anson, 1991).

Various researchers have looked at the positive links between leisure and psychological well being (Backman & Mannell, 1986; Dunn & Wilhite, 1997; Searle & Mahon, 1991). This research has included looking at the effects of the intervention of leisure education on older adults' psychological well being. In many of these studies involving leisure education as a treatment intervention, the researchers mention how leisure education sessions helped lead clients to a more satisfying leisure lifestyle and in turn positively enhanced their quality of life. Within these studies various tools that measure a client's life satisfaction or satisfaction in their leisure lifestyle may have been used. No recent research was found on studies involving measurement specifically related to the intervention of leisure education and its effect on quality of life.

#### Older Adults, Leisure and Quality Of Life

Programmers in leisure need to be aware of the leisure needs of the aging population. According to Bammel and Burrus-Bammel (1996), this group is the fastest growing minority population in the United States. By the year 2000, approximately 35 million Americans will be 65 and older and by the year 2050, it is estimated that this group will grow to 67 million (Allison & Geiger, 1993). The number of Americans ranging in age from 75 to 84 is 10 million in the 90's, and is projected to be 12 million in the year 2000 (Edginton, et al., 1998). There will be a greater demand on the health care delivery systems by older adults in the near future. Hawkins, May, and Rogers (1996) note that because the older adult population is becoming more aware of the need for

living a healthy lifestyle, the impact on the health care system will not be all negative. Services may take a different approach towards health promotion and prevention along with expanded services such as leisure education, to meet other needs such as adult education, community recreation, arts, exercise, and travel programs.

Older persons who are in need of health-related services may seek different levels of care from a variety of service settings (Hawkins, et al. 1996). A span of services described for older adults by Hawkins et al., as seen in Figure 4, forms a continuum of care ranging from independent living to institutionalized care throughout their living environment. The needs according to where they are on the continuum will be strongly influenced by their health, family support, and financial issues.

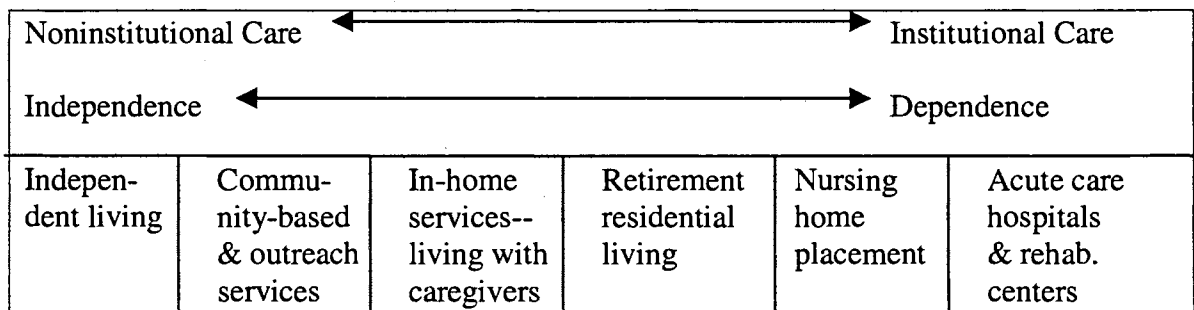


Figure 4. Continuum of Care and Service Settings (Hawkins, et al., 1996, p. 24).

#### Leisure Needs of Older Adults

Leisure needs and interests of the elderly are different from what they were at other times in the human life span. There are various external factors that affect the leisure interests and needs of this population. Variables such as finances, health and mobility, family and friends, time, living environment, and desire are all influencing factors that can and may affect leisure involvement (Bammel & Burrus-Bammel, 1996). Conditions, other than age, often times cause changes in leisure behavior. Changes in

leisure patterns may be attributed to changes in health, finances, opportunities, and social constraints (McGuire, 1985). Because older adults are more likely to live in urban areas, live on a fixed income, have health problems, and have changes in their social needs, their leisure behavior may become affected. The social world of the elderly tends to become smaller, they have more free time, and they experience fewer expectations in having their social needs met.

Leisure is an important aspect of a healthy lifestyle for older adults. Leitner and Leitner (1985) note that studies have indicated that recreation activity is beneficial for older individuals. Understanding the leisure needs of older adults has been a focus of many researchers in the field of therapeutic recreation (Backman & Mannell, 1986; Haight, 1992; Mobily, Mobily, Lane & Semerjian, 1998; Osgood, Myers & Orchowsky, 1990; Schwab, Roder & Doan, 1985; Searle & Mahon, 1991). Leisure may help identify and define a purpose for life. Participation in meaningful leisure activities allows an older adult to express his/her abilities, gain control over his/her environment, and be able to identify components of life that are of importance. It is essential that leisure activities for older adults are meaningful, age appropriate, and can allow a sense of accomplishment or satisfaction.

Mannell and Kleiber (1997) state that, "Stimulation and challenge in leisure activities are still a need as people age; it may even become more important as needs and interests change". The need to modify and/or adapt past leisure interests becomes more apparent along with the willingness to substitute newly learned leisure activities for past favorites. The focus of leisure for older adults should be based more on quality rather than quantity. Participation in meaningful leisure activities helps preserve identity and

may contribute to a sense of integrity, and potentially an opportunity for self-renewal. Older adults need to be supported in their attempts to engage in enjoyable and challenging activities of their own choosing.

Research by Iso-Ahola (1980) has shown the need for leisure education programs to ensure that leisure based experiences serve to enhance an older individual's psychological well being. Leisure education through its focus on increasing leisure knowledge can be an effective device to ameliorate the effects of the various constraints related to aging (Searle & Mahon, 1991). Backman and Mannell (1986) have studied the success of leisure education programs with the elderly population residing in nursing homes. Their study showed that through a leisure education program there was an increase in leisure participation and satisfaction within that population. Leisure education programs can be long lasting, and have a significant impact on an older adult's feelings of control and competence that in turn will enhance self-esteem and reduce boredom (Mahon & Searle, 1994). The need for control and competence in leisure is necessary for changes in leisure patterns to occur. Therefore, the need for leisure education programming with older adults is beneficial to help promote self-determination skills. A comprehensive approach to leisure education is the most effective in promoting social-psychological changes in older adults (Bullock & Mahon, 1997). As older individuals learn to accept greater personal responsibility for attaining their desired outcomes, they show an increase in personal well-being (Rodin & Langer, 1977; Schulz & Hanusa, 1978). Leisure education as a treatment modality helps facilitate the development of a leisure lifestyle that enhances an older individual's quality of life (Carter, Van Andel, & Robb, 1995).



## Quality of Life Research and Older Adults

Research in quality of life may have a tremendous impact in optimizing the aging process (Raphael, 1996). According to Arnold (1991), “Factors that need to be taken into account when measuring quality of life with older adults are physical, emotional, behavioral, social, sexual, intellectual and cognitive functioning”. Other areas include support systems, life satisfaction, health perceptions, economic status, leisure and recreational interests, energy, and vitality. A sense of well being, perceptions of life satisfaction, and quality of life are often governed by how independent and active the older person is on a daily basis (Hawkins, et al., 1996).

Quality of life in older adults can not be specifically measured in any one area of concentration such as health, environmental, social, or spiritual. Because life is multifaceted, and each individual’s life is made of a myriad of experiences and opportunities, perceptions of quality of life are unique to each individual. Many tools designed to measure quality of life in older adults are health based and focus on issues related to current health status and level of functioning. The focus of quality of life should be holistic in nature, taking into consideration all aspects of an older adult’s life, such as physical, psychological, spiritual, environmental, and social concepts. As life patterns change so does an individual’s perceptions of quality of life. What is important and offers a particular level of satisfaction for an individual at age 40 may be very different at age 70. As an individual’s physical, social, environmental, psychological and spiritual needs change so do his/her perceptions of quality of life.

Changes in an individual’s living arrangement may have a significant impact on perceptions of quality of life from an environmental perspective. In the past ten years,

there has been an increase in residential style retirement communities. One goal of the residential style retirement community is to provide older adults a level of comfortable, independent living with health and social services available as needed. These retirement communities are specifically designed for older adults to allow a sense of security along with the convenience and comforts of independent living.

A fairly new concept, the Continuing Care Retirement Community (CCRC), is growing within the older adult living environment. The concept is designed to enable an older adult to have all needs (health, environmental, and social) met within one facility. The CRCC, focusing on a continuum of care, has all levels of care being met within one facility (from independent living to assisted living to in-home care to skilled nursing care). In 1994, according to Netting and Wilson, there were around 710 CRCCs in existence within the United States.

No matter how an individual considers the impact that the environment has on his/her perceptions of quality of life, it is truly the ability to have basic needs met, provide for a range of opportunities within the individual's potential, and provide for personal control and choice within that environment that are important aspects of quality of life. How an individual perceives his/her quality of life will be based on meeting those challenges.

## CHAPTER III

### METHOD

The purpose of this study was to investigate the effects of a leisure education program on perceptions of quality of life held by a group of older adults living in residential-style retirement settings. This chapter contains sections describing the participants, the procedures used in the study, the test instrument, and the applied statistical analysis.

#### Description of Participants

For this study, residents from three residential-style retirement facilities were invited to participate. Contact was made with facility administration from Golden Oaks Retirement Villa in Stillwater, Oklahoma, Stillwater Christian Villa in Stillwater, Oklahoma, and Oklahoma Christian Apartments in Edmond, Oklahoma. The residents were chosen based on cognitive abilities and interest to volunteer in a six-week study. Screening for cognitive abilities (must be oriented to person, place, time, and situation) and assessment of level of interest in the study were completed by the facilities administration and/or the director of activities prior to the start of the study. Each facility's administrator contacted the researcher with a list of potential volunteers. A letter was sent to all of the volunteers who met the cognitive orientation and interest criteria (see Appendix A). The letter informed the potential participants of the proposed

study and invited them to attend an introductory meeting to further explain the study and their specific roles.

For the study, 48 residents volunteered to participate. Ages of the participants ranged from 62 to 99 years. A total of 10 males and 38 females participated in the study. Both the experimental group and control group had a total of 24 participants each.

The number of participants assigned to each treatment condition was based on Cohen's (1988) table of power. The parameters along with their respective values in the table were as follows:  $\alpha = .05$  (level of significance),  $d = .68$  (range of standardized means),  $u = 1$  ( $k-1$ ) (treatment groups),  $f = .35$  (medium effect size), and a power of .67. According to the table, the number of participants assigned to each group was 24.

### Procedure

The researcher, prior to the start of the study, trained three certified therapeutic recreation specialists. Training was based on implementation of a modified version of the Dattilo and Murphy (1991) leisure education program (see Appendix B) and implementation of the Quality of Life Profile: Senior Version (Raphael, Renwick, & Nagler, 1996). Training was provided in two 90-minute sessions. The therapists were instructed on how to administer the Quality of Life Profile: Senior Version (along with self-administration of the profile) and how to provide the leisure education sessions according to the program components chosen by the researcher. The researcher met with each of the therapists before each week's session to discuss the week's program and to distribute the program supplies and equipment needed to administer that week's session.

At the start of the study, the researcher and each respective therapist traveled to the three facilities to meet with potential participants. A presentation of the purpose and need for the study was explained to each group (Appendix C). Interested participants stayed to fill out the consent forms as authorized by the Institutional Review Board (IRB# ED-99-094). A copy of the IRB form may be found in Appendix D. The participants filled out a demographic form (see Appendix E) and the Quality of Life Profile: Senior Version. After completion of these forms, the participants at each facility were randomly assigned to either the leisure education experimental group or the control group through use of a randomization table (Shavelson, 1996). Those participants assigned to the leisure education group met with the therapist two times a week for a period of six weeks. Those assigned to the control group did not receive any leisure education sessions during the six-week period and continued with their normal daily activities. After the post-test phase of the study, the control group received the same leisure education program.

The leisure education (experimental) group participated in a six-week program of therapeutic recreation leisure education sessions that consisted of programming two times each week for a minimum of one hour each session for 12 sessions. Times for each session varied from 60 minutes to 90 minutes depending on the leadership of the therapists and specific participant needs. Programming consisted of leisure education sessions that addressed leisure appreciation, awareness of self in leisure, self-determination in leisure, making decisions regarding leisure participation, knowledge and utilization of resources facilitating leisure, and leisure and quality of life. The leisure education sessions were designed based on Dattilo and Murphy (1991) *Leisure Education*

*Program Planning: A Systematic Approach* (Appendix B). The sessions were adapted and modified to meet the language, activity, and age needs of the studies participants.

Each session began with an introductory activity to introduce the topic for the session along with introduction and reintroduction of the participants. Following the introductory activity there was a debriefing period where the participants had an opportunity to answer specific questions regarding the activity and their feelings towards the activity.

As each session's topic was introduced, the therapist verbally shared specific information related to the topic such as the theory and philosophy of the topic. The participants were able to further understand the concepts by participating in a variety of activities (written and verbal) that helped them apply the newly learned information to themselves and their current situation. After each activity, the participants were debriefed by answering several questions specifically related to that activity. Each session ended with a conclusion of the topic and a brief overview of the next sessions topic.

### Instrument

For the purpose of this study, the Quality of Life Profile: Senior Version (QOLP:SV) (Renwick, et al., 1996) was used to measure perceptions of quality of life. The Quality of Life Profile: Senior Version measures a comprehensive overview of quality of life that includes various domain and sub domains.

### Quality of Life Profile: Senior Version

The Renwick, et al. (1996) Quality of Life Profile was designed to measure the degree to which a person enjoys the important possibilities of his or her life. This model is designed to assess nine essential areas, which are broken up into three specific domains, in which people can achieve various degrees of quality of life. These domains and sub domains are: 1) Being- physical, psychological, and spiritual; 2) Belonging- physical, community, and social; and, 3) Becoming- practical, leisure, and personal growth.

Raphael (1996) discusses the reliability of the QOLP:SV short version as showing high internal consistency (Cronbach's alpha > .90) in the areas of importance, satisfaction, and overall Composite quality of life. Criterion validity was provided through evidence of patterns of correlation with the QOLP:SV and the Life Satisfaction Scale, Memorial University of Newfoundland Scale of Happiness, Social Health Battery, and Life Activity Items based on the National Council on the Aging. The high correlation with Leisure Becoming and the Life Activity Items (NCA) (.62), and the consistent correlation of the other general indicators of well being with the QOLP:SV (see Table 1), provide beginning evidence of construct validity (Raphael, 1996).

In a study in Canada, 180 seniors were administered the QOLP:SV (Raphael, 1996). Quality of life scores closely paralleled the findings in satisfaction scores. Quality of life scores were highest in the Physical Belonging area and lowest for the Leisure Becoming domain. Respondents were more concerned with their physical health as a function of quality of life rather than leisure-based activities.

In the above mentioned study, health status was related to all domain and sub domain quality of life scores. Health was most highly related to physical being at a .57 level and to the overall composite quality of life score at a .50 level. Composite scores of control and opportunities showed strong significant correlation ( $p < .001$ ) with the composite quality of life domain scores highlighting the importance of these issues for seniors' lives.

Table 1

Correlation of Quality of Life Profile: Senior Version (QOLP:SV) Short Version

Domain Quality of Life Scores With the Four Validation Measures

Quality of Domain	Validation Measures			
	Life Satisfaction Scale	Memorial University Of Newfoundland Scale of Happiness	Social Health Battery	Life Activity Items (NCA)
Being				
Physical	.23	.07	.44**	.30
Psychological	.24	.52**	.53***	.14
Spiritual	.22	.43*	.48**	.21
Belonging				
Physical	.25	.47*	.56***	.44*
Social	.37**	.55**	.53***	.44*
Community	.30*	.63***	.56***	.34
Becoming				
Practical	.30*	.31	.57***	.39*
Leisure	.33*	.33	.47**	.59***
Growth	.31*	.47*	.28	.28

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ .

The design of the QOLP:SV can measure a quality of life score in each of the nine sub domains, each of the three domains, and an overall Composite quality of life score.



Internal consistency coefficients for the QOLP:SV as found in Table 2 indicate that all parts of the instrument exceeded common standards of acceptability for use of measurement instruments.

Table 2

Internal Consistency Scores for Importance, Enjoyment, and Basic QOL Scores

<u>QOL Domain</u>	<u>Importance</u>	<u>Enjoyment</u>	<u>Basic QOL</u>
Being	.95	.96	.97
Physical	.89	.93	.93
Psychological	.92	.94	.95
Spiritual	.88	.90	.92
Belonging	.94	.96	.97
Physical	.87	.92	.93
Social	.84	.91	.92
Community	.87	.90	.93
Becoming	.95	.95	.98
Practical	.82	.87	.95
Leisure	.88	.92	.94
Growth	.93	.95	.99
Total Score	.98	.97	.99

(Raphael, Brown, Renwick, Cava, Heathcote, & Weir, 1996)

The initial QOLP:SV contains 111 items and takes about 60 minutes to self-administer. Two shorter versions were developed because of the length and time to administer the longer version (a short 54 item and a brief 27 item). For the purpose of this study the 54 item QOLP:SV was administered to determine the effect of leisure

education on perceived quality of life. Psychometric validation of the shorter versions of the QOLP:SV show that they both serve as proxies when a quicker assessment for quality of life is needed.

By reviewing the Leisure sub domain of the QOLP:SV, the effects of a leisure education program as an intervention could be measured in relation to perceptions of leisure as a component of quality of life. A closer look at the Becoming domain helped the researcher determine the effect of a leisure education program on perceptions of quality of life as related to hopes, goals, and aspirations. Further review helped determine if participation in a leisure education program had an influence on overall perceptions of quality of life as measured by the Composite score on the QOLP:SV. Any changes in scores in this area could reflect an impact on overall perceptions of quality of life based on the given leisure education program.

#### Analysis of Data

Data were analyzed using an Analysis of Variance (ANOVA) model on three separate scales: the Leisure sub domain, Becoming domain, and the overall Composite score. The dependent variable in this study was the score from the QOLP:SV in each respective area (Leisure sub domain, Becoming domain, and Composite score). The independent variables were: (1) mean scores from the two groups (experimental and control); and, (2) mean scores from the two tests (pre and post). The alpha level for this study was pre set at .05 level of significance. The number of participants totaled 24 in the control group and 23 in the experimental group.

Analysis of the data determined if there were any significant differences in the posttest mean Leisure sub domain scores between the experimental and control groups based on which test was taken and to which group one belonged. A post hoc analysis was administered to determine specifically where the differences were in the interaction of Test x Group for the Leisure sub domain. A second analysis using a mixed design ANOVA determined if there were significant differences in the posttest mean scores for the Becoming domain between either group based on test. A simple main effect post hoc was administered to determine where the interaction differences were. A third mixed design ANOVA was administered to determine differences in the overall Composite quality of life scores based on group and test.

By determining differences in posttest scores between the experimental and control groups the researcher was able to state whether or not the intervention of a leisure education program had a significant effect on perceptions of quality of life as related to the Leisure sub domain, Becoming domain, and overall Composite score. The results from this study provided insight for informed decisions regarding leisure programming for seniors in residential-style retirement facilities.

## CHAPTER IV

### RESULTS

In this chapter, the results of the statistical analyses are presented in four sections. The first section summarizes the demographic statistics for the participants in this study. The remaining three sections each address the research questions and their respective null hypotheses.

The purpose of this study was to determine if or how participation in a six week leisure education program would influence perceptions of quality of life in older adults aged 62 - 99. More accurately, the intent was to compare mean scores of the Quality of Life Profile: Senior Version to determine any significant differences between an experimental and a control group before and after the intervention of the leisure education program. The profile scores were measured in the areas of: 1) a Leisure sub-domain score; 2) a Becoming domain score; and, 3) an overall Composite score. Statistical comparisons for the ANOVA models were conducted using the Statistical Package for the Social Sciences (SPSS). Post hoc analyses were conducted using the Oklahoma State University Analysis of Variance Package (Williams, 1997).

#### Descriptive Statistics

The original participants for this study N=48 consisted of 38 females and 10 males ranging in age from 62 to 99 years. The participants were residents of one of three

residential style retirement facilities in either the Stillwater, Oklahoma area or the Edmond, Oklahoma area. Total usable scores for the analyses reveal N=47 with 37 females and 10 males. The mean age of the participants was 83 years with an experimental group mean age of 82 and a control group mean age of 84. Participants in the experimental group ranged in ages 62 to 90 and the control group ages ranged from 69 to 99.

The length of time as measured in years (refer to Table 3) that the participants have resided in their current living environment varied from two months to 18 years and 8 months. The overall mean length of time of residence for the experimental group was six years and two months. The length of residence for the participants in the experimental group ranged from two months to 18 years and 8 months. The mean length of residence for the control group was five years and five months and their length of residence ranged from two months to 16 years.

Table 3

Length of Time (Years) Residing in Current Living Environment

N=47	MEAN	SD	RANGE
Overall	5.79	4.59	.16 – 18.66
Experimental (n=23)	6.14	5.39	.16 – 18.66
Control (n=24)	5.46	3.76	.16 – 16.00

### Scoring of the QOLP:SV

The following brief review is presented to ensure interpretive ease when reviewing the table of means for the statistical analysis of the Quality of Life Profile: Senior Version (QOLP:SV). Below is a description of the Quality of Life Profile: Senior Version scoring process to aid in the interpretation of the analyses.

The QOLP:SV is divided into four sections: (1) Importance; (2) Satisfaction; (3) Control; and, (4) Opportunities (see Appendix F). Participants rated perceptions of quality of life based on importance and satisfaction in three domains, Being, Belonging, and Becoming. Each of the three domains consists of three sub domains and each sub domain on the short version of the QOLP:SV consists of 6 questions. Therefore, these two sections include 54 questions based on importance and 54 questions based on satisfaction. The importance scores serve as a weight for converting satisfaction scores into quality of life scores. Items that rate high in both importance and satisfaction will ultimately score higher on the scale. The participants then rated the last two sections of the QOLP:SV which include one question representing each of the nine sub domains for the level of perceived control and one question representing each of the nine sub domains for the amount of perceived opportunities.

According to Raphael, Renwick, and Nagler (1996) quality of life scores range from -3.33 (not at all satisfied with extremely important issues) to +3.33 (extremely satisfied with extremely important issues). Scores on the QOLP:SV that are above 0 reflect positive quality of life, and those below 0 represent negative quality of life (see Appendix G). An overall quality of life score of 1.50 or higher is considered very good and a score of .51 to 1.50 indicates an acceptable situation. Scores of -.51 to +.50

indicate an adequate situation, scores of  $-.51$  to  $-1.50$  are problematic, and scores less than  $-1.50$  are very problematic. The participants also indicated the amount of control and opportunities they perceive in the nine sub domains. While these measures are not part of the computation of the overall quality of life scores, they provide additional information by which perceptions of quality of life can be interpreted.

### Research Question 1

How does participation in a leisure education program influence perceptions of quality of life as determined by mean scores in the Leisure sub-domain of the Becoming domain within the Quality of Life Profile: Senior Version?

### Null Hypothesis 1

There will be no significant difference in the interaction of Test x Group based on the mean Quality of Life Profile: Senior Version Leisure sub domain scores.

A mixed design Analysis of Variance (ANOVA) was performed to examine the data. The results revealed a significant interaction between the tests (pretest/posttest) and group (experimental/control) at the alpha level of  $.05$ ,  $F(1, 45) = 7.42$ ,  $p = .009$  (Table 4). The data shows that the Leisure sub domain scores increased significantly from pretest to posttest for those participants that received the leisure education program (experimental group). The findings show that perceptions of quality of life in older adults, based on the questions in the Leisure sub domain, were significantly influenced from pretest to posttest by participation in a six-week leisure education program.

Perceptions appeared to be influenced in the areas of getting out with others, having hobbies, indoor and outdoor activities, and socializing with friends and family.

Table 4

Analysis of Variance: Leisure Sub Domain

Source	SS	df	MS	F	prob.
<u>Between Subjects</u>					
Group	5.81	1	5.81	6.23	.016**
Error	42.00	45	.93		
<u>Within Subjects</u>					
Test	2.28	1	2.28	6.86	.012**
Test X Group	2.47	1	2.47	7.42	.009**
Error	15.00	45	.33		

\*\*Significant at the ( $p < .05$ )  $\alpha$  level.

Further analysis of the data, using a simple main effect post hoc, reveals that the scores of those participants in the experimental group changed significantly from pretest to posttest through participation in a six-week leisure education program. Participants in the control group showed no significant changes between pre and posttest. The analysis of the post hoc is illustrated in Table 5.

Table 5

Post Hoc Analysis of the Test x Group Interaction for the Leisure Sub Domain

Comparison	df	M.S.	F	P-value
Experimental	1	4.858	14.721	0.0005**
Control	1	0.002	0.006	0.9381

\*\*Significant at the ( $p < .05$ )  $\alpha$  level.



## Null Hypothesis 2

There will be no significant difference in the mean pretest/posttest Leisure sub domain Quality of Life Profile: Senior Version scores.

Based on the mixed design ANOVA, there was a significant difference between the pretest and posttest scores for the Leisure sub domain. With an alpha level of .05, the main effect for test was statistically significant,  $F(1, 45) = 6.86, p = .012$ . This reveals that posttest Leisure sub domain mean scores were significantly higher than the pretest scores. Leisure sub domain scores increased from a pretest mean of 1.08 to a posttest mean of 1.38. Differences in each of the individual questions that comprise the Leisure sub domain show an increase in mean scores from pretest to posttest. Table 6 provides the pretest and posttest mean scores for the Leisure sub domain and mean score comparisons for the six questions that comprise the sub domain.

Table 6

### Comparison of Pretest/Posttest Means for Leisure Sub Domain

<u>Group</u>	<u>Pretest Mean</u>	<u>SD</u>	<u>Posttest Mean</u>	<u>SD</u>
Overall	1.08	.92	1.38	.75
By Leisure Sub Domain				
Getting out with others	.750	1.35	1.19	1.04
Having hobbies	1.11	1.48	1.39	1.29
Having indoor activities	1.73	1.41	1.77	1.07
Having outdoor activities	.640	1.36	.900	1.10
Socializing with friends	1.36	1.32	1.45	1.01
Socializing with family	1.35	1.47	1.58	1.08

### Null Hypothesis 3

There will be no significant difference between the experimental and control group in the mean Quality of Life Profile: Senior Version Leisure sub domain scores.

Based on the analysis of the data there was a significant difference between the experimental and control groups in the Leisure sub domain mean scores. With an alpha level of .05, the main effect of group was statistically significant,  $F(1, 45) = 6.23$ ,  $p = .016$ . This means that those individuals that were in the experimental group had significantly higher posttest scores on the leisure sub domain after the six-week leisure education program. Scores for the experimental group increased from a pretest mean score of 1.17 to a posttest mean score of 1.80. The control group posttest mean score of .980 showed a decrease from the pretest mean score of 1.00. In each of the six questions that comprise the Leisure sub domain the experimental group posttest scores increased from the pretest mean scores in all six areas. The control group posttest scores decreased from their pretest scores in all six questions. Differences in mean scores based on group can be viewed in Table 7.

Table 7

Comparison of Pretest/Posttest Means Based on Group for the Leisure Sub Domain

Domain/Group	Pretest mean	SD	Posttest mean	SD
Overall Leisure Sub Domain				
Experimental	1.17	1.1	1.80	.75
Control	1.00	.68	.980	.58
Getting out with others				
Experimental	.730	1.72	1.65	1.10
Control	.770	.89	.750	.77
Having hobbies				
Experimental	1.47	1.79	2.04	.97
Control	.720	.95	.650	1.22
Indoor activities				
Experimental	2.07	1.65	2.20	1.04
Control	1.40	1.08	1.36	.80
Outdoor activities				
Experimental	.640	1.61	1.21	1.13
Control	.650	1.12	.610	1.02
Socializing/friends				
Experimental	1.42	1.46	1.79	.98
Control	1.30	1.21	1.12	.94
Socializing/family				
Experimental	1.41	1.57	1.91	1.00
Control	1.29	1.40	1.26	1.09

Based on the statistical findings for research question 1, there was a significant difference in the Leisure sub domain scores (from pretest to posttest) for the individuals that participated in the six-week leisure education program. These differences were measured from pretest to posttest showing that those individuals in the experimental group that participated in the six-week leisure education program gained in their

perceptions of quality of life as measured by the Leisure sub domain scores of the QOLP:SV.

### Research Question 2

How does participation in a leisure education program influence perceptions of quality of life as seen in the Becoming domain mean scores (with the sub domains of Practical, Leisure and Growth) within the Quality of Life Profile: Senior Version?

### Null Hypothesis 4

There will be no significant difference in the interaction of Test x Group based on the mean Quality of Life Profile: Senior Version Becoming domain.

A mixed design ANOVA determined the results of this statistical analysis. With the alpha level at .05, the interaction between Test x Group was statistically significant,  $F(1, 45) = 4.74, p = .035$ . The analysis revealed that based on the test (pretest/posttest) and group (experimental/control) there was a significant effect of the leisure education program on perceptions of quality of life as measured by the Becoming domain. Table 8 illustrates the ANOVA table for this analysis. Perceptions of quality of life as measured by the Becoming domain in those individuals who participated in the six-week leisure education program were influenced from pretest to posttest.

Table 8

Analysis of Variance: Becoming Domain

Source	SS	df	MS	F	prob.
<u>Between Subjects</u>					
Group	5.47	1	5.47	5.23	.027**
Error	47.11	45	1.05		
<u>Within Subjects</u>					
Test	.92	1	.92	3.21	.080
Test X Group	1.36	1	1.36	4.74	.035**
Error	12.95	45	.29		

\*\*Significant at the (p< .05)  $\alpha$  level.

Further analysis using a simple main effects post hoc, reveals that participants in the experimental group showed statistically significant differences in higher mean scores on the posttest as compared to the pretest. The control group showed no significant differences between tests (see Table 9).

Table 9

Post Hoc Analysis of the Test x Group Interaction for the Becoming Domain

Comparison	df	M.S.	F	P-value
Experimental	1	2.314	7.979	0.0059**
Control	1	0.022	0.076	0.7802

\*\*Significant at the (p< .05)  $\alpha$  level.

### Null Hypothesis 5

There will be no significant difference in the mean pretest/posttest Becoming domain Quality of Life Profile: Senior Version scores.

Based on the mixed ANOVA design the main effect of test for the Becoming domain was not a significant,  $F(1, 45) = 3.21, p = .080$ . Analysis revealed there was no significant difference in scores from pretest to posttest for this domain. The posttest mean score of 1.27 did not change significantly from the pretest mean score of 1.08.

Comparison of the pretest/posttest mean scores for the three sub domains of practical, leisure, and growth reveal differences in pretest/posttest mean scores as seen in Table 10. All three areas showed increases in mean scores from pretest to posttest yet not significantly.

Table 10

#### Comparison of Pretest/Posttest Becoming Domain Mean Scores

Group	Pretest Mean	SD	Posttest Mean	SD
Overall	1.08	.94	1.27	.75
Becoming Sub Domains				
Practical	1.26	.95	1.32	.95
Leisure	1.08	.92	1.47	.65
Growth	1.03	1.10	1.14	.81

### Null Hypothesis 6

There will be no significant difference in the mean posttest Quality of Life Profile: Senior Version Becoming domain scores for the experimental and control group.

Statistical results as determined by the mixed design ANOVA (refer to Table 8) show there was a significant difference in posttest mean scores based on to which group one belonged. With an alpha level of .05, the main effect of group was significant,  $F(1, 45) = 5.23, p = .027$ . The analysis of the data shows there was a significant difference between the experimental and control groups in the Becoming domain mean scores. Interpretation reveals those individuals that were in the experimental group had significantly higher posttest scores on the Becoming domain after the six-week leisure education program. Scores for the experimental group increased from a pretest mean score of 1.20 to a posttest mean score of 1.64. There was relatively little change in the control group pretest/posttest mean scores with a pretest mean score of .960 and a posttest of .920. In each of the three sub domains that comprise the Becoming domain (Practical, Leisure, and Growth) the experimental group posttest scores increased from the pretest mean scores. The control group posttest scores decreased from their pretest scores in all three sub domains. Differences in mean scores based on group can be viewed in Table 11.

Table 11

Becoming Domain Comparison of Means and Standard Deviation by Group

<u>Domain/Group</u>	<u>Pretest mean</u>	<u>SD</u>	<u>Posttest mean</u>	<u>SD</u>
Overall	1.08	.94	1.27	.75
Practical				
Experimental	1.38	.97	1.61	.86
Control	1.14	.94	.92	.81
Leisure				
Experimental	1.17	1.14	1.80	.68
Control	1.00	.68	.98	.58
Growth				
Experimental	1.15	1.24	1.47	.94
Control	.910	.97	.850	.65

Based on the analysis for research question 2 those individuals that participated in the six-week leisure education program had a significant increase in their QOLP:SV Becoming domain mean scores from pretest to posttest. Participation in the leisure education program seemed to influence perceptions of quality of life as measured by the Becoming domain (Practical, Leisure, and Growth sub domain) scores.

Research Question 3

How does participation in a leisure education program influence overall perceptions of quality of life in older adults as determined by the mean composite scores of Being, Belonging, and Becoming on the Quality of Life Profile: Senior Version?



### Null Hypothesis 7

There will be no significant difference in the interaction of Test x Group based on the mean Quality of Life Profile: Senior Version Composite scores.

Results for this question were determined by a mixed design ANOVA. Analysis of the data revealed that the interaction of Test x Group was not significant at the alpha level of .05,  $F(1, 45) = 1.29, p = .262$ . Interpretation of these results determined that there was no significant difference in overall Composite quality of life scores based on test (pretest/posttest) or group (experimental/control).

Based on the results of the data there were no significant changes in either the experimental group or control group between pretest and posttest. Scores in the Being domain slightly increased from pretest to posttest but remained consistent between groups. Scores in the Belonging domain were consistent between test and group. The Belonging domain scores were rated high in the pretest and remained high in the posttest. Overall Composite scores increased the most in the Becoming domain as seen in research question 2.

### Null Hypothesis 8

There will be no significant difference in the mean pretest/posttest Composite Quality of Life Profile: Senior Version scores.

Using the mixed design ANOVA it was determined that the main effect of test for the Composite scores was not significant,  $F(1, 45) = .59, p = .447$ . Based on the ANOVA scores on the test were not significantly influenced between the pretest and posttest. Mean scores based on test are illustrated in Table 12. The table indicates that mean

scores for the overall composite score by test increased slightly. By domain the scores increased in the areas of Being and Becoming. The Belonging mean scores remained the same for both the pretest and posttest.

Table 12

Comparison of Pretest/Posttest Composite Mean Scores

<u>Domain</u>	<u>Pretest Mean</u>	<u>SD</u>	<u>Posttest Mean</u>	<u>SD</u>
Overall	1.42	.87	1.49	.72
Being	1.35	.92	1.45	.84
Belonging	1.82	.98	1.82	.76
Becoming	1.08	.94	1.27	.75

Null Hypothesis 9

There will be no significant difference between the experimental and control group in the mean Quality of Life Profile: Senior Version Composite scores.

Results from the mixed design ANOVA revealed a non significant effect on overall Composite scores based on the main effect of group,  $F(1,45) = 2.84, p = .099$ . As determined by the statistical analysis there was no significant difference between the experimental and control groups for overall Composite scores. The experimental group overall composite scores did increase from pretest to posttest while the control group scores remained relatively the same with a slight decrease from pretest to posttest. A comparison of scores can be viewed in Table 13. Participation in the six-week leisure education program had no effect on overall perceptions of quality of life as determined by the overall Composite mean score on the QOLP:SV.

Table 13

Comparison of Composite Score Means by Group

<u>Domain/Group</u>	<u>Pretest Mean</u>	<u>SD</u>	<u>Posttest Mean</u>	<u>SD</u>
Overall				
Experimental	1.42	.87	1.49	.72
Control	1.30	.81	1.27	.65
Being				
Experimental	1.42	.92	1.58	.78
Control	1.28	.85	1.32	.90
Belonging				
Experimental	1.97	1.01	2.09	.75
Control	1.68	.96	1.57	.69
Becoming				
Experimental	1.20	1.01	1.64	.71
Control	.96	.88	.92	.61

Based on the results of the analysis for research question 3, the intervention of leisure education did not influence perceptions of quality of life as measured by the overall Composite score of the QOLP:SV. There was no significant difference in mean scores between the experimental or control group or between pretest and posttest.

Summary

In summary, it appears that participation in a leisure education program specifically designed for older adults seems to enhance perceptions of quality of life in the sub domain of Leisure and the domain of Becoming. Although the overall Composite quality of life scores were not statistically significant, participation in a leisure education

program seems to influence components of the QOLP:SV that relate to an individuals leisure (Leisure sub domain) and what an individual does to achieve hope, goals and aspirations (Becoming domain).

## CHAPTER V

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

#### Summary of the Study

Determining whether a leisure education program influences perceptions of quality of life in older adults represents an opportunity for leisure professionals in therapeutic recreation. As stated by many within the therapeutic recreation profession, therapeutic recreation services and programs enhance the quality of life in clients. Many studies using leisure education as an intervention with older adults have shown outcomes of greater life satisfaction, increased independence and enhanced well being in their participants (Backman & Mannell, 1986; Dunn & Wilhite, 1997; and Searle & Mahon, 1991).

The Model of Quality of Life by Renwick, Brown, and Nagler (1996) provided the theoretical framework for the definition of quality of life in this study, as well as, a look at the relationship between quality of life and lifestyle components including leisure. Components such as, who we are as individuals, how we “fit” into our current environment, and what possibilities are available to make us complete, have an important role in our overall perceptions of quality of life. Perceptions of quality of life take into account the overall concept of the ability to enjoy the possibilities of one’s life. Possibilities include the areas of: (1) Being (physical health, emotional status, and spiritual beliefs); (2) Belonging (physical ability, social opportunities, and community

involvement); and, (3) Becoming (practical daily activities, leisure opportunities, and growth potential).

This study was an investigation to explore the effects of a leisure education program on perceptions of quality of life in older adults residing in residential-style retirement facilities. This study attempted to determine if participation in a six-week leisure education program, specifically designed for older adults, influenced perceptions of quality of life as measured by the Quality of Life Profile: Senior Version (Renwick, et al., 1996). Measurements from this profile included the Leisure sub domain, the Becoming domain, and the overall Composite quality of life score.

As individuals age, changes that take place have a direct influence on perceptions of quality of life. These changes include areas such as health, finances, social circles, living environment, and leisure needs. The effects that physical health, economic status, living environment and social situations have on leisure and perceptions of quality of life have been supported in a review of the literature (Bammel & Burrus-Bammel, 1996; Godbey, 1994; McGuire, 1985). The ability for an individual to have a level of independence, self-determination, and freedom to choose within their lifestyle may influence their perceptions of quality of life that are related to leisure. The need for older adults to have control and independence in their living environment, as well as, the freedom to choose from multiple opportunities are factors that have an important role in a healthy lifestyle and, ultimately, quality of life.

The literature supports the effects of leisure and a healthy leisure lifestyle on increased levels of independence and life satisfaction in older adults (Bullock & Mahon, 1997; Hawkins, et al., 1998; Searle & Mahon, 1991). Benefits of an active leisure

lifestyle have been measured in the physical, emotional, cognitive, and social domains. In the findings of this study and through a review of the literature, a direct relationship between leisure, life satisfaction and perceptions of quality of life have been established (Fine, 1996; Iso-Ahola, 1980; Leonard & Serravillo, 1997).

The participants in this investigation were comprised of (N=47) older adults who reside in residential-style retirement facilities in the state of Oklahoma. All of the participants volunteered to participate in the study. It was determined through the initial demographics sheet that prior to the study, none of the participants had participated in any type of leisure education programming. The participants were asked if they had participated in a leisure education program led by a therapeutic recreation specialist in the past. Based on the verbal information from the participants and the demographic sheets, no participant had ever participated in any leisure education program. The sample population consisted of 37 females and 10 males with ages ranging from 62 to 99 years with a mean age of 83 years. Average length of residence in their current retirement setting was 6 years.

The study consisted of two groups (experimental and control) and two administrations of the Quality of Life Profile: Senior Version (QOLP:SV) (pre and post). The participants in the experimental group received a six-week leisure education program while the control group received no treatment for the six weeks and maintained their current lifestyle. Differences in QOLP:SV scores in the areas of Leisure sub domain, Becoming domain, and overall Composite from pretest to posttest were measured as indicators of the effectiveness of a leisure education program on perceptions of quality of life.

## Conclusions

Perceptions of quality of life based on the components of the Leisure sub domain were significantly influenced by participation in a leisure education program. Having a greater understanding of the role that leisure has in perceptions of quality of life allows an individual an opportunity to relate leisure to other aspects of his/her life. Learning that through an active and healthy leisure lifestyle, an individual may take control of the possibilities that enhance their independence and freedom to choose. Through self-determination and a sense of belonging within their environment, an older adult can gain a sense of self-confidence that ultimately affects their perception of quality of life. Participation in a leisure education program allows an individual to identify leisure-based activities that connect them with important components of their current lifestyle.

Based on the Model of Quality of Life by Renwick, Brown, & Nagler (1996) the Becoming domain encompasses those purposeful activities in which people engage in to realize their goals, aspirations, and hopes. These activities include the opportunity for independence in day to day activities such as domestic activities, volunteer work, and taking care of health or social needs. Having the ability to engage in meaningful and purposeful leisure activities that help promote relaxation and stress reduction, and activities that promote the maintenance or improvement of knowledge and skills and the ability to adapt to change. As an individual ages, his/her needs change. The ability to adapt to these changes effectively and the ability to cope with each situation life brings ultimately affects perceptions of quality of life. By participating in the leisure education program and through the discussion of goals, aspirations and hopes for the future the participant had the opportunity to identify his/her needs based on leisure activities.



Through this identification of needs each individual had the ability to increase his/her perceptions of quality of life based on the Becoming domain.

Participation in the leisure education program allowed the participant to gain a better understanding of: (1) what leisure is; (2) how leisure plays a role in a healthy lifestyle; (3) what resources are available to maintain/increase participation in a leisure lifestyle; and, (4) self-determination in choosing leisure as a part of a lifestyle choice. Leisure is an important aspect of a healthy lifestyle for older adults. As an individual learns to accept greater personal responsibility for their lifestyle, they have an opportunity to show an increase in personal well being (Rodin & Langer, 1977; Schulz & Hanusa, 1978). It is through the identification of leisure as a part of that lifestyle that ultimately affects an individual's perceptions of quality of life.

Based on the findings of this study in the overall Composite score of the QOLP:SV, participation in a leisure education program did not influence overall perceptions of quality of life in older adults. Components of the QOLP:SV that comprise the overall Composite score are the Being domain, Belonging domain, and Becoming domain. Several areas could have an impact on these findings. First, due to the smaller sample size of each group (experimental n=23, control n=24), there is probability that not enough statistical power existed to detect significant differences. Second, the fact that the Becoming domain was the only domain that showed significance raises the question as to whether leisure education focuses only on the components of the Becoming domain and not the Being or Belonging domains. Third, it may be possible that the length of the leisure education program may not have been long enough to address a true change in lifestyle that would influence overall perceptions of quality of life.

Differences based on the main effect of group were detected with results at a  $p = .09$  level of significance. Based on the alpha level being set prior to the study at a .05 these differences were non significant. Based on the sample size of 47, the probability of rejecting the null was at a .67. Had the power been higher (by increasing the sample size) the probability of rejecting the null would have increased.

The leisure education program addressed issues specifically related to leisure as a component of a healthy lifestyle. Changes in understanding and self-determination in programming for leisure as a lifestyle choice were the focus of the program. Based on the components of the studied leisure education program, there was no focus in the six-week program that had an influence on perceptions of quality of life based on the QOLP:SV domains of Being or Belonging. The leisure education program did not focus on increasing physical exercise, making changes in diet and nutrition, or looking at making changes in an individuals overall physical health (Physical Being sub domain). The program did not address issues of memory, sadness/worry about life events, or dealing with life situations (Psychological Being sub domain). The Spiritual Being sub domain areas such as having hope, religious beliefs, and feeling peaceful with oneself, were not addressed in the leisure education program. Areas in the QOLP:SV that address the aspect of the Belonging domain are mainly focused on the individuals living environment and their “fit” within this environment. No component of the studied leisure education program focused on changes that could be made regarding perceptions of the participant’s living environment. Participants in the study rated the domain of Belonging very high on the pretest and rated the posttest at a similar level. Both the experimental and control group participants felt that their sense of belonging within their living

environment as well as their “fit” within that setting was important as well as satisfying. The QOLP:SV scores reflected this satisfaction and no element of the leisure education program attempted to make any changes related to their environment.

### Recommendations For Future Studies

The Leisure sub domain QOLP:SV is designed to measure perceptions of quality of life as related to leisure and leisure opportunities. Current definitions of leisure as related to this study encompass freedom of choice, self-determination, and enhanced well being. More research should be conducted to fully measure the impact of leisure as a component of quality of life. By using multiple tools that measure aspects of quality of life as related to leisure the researcher may gain a better understanding of the full impact of leisure and a leisure lifestyle of perceptions of quality of life.

Conducting leisure education sessions for six weeks may not allow enough time for the participants to actively engage in a lifestyle change that fully encompasses leisure. Although there is no supporting research based on the length of time for a leisure education program to allow full interpretation and understanding, the recommendation based on this study would be a minimum of six weeks. Based on this study, the impact of leisure as related to perceptions of quality of life was significantly influenced in a six week time period. Redoing this study in a three week, six week, or nine week time allotment would allow the researcher to compare perceptions of quality of life regarding leisure (Leisure sub domain) and how an individual perceives their hopes, goals, and aspirations (Becoming domain). Results from the various studies would allow the researcher to determine the number of weeks necessary to influence any changes in

perceptions of quality of life (Leisure sub domain and Becoming domain) based on the intervention of leisure education. Additional post testing, three to four weeks after the last session, would allow the researcher to determine if perceptions of the various components of quality of life were related to the immediate effects of the leisure education program or if they were due to a change in lifestyle.

More studies should be conducted that allow the same leisure education program to be offered to a group of older adults living in environments with lower levels of independence. Perceptions of quality of life seem to be influenced with increased independence and health. Having external opportunities and control over choices seem to influence perceptions of quality of life. By asking the research question, “Does level of independence in a living environment influence perceptions of quality of life”, would allow an answer to how level of independence in a living environment influences perceptions of quality of life.

Additional studies could be conducted to determine a clearer understanding of the impact of leisure education on overall perceptions of quality of life. While participation in a leisure education program (based on this study) seems to influence perceptions of quality of life based on the Leisure sub domain and the Becoming domain, areas of who an individual is (Being domain) and the influence of his/her environment (Belonging domain) in relation to quality of life was not influenced. Quality of life (based on the QOLP:SV), as an overall composite score seems to be weighted equally between the Being, Belonging, and Becoming domains. It is the relationship between the three that determine the overall importance of these areas and how satisfied with each of these areas determines the overall perception of quality of life. Based on the QOLP:SV, if no

attempt is made to address the Being and Belonging areas through a leisure education program no influence in the overall quality of life scores can be made.

Continued research is recommended in order to fully understand the impact of leisure education on perceptions of quality of life in older adults. Based on the findings of this study a leisure education program seems to enhance perceptions of quality of life related to leisure and personal growth. Offering a program that encompasses not only leisure as a component of quality of life, but health promotion, living environment, and psychosocial issues would direct more focus on overall concepts of quality of life. The concept of quality of life is multifaceted and to focus on only one component cannot influence overall perceptions of quality of life.

#### Implications for Practice

Therapeutic recreation specialists, in today's healthcare arena are in need of validating and justifying services in order to remain a viable part of the healthcare system. Through research that supports positive outcomes and shows third party payers the overall benefits of participation in therapeutic recreation services, therapeutic recreation professionals can have an impact on their client's perceptions of quality of life. By providing outcome based research, the profession of therapeutic recreation can support the efforts of the healthcare movement towards health promotion and prevention by offering viable and justifiable services that ultimately enhance their client's perceptions of quality of life.

The intervention of leisure education serves as a tool in which a therapeutic recreation specialist may "educate" their clients as to the definition of leisure and how a

leisure lifestyle fits into an individuals' life. As related to the enhancement of perceptions of overall quality of life, therapeutic recreation specialists can use leisure education as one component of an overall program. In order for a therapeutic recreation specialist to state they have enhanced a client's quality of life he/she should offer leisure education as a component of a comprehensive program that is designed to encompass overall perceptions of quality of life. Leisure education is based on the value of leisure and how leisure relates to one's current lifestyle choices. A comprehensive program could include leisure education along with components in health promotion and psychosocial needs. A combination of these areas would broaden the focus to include other areas of life that determine how an individual perceives their life in relation to its quality. A combined program could include aspects of health promotion that includes diet, exercise, and the enhancement of overall physical health. Components of a combined program could include opportunities for a focus on the psychosocial activities of the individual. The program could include components on personal coping mechanisms, self-esteem, and the effects of attitude towards life. Issues such as how an individual feels about themselves in relation to others, what strengths they possess, and the concept of hope and accomplishment could be components of a program.

Hawkins, et al. (1996) discuss in their book the value of including physical activity/health promotion, cognitive activity, psychosocial activities, and leisure education as treatment modalities that are used independently or in combination in the rehabilitation of older adults. The authors focus on the impact of each of these components on aging as well as the need for therapeutic recreation specialists to combine two or more components to provide a comprehensive treatment program that potentially

can impact overall perceptions of quality of life in older adults. According to Hawkins, et al. (1998), it is the combination of all of these components that truly determine an individual's overall perception of his/her quality of life. Without a program that focuses on the entire aspects of quality of life, the profession of therapeutic recreation cannot state that it enhances overall perceptions of quality of life in the clients it serves.

### Implications for Theory

Perceptions of quality of life are as individualistic as the individual who perceives them. Because no two individuals will measure the same on a quality of life scale, perceptions of quality of life will differ. The concept of quality of life encompasses many aspects of who an individual is, how they fit into their environment, and what possibilities there are for growth and opportunities in life. By leisure education focusing only on leisure, and how leisure relates to a healthy lifestyle, a therapeutic recreation specialist cannot enhance an overall concept of quality of life. The focus can only be on how leisure relates to quality of life based on perspectives of leisure.

As seen in this study, older adults who understand the value of a healthy leisure lifestyle are more likely to have higher overall perceptions of their quality of life as related to leisure. By introducing older adults to the concepts of leisure, providing them with the definition of leisure and allowing them to become more self-determined in their leisure choices, an impact on components of perceptions of quality of life were seen. As individuals age, changes in lifestyle greatly affect perceptions of quality of life. A need to take control of these changes as well as provide opportunities for independent choice

in lifestyle including leisure has an impact on overall self-concept and motivation towards life.

Through education for an overall positive lifestyle (that includes leisure, health promotion, and psychosocial issues) that allows the highest level of independence and choice, therapeutic recreation professionals can provide a valuable service that can potentially result in changes in decreased healthcare needs for their clients. In support of research conducted by therapeutic recreation professionals (Backman & Mannell, 1986; Haight, 1992; Mobily, Mobily, Lane & Semerjian, 1998; Searle & Mahon, 1991), this study provided empirical findings that support the effects of a specific therapeutic recreation intervention on older adults. Positive changes were seen in the participant's perceptions of quality of life as related to leisure and opportunities for growth. By participating in specialized programming that includes leisure education, older adults were able to have greater perceptions of their quality of life based on leisure. Through participation in meaningful leisure activities, older adults can express their abilities and be able to identify specific components of life that are important to them.

The implications of this study suggest that perceptions of quality of life in older adults as related to the Leisure sub domain and the Becoming domain seem to be influenced significantly from participation in a six-week leisure education program. Although five of the nine hypotheses in this study determined statistically significant, the "personal benefits" reported by the participants were just as valuable. Individual testimonials made by the experimental group during, and after the leisure education program grants evidence that the intervention increased awareness and ultimately enhanced perceptions of quality of life as measured by the Leisure sub domain and the



Becoming domain of the QOLP:SV. The evaluation items and a verbatim summary of the responses are included in Appendix H.

On a weekly basis, participants described how much they had learned related to the meaning of leisure, how it fits into their current lifestyle, and how they were interested in enhancing their leisure lifestyles. By the end of the six week program, many of the participants were advocates for leisure and were actively participating in past leisure interests as well as seeking new leisure interests through provided resources given in the program. Several of the participants had made appointments with their facility administration to discuss future leisure activities and programming offered in their homes.

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**APPENDIX A**  
**PARTICIPANT LETTER**

March 15, 1999

Resident  
Golden Oaks Retirement Village  
5505 W. 19<sup>th</sup>  
Stillwater, OK 74074

Dear Resident:

My name is Maridith Janssen and I am a doctoral candidate at Oklahoma State University in their Therapeutic Recreation Program. I am interested in conducting research involving the issue of *quality of life* at Golden Oaks Retirement Village. I have spoken with Tandi Hastings and we are both very excited about this opportunity.

Currently, the issue of *quality of life* is receiving a significant amount of attention in a multitude of settings. The primary focus in health care is on prevention and health promotion along with determining what constitutes *quality of life*. Researchers are looking at ways to measure one's perception of *quality of life* along with ways in which to enhance *quality of life*.

Through my research, I am interested in looking at the issue of quality of life in you, a resident at Golden Oaks Retirement Village. My research is specifically focused on leisure education and its affect on your perception of quality of life. A series of therapeutic recreation leisure education sessions (12 in total, over a six-week period) will be offered to you. During this time, I will be measuring how leisure education effects your perception of quality of life. By use of a pre-assessment and post-assessment (using the Quality of Life Profile: Senior Version) of your perceived quality of life, I will be able to determine if the leisure education sessions were effective.

By understanding how leisure based activities affect your perception of quality of life as a resident at Golden Oaks Retirement Village, it is my hope to be able to offer you specific programming that meets your quality of life needs in the future. From this study, I will be able to understand your individual needs and desires based on recreation programs.

Your participation in this study is purely voluntarily and would be greatly appreciated. An initial meeting date is set for Wednesday March 24, 1999 at 4:00 p.m. This meeting will give me an opportunity to meet you and explain further the details of this study.

Thank you for your assistance, and I look forward to meeting you in March.

Sincerely,

Maridith A. Janssen



April 4, 1999

Resident  
Oklahoma Christian Apartments  
325 Ens  
Edmond, OK 73134

Dear Resident:

My name is Maridith Janssen and I am a doctoral candidate at Oklahoma State University in the Therapeutic Recreation Program. For my dissertation, I am interested in conducting research involving the relationship of leisure and *quality of life* at Oklahoma Christian Apartments. I have spoken with Barbara Stalnicker and we are both very excited about this opportunity.

Currently, the issue of *quality of life* is receiving a significant amount of attention in a multitude of settings. The primary focus in health care is on prevention and health promotion along with determining what constitutes *quality of life*. Researchers are looking at ways to measure one's perception of *quality of life* along with ways in which to enhance *quality of life*.

Through my dissertation research, I am interested in looking at the issue of quality of life in you, a resident at Oklahoma Christian Apartments. My research is specifically focused on leisure education and how it may affect perceptions of quality of life. A series of therapeutic recreation leisure education sessions (12 in total, over a six-week period) will be offered to you. During this time, I will be measuring how a leisure education program effects your perceptions of quality of life. By use of a pre-assessment and post-assessment (by using the Quality of Life Profile: Senior Version) of your perceived level of quality of life, I will be able to determine if the leisure education sessions were effective.

By understanding how leisure based activities affect your quality of life, as a resident at Oklahoma Christian Apartments, it is my hope to be able to offer you ideas for specific programming that meet your quality of life needs in the future. From this study, I will be able to understand your individual needs and desires based on recreational programs.

Your participation in this study is purely voluntarily and would be greatly appreciated. An initial meeting date is set for Friday April 9, 1999 at 10:30 a.m. This meeting will give me an opportunity to meet you and explain further the details of this study. If you plan to participate in the meeting please sign up with Barbara.

Thank you for your assistance, and I look forward to meeting you on April 9.

Sincerely,

Maridith A. Janssen

March 15, 1999

Resident  
Stillwater Christian Villa  
1810 North Washington  
Stillwater, OK 74074

Dear Resident:

My name is Maridith Janssen and I am a doctoral candidate at Oklahoma State University in their Therapeutic Recreation Program. I am interested in conducting research involving the issue of *quality of life* at Stillwater Christian Villa. I have spoken with Jennifer Guilliland and we are both very excited about this opportunity.

Currently, the issue of *quality of life* is receiving a significant amount of attention in a multitude of settings. The primary focus in health care is on prevention and health promotion along with determining what constitutes *quality of life*. Researchers are looking at ways to measure one's perception of *quality of life* along with ways in which to enhance *quality of life*.

Through my research, I am interested in looking at the issue of quality of life in you, a resident at Stillwater Christian Villa. My research is specifically focused on leisure education and how it may affect perceptions of quality of life. A series of therapeutic recreation leisure education sessions (12 in total, over a six-week period) will be offered to you. During this time, I will be measuring how leisure education effects your perceptions of quality of life. By use of a pre-assessment and post-assessment (by using the Quality of Life Profile: Senior Version) of your perceived level of quality of life, I will be able to determine if the leisure education sessions were effective.

By understanding how leisure based activities affect your quality of life as a resident at Stillwater Christian Villa, it is my hope to be able to offer you ideas for specific programming that meets your quality of life needs in the future. From this study, I will be able to understand your individual needs and desires based on recreation programs.

Your participation in this study is purely voluntarily and would be greatly appreciated. An initial meeting date is set for Tuesday March 23, 1999 at 2:00 p.m. This meeting will give me an opportunity to meet you and explain further the details of this study.

Thank you for your assistance, and I look forward to meeting you on March 23<sup>rd</sup>.

Sincerely,

Maridith A. Janssen

**APPENDIX B**  
**LEISURE EDUCATION PROGRAM**

## Leisure Education Sessions

Week 1: Leisure Appreciation

Goal 1: Demonstrate an appreciation of leisure.

Objective 1.1: At the end of this session the participant will demonstrate a knowledge of the definitions of leisure and leisure lifestyle through verbally describing five elements of leisure and identifying four components of a leisure lifestyle with 100% accuracy.

### Activities:

1) Ice breaker:

Sit in circle, state name and a leisure activity that begins with the same letter as your first name (i.e., John, jogging; Mary, macramé).

2) Debriefing Activity:

Ask subjects if it was difficult to come up with activities that started with the same letter as their name.

3) Introduce topic of defining leisure and leisure lifestyle:

### Leisure as an Activity:

“Leisure and leisure lifestyle can be difficult ideas to understand. However, if we can develop an understanding and appreciation of these ideas and act on the new knowledge that they will bring us, it can result in additional opportunities for us to get satisfaction and joy from our lives. The place for us to start is to examine the meaning of leisure and lifestyle.

“One of the reasons that leisure is difficult to understand is because it can be thought of in several different contexts and there is a lack of agreement about which context is correct. The absence of a precise definition will not stand in the way of us understanding leisure. In fact, the flexibility that is associated with leisure, the room for different interpretations of its meaning, may be one of its most appealing features. Leisure may be regarded as (a) activity, (b) unobligated time, (c) a state of mind or being, or as (d) a combination of activity, time, and state of mind.

“When leisure is regarded as activity, it is the activity that is the determining factor as to whether or not it is thought to be leisure. For example, washing the dishes, dusting, mowing the lawn, and doing laundry are all activities that must be accomplished but they are not regarded as leisure. On the other hand, playing cards, swimming, going to the movies, and bowling are things that do not have to be accomplished and are usually thought to be leisure activities. The first

examples are associated with a sense of obligation. They are things that must be done; they are like work. The second set of examples is not associated with any sense of compulsion; they are generally thought to be fun.

“The difficulty associated with thinking of leisure as activity is that sometimes activities that are thought to be fun do not turn out that way and activities that are thought to be compulsory (like work) can turn out to be fun. It appears that it is not the activity that is leisure; it is how we feel about the activity that helps determine whether or not it is leisure”.

#### Learning Activity:

Each individual has a piece of paper and a pen/pencil. Ask participants to think about recreation activities in which they like to participate and which they regard to be leisure. Have them list five such activities on their paper. As a group, discuss various activities that were written down and write them on the board.

#### Debriefing Activity:

As a group discuss various activities that were written down. Ask the participants:

- Are there activities listed on the board that you do not consider to be leisure for you? If so, which ones? Why?
- What influence should your opinion have on someone who feels those activities are leisure?
- How should other people's opinions influence your choice of activities?
- What is your opinion of the diversity of activities that are listed?

#### Leisure as Unobligated Time:

“Leisure can be thought of as unobligated time, the time an individual has remaining after work and self-maintenance requirements have been met. That is, when you are finished with work, school, family, hygiene, house and car maintenance and other similar responsibilities. This unobligated time is sometimes referred to as discretionary time. Choosing to participate in an activity that brings enjoyment and satisfaction is fundamental to this and other concepts of leisure”.

#### Learning Activity:

Each participant will write down on their piece of paper obligations that they may have during the day that would not be considered leisure. Have them list three to five activities.

### Debriefing Activity:

Ask the participants the following questions:

- How do you feel when there are activities that you are obligated to do and they interfere with your free time?
- How do you feel when you are able to choose what you want to do?
- How important is choice to the concept of leisure?

### Leisure as A State of Mind:

“Leisure can be thought of as a state of mind or a state of being. It is characterized by feelings of freedom, of independence, of choice, of being in control, of creativity, reward and self-fulfillment, and of being competent. People enjoy participating in activities that result in these feelings. Experiencing these feelings is the reason why people choose to participate in certain activities. This concept is referred to as intrinsic motivation.

“The perception of freedom of choice and intrinsic motivation are the two supports on which rests the concept of leisure as a state of mind. This concept is broader than the concepts of leisure as activity or as unobligated time. It focuses on the feelings one experiences (the state of mind) rather than the activity or when participation takes place. This concept provides the flexibility needed to allow individuals to vary widely in their choice of activities and the time-frame in which those activities occur. It is the perception of the individual that is the basis of leisure”.

### Learning Activity:

Explain to the participants that leisure opportunities are all around us. Take the group on a walk around the inside and outside of their facility. Have them note the various leisure opportunities around them. Record the various activities as they are noted. When you return to the room, list the activities and ask each individual to list the named activities that they participate in on a regular basis.

### Debriefing Activity:

Ask the participants the following questions for discussion:

- In which of the listed activities have you participated?
- Which new ones would you like to try?
- Are any of your favorite activities listed? If so, which ones?
- What is your opinion of the diversity of the activities listed?

### Leisure Lifestyle:

“If leisure is regarded as a state of mind, then leisure is more than special activities or events or free time. It can be the little things we enjoy in our day, such as talking to a friend, reading the newspaper, listening to a bird, or enjoying a sunset or a starry night. Leisure can be all the enjoyable things that we experience from day to day. This is referred to as a leisure lifestyle. Leisure lifestyle can be regarded as the way in which you approach daily living to get satisfaction from it. A leisure lifestyle can grow and develop or it can wither away. Your leisure lifestyle requires attention. A positive leisure lifestyle can provide additional opportunities for you to enhance the quality of your life”.

### Learning Activity:

#### Ten Things I Enjoy:

Provide each participant with a new piece of paper titled “10 Things I Enjoy”.  
(See attached sheet)

Have them list ten different activities on the left side of the paper on the ten lines. Once they have listed as many activities that they can have them look at each activity and check the appropriate columns to the right of the activity. Ask them if they noticed any patterns in the checked boxes under the columns. How can this information be useful to them?

### Debriefing Activity:

Ask the following questions:

- Did you notice any patterns after you checked the columns? If so, what were they?
- Does this give you any insight into your leisure lifestyle? How so?
- How will you make use of this information?

### 4) Conclusion:

“Leisure and lifestyles are important concepts. Although leisure can be thought of in several different ways, the two essential ingredients are freedom of choice and intrinsic motivation. If an individual can develop an appreciation for leisure and the potential benefits that can be derived from it, the possibility exists for an increase in the quality of that person’s life. This could be a significant accomplishment.

What questions might you have?”

## 10 Things I Enjoy

1.	Something I enjoy doing																			
	Have been doing for less than 2 years																			
	Will probably do 2 years from now																			
	Expensive																			
	Inexpensive																			
	Available at this facility																			
	Not available at this facility																			
	Group activity																			
	Individual activity																			
	Advanced planning																			
Spontaneous																				
Requires equipment																				
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				
8.																				
9.																				
10.																				



Objective 1.2: At the end of the session, the participants will demonstrate their knowledge of the role leisure plays in our society by verbally describing four ways in which our society has changed during the past two decades towards leisure and give two examples of specific trends that they have seen in their own community with 100% accuracy.

Activities:

1) Discuss society's attitude about leisure.

“Societal attitudes are often reflected in common sayings or expressions. These expressions are thought to represent knowledge or wisdom that has been present for several generations and has become part of our folklore. I want each of you to think about common expressions that reflect a social attitude about leisure or work. For example, one might say, ‘All work and no play makes Johnny a dull boy’, as a common saying”.

Lead a discussion about the necessity for leisure in a balanced life.

Examples of expressions are:

- Idle hands are the devil's workshop
- An honest day's work for an honest day's pay
- Families that play together stay together
- Play after your work is done
- Anything worth doing is worth doing well
- Winning is the only thing
- Play is the work of children

2) Debrief activity:

Ask the following questions:

- Do these expressions reflect society's attitude toward leisure or work? If so, how?
- Do any expressions have particular meaning to you? If so, which ones and why?
- Do more expressions seem to be supportive of leisure as a positive experience or do more of them regard leisure as less significant than other parts of our lives?

### 3) Introduce topic of role leisure plays in our society.

“An individual’s attitude toward aspects of life is often influenced heavily by the attitudes of others. This is as true of attitudes toward leisure as it is of anything else. Many in our society believe that leisure is a waste of time; others model their leisure behavior after their work behavior. These attitudes have their roots deep in America’s past. Developing an understanding of our past will help us better understand the present.

“Although several factors have played a role in shaping current societal attitudes toward leisure, we are going to focus on two of the most significant historical ones from our past: (a) the Puritan Ethic and (b) industrialization.

We are also going to identify and examine some current events and their potential effects on current attitudes toward leisure.

“Americans have long been influenced by a concept that is often referred to as the Puritan Ethic or the work ethic. It is a legacy that comes to us from the time of the early American colonists, specifically the Puritans who settled in the New England area. The Puritans were religious dissenters. As such, they were opposed to many of the beliefs and practices of the Church of England. Among the things to which they were opposed were the activities in which many English engaged in their free time. This included such things as cards, bowling, dice, dancing, and many other activities. The Puritans were opposed to these activities because the Church of England tolerated them. The Puritans brought this opposition with them to the American colonies.

“When the Puritans arrived in the New England region, they were faced with a harsh environment. Constant effort was required to make the countryside habitable and to produce food and other materials necessary for survival. There was no time for recreation and leisure; all efforts had to be focused on work. In the New England colonies, if people were not working, they were expected to be engaged in some type of religious activity. In this way, work and religion became closely associated with each other and anything that detracted from them was considered to be harmful or evil. This became the essence of the Puritan Ethic: work was not only necessary for survival, it was required for salvation. Conversely, leisure and recreation were sinful. Laws were made that provided for severe punishment of people caught engaging in recreation and leisure activities. As time passed and conditions improved, many of the laws and prohibitions against leisure were disbanded, but generations of Americans continues to be influenced by Puritan Ethic.”

#### Learning Activity:

Ask the following questions:

- Do you feel guilty if you engage in leisure before your work is done? If so, why do you think you feel this way?

- Do environmental and economic conditions still require that all of your efforts focus on work? If not, does it make any sense to be affected by the Puritan Ethic?
- What evidence of the influence of the Puritan Ethic exists in today's society?

### Industrialization

“Industrialization and its aftermath have also had a significant impact on American attitudes toward leisure. After the Industrial Revolution, machines performed most of the labor required to fuel the American economy. A belief developed that machines would release people from the toil and drudgery of labor, and workers would have a great deal of energy available to them. As industrialization progressed, a common work time was created for the majority of workers and a sense of time urgency emerged. Work sites were developed to make workers more efficient and productive. The American public was convinced to increase its consumption of the goods and services produced by the worker. The American economy was locked into cycles of production and consumption.

“Many American leaders believed that workers needed leisure and recreation during their non-work hours. As a result, many urban parks were developed and opportunities for participation in recreation became widespread. American business leaders encouraged workers to participate in recreation not because it was enjoyable and satisfying but because they believed that recreation would prepare workers to become more efficient and productive. Thus, a cycle of work, recreation, work was begun. Leisure and recreation were not valued for themselves, but because they were believed to make better workers.

“Because the supremacy of work was not questioned, many people approached their leisure and recreation in the same way they did their work. People were unhappy unless productivity, efficiency, and competition characterized their leisure and recreation. Although a 40-hour work week became fairly standard and made greater quantities of non-work time available, many Americans believed their leisure and recreation lacked quality.”

### Learning Activity:

Propose the following questions:

- Do you believe your attitude toward leisure has been influenced by our society's general attitude toward work and leisure? How so?
- Have you had any experiences that can be related to a cycle of work, recreation, and more work? If so, what were they?

- If leisure's only value is to prepare people to be better workers, how does this apply to people who do not work because of illness, disability, or retirement?

Recent events that have had an impact on leisure:

“There have been several events in recent years that have had a significant impact on leisure in this country. Together, these events seem to signal a positive change in society's attitude toward leisure. Some of these events have been government actions, some have been from the business sector, and some are the result of general public opinion. For example, in the government, several laws have been passed that protect recreation resources, provide recreation programs and services, or ensure equality of opportunity, particularly for people with disabilities. In the business sector, there has been a great increase in the number of private businesses that offer recreation opportunities, and sales of recreation equipment and apparel have reached new heights. Public opinion polls in recent years have been consistent in reporting that the American public places a high value on leisure and recreation. It seems apparent that societal attitudes are undergoing a transformation regarding the significance of leisure in one's life.

Learning Activity:

Have the participants think of a recent event or trend that has signaled a change in recreation and the attitude of society towards recreation and leisure. Write down the events and discuss how each one has impacted recreation and leisure for each of us. Examples are:

- increase in number of public parks and playgrounds
- emphasis on physical fitness and culture
- three-day weekends
- popularity of theme parks
- increase in recreation opportunities for individuals with disabilities
- popularity of video games
- television commercials that depict recreation participation

Debriefing Activity:

Ask the following questions:

- With which trends do you have personal experience?

- Have any of these events influenced your attitude about leisure? If so, which ones?
- Which events provide the best evidence that society's attitude toward leisure has changed? Why?
- Do you see any new trends that may affect societal attitudes about leisure? If so, what are they?

#### 4) Conclusion

"We have seen how societal attitudes toward leisure have changed. This should help us understand that leisure now has a valued place in our culture. Because our own personal attitudes are often shaped by society's attitude, we should reflect carefully on how we think and feel about leisure."

"What questions might you have?"

Objective 1.3: At the end of the session the participants will be able to demonstrate their knowledge of the outcomes of leisure participation by verbally identifying three possible outcomes of leisure participation and identifying one recreational activity that can facilitate each of those outcomes with 100% accuracy.

Activities:

1) Orientation Activity:

Have the participants sit in a circle.

“We are going to participate in an activity that will help us to know each other better and get us started in thinking about the benefits of engaging in leisure activities. A benefit is something good that is derived from participation. In addition, a benefit is something that serves to the advantage of an individual. As we go around the circle, every one will take a turn in stating their first name, a recreation activity he or she enjoys, and a benefit personally derived from participating in that activity.”

2) Debriefing

Ask the group the following questions:

- What did you learn from this about the benefits you obtain from leisure?
- Did anyone mention the same benefit as someone else, but indicate that it came from a different activity? If so, what was it?
- Did anyone mention the same activity as someone else, but mention a different benefit? If so, what was it?
- Can an individual obtain more than one benefit from a single activity? If so, how?

3) Introduction to leisure and benefits:

“Engaging in leisure activities can result in a variety of outcomes, depending on the activity chosen, the reason for which it is chosen, and the manner in which an individual participates. For example, an individual may choose to go walking in order to relax and enjoy the sights and sounds of nature. The pace of the walk would not be hurried and there would probably be frequent stops along the way. At another time, an individual may choose to walk in order to release some tension and anxiety. The pace of the walk would probably be vigorous and nonstop. Having knowledge of the outcomes of leisure can help an individual make decisions about participation.

“The positive outcomes of leisure participation can be regarded as benefits that come to an individual. These benefits can, for the sake of discussion, be placed in one of four categories: social, emotional, mental, or physical. As we discuss these benefits, remember that many of them could fit into more than one category.

### Social benefits:

Some benefits derived from leisure participation are regarded as social. Social refers to the relationships that exist among people and the things people do to shape those relationships. It ranges from the behaviors that influence an intimate relationship between two individuals in a familiar environment to the behavior of one person surrounded by a crowd of strangers in an unfamiliar place. Leisure participation can help you obtain skills that are of value in building social relationships of all kinds.

“Examples of social benefits derived from participation in leisure include:

- ability to work toward a common goal as a member of a group
- ability to exert leadership as a member of a group
- ability to recognize group interests as opposed to individual interests
- develop confidence incapacity to meet and work with strangers
- opportunities to make new friends
- opportunities to gain acceptance and recognition by peers
- opportunities to develop respect for and understand others
- develop confidence in ability to feel comfortable in unfamiliar surroundings
- ability to recognize types of behavior required in diversity of circumstances

The acquisition and development of social skills through leisure participation can lead to feelings of independence and control.”

### Emotional benefits:

A second category of leisure participation outcomes is emotional benefits. Emotional refers to feelings that arise within us as a reaction to various kinds of external sensory stimuli, such as what we see, hear, smell, touch, or taste. Emotions may also be stimulated by internal sources, such as remembering a significant personal event or anticipating involvement in something that is yet to happen.

“It is important to recognize that all people experience a range of emotions and emotions cannot be categorized as ‘good’ or ‘bad’. All feelings that exist are valid. The manner in which people respond to their emotions is an indication of their character and control.

“Examples of emotional benefits derived from leisure participation include:

- happiness at being able to participate
- satisfaction of doing something well
- sense of reward from helping others to participate
- opportunity to release tension and anxiety
- feelings of self-esteem from successful completion of project
- appreciation of the beauty and wonder of nature
- satisfaction of the urge to create
- opportunity to express oneself
- contentment after a good physical workout

Leisure is capable of providing the entire range of emotions known to us. If leisure is approached with a positive attitude, the emotional benefits are likely to be positive.

#### Mental benefits:

A third category of benefits available through leisure participation is mental. Mental refers to the mind and the processes that are used to learn, remember, and solve problems. a common belief among many people is that learning is often unpleasant and required, leisure is enjoyable and the result of freedom of choice, and therefore, the two are incompatible. This does not have to be the case. Leisure provides many chances to obtain mental benefits in a pleasant and enjoyable atmosphere.

“Examples of mental benefits obtained by participating in leisure include:

- learning the rules of a new activity
- opportunities to focus attention on the accomplishment of a single task
- learning to identify and make use of various community resources
- applying ideas learned in leisure to other aspects of living



- opportunities to set goals and determine how to best achieve them
- opportunities to participate in activities demanding timely decisions
- learning to devise and apply strategy in various activities
- determining the best course of action from several possible options

The mental benefits of leisure participation should not be overlooked. They are real and readily available.”

Physical benefits:

“The last category of benefits from leisure participation we will discuss is physical. Physical refers to the body and its operations. When most people think of the outcomes of leisure involvement, one of the first things that comes to their mind is physical benefit. Many Americans today do not have occupations that demand enough in the way of physical activity. Because exercise is important to health and fitness and, in many cases, is available primarily through leisure, the physical benefits of leisure participation are important. They are of equal importance with the other benefits of leisure.

“Examples of physical benefits that can be derived from leisure participation include:

- an increase in the efficiency of the cardiovascular system
- improvement in muscle tone
- increase in strength
- improvement in eye-hand coordination
- increase in flexibility
- improvement in endurance
- increase in agility
- improvement in weight control

The physical benefits of leisure are dependent on the type of activity chosen and the frequency and duration of participation. In an age of sedentary living for many Americans, vigorous participation in leisure is recommended and encouraged.”

### Learning Activity:

#### Leisure Benefits Questionnaire

Tell the participants that they are going to have an opportunity to complete an open-ended questionnaire that will help them think about the benefits of leisure and, at the same time, learn something about their own leisure involvement. Let them know that there are no 'right' or 'wrong' answers and to be as honest as possible and write exactly what they feel. Hand out the questionnaire.

### Debriefing Activity:

Ask the participants the following questions:

- How did you complete Question #1? What benefits would you get from doing this?
- What was your answer to #2? What benefits would you get from this?
- How did you answer #3? Why did you choose the magazines you did?
- How did you answer #4? What could you do to keep from getting bored?
- What did you put for #5? What category of benefits would your answer fit?
- How did you answer #6? Is your answer a social or emotional benefit?
- What was your response to #7? When was the last time you did this?
- How did you complete question #8? When was the last time you experienced this?
- What did you say for #9? What will you do to help you get it?
- What was your response to #10? What does this say about you?
- How did you complete #11? When was the last time your family was able to do this? Could you do anything to help in this area?
- How did you answer #12? What could you do to have more time to do the things you want?
- What did you say for #13? What could you do to change this?
- How did you complete question #14? Do you feel like your greatest accomplishments are yet to come? How can you help it happen?

## Leisure Benefits Questionnaire

1. If I had a day with no obligations, I would want to:
2. I have decided to finally learn how to:
3. If I were to buy two magazines, I would choose:
4. I feel most bored when:
5. If I used my free time more wisely, I would:
6. I feel best when people:
7. During the day I like to:

8. I get real enjoyment from:

9. What I want most in life is:

10. I have never liked:

11. When my family gets together:

12. I do not have enough time to:

13. I would consider it risky to:

14. My greatest accomplishment in leisure has been:

#### 4) Conclusion:

“There are many benefits available through participation in leisure but these benefits do not automatically come to everyone. It sometimes takes purposeful effort to obtain benefits. The benefits of leisure can play a very important role in our lives.”

“What questions might you have?”

Objective 1.4: At the end of this session, the participants will demonstrate knowledge of barriers to leisure participation by verbally describing four factors that can affect leisure participation and identify how each one of the factors listed could be a barrier to leisure participation with 100% accuracy.

1) Orientation Activity:

Leisure Barrier Cards

Give each individual a card with a word or phrase that is relevant to leisure participation. Another person will have a card explaining how this word or phrase can be a barrier that inhibits or prevents leisure participation. Have each individual try to find the other individual that matches up with their word and discuss the barrier.

Debriefing Activity:

Ask the following questions:

- How could this barrier affect your participation in leisure activities?
- What could you do to overcome this barrier?

2) Introduction to leisure barriers:

“A barrier is something that stands in the way of our doing something we want to do. Therefore, a barrier may stop us from experiencing leisure as often as we would like. Sometimes we may plan or want to do something and we discover that, at that time, we are not able to engage in the activity. We may not be able to participate for many reasons. These reasons are ‘barriers’ to satisfying and enjoyable experiences. Each factor influencing leisure participation, such as existing funds, free time, availability, societal attitudes, health, and skills, may at some time or another be a barrier.

Lack of money:

“Lack of money may be a barrier to leisure participation. Many activities cost money to enjoy. If you do not have enough money and are not permitted to participate as a result of this lack of resources, money can become a barrier to leisure participation for you.”

Lack of free time:

“Lack of free time is another possible barrier to leisure participation. All activities require some amount of time. If we do not have sufficient time to participate in recreation activities, we may not experience leisure as frequently as we would like. We may also feel like we ‘wasted’ time and missed out on opportunities for enjoyable, satisfying and meaningful experiences.”

Existing  
Funds

Availability

Free  
Time

Societal  
Attitudes

Health

I want to go out  
but do not have  
enough money

Skills

I would like to  
go for a walk but  
I have to clean  
the house



I would like to  
play cards/games  
but there are no  
programs  
available here

I want to  
exercise but my  
health will not  
allow me to

I want to go out  
but people in  
town stare at me  
because I use a  
wheelchair

I would like to  
play cards/games  
but I don't know  
the rules

### Lack of availability:

“Lack of availability is another possible barrier to leisure participation. Sometimes we would like to participate in certain activities but we cannot because we do not have adequate transportation. We may want to participate in a certain type of program but it is not offered here or in our community. Maybe a program is available but our schedules will not allow us to participate. There may be physical barriers to specific types of programs you want to participate in like architectural or environmental barriers. People build architectural barriers, such as steps and heavy doors,, environmental barriers are those like hills and snow. Attitudinal barriers may prevent us from having fun because other individual may not allow us to participate or they make us feel uncomfortable.”

### Societal attitudes:

“Societal attitudes can be another possible barrier to our leisure participation. We can see these barriers in programming such as people not wanting us to participate because they think we will hurt ourselves or that we are not skilled enough to participate. These negative attitudes may lead us to believe that we are unable to do certain things. Some individuals may not welcome us to certain types of programs or make us feel uncomfortable when we are there.”

### Health:

“A person’s health can be another barrier to leisure participation. At times, we may not be healthy. This lack of good health may inhibit our participation in recreation activities. Because of our temporary or permanent poor health, we may have to cope with limited physical abilities. Certain medications taken when we have an illness may result in confusion, preventing us from engaging in certain table games we enjoy. Social isolation may also result from health problems. Health problems may result in considerable pain and discomfort that may create barriers for us to concentrate on activities or have fun.

### Skills:

Lack of skills can be another possible barrier to leisure participation. There are going to be times when you do not possess the skills required to participate in an activity. Sometimes, it is possible to work hard and acquire the needed skills, but there will be other times when the desired skills will not be attained despite the strongest efforts. Whether the lack of skills is temporary or permanent, if you do not have them, their absence creates a barrier for you. If someone asks you to participate in a table game and you do not know the game, your lack of skills will prevent your from sharing in this leisure opportunity with the other person.

### 3) Conclusion:

“A first step in solving any problems is to recognize that a problem exists. The same is true when we think about our leisure participation. If there are barriers to our participation, the first step is to identify what they are. We can then take steps to eliminate, reduce, or otherwise cope with those barriers.”

“What questions might you have?”

Objective 1.5: At the end of this session, the participant will demonstrate their knowledge of strategies to overcome barriers to leisure by verbally stating three barriers and identifying a way to reduce each barrier with 100% accuracy.

1) Introduction:

“Strategies to overcoming leisure barriers are in demand. In order to participate actively in recreation activities, we must develop these strategies. In turn, we hope to reduce barriers that challenge us so that we can have more fun and be satisfied with our leisure participation. Strategies to overcome leisure barriers may include participating in recreation activities that are free of charge, developing time management skills, using leisure resources at home, learning necessary skills to participate in activities, and adapting materials to meet your needs.”

Free Activities:

“Participating in recreation activities that are free of charge is an excellent way to benefit from leisure and overcome the barrier of money. Free programs are offered here at the facility as well at the local parks and recreation department, community organizations, state parks, and cultural centers. The media, which include television, newspaper and radio, advertise these programs and can be used to find free programs that meet your social needs. Programs change over time, and new ones are offered that can be as interesting and exciting as those that charge fees. Lack of funds does not have to be a barrier to your leisure participation.”

Learning Activity:

List out agencies and programs in the area that are free. Ask the participants to help add to the list with their knowledge and resources.

Debriefing Activity:

Ask the participants the following questions:

- What programs does the facility offer and do they meet the participants needs?
- What programs can be added or changed to meet these needs?
- What agencies in your community offer free recreation?
- What sources are available to find activities that are cost-free?
- Will free programs be offered to meet your needs?

### Time management skills:

“Developing efficient time management skills is a positive approach to overcoming the barrier of not enough free time. Time management is a systematic process in which you prioritize and chart your responsibilities. In managing your time effectively, you include free time for recreation activities. If a situation arises where by your scheduled free time is no longer free, reschedule it as soon as you can. Once you have developed a high level of time management skills, it becomes a natural process and time for leisure improves.”

### Leisure resources:

“Using leisure resources at home is an easy way to overcome transportation barriers. Many leisure activities can be enjoyed at home and around your neighborhood. You may decide to use your own home or the recreation room for leisure based activities. It is easy to set up an area for games and hobbies that you enjoy. Just about any activity that you like can be done at home, if you get the equipment you need.

“Other people in your neighborhood may also be interested in home-based leisure activities. Talk with people in your area and see what they might be interested in doing.”

### Learning Activity:

Ask the participants the following questions. Record responses and allow time for them to pair up with similar interests.

- What are some recreation activities that can be done here at the facility?
- How can you go about getting these activities started?
- Who are other individuals who are interested in the same types of activities?

### Debriefing Activity:

Ask the following questions:

- Did you find any recreation activities here at the facility that is of interest to you?
- Who is the contact person here at the facility that can help arrange these types of programs?
- Did you find at least one other person who has similar recreation interests as yours? If so, who is it?

### Needed skills:

“Acquiring needed skills to participate in activities reduces the skills barrier. There are many strategies to develop introductory skills without participating in the activity. These techniques can be practiced at home, with videotapes, with skilled peers, or with a private instructor.

“Skilled peers are enjoyable to work with. They tend to understand your position and they want to help you. They can tell you what you are doing wrong and offer you assistance when you need it. Private instructors are also willing to give you the help you need. They are skilled in the area, and they can teach you methods to improve your ability. Any strategy you choose will lead you toward participation.”

### Materials and supplies:

“Materials required for leisure may be adapted or changed to meet your needs. Adaptive equipment is available for many recreation activities. Pools may have ramps or lifts to help you enter the water. Light or small equipment to help you learn skills can replace heavy or large equipment. There are resources within your community that can assist you with needed equipment and resources for adaptations to already owned equipment.

“Rules can also be changed to allow you to participate in activities. Scores, distances, time limits, etc. can be altered to meet your needs. Lack of equipment or hard rules do not have to keep you away from experiencing leisure.”

### Learning Activity:

#### Barrier symbol cards

Give each participant a card with a symbol on it. Have them identify the symbol in the form of a barrier to leisure participation. Ask them to tell the group how they could overcome that barrier through some of the strategies learned in this session.

### Debriefing Activity:

Ask the following questions:

- Was it hard to identify the leisure barrier by the symbol provided?
- What were some difficulties in developing a strategy to overcome the barrier?
- Do you think you can develop strategies to overcome barriers on your own?

- When faced with a leisure barrier, what is your first reaction?
- Do you think this activity helped you improve your skills to overcome barriers?

### 3) Conclusion:

“Leisure barriers do not always have to keep us from participating. We can use various resources to help us develop strategies to overcome them. We must first identify what the barrier is, and then start to think of solutions to overcome the problem. Developing strategies will allow us to participate in many fun activities that we may have thought were impossible. What questions might you have?”

Barrier  
Symbols

Barrier  
Symbols

Barrier  
Symbols

Barrier  
Symbols

Barrier  
Symbols

Barrier  
Symbols

Barrier  
Symbols

Barrier  
Symbols





## Leisure Education Session

Week 2: Self Awareness in Leisure

Goal 2: Demonstrate an awareness of self in leisure

Objective 2.1: At the end of the session, the participant will be able to demonstrate knowledge of personal attitudes towards leisure through verbally identifying five recreation activities that he/she likes to do and five recreation activities he/she does not like to do with 100% accuracy.

### Activities:

#### 1) Ice Breaker:

Sit in a circle, introduce self by first name and name a leisure activity that you enjoy participating in and what it is about the activity that you like. By telling others what we like about something will begin to provide us with insight into our attitudes about it.

#### 2) Debriefing activity:

Ask participants if it was difficult to think of an activity that they enjoy.

#### 3) Introduce topic of personal attitudes toward leisure

### Personal Attitudes Towards Leisure:

“Attitudes have a major effect on actions. This is as true of leisure as it is of other aspects of life. Your attitude toward leisure is important in deciding whether or not to participate in an activity, who to participate with, for how long, what is expected from it, and other factors. If leisure is valued, you will be willing to expend the resources and make the commitments necessary to have a chance to participate. If leisure is not valued, you will make little or no effort to be involved in it. Developing an awareness of self requires clarification of your personal attitudes toward leisure.

“Examining your attitude about leisure requires careful thinking. It calls for a high degree of honesty. It means that you must search yourself for your true feelings about leisure and attempt to develop an understanding of why you feel the way you do. One way this may be done is for you to ask yourself questions related to leisure. Care must be taken in answering questions to ensure that your response is an accurate reflection of your feelings and not merely what you believe others may expect to hear.

“Another way for you to investigate your attitudes is to place yourself in situations where you are confronted by choices regarding leisure. The choices that are made will be an indicator of your attitude. Reflecting on why a choice was made may result in even better insight into your attitude.

“There is nothing mysterious about gaining a knowledge of your attitudes toward leisure. It simply requires a little thought relative to some very basic questions. For example:

- (a) Is leisure valued?
- (b) Why is it (or is it not) valued?
- (c) Which activities are desired more than others are?
- (d) Why is this so?
- (e) What types of leisure environments are preferred and why? and
- (f) How much involvement is preferred and with whom?

“Responding to these and similar questions will help individuals learn a great deal about their attitudes toward leisure.”

#### Discussion:

Ask the following questions:

- Why is it important to understand your personal attitudes towards leisure?
- How does being confronted with choices help you learn about your attitudes?
- How can you be honest when you respond to questions that you ask yourself?
- What additional questions can be asked to learn about one’s attitude toward leisure?

Conduct discussion using the above questions. Encourage participants to contribute to the discussion. At the end of the discussion, inform participants that they will engage in several learning activities to investigate their attitudes towards leisure.

#### Learning Activity:

##### Reaction:

Sit everyone in a circle. In the basket are cards with different recreation activities listed on them. Draw a card out of the basket. Point to an individual in the group and within five seconds have them give their first one word reaction to the activity listed on the card that describes his/her attitude toward the activity. Then have other participants go around the circle and state their first reaction to that activity. Continue drawing cards so that everyone has an opportunity to be the first to react.

**Hang gliding**

**Pinochle**

**Checkers**

**Walking**

**Ice Skating**

**Watching TV**

**Reading a  
book**

**Bingo**

**Car racing**

**Bird Watching**

**Riding a bicycle**

**Theater**

**Swimming**

**Exercising**

**Camping**

**Skiing**

Debriefing Activity:

Ask the following questions:

- Do you think the words you used were an accurate reflection of your attitude?
- Did you use any words that, after reflecting on them, you would like to change? If so, what were they and with what activity were they used?
- Was it hard to react within a five-second time limit? If so, why?
- Did you learn about your attitude toward leisure from this activity? If so, what?

Learning Activity:

Either-Or:

Remain seated in a circle. Go around the circle and ask each of the participants the question: "Is your leisure more like (first choice) or (second choice)?" State within ten seconds which choice your leisure is more like and why.

Debriefing Activity:

Ask the following questions:

- Was it difficult for you to make a choice? If so, why?
- Can you think of other pairs of choices that we could ask? If so, what are they?
- Did others make choices you thought they would? If not, what does that mean?
- Would you make changes in your choices? If so, what would they be and why?

Learning Activity:

Leisure Values Form:

"Another way we learn something about your attitude toward leisure is to complete a leisure values form. This form is one that contains a rating scale and pairs of words that describe opposite feelings about leisure. A rating scale has several points on it, indicating different levels of agreement with the idea expressed by the word pair. For example the word pair may be:

Exciting      1      2      3      4      5      Relaxing

If a person was very positive about leisure and believed it was exciting, then '1' would be circled. The person would circle the number that most nearly resembled his or her feelings about leisure as indicated by the word pair. Circle a number for every word pair.

# Either-Or

Is your leisure more like:

New York City	or	The Rocky Mountains
an ant	or	a grasshopper
a mountain	or	a valley
a seven course meal	or	fast food
a river	or	an ocean
hiking boots	or	ballet slippers
a cartoon	or	a soap opera
a motel	or	a cruise ship
a dandelion	or	a rose
running	or	walking
a telephone	or	a postcard
a clothesline	or	a kite
a State park	or	a resort

# Leisure Values Form

Leisure is:

Exciting	1	2	3	4	5	Boring
Gratifying	1	2	3	4	5	Disappointing
Important	1	2	3	4	5	Trivial
Acceptance	1	2	3	4	5	Rejection
Bold	1	2	3	4	5	Timid
Positive	1	2	3	4	5	Negative
Action	1	2	3	4	5	Idleness
Growing	1	2	3	4	5	Stagnating
Expressive	1	2	3	4	5	Passive
Creative	1	2	3	4	5	Repetitious



### Debriefing Activity:

Ask the following questions:

- Did you feel the rating scale provided you with enough choices? If not, why not?
- Do you have any suggestions for additional word pairs? If so, what are they?
- As you look at your Leisure Values Form, are there more numbers on the left side of the sheet circled? On the right side? In the middle? What does this mean?
- What did you learn from this activity?

### Learning Activity:

#### Leisure Satisfaction:

Give each participant a sheet titled "Leisure Satisfaction".

"This is another pencil and paper exercise that be used to learn about one's attitude toward leisure. This form is a series of open-ended questions focused on what individuals like to do with their leisure. Think carefully and complete each question on the form. When finished we will use the forms as a basis for discussion."

### Debriefing Activity:

Ask the following questions:

- How did you respond to the statement (a through j)?
- Are there additional statements that should be on the form? If so, what are they?
- Was there a statement that was easier to answer than the others? If so, which one?
- What did you learn from this activity?

### Conclusion:

"We have participated in a variety of activities to help us learn about our attitudes toward leisure. Knowing what we like and dislike and why we feel the way we do is an important part of learning about ourselves. This knowledge can guide us in our choices and help us use leisure to our best advantage."

"What question might you have?"

# Leisure Satisfaction

Complete the following sentences:

a. I am happiest when: \_\_\_\_\_

b. My favorite weekend is when: \_\_\_\_\_

c. If I could do anything I want, I would: \_\_\_\_\_

d. In the summer, I like: \_\_\_\_\_

e. My favorite evening activity is: \_\_\_\_\_

f. If I could go anywhere I want, I would go: \_\_\_\_\_

g. When I am alone, I like to: \_\_\_\_\_

h. Here at the facility I like to: \_\_\_\_\_

i. I like holidays because: \_\_\_\_\_

j. The thing I like best about being with my friends is: \_\_\_\_\_

Objective 2.2: At the end of the session, the participant will be able to demonstrate knowledge of factors that may affect leisure participation by verbally stating five factors that affect leisure participation with 100% accuracy.

Activities:

1) Orientation Activity:

“We need to understand those things that affect our ability to participate in recreation activities. Each of you has a list of six questions focused on factors that affect leisure participation. Each of you also has a card that has one such factor on it. You cannot use your card to answer one of your own questions. Mingle among the other group members to locate someone who has a card that contains the answer to a question on your list. Make sure you introduce yourself and find out the person’s name. When you are successful in finding such a person, record the factor on their card next to the question it answers on your list. Also, record their first name. Keep looking for persons who have cards that contain answers to all of your questions. Continue until all of your questions have been answered or I stop the activity.

2) Debriefing Activity:

Ask the following questions:

- Were you successful in obtaining answers to all of your questions?
- Were you aware of these factors and their influence on leisure participation?
- Are there other factors that should be considered? If so, what are they?
- Why do you think we did this activity?

3) Introduction to factors that influence leisure participation:

“There are many factors influencing people’s decisions and abilities to participate in leisure. Examples of these factors include: money, free time, availability, societal attitudes, health, and skills. Acquiring knowledge about factors that affect leisure participation is an important part of developing an awareness of self in leisure.”

Money:

“Money is a factor that influences leisure participation. Although there are many recreation activities available that do not require money, also many do. Many things in our lives require money. We may be required to pay rent, buy food and clothing, and meet expenses related to transportation, insurance, medical and dental care and a variety of other things. After these obligations have been met, there may not be any money remaining for other purposes such as recreation.”

# Leisure Participation Questions

1. What is a factor influencing leisure participation that affects most people who do not have much money?
2. What is a factor influencing leisure participation that affects most people who work?
3. What is a factor influencing leisure participation that is affected by other people?
4. What is a factor influencing leisure participation that affects most people's ability to feel comfortable?
5. What is a factor influencing leisure participation that affects most people who are not physically fit?
6. What is a factor influencing leisure participation that affects most people who have never tried an activity?

**Existing  
Funds**

**Societal  
Attitude**

**Free  
Time**

**Health**

**Availability**

**Skills**

“Sometimes, there is money remaining after all obligations have been met. We can usually spend that money as we choose. This remaining money is discretionary money. Discretionary money can also be thought of as our existing funds. The amount of our existing funds influences the type of recreation activities in which we engage. Some activities require a lot of money, some a moderate amount, and some activities require little or no money. When we think about participating in a recreation activity, we must consider how much money we have available and how much it costs to participate in that activity.”

#### Free time:

“Free time also affects leisure participation. After our obligations to work, family, home, and self-maintenance are met, the time remaining is generally our to do with as we please. Just as there is discretionary money, discretionary time also exists.”

“Some recreation activities require fairly large blocks of time (e.g. traveling out of town to a resort). Some activities, however, can be enjoyed very quickly (e.g. a brief walk with a friend). Almost all recreation activities have a time component. The ability of people to make choices about their activities is influenced by the amount of free time they have and the amount of time required by the activity. Although many people complain about not having enough time to do the things they want or they do not have large enough blocks of time, there are many chances for participation in activities that do not demand large amounts of time. All it takes is a willingness to look for such activities.”

#### Discussion:

Ask the following questions. Encourage discussion from everyone.

- Do you feel you have enough or too much free time? Why?
- How can you use your free time to experience enjoyment and satisfaction?
- What kinds of things could you do if you had 30 minutes free during the day?
- What kinds of things could you do if you had all day free?

#### Availability:

“A third factor affecting leisure participation is availability. Availability refers to a number of elements that combine to determine if participation in a recreation activity is feasible. The opportunity to participate must be present in the community. For example, one cannot play tennis if there are no tennis courts available. The physical distance to the participation site cannot be too great. For example, the nearest tennis courts may be across town. If one has transportation, access to the tennis courts may be possible but the activity would not be readily available. The opportunity to participate must coincide with the time one is able to participate. If tennis courts were located in the facility or the park down the street, but the only time they were open was late in the evenings, you may choose not to

participate because of safety. Activity sites must be accessible to those who want to use them. If the only tennis courts in the community were not wheelchair accessible, or only available to highly skilled players, they would not be available to all that may want to use them. These are just some of the examples of the kinds of things that combine to determine if participation in a specific activity is available.

### Discussion:

Ask the following questions. Have all subjects participate in answering the questions.

- What are some activities available to you in your facility? Neighborhood?
- How does location of these facilities affect your participation?
- Why is it important to know what time activities are available at a particular agency?
- What activities do you find are easy to access? Why?

### Societal Attitudes:

“Societal attitudes are another factor that affects participation in leisure. Some people may participate in certain activities because they think other people feel that is what they should be doing (e.g., playing bingo because they are older). In addition, some people may engage in, or refrain from, certain activities because of other prevalent societal attitudes (e.g., playing football because I am a boy; not building a tree house because I am a girl). At times, some people may feel limitations are placed on them because of certain role obligations (e.g., spending all my free time doing things for my children rather than doing some things for me). The presence of disabilities may influence participation of people who have them. Individuals with disabilities may be denied the opportunity to engage in challenging adventure recreation activities because people think they may hurt themselves or that they do not possess the required skills. Societal attitudes can have a strong influence on our leisure participation.”

### Health:

“A fifth factor affecting leisure participation is health. Some recreation activities are passive or sedentary, but many can be rigorous and demand a high level of health and fitness from participants. As people age, they may avoid certain activities because they feel they no longer have the levels of health and fitness required to participate. For example, they may feel they are lacking strength and flexibility. Although aging is an inevitable process, it does not necessarily follow that it is always accompanied by drastic decreased in strength and flexibility. Many stretching and exercise programs can assist in increasing or maintaining strength and flexibility.”

“Other examples of how health may affect participation could include slow recovery from injury, respiratory ailments that restrict the range of activities from which to choose, and illnesses that cause pain and discomfort. Some health conditions may cause a temporary change in one’s leisure participation; other conditions may require a permanent change. In most cases, this could involve altering the level or intensity of participation in an activity or changing to another activity altogether. Individuals with health problems do not need to abandon interest or actual participation in leisure activities. They do need to recognize that health is a significant factor and to plan their leisure accordingly.”

Discussion:

Ask the following questions:

- How does health influence your participation?
- Do you have health concerns influencing your leisure? If so, what are they?
- What suggestions do you have for other members of the group to overcome their health barriers?

Skill:

“The sixth factor we are going to consider is skill. There seems to be a strong relationship between the level of skill one has and the amount of enjoyment that is experienced from participation in an activity. People with high levels of skill in an activity tend to continue to participate and enjoy that activity. People who work hard at developing skills in an activity but are not successful in doing so, tend to stop participating in that activity because there may be little or no enjoyment. In addition, people usually enjoy participating in activities with other people who have similar levels of skill. Therefore, there should be many possibilities of choices within a single activity. For example, beginner, intermediate, and advanced volleyball leagues can be offered.”

“As you recognize skill as a factor that influences participation, you need to be able to improve your skills to meet the challenges of activities or adapt those activities to meet your skills. This means an effort must be made to find a reasonable match between skills and the activity. You must work toward participating in activities at a level that is good for you. You need to have the chance to develop skills that are more advanced as well as start new ones. Having many skills provides chances to express yourself in different ways and achieve leisure in various contexts. Skills, interests, and attitudes are very much related. Therefore, you must closely examine what you can do, what you want to do, and what you feel good doing. Skill is as significant as any of the other factors that affect participation.”



### Discussion:

Ask the following question:

- What is one recreation activity skill that you possess?
- What recreation activity skill would you like to acquire?
- Why is it useful to have a variety of recreation activity skills?
- How can you increase your success in a recreation activity?

### Learning Activity:

“We are going to do an activity that will help you apply what you have just learned about factors that affect leisure participation.”

Divide participants up into small groups. Give each group three cards. Each card contains a single recreation activity or event.

Explain to the participants: “Each group will discuss the impact of money, free time, availability, societal attitudes, health, and skill on each of the three events. After you have discussed it within your group you will present the information to the larger group.”

### Conclusion:

“Participation in a recreation activity requires more than interest or a desire to participate. Several factors must be considered and dealt with satisfactorily before participation is feasible. Being able to identify these factors and realizing how they influence participation is an important key to making decisions related to leisure.”

“What question might you have?”

A weekend  
ski trip

Competing in  
a 10 kilometer  
race

Going for  
a walk with  
a friend

Going to  
the movies

Playing cards  
with the  
neighbors

Playing  
tennis with  
a friend

Going on  
a picnic

Going out  
to eat  
dinner

Driving to  
go visit  
family

Cooking  
dinner  
for a  
friend

Walking to the  
park to play  
horseshoes

Traveling out  
of town to  
the theatre

## Past Recreation Involvement

Leisure Activity	Age: (list age you were at the time)	Health: (state if poor, fair, or good)	Time: (amount of hours spent in activity)	Availability of resources: (good or poor)	Interest level: (low, medium, or high)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Objective 2.3: At the end of the session, the participant will be able to demonstrate knowledge of past recreation involvement by verbally stating five past recreation activities that they have participated in that had resulted in enjoyment and satisfaction and provide an example of each with 100% accuracy.

Activities:

1) Orientation Activity:

Have the participants sit in a circle. Go around the circle and have each individual state their name and tell of a past recreation activity that they use to participate in.

2) Introduction to past recreation involvement:

“Past recreation involvement provides us with background information that can help us examine our awareness of self in leisure. Past experiences contribute to our knowledge and our present participation. By looking at our past involvement, we will increase our leisure awareness.”

“Our past recreation involvement can tell us our likes and interests. Several personal factors can cause changes in leisure. These factors can be determined by reviewing our past involvement. We need to look at those factors separately to see how and why they have changed. Personal factors may include age, health, free time, availability of recreation resources, and interest level. Any of these may change over time and cause a change in your recreation involvement.

“The amount of time you spent in recreation participation is also important. If you spent much of your time in recreation, it was probably important to you. You can gain a better understanding of the significance that leisure has had in your life by looking into the past.”

Discussion:

Ask the following questions:

- Why is your past recreation involvement important?
- What about your past involvement is important to remember?
- What factors can change over time and change your recreation involvement?
- How can you use your past experiences to increase awareness of your current leisure?

Learning Activity:

Past leisure participation:

“We are going to do an activity to examine our past recreation involvement and the factors that are present. I am going to give you a handout that has been

divided into several columns. In one column, you will make a list of your past leisure involvement. Next to each item, you will describe personal factors considered during participation. These factors are headed: age, health, time, availability, and interest level. Under each heading, record personal data during the time you participated in the recreation activity listed in the first column. Record as follows: your age at the time; your physical health in terms of being good, fair, or poor; hours per week you spent in this area; availability of resources in terms of good or poor; your interest level in this area in terms of high, medium, or low. We will then take turns sharing one of our pastimes and our personal factors with the rest of the group.”

Distribute handout to each member of the group. Provide assistance to help them think of activities as needed.

#### Debriefing Activity:

Ask the following questions:

- Was it hard to remember the personal factors during your involvement? Why or why not?
- Do you think that some of your interests have changed because of these factors? If so, which ones?
- Would you like to change some factors so you can continue to be involved in these activities? If so, which ones?
- How did availability of the resource affect your participation?
- Has your interest level in the areas you listed changed over time, or has it remained the same? Why do you think it has or has not changed?

#### Learning Activity:

##### Leisure Significance Thermometer:

“We need to decide if leisure has been significant in our lives. Significance is how important it feels to us. We are going to make individual significance thermometers to show how important we feel leisure has been in our lives.”

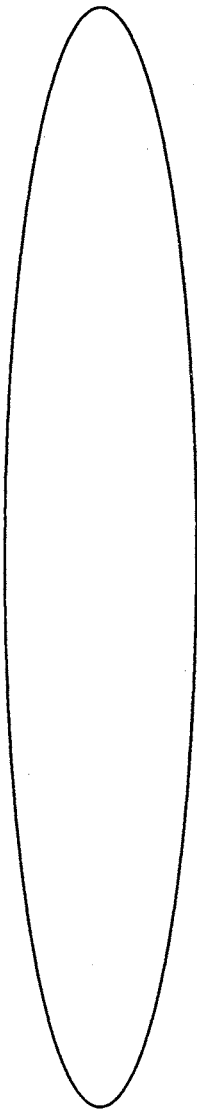
Give each participant a piece of paper with a blank thermometer on it.

“If you feel recreation participation has little importance in your life, make a mark toward the bottom of the thermometer. If you feel recreation has been of great importance, make a mark high on the thermometer. Color in red the area on the scale underneath the mark you made. The picture is now a thermometer of how important you think recreation has been in your life.

# Leisure Thermometer

Mark a level that represents how important recreation participation has been in your life.

Very important-----



Little importance-----

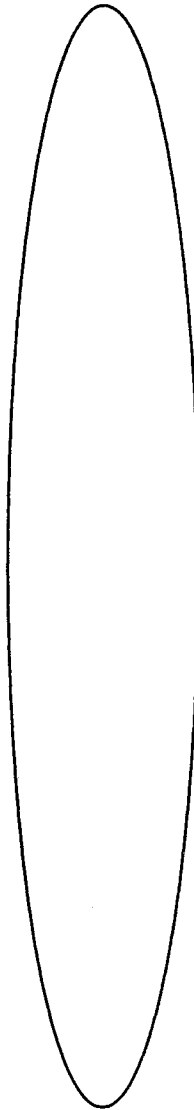
The diagram consists of a large, vertically oriented oval shape. To the left of the top of the oval, the text 'Very important' is followed by a horizontal dashed line that points towards the top of the oval. To the left of the bottom of the oval, the text 'Little importance' is followed by a horizontal dashed line that points towards the bottom of the oval. The oval itself is empty, intended for a user to mark a level of importance.



Mark a level that represents how important recreation participation is currently in your life.

Very important-----

Little importance-----



### Debriefing Activity:

Ask the following questions:

- How is the importance of recreation in your life influenced by past experiences?
- Are you happy about the significance of leisure in your life? Why or why not?
- How can you make recreation more important to you?
- After looking at your thermometer, do you have a better understanding of the significance of recreation? In what way?

### Conclusion:

“Reviewing our past recreation involvement is a great way to look at our interests and is a method to use to find out how much time we have spent in recreation. We can see what has changed over time and what significance leisure has had in our lives. By looking at our past interests, we become more aware of the role that leisure has had in our lives.”

“What questions might you have?”

Objective 2.4: At the end of the session, the participant will be able to demonstrate knowledge of current recreation involvement by verbally stating five recreation activities that they are currently participating in and that bring enjoyment and satisfaction with 100% accuracy.

1) Orientation Activity:

I See You:

Arrange the participants in a circle. Have each individual draw a card out of the basket. Each card will list the name of one of the participants. Have one participant start by identifying the individual whose name is on the card and have the person holding the card guess what type of activity that person enjoys participating in for leisure. Have the person who was the subject of the guess tell the group whether the guess was correct or incorrect. The subject goes next and so on until all have gone.

2) Debriefing Activity

Ask the following questions:

- Were you able to make an accurate guess of a leisure interest of the person whose name you drew? If so, on what did you base your guess?
- Was the guess made about your leisure interest accurate? On what basis do you think the guess was made?
- Did it make you uncomfortable to have someone guessing about your leisure activities? If so, why?
- What did you learn about the leisure interests of other members of the group?
- Were you surprised to learn this? If so, why?
- Why do you think we did this activity?
- 

3) Introduction:

“Developing an awareness of leisure in your life requires an understanding of several related areas. We have spent some time in identifying our personal attitudes toward leisure and learning about factors that influence leisure participation. We have also thought about recreation activities in which we have engaged in the past. It is now time for us to think clearly and carefully about our current recreation involvement.”

“Thinking about our current recreation involvement seems easy. All we need to do is remember the recreation activities in which we participate. But sometimes we do not think as carefully as we should. For example, people might think of backpacking as a recreation activity in which they have recently been involved, but it has really been five years since their last backpacking journey. Would it be accurate to claim backpacking as a form of current recreation involvement? It is also difficult to be objective when we are thinking about ourselves. For example, people may not think of watching television as a current recreation involvement,

when the truth is that this is how they spend a majority of their free time. It is not that these people are dishonest, they simply have not thought thoroughly and carefully.

“It can become easy to get from day-to-day without knowing how much or how little time is spent on specific activities, with whom time is spent, or how long it has been since participating in a favorite recreation activity. However, there are several things you can do to arrive at a better understanding of how your time is actually spent. We are going to do several learning activities to help us understand our current recreation involvement.”

### Discussion:

Ask the following questions:

- Why is it important to have knowledge of your current recreation involvement?
- How is it possible to not know precisely your current recreation involvement?
- What are some suggestions for determining your current recreation involvement?

### Learning Activity:

#### Pie of Life:

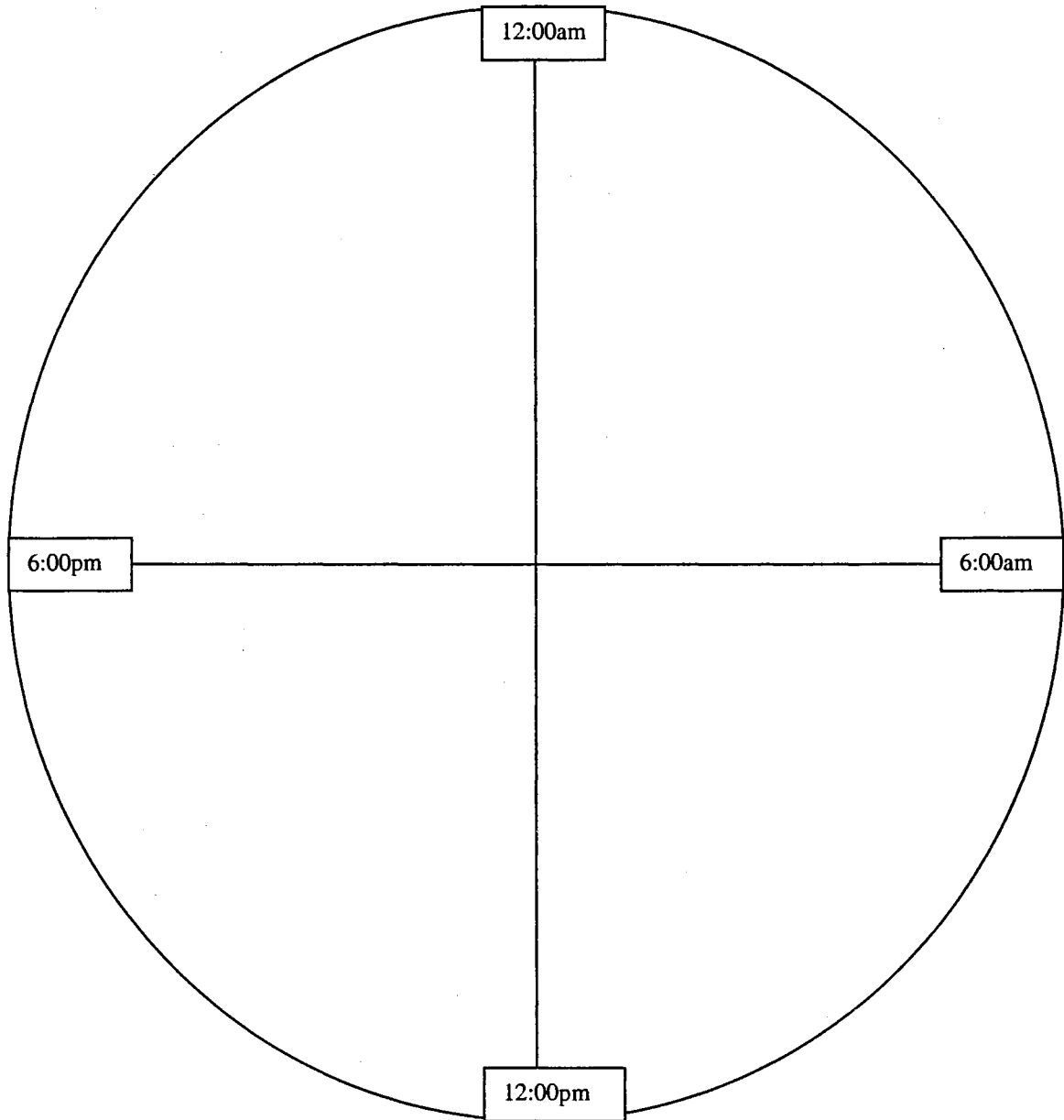
“We are going to participate in an activity called ‘The Pie of Life’. It is a visual exercise designed to help individuals see how much of their time is spent on various activities during a typical day in their lives.”

Hand out Pie of Life forms.

“You can see the Pie of Life is represented by a circle and the circle has been divided into four equal quadrants. Each quadrant represents six of the 24 hours in a day. Take some time to think of how you spend a typical day, Monday through Friday. Divide the pie into segments (we will call them slices) that show how much time per day is spent on the things you typically do. For example, you may have a pie divided into: sleep, household chores, self-maintenance (e.g., eating, personal hygiene), appointments, family obligations, and recreation.

“The size of the slice depends on how much time is spent on the activity it represents. The more time that is spent on an activity, the larger the slice of pie; the less time that is spent, the smaller the slice. Try to be as accurate as possible in completing your Pie of Life. There is no predetermined right or wrong amount of time to spend on specific activities. Each pie is individual and represents you. All of the pies should look different and when finished, we will discuss the differences.

# Pie of Life



Chose any typical day, Monday through Friday. Divide the pie into segments (slices) that show how much time per day is spent on the things you do. For example, the pie may be divided into sleep, household chores, self-maintenance (e.g., eating, personal hygiene), appointments, family obligations, and recreation.

### Debriefing Activity:

Ask the following questions:

- Which of your slices is the largest? Which is the smallest?
- How many different slices do you have?
- Are you satisfied with the relative size of your slices?
- If you could change the size of your slices, which ones would you change and what size would you make them?
- Is there a realistic possibility that you could change the size of some of your slices? If so, which ones?
- What would you have to do to bring about these changes?
- What did you learn from your Pie of Life?
- If you could step outside your Pie of Life and view it as someone else's, would you think that person had a balanced and interesting life? If not, why not?

### Learning Activity:

#### Recreation Activity Inventory:

“Another way to think about your current recreation involvement is to complete a recreation activity inventory.

Provide each participant with a recreation activity inventory form.

“List on the form all of the recreation activities in which you have participated within the past year. The form also contains columns in which you can respond to specified questions concerning those activities. Complete the form as correctly as possible. Do not include activities if you have not participated in them within the past calendar year. Again, the form should be a reflection of you and your recreation activities. Do not be concerned if it does not resemble another persons' form. Use as many forms as needed to list your recreation activities in the past year.”

### Debriefing Activity:

Ask the following questions:

- Were you surprised at how many (or how few) activities are on your inventory?
- Are you satisfied with the number of activities on your form?
- What did you learn about your current recreation involvement?
- What additional questions about the activities could be included on the form?

# Recreation Activity Inventory

Recreation Activity:								
1.		How often do I participate?		When was the last time I participated?		With whom did I participate?		Where did I participate?
2.						How much did it cost?		Was it fun?
3.						Do I want to do it again?		Does this activity rank among my 10 most favorite activities?
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								

#### 4) Conclusion:

“Thinking carefully about your current recreation involvement is a beneficial exercise. It can help you focus your thoughts on what you are now doing, rather than what you have done at times in the past. If you wish to make a change in your leisure participation, you must first know what your current status is. This type of exercise helps you to be objective and provides a good foundation for any decisions you may wish to make regarding your leisure.”

“What question might you have?”



Objective 2.5: At the end of the session, the participant will be able to demonstrate an ability to identify possible future recreation activities by verbally stating five future recreation activities that he/she may be interested in participating in with 100% accuracy.

1) Orientation Activity:

Leisure Bingo

Sit participants at tables. Pass out blank bingo cards, markers, and chips for each participant.

“We are going to play a type of ‘leisure bingo’ to help us get to know each other better and to start us thinking about recreation activities in which we would like to participate in the future. I will ask each of you to name a recreation activity in which you do not now participate but would like to try in the future. As you name your activity, everyone will write that activity down on their bingo sheet wherever they choose along with the name of the person who said the activity.

“Once all of the squares are filled I will call out various listed recreation activities and you will place a chip on that square. The first person to bingo is the winner!”

2) Debriefing Activity:

Ask the following questions:

- Did you notice anyone who named a future recreation interest that you were also interested in? If so, who?
- By listening to others, did you get any ideas of activities in which you might become interested? If so, what were they?
- Did others list activities in which you already participate? If so, what were they?

3) Introduction:

“Developing a comprehensive awareness of self in leisure is a task that includes several different components. We have examined four of these components. The remaining component is recreation activities in which we would like to participate in the future.

“Thinking about which recreation activities you might like to do in the future is not just an exercise in wishful thinking, although dreaming about what you want to do is perfectly acceptable. Thinking about future recreation involvement should also be tempered with realistic assessments of the chances of participating in what you wish.

# Leisure Bingo


“Leisure, like life, is a dynamic process. It is not something that is static, but rather it changes and evolves as time passes. The things in which you are interested today might become things that are boring in a year’s time. It is possible that some activities that may be widespread in the future have not yet been created and developed. Because change is inevitable, you should keep a flexible attitude about future recreation involvement.

“This is not to suggest that long-term interest should not be developed or that all interests and activities will be short-lived and eventually drop out of favor to be replaced by new ones. On the contrary, some activities that are favorites today may remain as favorites in the future. For example, nature walks are often a life-long interest for many people. There is no good reason for them to be otherwise, unless one becomes disinterested.

“The important focus is to think seriously about what you want in the future. Keeping interest and involvement in activities that bring you joy and satisfaction is quite natural. However, there should also be room for thinking about ideas of new activities that can be rewarding.

“Remember, it is fine to dream about what you want to do, but it often takes purposeful effort to make dreams come true. You should not be discouraged about future possibilities, but should understand that those things that are most likely to happen in the future are things that you work to achieve.”

#### Discussion:

Ask the following questions:

- Why is it important to think about future recreation activities in which you want to participate?
- Do you participate in activities today that you did not do twenty-five years ago? Why?
- Which of your current recreation activities will still be of interest to you five years from now? Why?
- What can you do to increase your chances of participating in what you want in the future?

#### Learning Activity:

##### Leisure Alphabet:

“A good way to begin thinking about future recreation involvement is to become aware of the many possibilities that exist. To start this process, we are going to participate in an activity known as ‘Leisure Alphabet.’”

Divide the group into groups of three or four around the tables. Give each group a paper titled “Leisure Alphabet” and a pen.

## Leisure Alphabet

**A:**

**N:**

**B:**

**O:**

**C:**

**P:**

**D:**

**Q:**

**E:**

**R:**

**F:**

**S:**

**G:**

**T:**

**H:**

**U:**

**I:**

**V:**

**J:**

**W:**

**K:**

**X:**

**L:**

**Y:**

**M:**

**Z:**

“Each group will try to think of recreation activities that begin with each letter of the alphabet, A through Z. Write the activity that starts with that letter by that letter. Example: Archery for the letter ‘A.’ Continue throughout the entire alphabet.

Debriefing Activity:

Ask the following questions:

- Were any groups able to complete the entire alphabet?
- Were there any activities listed that were new to you? If so, what were they?
- What is your opinion of the diversity of activities?
- Do you see any activities that strike your interest as future possibilities? If so, what are they? What interests you about them?

Learning Activity:

Leisure Interest Finder:

“Another way to think about possible future recreation involvement is to complete a ‘Leisure Interest Finder.’ Each of you will be given a form that has a list of words on the left-hand side, a column headed by ‘By Myself’, and a second column headed by ‘With Others.’ For each word on the left-hand side of the paper, think of a recreation activity that you would enjoy doing by yourself in the future and record that activity in the column headed ‘By Myself.’ Think of another activity for that same word that you would enjoy doing with others in the future and enter it in the column headed by ‘With Others.’ Try not to use an activity more than once.

Debriefing Activity:

Ask the following questions:

- What activities were listed for ‘Active’ and ‘By Myself?’ (use other combination of words and columns too.)
- Was it easier to think of activities for the ‘With Others’ column than the ‘By Myself’ column? If so, why?
- Did you get any ideas for future participation from listening to the others? If so, what were they?
- What are the possibilities that you will participate in several activities you listed?

## Leisure Interest Finder

	By Myself	With Others
Active		
Passive		
Spring		
Summer		
Autumn		
Winter		
Indoors		
Outdoors		
Social		
Cultural		
Educational		
Intellectual		
Entertaining		
Creative		
Physical		
Artistic		

**Directions:** Next to each word listed on the left-side of the paper think of a recreation activity that you can do 'By Myself' and another activity 'With Others' and list them in the appropriate columns. Try not to use a recreation activity more than once.

Learning Activity:

48 Hours:

“Imagine that for a 48 hour period you could do as you wanted. You have no physical or financial restraints only time, which is 48 hours. What would you do with that time? Be as creative as you want and design your ideal 48 hours.”

Debriefing Activity:

Ask the following questions:

- What did your 48 hours look like?
- What did you learn about yourself?
- What did you learn about the others?
- Is there a chance some of your ideal 48 hours will happen?
- What will you have to do to help it come true?
- Was the process of fantasizing fun? How so?

4) Conclusion:

“Thinking about possible future recreation involvement is both healthy and necessary. How else will we know what we want to do? Although we have to do more than speculate about the future, speculating is the first step. Once we know where we want to go, then we can plan how to get there.”

What questions do you have?

## Leisure Education Session

Week 3: Self-Determination in Leisure

Goal 3: Demonstrate an understanding of self-determination in leisure.

Objective 3.1: At the end of the session, the participant will be able to demonstrate knowledge of personal success in leisure by verbally identifying three leisure activities where success was achieved and verbally state one of these successes with detail with 100% accuracy.

### Activities:

#### 1) Orientation Activity:

Arrange participants in a circle. Ask them to think about a personal success that was a result of a leisure experience. Example: going to the park and improving their appreciation of nature.

Have each participant state their name, tell the group what their leisure experience was, and how it was successful.

#### 2) Introduction:

“Our ability to determine what we want to do in leisure happens more easily when we become aware of our personal successes. Leisure provides an excellent opportunity for us to experience success. It is very important for us to realize when we are successful because this information will help us decide what we will do in the future. Our success is often related to how we feel about what we did in a given activity and the accomplishments we experienced. Personal successes are, therefore, defined by the individual and are unique to each individual. It is important to recognize your successes in leisure to increase your ability to gain control of your life. Leisure is a rewarding, self-fulfilling experience during which you can allow yourself the satisfaction of personal successes.”

### Personal Success in leisure:

“ Personal successes provide us with feelings of pride, self-worth, and personal satisfaction. Leisure gives us the opportunity to experience these qualities. If we allow ourselves to review our leisure experiences, we will become aware of our successes. The successes we experience in leisure are often internally rewarded. These experiences are not determined by external rewards or reinforcement from other people. The successes we experience are determined by the feelings of pride and satisfaction we derive from our participation. We can measure our leisure experiences by comparing our personal successes to the different values we feel are important. Our values include any personal beliefs we have that are related to our wanting to do something that is in the best interest of all people. Such values



might include: appreciation of nature, respect for other people, making life fun for yourself and others, equal rights and opportunities for all people. These are just a few examples of values that you can think about when you participate in leisure.

### Discussion:

Ask the following questions:

- What are some of the feelings we get from personal successes?
- When can we experience personal successes?
- How are these experiences determined?
- How can we measure these successes?
- What are some of your values you use to measure success?

### Learning Activity:

#### Feelings in leisure experiences

Give each participant a form titled: Feelings in leisure experiences. Ask them to write down five different recreation activities that they have participated in recently. In the space next to the activity there are benefits listed. Rate each benefit from one to three. A rating of one means you felt this benefit with the particular activity was very strong, a two means you felt it somewhat, and a three means you did not feel this value during this activity.

### Debriefing Activity:

Ask the following questions:

- Which benefits did you find you experienced during the activity? Why?
- Do you feel more of these values in some activities than others? If so, which ones?
- Do you think about these feelings when you are participating in these activities? If so, why? If not, why not?
- How do these feelings make your leisure experiences meaningful?
- What other benefits do you receive from leisure participation?

### Learning Activity:

“Now we are going to list possible successes in leisure. Each of us has our own idea of success. Success can be anything that provides us with positive feelings. Some examples of successes are: making new friends, building a birdhouse, or catching a ball. Together with three other participants, think of ten successes that can be achieved in leisure. Record these on the paper you have received. Once each group has identified ten activities, one person from each group will name one of the items from their list.”

# Feelings in Leisure Experiences

Leisure Activity	Relaxation	Accomplishment	Creativity	Excitement	Satisfaction	Fitness	Mental challenge	Fun
1.								
2.								
3.								
4.								
5.								

List five different recreation activities that you have participated in recently in the left-hand column. Next to each activity, place a number from 1 to 3 in each column that describes the benefits that you feel from the activity.

A rating of: **1** means you felt this benefit very strongly  
**2** means you felt it somewhat  
**3** means you did not feel it at all during the activity.

### Debriefing:

Ask the participants the following questions:

- Was it difficult to think of successes in leisure? If so, why? If not, why not?
- Is there a limit to possible successes during leisure? If so, why? If not, why not?
- Can one person's idea of success differ from another's idea? Why or why not?
- Do differences in ideas mean that one is a success and one is not? Please explain.

### Learning Activity:

#### Self-Determination:

“Personal successes in leisure contribute to our self-determination. This means that the more we succeed the more likely we will independently choose what we like to do. If we experience success in leisure, we are more likely to be determined to participate in leisure. With this in mind, we are going to rate our level of determination in leisure based on our successes in leisure. I have a rating form for you to complete. Rate your level of determination on how strongly you wish to engage in leisure to achieve personal successes. Circle the work that best describes your rating.”

### Conclusion:

“Personal successes are valuable to individual well-being and worth. We can experience successes during leisure that enhances us and improve our personal qualities. Leisure provides us with the opportunity for self-accomplishment and reward.”

“What questions might you have?”

Objective 3.2: At the end of the session, the participant will be able to demonstrate knowledge of the importance of personal growth associated with leisure by verbally stating three recreation activities and how people could focus on incremental improvements when participating in these activities with 100% accuracy.

Activity:

1) Ice Breaker:

Have all of the participants partner up with one other participant. Provide each participant with a piece of paper and pencil.

“Choose which one of you will go first between the two of you. Those of you going first will first introduce yourself and then tell your partner one way that you have grown in leisure. Your partner will write, on the paper, in words a description of this growth. After all have finished we will share the words with the rest of the group”

2) Debriefing:

Ask the following questions:

- Was it difficult to come up with a description of your growth in words?” If so, why? If not, why not?
- Was it difficult to write down words to describe your partner’s description? If so, why? If not, why not?

3) Introduction:

“Personal growth is often associated with the leisure experience. During leisure we are able to do things that help us grow in many different ways. Each person’s growth is different as a result of his or her leisure experience. Our personal growth also helps us increase our self-determination in leisure.

Self-determination in leisure:

“It is often helpful for us to understand the importance of personal growth in leisure. Leisure gives us the chance to develop in many areas. These areas include physical growth to help our bodies become fit; social growth to help us develop relationships with friends, family members, and co-workers; mental growth to help us understand things, and emotional growth to help us feel good about ourselves and to show our feelings and express ourselves in ways that show we care about ourselves and other people. Physical development can include motor skills, fitness, stress reduction, and active participation. Social growth is related to communication skills, interaction with others, teamwork, sharing, and helping others. Mental development can include learning, listening, asking questions, thinking, and answering questions. Emotional growth can relate to controlling

negative behaviors, showing positive emotions, and reacting to satisfying experiences. Leisure helps us grow in all of these areas. To improve your knowledge about personal growth in leisure, we will look at these areas separately.”

Ask the following questions:

- Is personal growth associated with leisure?
- In what areas do we grow in leisure?
- What are some characteristics of physical growth?
- What are some characteristics of mental growth?
- What are some characteristics of emotional growth?
- What are some characteristics of social growth?
- How can we improve our knowledge of personal growth?

#### Learning Activity:

##### Personal growth in leisure:

Give each participant the form titled: Personal growth in leisure, and a pencil.

“Our physical growth can be reviewed by looking at our motor skills, fitness, if we are feeling good, and how actively we participate. We are going to describe each of these areas as they relate to our leisure experiences. On your sheet of paper under the physical growth section, circle the word that best describes how much you feel leisure has improved your growth in this area. Rate each area low, medium, or high. For example, if you feel your leisure skills have improved greatly because of leisure participation, circle high after that category.”

#### Debriefing Activity:

Ask the following questions:

- What was the most common rating you gave to each of these areas?
- Are some areas of physical growth improved more than others? If so, which ones?
- Is leisure responsible for your physical growth in these areas? Why or why not?
- Can you use leisure to improve your physical growth? If so, how? If not, why?

#### Learning Activity:

Continue to use the Personal growth in leisure form:

“Mental growth is experienced during leisure every time we have to think, make decisions, and learn something. When we listen and respond to others, we are also using our mental skills.”

# Personal Growth in Leisure

## Physical Benefits

Motor Skills	LOW	MEDIUM	HIGH
Fitness	LOW	MEDIUM	HIGH
Stress Reduction	LOW	MEDIUM	HIGH
Active Participation	LOW	MEDIUM	HIGH

Under each heading, circle the word that best describes how much you feel leisure has improved your growth in this area. Rate each one low, medium, or high.

## Mental Growth

<u>ACTIVITY</u>	<u>MENTAL GROWTH</u>	<u>MENTAL GROWTH</u>
Walking	_____	_____
Playing Cards	_____	_____
Reading Newspaper	_____	_____
Bingo	_____	_____
Gardening	_____	_____

Look at each of the listed activities and write down two different ways that you could grow mentally in that activity. Examples are thinking, decision making, learning, listening skills, and responding to others.

## Social Growth

### LEISURE SITUATION

### SOCIAL SKILLS

Card game  
Holiday luncheon  
Exercise program  
Going out to dinner  
Visiting with family/friends

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For each leisure situation listed write down what social skills you would use in that situation such as listening to others, teamwork, cooperation, communication, or helping others.

## Emotional Growth

### LEISURE INTERESTS

### EMOTIONS

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List five leisure interests in the left-hand column. Next to each interest write down the emotions that can be experienced with each leisure interest. Examples could be: happiness, frustration, contentment, joy, elation, etc.

Have participants get into groups of three. On their personal growth form, have them list two ways in which they can grow mentally from the activities listed in the left-hand column.

Debriefing Activity:

Ask the following questions:

- Do all of these activities help you grow mentally? If so, how? If not, why?
- Were there different amounts of growth for you in the activities? What were they?
- Do we improve our mental growth during recreation activities?
- What are some recreation activities that are helpful to your mental growth?

Learning Activity:

“Social growth is experienced during leisure when we interact with others. Teamwork, sharing, helping other people, and communicating with people improves our social skills.”

Using the personal growth in leisure form, have the participants complete the next section. Have them write down various social skills that would they would use if they were in the recreation settings listed on the left-hand side column.

Debriefing Activity:

Ask the following questions:

- Do some situations use more social skills than others? If so, which ones required the most and which ones required the least?
- What social skills are used when participating with groups?
- Can different leisure situations improve our social skills?
- Does leisure help us with our social growth? If so, how? If not, why?

Learning Activity:

“Emotional growth is experienced during leisure when we learn to control our negative behaviors, show positive emotions, and react to satisfying experiences. Leisure can help us improve our emotional expression.”

Have the participants write down on their personal growth in leisure form under the heading emotional growth, five of their leisure interests. Next to these interests have them write one or two emotions that they may experience with each interest. Example, walking their dog, they may feel love, or rejuvenated.



### Debriefing Activity:

Ask the following questions:

- How do you feel when you are involved in a leisure experience?
- Do you show positive emotions during leisure? If so, what are they? If not, why?
- Do you control negative behaviors during leisure? If so, how? If not, why?
- Do you react to satisfying experiences through your emotions? Please describe.
- Can leisure help you improve mental growth? If so, how? If not, why?

### Conclusion:

“We experience personal growth in leisure through four areas of development: physical, mental, social, and emotional. We can use our personal growth in leisure to make us more determined to participate in leisure.”

“What questions might you have?”

Objective 3.3: At the end of the session, the participant will be able to demonstrate knowledge of the importance of personal responsibility for leisure by verbally stating four possible reasons why personal responsibility for leisure participation is important with 100% accuracy.

Activities:

1) Ice Breaker:

Have participants partner up with someone they have not partnered up with before. Have them introduce themselves to each other and describe to the other person a time when they took responsibility for his or her actions. If any of the pairs are having difficulty assist.

2) Debriefing Activity:

Ask the participants the following questions:

- Was it difficult to think of a time when you were responsible? Why or why not?
- What was it about the particular time that allows you to remember the experience so clearly?

3) Introduction:

“It is important for us to take responsibility for our leisure participation. This means that each one of us is responsible for our own happiness and satisfaction. Therefore, if we are not enjoying ourselves, we must look closely at what we are doing and determine ways we can change. This means that we must take credit for our satisfaction and we must not blame others if we are not satisfied. Personal responsibility is taking control of a situation. We can control our leisure by learning about our responsibilities.”

Personal Responsibilities in Leisure:

“To understand our personal responsibility in leisure, we can think about what we must do in a leisure situation. Each of us has responsibilities for leisure. Responsibility involves becoming more aware of what we enjoy and what we can do to help ourselves feel good. Trying to understand our skills and limitations is an example of showing responsibility. When we act in certain ways and accept the consequences of those actions, we are being responsible. We also may choose to develop skills and recognize that growth requires effort, time and practice. Responsibility in leisure requires us to know about resources associated with chosen recreation activities. When we take steps to ensure our physical health, we are setting the stage for ourselves to be able to experience leisure more easily and, therefore, we are being responsible for our actions. The following are just a few examples of ways we can be more responsible for our leisure participation.

“If we are to participate in an activity, it is our responsibility to learn the skills necessary for participation. We can develop skills before and during participation,

but it is something we must each do. No one can do this for us. People may help and provide guidance, but when all is said and done, we must put forth energy and effort to gain skills. This is what responsibility is all about.

“It is our responsibility to gain knowledge of resources. If we want to be able to participate in leisure, we have to know what is available to us. Not only do we have to know what is available, but we also need to learn where the activity is going to take place. Once we determine where it is, we need to consider how to get there next. It is also useful to learn when the desired activity is going to occur. As we consider all of these issues and many other ideas, we are demonstrating responsibility for our leisure participation and, ultimately, our happiness.

“We must maintain our physical health to engage in some leisure. Of course, we do not have control over some things. There are, however, many actions we can take that keep us healthy as possible. We can try to get plenty of rest so that we have the energy to do the things that bring joy into our lives. Eating right and ensuring we receive proper nutrition is another action that demonstrates responsibility and can put us in position to experience leisure. Taking any medication we are on at the prescribed times with the recommended dosages is also very important. Staying fit by exercising regularly allows us to have the strength and stamina to do many things that we like. Doing all these things shows that we are acting responsibly and taking control of our lives.

“Each of us is responsible for initiating our own participation. If we have a desire to participate, we have to be the ones to do it. Therefore, we must learn to choose to participate in activities we enjoy without the prodding of other people. To be responsible for our leisure means we must initiate some of our participation. This means it is fine to talk with other people when we are thinking about doing something. We must, however, take responsibility for our choices and contribute to the decision-making process.

“Taking personal responsibility in leisure gives us control over what we want to do during leisure. Understanding our responsibilities and learning how to meet them makes us more self-determined in leisure.

#### Debriefing Activity:

Ask the following questions:

- How do we have personal responsibility in leisure?
- What are some of our responsibilities in leisure?
- Who is responsible for developing our skills for participation? Why?
- What is the benefit of having knowledge about leisure resources?
- How can we become responsible for our physical health?
- Do you control your participation in leisure? If so, how? If not, why?

### Learning Activity:

Have the participants get into groups of three. Provide each group with a sheet of paper and a pencil.

Have each group come up with an activity that the three of them will do together this week. The criteria is to come up with an activity that they will enjoy and includes one of the following:

- allows them to learn leisure skills, or
- provides them with an opportunity to gain knowledge of leisure resources, or
- increases their ability to maintain their physical health

### Debriefing Activity:

Ask the following questions:

- Did you feel like it was your responsibility to help choose a recreation activity all of you liked?
- By choosing the activity, how did you demonstrate responsibility?
- Did you have control over the situation when working with the other people? If so, how? If not, why?
- Will you be more likely to engage in leisure when you are responsible? If so, how? If not, why?

### Learning Activity:

#### Skills and Resource sheet

Provide each participant with a skills and resource sheet. Have them as a group list various skills needed to participate in the activities listed on the sheet.

### Debriefing Activity:

Ask the following questions:

- How can a lack of skills prevent us from participating in recreation activities?
- How can we take responsibility and learn skills needed to experience leisure?
- If we learn the skills needed to participate in a desired recreation activity, are we more determined to participate in an activity? If so, how? If not, why?
- What could happen if we do not take responsibility to learn leisure skills?

### Learning Activity:

It is our responsibility to learn about leisure resources that are available to us. On the skills and resource sheet list the leisure resources that are available to you in relation to the activities listed on the sheet. For an example, if you like swimming, there may be a pool available to you in your neighborhood.

# Skill and Resource Sheet

Skills	Resources
Gardening:	
Playing cards	
Going for walks	
Bowling	
Going out to dinner	

### Debriefing Activity:

Ask the following questions:

- What are some leisure resources that are available?
- Why is it important to know about leisure resources?
- Who is responsible for knowing what is available?
- How can knowledge of leisure resources improve your self-determination?

### Learning Activity:

#### Physical Health:

Give each participant a sheet titled physical health. Have them list their personal responsibilities for each component listed on the sheet.

Personal hygiene is daily self-care, dress, and appearance

Exercise includes any physical activity you engage in daily

Diet is what you eat and drink each day

Health conditions include problems or illness of the body

### Debriefing Activity:

Ask the following questions:

- What responsibilities do you have for personal hygiene?
- How does personal hygiene relate to your leisure participation?
- How can exercise help your physical health and enhance your ability to enjoy life?
- How will maintaining a balanced diet assist you in becoming more self-determined?
- How does taking care of our health improve our ability to experience leisure?

### Learning Activity:

“It is our personal responsibility to participate in leisure. I want each of us to think of one reason why we should be responsible for our own leisure participation. For example, I need to be responsible because sometimes I may be by myself and I will be the only person I can depend on.

After each person has thought of a reason, have them take turns and share their idea.

# Physical Health

## Responsibilities

Personal Hygiene

Exercise

Diet

Health Conditions

### Debriefing Activity:

Ask the following questions:

- Why is it our personal responsibility to participate in leisure?
- Will you be more likely to engage in leisure if you know it is your responsibility? If yes, why? If not, why not?
- How can you take control of your participation?
- Will you be more self-determined in leisure if you are responsible for participation? If so, why? If not, why not?

### Conclusion:

“We have personal responsibilities in leisure. These responsibilities include, but are not limited to, the decisions we make, the skills we develop, the knowledge we gain about resources, the way we care for our physical health, and the amount of participation we have. It is important for us to take control of our lives in order to experience leisure throughout our lives.”

“What questions might you have?”



Objective 3.4: At the end of the session, the participant will be able to demonstrate the ability to express preferences by verbally identifying two preferred recreation activities and why they are preferred with 100% accuracy.

Activity:

1) Ice Breaker:

Give each of the participant's five blue chips and five red chips and a brown paper bag. Have them go around to each other, introduce themselves and state a leisure activity in which they prefer to participate. If the other person states an activity that they also prefer have them place a blue chip in their bag. If they state an activity they do not prefer, have them place a red chip in their bag. Take turns sharing preferences and then move to another participant.

2) Debriefing Activity:

Ask the participants the following questions:

- What color chips do you have the most of in your bag?
- Why so you think you ended up with more of that color?
- How did you feel when you told the people what you like to do for leisure?
- How did you feel when the others were telling you what they liked to do for leisure?

3) Introduction:

“Our ability to express preferences often determines what we do. Preferences are what we want to do the most, what we like to do, or what we enjoy doing. Learning to tell others what we prefer will help us do what we want.

Preferences in Leisure:

“We can express preferences in a number of ways. To be most effective, we need to learn how to express ourselves to get the best results. Expressing preferences for leisure can be looked at in a number of ways.

“At one time or another you may be given a list of activities to choose from and you need to decide which one you want to do the most. The choices may come in the form of a list of movies in the newspaper, a list of classes or workshops you may enroll in, or a list of recreation activities at a recreation center. Even if you have a preference, you may not know how to tell someone what it is or why it is. First, you must attempt to communicate these preferences to people in positions to respond to your preferences.

“You may want to do an activity that is not readily available to you. The activity may not be considered by others as an option for you, but you prefer to participate

in this activity over many other activities. After you communicate your preferences, you can support your preferences by providing reasons for wanting to participate. Although it should not be necessary, many people may be more cooperative if they become aware of the reasons you want to participate.

“It is your right to participate in recreation activities of your choice. Regardless of others’ opinions or criticisms, if you have the necessary skills and knowledge to participate safely, you should be permitted to do so. Responsible recreation participation requires that your actions not bring physical or mental harm to others or yourself. We need to express our rights and our desires to be most effective. We should clearly communicate our leisure preferences to people in positions to respond to our requests.”

“When we learn how to express preferences to others, we will be on our way to doing what we most want to do. We will also be more in control of our leisure when we do what we prefer. That is to say, we will enhance our ability to determine our leisure lifestyle. Therefore, another step in expressing our preferences is acting on the opportunities that are available to us to participate in our chosen leisure experiences.”

#### Learning Activity:

##### Communication and Leisure Preferences

“Effective communication is necessary to express our preferences. We are going to do an activity that allows us to work on our communication skills.”

Give each individual a list containing ten different recreation activities. Have them choose one or two of the activities that they would prefer to do. If they do not find an activity on the list have them state what their activity would be. Go around the room and have everyone state what their activity preference is to the group.

#### Debriefing Activity:

Ask the following questions:

- Did you like choosing your favorite activity and giving a preference? If yes, why? If not, why not?
- If a preference of yours was not on the list, did you choose a different activity? Why or why not?
- Why is it important to communicate our preferences to others about what we want to do?

## Communicating Leisure Preferences

Swimming

Golfing

Playing card games

Visiting with friends/family

Bowling

Tennis

Traveling

Eating out

Reading

Going for walks

### Learning Activity:

#### Preferences in Leisure

“We can support our preferences by giving reasons for them. For example, you may want to go on a walk because it makes you feel relaxed and allows you to enjoy the outdoors. You have a specific reason for wanting to take a walk and you can support it by stating the reason.”

Hand out the preference in Leisure form and a pencil to each participant. Have them list five leisure preferences and next to each one list at least one reason why they want to do that activity.

### Debriefing Activity:

Ask the following questions:

- Was it easy or hard to think of the reasons why you prefer certain activities? Why do you think it was this way?
- Do you feel your reasons support your preferences?
- Did you see similarities between your reasons and reasons why other people participate? If so, what are they? If not, why do you think this is the case?
- What reasons do you think are acceptable for participating in a recreation activity?

### Learning Activity:

“Everyone has a right to engage in activities that he or she prefers. One way to stand up for our rights is to do what we want during leisure. Our rights may be similar or different from other members of the group. One of our rights may be that we feel that we have the right to do what we enjoy.”

Have the group verbally discuss rights. Have them share their own definition of rights in leisure to the rest of the group.

### Debriefing Activity:

Ask the following questions:

- Why are our rights to engage in leisure important?
- Why is one of our rights to express preferences?
- How can these rights help us engage in leisure of our choice?
- If someone tries to take away our rights, how can we stand up for them?

### Learning Activity:

“Our self-determination in leisure is shown by our ability to express preferences. We can measure our self-determination by looking at the process of expressing preferences. If we know what we want to do, we tell others; we give reasons and

## Preferences in Leisure

<b>Leisure Activity</b>	<b>Reasons for participation</b>
1.	
2.	
3.	
4.	
5.	

List five leisure preferences in the left-hand column. Under the reasons section list one or more reasons why you prefer to participate in each of the listed recreation activities.

we stand up for our rights to engage in leisure. To find out how determined we are in leisure, let's look at our ability to express preferences.”

Have the participants partner up with one another in groups of two. Have each partner explain to the other one thing that they want to do during leisure and a reason why you want to do it. They will state one of their rights in leisure. Have both partners share their activity and right.

#### Debriefing Activity:

Ask the following questions:

- If you have a preference, are you determined to engage in it? If yes, how do you communicate this preference? If no, why not?
- How can you show someone that you are determined to do what you prefer?
- How can your ability to express leisure preferences show your self-determination?

#### Conclusion:

“Our ability to express preferences often determines what we will do during leisure. To be most effective, communicate your preferences, provide reasons to support them, and stand up for your rights. The more determined you are to participate in an area of interest to you, the more likely you will participate.”

“What questions might you have?”

Objective 3.5: At the end of the session, the participants will be able to demonstrate knowledge of assertive behaviors by verbally stating three assertive rights with 100% accuracy.

Activity:

1) Orientation Activity:

Give each participant a colored card with a situation written on it and a list of possible reactions. Have the participant pair up with another individual with the same color card. Have them introduce themselves first and then respond to the situation and list of reactions as if they were in that situation. Give time for both participants to have time to respond.

2) Debriefing Activity:

Ask the participants the following questions:

- Was it hard to decide what you would do in these situations? Why or why not?
- Have you ever felt bad when you did something just to please someone else? Why do you think you felt this way?
- If people accuse you of being selfish and inconsiderate, how do you feel?
- How can you be in control of your actions while being aware of your responses to others?
- How could you change your behaviors to have a balance between your needs and the needs of others?

3) Introduction:

“Assertive behavior is an important component of self-determination in leisure. Indeed, it is as appropriate in a leisure context as it is in any other aspect of living. But before one can behave in an assertive manner, it is necessary to develop an understanding of assertiveness. This requires a knowledge of what is involved in assertiveness and, of equal importance, what distinguishes assertiveness from other types of behavior.”

Assertiveness in Leisure:

“ Being assertive is based on the assumption that every human being has certain fundamental rights. The manner in which individuals behave in relation to these rights can be placed in one of three categories: nonassertive, assertive, or aggressive. Being able to distinguish among these three types of behavior is essential. Behaving assertively is equally essential. People who learn how to respond in an assertive manner to various situations are accepting responsibility and taking control of their lives.

You are busy watching your favorite show on TV and you are asked to wash the dishes.

Of the following, which response is the closest to the one you would make?

1. "Forget it. I'm watching TV"
2. "I will do the dishes if I can wait until this show is over"
3. No verbal response. You walk into the kitchen and wash the dishes in silence.

You are outside in the garden and are asked to come inside to help look for a lost item.

Of the following, which response is the closest to the one you would make:

1. "No way, you lost it you find it"
2. "Let me finish what I'm doing and I'll be in to help"
3. You drop your hoe and go inside to help look without talking to the other person.

You have been invited to go to a friend's apartment for dinner. Another friend calls and tells you they need to talk to you now.

Of the following, which response is the closest to the one you would make?

1. "I'm busy, just call someone else"
2. "I'm sorry, I have other plans. Can I call you when I get home?"
3. You drop your plans and go and talk to your friend.



You are scheduled to go to the theater with a friend and they cancel right before its time to leave.

Of the following, which response is the closest to the one you would make:

1. You tell your friend that they have ruined everything and are mad at them.
2. You let your friend know you are sorry they have to cancel, and you go alone anyway.
3. You stay home.

You have a card game set up in the activity room and your partner doesn't show up to play.

Of the following, which response is the closest to the one you would make:

1. You call your friend and yell at them for not being there.
2. You call your friend and ask if they are okay and remind them of the game.
3. You wait, clean up the cards and go back to your apartment.

Your neighbor has invited you to a barbecue. You don't want to go.

Of the following, which response is the closest to the one you would make:

1. "I'm not coming. I don't want to join you"
2. "No thank-you. I appreciate the invitation though"
3. You quietly go and sit by yourself.

“Assertive behavior is behavior that helps you to act in your own best interests, to stand up for yourself without fear, to express honest feelings comfortably, and to exercise personal rights without denying the rights of others. It is a style of behavior that recognizes the extent of one’s rights, the extent of the rights of others, and works to maintain a balance between the two. For example, you may have just purchased a new set of golf clubs. A friend may ask to borrow them for a week to use in an out of town tournament. You could respond assertively by saying, ‘I understand your desire to use my clubs, but I just bought them and want to break them in myself.’ You would be recognizing both the right of your friend to ask to borrow your clubs and you own right to refuse to let them borrow them.

“Non assertive behavior occurs when individuals are unable to maintain a balance between their rights and the rights of others. Referring to the previous example of the golf clubs, you could respond to the request in a nonassertive manner by loaning the clubs because you were afraid if you refused, your friend would think you were being selfish and petty. You could then spend the next week worrying that your friend would damage the clubs and they would not work properly. Nonassertive behavior occurs when an individual allows others to extend their rights by restricting his/her own.

“Aggressive behavior is the third style of responding or reacting to the fundamental rights that all humans possess. It occurs when a person invades the rights of others. In the matter of the golf clubs, you could respond to your friend’s request to borrow them by saying, ‘You can’t be serious!’ or ‘Absolutely not!’ You would be acting aggressively because you would be ignoring your friend’s right to be treated with respect and courtesy.”

#### Identification of fundamental rights:

“We have talked about the belief that all people have certain fundamental rights. assertive behavior implies that individuals will take actions to stand up for and protect their rights. However, before individuals can do that, they must be able to identify these rights.

“Within the context of assertive behavior, a fundamental right can be anything a person believes all other persons are entitled to do, or to be, or to have, simply because they are human beings. Fundamental rights are those things no individual should have to do without. The rights and freedoms that individuals claim for themselves should be extended to all others. The underlying rationale for fundamental rights is that all human beings are deserving of being treated with respect and dignity. When there are differences of opinion related to rights between individual, any discussions or negotiations should be conducted in an atmosphere that reflects respect and dignity.”

“Although there is no universal agreement about all the things that should be included in a list of fundamental human rights, the following are among the most important:

- a. **The right to act in ways that promotes dignity and self-respect, as long as others’ rights are not violated in the process.** This means you have the right to be yourself and feel good about yourself, as long as you do not harm others.
- b. **The right to respect.** You have the right to be treated courteously by salespersons, teachers, relatives, government employees, doctors, therapists, and all others. You also have the right to be treated as a capable human being and not be patronized.
- c. **The right to say no and not feel guilty about it.** Many people have difficulty in saying no to others because they feel they should be unselfish. People who constantly place their wants and needs below the wants and needs of others are engaging in self-defeating behavior. Being assertive includes learning when to say yes and when to say no.
- d. **The right to express feelings.** Instead of accepting the rights to have feelings, many individuals often tell themselves they should not feel the way they do about something. Because feelings and emotions are a natural part of being human, it is more logical to accept the right to experience them than to feel guilty about them.
- e. **The right to ask for what you want.** A natural part of humanity is having wants. When you do not ask for what you want, you often (consciously or not) resort to other methods to get what you want in ways that violate others’ rights.
- f. **The right to change one’s mind.** Changing your mind based on the new information demonstrates intelligence and flexibility. Refusing to change your mind when it is beneficial to do so demonstrates ignorance and obstinacy.
- g. **The right to make mistakes.** It is not possible to be perfect. All individuals make mistakes; it is part of being human. Having the right to make mistakes includes accepting responsibility for them.
- h. **The right to get what one pays for.** You have the right to expect to receive the product or the service, which you purchased. Accepting less means you are allowing others to violate your rights.
- i. **The right to be left alone.** There are times when you prefer to be by yourself, even when others are making demands on your time. Assertiveness includes taking the time to be alone and feeling good about it.
- j. **The right to have rights.** This includes the right to behave in an assertive manner and the right to choose otherwise. There are times when you choose not to assert yourself because the cost of doing so demands too much in the way of time and effort. You have the right to make choices, including not being assertive in certain situations.”

“This is not an exhaustive list of fundamental rights, but it is a good representation. It is important for you to know that a belief in fundamental rights

may not be shared by all others. Aggressive individuals may attempt to ignore the rights of others. This is one reason why assertive behavior is necessary.

### Discussion:

Ask the following questions:

- How do you feel about standing up for the rights we just discussed?
- Which of the rights do you like best? Why?
- Which of the rights have you experienced being violated at one time or another? Please describe one situation associated with one right.

### Fundamental rights versus role rights:

“It is also important to know there is a difference between fundamental rights and role rights. Fundamental rights are related to all human beings, but role rights are reserved for people who accept certain responsibilities or occupy certain positions. For example, the coach of a team has the right to determine the starting line-up; a player does not. That is a role right. However, coach and players have the right to be treated with respect. This is a fundamental right. An easy way to tell the difference between a fundamental right and a role right is to ask, ‘Is this a right that all people should have?’ If the answer is ‘yes’ then it is a fundamental right. The more you know about rights, the easier it is to identify them. Being able to identify fundamental rights is the first step in becoming assertive.”

### Learning Activity:

#### Additional fundamental rights:

“The fundamental rights that we have identified are not the only ones that exist.”

Have the group work in two large groups. See if they can identify additional fundamental rights to add to the original list provided earlier. Give each group a copy of the fundamental rights list for familiarity of the rights previously discussed. Have one member of each group write down the added rights so that they can be shared with the entire group later.

Bring the group together and share the added fundamental rights.

### Debriefing Activity:

Ask the following questions:

- Why did you choose the additional rights?
- Is your list now complete or are there others you believe should be added? If so, what are they?
- Have you been in situations where you have exercised any of these rights? If so, please describe.

# Fundamental Rights

**The right to act in ways that promote dignity and self-respect, as long as others' rights are not violated in the process.** This means you have the right to be yourself and feel good about yourself, as long as you do not harm others.

**The right to respect.** You have the right to be treated courteously by salespersons, teachers, relatives, government employees, doctors, therapists, and all others. You also have the right to be treated as a capable human being and not be patronized.

**The right to say no and not feel guilty about it.** Many people have difficulty in saying no to others because they feel they should be unselfish. People who constantly place their wants and needs below the wants and needs of others are engaging in self-defeating behavior. Being assertive includes learning when to say yes and when to say no.

**The right to express feelings.** Instead of accepting the rights to have feelings, many individuals often tell themselves they should not feel the way they do about something. Because feelings and emotions are a natural part of being human, it is more logical to accept the right to experience them than to feel guilty about them.

**The right to ask for what you want.** A natural part of humanity is having wants. When you do not ask for what you want, you often (consciously or not) resort to other methods to get what you want in ways that violate others' rights.

**The right to change one's mind.** Changing your mind on the basis of new information demonstrates intelligence and flexibility. Refusing to change your mind when it is beneficial to do so demonstrates ignorance and obstinacy.

**The right to make mistakes.** It is not possible to be perfect. All individuals make mistakes; it is part of being human. Having the right to make mistakes includes accepting responsibility for them.

**The right to get what one pays for.** You have the right to expect to receive the product or the service which you purchases. Accepting less means you are allowing others to violate your rights.

**The right to be left alone.** There are times when you prefer to be by yourself, even when others are making demands on your time. Assertiveness includes taking the time to be alone and feeling good about it.

**The right to have rights.** This includes the right to behave in an assertive manner and the right to choose otherwise. There are times when you choose not to assert yourself because the cost of doing so demands too much in the way of time and effort. You have the right to make choices, including not being assertive in certain situations.”

**Additional fundamental rights:**

List any additional fundamental rights that you feel important that are not included on this list:

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- Why is it valuable to be able to identify fundamental rights?
- How will you use this information?

### Learning Activity:

#### Identification of personal rights:

Have the two groups work together again to determine their own individual fundamental rights for each individual person in the group. Have each person identify five rights from the list and share them aloud with the other members in their group.

### Debriefing Activity:

Ask the following questions:

- Of the five rights you selected, with which one are you most comfortable? Why?
- Was it difficult for you to read your rights to the group? Why or why not?
- If you had to add a right to your list of five, which one would it be?

### Learning Activity:

#### Nonassertive, assertive, and aggressive behaviors

Have the groups divide in half and have one half move to the other group and visa versa.

Provide each group with a written description of four different situations, with three different responses to each situation. Have them identify each response as nonassertive, assertive, or aggressive behavior.

### Debriefing Activity:

Ask the following questions:

- Have you been in similar situations as those just described? If so, how did you respond?
- What are alternative responses that could be given for each situation:
- What did you learn from this activity?

### Conclusion:

“Learning to be assertive is similar to learning anything else. It requires commitment and a willingness to practice, even when it feels uncomfortable. However, persistence pays off. Acting in an assertive way allows you to be in control of your life and to assume responsibility. This is an important characteristic of living independently.” What questions might you have?”

# Nonassertive, Assertive, or Aggressive

**Situation One:** You are listening to a radio station in the activity room at your facility. Another resident enters the room and changes the station.

Possible responses:

1. You say, "I was listening to that station. You may change the station when I leave if you would like."
2. You say, "Get away from that radio. I was here first and I don't want to listen to your station."
3. You angrily leave the room and decide to go back to your own room to listen to the radio.

**Situation Two:** You are waiting in line for a movie. Standing behind you is an individual who is smoking and blowing the smoke your direction.

Possible responses:

1. You squirm through the line wishing that someone would tell the person to put out their cigarette.
2. You loudly tell the person how rude it is to not consider the nonsmokers.
3. You quietly say, "The smoke from your cigarette is making me uncomfortable. Would you please put it out?"

**Situation Three:** A neighbor has invited you to a small dinner party. Everyone else at the party seems to know each other quite well.

Possible responses:

1. You decide not to be left out and begin to monopolize the conversation, talking about your new grandchild.
2. You introduce yourself to the person sitting next to you and begin talking about how you know the host/hostess.
3. You listen quietly to the conversation at the table, wishing someone would talk to you.



## Leisure Education Session

Week 4: Making Decisions Regarding Leisure Participation

Goal 4: Demonstrate ability to make decisions regarding leisure participation

Objective 4.1: At the end of the session the participant will be able to identify personal leisure participation goals by verbally stating four leisure goals and identifying a reason for each goal with 100% accuracy.

Activity:

### 1) Orientation Activity:

Have the participants sit in a circle. Go around the circle, have each participant state their name, and tell the group about a recreation activity that they would strongly like to participate in that they have not done so far.

### 2) Debriefing Activity:

Ask the participants the following questions:

- How long have you thought about participating in the activity you named?
- Have you taken any steps toward actually participating? Why or why not?
- How soon do you see yourself participating in the activity?
- Do you daydream about participating in the activity or do you see it as a goal?
- Do you think there is a difference between daydreaming and having a goal? If so, what is it?

### 3) Introduction:

“A personal goal is something you want to accomplish, acquire, or maintain. It is something you must be willing to take some action to achieve. You must have both the desire to achieve the goal and the willingness to expend the effort required to do so. Being able to identify personal leisure goals and want to accomplish is an important step in growth and development. As we develop skills and knowledge, we are in a better position to have a meaningful and rewarding leisure lifestyle.”

Identifying personal leisure goals:

“Identifying personal leisure goals is a process that requires concentration, the right mood, and energy. There are some guidelines available to help in the process. Following these guidelines should make the task of identifying personal leisure goals a rewarding process.

- a. *Your goals must be your own.* You are more likely to achieve goals you set for yourself than you are to achieve goals set for you by others. Goals should be based on your own values. This does not mean that you cannot adopt a goal that has been suggested by someone else. It does mean that if you are adopting the goal, you have thought it through carefully and consciously, determined it as something desired, and made a commitment to accomplish it. In general, however, the best goals for you are those you have identified for yourself.
- b. *Goals should be clear, precise, and written.* Writing goals tends to clarify them and make them more real. When a written goal is not stated clearly, it often means it has not been thought through clearly. Writing goals can reveal flaws and ambiguities. Goals are often revised as they are the subject of more thought. Putting them in writing helps the process of revision. When goals are written, individuals are also more likely to feel a commitment to accomplishing them. A written goal serves to remind you of its presence.
- c. *It is best to start with short-term goals.* A short-term goal is one that can be accomplished in a relatively short time, such as several days or a few weeks. Short-term goals that are easily attainable are very valuable. They can give you the confidence needed to tackle long-term and more challenging goals. Short-term goals are also more easily controlled there are fewer chances of unforeseen circumstances interfering with the achievement of short-term goals.
- d. *Goals should be based on moral and ethical values.* Most individuals have a belief system that places a high priority on morals and ethics. Goals should be identified in accordance with your belief system. An important consideration for you is how you will feel when the goal is accomplished. If the goal is achieved at the expense of your values, the feelings of reward and satisfaction that should come to you are often diminished by feelings of sorrow and guilt.
- e. *Goals must be realistic and attainable.* Identifying goals is a necessary first step to accomplishing them, but if they are not realistic and attainable, they belong to the realm of fantasy. A common difficulty for people who are setting goals for the first time is that they set them too high. Realistic and attainable, however, does not imply that goals must be low; it simply means there must be a reasonable chance for accomplishment. Who is the best judge of what is realistic and attainable? You are. If it feels right to you, if it makes sense to you and trusted friends, then it can be regarded as realistic and attainable.
- f. *Goals must be measurable.* Goals must be written in such a manner that individuals will know when they have been successful in attaining them. Goals should, therefore, be clear to you. Others should agree with you if you have attained your goals, if the goals are measurable.

- g. Establishing definite deadlines for achievement of goals is necessary.  
Assigning target dates for the achievement of goals helps you maintain focus on what you need to accomplish. The achievement of goals by target dates results in feelings of satisfaction. Target dates can be altered if changing circumstances warrant it, but they should remain a part of every written goal.

“To summarize, the process of identifying goals is most effective when the goals are personal, clearly written, short-term (at least some of them), moral and ethical, realistic and attainable, measurable, and include deadlines for achievement.”

“Personal goals vary greatly from one individual to the next, but they are usually focused on areas where individuals feel a need for improvement. In general, personal leisure goals are often established because of the desire to experience positive changes in control, mastery, competence, freedom, skill development, social interaction, or self-esteem.

“Control is related to the perception that individuals are able to take personal actions that will influence their environments. It also implies that individuals can manipulate their behaviors and that personal factors are more responsible for one’s behavior than in one’s environment.

“Mastery is closely related to the notion of control. It is a feeling of confidence in one’s ability to exert some control and influence over a situation and that one does not have to be a victim of the whims of the environment.

“Competence is characterized by being adept, by having the ability to do something very well, by being ‘good’ at what one has chosen to do.

“Freedom is the presence of the element of choice related to participation in an activity. It is characterized by lack of obligation or any sense of compulsion.

“Skill development refers to the acquisition and refinement of the physical movements or cognitive abilities that enables one to perform well. It leads to feelings of competence.

“Social interaction refers to the establishment of an intimate conversation with a friend. It includes all those things that require one to be attentive and responsive to others.

“Self-esteem is the assessment one makes about one’s worth. It is related to the beliefs one has about one’s abilities. Individuals with a healthy self-esteem are usually those who perceive themselves as competent and in control.”

### Discussion:

Ask the following questions:

- Why is it recommended that individuals establish their own goals?
- What advantage is there to writing your own goals?
- Have you ever written a personal goal? If so, please describe.
- Why is it feasible to have some short-term goals?
- Why should deadlines be a part of a goal?
- What are some of the areas in which individuals often establish personal goals?

### Learning Activity:

#### Personal Leisure Goals:

“We are going to identify some personal leisure goals. Take a few minutes and think about some things that you would like to accomplish. Do not worry about whether others will be impressed with your goals. The only individual that has to approve your personal goals is yourself. Remember, when you identify personal goals, it is important to be realistic. Try to identify a minimum of five personal leisure goals. Write your goals on the sheet of paper titled: Personal Leisure Goals.

Hand out the Personal Leisure Goals form and a pencil to each participant.

### Debriefing Activity:

Ask the following questions:

- What process did you follow in identifying your personal leisure goals?
- Why did you identify the personal goals you did?
- Of the personal goals you identified, which two are the most important to you?
- What is your assessment of your chances to accomplish the goals you identified?

### Learning Activity:

“Now that you have identified some personal leisure goals, take a few more minutes and determine which are long-term and which are short-term. Look at your list of goals and put an ‘L’ by those goals you think are long-term and an ‘S’ by those you think are short-term.

### Debriefing Activity:

Ask the following questions:

- Did you have both long-term and short-term goals on your list?

# Personal Leisure Goals

Goal:	Short-term (S)	Long-term (L)	Control	Mastery	Competence	Freedom	Skill development	Social interaction	Self-esteem
1.									
2.									
3.									
4.									
5.									

1. Identify five personal leisure goals that you would like to accomplish.
2. Determine if each of these goals are either short-term or long-term goals. Place a (X) in the box that is appropriate (either "S" or "L").
3. Identify which category your goals fit into by placing an (X) in the appropriate category (control, mastery, competence, freedom, skill development, social interaction, or self-esteem).

- How did you decide which was which?
- How can achieving short-term goals lead to the accomplishment of long-term goals?
- Which short-term goal do you want to accomplish first?

Learning Activity:

“Look at your list of goals and see which of them can fit into any of the following categories: control, mastery, competence, freedom, skill development, social interaction, or self-esteem. After each goal, write the category into which it most closely fits.”

Debriefing Activity:

Ask the following questions:

- Was it difficult to determine which goals might fit with which categories?
- Is there a specific category into which most of your goals fit? If so, which one?
- Do you feel like you should have goals in each of the categories? Why or why not?

Conclusion:

“You have been given some guidelines to follow in the process of identifying personal leisure goals. Applying these guidelines will be very helpful. Identifying goals is simply a matter of deciding what you want to accomplish in the near- or long-term future. Identifying goals is the first step to achieving them.”

“What questions might you have?”

Objective 4.2: At the end of the session, the participant will be able to identify activities to achieve leisure goals by verbally stating four leisure goals and stating a recreation activity to go with each leisure goal with 100% accuracy.

Activity:

1) Orientation Activity:

Place the participants in a circle. Have them go around the room and identify themselves by stating their first name and starting with the first person state a recreation activity that starts with the letter “A”, then the next person “B”, and so on until all letters of the alphabet have been used. If a person has trouble with a letter, the group may assist.

2) Debriefing Activity:

Ask the participant the following questions:

- Were there any activities named which were new to you? If so, which ones?
- Discounting troublesome letters (Z), how many times do you think the group could have gone around the alphabet?
- Did this exercise help you think of any activities that you might choose to help you meet a personal leisure goal? How so?
- Was your favorite activity mentioned? What is it?
- 

3) Introduction:

“Identifying personal leisure goals is only a first step in arriving at decisions regarding leisure participation. When personal leisure goals have been identified, it then becomes necessary to examine recreation activities that will contribute to achievement of those goals. Numerous activities have the potential to contribute to goal achievement. The more possibilities one is aware of, the more choices one has.”

Identifying activities to achieve leisure goals:

“After you determine the personal leisure goals you would like to achieve, the next step is to consider which activities could help this process. It is likely that several different activities could contribute to the achievement of each specific personal goal. You do not need to participate in, or even identify, all of these possible activities. You should, however, be aware of a variety of activities from which you can identify those you wish to use to achieve a goal.”

## Discussion:

Ask the following questions:

- Of what value is it to be aware of a wide variety of recreational activities?
- How extensive is your knowledge of possible recreation activities?
- What could you do to broaden your knowledge of possible recreation activities?

## Learning Activity:

### Identifying Recreational Activities

Give each participant a sheet of paper titled “Identifying Recreational Activities” and a pencil. Have them look through the list of activities and identify those activities that they are interested in learning about more. Once they have identified five or more activities, have them circle those activities with the pencil.

## Debriefing Activity:

Ask the following questions:

- Of the activities on the sheet, how many did you circle?
- Did you find activities you have not tried but are interested in trying? If so, which ones?
- What did you learn about possible activities available to you?
- Of all the activities on the sheet, which is the most interesting to you? Why?

## Different recreational activities:

“To help you think about different recreation activities you can take part in, I will describe some ways to categorize recreation activities. I hope these categories will help you identify activities you participate in for fun and enjoyment.

***Social context:*** It may be helpful to think about the social context that you are in when engaging in different recreation activities. For instance, there are some activities that you can enjoy while you are alone, such as reading. There are other activities you may enjoy with only one other person, like walking in the park. Perhaps there are activities that you enjoy with many people, such as dancing. The social context is an important consideration for us in regard to our desire to participate in a given activity.

***Physical requirements:*** The physical requirements associated with a particular recreation activity may influence your choice of activities. In addition, thinking about the physical aspects of activities can help stimulate ideas about what activities you enjoy. There are times when you may not enjoy a lot of physical



## Identifying Recreational Activities

Swimming

Gardening

Travel

Sewing

Exercise

Cooking

Camping

Pet Care

Music

Movies

Golf

Fishing

Dining Out

Painting

Dancing

Card Games

Parties

Reading

Watching sports

Table games

Hobbies

Water exercise

Museums

Walking

exertion and, therefore, you may gravitate to more sedentary activities, such as writing. On the other hand, you may be concerned about fitness or simply enjoy the exhilaration associated with some physical recreation activities and choose to do these types of activities on other occasions.

*Mentally challenged:* There may be times when you want to be mentally challenged, so you choose recreation activities that may be educationally oriented, like learning to speak a foreign language, or you may choose activities involving mental competition such as chess. On other occasions, however, you may want to simply relax and do something that is not mentally challenging, like sit outside and watch the sun set.

*Emotional aspects:* Another way to help you think about recreation activities you may enjoy is to think about how you feel during your participation. Some recreation activities have strong emotional aspects to them. For instance, you may enjoy watching sad, funny, or even scary movies. These movies may strongly influence the mood you are in. music can also have a powerful impact on how you feel. There may be other activities, such as walking, that may not demand a great deal from you emotionally.

#### Discussion:

Ask the following questions;

- What recreation activity comes to mind when you think of the category of social context?
- What recreation activity comes to mind when you think of physical requirements?
- What recreation activity do you think about when you think of being or not being mentally challenged?
- What recreation activity comes to mind when you think of when you are strongly influenced emotionally or times when you are not?
- How does thinking about the social, emotional, physical, or mental aspects of participation help you identify recreation activities you enjoy?

#### Learning Activity:

##### Categories in Recreation:

Give each group the sheet titled: Categories in Recreation. Have the participants work in groups of three. Have each group come up with four recreation activities and identify the social context, physical requirements, mental challenges, and emotional aspects of each activity.

Have the groups share their lists with the whole group when finished.

## Categories in Recreation

Activity:	Social	Physical	Mental	Emotional
1.				
2.				
3.				
4.				

List four recreation activities in the left-hand column. Next to each activity identify a social, physical, mental, and emotional component that is a part of that activity.

### Debriefing Activity:

Ask the following questions:

- Can one activity include all of the categories? In what ways?
- What are some of the social aspects involved in activities?
- Name some physical requirements in your activities?
- What are some of the mental challenges you face during participation?
- How are emotions involved in activities?

### Other categories in recreation participation:

“To help you think about different recreation activities you can participate in, I will describe another way to categorize recreation activities. I hope this way of categorizing will help you identify more activities you could participate in for fun and enjoyment.

“Thinking about the type of competition that one enjoys may spark an idea related to a favorite recreation activity. There are times when we enjoy competing against a record or previous achievement. This means we have to know what we have done in the past in a given activity and then strive to do better. The only person you should compare yourself to is you. For instance, you may enjoy walking and wish to walk to an area you have never been to before or you may enjoy bird watching because each time you go out you hope to see a bird you have never seen before. At other times, you may want to compete against other people. There are many traditional recreation activities, such as tennis and card games, that pit you against other people.”

### Discussion:

Ask the following questions:

- What is another way to categorize activities?
- Do you enjoy a feeling of competition during participation? Why or why not?
- Do you like to compete against yourself, or others? Why?

### Learning Activity:

Have the participants pair up with one another. Have them discuss recreation activities that they enjoy and determine if there is an element of competition in the activity. Determine if the competition is with you or against another person.

### Debriefing Activity:

Ask the following questions:

- Tell us about an activity you chose and whether or not it involves competition.
- Do you enjoy competitive activities against yourself, or against others? Why?
- Do you prefer activities that are noncompetitive over those that are competitive? Why or why not?
- How does competition make you feel?

### Alternative Activities:

“Being familiar with many activities can be a great benefit to you. Not only does it provide greater choice when it comes to identifying activities to help achieve leisure goals, it allows you the luxury of being able to select alternatives when original plans cannot be carried out. For example, if you plan to spend a Saturday on an outing in the park but the weather turns bad, then you could examine other things to do that would also bring enjoyment and satisfaction. Alternative activities could include reading a novel, making something in the kitchen, going to a movie or a shopping mall, or doing crafts. For those times that something interferes with your original plans, knowledge of many activities will help provide you with fun alternatives.”

### Discussion:

Ask the following questions:

- What is an alternative?
- How does knowledge of various activities help you choose alternatives?
- What was an experience you have had when a planned recreation activity could not be carried out? Did you come up with an alternative? If so, what was it? If not, what would have been a possible alternative you could have followed?

### Learning Activity:

#### Predetermined Leisure Activities:

Give each participant a sheet titled: Predetermined Leisure Activities. Have each participant think of as many activities as they can for each category. Have the participants share their lists with the group.

# Predetermined Leisure Activities

<b>Things to do on a weekend in this community</b>
<b>Things to do by myself</b>
<b>Ways to make new friends through leisure</b>
<b>Things to do without spending any money</b>
<b>Ways to have fun with others here at this facility</b>

List alternative activities that you could do in each predetermined category.

### Debriefing Activity:

Ask the following questions:

- How did having categories help you focus your thinking on alternatives?
- For which category was it easiest to think of activities?
- How will you use this information?
- Can you think of additional categories that could be used? If so, what are they?

### Conclusion:

“Identifying activities that can lead to the achievement of personal leisure goals is an important part of making decisions relative to leisure participation. The more knowledge one has, the easier it is to identify activities. It also makes it easier to think of alternatives when that becomes necessary. Being able to identify activities as stepping stones to achieve goals is a characteristic of a competent person.”

“What questions might you have?”

Objective 4.3: By the end of the session, the participants will be able to determine requirements of activities identified to achieve leisure goals by verbally stating prerequisite skills, cost, equipment and apparel, time, and persons with whom to participate for two of their leisure goals with 100% accuracy.

Activities:

1) Orientation Activity:

Give each of the participants a card with a leisure activity written on it. Also, have them take three equipment/apparel cards from the pile. Have them mingle with each other and exchange equipment/apparel cards until they can find three appropriate equipment/apparel cards to go with the leisure activity they have listed.

2) Debriefing Activity:

Ask the following questions:

- Were you able to find three items needed to participate in your activity?
- Were you uncertain about what items you might need? If so, please explain.
- How many people did you talk with before you found three items needed to participate in your activity?
- Why do you think we did this activity?

3) Introduction:

“When you have identified several activities that might contribute to the achievement of your personal leisure goals, an important step has been completed. However, there are several equally important tasks remaining to be done. A major task is to consider the activities identified in light of their requirements. Knowledge of activity requirements is necessary before intelligent decisions regarding leisure participation can be made.”

Requirements for Activity Participation:

“Different activities have different requirements for successful participation. Some activities require physical skills, others intellectual skills, and still some others a combination of the two. Some require physical endurance, some require none. Some involve a significant expense, others a moderate sum, and still others none at all. The variety that exists is as broad in scope as the types of recreation activities that exist. Having a general framework to serve as a guide in determining the requirements of various activities would be very helpful. One such framework for determining requirements of activities would include the following elements:



**Bowling**

**Walking**

**Tennis**

**Bird  
Watching**

**Golfing**

**Gardening**

**Horseshoes**

**Tennis  
racquet**

**Cards  
(Bridge)**

**Tennis  
shoes**

**Tennis  
partner**

**Binoculars**

**Golf  
clubs**

**Bird book**

**Golf  
shoes**

**Hat**

**Balls  
and tees**

**Plants**

**Hoe, spade  
and shovel**

**Money for  
lane fees**

**Potting  
Soil**

**Horseshoes**

**Bowling  
ball**

**Hat**

**Bowling  
shoes**

**Comfortable  
clothes**

**Comfortable  
walking shoes**

**Playing  
cards**

**Sweats or  
comfortable  
clothes**

**Score  
pad**

**Hat**

**Three other  
players**

- a. prerequisite skills
- b. costs
- c. equipment and apparel
- d. time needed for completion
- e. people with whom to participate

“Using this framework as a guide should enable one to gather the information necessary to make choices among activities.

*Prerequisite skills:* are essential considerations when weighing choices among activities. It is necessary to know what kinds of skills (e.g., physical, mental, social, or a combination) are required for participation. It is also necessary to know what level of skills is required (e.g., a potential participant may have to demonstrate a certain level of proficiency in swimming before being allowed to play water polo). Prerequisite skills also include any knowledge base or prior experience that may be used as a qualification for participation (e.g., familiarity with the rules of bridge may be required before entering into a bridge tournament or prior overnight camping experience may be required before one is eligible to go on an extended tent-camping trip). Knowing what is required in the way of skills allows potential participants to recognize their own status and feel confident in their abilities or encourage them to take steps to acquire what is needed.

*Cost:* the financial cost associated with participating in recreation activity is also an important consideration. Although there are many activities available that do not have a direct participation fee, there has been a marked increase in the number of activities offered which public agencies charge. Direct participation fees may constitute only a portion of the costs associated with a recreation activity. There may be costs related to transportation, equipment purchase or rental, clothing, food, or entertainment. Costs may be assessed to individual participants or to groups of which they are members. Some costs may be due at the moment of participation, others may be due in advance. Learning as much as possible about the costs involved in participating in a specific activity is an important part of the decision-making process.

*Equipment and apparel needs:* are other significant factors in making decisions related to recreation participation. Many activities require little or nothing in the way of equipment, or ordinary clothing is sufficient for participation. However, some activities (e.g., fishing, bowling, or softball) require specialized equipment. If specialized equipment is necessary, must it be purchased or can it be obtained on a rental basis? If it cannot be rented and one cannot afford to purchase it, can it be borrowed? Can participants share equipment during the activity or must each participant have his or her own? Is there a chance that substitutions can be made for some items of equipment? The preceding questions also apply to apparel. When thinking of apparel, there is an additional consideration. Is the apparel really necessary for the performance of the activity or is it desired because of the

costume effect? For example, does one need a fancy, colorful outfit to jog or will plain old sweat-clothes do?

*Time:* the time required to participate in an activity is an important consideration for most individuals. Some activities (e.g., a scheduled bowling league) are governed by the clock, some are governed by the interests and desires of the individual participant (e.g., going for a walk). The actual length or duration of participation may be only part of the time requirement. Must one take into account the travel time to and from the site of participation? Is changing into and out of special apparel or showering after the activity a factor that must be considered? Is the activity something that lends itself to participation on a spontaneous impulse or must time be spent in detailed planning? Does participation require commitment for an extended period of time (e.g., a ten-week oil painting class) or can it be accomplished in a short time period (e.g., attending an art show)? Time is an essential ingredient of life. Spending it wisely calls for very careful thinking.

*People with whom to participate:* the last element of the suggested framework is people with whom to participate. Many activities can be enjoyed by oneself, but others require the participation of more than one person. Participation with others also creates an atmosphere where social interaction, with all its possibilities for fun and enjoyment, can occur. If the activity requires the participation of other people, how are such arrangements made? For example, if one wants to participate in an organized tennis league, does one have to be part of an official team or can one join as an individual and then be placed with other individuals to form a team? Is one required to have a partner before being allowed to enter a doubles tennis tournament, or will the sponsoring agency or organization provide assistance in locating a partner?

“There may be a need to learn about other requirements of specific activities that have been identified to help achieve leisure goals, but the aforementioned ones will provide a framework that can serve as a general guide. Utilizing this framework will enable participants to make good decisions relative to specific activities.”

#### Discussion:

Ask the following questions:

- Why is it necessary to know requirements of activities identified to achieve leisure goals?
- If you are not familiar with requirements of an activity, what can you do to learn what they are?
- Are there other factors that should be added to our general framework? If so, what are they?
- If you determine that you do not currently meet the requirements of an activity, what options are available to you?

### Learning Activity:

#### Leisure Requirements:

Give each participant a leisure requirements form and a pencil. Have them list three of their identified leisure goal activities on the form. Next to each of the activities, have them identify prerequisite skills associated with the activity, costs, equipment and apparel needs, time requirements, and people with whom to participate.

After each individual has finished, have the group discuss their lists.

### Debriefing Activity:

Ask the following questions:

- What requirements did one of your leisure interests have?
- Why will you be more prepared to meet requirements after writing them on paper?
- Each time you want to do an activity, is it good to think about what it involves? Why or why not?
- Does an activity's requirements sometimes keep you from participating in it? If so, please identify an activity and one such requirement.

### Learning Activity:

“At times we are prevented from participating in an activity because of its requirements. To overcome this barrier, we can develop alternatives to these activities and do something less demanding. For example, I may want to go to a swimming pool, but I do not have the money to pay the admission fee. Therefore, I decide to go to a lake to swim instead. When I chose to go the lake I overcame the barrier of cost and was able to enjoy my chosen recreation activity.”

Have the participants look at the leisure requirement sheet and place in each activity an alternative activity that they could participate in that would be available if they could not meet the requirements for the leisure goal activity.

When all of the participants have finished have the group discuss their lists and the alternative activities.

### Debriefing Activity:

Ask the following questions:

- What is one of your activities and one alternative activity?
- What options do you have if you can not meet the requirements for this activity?

# Leisure Requirements

Activity:	Skills	Costs	Equipment	Time	People
1.					
Alternative:					
2.					
Alternative:					
3.					
Alternative:					

1. List three of your leisure participation goals under the activity column.
2. Write in any requirements that this activity may have under each of the listed categories.
3. Write in an alternative activity that you could do instead of the leisure goal activity because of a barrier of some sort.



- What are some decisions you must make about an activity that has too many demands?
- What are some activities for which you had difficulty finding an alternative?

Conclusion:

“Determining the requirements of activities that might assist in the achievement of personal leisure goals is an important responsibility. Having a framework to use as a reference helps to ensure that the right kinds of questions are asked relative to the requirements. When individuals know a lot about the requirements of activities, they can feel confident about their decisions regarding recreation participation.”

“What questions might you have?”

Objective 4.4: At the end of the session, the participants will be able to determine available personal resources needed for participation in activities intended to achieve leisure goals by verbally stating associated requirements of skills, money, equipment, time, and friends or family with two of their leisure goals with 100% accuracy.

Activity:

1) Orientation Activity:

Have the participants sit in a circle. Go around the circle and have each participant introduce himself or herself and tell of a recreation activity that they do in their home. Example: My name is \_\_\_\_\_ and I like to knit at home.

2) Debriefing Activity:

Ask the participants the following questions:

- Was it difficult to think of leisure activities you do at home? Why or why not?
- Did you hear of some activities done at home that you did not expect? If so, what were they?
- Did you get some ideas about additional things that you can do at home? If so, what were they?
- Had you thought of your place of residence as a personal leisure resource?
- Why do you think we did this activity?

3) Introduction:

“Being aware of your personal resources will greatly enhance your ability to make decisions regarding leisure participation. Although personal resources vary from individual to individual, each of us has things we can use to our advantage. Sometimes we even have things of which we are unaware that could be used as resources. Reflecting about ourselves will help us to identify our personal resources.”

Personal resources:

“Personal resources can be divided into two major categories, internal and external. We will now take time to discuss the personal resources associated with those that are internal.

Internal Resources:

*Feelings and emotions:* Internal personal resources consist of the way you creatively express your feelings and emotions. You may have talents and interests

in this area that can help you make express decisions regarding your leisure participation patterns. For example, based on your interest to express your emotions, you may pursue activities related to the performing arts such as drama or music.

*Mental or intellectual skills:* Your ability to take part in activities requiring mental abilities and your interest in developing your intellectual skills can help you make leisure-related decisions. For instance, you may decide that you would like to play table games, such as Trivial Pursuit, that require recall of information and can result in new knowledge.

*Physical competencies:* Perhaps you have some physical competencies that can be applied to your leisure participation. Physical skills are required in many active events including a variety of sports. You may have such skills. If you enjoy demonstrating your physical talents in the outdoors during winter, you may decide to participate in cross-country skiing or ice-skating.

*Social skills:* You may be an extremely personable individual. Some people have very strong social skills. All of us can work on developing these skills. You, however, may have a natural aptitude for activities that involve social interaction. If you have strengths in this area, you may enjoy attending parties and meeting new people.

“There are many different personal resources we possess. These include ingenuity, resourcefulness, a sense of adventure, a sense of humor, a willingness to try new things, and many, many more. Internal resources vary from one individual to another. There is no suggestion that one resource is better than another, only that individuals possess them in varying degrees.”

### Discussion:

Ask the participants the following questions:

- What are personal leisure resources?
- Why is it important to know what they are?
- How can you learn what your personal resources are?
- When you know what your personal resources are, what will this help you to do?
- What additional internal resources do you have that were not listed?

### External Resources:

“Personal resources can be divided into two major categories, internal and external. We will now take the time to discuss the personal resources associated with those that are external. External personal resources consist of such things as:

*Personal finances:* Knowing how much money you have will help you decide what activities you can pursue. You need to make sure that you have enough money to participate in your desired activity. If you do not have sufficient funds, you have a couple of choices. Either you can choose another leisure pursuit or you can find ways to earn additional money.

*Physical possessions:* Your physical possessions may allow you to enjoy many different recreation activities. For instance, if you own a car you can easily get to the facilities you wish to attend. If you do not have a car, you might be able to use a bicycle. The sporting equipment you own may provide you with resources needed to participate. For instance, if you were interested in playing golf, having a set of golf clubs would be helpful to you.

*People:* The people you know are resources that can help you decide which recreation activities you will enjoy. Members of your family can be very useful when you would like to talk to someone or play a table game at home. If you like to go bowling, going with friends can enhance the experience for you. Your friends may help you with transportation, directions, and can help you with the activity. Your friends and family members can also make any activity more fun. Sometimes, whom you do something with is more important than what you are actually doing.

“External resources vary from one individual to another. Being able to recognize your personal resources is necessary, but not always easy. Thinking about your own external resources can give you a more complete picture of what they are. However, thinking about your internal resources is more difficult. It is not easy to be objective when we are thinking about ourselves. It sometimes results in failure to recognize a characteristic as a resource. It is often helpful to talk with a trusted friend when trying to identify one’s internal resources.”

### Discussion:

Ask the following questions:

- What are external personal leisure resources?
- Why is it important to know what they are?
- How can you learn what your external personal resources are?
- When you know what your personal resources are, what will that knowledge help you do?

### Learning Activity:

#### Personal Resource Inventory

Give the participants the form titled: Personal Resource Inventory and a pencil. Have them list in the left-hand column their most positive internal resources. Examples may be having a happy outlook on life, intellectual skills,

# Personal Resource Inventory

	Past	Future
Internal Resources:		
1.		
2.		
3.		
4.		
5.		
6.		
7.		

1. List your most positive internal resources in the left-hand column.
2. List how you have used these internal resources in past leisure experiences and how they could be used in future leisure experiences. List those recreation experiences that fall into either the past or future category.

# Personal Resource Inventory

	Past	Future
External Resources:		
1.		
2.		
3.		
4.		
5.		
6.		
7.		

1. List your most positive external resources in the left-hand column.
2. List how you have used these external resources in past leisure experiences and how they could be used in future leisure experiences. List those recreation experiences that fall into either the past or future category.

physical fitness, or enjoying the company of others. Have them list six or seven internal resources.

Have the participants share their lists as a group.

Debriefing Activity:

Ask the following questions:

- What do you feel is your strongest internal resource? Why?
- Did listening to the list of others remind you of resources you may have overlooked? If so, what were they?
- What are some things you could do to increase your arsenal of internal resources?

Learning Activity:

Have them think about those internal resources that they have used in the past to participate in leisure activities. On the Personal Resource Inventory, have them list one activity, which their internal resource was used for in the past, and one for which it can be use in the future.

Have the group discuss their lists when they are all finished.

Debriefing Activity:

Ask the following questions:

- Was it difficult to think of how you might use your internal resources in the future? If so, why?
- Did listening to others give you new ideas for using your internal resources in the future? If so, how?
- Do you feel you are getting the maximum value from your internal resources? If not, what can you do to improve it?

Learning Activity:

Have the participants think about the external personal resources they have. Have them think about their possessions that they have that can be used for leisure activities. Think about family and friends, money, car, etc.

Have them write down their external personal resources on the Inventory of Personal Resources.

Have them share their lists with each other as a group when finished.

### Debriefing Activity:

Ask the following questions:

- What is your best external resource? Why?
- Do you feel that you have adequate external resources? Why or why not?
- Do you have things you had not thought of as resources? If so, what are they?
- What can you do to enhance your external resources?

### Learning Activity:

Have them think about those external resources that they have used in the past to participate in leisure activities. On the Personal Resource Inventory, have them list one activity, which their external resource was used for in the past, and one for which it can be use in the future.

Have the group share their lists when finished.

### Debriefing Activity:

Ask the following questions:

- Was it difficult to think of how you might use your internal resources in the future? If so, why?
- Did listening to others give you new ideas for using your internal resources in the future? If so, how?
- Do you feel you are getting the maximum value from your internal resources? If not, what can you do to improve it?

### Learning Activity:

“We began with an activity that asked you to think of two leisure activities that you have done at your residence. Let us now further pursue that activity.”

Give each participant a piece of paper and a pencil. Have them draw their basic dimensions of their home. Have them label the rooms and furnishings.

“Think of how you could use different areas for leisure activities. For example, a kitchen could be used for gourmet cooking, sharing a cup of coffee with a neighbor, or baking a cake as a surprise for a friend. A living area could be used for reading a novel, playing cards, or hosting a small, informal gathering of friends to discuss items of interest. Be both creative and realistic. Identify as many activities as you can by writing their names in the areas where they could take place.”

Have the group share their results with the group when they are finished.



Debriefing Activity:

Ask the following questions:

- Is there more or less to do where you live than you initially thought? How so?
- What can you do to enhance your place of residence as a personal resource?
- Regarding the activities you can do at home, is there a balance between those you would do alone and those that would involve other people? If not, what could you do to create a balance? Do you have to have a balance?

Conclusion:

“When individuals have discovered the personal resources available to them for leisure participation, they are then in a position to make responsible decisions about which activities are feasible and to make plans for future action. Knowledge of what one’s personal resources are and the confidence to use them, increases one’s feelings of independence and sense of control.”

“What questions might you have?”

## Leisure Education Session

Week 5: Knowledge and Utilization of Resources Facilitating Leisure

Goal 5: Knowledge and utilization of resources facilitating leisure participation

Objective 5.1: At the end of the session, the participant will be able to identify information to solicit from leisure resources, by verbally stating sources of information related to activities, facilities and location, schedules, cost, equipment and apparel, people, and transportation for two leisure goals with 100% accuracy.

### Activities:

#### 1) Orientation Activity:

“You have just moved into your new residence. Choose a recreation activity. Write this activity on the top of the paper you have been given. Next, write one question you would like answered about this activity in order for you to be able to participate.”

Pair up the participants with someone they may not have worked with yet. Have them introduce themselves and tell the other person what their activity is and what question they asked. Have them come up with additional questions for each activity.

Have the group get back together and discuss the activities and questions they have on their papers.

#### 2) Debriefing Activity:

Ask the participants the following questions:

- What are some questions you wanted answered about your activity?
- Now that people shared some of their questions, what questions can you add to your list?
- Why do you think we did this orientation activity?

#### 3) Introduction:

“Knowing sources of information about leisure opportunities is an essential step in becoming independent and accepting the responsibility for taking control of one’s life. However, knowing sources of information is only a first step. It is not the responsibility of these sources to think of everything potential participants might want to know about a leisure opportunity. Rather, it is the responsibility of the individual to ascertain the information they need to know and to take the steps necessary to acquire that information.”

### Identifying Information:

“The types of information that would be of benefit to potential leisure participants may vary from activity to activity and from person to person. For example, the issue of crowding or numbers of participants might be of concern to one person and a matter of indifference to another. One person might wish to know if the hiking trails are heavily used on the weekends and another person may not care whether or not the tennis courts are crowded on weekends. Thus, one person feels a need to have a specific item of information relative to a leisure opportunity, while another person is not interested in that kind of information regarding the activity in which they are intended. In general, however, the types of information that are most useful concerning leisure opportunities include cost, transportation, equipment, skill required, location, hours of operation, and any unique requirements, such as membership or reservations.

### Costs:

“The costs associated with a leisure activity should be among the first things a potential participant investigates. Often, there is a direct cost assessed to participants. Direct costs usually take the form of *admission or user fees*. Examples of direct costs would be the price of admission to a movie theater or a swimming pool, the fee to take an oil painting class at the local parks and recreation facility, or the fee to enter a state or national park.

“Admission or user fees are often not the only costs associated with participation in a leisure activity. Some activities may have additional costs related to *transportation, lodging, meals, equipment, and clothing*. These costs may be greater than the price of direct participation in the activity. When one is attempting to determine the cost of participating in an activity, all of these factors must be carefully considered.

“When considering cost, it is important to keep abreast of the changes that are occurring among many leisure service providers. Public park and recreation agencies, in particular, now have a fee for many activities that use to be free. Efforts must be made to determine if there is a fee and how much is the fee. Other leisure service providers periodically increase their participation fees in order to keep up with the expenses of operating and to realize a reasonable profit. Determining the costs of participation in an activity must be based on current information.”

### Discussion:

Ask the following questions:

- What is a direct cost associated with leisure participation?
- Can you give some examples of direct costs? If so, please do.
- What other kinds of costs might be associated with leisure participation?

- Why is it important to have current information related to the cost of participation?
- How do you feel about having to pay to participate in an activity provided by the municipal park and recreation department?

Learning Activity:

Have the participants stay in pairs.

Have the participants think of an activity that they have not yet participated in but are interested in trying. Have them think of activities that would have a cost associated with the activity. Have them determine the total amount it would cost to participate.

Have them share their results with the rest of the group.

Debriefing Activity:

Ask the following questions:

- What activity did you choose?
- What kinds of expenses are associated with your activity?
- Are there any additional expenses? If so, what are they?
- What was the total amount of your expenses?
- What was the most expensive item?
- Were you surprised by the number of things that must be considered when trying to determine costs of participation? If so, how?
- Of what value was this exercise to you?

Transportation:

“Transportation is another factor about which specific information is needed. Opportunities for participation in many activities depend on the ability of the participants to get to specific locations, but these sites may not be accessible by all modes of transportation. If there are several modes of transportation that could be utilized, which mode is the most feasible? There may be many modes of transportation, but not all of them may be available to some individuals. Determining specifics about transportation is an important task.

“When considering transportation relative to participation in a leisure activity, there are several questions to which one must find the answers. For example:

- a. Is the location of the activity within walking distance?
- b. Is walking the best form of transportation to be used?
- c. If it is too far to walk, what other modes of transportation is available?
- d. Am I able to use all the modes that are available?
- e. What are the advantages and disadvantages of the different modes of transportation?

“Answering these questions will provide information that is helpful in making decisions about participation in a specific leisure activity.”

#### Advantages and Disadvantages of Common Modes of Transportation:

“Knowledge of the advantages and disadvantages of common modes of transportation may help individuals identify questions they wish to ask regarding participation in specific leisure activities. In general, the following information appears to be relevant:

Walking: There is no direct cost involved and it is a beneficial exercise. It requires extra time, is sometimes fatiguing, and poses the risk of being caught in inclement weather.

Cycling: A bicycle is more efficient than walking, is fairly speedy, and is a healthful exercise. Bicycles must be securely locked when not in use and can put the rider at the mercy of the weather.

Taxi: A taxi leaves the responsibility of driving and dealing with the traffic to another person, eliminates a parking problem, and provides door to door service. They can be fairly expensive compared to other modes of transportation and sometimes necessitate a lengthy wait until one is available.

Automobile: Your car is convenient, allows independence, and usually is a great time-saver. Operating a car can be expensive and requires a safe, secure parking area.

Bus: Using the public transportation system is usually inexpensive, eliminates parking problems, and removes the responsibility of driving. You must be familiar with the bus schedules and adapt your transportation needs to it. Buses do not necessarily operate all hours of the day or on both days of the weekend. Some neighborhoods are not well served by buses.

Train: For some people, trains provide a nice alternative to flying. They are not as expensive as flying but are more expensive than many others forms of transportation. Their schedules are often inconvenient and sometimes they have trouble staying on schedule.

Airplane: Flying is a fast, convenient method to travel great distances. It is relatively expensive and often requires the traveler to arrange for other modes of transportation after the destination is reached.

“There are many other, more exotic modes of transportation, but the above are most relevant for traveling in and between communities and recreation areas in our country.”

### Discussion:

Ask the following questions:

- What modes of transportation are available to you within your community?
- Are they available and accessible to all citizens?
- Are there recreation areas in your vicinity that are not served by public transportation? If so, what are they?
- What other modes of transportation can be used to reach these areas?

### Learning Activity:

Available modes of transportation in your area

Ask the participants if they are familiar with the modes of transportation in their area. Have them discuss costs, schedules, and alternative sources of transportation.

Provide participants with brochures or telephone numbers of available transportation services in their area.

### Debriefing Activity:

Ask the following questions:

- Are you able to get to recreation activities within your community?
- Do you feel comfortable with the transportation services available? If not, how could you feel more comfortable?
- Did this activity introduce you to any new resources related to transportation you were not already familiar?

### Equipment:

“Equipment is another area for which answers to specific questions must be obtained. Knowing what to ask about equipment is a step toward independence and control. If one is thinking about participating in a recreation activity, questions about equipment should include the following:

- a. What equipment, if any, is required to participate in the activity?
- b. Does the organization that provides the opportunity also provide equipment?
- c. If participants must supply the equipment, is it available on a rental basis?
- d. If equipment is available, for whom and or how much can it be rented?
- e. If the equipment must be purchased, where can it be bought and at what cost?
- f. Is special clothing required? If so, what kind and from where?

Discussion:

Ask the following questions:

- In what activities have you participated that require some type of equipment?
- Where and how did you obtain the equipment?
- What are additional questions related to equipment, other than the ones presented?

Skill level:

“Skill level is also a factor about which specific information must be obtained. If individuals are in the process of determining the feasibility of participating in a particular activity, their skill level or readiness should be a primary consideration. Questions to be asked could include the following:

- a. What are the prerequisites, if any, for this particular activity?
- b. Do I meet those prerequisites?
- c. Does the activity require the same level of skill from all participants or are allowances made for people with different levels of skill?
- d. Is some type of demonstration or proof of skills required?
- e. Is a minimum level of knowledge and basic physical skill required?
- f. Is instruction in required skills available from some source?

“Learning answers to these and similar questions will enable participants to make intelligent decisions regarding leisure participation.”

Discussion:

Ask the following questions:

- In what activities have you participated that require more than beginning skills?
- Where and how did you obtain those skills?
- Could you have participated without them?
- Are there other questions regarding skill that should be asked? If so, what are they?

Facilities where the activity is offered:

“There are other factors about which specific information must be obtained to determine the feasibility of participation in a particular activity. These include the physical location of the areas or facilities where the activity is offered, the hours the activity is available, and whether participation is available to the general public on a first come-first served basis or if there are some kinds of restrictions in place. For example:

- a. Is the activity available in more than one place?
- b. Where are these places and can I get to them?
- c. When I get to them, can I participate freely or must I have a reservation or be a member of a group or the facility?
- d. If I need a reservation or a membership, how can I obtain one?
- e. What are the days and hours when the activity is available?
- f. Can I be there sometime during those days and hours?

Discussion:

Ask the following questions:

- Have there been instances where you have had to find answers to the above questions? If so, for what activity?
- Why is it necessary to have answers to these questions?
- Are there other questions that need to be asked? If so, what are they?

Learning Activity:

Information for Recreation Participation

“You are going to be given an opportunity to apply all that you have learned about identifying the specific kinds of information needed to determine the feasibility of participating in a particular leisure activity.”

Have the participants get into groups of three. Give each group a sheet titled: Information for Recreation Participation and pencils. Have them fill out the sheet according to the information at the top of the sheet. Be sure that they include all of the information on the sheet.

Have the groups present their information to the whole group when finished.

Debriefing Activity:

Ask the following questions:

- Did you generate questions you wanted to ask that we had not identified in class? If so, what were they?
- What is your opinion regarding the number of questions that need to be answered?
- Why do you think we did this exercise?
- What use will you make of what you learned in class?



# Information for Recreation Participation

You are interested in enrolling in an oil painting class at the local parks and recreation center.

a. Cost
b. Transportation
c. Equipment
d. Skill
e. Location
f. Hours of operation
g. Other requirements

List all of the information needed to participate in the above recreation activity that is appropriate in each category.

# Information for Recreation Participation

You are interested in taking tennis lessons at the private racquet club in town.

a. Cost
b. Transportation
c. Equipment
d. Skill
e. Location
f. Hours of operation
g. Other requirements

List all of the information needed to participate in the above recreation activity that is appropriate in each category.

# Information for Recreation Participation

You are interested in playing in a bridge tournament at your facility.

a. Cost
b. Transportation
c. Equipment
d. Skill
e. Location
f. Hours of operation
g. Other requirements

List all of the information needed to participate in the above recreation activity that is appropriate in each category.

# Information for Recreation Participation

You are interested in going on a weekend trip to Dallas.

a. Cost
b. Transportation
c. Equipment
d. Skill
e. Location
f. Hours of operation
g. Other requirements

List all of the information needed to participate in the above recreation activity that is appropriate in each category.

Conclusion:

“No one can know everything necessary for participation in all leisure activities. However, knowing what questions to ask about participation is a major step toward independence and being in control of one’s own life in leisure. After one knows which questions to ask, time and energy can then be focused on obtaining answers.”

“What questions might you have?”

Objective 5.2: At the end of the session, the participants will be able to demonstrate the use of printed resources facilitating leisure participation by verbally stating to the therapist three printed resources for leisure participation and their activities, location, schedule, costs, and any additional information with 100% accuracy.

Activities:

1) Orientation Activity:

Have the participants sit in a circle around a table. Have a set of resource cards at one spot on the table. Shuffle the cards and give each person at the table three cards.

Have the first participant take the top card off the deck and look at the card. If it matches what the participant has in their hand keep the card and discard another card in their hand by passing it to the person on their left. This participant looks at the card and either keeps it or passes it to their left. The first participant continues to draw off the top of the deck and passing cards to his/her left. The cards continue until one of the participants has three cards of the same kind in their hand. When they do, they shout "Leisure".

2) Debriefing Activity:

Ask the participants the following questions:

- How can the printed sources help you to participate in leisure?
- What other printed materials could we use to find out about recreation activities?
- Why do you think we did this orientation activity?

3) Introduction:

"There is a lot of information about opportunities for leisure participation in and near most communities. Much of the information is in printed form and is a valuable resource for those who utilize it. The information is available from many sources. Tapping this resource benefits those of you who want to make the most of your leisure."

Being Well Informed:

"To take full advantage of one's leisure it is necessary to be well-informed about several aspects of leisure participation. For example, one needs to know what kinds of opportunities are available, who provides such opportunities, when and where can one participate, how much it costs, and eligibility requirements. Much of this information is available in printed form. Some of it appears in pamphlets and brochures that are focused on the offerings of a specific agency, such as a

**Pamphlets**

**Newspaper**

**Telephone  
book**

**Pamphlets**

**Newspaper**

**Telephone  
book**

**Pamphlets**

**Newspaper**

**Telephone  
book**

**Pamphlets**

**Newspaper**

**Telephone  
book**

**Brochure**

**Television  
or radio**

**Flyers**

**Brochure**

**Television  
or radio**

**Flyers**

**Brochure**

**Television  
or radio**

**Flyers**

**Brochure**

**Television  
or radio**

**Flyers**



municipal park and recreation department; some of it is in publications that cover a variety of topics, such as newspapers; and some of it appears in sources that are harder to find and use, such as the yellow pages of a telephone book. Knowing where to look and what to look for will help you benefit from the printed information that is available.”

### Telephone Directory:

“A telephone directory is a valuable source of information. If one knows the name of a specific agency, organization, or other leisure service provider, the white pages will provide the telephone number where they can be called and be put in direct contact. If one does not know the name of a specific agency or organization, the yellow pages will provide categories of goods and services providers. Searching through the yellow pages sometimes requires a little effort because they are often organized in a manner that is different from what we expect. However, after a person has become familiar with how they are organized, they can assist one in obtaining a considerable amount of information. Many telephone directories also have a section of pages that is colored blue. The blue pages provide information about local government agencies, such as the municipal park and recreation department. One can find the telephone numbers for the recreation centers, swimming pools, special facilities (e.g., the zoo), and the administrative offices of the park and recreation department. The blue pages also provide information about state and federal offices located in the local community.”

### Discussion:

Ask the following questions:

- How can printed information be of value to you?
- What are examples of printed materials you used to learn about leisure opportunities?
- How can a telephone directory assist you in learning about leisure opportunities?
- What are examples of how you have to use the yellow pages to help you find information about a particular leisure activity?
- How have you used the blue pages to learn about a leisure opportunity?

### Learning Activity:

#### Telephone directory:

Give each of the participants a telephone directory and a sheet of paper titled: Telephone directory. Have them look up the various organizations listed on their sheet of paper. Have them write down the name, address, and telephone number for each item.

# Telephone Directory

Recreation Center      Name: \_\_\_\_\_  
                                    Address: \_\_\_\_\_  
                                    Telephone: \_\_\_\_\_

Swimming Pool         Name: \_\_\_\_\_  
                                    Address: \_\_\_\_\_  
                                    Telephone: \_\_\_\_\_

Movie Theater         Name: \_\_\_\_\_  
                                    Address: \_\_\_\_\_  
                                    Telephone: \_\_\_\_\_

Tennis Courts         Name: \_\_\_\_\_  
                                    Address: \_\_\_\_\_  
                                    Telephone: \_\_\_\_\_

Golf Course            Name: \_\_\_\_\_  
                                    Address: \_\_\_\_\_  
                                    Telephone: \_\_\_\_\_

Museum                Name: \_\_\_\_\_  
                                    Address: \_\_\_\_\_  
                                    Telephone: \_\_\_\_\_

Restaurant            Name: \_\_\_\_\_  
                                    Address: \_\_\_\_\_  
                                    Telephone: \_\_\_\_\_

Look in the yellow, white, or blue pages for the above information.  
Write it in and use this sheet as a future resource.

### Debriefing Activity:

Ask the following questions:

- Did you have difficulty finding an example for each item? If so, which ones?
- Which of the sections (white, yellow, or blue), is the easiest to use? Why?
- What kinds of information are supplied with using the directory?
- Do you feel confident in using the telephone directory to help locate information?
- What is an example of how you will use this information in the future?

### Newspaper:

“Newspapers are another valuable source of printed information and can be of great help in learning about leisure opportunities. Although they sometimes carry feature stories that give information on particular activities, such stories do not appear on a regular basis. However, newspapers contain other features that can be used to one’s advantage.

“Newspapers often provide information about registration procedures and deadlines for activities sponsored by the municipal park and recreation department. They also often print a schedule of local sporting events. Daily papers also provide television listings and advertisements for what is playing at the theaters, along with their starting times and price of admission. Sunday newspapers usually have an entertainment section devoted to leisure opportunities in the local community. Many newspapers perform a public service by printing the local park and recreation department’s program offerings (e.g., Winter, Spring, Summer, and Fall) and providing it as a special insert in a Sunday paper.

“The information provided by newspapers includes what is happening, where it is located, and what it costs to participate. Newspapers have the advantage of being current, thus one can usually rely on the information obtained from them to be accurate.”

### Discussion:

Ask the following questions:

- What can you learn about chances for leisure participation from a local newspaper?
- What sections of a newspaper are likely to provide you with pertinent information?
- What is an example of how you used a newspaper to learn about a leisure opportunity?

### Learning Activity:

#### Sunday newspaper:

Divide the group into groups of three. Give each group a Sunday newspaper, a piece of paper, and pencil. Have each group come up with five leisure opportunities that they find in the Sunday newspaper.

After each group is finished, have the groups share their findings with the whole group.

### Debriefing Activity:

Ask the following questions:

- In how many different sections did you find information?
- In which section did you find the most information?
- Is there some information that is more easily understood than the rest? If so, what is it?
- What is your opinion of the variety of information?
- What did you learn from this activity?
- How will you use this information?

### Pamphlets and Brochures:

“Pamphlets and brochures are another source of printed information available to those who want to learn more about leisure opportunities. They are usually organized to provide information that is easy to read and understood. Pamphlets and brochures may be organized around a single topic such as public fishing areas, the range of programs and services offered by the local park and recreation department, the geographic location of specific facilities such as the street address of municipal recreation centers, or in some other manner.

“Pamphlets and brochures are usually published by park and recreation departments and agencies such as YMCA, YWCA, Jewish Community Centers, Boys’ Clubs, and Girls’ Clubs. Private organizations, such as health and fitness clubs, may also describe their programs and services in such publications. In addition, travel agencies use them to illustrate their services.

“Where can one get these publications? They are available, at no cost, from the agency or organization that produces them. Usually all you have to do is make a request by a telephone call, letter, or personal visit and you will be given what you want. They are available from the local chambers of commerce and are often distributed in Welcome Wagon kits provided to newcomers. Church groups will sometimes obtain and distribute such publications to their congregations, particularly those pamphlets and brochures provided by public agencies.

“State and federal agencies also publish pamphlets and brochures describing areas and facilities under their control and the programs and services which they provide to the public. They give such information as where to go, how to get there, what to bring, and what to do after you arrive. They also are available upon request and at no cost.”

### Discussion:

Ask the following questions:

- Have you obtained pamphlets or brochures to learn about leisure opportunities? If so, please describe. Did you find them useful?
- Who provides pamphlets and brochures?
- How can you get them?
- What can you learn from such publications?

### Learning Activity:

#### Brochure effectiveness:

Have the participants get into groups of three. Give each group a sheet titled: Brochure effectiveness and a set of two pamphlets or brochures from various agencies around the area.

Have them judge the value or effectiveness of pamphlets and brochures with the sheet that is supplied. Remind them to judge the information not the appearance.

### Debriefing Activity:

Ask the following questions:

- Which brochure provided the best information? Why?
- Which provided the least information?
- Are you confident you can use brochures to help learn about leisure opportunities?
- How will this exercise be helpful to you?

### Conclusion:

“Printed information can be a great asset in learning about leisure opportunities and making decisions relative to participating in them. Knowing how to obtain printed information and how to use it after it is acquired enables one to be less dependent on others and more self-reliant. Learning how to utilize such sources is an indication of the acceptance of greater responsibility.”

“What questions might you have?”

# Brochure Effectiveness

	Brochure 1	Brochure 2
What service is being offered?		
Who is offering the service?		
Where is the service offered?		
When is the service offered?		
What is the cost of the service?		
Who can participate in the service?		
What is required to participate?		
Is there a telephone number to call for additional information?		

Objective 5.3: At the end of the session the participant will be able to demonstrate the use of human resources facilitating leisure participation by verbally stating how to effectively communicate with a representative from a recreation agency regarding activities, facilities, schedules, equipment, people, and transportation with 100% accuracy.

Activities:

1) Orientation Activity:

Have the participant sit in a circle. Go around the circle and have each participant introduce himself or herself and tell of an experience that they have had with using the telephone, writing a letter, or going in person to visit a recreation program.

2) Debriefing Activity:

Ask the following questions:

- How can the human resources help you participate in leisure?
- What other materials could we use to find out about their recreation activities?
- Why do you think we did this orientation activity?

3) Introduction:

“People who are attempting to gather as much information as possible in order to make decisions about their leisure participation must learn to use as many sources of information as they can. Printed sources of information are excellent, but may not always be available. Often the quickest and most efficient method of gathering information will be to get it from other people. Developing the ability to get information from leisure service providers is an important task.”

Methods of acquiring information:

“In general, there are three methods by which you can get information about opportunities for leisure participation from other people. One common method is by using the telephone, another is to request information through written letters, and a third method is to visit in person and speak directly to individuals from whom one is seeking assistance. People who know how to use human resources to facilitate their leisure participation are skilled at these three ways of obtaining information.”

### Telephone:

“Using a telephone is a quick and efficient way to obtain information from a leisure service provider. It is quick in that it usually provides instant answers to questions. It is efficient in that it allows one to speak directly with others without having to be in their presence. This saves travel time and expense. Successive telephone calls enable a person to communicate with several other individuals in several other locations, all in a short time period. This is a major advantage of the telephone.”

### Writing a letter:

“There are times when seeking information by writing is the most feasible method to use. A letter may be used when you do not have access to a telephone, lack transportation to the information source, or do not have time to make a personal visit. It may be that you simply prefer to write. Whatever the reason, acquiring information by writing and asking for it is one more way of being able to use human resources to facilitate leisure participation.

“When writing a letter, you must be very careful in explaining what information is being sought. This means you must think clearly and be sure that the questions being asked are easily understood and are asking for the right information. Unlike the telephone, where clarification can be sought and received instantly, a letter that is not clear can result in unnecessary delay and additional correspondence.”

### Face to face interaction:

“The third method that is commonly used to obtain information from other individuals or agencies is to visit with them face to face. There may be several reasons why one would prefer to obtain information in this manner. Visiting a leisure service agency or facility enables one to see the place, talk directly with the people who are answering questions, and pick-up any free materials they may have.

“There is a pattern of behavior that is appropriate when visiting a leisure service provider for the purpose of obtaining information. Usually the first thing you find when entering the agency is a reception desk. Go directly to the desk. If you are looking for a specific person, it is best to have made an appointment with that person. Tell the receptionist you are there to see that person. If you do not have an appointment, the receptionist can help you get the information you need or direct you to people who can help you. Be clear in stating what you are seeking. After you have what you came for, it is appropriate to thank those who helped you.”



### Learning Activity:

“The learning activity for this section is like a homework assignment. It is up to each of you to follow through on the assignment to get the most from the information.”

Direct the participants to do the following:

- Identify a leisure opportunity that you are interested in finding out more information.
- Call the service provider directly and ask questions that will help you gain more information about:
  - The name of the program
  - The cost of the program
  - Time of the program
  - Location of the program
  - Any equipment needed to participate, and
  - Contact person for additional information
- Write a letter to a second agency to request the same information as listed above about a different program
- Go directly to a third agency and either make an appointment with a leisure service provider, or have the receptionist direct you to someone who can answer your questions. Once you are with an individual, ask the above information.

### Conclusion:

“Developing the ability to utilize human resources to facilitate leisure participation is a necessary task. Dealing with others should always be done in a polite and courteous manner. Doing so will enable one to take full advantage of all the resources available to obtain information and make intelligent decisions related to leisure.”

“What questions might you have?”

# Human Resource Contacts

Identify a leisure opportunity that you are interested in finding out more information.

1. Call the service provider directly and ask questions that will help you gain more information about:
  - The name of the program
  - The cost of the program
  - Time of the program
  - Location of the program
  - Any equipment needed to participate, and
  - Contact person for additional information
2. Write a letter to a second agency to request the same information as listed above about a **different** program
3. Go directly to a third agency and either make an appointment with a leisure service provider, or have the receptionist direct you to someone who can answer your questions. Once you are with an individual, ask the above information about **another** leisure program.

By the end of this exercise, you should have information about three different leisure opportunities. You should also have made three different types of contacts. Remember, your facility offers programs and they could be used as one of your contacts.

Objective 5.4: By the end of the session the participant will be able to demonstrate the ability to use agency resources facilitating leisure participation by verbally stating how to effectively communicate with personnel at a chamber of commerce, or parks and recreation office about their programs with 100% accuracy.

Activity:

1) Orientation Activity:

Give each participant a colored sheet of paper with a question written on the top of it.

Have them get into pairs. Have them introduce themselves with the other participant and ask the other person the question that is written on the top of their paper. If the person is able to answer the question, have the participant write the answer on their sheet of paper. After they answer each other's questions have each individual pair up with another participant.

After three or four pairings, have the group come back together and share their findings.

2) Debriefing Activity:

Ask the participants the following questions:

- How can the agency sources help you to utilize your leisure?
- What other agencies could we use to find out about the recreation activity?
- Why do you think we did this orientation activity?

3) Introduction:

“Most communities contain a variety of agencies, organizations, and enterprises that exist for the primary purpose of making leisure opportunities available to the general public, or to certain segments of it. These entities can be a very valuable resource for most of us. The greater your knowledge of such resources, the broader your options for taking part in enjoyable and satisfying activities.”

Community Leisure Service Providers:

“The leisure service providers that exist in a community cannot always be neatly categorized. They are sometimes quite diverse and what exists in one community may not exist in another. However, in general, the providers can be placed in one of the following categories:

- a. public
- b. voluntary

## **Awareness of Resources**

What are examples of state and national facilities and areas that can be used for recreational purposes?

# Awareness of Resources

What are examples of voluntary agencies that can be used for recreation purposes?

## **Awareness of Resources**

What are examples of facilities that are available through the public schools that can be used for recreation purposes?

## **Awareness of Resources**

What are examples of commercial or private facilities that can be used for recreation purposes?

# **Awareness of Resources**

What are examples of religious organizations that can be used for recreation purposes?



- c. school
- d. religious organization
- e. private/commercial

“Developing an understanding of each of these categories can help individuals take better advantage of their services.”

### Public Agencies:

“Public agencies are supported by some level of government. They are agencies that are funded primarily by tax dollars. In our country, the city, county, state, and federal governments all have agencies that manage areas and facilities for the purpose of providing leisure opportunities for their citizens. The most common of these public leisure service agencies is the municipal (city) park and recreation department.

“Municipal park and recreation departments, because they are supported by public taxes, provide programs and services for all segments of the public within their jurisdiction (the city limits). Some of their programs are designed to appeal to specific groups, such as youth, older adults, or people with disabilities. Some are designed to appeal to specific interests, such as athletic competition, arts and crafts, or outdoor recreation. Some of their programs are designed to accommodate large groups of people and some are designed to appeal to small groups and individuals. Some programs are highly structured and require formal leadership. Some are informal and allow for direction to come from the participants. Although it is not possible for municipal departments to provide all things to all people, they do attempt to provide a diversity of offerings that will appeal to a diversity of people. They operate on a year-round basis and provide facilities and services in most geographic areas of the community.

“Although municipal departments are funded primarily with public monies, they often assess a participation fee or admission charge. The fees are usually reasonable and are collected to defray expenses, rather than to generate a profit. Thus, the fees are generally less than one would pay for a similar program or service in the private sector.

“Because municipal departments are public agencies, they are obligated to provide for the public and are prohibited from discriminating against any groups or individuals. They are the major, and in some instances the only, provider of leisure services for some segments of the population, including the economically disadvantaged and individuals with disabilities.

“Information about their programs and services is available through a variety of sources. Newspapers often carry their program schedules, along with information related to registering and participating. Radio and television stations sometimes provide coverage. Pamphlets and brochures may be obtained at most recreation

centers, special facilities (such as a zoo or observatory), and their administrative offices. Employees of municipal park and recreation departments are public servants. It is their obligation to serve the public by aiding its participation in their programs.

“State and federal government agencies also provide leisure opportunities, although they are less involved than municipal departments in offering direct programs. State and federal agencies are more likely to provide areas and facilities, such as *state and national parks, forests, wildlife refuges*, and other *outdoor recreation areas*. State and federal agencies do provide direct programming in their *hospital, prison, and military* facilities.

### Discussion:

Ask the following questions:

- Why are municipal departments obligated to serve the public?
- In which programs provided by the municipal department have you participated?
- Did you have to pay to participate? If so, how much?
- How did you learn about their programs?
- How else can one learn about their services?
- In which programs would you like to take part but have not done so yet?
- What has prevented you from participating?

### Voluntary agencies:

“Voluntary agencies make an important contribution to the spectrum of leisure opportunities available in most communities. Voluntary agencies are entities such as the YMCA, YWCA, and Jewish Community Centers. Because they are not government agencies, they have the option of choosing what kinds of programs to offer and to whom they wish to offer them. These agencies generally focus on a specific segment of the public and direct their programs and services toward it. Some agencies, such as the Y’s, serve a broader portion of the public than other agencies, such as Boy Scouts or Girl Scouts. The Y’s offer a wider variety of programs to more age groups and usually both genders.

“Voluntary agencies often offer instructional classes in recreation activities as part of their programs. Most of these classes are designed to accommodate beginners. Learning about these classes and how to participate in them can provide individuals with broader choices related to their leisure.

“These agencies depend on contribution, membership dues, program participation fees, and support from organizations such as the United Way. They do not receive support from tax dollars and are responsible for generating their own funds. The fees assessed for participating in their programs are usually moderate and within the reach of most of us.

“Voluntary agencies are eager to provide leisure opportunities to as many participant as possible. They publicize their programs through the mass media and their own printed brochures and pamphlets. Information concerning their programs is also available by telephoning or visiting them. Individuals who are interested in acquiring the skills and knowledge needed to participate in a variety of activities can consider the offerings of voluntary agencies as part of the total leisure package available in their community.”

Discussion:

Ask the following questions:

- Which voluntary agencies exist in your community?
- How do voluntary agencies differ from municipal park and recreation departments? How are they alike?
- Have you participated in leisure programs provided by a voluntary agency? If so, please describe.
- Have you ever wanted to participate in one of their programs, but were unable? If so, please describe.
- How can one learn about their programs?

Public Schools:

“In many communities the public schools are a major provider of leisure opportunities. In some instances, the public recreation program is offered through the schools. Some schools are involved in community education programs that offer a wide range of activities to all segments of the population, not just the school age population. The program offerings are similar to those that would be found in a municipal park and recreation department or some voluntary agencies. They serve to increase the richness of the leisure opportunities in a community.

Discussion:

Ask the following questions:

- What role can the school play in enhancing leisure opportunities in a community?
- Which schools in your community are used by the public for recreation purposes?
- Are the school’s facilities accessible to individuals with disabilities?
- Are there any school sponsored leisure programs that are open to the public? If so, what are they?
- If you wanted to participate in one of these programs, what steps would you take?
- Have you ever participated in any of these programs? If so, which ones?

### Religious Organizations:

“Religious organizations sometimes sponsor recreation activities. Often, these activities are for members of their own parish or congregation, but sometimes they are open to nonmembers. Such programs usually stress fellowship and social interaction.

“In some communities, religious organizations cooperate with the municipal agency by offering to share facilities, if appropriate, and by attempting to avoid duplication of the municipal program. If an individual is seeking a specific type of leisure activity and cannot find it in other places, there is a possibility it can be found through a program sponsored by a religious organization.”

### Discussion:

Ask the following questions:

- Are you aware of any leisure programs sponsored by religious organizations? If so, what are they?
- Have you participated in such a program? If so, please describe.
- Are there programs in the community in which you have wanted to participate but were unable? If so, what prevented you?
- How can one learn about leisure programs sponsored by religious organizations?
- If such a program existed and you wanted to participate, what would you do?

### Private/Commercial Sector:

“The private/commercial sector offers a very wide variety of leisure opportunities. The breadth of opportunities is so great that it is sometimes difficult to grasp. The private/commercial sector comprises all enterprises that offer leisure opportunities for the purpose of making a profit. This would include movie theaters, bowling establishments, restaurants, health and fitness clubs, arcades, resorts, amusement parks, and a host of other enterprises.

“The private/commercial sector uses many methods to inform the public of its offerings. It advertises extensively through newspapers, radio and television, and signs and billboards. Because they are in business to make a profit from the public, they make a strong effort to keep abreast of current trends and to offer those activities that are popular.

“Becoming aware of all the possibilities available through the private/commercial sector is a task that requires some effort. The effort, however, will result in the reward of having a vast array of possibilities from which to choose. The possibilities of the private/commercial sector further enrich the local leisure opportunities.”

### Discussion:

Ask the following questions:

- What is an example of a leisure opportunity available from the private/commercial sector?
- What was your last leisure experience through the private/commercial sector?
- How can you learn what is available through the private/commercial sector?
- If you could choose any activity available from the private/commercial sector, what would it be?

### Learning Activity:

#### Agency Resource Sheet

Divide the group up into five equal groups. Give each group an agency resource sheet. Assign each group one of the five categories discussed in this section:

- Public
- Voluntary agencies
- Public schools
- Religious organizations
- Private/commercial

Have each group work on gathering information about their category that is on their sheet. Have them fill in as many different resources that they can. At the beginning of the next week, they will turn their lists in to you, and by end of the following week, you will have a typed up resource list for each participant based on the information gathered.

### Conclusion:

“Each of the categories of leisure service providers that we have examined makes a contribution to the total resources available in the community. To effectively utilize those resources, one must know something about them. Knowing differences and similarities that exist among these categories can provide valuable guide posts in arriving at intelligent decisions relate to leisure participation.”

“What questions might you have?”

# Agency Resource List

## Commercial Agencies

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

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Programs offered: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Transportation available: yes \_\_\_\_\_ no \_\_\_\_\_ If yes, \_\_\_\_\_

\_\_\_\_\_

Costs of participation: \_\_\_\_\_

Special equipment required: \_\_\_\_\_

Membership or eligibility restrictions: \_\_\_\_\_

\_\_\_\_\_

Additional information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Programs offered: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Transportation available: yes \_\_\_\_\_ no \_\_\_\_\_ If yes, \_\_\_\_\_

\_\_\_\_\_

Costs of participation: \_\_\_\_\_

Special equipment required: \_\_\_\_\_

Membership or eligibility restrictions: \_\_\_\_\_

\_\_\_\_\_

Additional information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Agency Resource List

## Voluntary Programs

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

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Programs offered: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Transportation available: yes \_\_\_\_\_ no \_\_\_\_\_ If yes, \_\_\_\_\_

Costs of participation: \_\_\_\_\_

Special equipment required: \_\_\_\_\_

Membership or eligibility restrictions: \_\_\_\_\_

Additional information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Programs offered: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Transportation available: yes \_\_\_\_\_ no \_\_\_\_\_ If yes, \_\_\_\_\_

Costs of participation: \_\_\_\_\_

Special equipment required: \_\_\_\_\_

Membership or eligibility restrictions: \_\_\_\_\_

Additional information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Agency Resource List

## Public Schools/Adult Education

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

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Programs offered: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Transportation available: yes \_\_\_\_\_ no \_\_\_\_\_ If yes, \_\_\_\_\_

Costs of participation: \_\_\_\_\_

Special equipment required: \_\_\_\_\_

Membership or eligibility restrictions: \_\_\_\_\_

Additional information: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Programs offered: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Transportation available: yes \_\_\_\_\_ no \_\_\_\_\_ If yes, \_\_\_\_\_

Costs of participation: \_\_\_\_\_

Special equipment required: \_\_\_\_\_

Membership or eligibility restrictions: \_\_\_\_\_

Additional information: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



# Agency Resource List

## Religious Organizations

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

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Programs offered: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Transportation available: yes \_\_\_\_\_ no \_\_\_\_\_ If yes, \_\_\_\_\_

Costs of participation: \_\_\_\_\_

Special equipment required: \_\_\_\_\_

Membership or eligibility restrictions: \_\_\_\_\_

Additional information: \_\_\_\_\_

\_\_\_\_\_

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

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Programs offered: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Transportation available: yes \_\_\_\_\_ no \_\_\_\_\_ If yes, \_\_\_\_\_

Costs of participation: \_\_\_\_\_

Special equipment required: \_\_\_\_\_

Membership or eligibility restrictions: \_\_\_\_\_

Additional information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Agency Resource List

## Public (Municipal) Agencies

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

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Programs offered: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Transportation available: yes \_\_\_\_\_ no \_\_\_\_\_ If yes, \_\_\_\_\_

Costs of participation: \_\_\_\_\_

Special equipment required: \_\_\_\_\_

Membership or eligibility restrictions: \_\_\_\_\_

Additional information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Programs offered: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Transportation available: yes \_\_\_\_\_ no \_\_\_\_\_ If yes, \_\_\_\_\_

Costs of participation: \_\_\_\_\_

Special equipment required: \_\_\_\_\_

Membership or eligibility restrictions: \_\_\_\_\_

Additional information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Leisure Education Session

Week 6: Quality of Life

Goal 6: Demonstrate knowledge of aspects of quality of life

Objective 6.1: At the end of the session, the participant will be able to demonstrate knowledge of several physical aspects of quality of life by verbally identifying three physical aspects of quality of life (diet and nutrition, exercise, and strength and endurance) with 100% accuracy.

### Activity:

#### 1) Orientation Activity:

Have the participants sit in a circle. Have each individual state their name and tell the person on their left a type of leisure activity that reminds them of that person.

#### 2) Debriefing Activity:

Ask the following questions:

- Was it difficult to come up with a type of leisure activity for the person on your left? If so, why?
- Were you surprised with the type of leisure activity that was said about you? If so, why?
- Would you have thought of the type of leisure activity to describe yourself that was said about you? If not, which one would you have chosen for yourself?

#### 3) Introduction:

“An important aspect of participating in leisure activities is understanding the impact that leisure has on our quality of life. Various components of our life such as our physical health, emotional health, spiritual development, the environment in which we live, our ability to grow and learn, and our leisure lifestyle all play an important role in our overall perception of quality of life.”

### Physical Health:

“How we feel about ourselves and our ability to get around and take care of our daily needs are important components of how we feel. There are many components to our physical health such as diet and nutrition, exercise, and strength and endurance. Taking care of our self and being able to maintain a level of independence has a great impact on our perception of quality of life.”

### Diet and Nutrition:

“How we eat and what we eat have a significant impact on how we feel. Maintaining a proper diet that includes well-balanced meals and plenty of water will greatly influence our health. Eating a balanced diet with proper proportions of vitamins, fiber, carbohydrates, fats and protein, can allow us to have energy to take us through the day. When we skip meals or eat too much we often times feel sluggish and our bodies are trying to maintain without an energy source. It is through this energy source that we find the ability to stay alert and active throughout the day.”

### Exercise:

“As we age our basal metabolism slows down. Our basal metabolism is what burns off excess calories and turns our food source into energy. To maintain a healthy lifestyle it is necessary to keep active through a level of physical exercise. This may be taking a daily walk, or stretching in our apartment. Participating in a daily exercise program where you live, helps: 1) increase blood flow; 2) movement of joints; and, 3) increases the flow of oxygen throughout your system. This increased oxygen will allow you to feel better, have more energy, and will keep you alert and active.

“An exercise program that is designed to produce optimal results will include a variety of exercises which affect different aspects of physical functioning. Flexibility and having full range of motion in your shoulders, arms, hips, legs and ankles will ultimately increase your independence and ability to maintain an active lifestyle. As we age, we typically lose muscle elasticity and there is an element of stiffness in our joints due to the thickening of the tissue in these areas. By maintaining a level of exercise, we are able to counteract this deterioration by stretching the muscles to prevent them from becoming short and tight.”

### Strength and Endurance:

“Strength training programs should be designed to increase muscular endurance and strength. Increased muscle strength can improve our speed of walking, and enhance our ability to climb stairs, rise from a chair, get in and out of our bathtub, and other activities that we participate in on a daily basis. By maintaining a level of strength, we may decrease our risk of falls. Falls for older adults can be devastating resulting in joint replacement and could potentially include permanent disabilities.

“Aerobic exercise is any level of physical activity that elevates the heart rate over a sustained period of time. Common aerobic exercises include walking, swimming, jogging, bicycling, and aerobic dance. Aerobic exercise increases maximal oxygen consumption, strengthens the heart muscle, and increases pumping efficiency. Maximal oxygen consumption or uptake refers to the amount

of oxygen taken in and distributed to working muscles during exercise at a maximum rate.

“By participating in some form of aerobic exercise we can reduce the risk of heart disease. Exercise reduces the level of LDL cholesterol (bad cholesterol) and increases HDL cholesterol (good cholesterol). This change in cholesterol levels may lower the risk of heart disease. Aerobic exercise also increases our basal metabolic rate that will allow us to burn off more calories during and after we exercise.”

### Learning Activity:

#### Physical Aspects of Quality of Life:

Give each participant a form titled: Physical Aspects of Quality of Life. Have them fill out the form independently. Have them rate how important each level of activity is and resources available to them in each area. Have them think of one activity that they participate in currently and a potential activity for future participation.

### Debriefing:

Ask the following questions:

- Does the way you feel about your physical health have a direct impact on your quality of life? If so, how?
- Do you feel that you have the ability to control your physical aspect of quality of life? If so, how? If not, why not?
- What areas do you feel are the most important to you? Why?
- Are there current programs and resources for each of the areas where you live? If so, what are they?
- Are there activities, which you are interested in participating but do not have access to currently? If so, what are they?
- What are various resources for you future listed activities?

### Conclusion:

“How we feel about our physical abilities has a direct impact on our quality of life from a physical perspective. Being able to feel that we have control over our ability to eat a proper diet, participate in an exercise program, or maintain our strength and endurance allows us to enhance our quality of life by choosing what we want to do and what is important to us.

“What questions might you have?”

# Physical Aspects of Quality of Life

	Level of importance	Current programs	Future programs	Resources
Diet and Nutrition				
Exercise				
Strength and Endurance				

- 1) Rate the level of importance of each area with:  
 1 = not very important    2 = somewhat important    3 = very important
- 2) List activities under each category in which you currently participate
- 3) List activities that you are potentially interested in participating
- 4) List possible resources for each of the future activities

Objective 6.2: At the end of the session, the participant will be able to demonstrate knowledge of the aspects of how their environment affects perceptions of quality of life by verbally stating three components of the environment with 100% accuracy.

Activities:

1) Orientation Activity:

Have everyone sit in a circle. Give them each a piece of paper and a pencil. Have them draw a large box on the paper. Instruct them to list three personal belongings that they would keep in this room if that was all they were allowed. (Do not include: refrigerator, toilet, stove, bed, or any other necessary items for survival).

2) Debriefing Activity:

Ask the following questions:

- What belongings did you list? Why?
- Was it difficult to think of anything? If so, why?
- Did you have a hard time only picking three? If so, why? If not, why not?

3) Introduction:

“The environment we live in is very important to our quality of life. We often times choose where we want to live and what we want to have with us in that environment. Additional elements such as safety, security, companionship, and convenience make our environment desirable.

Safety and Security:

“Living in an environment that provides safety and security is very desirable as we age. Often times we will decrease our trips away from home in the evenings (after dark) for fear of safety. Having all of our needs met under one roof is becoming a lifestyle that is chosen by many older adults. Being secure and having the ability to walk to your neighbor’s apartment without the fear of safety is sought after by many.

“The knowledge of having staff available in case of an emergency also allows us an added sense of safety in our living environment. Being able to notify staff with a call button or emergency phone call give us a sense of well being.”

### Companionship:

“Humans are social beings. The need for companionship and socialization is necessary for many as a component of survival. As we age, our family and friends pass on and we are often times left alone. Intimacy, a sense of belonging, and interdependency are important needs related to quality of life that friendships can foster.

“Our living environment plays an important role in fostering those relationships. With neighbor’s close by there is an increased chance of developing new friendships and an opportunity to enhance opportunities for quality experiences. Choosing to live in an environment that may bring us closer to family is equally important. Having the social contact with family and friends makes our living environment more appealing.”

### Convenience:

“Having everything we need in one location makes our lives simpler. Although making significant lifestyle changes in moving from an independent home lifestyle to a residential retirement facility can be stressful, the knowledge that all our needs are being met under one roof can be calming.

Conveniences such as meal preparation, beauty needs, activity programming, and bill consolidation can provide less stress and allow time to focus on other aspects of life. With these conveniences, we are able to become involved in other interests and make the most of our situations.”

### Programming:

“Having opportunities to socialize and participate in a variety of activities (church, crafts, games, socials, etc.) is important in our living environment. The use of activities to promote health, prevent impairment and dependence, maintain optimal functional capability, and to enhance social interaction are necessary in order to have quality of life.

“A variety of programming is also necessary. Programs need to meet our physical, social, emotional, spiritual, and cognitive aspects. A living environment that offers all of these components is desirable.”

### Learning Activity:

#### Environmental Aspects of Quality of Life:

Give each participant the form titled: Environmental Aspects of Quality of Life. Have them list under each topic components of their living environment that are important to them.



Debriefing Activity:

Ask the following questions:

- What components did you list under the safety category?
- What did you list under the security category?
- Did you place any information under programming? If so, what?
- What did you list in the companionship category?

Conclusion:

“Living in an environment that provides safety, security, convenience, programming, and companionship becomes more important as we age. Having these needs met can have a direct impact on our perceptions of quality of life.

“What questions might you have?”

# Environmental Aspects of Quality of Life

**Safety**

**Security**

**Convenience**

**Companionship**

**Programming**

---

Under each heading list components of your living environment that meet your needs in each area. Also, list areas where you would like to see improvement and what suggestions you may have for improvement.

Objective 6.3: At the end of the session, the participant will be able to demonstrate knowledge of the aspects of how leisure affects perceptions of quality of life by verbally stating three components of the relationship between leisure and quality of life with 100% accuracy.

Activities:

1) Orientation Activity:

Have the group sit in a circle. One at a time, have each person introduce themselves and state one quality that leisure has for them. For example: My name is \_\_\_\_\_ and leisure allows me to relax.

2) Debriefing Activity:

Ask the following questions:

- Was it hard to come up with a quality associated with leisure? Why or why not?
- Do various leisure experiences offer different qualities? If so, how?

3) Introduction:

Another aspect of our quality of life is when and how we spend our free time. Our choice to participate in a variety of activities is simply our choice. We all have our own definitions of leisure and the values that leisure has in our own lifestyle. It is important to understand the relationship between leisure and quality of life.

Leisure and Quality of Life:

“The concept of quality of life is multifaceted. Quality of life can be described as: the degree to which an individual enjoys the possibilities in his/her life. Concepts of quality of life include leisure and living a healthy leisure lifestyle. Having choices and opportunities to participate in leisure based activities and maintaining a sense of belonging based on those activities is necessary to maintain a healthy leisure lifestyle. The opportunity for growth as well as the desire to learn also are important concepts in understand leisure and quality of life. Understanding the definition of leisure, as well as determining how leisure relates to our own lifestyles will help us understand how participation in leisure activities can enhance our perceptions of quality of life.

### Definition of Leisure:

“As you learned in the first week of this program, leisure is defined as: 1) activity; 2) a state of mind; 3) unobligated time; or 4) a combination of activity, time, and state of mind. The definition of leisure is a very individualistic concept and each of us may and most often do have our own definition of what leisure is to us.

### Leisure as an Activity:

“Various activities that we participate in on a regular basis can be defined as leisure. The activities may be individual or group oriented. They may have a recreation or sports or social context.

“Our definition of leisure as an activity may include:

- 1) social activities (luncheons, parties, bingo)
- 2) arts and crafts (knitting, crocheting)
- 3) hobbies (photography, computer use)
- 4) indoor (watching TV, reading) or outdoor (gardening, going for walks) activities
- 5) gardening (flowers or vegetables)
- 6) active (exercise) or passive (reading the newspaper) activities.

Whichever is our definition, we each value and define leisure as an activity differently.”

### Leisure as a State of Mind:

“Our definition of leisure as a state of mind may include:

- 1) celebration of special events
- 2) talking with a friend
- 3) watching the sun set
- 4) planting a garden and watching it grow
- 5) listening to a radio show

“We all spend our free time in our own unique way and how we define our leisure activities is as unique as the time in which it is spent. How we feel about the activity and the internal rewards that come from participation in the activity is what makes the definition of leisure unique.

### Leisure as Unobligated Time:

“When we define the concept of leisure as unobligated time, it is describing the time that we have free from other activities such as volunteer work, hygiene, house work, and scheduled appointments. It is unscheduled time that we have a choice in what we want to do.

Leisure as unobligated time may include:

- 1) sitting in your apartment reading a book
- 2) working on a quilting project
- 3) going for a walk outside
- 4) volunteering at the hospital
- 5) teaching Sunday school to children
- 6) going to club or organization meetings
- 7) researching genealogy on your computer

“Whatever the activity, you have chosen to participate based on the motivation you have for the activity and you participate when you are not obligated to do other activities.

### Learning Activity:

#### Leisure Values Form

Have each participant fill out the Leisure Values Form. Based on the sessions for the past six weeks how have their values of leisure changed or stayed the same.

### Debriefing Activity:

Ask the following questions:

- Based on your scores from the first time you filled out this form have your leisure values changed? If so, how? If not, why not?
- If your values of leisure have changed, what do you think influenced this change?
- Is your concept and personal definition of leisure now different from the first week of the program? If so, how? If not, why not?

Conclusion:

“Being able to define leisure and understand how the concept of a healthy leisure lifestyle enhances our quality of life is important. It is important to understand that we all have our own unique definition of leisure and the way in which leisure fits into our life. I hopefully have broadened your definition of leisure and allowed you the opportunity to review old activities and focus on new activities that can ultimately enhance your quality of life.

“What questions might you have?”

# Leisure Values Form

Leisure is:

Exciting	1	2	3	4	5	Boring
Gratifying	1	2	3	4	5	Disappointing
Important	1	2	3	4	5	Trivial
Acceptance	1	2	3	4	5	Rejection
Bold	1	2	3	4	5	Timid
Positive	1	2	3	4	5	Negative
Action	1	2	3	4	5	Idleness
Growing	1	2	3	4	5	Stagnating
Expressive	1	2	3	4	5	Passive
Creative	1	2	3	4	5	Repetitious

APPENDIX C  
ORIENTATION PACKET



**The effects of a leisure education program on perceptions of quality of life  
in older adults.**

Maridith A. Janssen, M.A., RTC/CTRS

Thank you for your interest in this leisure education/quality of life research study. I want to provide you with a program that promotes leisure and enhances your perception of quality of life. To help achieve this, I have designed a study that introduces you to leisure as a lifestyle choice. Through participation in a comprehensive leisure education program, you will be able to determine what constitutes your current perception of quality of life and how a leisure lifestyle can help enhance that perception. I am committed to providing you with a safe and educational experience and hope that you will enjoy the information and find it useful for your future involvement in leisure based activities. My philosophy for this study is based on:

**Education**

- promote the value of leisure in ones lifestyle and how it can enhance your quality of life
- provide you with the concept of a leisure lifestyle and how it can be applied to your everyday life

**Application**

- teach you various leisure based activities that can become lifelong skills
- provide you with opportunities to practice leisure in your environment

**Evaluation**

- collect data to measure the impact of leisure education on perceptions of quality of life
- provide means to self-evaluate personal leisure needs and lifestyle

**Support**

- inform you of a multitude of resources for future leisure programming
- help identify leisure based resources within your living environment as well as within your community
- identify leisure needs based on your program and notify your facility of ways to meet those needs

**Oklahoma State University  
Leisure Studies Research Project**

**Title:** The effects of a leisure education program on perceptions of quality of life in older adults.

**I. Participants-** males and females between ages 62-99

**II. Assessment-** Quality of Life Profile: Senior Version (short version)

**III. Program-**

1. No cost
2. 7 weeks (1 week orientation and pre-test, 6 weeks leisure education sessions and post test)
3. Meet 2 times a week
4. 45 to 90 minutes each leisure education session
5. Meets at your facility

**IV. Timeline-**

1. 1 <sup>st</sup> group meeting, orientation and pre-assessment	March 24
2. Week one leisure education session	March 29
3. Week two leisure education session	April 5
4. Week three leisure education session	April 12
5. Week four leisure education session	April 19
6. Week five leisure education session	April 29
7. Week six leisure education session	May 3
8. 2 <sup>nd</sup> group meeting, post-test	May 6

**V. Personnel-**

1. Maridith A. Janssen (Dept. SAHEP)  
Work: (405) 744-5507 Home: (405) 624-3665

## **Program Schedule**

### **1. March 24, 1999**                      Wednesday

Distribute folders containing:

- Program Intent and Philosophy Statement
- Participant Consent (must be completed by March 24)
- Demographic Information Sheet (completed by March 24)
- Leisure Education Sessions Outline
- Quality of Life Profile: Senior Version short form

Pre-assessment

### **2. Week of March 29th**

Leisure Education Session # 1 – Leisure Appreciation

- Definitions of leisure and leisure lifestyle
- Role that leisure plays in our society
- Outcomes of leisure participation
- Barriers to leisure participation
- Strategies to overcome barriers to leisure

### **3. Week of April 5th**

Leisure Education Session # 2 – Awareness of Self in Leisure

- Personal attitudes toward leisure
- Factors that may affect leisure participation
- Past recreation involvement
- Current recreation involvement
- Possible preferred future recreation activities

### **4. Week of April 12th**

Leisure Education Session # 3 – Self-Determination in Leisure

- Personal successes in leisure
- Importance of personal growth associated with leisure
- Importance of personal responsibility for leisure participation
- Ability to express preferences
- Assertive behaviors

**5. Week of April 19th**

Leisure Education Session # 4 – Making Decisions Regarding  
Leisure Participation

- Personal leisure participation goals
- Activities to achieve leisure goals
- Requirements of activities identified to achieve leisure goals
- Available personal resources needed for participation in activities intended to achieve leisure goals

**6. Week of April 26th**

Leisure Education Session # 5 – Knowledge and Utilization of  
Resources Facilitating Leisure

- Information to solicit from leisure resources
- Printed resources facilitating leisure participation
- Human resources facilitating leisure participation
- Agency resources facilitating leisure participation

**7. Week of May 3rd**

Leisure Education Session # 6 – Leisure and Quality of Life

- Definition of quality of life
- Physical aspects of quality of life
- Environmental aspects of quality of life
- Leisure and quality of life

**8. May 6th**

Post-assessment  
Conclusion meeting (celebration)  
Refreshments

## **Control Group Information**

A **Control Group** will be utilized in this study. A random selection will determine who will receive the treatment (leisure education sessions) and who will receive the control (no sessions for six weeks). If you are selected to the control group, I ask that you follow these guidelines:

1. Continue your regular daily activities.
2. **DO NOT PARTICIPATE** in any leisure education sessions at this facility or any other leisure education program.
3. Participate in the **pre and post assessments** within this study.
4. Participate in the closing meeting.
5. Have an option to participate in a (3) week leisure education program immediately following this study. (May 10 to May 24 )

### **Dates to Remember!**

#### **Pre-assessment**

March 24th

#### **Post-assessment**

Week of May 3rd

#### **Optional leisure education program**

Weeks of May 10th through May 24th

APPENDIX D

IRB FORM

OKLAHOMA STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD

DATE: 03-05-99

IRB #: ED-99-094

**Proposal Title: THE EFFECTS OF A LEISURE EDUCATION PROGRAM ON PERCEPTIONS OF QUALITY OF LIFE IN OLDER ADULTS RESIDING IN RESIDENTIAL STYLE RETIREMENT CENTERS**

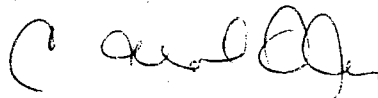
**Principal Investigator(s): Suzie W.L. Lane, Maridith A. Janssen**

**Reviewed and Processed as: Exempt**

**Approval Status Recommended by Reviewer(s): Approved**

---

Signature:



Date: March 5, 1999

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Carol Olson, Director of University Research Compliance  
cc: Maridith A. Janssen

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

**APPENDIX E**  
**DEMOGRAPHICS SHEETS**



## Demographic Information (Pretest)

Instructions: Carefully read each one of the following questions and give the appropriate answer. **Be sure to answer all of the questions.**

1. Please indicate your Date of birth: \_\_\_\_\_  
mm/dd/yy
2. Circle your Gender:            Male                            Female
3. Telephone number: \_\_\_\_\_
4. Have you ever participated in any leisure education program that consisted of the following components?

Circle your response:

Leisure Awareness	Yes	No
Self-awareness in Leisure	Yes	No
Self-determination in Leisure	Yes	No
Decision making regarding Leisure	Yes	No
Resources for Leisure	Yes	No
Leisure and Quality of Life	Yes	No

Thank you for your assistance.

Subject # \_\_\_\_\_

## Demographic Information (Posttest)

Instructions: Carefully read each one of the following questions and give the appropriate answer. **Be sure to answer all of the questions.**

1. Please indicate your Date of birth: \_\_\_\_\_  
mm/dd/yy

2. Telephone number: \_\_\_\_\_

3. Circle your Gender:            Male            Female

4. How long have you been living at your current residence?

\_\_\_\_\_                      \_\_\_\_\_  
months                      years

5. **For control group participants only:**

Would you be interested in participating in a 3 week leisure education session beginning May 10<sup>th</sup>?

\_\_\_\_\_ yes    \_\_\_\_\_ no

Thank you for your assistance.

Subject # \_\_\_\_\_

**APPENDIX F**

**QUALITY OF LIFE PROFILE: SENIOR VERSION**

## WHAT IS QUALITY OF LIFE?

Quality of Life, in simple terms, means: **“How good is your life for you?”** The answer to this question is a measure of a person’s **Quality of Life**. Every person’s life is different, and thus the way in which each person experiences a quality of life is unique. Individuals lead complex lives that have many dimensions. A quality of life approach recognizes that there are many different aspects of living that may contribute to quality.

In order to answer the question as fully as possible, we look at 9 specific areas of life that are an important part of the lives of all people.

### The Nine Areas of Life

#### BEING

Physical  
Psychological  
Spiritual

*My body and health*  
*My thoughts and feelings*  
*My beliefs and values*

#### BELONGING

Physical  
Social  
Community

*Where I live and spend my time*  
*The people around me*  
*My access to community resources*

#### BECOMING

Practical  
Leisure  
Growth

*The daily things I do*  
*The things I do for fun and enjoyment*  
*The things I do to cope and change*

## BEING: Who You Are As A Person

- Physical Being** Important aspects of *Physical Being* include physical health, nutrition, personal hygiene, being physically able to do the things one wants and to get around the home and neighborhood, and keeping fit.
- Psychological Being** *Psychological Being* reflects mental health and the quality of your relationship to yourself. Important aspects of *Psychological Being* include satisfaction with self, a positive attitude to life, freedom from stress, thinking and acting independently, and coping with life's changes.
- Spiritual Being** *Spiritual Being* involves having personal values (beliefs of right and wrong, good and bad), personal standards to live by, and spiritual beliefs. Spiritual beliefs may or may not be characterized by formal religious beliefs. Other important aspects of *Spiritual Being* include feelings of hope and purpose, acting in an altruistic manner, and having things to look forward to.

## BELONGING: How You Fit In With People And Places

- Physical Belonging** *Physical Belonging* pertains to how you fit in with the physical aspects of your environment. Important aspects of *Physical Belonging* include the place where you live, your material possessions, your privacy, your feelings of safety, and the neighborhood where you live.
- Social Belonging** *Social Belonging* refers to how you fit with the people around you in your life. Important aspects of *Social Belonging* include your relationship with your family members, friends, and with other people you know casually. Other aspects are the social groups which you are involved in, and the cultural or interest groups with which you identify.
- Community Belonging** *Community Belonging* has to do with the connection between you and the resources that are typically available to most members of your community. Important aspects of *Community Belonging* include having access to social and medical services, financial resources, as well as access to community places and events.

**BECOMING: Things You Do In Your Life That Defines You**

- Practical Becoming**      *Practical Becoming* concerns the practical, purposeful activities in your life. Important aspects of *Practical Becoming* include work around home, helping other people do things, looking after your own affairs, looking after other people, and seeking out services helpful to you (e.g., health or social services).
- Leisure Becoming**      *Leisure Becoming* involves the things you do for fun and enjoyment. Important aspects are activities such as a stroll through your neighborhood park, a visit with family or friends, reading, watching TV, engaging in a hobby, and going to a movie or to the theatre.
- Growth Becoming**      *Growth Becoming* refers to adjusting to life's changes and improving yourself. Important aspects include learning new things, improving or maintaining physical and mental skills, solving problems, trying out new activities and ideas, and adjusting to changes in your life.

**Additional Information**

Further discussion of quality of life concepts and their application can be found on the Quality of Life Research Unit web-site: [www.utoronto.ca/qol](http://www.utoronto.ca/qol).

Quality of life books, journal articles, papers and other resources are also listed and can be ordered directly from the site.

## SCORING THE QUESTIONNAIRE

There are 54 items on the questionnaire -- 6 for each of the 9 areas of life. Each of the 54 items is scored according to:

- Its *importance* to you
- Your level of *satisfaction* with it

Additionally, the nine areas of life are rated according to:

- How much *control* you have over it
- Whether there are *opportunities* for improvement or change.

When scoring each of the sections:

- Rate each of the items from 1 to 5, using the rating scale at the bottom of each page.
- Answer each question in terms of your life as it is right now.
- Answer each question whether or not you can actually participate in or do the activities described. For example, you may not do any caring for a spouse or other adult but it might be important to you. Likewise, it might not be important to you and you may be quite satisfied with that.
- If you feel that the question does not apply to you, you would give a rating of "N/A" (Not Applicable).
- If you cannot answer the question because you are very unsure, give a rating of "DK" (Don't Know).
- Please complete your ratings as honestly and accurately as you can.

## Scoring Importance

How important is this to me in my life?

How much do I care about this?

- Assign a score of **5** if this item is a dominant and driving force in your life. This score means that this area of life is a “reason for being,” and that it is highly important to your daily activities and/or thoughts.
- Assign a score of **4** if this term is a strong, but not dominating, force in your life. It should be used when many of your daily activities and thoughts are determined by this area.
- Assign a score of **3** if this item is part of your daily life activities, but does not take on particular importance.
- Assign a score of **2** if this item has some, but only a small, impact on your daily activities and thoughts, or if it is not very relevant to your life.
- Assign a score of **1** if this item has extremely limited or no impact on your daily activities and/or thoughts. This score means that this area of life has almost no relevance to your life.

## Scoring Satisfaction

How satisfied am I with this part of my life?

How happy am I with this aspect of my life?

- Assign a score of **5** if you are very strongly satisfied with this area of life. You should feel extremely fulfilled in this area and have strong feelings of pleasure or satisfaction that are of an ongoing, not a temporary, nature.
- Assign a score of **4** if you are very satisfied – but not exceptionally so – with this area of life and it is a source of considerable pleasure.
- Assign a score of **3** if you are satisfied with this area of life, but do not think about it especially. Also score 3 if you have scored low on Importance and you feel neither satisfaction or dissatisfaction.
- Assign a score of **2** if you are only a little satisfied with this area of life. Also assign 2 if you feel mild dissatisfaction with this area of life, as it is now.
- Assign a score of **1** if you are very dissatisfied with this area of life as it is now.



### Scoring Control

How much control do I have over this part of my life?

How much am I in charge of this aspect of my life?

- Rate an item **5** if you have almost total control in this area of your life. You take a full part in making important decisions, or have directed others to make them for you.
- Rate an item **4** if you have quite a bit of control in this area of your life. You take part in making most decisions, or have directed others to make them for you.
- Rate an item **3** if you have some control in this area of your life. You cannot take a full part in making decisions, because in some ways this area is beyond your control.
- Rate an item **2** if you have little control in this area of your life. You cannot take an active part in making decisions, because this area is mostly beyond your control.
- Rate an item **1** if you have almost none or no control in this area of your life. You take very little part in making decisions, because this area is beyond your control.

### Scoring Opportunities

Are there opportunities for me to improve or change this part of my life?

Are there alternative choices available to me about this aspect of my life?

- Rate an item **5** if there are a very large number of opportunities for improvement available to you in this area of your life.
- Rate an item **4** if there are many opportunities for improvement available to you in this area of your life.
- Rate an item **3** if there are only some opportunities for improvement available to you in this area of your life.
- Rate an item **2** if there are only a few opportunities for improvement available to you in this area of your life.
- Rate an item **1** if there are no opportunities for improvement available to you in this area of your life.

**BEING**

**IMPORTANCE** 7

**PHYSICAL: My body and my health**

How important to me is--?

- 1. Being physically able to get around my home/neighborhood. \_\_\_\_\_
- 2. Exercising and keeping fit. \_\_\_\_\_
- 3. Good nutrition and eating the right foods. \_\_\_\_\_
- 4. Having enough money to do the things I want to. \_\_\_\_\_
- 5. Maintaining my personal hygiene. \_\_\_\_\_
- 6. My overall physical health. \_\_\_\_\_

**PSYCHOLOGICAL: My thought and feelings**

How important to me is --?

- 1. Making my own decisions. \_\_\_\_\_
- 2. Being able to remember things. \_\_\_\_\_
- 3. Being free of worry, stress, and sadness. \_\_\_\_\_
- 4. Coping with what life brings. \_\_\_\_\_
- 5. Feeling good about myself. \_\_\_\_\_
- 6. Having a positive attitude towards life. \_\_\_\_\_

**SPIRITUAL: My beliefs and values**

How important to me is --?

- 1. Being caring towards other people. \_\_\_\_\_
- 2. Feeling peaceful within myself. \_\_\_\_\_
- 3. Feeling that my life is accomplishing something. \_\_\_\_\_
- 4. Having hope. \_\_\_\_\_
- 5. Having religious beliefs. \_\_\_\_\_
- 6. Having things to look forward to. \_\_\_\_\_

RATING SCALE				
1	2	3	4	5
Not at all important	Not very important	Somewhat important	Very important	Extremely important
Don't know: DK			Not applicable: NA	

**BELONGING**

IMPORTANCE 8

**PHYSICAL: Where I live and spend my time**

How important to me is --?

- 1. Being able to make my own household decisions. \_\_\_\_\_
- 2. Living in a safe place. \_\_\_\_\_
- 3. Having a space for privacy. \_\_\_\_\_
- 4. Having my own personal things. \_\_\_\_\_
- 5. Living in a comfortable place. \_\_\_\_\_
- 6. Living near my family or friends. \_\_\_\_\_

**SOCIAL: The people around me**

How important to me is --?

- 1. Being able to count on family members for help. \_\_\_\_\_
- 2. Having friends. \_\_\_\_\_
- 3. Having people close by who speak my language. \_\_\_\_\_
- 4. Meeting in social/cultural/interest/faith groups. \_\_\_\_\_
- 5. Not being a burden to people in my family. \_\_\_\_\_
- 6. Spending time with adult members of my family. \_\_\_\_\_

**COMMUNITY: My access to community resources**

How important to me is --?

- 1. Being able to get medical services. \_\_\_\_\_
- 2. Being able to live in affordable housing. \_\_\_\_\_
- 3. Feeling government is understanding of my needs. \_\_\_\_\_
- 4. Going places in my neighborhood (stores, etc.). \_\_\_\_\_
- 5. Having enough money to live comfortably. \_\_\_\_\_
- 6. Having transportation that allows me to get where I want to be. \_\_\_\_\_

RATING SCALE				
1	2	3	4	5
Not at all important	Not very important	Somewhat important	Very important	Extremely important
Don't know: DK			Not applicable: NA	

**BECOMING**

**PRACTICAL: The daily things I do**

How important to me is --?

- 1. The caring I do for a spouse or other adult. \_\_\_\_\_
- 2. Doing things around my house (cleaning, cooking, etc.). \_\_\_\_\_
- 3. Doing things to take care of myself. \_\_\_\_\_
- 4. Going to appointments (doctor, dentist, etc.). \_\_\_\_\_
- 5. Looking after grandchildren or other children \_\_\_\_\_
- 6. Shopping for myself or others. \_\_\_\_\_

**LEISURE: The things I do for enjoyment**

How important to me is --?

- 1. Getting out with others (shopping, lunch, etc.). \_\_\_\_\_
- 2. Having hobbies (gardening, knitting, painting, etc.). \_\_\_\_\_
- 3. Having indoor activities (TV, reading, etc.). \_\_\_\_\_
- 4. Having outdoor activities (walks, cycling, sitting on a park bench, etc.). \_\_\_\_\_
- 5. Visiting and socializing with friends or neighbors. \_\_\_\_\_
- 6. Visiting and socializing with people in my family. \_\_\_\_\_

**GROWTH: The things I do to improve and change**

How important to me is --?

- 1. Adjusting to changes in my personal life. \_\_\_\_\_
- 2. Creating new challenges/projects in my life. \_\_\_\_\_
- 3. Improving or keeping up my thinking and memory skills. \_\_\_\_\_
- 4. Improving or keeping up my physical health. \_\_\_\_\_
- 5. Learning about new things. \_\_\_\_\_
- 6. Solving my own problems. \_\_\_\_\_

RATING SCALE				
1	2	3	4	5
Not at all important	Not very important	Somewhat important	Very important	Extremely important
Don't know: DK			Not applicable: NA	

**BEING**

**SATISFACTION** 10

**PHYSICAL: My body and my health**

How satisfied am I with --?

- 1. Being physically able to get around my home/neighborhood. \_\_\_\_\_
- 2. Exercising and keeping fit. \_\_\_\_\_
- 3. Good nutrition and eating the right foods. \_\_\_\_\_
- 4. Having enough money to do the things I want to. \_\_\_\_\_
- 5. Maintaining my personal hygiene. \_\_\_\_\_
- 6. My overall physical health. \_\_\_\_\_

**PSYCHOLOGICAL: My thought and feelings**

How satisfied am I with --?

- 1. Making my own decisions. \_\_\_\_\_
- 2. Being able to remember things. \_\_\_\_\_
- 3. Being free of worry, stress, and sadness. \_\_\_\_\_
- 4. Coping with what life brings. \_\_\_\_\_
- 5. Feeling good about myself. \_\_\_\_\_
- 6. Having a positive attitude towards life. \_\_\_\_\_

**SPIRITUAL: My beliefs and values**

How satisfied am I with --?

- 1. Being caring towards other people. \_\_\_\_\_
- 2. Feeling peaceful within myself. \_\_\_\_\_
- 3. Feeling that my life is accomplishing something. \_\_\_\_\_
- 4. Having hope. \_\_\_\_\_
- 5. Having religious beliefs. \_\_\_\_\_
- 6. Having things to look forward to. \_\_\_\_\_

RATING SCALE				
1	2	3	4	5
Not at all satisfied	Not very satisfied	Somewhat satisfied	Very satisfied	Extremely satisfied
Don't know: DK			Not applicable: NA	

**BELONGING**

**PHYSICAL: Where I live and spend my time**

How satisfied am I with --?

- 1. Being able to make my own household decisions. \_\_\_\_\_
- 2. Living in a safe place. \_\_\_\_\_
- 3. Having a space for privacy. \_\_\_\_\_
- 4. Having my own personal things. \_\_\_\_\_
- 5. Living in a comfortable place. \_\_\_\_\_
- 6. Living near my family or friends. \_\_\_\_\_

**SOCIAL: The people around me**

How satisfied am I with --?

- 1. Being able to count on family members for help. \_\_\_\_\_
- 2. Having friends. \_\_\_\_\_
- 3. Having people close by who speak my language. \_\_\_\_\_
- 4. Meeting in social/cultural/interest/faith groups. \_\_\_\_\_
- 5. Not being a burden to people in my family. \_\_\_\_\_
- 6. Spending time with adult members of my family. \_\_\_\_\_

**COMMUNITY: My access to community resources**

How satisfied am I with --?

- 1. Being able to get medical services. \_\_\_\_\_
- 2. Being able to live in affordable housing. \_\_\_\_\_
- 3. Feeling government is understanding of my needs. \_\_\_\_\_
- 4. Going places in my neighborhood (stores, etc.). \_\_\_\_\_
- 5. Having enough money to live comfortably. \_\_\_\_\_
- 6. Having transportation that allows me to get where I want to be. \_\_\_\_\_

RATING SCALE				
1	2	3	4	5
Not at all satisfied	Not very satisfied	Somewhat satisfied	Very satisfied	Extremely satisfied
Don't know: DK			Not applicable: NA	

**BECOMING**

**PRACTICAL: The daily things I do**

How satisfied am I with --?

- 1. The caring I do for a spouse or other adult. \_\_\_\_\_
- 2. Doing things around my house (cleaning, cooking, etc.). \_\_\_\_\_
- 3. Doing things to take care of myself. \_\_\_\_\_
- 4. Going to appointments (doctor, dentist, etc.). \_\_\_\_\_
- 5. Looking after grandchildren or other children \_\_\_\_\_
- 6. Shopping for myself or others. \_\_\_\_\_

**LEISURE: The things I do for enjoyment**

How satisfied am I with--?

- 1. Getting out with others (shopping, lunch, etc.). \_\_\_\_\_
- 2. Having hobbies (gardening, knitting, painting, etc.). \_\_\_\_\_
- 3. Having indoor activities (TV, reading, etc.). \_\_\_\_\_
- 4. Having outdoor activities (walks, cycling, sitting on a park bench, etc.). \_\_\_\_\_
- 5. Visiting and socializing with friends or neighbors. \_\_\_\_\_
- 6. Visiting and socializing with people in my family. \_\_\_\_\_

**GROWTH: The things I do to improve and change**

How satisfied am I with --?

- 1. Adjusting to changes in my personal life. \_\_\_\_\_
- 2. Creating new challenges/projects in my life. \_\_\_\_\_
- 3. Improving or keeping up my thinking and memory skills. \_\_\_\_\_
- 4. Improving or keeping up my physical health. \_\_\_\_\_
- 5. Learning about new things. \_\_\_\_\_
- 6. Solving my own problems. \_\_\_\_\_

RATING SCALE				
1	2	3	4	5
Not at all satisfied	Not very satisfied	Somewhat satisfied	Very satisfied	Extremely satisfied
Don't know: DK			Not applicable: NA	

**CONTROL**

How much control do I have over --?

- 1. My physical health. \_\_\_\_\_
- 2. My thoughts and feelings. \_\_\_\_\_
- 3. The spiritual part of my life. \_\_\_\_\_
- 4. Where I am living or will be living. \_\_\_\_\_
- 5. Who I spend my time with. \_\_\_\_\_
- 6. Being able to use what my community has to offer. \_\_\_\_\_
- 7. The everyday things I can do in my life. \_\_\_\_\_
- 8. The things I can do for fun and enjoyment. \_\_\_\_\_
- 9. The things I can do to improve myself. \_\_\_\_\_

RATING SCALE				
1	2	3	4	5
None	A little	Some	Quite a bit	A lot
Don't know: DK			Not applicable: NA	

**OPPORTUNITIES**

Are there opportunities for me to:

- 1. Improve or maintain my physical health? \_\_\_\_\_
- 2. Improve or maintain how I think and feel about things? \_\_\_\_\_
- 3. Improve or maintain my spirituality? \_\_\_\_\_
- 4. Live in a comfortable and pleasing place? \_\_\_\_\_
- 5. Spend time with different people? \_\_\_\_\_
- 6. Use more of what my community has to offer? \_\_\_\_\_
- 7. Do different daily activities than I do now? \_\_\_\_\_
- 8. Do different things for enjoyment than I do now? \_\_\_\_\_
- 9. Learn and do new things? \_\_\_\_\_

RATING SCALE				
1	2	3	4	5
Not at all satisfied	Not very satisfied	Somewhat satisfied	Very satisfied	Extremely satisfied
Don't know: DK			Not applicable: NA	



APPENDIX G  
QUALITY OF LIFE PROFILE: SENIOR VERSION  
SCORE SHEET

## **QUALITY OF LIFE PROFILE SUMMARY**

Scores from the questionnaire can be used in two ways:

- Users of the Quality of Life Profile who have expertise in data analysis and interpretation may calculate Quality of Life Scores according to the instructions and table that follow.
- Those who wish to have data entry, analyses and interpretation carried out for them may arrange to have this done for a fee. Contact: Quality of Life Research Unit, Centre for Health Promotion, University of Toronto, 100 College Street, Suite 511, Toronto, Canada M5G 1L5.

### **Calculating Quality of Life Scores**

- ⇒ Enter scores, on the Score Sheets (pages 17-19) for Importance (Imp), Satisfaction (Sat), Control (Con) and Opportunities (Opps) for each item.
- ⇒ Refer to the table on page 16 to calculate a Basic Score for each item based upon the Importance and Satisfaction scores for that item.
- ⇒ To obtain a Quality of Life Score for each of the nine areas of life:
  - ⇒ Total the Basic Scores within each of the nine areas;
  - ⇒ Divide each total by its valid  $n$ , (i.e., the number of values entered for that area);
  - ⇒ Enter the Basic Score for each of the nine areas of life.
- ⇒ To obtain an overall Being Score: add together the Physical Being Score, Psychological Being Score and the Spiritual Being Score, then divide by three. Calculate overall Belonging and Becoming Scores in a similar way. (page 20)
- ⇒ To arrive at the *Overall Quality of Life Score*, add the *Being*, *Belonging*, and *Becoming* scores and divide by 3. (page 20)
- ⇒ To arrive at the *Overall Control Score*, add the nine *Control* scores and divide by the valid  $n$ . (page 20)
- ⇒ To arrive at the *Overall Opportunities Score*, add the nine *Opportunities* scores and divide by the valid  $n$ . (page 20)

### Interpreting Quality of Life Scores

- Quality of Life scores above 0 reflect positive quality of life and those below 0 represent negative quality of life.
- Items rated as especially important produce especially high QOL scores for items where high enjoyment is indicated. Similarly, items rated as especially important produce especially low Quality of Life scores where lack of enjoyment is indicated. To illustrate, an individual who describes an item as Very Important (4) and reports being Very Satisfied (4) receives score of 1.33. An individual who rates an item as Not Very Important (2) and reports being Not Very Satisfied (2) receives a score of -.67. Items rated as being less important produce more moderate Quality of Life scores.
- An *Overall Quality of Life score* of 1.50 or higher is considered very good and a score of .51 to 1.50 indicates an acceptable situation. Scores of -.50 to +.50 indicate an adequate situation, scores of -.51 to -1.50 are problematic, and scores less than -1.50 are very problematic.
- *Individual items* with scores of 1.66 or more add quality of life at the present time and should be maintained or enhanced. Items that score between 1 and 1.66 add some quality, and might be enhanced. Items that score below 0 might be problem areas that need to be addressed.
- *Control and Opportunities scores* provide an important context in which to interpret quality of life scores. For example, a person may have a good quality of life score for the “daily things I do” but has had very little opportunity to see what other activities are like. Similarly, a person may have a good score on “the people around me” but not have chosen who those people are. Conversely, a person may have a low quality of life score for growth becoming, or “the things I do to improve or change”, yet reports quite a few opportunities in the category.

**Determining Quality of Life Scores from Importance and Satisfaction Ratings**

If Importance =	and Satisfaction =	Quality of Life Score =
5	5	+3.33
	4	+1.66
	3	0
	2	-1.66
	1	-3.33
4	5	+2.66
	3	+1.33
	3	0
	2	-1.33
	1	-2.66
3	5	+2
	4	+1
	3	0
	2	-1
	1	-2
2	5	+1.32
	4	+.66
	3	0
	2	-.66
	1	-1.32
1	5	+.66
	4	+.33
	3	0
	2	-.33
	1	-.66

**PROFILE SUMMARY SHEET                      BEING**

**Quality of Life**  
**Imp      Sat      Score      Con      Opps**

**PHYSICAL BEING**

- 1. Getting around home/neighborhood \_\_\_\_\_
- 2. My exercising and being fit \_\_\_\_\_
- 3. My nutrition and the food I eat \_\_\_\_\_
- 4. Having energy to do things I want \_\_\_\_\_
- 5. Maintaining personal hygiene \_\_\_\_\_
- 6. My overall physical health \_\_\_\_\_

*Physical Being Score* \_\_\_\_\_

\_\_\_\_\_ #1 from  
page 13      #1 from  
page 13

**PSYCHOLOGICAL BEING**

- 1. Making my own decisions \_\_\_\_\_
- 2. Being able to remember things \_\_\_\_\_
- 3. Being free of worry, stress, sadness \_\_\_\_\_
- 4. Coping with what life brings \_\_\_\_\_
- 5. Feeling good about myself \_\_\_\_\_
- 6. Having a positive attitude towards life \_\_\_\_\_

*Psychological Being Score* \_\_\_\_\_

\_\_\_\_\_ #2 from  
page 13      #2 from  
page 13

**SPIRITUAL BEING**

- 1. Being caring towards other people \_\_\_\_\_
- 2. Feeling peaceful within myself \_\_\_\_\_
- 3. Feeling my life accomplishes something \_\_\_\_\_
- 4. Having hope \_\_\_\_\_
- 5. Having religious beliefs \_\_\_\_\_
- 6. Having things to look forward to \_\_\_\_\_

*Spiritual Being Score* \_\_\_\_\_

\_\_\_\_\_ #3 from  
page 13      #3 from  
page 13

**BEING SCORE** \_\_\_\_\_

**PROFILE SUMMARY SHEET BELONGING**

**Quality of Life**  
Imp   Sat   Score   Con   Opps

**PHYSICAL BELONGING**

- 1. Ability to make own household decisions \_\_\_\_\_
- 2. Living in a safe place \_\_\_\_\_
- 3. Having space for privacy \_\_\_\_\_
- 4. Having my own personal things \_\_\_\_\_
- 5. Living in a comfortable place \_\_\_\_\_
- 6. Living near my family or friends \_\_\_\_\_

*Physical Belonging Score* \_\_\_\_\_

\_\_\_\_\_ #4 from page 13   #4 from page 13

**SOCIAL BELONGING**

- 1. Ability to count on family for help \_\_\_\_\_
- 2. Having friends \_\_\_\_\_
- 3. People nearby who speak my language \_\_\_\_\_
- 4. Meeting in social/cultural/interest groups \_\_\_\_\_
- 5. Not being a burden to my family \_\_\_\_\_
- 6. Spending time with adult family members \_\_\_\_\_

*Social Belonging Score* \_\_\_\_\_

\_\_\_\_\_ #5 from page 13   #5 from page 13

**COMMUNITY BELONGING**

- 1. Being able to get medical services \_\_\_\_\_
- 2. Being able to live in affordable housing \_\_\_\_\_
- 3. Feeling government understands my needs \_\_\_\_\_
- 4. Going to places in my neighborhood \_\_\_\_\_
- 5. Having enough money to live comfortably \_\_\_\_\_
- 6. Having transportation \_\_\_\_\_

*Community Belonging Score* \_\_\_\_\_

\_\_\_\_\_ #6 from page 13   #6 from page 13

**BELONGING SCORE** \_\_\_\_\_

**PROFILE SUMMARY SHEET                      BECOMING**

**Quality of Life**  
Imp    Sat    Score    Con    Opps

**PRACTICAL BECOMING**

- 1. The caring I do for spouse/other adult                      \_\_\_\_\_
- 2. Doing work around my home                                      \_\_\_\_\_
- 3. Doing things to take care of myself                          \_\_\_\_\_
- 4. Going to appointments (doctor, dentist)                      \_\_\_\_\_
- 5. Looking after grandchildren/other children                      \_\_\_\_\_
- 6. Shopping for myself or others                                      \_\_\_\_\_

*Practical Becoming Score*                                      \_\_\_\_\_

\_\_\_\_\_ #7 from  
 \_\_\_\_\_ #7 from  
 page 13    page 13

**LEISURE BECOMING**

- 1. Getting out with others    \_\_\_\_\_
- 2. Having hobbies    \_\_\_\_\_
- 3. Having indoor activities    \_\_\_\_\_
- 4. Having outdoor activities    \_\_\_\_\_
- 5. Visiting/Socializing with friends/neighbors                      \_\_\_\_\_
- 6. Visiting/Socializing with family members                      \_\_\_\_\_

*Leisure Becoming Score*                                      \_\_\_\_\_

\_\_\_\_\_ #8 from  
 \_\_\_\_\_ #8 from  
 page 13    page 13

**GROWTH BECOMING**

- 1. Adjusting to changes in personal life                                      \_\_\_\_\_
- 2. Creating new challenges/projects                                      \_\_\_\_\_
- 3. Improving/maintaining thinking and memory                      \_\_\_\_\_
- 4. Improving/maintaining physical health                                      \_\_\_\_\_
- 5. Learning about new things    \_\_\_\_\_
- 6. Solving my own problems    \_\_\_\_\_

*Growth Becoming Score*                                      \_\_\_\_\_

\_\_\_\_\_ #9 from  
 \_\_\_\_\_ #9 from  
 page 13    page 13

**BECOMING SCORE**                                      \_\_\_\_\_

**PROFILE SUMMARY SHEET**

**OVERALL QUALITY OF LIFE**

Add the Being, Belonging, and Becoming scores and divide by 3.

*BEING SCORE* \_\_\_\_\_

*BELONGING SCORE* \_\_\_\_\_

*BECOMING SCORE* \_\_\_\_\_

*OVERALL QUALITY OF LIFE SCORE* \_\_\_\_\_

**PERSONAL CONTROL**

Add items 1 to 9 for Control and Opportunities. Divide by the valid *n*.

*CONTROL* \_\_\_\_\_

*OPPORTUNITIES* \_\_\_\_\_



**APPENDIX H**  
**SUMMARY OF RESPONSES**  
**AND EVALUATIONS**

The therapeutic recreation specialist kept a weekly diary of participant responses to each of the sessions. These responses were randomly selected from the experimental group.

Week 1: Leisure Appreciation

1. Leisure is more complicated than I thought!
2. I feel like I am learning a lot about leisure.
3. These sessions are very enjoyable.
4. Leisure! I've always done these things but never called them leisure.
5. What is free time? Now days we must have a lot of free time.
6. It used to be wrong to play. You have to work all the time to be considered productive. We grew up in a different time than you kids.
7. The importance of religion and spiritual beliefs and how they relate to leisure should be discussed.

Week 2: Self-awareness in Leisure

1. You can always learn more.
2. I don't think you can learn at our age. Have you heard that?
3. I feel better about recreation now than I used to.
4. Interest in an activity must be high or else you probably wouldn't participate.
5. We don't always participate in activities we are interested in. Sometimes we just go along with another individual who has the interest.
6. I enjoy many leisure activities by myself.
7. I have no desire to learn activities because of a change in priorities.
8. Leisure time is all the time since I retired.

Week 3: Self-determination in Leisure

1. When we look at feelings in leisure, it allows me to look at leisure differently.
2. When I look forward to doing what I like, I enjoy it better.
3. What was an interest as a child, continues to be an interest today.
4. By coming to this class, we are able to see other activities that we could do.
5. In fundamental rights we should add: 1) the right to say no to solicitors; 2) the right to not be butted in when waiting in line; and, 3) the right to vote

Week 4: Making Decisions Regarding Leisure Participation

1. We are too old to set goals.
2. This section should be given to people who are just retiring, not to 80 year olds.
3. It was easy to draw my apartment, but hard to think of things to do in each room.
4. I keep circling the same leisure activities. I guess I would like to do them more.
5. I've never looked at leisure this way before.
6. It is difficult to distinguish between short and long term goals.
7. Finding alternatives to leisure activities is difficult.
8. Difficulty in identifying internal versus external resources.

Week 5: Knowledge and Utilization of Resources Regarding Leisure

1. It is very interesting to think of different resources for leisure.
2. Having a multitude of brochures and pamphlets will help me increase my leisure interests.
3. We use to go on trips at this facility in the van, but since we're under a new director that has changed.
4. The brochures were very interesting.
5. I found a whole page in the phone book that I never knew existed!

Week 6: Leisure and Quality of Life

1. I have really enjoyed this class.
2. I feel that this environment offer me everything I could want.
3. I'm trying to eat "better", what ever that means!
4. I now know what leisure is.
5. I plan on pursuing with the facility opportunities for more leisure activities.

2  
VITA

Maridith A. Curfman Janssen

Candidate for the Degree of

Doctor of Education

**Thesis: THE EFFECTS OF A LEISURE EDUCATION PROGRAM ON PERCEPTIONS OF QUALITY OF LIFE IN OLDER ADULTS**

**Major Field: Applied Educational Studies**

**Biographical:**

**Personal Data:** Born in Modesto, California on July 4, 1959, daughter of Janis L. Curfman and the late Cecil H. Curfman.

**Education:** Graduated from Modesto High School, Modesto, California in June 1977; received a Bachelor of Science degree in Recreation Administration from California State University, Sacramento, Sacramento, California in May 1982; received a Master of Arts in Recreation Administration from California State University, Chico, Chico, California in May 1990. Completed the requirements for the Doctor of Education degree with a major in Therapeutic Recreation at Oklahoma State University in July 1999.

**Experience:** Professional Certified Therapeutic Recreation Specialist 1982 – 1999; Instructor in Recreation and Leisure Studies at California State University, Fresno, Fresno, California, 1994; Graduate Teaching Associate, Oklahoma State University, department of Leisure Studies, Stillwater, Oklahoma, 1996-1999.

**Professional Organizations:** National Recreation and Parks Association; National Therapeutic Recreation Society; American Therapeutic Recreation Association; Therapeutic Recreation Association of Oklahoma; Oklahoma Recreation and Parks Society; California Parks and Recreation Society; California Board of Recreation and Park Certification, National Council for Therapeutic Recreation Certification.