Course Discipline and Number: FITN/RECR 163 **Year: 2021-2022**
Course Title: Teambuilding and Group Initiative Activities **Credit Hours: 1**

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: It is the College's policy to provide, on an individual basis, appropriate academic adjustments for to students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.

Course Description

Provides students with the opportunity to learn the fundamentals of low level teambuilding and group initiative activities. Emphasis is placed on leading activities for various groups, applying lessons to a real-life context, and analyzing activities to meet the needs of various groups. Students become prepared to lead teambuilding and group initiative activities for people in an outdoor recreation/education or fitness recreation setting. A teambuilding trip experience is included. This is a hands-on active class and all students are encouraged to participate regardless of any disability. Additional fee required. Prerequisites: Prior completion or concurrent enrollment in MATH 090, ENGL 099, and RDNG 099 if required by placement testing. 1 Cr. (2 Lab.) Fall semester.

Course Context/Audience

This course satisfies an Outdoor Activity Elective requirement in the Outdoor Recreation degree program. It is designed to helps students fulfill the Outdoor Recreation program learning outcome regarding students being able "to demonstrate proficiency, competency and leadership abilities in a skill/knowledge area of outdoor recreation". In addition, it can be taken by all students to fulfill the TC3 fitness or an unrestricted elective requirement. A complete health physical by a licensed physician is recommended for all physical activities including this course.

Basic Skills/Entry Level Expectations

Writing: W1 Student should be taking ENGL 099 (if needed). The course requires very limited writing, e.g., short written responses of a paragraph or less.
Math: M1 Taking MATH 090 (if needed) – Course requires limited use of very basic mathematical skills.
Reading: R1 Course may be taken concurrently with RDNG 099.

Course Goals

Upon successful completion of this course students will be able to: 1. Safely lead a group through various teambuilding and group initiative activities. 2. Analyze teambuilding and group initiative activities for their inherent attributes and be able to select an appropriate activity (or modify an activity) for various group needs. 3. Demonstrate safety techniques for group initiative activities. 4. Explain the intended outcomes for a teambuilding or group initiative activity and how it affects a group. 5. Explain how lessons/outcomes of a teambuilding or group initiative activity impact people in real life.

Course Objectives/Topics

Objective/Topic	% Course
Students will demonstrate a base set of teambuilding or group initiative activity safety skills.	10-20
Students will research and lead several teambuilding or group initiative activities.	20-40
Students will create and maintain a teambuilding and group initiative activity resource binder.	20-40
Students will write lesson plans for teambuilding or group initiative activities.	10-30
Students will identify best practices in teambuilding or group initiative activities.	10-20

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
Students will be able to ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others.	The inherent nature of this class is for students to learn material in class, combine this new information with past experiences and knowledge, and apply the new understandings and philosophies within fieldwork exercises. During the fieldwork they will also apply the information learned experientially while problem solving difficult situations. This course requires students to gather information about games and activities that correlate with group dynamics. They must analyze the activity to ensure it meets the needs of the group and the program. Then the students must be able to evaluate the activity to ensure the objectives are met. If an activity does not meet the objectives or the group's needs, it must be modified to do so. Finally, the abstract concept of the activity must be linked to "real life". Students, in the classroom and on their trips, will work and participate in small groups. To succeed in these social environments, they must understand their own perspective as well as be willing to learn from others in their small group. Living, working and participating in a small group setting in a teambuilding and group initiative program, a student can appreciate the teamwork and group effort necessary to complete their goals and rely on the group to fulfill basic human needs.
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences.	Students planning to pursue teaching will begin to understand both the power that they have and the constraints that they face in classroom teaching. This goal is supported by all of the reading, writing, and discussion that occur in the class.

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Instructional Methods

Appropriate instructional activities/methods include in class exercises, group field experience: biking trips, outside map and compass exercises, bike maintenance, and in-class group work.

Methods of Assessment/Evaluation

Method	% Course Grade
Written Reports, Research and Presentations Teambuilding or group initiative activity research and presentations	20-30%
Participation in class activities and class trip.	20-40%
Resource acquisition and compilation. Example: Students will write and collect resources that correspond with teambuilding or group initiative activities.	10-25%
Final exam: Comprehensive	10-25%
Activity Safety Skills Development Demonstrate working knowledge of fundamentals of teambuilding or group initiative activity safety.	10-25%
NOTE: The course instructor, with approval of the program chair, can make changes to evaluation methods.	

Text(s)

No resources specified

Bibliography

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Richard G. Prouty, Jane Panicucci, Rufus Collinson (2007) Adventure Education: Theory and Applications Kendall/Hunt Publishing 0736061797

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Luckner, J. L., & Nadler, R. S. (1997). Processing the experience: Strategies to enhance and generalize learning (2nd ed.). Dubuque, Iowa: Kendall / Hunt.

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Moore, A. C. (1992). The game finder: A leader's guide to great activities. State College, PA: Venture.

Priest, S. (1998). The effect of program setting and duration on corporate team development. The Journal of Experiential

Education, 21(2), 111-112.

Prouty, D. (1999). Project Adventure: A brief history. In J.C. Miles, & S. Priest (Eds.), Adventure programming. (pp.93-101). State College, PA: Venture.

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Priest, S., and Gass, M. A. (2005) Effective Leadership in Adventure Programming. 2nd edition. Champaign, Il. Human Kinetics.

Prouty, D., Panicucci, J. and Collinson, R. (2007) Adventure Education: Theory and applications. Champaign, Il. Human Kinetics.

Other Learning Resources

Audiovisual No resources specified
Electronic No resources specified
Other No resources specified