

## PE101: Deliver Programs and Events

*PE101 - Deliver Recreation Programs and Events was re-designed and prepared by Caroline Sparks following the Pilot. Development was supported by the Arctic Inspiration Prize and the Recreation North partners.*

### **Description:**

This learning event introduces six steps recreation leaders can use to design and deliver a recreation program or a special event. Effective design and delivery of each activity results in successful, safe and enjoyable recreation experiences.

### **Learning Objectives:**

- Recognize that design and delivery of an individual program or event is part of recreation programming.
- Learn to use a six-step process in the design and delivery of a recreation program or event.
- Consider how design contributes to an interesting, safe and enjoyable experience.

### **Required Learning Activities:**

- RLA: Design a program or event – Part A
- RLA: Design a program or event – Part B

### **Week 1:**

Programming in recreation settings involves planning, delivering, and evaluating a variety of services, programs and events. Quality programming bases the design and delivery of each program or event of a series of six steps (that can be remembered with the acronym P-R-O-G-R-A-M). The first three steps—Purpose, Results and Organize are explored in week 1.

#### *Key teaching points:*

- In most communities, recreation programmers do a lot of direct delivery. They come up with ideas for programs and events or follow direction from a recreation plan. They also take responsibility for delivering them.
- A community development approach involves the community coming together to design and implement a program or event. This approach to programming is useful when challenges, unmet needs, or issues are clear,

but the causes and solutions are not; and when residents are accepted as experts on needs and solutions.

- **Purpose** is determined by answering 3 questions. What are the major benefits of this program or event? How will we do it? Who is it for?
- Knowing the intended **results** helps to achieve the purpose and longer-term benefits. It is possible to 'see' and 'track' and 'report on' results.
- An outline of the program or event's activities and the resources that are needed to deliver is part of the design. An outline introduces the target group, the time, the type of activities, the location, etc. A variety of activities are ideally built into the design.
- Resources needed to deliver a program or event can typically be categorized by people, facility, budget, equipment and supplies, promotion, etc.

*Reflective questions to encourage learning:*

- Consider a time when you were prepared for something and a time when you were not. What was different between the two experiences?
- What types of variety can be built into each program session or each event?

## **Week 2:**

Once the general design of a program or event is completed, it is time to Get Ready. Recreation leaders can effectively prepare by creating a work plan and developing activity plans for each program session or for an event. Although this may seem like a lot of preparation, things usually run more smoothly and the program or event will more likely be successful when leaders are prepared. Recreation leaders should track successes and challenges during delivery in order to monitor and assess what works well and what could be changed the next time.

*Key teaching points*

- A work plan turns what is needed into manageable tasks. It also involves deciding when each task must be done and who will do it. It doesn't need to be complicated.
- An activity plan shows the progression from the beginning to the end of a session. An activity plan usually includes the program name, the leader's name, date and times, equipment or space needed, and detail about the activities that make up the session.

- Activity plans are an important tool for risk management. Whenever skills are being taught or developed, an activity plan should be used and should demonstrate progression from one level to the next.
- Monitor participants—their attendance, progress, feedback, etc. as well as successes and challenges related to people, facilities, equipment, promotion.

*Reflective questions to encourage learning:*

- Reflect on the six steps. In what ways do these steps help to make a program, activity or event safer, more enjoyable, and more interesting?
- Think about your role as a recreation leader or volunteer. What design and delivery steps are most important? Why?

### **Required Learning Activity: Design a program or event – Part A**

Use the [Program Design template](#) or create your own format.

1. Choose a program or event. Give it a title/name.
2. Describe the purpose in one sentence.
3. Identify a few results (e.g., # of participants, minutes of physical activity).
4. Prepare a simple outline of the program or event. Describe what, when, where, and who.
5. Use a checklist to outline the things to get and things to do.
6. Post Part A in the forum.

### **Required Learning Activity: Design a program or event – Part B**

Complete the design of your program or event. Use the [Program Design template](#) or create your own format.

1. Use your checklist to create a simple work plan.
2. Use your outline to prepare an activity plan for one program session or for one day of an event.
3. Post Part B in the forum.

### **Resources and References:**

#### Resources

- PE101 Presentation
- Template: Design a program or event - [https://files.recnorth.ca/LEres/PE101-Template\\_design\\_program\\_event.pdf](https://files.recnorth.ca/LEres/PE101-Template_design_program_event.pdf)
- Template: Checklist to organize programs or events - [https://files.recnorth.ca/LEres/Checklist\\_Organize\\_Program\\_Event.pdf](https://files.recnorth.ca/LEres/Checklist_Organize_Program_Event.pdf)
- Completed Checklist from PE101-2019 - [https://files.recnorth.ca/LEres/PE101\\_Checklist-Organize-Program-or-Event\\_2019.pdf](https://files.recnorth.ca/LEres/PE101_Checklist-Organize-Program-or-Event_2019.pdf)

### Activities

- Required Learning Activities – 2 described above

### References

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