

**Expanded Core Curriculum (ECC-VI)  
For Students with Visual Impairments**

**Recreation and Leisure – VI  
Grades 10, 11, 12**

# **EXPANDED CORE CURRICULUM – VISUALLY IMPAIRED Recreation and Leisure (ECC-VI-Recreation) 10, 11, and 12**

## ***PROPOSAL FOR BOARD / AUTHORITY AUTHORIZED COURSES***

**District Name:** Kooteny-Columbia

**District Number:** 20

**Developed By:** BC Teachers of the Visually Impaired, PRCVI

**Date Developed:** February 8, 2012

**School Name:** School District #20 (Kootenay-Columbia)

**Principal's Name:** Kim Williams, Director of Student Support Services

**Board/Authority Approval Date:**

**Board/Authority Chair Signature:**

**Course Name:** Expanded Core Curriculum – Visually Impaired – Recreation and Leisure

**Grade Level of Course:** 10, 11, 12

**Number of Course Credits:** 1 or 2 – dependent on choice of modules

**Number of Hours of Instruction:** 35 to 70 – dependent on modules selected

**Prerequisite(s):** Prerequisites, when required, are listed with individual module.

**Special Training, Facilities or Equipment Required:** See pg. 5

**Course Synopsis:** See pg. 5

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# Expanded Core Curriculum for Students with Visual Impairments – Recreation and Leisure (ECC-VI-Recreation)

## Special Training, Facilities or Equipment Required

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The course instructor should be a qualified teacher of the blind and visually impaired who is competent in Braille. Additional support and/or instruction, where required, is outlined in module descriptions. Orientation and Mobility support or consultation.

## Course Synopsis

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These modules have been created for students who are visually impaired to develop recreational and leisure competencies in order to fully participate in activities with others. The student will be able to initiate contact with resources and peers, arrange appropriate activities. The goal is to develop the social, emotional and physical well-being of the individual. Emphasis will be placed on the creation of appropriate relationships with others both at school and within the community.

## ECC - VI - Recreation Modules

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Planning and Participation in the School	Grade 10, 11, 12	Credit = 1.0
Planning and Participation in the Community	Grade 10, 11, 12	Credit = 1.0

## Rationale

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The main focus for Recreation and Leisure instruction should be the development of social skills and positive experiences of recreation and leisure activities. Instructors should ensure that students can demonstrate social skills and competencies without assistance.

To support instruction, resource materials specific to each module have been carefully selected. These resources are included at the end of each module.

# ECC-VI-Recreation Organizational Structure

## Module 1: Planning and Participation in the School

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	Credits = 1.0	Number of Hours = 35
<ul style="list-style-type: none"><li>▪ Development of Personal Profile</li><li>▪ Value of Recreation and Leisure Activities</li><li>▪ Exploration of Activities</li><li>▪ Participation and Evaluation</li></ul>		

## Module 2: Planning and Participation in the Community

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	Credits = 1.0	Number of Hours = 35
<ul style="list-style-type: none"><li>▪ Knowledge of Community Resources</li><li>▪ Choose and Plan Activities</li><li>▪ Participation and Review</li></ul>		

# Module 1: Planning and Participation in the School (35 Hours)

**Prerequisite:** None

**Facilities and Equipment:** Ability to use and access the internet.

## Module Synopsis

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Students will become knowledgeable of the resources and facilities available in their school as well as network with others who have similar needs. In this module they will develop a personal profile, learn about the value of recreation and leisure activities, organize and participate in an event. Proficiency in researching, accessing and networking will be important to student success. Students will develop an idea of personal space and social graces. They will self-evaluate their event.

## Module 1 Organizational Structure - Curriculum Organizers

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Unit	Title	Time (hours)
1	<b>Development of Personal Profile</b> Research Communication	10
2	<b>Value of Recreation and Leisure Activities</b> Research Analysis	5
3	<b>Exploration of Activities</b> Planning and Organizing the Activity	10
4	<b>Participation and Evaluation</b> The Events Analysis	10
<b>Total Hours:</b>		35

## Unit 1: Development of Personal Profile

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### Overview

Students will develop a personal profile of their interests, capabilities, strengths and needs. Through research, exploration and personal evaluation they will develop a list of areas of interest and then explore avenues to set and reach goals.

## **Curriculum Organizers - Research**

### **Learning Outcomes**

It is expected that the student will:

- examine/discuss/list evaluate personal interests, strengths and needs and skills
- gather relevant information from appropriate sources
- develop strategies to enhance or remediate ones needs

## **Curriculum Organizers - Communication**

### **Learning Outcomes**

It is expected that the student will:

- analyze personal skills and techniques for communicating with others
- use effective communication skills when gathering and sharing information independently and in groups
- make appointments with appropriate school personnel
- discuss and review techniques for starting conversations and making friends
- examine body language and the impact on relationships

## **Unit 2: Value of Recreation and Leisure Activities**

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### **Overview**

Students will become familiar with the value of recreation for physical, emotional and social needs.

## **Curriculum Organizers - Research**

### **Learning Outcomes**

It is expected that the student will:

- research range of activities
- examine/discuss/list personal recreational/leisure interests
- develop a list of possible organizations, clubs, and recreational/leisure activities in the school
- evaluate choices regarding the need for modifications and potential appropriateness
- demonstrate the ability to think critically, including the ability to define an issue or problem and develop hypotheses and supporting arguments
- gather relevant information from appropriate sources

## **Curriculum Organizers - Analysis**

### **Learning Outcomes**

It is expected that the student will:

- identify elements that contribute to the physical changes resulting from physical activity
- apply creative processes (i.e., perceptions, exploration, experimentation, production and evaluation) in their activities



- analyze the strategies and techniques that work best and develop strategies to improve those that didn't work

### **Unit 3 Exploration of Activities**

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#### **Overview**

Students will choose a minimum of four leisure/recreational activities.

#### **Curriculum Organizers - Planning and Organizing the Activity**

#### **Learning Outcomes**

It is expected that the student will:

- develop personal contact diary with appropriate information
  - Eg: Band, Choir, Chess, Running, Goal Ball, Swimming, Weight Training, School Newspaper, School Council,
- contact peers or school personnel and initiate activity
- discuss with activity leader and or group interest in exploring activity and possible modification options
- develop in collaboration with, the final arrangements to expedite the activity

### **Unit 4 Skill Development - Participation and Evaluation**

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#### **Overview**

The students will implement the activities that they have formulated.

#### **Curriculum Organizers - The Events**

#### **Learning Outcomes**

It is expected that the students will:

- fully participate in the planned activities

#### **Curriculum Organizers - Analysis**

#### **Learning Outcomes**

It is expected that the students will:

- Assess techniques for building and maintaining relationships
- Assess/critique the events/activity and make recommendations
- Assess the influence of recreation and leisure on personal growth
- Self analysis/evaluation of leisure and recreation choices
- Review and update leisure and recreation profile and plan for ongoing activities

## Module 1 Instructional Components

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- direct instruction
- interactive instruction
- lesson assignments
- modeling
- role playing
- brain storming
- individual instruction
- group work

## Module 1 Assessment Components

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Type of Assessment	Category	Details	Weighting (%)
Formative	Assignments	Course work	75%
	Self-evaluations		10%
Summative	Final Assessment	Final Project	15%
<b>Total:</b>			100%

- Seventy five percent (75%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the students' most consistent level of achievement throughout the course, although special consideration will be given to the more recent evidence of achievement.
- Ten percent (10%) of the grade will be based on self-evaluation of performance.
- Fifteen percent (15%) will be given to the final assessment.

## Learning Resources

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### Print Resources

- Buell, Charles. E. *Physical Education and Recreation for the Visually Handicapped*. Reston, VA: The American Alliance for Health, Physical Education, Recreation and Dance, 1982.
- Canadian Association for Health, Physical Education and Recreation. *Moving to Inclusion: Active Living Through Physical Education: Maximizing Opportunities for Students with Multiple Disabilities*. Ottawa: Canadian Association for Health, Physical Education and Recreation, 1994.
- Gabor, Don. *How to Start a Conversation and Make Friends*. New York: Simon & Schuster, 2001.

- Gallagher, Patricia A. *Educational Games for Visually Handicapped Children*. Denver, CO: Love Publishing Company, 1978.
- Koenig, Alan J. and M. Cay Holbrook. *Foundations of Education*. 2<sup>nd</sup> ed. New York: American Foundation for the Blind, 2000.
- Kelley, Jerry D. *Recreation Programming for Visually Impaired Children and Youth*. New York: American Foundation for the Blind, 1981.
- Kratz, Laura Elizabeth. *Movement Without Sight: Physical Activity and Dance for the Visually Handicapped*. Palo Alto, CA: Peek Publications, 1973.
- Lieberman, Lauren J., and Jim F. Cowart. *Games for People with Sensory Impairments: Strategies for Including Individuals of All Ages*. Windsor, ON: Human Kinetics, 1996.
- Loumiet, Robin, and Nancy Levack. *Independent Living: A Curriculum with Adaptations for Students with Visual Impairments*. 2<sup>nd</sup> ed. Austin, TX: Texas School for the Blind and Visually Impaired, 1993.
- Swallow, Rose-Marie, and Kathleen Mary Huebner. *How to Thrive, Not Just Survive: A Guide to Developing Independent Life Skills for Blind and Visually Impaired Children and Youths*. New York: American Foundation for the Blind, 1987.

## Web Resources

- *BC Vision Teachers' Conference "Inspiring Success" with Dr. Karen Wolffe (2010)*  
[http://www.setbc.org/setbc/vision/karen\\_wolffe.html](http://www.setbc.org/setbc/vision/karen_wolffe.html)  
 A series of presentations by Karen Wolffe outlining the skills necessary for successful integration to work and play.
- *Self Esteem: Billy T. Brookshire (2006)*  
<http://www.setbc.org/setbc/conf/docs/brookshire.html>  
 This presentation focuses on developing positive self-image in children through the use and encouragement of independent living skills such as daily chores, school responsibilities, involvement in extracurricular activities and recreation.

## Other Resources

- BC Blind Sports and Recreation Association  
 5055 Joyce Street  
 Vancouver, B.C.  
 V5H 6B2

## Module 2: Planning and Participation in the Community (35 Hours)

**Prerequisites:** The ability to use the phone, computer, and access the internet independently. Independent Orientation and Mobility skills in the community or appropriate sighted mobility assistance. Recreation and Leisure Module 1

**Facilities and Equipment:** This module requires access to the Internet, access to a telephone, and membership to local community centre.

### Module Synopsis

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Students will become knowledgeable of the resources and facilities available in their local community as well as network with others who have similar needs. They will choose, plan and participate in activities and analyze their final results.

### Module 2 Organizational Structure - Curriculum Organizers

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Unit	Title	Time (hours)
1	<b>Knowledge of Community Resources</b> Communication Issues Research	10
2	<b>Choose and Plan Activities</b> Planning and Organizing the Activity	15
3	<b>Participation and Review</b> The Events The Analysis	10
<b>Total Hours:</b>		35

### Unit 1: Knowledge of Community Resources

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#### Overview

Having developed interpersonal skills, and fundamental recreational/leisure skills in Module 1, the students will now learn about the community resources available in their neighbourhood, greater community and province. Research contact access information such as phone number, address and hours of operation. They will contact the community resource and make an appointment as well as visit the site.

## **Curriculum Organizers - Communication Issues**

### **Learning Outcomes**

It is expected that the student will:

- use skills and techniques for phoning and communicating with others
- make appointments
- use effective communication skills when gathering and sharing information independently and in groups

## **Curriculum Organizers - Research**

### **Learning Outcomes**

It is expected that the student will:

- analyze/examine/discuss/list personal recreational interests
- develop a list of possible organizations, clubs, recreational activities in the school and larger community and assess their personal familiarity and potential level of interest
- gather additional information on leisure and recreational interests as required

## **Unit 2: Choose and Plan Activities**

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### **Overview**

Students will choose leisure/recreational activities.

## **Curriculum Organizers - Planning and Organizing the Activity**

### **Learning Outcomes**

It is expected that the student will:

- develop personal contact diary with appropriate information
- contact peers or community personnel and initiate activity
- discuss the activity and possible modification options with activity leader and/or group
- plan final arrangements for the activity

## **Unit 3: Participation and Review**

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### **Overview**

The students will implement the activities that they have planned.

## **Curriculum Organizers - The Events**

### **Learning Outcomes**

It is expected that the students will:

- fully participate in the planned activities

## Curriculum Organizers - Analysis

### Learning Outcomes

It is expected that the students will:

- assess techniques for building and maintaining relationships
- assess/critique the events/activity and make recommendations
- assess the influence of recreation and leisure on personal growth
- self analysis/evaluation of leisure and recreation choices
- review and update leisure and recreation profile and plan for ongoing activities

### Module 2 Instructional Components

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- direct instruction
- interactive instruction
- lesson assignments
- modeling
- role playing
- brain storming
- group work

### Module 2 Assessment Components

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Type of Assessment	Category	Details	Weighting (%)
Formative	Assignments	Course work	75%
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Summative	Final Assessment	Final Project	15%
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