

20 SOCIAL, EDUCATIONAL AND LEGAL SERVICES

RECREATION LEADERSHIP IN NUNAVIK

PROGRAM OF STUDY
5728

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SOCIAL, EDUCATIONAL AND LEGAL SERVICES

RECREATION LEADERSHIP IN NUNAVIK

PROGRAM OF STUDY 5728

The *Recreation Leadership in Nunavik* program
leads to the Diploma of Vocational Studies (DVS)
and prepares the student to practise the occupation of

RECREATION LEADER IN NUNAVIK

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INTRODUCTION

The *Recreation Leadership in Nunavik* program is part of the regional development of recreation services in Nunavik. The program is based on a framework for developing vocational education programs that calls for the participation of experts from the workplace and the field of education.

The program of study is developed in terms of competencies, expressed as objectives. These objectives are divided into modules, which are organized into teaching blocks. Various factors were kept in mind in developing the program: cultural context, the degree to which recreation services in Nunavik are developed, training needs, the job situation, purposes, goals, and strategies and means used to attain objectives.

The program of study lists the competencies that are the minimum requirements for a Diploma of Vocational Studies (DVS) for students in both the youth and adult sectors. It also provides the basis for organizing courses, planning teaching strategies, and designing instructional and evaluation materials.

Candidates must meet the admission criteria for a DVS in effect at the Kativik School Board.

The duration of the program is 1290 hours, which includes 600 hours spent on the specific competencies required to practise the occupation and 690 hours on general competencies. The program of study is divided into 19 modules, which vary in length from 15 to 120 hours (multiples of 15). The time allocated to the program is to be used not only for teaching but also for evaluation and remedial work. Modules are spread over 18 months.

GLOSSARY

Program Training Goals

Statements that describe the educational aims of a program. These goals are the general goals of vocational education adapted to a specific trade or occupation.

General Objectives

Instructional objectives that provide an orientation for leading the students to attain one or more related objectives.

Operational Objectives

Statements of the educational aims of a program in practical terms. They serve as the basis for teaching, learning and evaluation.

Module of a Program

A component part of a program of study comprising a first-level operational objective and the related second-level operational objectives.

Credit

A unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to graduate from a program.

GRID OF LEARNING FOCUSES		FIRST-LEVEL OPERATIONAL OBJECTIVES	DURATION (IN HOURS)	WORK PROCESS (major steps)				GENERAL COMPETENCIES (related to technology, subjects, personal development, etc.)												TOTALS	
				Plan the activity	Organize the activity	Carry out the activity	Evaluate the activity	Exercise leadership	Give first aid	Adopt preventive behaviours in matters of health and safety	Use a computer	Carry out a promotional campaign	Support volunteerism	Communicate in the workplace	Determine the costs and funding of activities	Solve technical and organizational problems	Perform accounting tasks related to recreation activities	Supervise occasional work	Plan a job search	NUMBER OF OBJECTIVES	DURATION (IN HOURS)
SPECIFIC COMPETENCIES (directly related to the practice of the specific occupation)																					
MODULES	MODULES									3	4	5	6	7	8	11	12	13	14	19	19
	FIRST-LEVEL OCCUPATIONAL OBJECTIVES							S	B	S	B	B	B	S	B	S	B	B	S	12	
	DURATION							120	30	60	45	30	90	90	90	45	30	45	15		690
1	Determine their suitability for the occupation and the training process	S	30	△	△	△	△	○	○	○	○	○	○	○	○	○	○	○	○		
2	Facilitate recreation activities	S	120	△	△	▲	△	○	○	●		○		●		○					
9	Organize ongoing activities	B	90	▲	▲	△	▲	●	○	●	●	●	●	●	●	●	○	●			
10	Set up sports leagues	B	90	▲	▲	△	▲	●	○	●	●	●	●	●	●	●	●	●			
15	Manage the use of recreation equipment and facilities	B	90	▲	▲	△	▲	●	○	●	●		●	●	○	●		●			
16	Organize special events	B	90	△	▲	▲	▲	●	○	●	●	●	○	●	○	●	●	●			
18	Enter the work force	B	90	▲	▲	▲	▲	●	○	●				●		○		○			
NUMBER OF OBJECTIVES		7																		19	
DURATION (IN HOURS)			600																		1290

S: Situational objectives

B: Behavioural objective

△ Correlation between a step and a specific competency

▲ Correlation to be taught and evaluated

○ Correlation between a general and a specific competency

● Correlation to be taught and evaluated

PART I

1. SYNOPTIC TABLE

Number of modules: 19
 Duration in hours: 1290
 Credits: 86

Recreation Leadership in Nunavik
 Code: 5728

CODE	TITLE OF THE MODULE	HOURS	CREDITS*
910 012	1. The Occupation and the Training Process	30	2
910 028	2. Facilitating Recreation Activities	120	8
910 038	3. Leadership	120	8
910 042	4. First Aid	30	2
910 054	5. Health and Safety	60	4
910 063	6. Using Computers	45	3
910 072	7. Promotional Campaigns	30	2
910 086	8. Supporting Volunteerism	90	6
910 096	9. Ongoing Activities	90	6
910 106	10. Sports Leagues	90	6
910 116	11. Communication in the Workplace	90	6
910 126	12. Costs and Funding of Activities	90	6
910 133	13. Solving Technical and Organizational Problems	45	3
910 142	14. Accounting Tasks	30	2
910 156	15. Recreation Equipment and Facilities	90	6
910 166	16. Special Events	90	6
910 173	17. Supervising Occasional Work	45	3
910 186	18. Training a Sports Team	90	6
910 191	19. Planning a Job Search	15	1

* 15 hours = 1 credit

This program leads to a Diploma of Vocational Studies (DVS) in Recreation Leadership in Nunavik.

2. PROGRAM TRAINING GOALS

The training goals of the *Recreation Leadership in Nunavik* program are based on the general goals of vocational education and take into account the specific nature of the occupation. These goals are:

To develop effectiveness in the practice of an occupation.

- To teach students to correctly perform tasks and activities related to organizing activities, at an acceptable level of competence for entry into the job market.
- To prepare students to progress satisfactorily on the job by fostering:
 - intellectual skills conducive to making sound choices when carrying out tasks;
 - a concern for effective communication with superiors, volunteers and participants;
 - a constant concern for occupational health and safety and, more specifically, safety in sports;
 - the acquisition of the perceptive skills required to detect and resolve technical and organizational problems, to quickly and correctly assess a situation and to make decisions;
 - the reinforcement of habits of neatness and cleanliness;
 - the habit of reacting calmly and coolly in emergency or unexpected situations.

To ensure integration into the workplace.

- To help students learn about their rights and responsibilities as workers.

- To help students learn about the job market in Nunavik in general, and more specifically in the field of recreation leadership.
- To help students develop skills in facilitating, supervising and coordinating recreation activities.
- To help students learn about the legal aspects of recreation in terms of safety.

To foster the acquisition of occupation-related knowledge.

- To help students develop initiative, a sense of responsibility and leadership.
- To help students acquire an overall understanding of how to carry out ongoing and special events.
- To foster in students the desire to learn and keep informed about matters related to the occupation.

To ensure job mobility.

- To help students develop positive attitudes toward technological change and new situations.
- To help students improve their ability to learn and acquire the habit of consulting appropriate documentation regarding activities, rules, equipment and facilities.
- To help students prepare for a dynamic job search.

3. COMPETENCIES

The competencies to be developed in the *Recreation Leadership in Nunavik* program are shown in the grid of learning focuses on the following page. The grid lists general and specific competencies as well as the major steps in the work process.

General competencies involve activities common to several tasks or situations. Specific competencies focus on tasks and activities that are of direct use in the trade or occupation. The work process includes the most important steps in carrying out the tasks and activities of the trade or occupation.

The grid of learning focuses shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (Δ) indicates a correlation between a specific competency and a step in the work process. The symbol (\circ) indicates a correlation between a general and a specific competency.

The symbols (\blacktriangle) and (\bullet) indicate that these relationships have been taken into account in the formulation of objectives intended to develop specific competencies related to the trade or occupation.

The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis of the grid shows the competencies directly related to the practice of a specific trade or occupation. These competencies are arranged in a relatively fixed order; therefore, the modules should be taught, insofar as possible, in the order represented on the grid. The modules including the general competencies on the horizontal axis should be taught in relation to those on the vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently. When organizing teaching blocks, these requirements as well as local and regional needs regarding the implementation of activities should be taken into account.

4. GENERAL OBJECTIVES

The general objectives of the *Recreation Leadership in Nunavik* program are presented below, along with the major statement of each corresponding first-level operational objective.

To develop in the students the competencies required to integrate harmoniously into the school and work environments.

- Determine their suitability for the occupation and the training process.
- Communicate in the workplace.
- Plan a job search.

To develop in the students the competencies required to carry out tasks related to implementing activities.

- Facilitate recreation activities.
- Exercise leadership.
- Be the trainer for a sports team.
- Solve technical and organizational problems.

To develop in the students the competencies required to organize ongoing activities and special events.

- Carry out a promotional campaign.
- Organize ongoing activities.
- Set up sports leagues.
- Determine the costs and methods of funding of activities.
- Perform accounting tasks related to recreation activities.
- Organize special events.

To develop in the students the competencies required to carry out tasks related to relationships in the workplace.

- Support volunteerism.
- Supervise occasional work.

To develop in the students the competencies required to use equipment and facilities.

- Use a computer.
- Manage the use of recreation equipment and facilities.

To develop in the students the competencies required to apply preventive measures in the workplace.

- Adopt preventive behaviours in matters of health and safety.
- Give first aid.

5. FIRST- AND SECOND-LEVEL OPERATIONAL OBJECTIVES

5.1 DEFINITION

A first-level objective is defined for each competency to be developed. Competencies are organized into an integrated training program designed to prepare students to practise the trade or occupation. This systematic organization of competencies produces better overall results than training by isolated objectives. More specifically, it fosters a smooth progression from one objective to the next, saves teaching time by eliminating needless repetition, and integrates and reinforces learning material.

First-level operational objectives are the main, compulsory teaching/learning targets and they are specifically evaluated for certification. There are two kinds of operational objectives: behavioural and situational.

- **A behavioural objective** is a relatively closed objective that describes the actions and results expected of the student by the end of a learning step. Evaluation is based on expected results.
- **A situational objective** is a relatively open-ended objective that outlines the major phases of a learning situation. It allows for output and results to vary from one student to another. Evaluation is based on the student's participation in the activities of the learning context.

Second-level operational objectives are intermediate teaching/learning targets deemed prerequisite for attaining first-level objectives. They are grouped according to the specifications (see 5.2 A) or the phases (see 5.2 B) of the first-level objective.

The division of operational objectives into first- and second-level objectives is based on a clear distinction between the levels of learning:

- learning involving prerequisite knowledge
- learning involving competencies

Second-level operational objectives indicate prerequisite knowledge. They prepare the students to learn what is necessary to attain the first-level operational objectives, which collectively lead to the development of a competency. The objectives should always be adapted to meet the particular needs of the individual students or groups of students.

First-level operational objectives cover the learning that the students need to develop a competency:

- The specifications or the phases of the objective determine or guide specific learning, thereby allowing the competency to be developed by stages or step by step.

- The objective as a whole (i.e. the six components and in particular the last phase of a situational objective—see 5.2) determines or guides the overall learning and the integration and synthesis of this learning, allowing the competency to be developed fully.

To attain the objectives, the following learning activities may be prepared:

- specific learning activities for second-level objectives
- specific learning activities for the specifications or phases of first-level objectives
- general learning activities for first-level objectives

5.2 HOW TO READ FIRST-LEVEL OPERATIONAL OBJECTIVES

A. How to Read a Behavioural Objective

Behavioural objectives consist of six components. The first three provide an overview of the objective:

1. The **expected behaviour** states a competency in terms of the general behaviour that the students are expected to have acquired by the end of the module.
2. The **conditions for performance evaluation** define what the students can or must do during evaluation designed to verify whether or not the students have attained the objective. This means that the conditions for evaluation are the same wherever and whenever the program is taught.
3. The **general performance criteria** define the requirements by which to judge whether or not the results obtained are generally satisfactory.

The last three components ensure that the objective is understood clearly and unequivocally:

4. The **specifications of the expected behaviour** describe the essential elements of the competency in terms of specific behaviours.
5. The **specific performance criteria** define the requirements for each of the specifications of behaviour. They ensure a more enlightened decision on the attainment of the objective.
6. The **field of application** defines the limits of the objective, where applicable. It indicates cases where the objective applies to one or more task, occupation, field and so on.

B. How to Read a Situational Objective

Situational objectives consist of six components:

1. The **expected outcome** states a competency as an aim to be pursued throughout the module.
2. The **specifications** outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
3. The **learning context** provides an outline of the learning situation designed to help the students develop the required competencies. It is normally divided into three phases of learning:
 - information
 - performance, practice or involvement
 - synthesis, integration and self-evaluation
4. The **instructional guidelines** provide suggested ways and means of teaching the course to ensure that learning takes place and that the same conditions apply wherever and whenever the course is taught. These guidelines may include general principles or specific procedures.
5. The **participation criteria** describe the requirements the students must fulfil, which are usually related to each phase of the learning context. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning context.
6. **The field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

PART II

MODULE 1: THE OCCUPATION AND THE TRAINING PROCESS

Code: 910 012

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to
determine their suitability for the occupation and the training process.

SPECIFICATIONS

During this module, the students will:

- Become familiar with the nature of the occupation.
- Understand the training process.
- Evaluate their aptitudes and capacities for the work.
- Confirm their career choice.

LEARNING CONTEXT

PHASE 1: Information on the Occupation

- Learning about the job market in recreation services in Nunavik through meetings: background, trends, environment, job prospects, remuneration, opportunities for advancement.
- Learning about the nature and requirements of the occupation: tasks, rules of ethics, working conditions, work schedule, rights and responsibilities.
- Learning about concepts relating to and views on work in the field of recreation.
- Learning about the main functions of a recreation leader in Nunavik.
- Discussing as a group how they view the work: advantages, disadvantages and requirements.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Information on the Training Process

- Discussing the skills, aptitudes, attitudes and knowledge required to practise the occupation.
- Becoming familiar with the training process: program of study, methods of evaluation and certification of studies.
- Discussing how the training program prepares students for the occupation.
- Sharing their initial reactions to the occupation and the training process.

PHASE 3: Participation in the Training Process

- Doing a self-appraisal by describing their personality traits, aptitudes, preferences, motivations, etc.
- Assessing their ability to adapt to change, to live with uncertainty and to deal with stress, on the basis of their prior personal and work experience.

PHASE 4: Evaluation and Confirmation of Career Choice

- Comparing their motivations and personality traits to those required for the occupation.
- Determining the aspects they need to improve as well as the obstacles they need to overcome, and indicate how they plan to do this.
- Producing a report in which they:
 - specify their preferences, aptitudes and interests for the occupation;
 - evaluate their career choice by comparing the aspects and requirements of the work with their preferences, aptitudes and interests.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate that favours the students' personal growth and integration into the job market.
- Encourage students to engage in discussions and express their opinions.
- Motivate students to participate in the proposed activities.
- Help students to arrive at an accurate perception of the occupation.
- Provide students with the means to assess their career choice honestly and objectively.
- Provide the students with documentation (information on associations, federations, trainer certification programs, etc.).

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- Gather information on the topics to be covered.
- Show interest in the basic elements.
- Express their views on the occupation and its requirements, relating them to the information they have gathered during group discussions.

PHASE 2:

- Give their opinion on some of the aspects related to practising the occupation.
- Review the documents provided.
- Express their views on the training program.

PHASE 3:

- Express their reactions to the occupation.
- Share the results of their assessment, taking into account their ability to adapt.

PHASE 4:

- Establish links among the requirements of the occupation, their preferences, their aptitudes and their interest.
- Be willing to share the results of their assessment.
- Explain why they chose to continue or abandon the training process.
- Produce the required report.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities in each of the phases:

1. Be receptive to information provided on the occupation and the training process.
2. Share their perception of the occupation and the training process with their classmates.
3. List the main rules governing group discussions.
4. Be aware of the consequences that their participation in the workforce will have on their personal and social life.

Before undertaking the activities of Phase 1:

5. Distinguish among the skills, aptitudes, attitudes and knowledge required to practise an occupation.
6. Determine a way of noting and organizing information.
7. Determine rules for doing oral presentations.
8. Establish links between the competencies targeted by the program and those required for the occupation.

Before undertaking the activities of Phase 2:

9. Describe the nature, purpose and content of a program of study.

Before undertaking the activities of Phase 3:

10. Distinguish among preferences, aptitudes and interests.
11. Become aware of the importance of doing a job they enjoy and which corresponds to their expectations and aspirations.
12. Be able to assume responsibility for the choice they make.
13. Describe the main elements of the report confirming their career choice.

Before undertaking the activities of Phase 4:

14. Describe the main elements of the report confirming their career choice.

MODULE 2: FACILITATING RECREATION ACTIVITIES

Code: 910 028

Duration: 120 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **facilitate recreation activities.**

SPECIFICATIONS

During this module, the students will:

- Learn about the different aspects involved in facilitating sports, cultural and traditional activities.
- Design a facilitation plan for a sports activity, a cultural activity and a traditional activity.
- Apply techniques for facilitating activities.

LEARNING CONTEXT

PHASE 1: **Information on Sports, Cultural and Traditional Activities and Participation in Activities**

- Learning about techniques, movements and rules applicable to sports activities (basketball, volleyball, badminton and soccer).
- Learning about the concepts related to cooperative games.
- Learning about basic techniques for cultural and traditional activities.
- Observing different techniques during demonstrations and video viewings.
- Experimenting with basketball, volleyball, badminton and soccer.
- Determining the improvements that could be made in the way they perform the techniques and movements.
- Experimenting with visual arts, drama, improvisation, folk dancing and Inuit games.
- Sharing their impressions of what it was like to experiment with these activities.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Facilitation of Sports, Cultural and Traditional Activities

- Learning about techniques for devising facilitation plans.
- Becoming familiar with the elements involved in the process of facilitating an activity.
- Devising facilitation plans for different contexts, groups and activities.
- Sharing the difficulties they experienced in applying techniques related to devising facilitation plans.
- Observing different facilitation techniques through video viewings or simulations.
- Facilitating an activity for their classmates.
- Facilitating an activity for a group of children, a group of teenagers, a group of adults and a group of elderly people, making sure that health and safety rules are respected.
- Sharing their objectives and impressions with the class.
- Observing the relationship between the target clientele, the context of the activity and the type of facilitation used.

PHASE 3: Evaluation of the Way They Facilitate Recreation Activities

- Becoming aware of the advantages of using a facilitation plan.
- Determining their ability to adopt attitudes and behaviours compatible with facilitating activities in different contexts and with different groups.
- Determining the attitudes and behaviours that interfere with efficiently facilitating an activity.
- Establishing objectives and ways of improving their attitudes and behaviours regarding facilitation.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate of trust and openness.
- Foster interest for other activities.
- Use role-play and simulation techniques extensively in learning situations representative of the field.
- Provide students with instruments for information gathering, observation and evaluation.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

- Ensure that the situations created and the examples used are representative of the field.
- Encourage students who are having difficulty facilitating activities.
- Promote teamwork and group evaluation.
- Ensure that pertinent documentation is made available.
- Help students with their self-evaluation.

PARTICIPATION CRITERIA

PHASE 1:

- Take notes and gather information.
- Participate in activities.

PHASE 2:

- List the difficulties experienced in devising facilitation plans and in facilitating activities.
- Participate in learning situations and activities.
- List their observations and be willing to share them with others.

PHASE 3:

- Evaluate the way they facilitate recreation activities by identifying their strengths and the aspects that need to be improved.
- Determine ways of improving their attitudes and behaviours regarding the facilitation of recreation activities.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities in each of the phases:

1. Describe the advantages of sports, cultural and traditional activities.
2. Become aware of the means and resources available for doing research on techniques and rules related to recreation activities.
3. Establish a link between human development and the practice of activities.
4. Describe the concept of sportsmanship.
5. Recognize that facilitation is a skill that is developed through practice.
6. Become aware of individual differences regarding personal obstacles to self-confidence.
7. Recognize the value in each person practising one or several types of facilitation techniques.
8. Become aware of the need to plan how they will facilitate activities.

MODULE 3: LEADERSHIP

Code: 910 038

Duration: 120 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **exercise leadership.**

SPECIFICATIONS

During this module, the students will:

- Recognize the workings of group dynamics.
- Adopt leadership attitudes that help create and maintain a climate of trust in the class.
- Become aware of their strengths and weakness as a leader.
- Recognize the strengths and limitations of each member of the class in terms of how they participate in an activity.

LEARNING CONTEXT

PHASE 1: Information on Leadership and Group Dynamics

- Learning about different styles of leadership.
- Examining what their predominant leadership style may be.
- Learning about the behaviours that interfere with exercising good leadership.
- Becoming aware of the characteristics of various clientele.
- Learning about the problems particular to each clientele.
- Becoming aware of means used to define the dynamics of a given group.
- Applying methods that promote a climate of trust and openness during class activities.
- Defining contexts in which it is appropriate to exercise leadership.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

- Learning about motivational, decision-making and conflict-resolution techniques used with groups.
- Learning about the elements that allow for effective communication within a group.

PHASE 2: **Experimentation with Leadership Techniques**

- Participating in activities that make it possible to observe the characteristics of effective interpersonal communication within a group.
- Establishing links between the types of clientele and styles of leadership.
- Applying, during learning situations, strategies for resolving conflicts and problems.
- Applying, during learning situations, strategies that render decision making and negotiation in a group easier.
- Trying out motivational techniques with a group.
- Trying out feedback with a group (giving and receiving).
- Trying out the design and implementation of a plan of action aimed at influencing the behaviour of a person or group.
- Sharing with their classmates how they felt about exercising their leadership during learning situations.

PHASE 3: **Evaluation of Their Leadership Skills**

- Assessing the skills acquired during the module.
- Assessing their strengths and the aspects that need to be improved in terms of their leadership skills.
- Presenting the results of their assessment by indicating what they could do to improve.
- Determining how they could improve their attitudes and behaviours regarding leadership.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate of trust and openness.
- Use role-play and simulation techniques extensively in learning situations representative of the field.
- Encourage students to share ideas by using appropriate facilitation techniques.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

- Encourage individual expression.
- Ensure that respect for others is present during discussions.
- Ensure that the situations created and the examples used are representative of the field.
- Encourage students who are having difficulty to communicate.
- Promote teamwork.
- Ensure that pertinent documentation is made available.

PARTICIPATION CRITERIA

PHASE 1:

- Participate in activities.
- Take notes and gather information.

PHASE 2:

- Participate in activities.
- Take notes on their impressions during the learning situations.
- Be willing to share how they feel about exercising their leadership during learning situations.

PHASE 3:

- Evaluate the way they exercise their leadership.
- Determine their dominant type of leadership style.
- Be willing to determine ways of improving their attitudes and behaviours regarding leadership.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities in Phase 1:

1. Recognize the importance of leadership in the field of recreation.
2. Identify the key elements in the communication process.
3. Establish the demographic profile of a community.
4. List community organizations.

Before undertaking the activities in Phase 2:

5. List sources of conflict in groups.

Before undertaking the activities in Phase 3:

6. Determine a way of clarifying and communicating their point of view.

MODULE 4: FIRST AID

Code: 910 042

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **give first aid** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Given learning situations and simulations involving giving first aid to a mannequin or to a subject playing the role of an injured person
- Using appropriate materials

GENERAL PERFORMANCE CRITERIA

- Concern for comforting the injured person
- Search for all relevant medical information
- Assessment of immediate history and symptoms
- Compliance with rules of safety and ethics
- Observance of general rules of asepsis
- Observance of any contra-indication regarding specific care

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Apply the general procedure for intervening in an emergency situation.
- B. Apply the first aid procedure for a heart attack or cardiac or respiratory arrest.
- C. Apply the first aid procedure for a situation involving a change in state of consciousness.
- D. Apply the first aid procedure for choking or for obstruction of the respiratory tract.
- E. Apply the first aid procedure for a haemorrhage or a state of shock.

SPECIFIC PERFORMANCE CRITERIA

- Observance of sequence of steps
- Accurate overall evaluation of the situation
- Recognition of signs of heart attack or cardiac or respiratory arrest
- Selection of the technique according to the person's age and condition
- Correct application of technique
- Appropriate justification for each action taken
- Appropriate care given according to the injured person's degree of consciousness
- Appropriate position for the injured person according to his/her condition
- Recognition of signs of choking or obstruction of respiratory tract
- Selection of technique according to person's age and condition
- Correct application of technique
- Appropriate justification for each action taken
- Recognition of signs of internal or external haemorrhage or state of shock
- Appropriate care given according to the situation
- Appropriate application of dressing according to injury, if applicable
- Observance of precautions regarding contact with blood

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

F. Apply the first aid procedure for fracture, dislocation, sprain or penetrating wound.

- Recognition of signs of fracture, dislocation, sprain or penetrating wound
- Selection of techniques according to type of injury
- Correct application of technique selected

G. Apply the first aid procedure for poisoning.

- Recognition of signs of poisoning
- Selection of intervention according to type of poisoning and person's condition

H. Apply the first aid procedure for general health problems.

- Recognition of signs of hyperventilation or allergy
- Appropriate care given according to the nature and severity of the problem
- Correct application of technique selected

I. Apply the procedures for moving and transporting an injured person in an emergency situation.

- Selection of technique according to type of injury
- Correct application of technique according to type of injury and person's condition

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to apply the general procedure for intervening in an emergency situation (A):

1. Define “first aid,” its purpose and the legal principles involved.
2. Indicate the specifics of giving first aid in the context of the field of recreation.
3. Describe the contents of a first aid kit and how to use it.
4. Describe the safety measures that reduce the risk of contamination when giving first aid.

Before learning how to apply the first aid procedure for a heart attack or for cardiac or respiratory arrest (B):

5. Describe the cardiopulmonary resuscitation technique as done by one or more first aiders, using a mannequin (baby, child or adult).

Before learning how to apply the first aid procedure for a situation involving a change in the state of consciousness (C):

6. Indicate a situation where the lateral safety position is contra-indicated.

Before learning how to apply the first aid procedure for choking or for obstruction of the respiratory tract (D):

7. Indicate the main causes of choking.

Before learning how to apply the first aid procedure for a haemorrhage or a state of shock (E):

8. Define “state of shock.”

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to apply the first aid procedure for a fracture, dislocation, sprain or penetrating wound (F):

9. Recognize different types of splints used to immobilize a fractured limb and explain how they are used.
10. Describe the specific symptoms of fractures of the skull, spinal column and ribs.

Before learning how to apply the first aid procedure for poisoning (G):

11. Indicate the main types of poisoning.

Before learning how to apply the first aid procedure for general health problems (H):

12. Define the following health problems: hypoglycemia, hyperventilation and allergy.

Before learning how to apply the procedures for moving and transporting an injured person in an emergency situation (I):

13. Recognize the risks associated with transporting a polytraumatized person and the precautions that must be taken.

MODULE 5: HEALTH AND SAFETY

Code: 910 054

Duration: 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to
adopt preventive behaviours in matters of health and safety.

LEARNING CONTEXT

PHASE 1: **Information on Legislation Concerning Occupational Health and Safety and Safety in Sports**

- Preparing, in small groups and using reference materials, a list of the aspects of the *Act respecting occupational health and safety* and the *Act respecting safety in sports* that are relevant to the occupation.
- Participating in class discussions on the aspects of these two pieces of legislation that were raised in the previous activity.
- Preparing a meeting with a prevention specialist by writing up, as a group, a questionnaire on the aspects relating to Nunavik's infrastructures.
- Participating in this meeting and then writing a report specifying what was learned.
- Attending a resource person's presentation on civil liability, criminal negligence, etc.
- Participating in a class discussion on the possible repercussions of professional negligence.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: **Exploration of Risks Involved and Preventive Measures Regarding the Practice of the Occupation and Activities**

- Defining the risks involved in practising the occupation.
- Participating in a class discussion on preventive measures that are the responsibility of the employees and the employer.
- Specifying the local conditions for applying the *Act respecting safety in sports*.
- Drawing up a list of the risks involved in practising recreation activities.
- Visiting the different activity sites and determining the specific prevention measures for each activity.
- Visiting the different activity sites, identifying the potential risks involved in practising activities and suggesting means of minimizing the risks.
- Determining an emergency evacuation plan for the different activity sites.
- Writing reports on accidents that occurred on activity sites using a form and filing the report in a folder.

PHASE 3: **Evaluation of Their Preventive Behaviours**

- Becoming aware, individually, of their behaviours with respect to occupational health and safety.
- Determining ways of improving each of their unsafe behaviours.
- Identifying their behaviours concerning compliance with and promotion of safety in sports.
- Presenting to the class the results of their observations and participating in ensuing discussions.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Ensure that documents required for the activities are available.
- Ensure that resource persons invited to activities are available.
- Determine in advance how long each activity will last and provide students with this information.
- Provide the appropriate support during individual and group activities.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- Gather information on the different aspects of the *Act respecting occupational health and safety* and the *Act respecting safety in sports*.
- Participate actively in discussions.
- Show interest in the presentations and take notes.
- Produce the required report.

PHASE 2:

- Participate actively in discussions.
- Submit the required individual work.
- Create a folder in which accident reports are filed.

PHASE 3:

- Participate actively in discussions.

MODULE 6: USING COMPUTERS

Code: 910 063

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **use a computer** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Given learning situations and simulations
- Using word-processing and Internet access software
- Transcribing a document, printing it and sending it by e-mail
- Doing a search on-line using a search engine on a theme selected by the teacher
- Accessing a Web site found through the search and downloading a document

GENERAL PERFORMANCE CRITERIA

- Full compliance with steps to be followed when using the computer equipment
- Observance of safety rules regarding the use of computer equipment

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Use a computer and its peripherals.

SPECIFIC PERFORMANCE CRITERIA

- Correct start-up of computer and peripherals
- Appropriate configuration of desktop
- Methodical application of on-screen instructions in the event of operating problems
- Appropriate feeding of paper into printer
- Appropriate selection and configuration of printer
- Appropriate procedure for shutting down computer and peripherals

B. Use word-processing software.

- Quick access to selected software
- Correct creation of a document
- Appropriate keyboarding of a document
- Correct editing and revision of a document
- Appropriate formatting of a document
- Appropriate saving and protection of a document
- Correct document retrieval
- Appropriate procedure for printing a document

C. Use Internet access software.

- Quick access to selected software
- Correct access to an Internet site
- Effective transmission of e-mail message
- Correct receipt and saving of e-mail messages
- Correct use of a search engine for a specific search

D. File documents.

- Relevant creation of files
- Correct organization of files

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the learning activities:

1. Be familiar with the various computer equipment components.
2. Decipher messages in the event of operating problems with the equipment.
3. Recognize the advantages of using a filing system for computer documents.

MODULE 7: PROMOTIONAL CAMPAIGNS

Code: 910 072

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **carry out a promotional campaign** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Given learning situations
- Promoting an activity

GENERAL PERFORMANCE CRITERIA

- Relevant, clear steps outlined in the plan for the promotional campaign
- Relevant means used to achieve defined objectives

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

A. Plan a promotional campaign.

- Definition of campaign objective
- Preparation of appropriate work plan

B. Prepare the material for a promotional campaign.

- Creation of appropriate promotional tools
- Consistency between message and campaign objectives

C. Carry out a promotional campaign.

- Correct performance of tasks
- Full compliance with activity schedule

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the learning activities:

1. Review the characteristics of the different clienteles.
2. Review the different techniques used in visual arts and drawing.
3. Recognize the principles and concepts related to promoting activities, events and services.

MODULE 8: SUPPORTING VOLUNTEERISM

Code: 910 086

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **support volunteerism** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Given typical situations in the community and needs identified by organizations requiring volunteers
- Supervising the activities of a committee of volunteers

GENERAL PERFORMANCE CRITERIA

- Fostering of a context promoting the development of self-esteem in volunteers
- Respect for volunteers' aptitudes
- Consideration of availability of volunteers

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

A. Recruit volunteers.

- Appropriate determination of tasks to be carried out
- Clear description of role and responsibilities of volunteers
- Correct use of recruitment methods

B. Train volunteers.

- Appropriate planning of an information session explaining the group's activities
- Dynamic, planned facilitation of information sessions
- Specific training of volunteers as needed

C. Support volunteers.

- Complete information conveyed to volunteers on how to carry out tasks
- Ongoing positive reinforcement of initiatives and efforts
- Occasional suggestions about different ways of doing tasks, as the need arises
- Appropriate negotiation for sharing responsibilities and resolving conflict among volunteers

D. Assess the productivity of volunteers.

- Appropriate recognition of work performed by volunteers
- Relevant recommendations in the case of unsatisfactory work

E. Dismiss volunteers.

- Appropriate termination of relationship between a volunteer and a group
- Comprehensive explanation of reasons for dismissing the volunteer

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the learning activities:

1. Become aware of the concept of volunteerism.
2. Become aware of the reasons that motivate people to volunteer their services.
3. Recognize the importance of the contribution of volunteers and the need for their participation to ensure the success of an activity.

MODULE 9: ONGOING ACTIVITIES

Code: 910 096

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **organize ongoing activities** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Given:
 - needs identified in the community and new trends in recreation
 - the background of activities offered locally
- Organizing, in a typical situation, an ongoing activity for a clientele chosen by the student and approved by the teacher

GENERAL PERFORMANCE CRITERIA

- Appropriate use of planning and evaluation methods
- Application of occupational health and safety rules

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

SPECIFIC PERFORMANCE CRITERIA

A. Select an ongoing activity.

- Compliance with master plan
- Correct definition of target clientele and their needs
- Appropriate selection of activity given the clientele's needs
- Accurate determination of resource persons for the activity according to the clientele

B. Prepare the schedule of activities.

- Precise determination according to availability of sites for activities
- Determination of type of schedule adapted to target clientele
- Appropriate consideration of other community activities

C. Determine the technical needs.

- Determination of needs in terms of activity sites, equipment and materials
- Definition of procedures for registration and promotion
- Brief summary of the revenues and expenditures related to carrying out the activity

D. Carry out the activity.

- Appropriate installation of equipment and material at sites
- Rigorous checking of activity sites, equipment and materials to ensure compliance with rules for safety and accident prevention
- Motivating welcome extended to participants
- Clear instructions regarding participation in the activity
- Appropriate facilitation and supervision

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

E. Provide ongoing evaluation.

SPECIFIC PERFORMANCE CRITERIA

- Correct use of evaluation procedures and instruments
- Accurate evaluation of the effectiveness and popularity of proposed activities
- Relevant adjustment of schedules as needed
- Appropriate adaptation and change of proposed activities

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to select an ongoing activity (A):

1. Identify local needs
2. Explain the master plan.
3. List new developments in the field of recreation.

Before learning how to provide ongoing evaluation (E):

4. Learn about methods for evaluating recreation activities.

MODULE 10: SPORTS LEAGUES

Code: 910 106

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **set up sports leagues** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Given:
 - needs identified in the community and new trends in recreation
 - the background of activities offered locally
- Organizing, in a typical situation, a league for a sport selected jointly by the student and the community, and then approved by the teacher

GENERAL PERFORMANCE CRITERIA

- Use of planning methods
- Use of regular means for promoting the league and recruiting participants
- Use of means for supervising the league's activities
- Application of health and safety rules

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--|--|
| A. Define how a league works. | <ul style="list-style-type: none"> – Relevant definition, according to needs, demand and categories of participants – Appropriate determination of eligibility criteria |
| B. Create a league management committee. | <ul style="list-style-type: none"> – Appropriate recruitment of volunteers – Appropriate training of committee members – Dynamic facilitation of training sessions |
| C. Forecast operating costs. | <ul style="list-style-type: none"> – Accurate estimate of costs of referees, marking, common equipment, office supplies, and use of sites and premises for the activities – Thorough identification of sources of revenue |
| D. Prepare the registration period. | <ul style="list-style-type: none"> – Thorough preparation of registration schedule – Appropriate use of promotional means and registration materials – Establishment of an effective system for collecting participation fees |
| E. Form teams. | <ul style="list-style-type: none"> – Accurate determination of number of teams to be formed according to the parameters of the operating framework – Appropriate selection of trainers – Administrative and technical support for teams |

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

F. Specify and clarify the league rules and disciplinary procedures.

- Complete information concerning applicable rules
- Establishment of mechanisms facilitating the application of rules

G. Prepare the schedule for the league.

- Relevant use of methods for preparing timetables

H. Recruit volunteers for league activities.

- Complete definition of tasks and activities
- Precise determination of number of people required
- Appropriate training of volunteers

I. Supervise the work of officials and referees.

- Appropriate recruitment of candidates
- Transmission of appropriate information to officials and referees
- Ongoing evaluation of performance of officials and referees

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the learning activities:

1. Identify the local situation.
2. Distinguish between the different options (simple elimination, double elimination, round robin, etc.) for setting up a league schedule.
3. Become aware of the importance of concluding agreements with facility managers.
4. Learn about provincial and Canadian organizations that govern sports activities.

MODULE 11: COMMUNICATION IN THE WORKPLACE

Code: 910 116

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **communicate in the workplace.**

SPECIFICATIONS

During this module, the students will:

- Use verbal communication techniques when doing presentations, conducting meetings (facilitation) and during telephone conversations.
- Use written communication techniques when writing letters, memos, reports and proposals.

LEARNING CONTEXT

PHASE 1: **Gathering of Information on Communication**

- Learning about different means of communicating information and relating it to different contexts.
- Learning about ways to adapt their speech to their audience.
- Becoming aware of different verbal techniques (voice projection, intonation, rhythm, breathing).
- Learning about ways of checking that the audience has understood and correctly perceived the message.
- Learning about ways of intervening in a meeting.
- Learning about facilitation techniques used in meetings.
- Becoming aware of audiovisual techniques available to support the presentation of information.
- Learning about techniques for taking notes during conversations, meetings and discussions.
- Learning about techniques for producing correspondence, memos, reports and proposals.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: **Experimentation with Communication Techniques**

- Experimenting with verbal communication in each given context (telephone, meeting and community radio) during simulations.
- Facilitating a meeting using the appropriate techniques.
- Expressing their impressions of the experimentation and how the meeting was conducted.
- Writing a message for a colleague or superior to inform them of a situation.
- Discussing as a group the interpretation of a message.
- Writing an activity report based on a real situation in the workplace.
- Presenting the report to the class and discussing it.

PHASE 3: **Evaluation of Their Ability to Communicate**

- Determining their strengths and the aspects that need to be improved in terms of their verbal and written communication skills.
- Recognizing the new communication skills acquired during this module.
- Determining how they can improve their verbal and written communication skills.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Use role-play and simulation techniques extensively in learning situations representative of the field.
- Ensure that the situations and examples used are representative of the field.
- Provide students with instruments for information gathering, observation and evaluation.
- Encourage students who are having difficulty to take risks.
- Encourage teamwork and group evaluation.
- Ensure that relevant documentation is made available.
- Help students with their self-evaluation.

<p style="text-align: center;">FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE</p>
<p>PARTICIPATION CRITERIA</p> <p>PHASE 1:</p> <ul style="list-style-type: none">– Gather information on the topics covered.– Select and read material published on the topic.– Take notes during presentations. <p>PHASE 2:</p> <ul style="list-style-type: none">– Participate in simulations of meetings conducted by their classmates.– Conduct a meeting using communication techniques.– Share their impressions following participation in the meetings and after conducting a meeting.– Present their activity report. <p>PHASE 3:</p> <ul style="list-style-type: none">– Discuss with the teacher ways of improving their verbal and written communication skills.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities in each of the phases:

1. Recognize the advantages of communicating effectively in the workplace.

MODULE 12: COSTS AND FUNDING OF ACTIVITIES

Code: 910 126

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **determine the costs and methods of funding of activities** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Given typical situations specific to Nunavik
- Preparing the budget for a local activity selected by the student and approved by the teacher
- Producing a grant application form during a learning situation

GENERAL PERFORMANCE CRITERIA

- Appropriate use of methods related to budgets
- Neat, legible documents

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

A. Prepare budgets for activities.

- Estimate, in collaboration with the local financial administrator, of capital expenditures, operating costs and revenue
- Presentation of a complete operating budget
- Consideration of overall budget envelope

B. Determine the local sources of funding.

- Appropriate self-financing strategies
- Establishment of a rate schedule appropriate for users

C. Produce grant application forms.

- Appropriate formulation of cover letter
- Complete production of application forms
- Observance of steps to be carried out

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the learning activities:

1. Describe the purpose of a budget.
2. Recognize the importance of the responsibilities of the recreation leader in Nunavik with regard to estimating costs and methods of funding.
3. Be familiar with the budgetary control tools used by the local administration.
4. Be familiar with the administrative rules and legislation regarding the use of public funds.
5. Use the vocabulary specific to the funding parties.

MODULE 13: SOLVING TECHNICAL AND ORGANIZATIONAL PROBLEMS

Code: 910 133

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to
solve technical and organizational problems.

SPECIFICATIONS

During this module, the students will:

- Recognize the importance of looking for solutions to technical and organizational problems.
- Take the necessary steps to resolve technical and organizational problems.
- Set objectives and determine ways of adopting an attitude that facilitates resolving technical and organizational problems.

LEARNING CONTEXT

PHASE 1: Information on the Process for Solving Technical and Organizational Problems

- Gathering information on the concepts related to creativity and ways it can be fostered.
- Looking at attitudes and behaviours that influence the development of creativity.
- Making the connection between creativity and problem solving.
- Learning about the different problem-solving techniques (brainstorming, creative thinking, mental mapping, etc.)

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: **Experimentation with Problem-Solving Techniques**

- Observing a situation involving an organizational problem during a simulation and proposing solutions.
- Sharing their observations and solutions with the class.
- Participating in a learning situation in which the student is confronted with a technical problem.
- Sharing their observations and solutions with the class.
- Participating in a learning situation in which the student must intervene to solve a problem by using relevant techniques.
- Sharing their observations and solutions with the class.

PHASE 3: **Evaluation of Their Aptitude for Solving Technical and Organizational Problems**

- Determining their ability to adopt a creative attitude in solving technical and organizational problems.
- Identifying the attitudes and behaviours that interfere with creativity and problem solving.
- Setting objectives and determining ways of improving their attitudes and behaviours towards problem solving.
- Recognizing the aptitudes developed during the module.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Use role-play and simulation techniques extensively in learning situations representative of the field.
- Ensure that the situations created and the examples used are representative of the field.
- Provide students with instruments for information gathering, observation and evaluation.
- Encourage students who are having difficulty to take risks.
- Promote teamwork and group evaluation.
- Ensure that pertinent documentation is made available.
- Help students with their self-evaluation.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE
<p>PARTICIPATION CRITERIA</p> <p>PHASE 1:</p> <ul style="list-style-type: none">– Take notes and gather information. <p>PHASE 2:</p> <ul style="list-style-type: none">– Participate in activities.– List their observations and share them with the class. <p>PHASE 3:</p> <ul style="list-style-type: none">– Evaluate their way of solving technical and organizational problems by identifying their strengths and the aspects that need to be improved.– Determine ways of improving their attitudes and behaviours towards problem solving.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities in each of the phases:

1. Recognize the need to improve their ways of solving technical and organizational problems.
2. Determine obstacles to creativity.

MODULE 14: ACCOUNTING TASKS

Code: 910 142

Duration: 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **perform accounting tasks related to recreation activities** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Given learning situations representative of typical local situations
- Recording debits and credits in the accounts set up for a local activity
- Producing a report of expenditures and revenues for an activity selected by the student and approved by the teacher

GENERAL PERFORMANCE CRITERIA

- Compliance with rules of accounting
- Neat, legible documents

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

A. Organize the work to be done.

- Accurate determination of tasks to be carried out
- Matching of supporting documents with appropriate files

B. Complete a purchase order.

- Evaluation of material needs
- All information recorded
- Rigorous follow-up of orders
- Careful verification of merchandise received

C. Manage the petty cash.

- Correct application of procedures for managing petty cash

D. Record current transactions in the journal.

- Precise application of rules for recording entries in the journal

E. Produce a report of expenditures and revenues.

- Accuracy of calculations
- Complete information

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the learning activities:

1. Match definitions to the main terms used in bookkeeping.
2. List the components of the system for recording transactions.
3. List the main supporting documents for a transaction.
4. Describe the content of different supporting documents for a transaction.

MODULE 15: RECREATION EQUIPMENT AND FACILITIES

Code: 910 156

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **manage the use of recreation equipment and facilities** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Given:
 - recreation equipment and facilities available in the community
 - the community's master plan
- Producing a schedule for the use and maintenance of equipment and facilities

GENERAL PERFORMANCE CRITERIA

- Appropriate use of methods for planning schedules
- Application of techniques for managing equipment and installations

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

A. Plan the schedules for the use and maintenance of equipment and facilities.

- Compliance with master plan
- Appropriate determination of when equipment and facilities may be used
- Appropriate determination of schedule for routine and preventive maintenance between planned activities
- Compliance with municipal laws
- Appropriate consideration of community values or daily family habits

B. Set up sites for the activities (playing fields and surfaces, gymnasiums, community centres and arenas).

- Appropriate planning of equipment required for the activities
- Appropriate preparation of sites for the activities

C. Ensure the maintenance of equipment and facilities.

- Preparation of a complete list of routine and preventive maintenance tasks
- Ad hoc monitoring of the quality of the maintenance work
- Accurate determination of facility maintenance problems

D. Check the equipment in inventory.

- Regular update of complete inventory of equipment
- Precise ordering of missing equipment
- Appropriate application of loan policies regarding the equipment

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before learning how to plan the schedules for the use and maintenance of equipment and facilities (A):

1. Locate new equipment for sale on the market.

MODULE 16: SPECIAL EVENTS

Code: 910 166

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **organize special events** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Given needs identified in the community and new trends in recreation
- Organizing, in a typical situation, a traditional community event selected by the student and the community, and then approved by the teacher

GENERAL PERFORMANCE CRITERIA

- Use of planning and evaluation methods
- Use of means for promoting the event
- Use of means for supervising the event
- Application of health and safety rules

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

A. Define the scope of the event.

- Determination of the event's activities according to local and regional needs and requests

B. Set up an organizing committee for the event.

- Appropriate recruitment of volunteers
- Appropriate training of committee members

C. Prepare the budget.

- Precise estimate, prepared in collaboration with the management committee, of capital expenditures, operating costs and revenues
- Formal presentation of budget to the decision-making authority

D. Find funding for the event.

- Specific request for local funding
- Regular holding of fund-raising activities
- Relevant request for grants submitted to public organizations
- Exhaustive search for sponsors

E. Prepare the schedule for the event.

- Consideration of other community activities
- Precise determination of dates according to availability of sites
- Correct use of techniques for establishing schedules

F. Recruit volunteers for the event.

- Thorough definition of tasks
- Precise determination of number of volunteers needed
- Appropriate training of volunteers

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

G. Carry out the event.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate supervision of the facilities, equipment and materials used for the activities
- Rigorous checking to ensure compliance with rules of safety and accident prevention at the activity sites and during public gatherings
- Motivating welcome extended to participants
- Clear instructions conveyed to participants
- Appropriate supervision of activity sites
- Supervision of volunteers

H. Evaluate the event.

- Correct use of evaluation procedures and instruments
- Evaluation of the success of the event
- Appropriate suggestion for improving the event in the future

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the learning activities:

1. Describe the special events (local and regional) that have taken place in the past.

MODULE 17: SUPERVISING OCCASIONAL WORK

Code: 910 173

Duration: 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **supervise occasional work** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Given learning situations
- Evaluating the persons required for the work
- Supervising the work of an employee involved in carrying out an activity

GENERAL PERFORMANCE CRITERIA

- Maintenance of a climate favouring the completion of tasks
- Application of health and safety rules

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--|--|
| A. Evaluate needs in terms of the work to be done. | <ul style="list-style-type: none"> – Clear determination of tasks to be completed – Precise evaluation of time required for completing the tasks – Precise determination of functional requirements |
| B. Transmit information to an employee. | <ul style="list-style-type: none"> – Precise determination of elements required to complete a task – Thorough explanation – Accurate verification that the employee has understood |
| C. Supervise the work. | <ul style="list-style-type: none"> – Prioritize the tasks according to the schedule and needs – Appropriate support given during the work – Thorough checking of completed work |

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the learning activities:

1. Determine the reasons motivating people to work, their commitment and their expectations.
2. Describe the concept of supervising work.

MODULE 18: TRAINING A SPORTS TEAM

Code: 910 186

Duration: 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must
be the trainer for a sports team
in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone
- Being the trainer for a local sports team selected by the student and the teacher, on the basis of a typical situation

GENERAL PERFORMANCE CRITERIA

- Application of a training schedule
- Correction of unsafe attitudes in the practice of a sport
- Compliance with health and safety rules
- Compliance with requirements of the national trainer certification program

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Use elements of sports psychology.

- B. Evaluate the movements of an athlete.

- C. Ensure the safe practice of a sport.

- D. Teach the techniques required for practising a sport.

- E. Plan a training session.

SPECIFIC PERFORMANCE CRITERIA

- Correct use of self-awareness techniques
- Appropriate use of motivational techniques
- Correct use of constructive feedback techniques

- Overall observance of movements
- Use of kinesiological principles
- Suggestions of appropriate corrections
- Precise recording of improvement in athlete's performance

- Dynamic facilitation of a warm-up session before a sports activity
- Set-up of an appropriate injury prevention program
- Systematic checking of equipment and site before an activity

- Appropriate use of pedagogical concepts adapted to individuals and situations
- Clear demonstration of techniques

- Inclusion of all steps involved in a training session
- Correct planning

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the learning activities:

1. Recognize the role of a trainer.
2. Review techniques for communicating effectively.
3. Recognize the legal aspects associated with the position of a volunteer trainer.
4. Recognize the social responsibilities of a trainer.

Before learning how to use elements of sports psychology (A):

5. Recognize the importance of concepts of sports psychology in the development of athletes.

Before learning how to evaluate the movements of an athlete (B):

6. Review basic concepts related to movement and development.
7. Describe in general terms how the muscular system, energy system and aerobic and anaerobic systems work.
8. Recognize the physical limits of young people who have not reached physical maturity in the practice of sports.

Before learning how to ensure the safe practice of a sport (C):

9. Review concepts of first aid.
10. Describe the main provisions of the *Act respecting safety in sports*.

Before learning how to teach the techniques required for practising a sport (D):

11. Describe the main steps involved in effective facilitation.

MODULE 19: PLANNING A JOB SEARCH

Code: 910 191

Duration: 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **plan a job search.**

SPECIFICATIONS

During this module, the students will:

- Become familiar with the steps involved in looking for a job.
- Become familiar with how to write a résumé and a cover letter.
- Become familiar with the procedure of a selection interview.

LEARNING CONTEXT

PHASE 1: **Preparing for a Job Search**

- Participating in an information meeting on the steps involved in a job search.
- Discussing the specifics of a job search in the field of recreation in Nunavik and in related sectors.
- Discussing the time required for each step of the job search and the impact on the planning of a job search.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

LEARNING CONTEXT

PHASE 2: Introduction to Writing a Résumé and a Cover Letter

- Participating, in small groups, in an activity where students look at samples of résumés and cover letters.
- Discussing, as a group, the content and qualities of a résumé and a cover letter, as well as ways of making oneself stand out in these types of documents.
- Writing, individually, a résumé and a cover letter.

PHASE 3: Participation in an Interview Simulation

- Discussing the three steps of an interview: establishing cordial relations, sharing information and planning a follow-up.
- Discussing the criteria that the employer will use to evaluate the candidate during the interview.
- Participating in a simulation interview and noting their observations.
- Discussing, as a group, the observations noted and ways to improve themselves.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Provide students with relevant documentation.
- Encourage individual expression.
- Encourage students to participate.
- Encourage students to evaluate themselves.
- Organize simulation activities and provide students with support.

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

PARTICIPATION CRITERIA

PHASE 1:

- Show interest in the information provided.
- Participate in discussions.

PHASE 2:

- Examine the documents presented.
- Give their opinion during discussions.
- Write the required documents.

PHASE 3:

- Participate in activities.
- Clearly express their comments.
- Note their observations.
- Analyze the attitudes and behaviours conducive to good contacts with a potential employer.
- Be willing to look at ways of improving themselves.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities in Phase 1:

1. List the sources of information and the means that facilitate a job search.

Before undertaking the activities in Phase 2:

2. Indicate the information that should be included in a résumé and cover letter.
3. Indicate the documents that should accompany a résumé.
4. Explain the importance of appropriate and correct vocabulary when writing a résumé and cover letter.

Before undertaking the activities in Phase 3:

5. Describe the step in preparing for an interview.
6. Indicate the positive aspects to be emphasized during an interview.
7. Identify the attitudes and behaviours that should be avoided in an interview.
8. Indicate the steps to be taken after an interview.

Éducation

Québec 

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