

Leisure Time and Recreational Skills

A stylized illustration featuring a large globe in shades of blue and green. In the foreground, a hand is shown holding a yellow and orange ball. In the background, two silhouetted figures are engaged in a game, one appearing to be a basketball player and the other a volleyball player. The background is filled with radiating lines in yellow and orange, suggesting a bright sun or a vibrant atmosphere.

The leisure and recreational skills curriculum can develop social skills, friendships, decision making skills; improve health and well-being, and help people become better connected and valued in their communities. Activities could be done individually, in small or large groups. They may or may not involve family members. These behaviors and skills are a major part of a student's life while in school and after graduation.

The illustrator reminisced about his childhood and childhood activities. He sketched what he remembered - children playing ball outside and having fun.

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I. Planning for and Understanding the Value of Leisure and Recreation

Wisconsin Content Standard for Physical Education: Leading an Active Lifestyle. Students in Wisconsin who are physically educated will exhibit a physically active lifestyle.

Rationale: Planning for and understanding the value of leisure and recreation can be conducted in the home, school, or sometimes in the work setting. Family members, teachers, peers, and co-workers can help students choose activities that interest them, and help them develop their skills.

Performance Standard:	Sample Alternate Performance Indicators:	Sample Performance Tasks:	Instructional Tools:
Physical Education A.4.1. Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health.	A. Responds to sensory input.	Identifies Personal Leisure and Recreational Activities: 1.a. Describes things they enjoy watching others do 1.b. Describe things they enjoy doing 1.c. Describe things they are good at 1.d. Describe things they need help doing 1.e. Describe things they would like to try or learn	<ul style="list-style-type: none"> - discussion - personal photographs - personal video tapes - magazines - internet - Personal Futures Plan - field trips
Physical Education A.4.2 Describe healthful benefits that result from regular physical activity.	B. Use prior knowledge to complete tasks or activities.	Describes ways in Which Leisure and Recreational Activities Affect a Person's Physical and Mental Health: 2.a. Identifies how they feel before, during or after watching or participating in an activity	<ul style="list-style-type: none"> - discussion - monitor blood pressure, heart rate, height, weight, times, distances, heights, etc.
Physical Education A.4.1 Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health.	C. Make appropriate choice among several options.	Develops Individual Plan of Leisure and Recreational Activities: 3.a. Makes plans to attend or participate in activities or events by identifying start time, location, costs, appropriate dress, materials or equipment needs and transportation needs	<ul style="list-style-type: none"> - daily planner - newspaper - radio - television - telephone book - bus schedules - field trips - guest speakers
Physical Education F.4.2 Utilize safety principles in activity situations.	D. Indicate if something is fair or unfair.	Develops Skills and Strategies to Properly and Safely Attend Events or Participate in Leisure and Recreational Activities: 4.a. Follows rules 4.b. Dresses properly 4.c. Informs others where they are going 4.d. Travels with a group 4.e. Demonstrates knowledge of basic first aid 4.f. Seeks assistance from others when needed	<ul style="list-style-type: none"> - rules - discussion - guest speakers - field trips - role playing

II. Home and Indoor Activities

Wisconsin Content Standard for Physical Education and Health: Leading an Active Lifestyle. Students in Wisconsin who are physically educated will exhibit a physically active lifestyle.

Rationale: Leisure and recreation involve a wide variety of activities or events, and places the students in a variety of different situations. Activities can be done inside or outside; sometimes it depends on the weather. Some will require transportation; others not.

Performance Standard:	Sample Alternate Performance Indicators:	Sample Performance Tasks:	Instructional Tools:
Physical Education A.4.1 Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health.	A. Responds to sensory input through a variety of activities and experiences.	Uses Toys, Materials and Equipment for Leisure and Recreational Activities: 1.a. Locates where items are stored or can be rented or purchased 1.b. Demonstrates safety awareness 1.c. Maintains items in proper condition 1.d. Returns items after use to proper place	<ul style="list-style-type: none"> - equipment - materials - supplies - games - toys - field trips
Physical Education A.8.3 Explore personal interests in a variety of new physical activities both in and out of the physical education class.	B. Respond to sensory input through a variety of activities and experiences.	Is a Spectator or Participant in Leisure or Recreational Activities: 2.a. Roller skating/ice skating/rollerblading 2.b. Shuffleboard/broom ball/curling 2.c. Pinball 2.d. Video games 2.e. Yoga 2.f. Singing (chorus, choirs, barbershop quartets, other groups) 2.g. Relaxation techniques 2.h. Karate 2.i. Judo 2.j. Meditation 2.k. Acting 2.l. Writing 2.m. Poetry Reading/Writing 2.n. Bowling 2.o. Basketball/Football 2.p. Volleyball 2.q. Wrestling 2.r. Weightlifting 2.s. Racquetball 2.t. Handball 2.u. Hockey 2.v. Pet Care 2.w. Puzzles 2.x. Model Building (airplane, car, ship, etc.) 2.y. Dancing	<ul style="list-style-type: none"> - games - field trips - videos

Performance Standard:	Sample Alternate Performance Indicators:	Sample Performance Tasks:	Instructional Tools:
Health F.8.6 Demonstrate strategies to resolve conflict in healthy ways. or Social Studies E.8.13 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes.	C. Give examples of laws and rules that people have to follow.	Demonstrates Appropriate Social Skills for Leisure or Recreational Activities: 3.a. Takes turns 3.b. Shares 3.c. Plays by the rules 3.d. Understands how to play the game	- games - discussion - role playing - field trips
Physical Education F.12.1 Apply practices, rules, procedures, and etiquette in all physical-activity settings. or Physical Education F.8.5 Resolve interpersonal conflicts with a sensitivity to rights and feeling of others; find positive ways to exert independence.	D. Give examples of laws and rules that people have to follow. E. Respond to sensory input through a variety of activities and experiences.	Follows Proper Protocol: 4.a. Purchases tickets 4.b. Watches performances 4.c. Cheers and applauds when appropriate 4.d. Moves around in crowds 4.e. Locates restrooms and concession stands Dresses for Leisure or Recreational Activities: 5.a. Dresses appropriately depending on the activity 5.b. Dresses appropriately for weather conditions Baking/Cooking/Canning: 6.a. Washes hands 6.b. Safely uses the kitchen and appliances 6.c. Follows a recipe 6.d. Stores food items 6.e. Cleans up after use Board Games: 7.a. Sets up game 7.b. Follows the rules 7.c. Shakes dice 7.d. Spins mechanism if needed 7.e. Identifies their playing pieces 7.f. Recognizes numbers 7.g. Counts properly 7.h. Waits their turn 7.i. Shares	- discussion - role playing - field trips - discussion - role playing - magazines - field trips - home economics - board games - card games - bingo

Performance Standard:	Sample Alternate Performance Indicators:	Sample Performance Tasks:	Instructional Tools:
		Arts and Crafts: 8.a. Colors 8.b. Paints 8.c. Draws 8.d. Sews 8.e. Weaves 8.f. Woodworking 8.g. Pottery 8.h. Hooking a rug	<ul style="list-style-type: none"> - equipment - materials - guest speakers - field trips
		Telephone/Cell Phone Usage: 9.a. Identifies telephone numbers 9.b. Dials properly 9.c. Displays proper manners 9.d. Deals with telemarketers 9.e. Demonstrates when to call 911	<ul style="list-style-type: none"> - telephone - cell phone - roll playing - telephone book
Physical Education A.12.5 Design and implement a personal fitness program.	F. Responds to sensory input through a variety of activities and experiences.	Fitness and Exercise Programs: 10.a. Locates available resources 10.b. Develops a personal exercise plan 10.c. Understands the importance of good nutrition, sleep habits and exercise	<ul style="list-style-type: none"> - discussion - guest speakers - field trips to fitness centers, gyms, swimming pools
Physical Education F.8.1 Participate in a variety of health-related activities in both school and non-school settings.	G. Responds to sensory input through a variety of activities and experiences. H. Uses a variety of strategies and word recognition skills. I. Responds to sensory input through a variety of activities and experiences.	Collecting as a Hobby: 11.a. Explores collecting a items that may interest them such as sports memorabilia, coins, stamps, etc. Reading for Enjoyment: 12.a. Explores interest in a variety of media such as books, magazines, newspapers, compact discs, cassette tapes and multimedia software 12.b. Demonstrate how to use the library 12.c. Locates book stores, etc. Electronic Entertainment: 13.a. Television 13.b. VCR 13.c. Camcorder 13.d. Compact disc player 13.e. Walkman 13.f. Computer 13.g. Printer 13.h. Hand-held electronic games	<ul style="list-style-type: none"> - mementos - keepsakes - collections - books - libraries - magazines - book stores - newspaper/magazine venders - Game Boy - Saga - Nintendo

<i>Performance Standard:</i>	<i>Sample Alternate Performance Indicators:</i>	<i>Sample Performance Tasks:</i>	<i>Instructional Tools:</i>
Physical Education F.8.1 continued		<p>Photography: 14.a. Demonstrates proper use of various cameras and film 14.b. Purchases film 14.c. Has film processed 14.d. Maintains pictures in a photo album</p> <p>Volunteering: 15.a. Understands the importance of helping others</p> <p>Special Events: 16.a. Identifies events requiring an invitation 16.b. Identifies events requiring a greeting card and/or gift</p>	<ul style="list-style-type: none"> - photography equipment - guest speakers - field trips - guest speakers - discussion - field trips - discussion - role playing

III. Nature and Outdoor Activities

Wisconsin Content Standard for Physical Education: Leading an Active Lifestyle. Students in Wisconsin who are physically educated will exhibit a physically active lifestyle.

Rationale: Leisure and recreation involve a wide variety of activities or events such as walking, jogging, swimming, biking, canoeing, camping, etc. Weather conditions must be considered. Other considerations are photosensitivity to the sun due to medications, allergies, and other health and safety issues.

Performance Standard:	Sample Alternate Performance Indicators:	Sample Performance Tasks:	Instructional Tools:
<p>Physical Education A.4.1. Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health.</p>	<p>A. Responds to sensory input through a variety of activities and experiences.</p>	<p>Is a Spectator or Participant in Leisure or Recreational Activities: 1.a. Rollerblading/inline skating 1.b. Archery 1.c. Riflery 1.d. Kite flying 1.e. Ice skating 1.f. Jogging/running 1.g. Walking 1.h. Horseshoes 1.i. Croquet 1.j. Horseback riding 1.k. Sledding/inner tubing 1.l. Pet care 1.m. Miniature golf or golf 1.n. Hunting 1.o. Biking 1.p. Motorcycling 1.q. Skateboarding 1.r. Canoeing/boating/sailing 1.s. Skiing 1.t. Volleyball 1.u. Go carting 1.v. Fishing 1.w. Bird watching 1.x. Football 1.y. Tennis 1.z. Soccer 2.a. Softball/baseball 2.b. Badminton 2.c. Hockey 2.d. Squash 2.e. Handball 2.f. Swimming 2.g. Water skiing 2.h. Snorkeling 2.i. Scuba diving</p>	<ul style="list-style-type: none"> - videos - field trips

Performance Standard:	Sample Alternate Performance Indicators:	Sample Performance Tasks:	Instructional Tools:
		2.j. Kickball 2.k. Tag 2.l. Jump rope 2.m. Automobile racing 2.n. Track and field	
<p>Health F.8.6 Demonstrate strategies to resolve conflict in healthy ways.</p> <p>or</p> <p>Social Studies E.8.13 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes.</p> <p>or</p> <p>Physical Education F.8.5 Resolve interpersonal conflicts with a sensitivity to rights and feeling of others; find positive ways to exert independence.</p>	<p>B. Give examples of laws and rules that people have to follow.</p>	<p>Demonstrates Appropriate Social Skills for Leisure or Recreational Activities:</p> 3.a. Takes turns 3.b. Shares 3.c. Plays by the rules 3.d. Understand how to play games	<ul style="list-style-type: none"> - games - discussions - role playing - field trips
<p>Physical Education F.12.1 Apply rules, procedures, and etiquette in all physical-activity settings.</p>	<p>C. Choose appropriate clothing for the weather.</p> <p>D. Responds to sensory input through a variety of activities and experiences.</p> <p>E. Responds to sensory input through a variety of activities and experiences.</p>	<p>Dresses for Leisure or Recreational Activities:</p> 4.a. Dresses appropriately depending on the activity 4.b. Dresses appropriately for weather conditions	<ul style="list-style-type: none"> - discussion - field trips
		<p>Uses Playground/Park Equipment:</p> 5.a. Demonstrates safety awareness	<ul style="list-style-type: none"> - discussion - newspapers - radio - television - community calendars - field trips
		<p>Participates in Park and Recreation Programs:</p> 6.a. Accesses community resources 6.b. Registers and pays fees	

IV. School Activities

Wisconsin Content Standard for Physical Education: Leading an Active Lifestyle. Students in Wisconsin who are physically educated will exhibit a physically active lifestyle.

Rationale: Leisure and recreation activities can be completed before, during, or after school, such as at recess or lunchtime. Activities and events include belonging to clubs, teams, music, band, art, theater, cheerleading, volunteer groups, etc.

Performance Standard:	Sample Alternate Performance Indicators:	Sample Performance Tasks:	Instructional Tools:
Physical Education A.4.1. Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health.	A. Respond to sensory input.	Information Gathering: 1.a. Seeks information about clubs/teams and extra-curricular activities available through school such as art, dance, theater, music, band, radio/tv, debate, FFA, pep club, sports, cheerleading, etc. 1.b. Joins clubs/teams	<ul style="list-style-type: none"> - guidance counselor - school newspaper - coaches - discussion
Physical Education E.8.1 Participate in a variety of health-related activities in both school and non-school settings.	B. Respond to sensory input. C. Recognize and apply school rules.	Explores Different Kinds of Music: 2.a. Listens to a wide variety of music such as country, rock, classical, jazz, pop, etc. Uses Auditoriums/Gymnasiums/Playing Fields: 3.a. Uses facilities properly and safely Participates in Library Activities: 4.a. Accesses libraries 4.b. Locates items of interest 4.c. Seeks assistance when necessary 4.d. Checks out materials 4.e. Returns materials 4.f. Behaves appropriately Uses School Facilities: 5.a. Knows school boundaries 5.b. Seeks permission to leave grounds 5.c. Demonstrates appropriate behavior in halls, cafeteria, gymnasium, etc.	<ul style="list-style-type: none"> - cassette tapes - compact discs - music videos - concerts - field trips - libraries - discussion - role playing - discussion - role playing
Physical Education F.12.1 Apply rules, procedures, and etiquette in all physical-activity settings.	D. Indicate if something is fair or unfair.	Follows Proper Protocol: 6.a. Purchases tickets 6.b. Watches performances 6.c. Cheers or applauds when appropriate 6.d. Moves around in crowds 6.e. Locates restrooms and concession stands	<ul style="list-style-type: none"> - discussion - role playing - field trips

V. Community Activities

Wisconsin Content Standard for Physical Education: Leading an Active Lifestyle. Students in Wisconsin who are physically educated will exhibit a physically active lifestyle.

Rationale: Leisure and recreation involve a wide variety of activities or events in community-based settings.

<i>Performance Standard:</i>	<i>Sample Alternate Performance Indicators:</i>	<i>Sample Performance Tasks:</i>	<i>Instructional Tools:</i>
Physical Education A.4.1. Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health.	A. Responds to sensory input.	Demonstrate Knowledge of Available Community Resources: 1.a. Lists sources of information about specific leisure and recreational activities	<ul style="list-style-type: none"> - newspaper - magazines - television - videos
Physical Education E.8.1 Participate in a variety of health-related activities in both school and non-school settings.	B. Identify common community location.	Locates and Uses Community Facilities: 2.a. Bank 2.b. Grocery stores 2.c. Department stores 2.d. Library 2.e. Museum 2.f. Zoo 2.g. Cinema 2.h. Civic groups	<ul style="list-style-type: none"> - telephone book - field trips - videos

VI. Leisure and Recreational Activities Through Functional Academic Skills

Wisconsin Content Standard for Physical Education: Leading an Active Lifestyle. Students in Wisconsin who are physically educated will exhibit a physically active lifestyle.

Rationale: Through functional academic skills, many leisure-time and recreational activities require basic reading skills, number recognition, counting and quantifying, time telling skills, etc.

Performance Standard:	Sample Alternate Performance Indicators:	Sample Performance Tasks:	Instructional Tools:
Physical Education A.4.1. Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health.	A. Uses a variety of strategies and word recognition skills. Integrates math into real life.	Functional Reading Skills: 1.a. Recognizes and comprehends basic sight words	<ul style="list-style-type: none"> - sight words/signs - books - magazines - newspapers - telephone book - catalogs - field trips
Physical Education E.8.1 Participate in a variety of health-related activities in both school and non-school settings.	B. Integrates math into real life. C. Uses a variety of strategies and word recognition skills.	Functional Math Skills: 2.a. Recognizes numbers, understands quantity, measurement, time and money Functional Communication Skills: 3.a. Communicates wants and needs Functional Writing Skills: 4.a. Communicates wants and needs	<ul style="list-style-type: none"> - workbooks - clocks - field trips - discussion - pictures - assistive technology - writing - computer - assistive technology - manual signs

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Wisconsin Department of Public Instruction. (1998). Wisconsin's model for academic standards. Madison, WI: Author.

Resources and Materials

1. Able Trek Tours
P.O. Box 384
Reedsburg, WI 53959
608-524-3021
2. Active Living...The Health, Fitness, and Recreation Magazine for People with a Disability
P.O. Box 2659
Niagra Falls, NY 14302
3. People and Places, Incorporated
3909 Senessee Street
Checktown, NY 14225