

Rec News • Summer 2013

LANGARA DEPARTMENT OF RECREATION STUDIES

Langara.
THE COLLEGE OF HIGHER LEARNING.

Recreation Benefits Community Wellness



RECR 4400: APPLIED MAJOR PROJECT
RECR 4400 "Applied Major Project" is the Bachelor of Recreation Management's Capstone course and an opportunity for students to contribute meaningful scholarly research to the recreation field. This six-credit course is taken in the final semester of the BRM and requires each student to complete a community recreation-based project in an organization.

Each student creates a research question that is relevant and connected to community recreation, then partners with an agency advisor in the recreation field to work through their project to find the best answer to their question.

Here is a selection of the research questions and answers from students in the Spring 2013 term.

"What is community wellness, and how can it be measured in a meaningful way?"

Community wellness occurs when conditions around individual fitness and health, the environment, civic engagement, education, and community vitality are all at a level where individuals can flourish and fulfill their potential. Many common wellness themes coincide with recreation benefits, and one of the recommendations I made was for the City of Richmond's recreation department to explore measuring their performance outcomes together with community wellness, as they are focused on many of the same quality-of-life factors.

Measuring community wellness in a meaningful way requires identifying what theme areas are most relevant through community engagement, and developing a model through which to measure the results, and stratify them to the population. Meaningful measurements were also found

to require a mix of subjective and objective factors in order to obtain a rounded view of the situation, and all measurements should be obtained in a statistically sound manner to ensure repeatability and comparisons are possible.

The picture above is from the May 2012, Move for Health Day in Richmond. That's me with Mayor Brodie accepting the Move for Health Day proclamation. This event is now identified as becoming a City of Richmond "Wellness Day" that brings together many partners and community groups to celebrate being a healthy, active community.

Carol Lepine
Student, Langara College

Looking for Recreation Alumni

Help us find and keep in touch with "old" Recreation Studies classmates. If you have any information, please contact Vince Kreiser, Program Coordinator for the Recreation Leadership Diploma Program at 604 323 5276 or cfields@langara.bc.ca. It would be great to hear from you!

BACHELOR OF RECREATION MANAGEMENT PROGRAM

The Bachelor of Recreation Management (BRM) is a two-year online program that provides the next step towards a management position in community recreation. The program is flexible and student-focused, and combines a solid foundation in management theory and practical knowledge with specialized courses in recreation.

The BRM can be completed in two years (six semesters) if taken on a full-time basis. As many of today's students work, the option of completing the BRM on a full-or part-time basis is available. All courses are delivered online.

CONTACT US

Bachelor of Recreation Management Program
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RECREATION LEADERSHIP DIPLOMA PROGRAM

The Recreation Leadership Diploma Program is looking for people who are passionate about making a difference in their communities through recreational activities and services.

If you're a Grade 12 graduate interested in helping to build community life, check us out at our website. Applications are now being accepted for September 2013.

If you are a recreation professional or a graduate of the program, we would appreciate your help in spreading the word, whether it be with referrals to your family, friends, co-workers, or even the kid from down the street who cuts your lawn.

CONTACT US

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“If more activities that promote civic engagement are available through Parkgate Community Services Society, what would be the likely effect that it would have on increasing social capital in the Parkgate community?”

This research looks at how a local organization can create a connection between civic engagement activities and social capital. The major paper described how civic engagement activities provide opportunities that bring people together, reducing social gaps and supporting community members in being actively involved in their community at a more significant level.

Tanya Rankin
Student, Langara College



“How does Crossfit build a strong sense of community? How does building a strong community help with client loyalty? How can having a strong community encourage new membership?”

Crossfit Kitsilano (CFK) has built a strong sense of community in the culture that has been demonstrated by coaching staff, Owner Fynn Mulligan and other members. The atmosphere has made a sense of belonging that happens quickly for new members, resulting in those members feeling comfortable and safe within their new environment. When individuals feel they are welcome, they are more likely to feel they want to return, thus continue taking part in that community. It is clear that a strong community currently exists within CFK, but the missing link is that this is not well communicated through any of CFK's literature or promotional material. Once a new member is enrolled, they are included almost instantly within the community of CFK; but without proper marketing techniques designed to promote this aspect, the reach of this added-value is limited and CFK will lose out on a great opportunity to hit an untouched portion of the population.

Matt Neufeld
Student, Langara College



“What is the connection between outdoor recreation infrastructure, more specifically a mountain bike skills park, and the health and wellness of a community?”

A mountain bike skills park is an open space located within a community that provides citizens with the tools necessary to live a healthy and active lifestyle by providing physical infrastructure, human resources, and activities and outreach. Through the support and guidance of a municipality this type of facility can have a positive impact on the overall health and wellness of the community. The support of the municipality is key as it is required to assist with providing a safe, free open public space that is a desirable location for the community to gather, interact, and socialize with each other while being active. This type of infrastructure also provides the opportunity for members of the community to learn a new activity, gain new knowledge, and volunteer; all of these activities contribute to the health and wellness of the individual.

Tara Edell
Student, Langara College

Partnering in the Community

RECR 1168: SPECIAL EVENTS

By Shannon Wall (Instructor)

The Recreation Program Planning class (RECR 1168) had the first-year recreation students creating, planning, and implementing special events in partnership with local community recreation agencies. The students put a lot of time, energy, and “magic” into their projects, and it was wonderful to see the learning and program planning theory come to life as these high quality recreation events came to fruition.

This year’s special events included: a St. Patrick’s Day themed event for families at the West End Community Centre; a 3-on-3 basketball

tournament for youth in Richmond; a Spring-themed family skate at Trout Lake Community Centre; a Superhero event for children in the Spring Break camp at Kerrisdale Community Centre; an Alice in Wonderland tea for Seniors at Killarney Community Centre; and a family Carnival at Richard McBride Elementary School in New Westminster.

Congratulations to all the students for a job well done!



Team Asterix successfully held their “Alice in Wonderland” tea for the seniors at Killarney Community Centre. Their activities include an impressive buffet lunch, games, prizes and a photo booth with the Easter bunny!



Team 6-SWAP successfully held their “Super Hero Training Camp” event for the Kerrisdale Spring Break camp children at the Kerrisdale Community Centre. Activities included an obstacle course, crafts, a place car and a fire truck that were fully interactive



Team G6 successfully held their “Spring Icebreaker” event for children ages 4-12 at the Trout Lake Community Centre. Activities included arts/crafts, refreshment/snack bar and some on-ice games such as hockey, ring toss, obstacle course, and ice baseball/tennis.



Team Adrenaline successfully held their “Thompson Spring Classic” event at Blair Elementary School; a 3 on 3 basketball tournament for ages 13-15 hosted by Thompson Community Centre.



Team Synergy successfully held their “St. Patrick’s Day Celebration and Craft Time in the Lobby” event for children ages 3-10 at the West End Community Centre. Activities included story time, crafts, games, a photo booth, and a scavenger hunt.

Find us at www.facebook.com/recstudies, @recstudies on Twitter, or recstudies on Youtube.

Visit our blog at iweb.langara.bc.ca/recreation-studies

Internship

By Vince Kreiser (Program Coordinator)

FOURTH TERM INTERNSHIP

The second year students recently finished their fourth term internships. These 14-week internships took place at a wide variety of agencies throughout the lower mainland.

Agencies who sponsored students this year included:

- Sunset Community Centre
- Vancouver School Board – West 2 Community Schools Team
- Mount Pleasant Neighbourhood House
- Creekside Community Centre
- Surrey Sports and Leisure Complex
- Strathcona Community Centre
- Langley Events Center
- Fleetwood Community Centre
- Kitsilano War Memorial Community Centre
- Britannia Community Services Centre
- Jewish Community Centre of Greater Vancouver
- Pacific Riding for Developing Abilities
- Marpole-Oakridge Community Centre
- Newton Seniors Center
- Roundhouse Community Centre
- City of Richmond Arts Centre
- Catching the Spirit Youth Society
- YWCA Metro Vancouver
- Sportability
- Fraser Heights Recreation Centre

The Internship wrapped up nicely with the student Camp Day at Camp Capilano in North Vancouver and then the Annual Internship Luncheon held here at Langara College. Some interns will be staying at their agencies for summer employment, others will be looking for permanent work in the field and some are planning to return here to Langara College to pursue their Bachelor of Recreation Management Degrees.



A very good student Camp Day was held at Camp Capilano in North Vancouver, B.C. The day is set up to allow the graduating students to wrap up their two-years of study in an outdoor setting.



The annual Internship Luncheon held at Langara College is a way to thank the various Internship Agencies and other people associated with the program in a formal way. The spring scholarship presentations for the program are also done at this event.

WORDS FROM THE INTERNS

Internship is a key piece of Langara's Recreation Leadership Diploma Program. It gives students an opportunity to put into practice the knowledge and theory gained through 3 terms of courses—and provides an opportunity to network with professionals in the field. Following are some students' experiences of Internship. Our enthusiastic 'thank you' goes out to all of the recreation organizations and supervisors who support the Langara Recreation internship program.

I was welcomed and involved in many projects throughout my four month internship at the Vancouver Parks Board. One project was a special event for International Women's Day. I helped organize the Remarkable Women Poster Series reception at the VanDusen Botanical Garden as well as helping facilitate community workshops related to the project.

The experience has been invaluable, aside from meeting and working with many inspiring women such as Danita Noyes, Marg Watts, Cyndy Chwelos and the entire ACE team, building on my skills, and recognizing my strengths, it has also confirmed my passion for working in and advocating for the arts through special events and community recreation.

Internship gives students the opportunity to apply what we have learned in the classroom to everyday practical work scenarios. You get a chance to see what areas of this broad field you enjoy working in the most.

I want to thank every single person I have met who generously gave me their time and really made me feel so welcomed!

Tara Nazemi
Student, Langara College
Internship: Vancouver Parks Board - Arts, Culture, and Environment department



One of the major highlights of my internship was having the opportunity to create, plan, and implement the Family Day 'Around the World' special event to celebrate the new holiday. With over 500 attendees, I was happy to be able to provide a high quality recreational event for the families in the community.

Internship in the Recreation Leadership Diploma Program provides the opportunity to make connections in the field, add experience to your resume, and assists in gaining employment in the future.

Lisa Kabool
Student, Langara College
Internship: Fleetwood Community Centre, Surrey



Some of the major highlights included working late into the night at the JCC Sports Dinner, teaching a seniors computer class, and hosting a Purim Celebration Lunch for the senior members.

Internship provides a great learning experience that allows students to implement what they learned in the classroom to the actual workplace. It gave me an opportunity to learn about the Jewish culture while working in a recreation setting.

Garrett Ling-Lee
Student, Langara College
Internship: Jewish Community Center of Greater Vancouver





In my internship, the biggest highlight was the opportunity to experience working in a recreation setting and putting the material I learned in class to practical use. The experience has helped me not only in perfecting my skills and abilities but also in increasing my confidence and self-awareness. I have also enjoyed being able to plan and implement my own programming and events and make my own contribution to the community.

Internship provides students the opportunity to experience being a recreation professional and build more knowledge and expertise in the field. This is essential in creating leaders that will deliver high quality recreation in the future.

Billy Mortensen
Student, Langara College
Internship: Newton Seniors' Centre, Surrey



In my internship, I acted as a programmer assistant under the supervision of Doug Newstead, Michele Rideout, Rob Senger, and Mawi Bagon. All of the staff at Sunset made internship a great learning experience and gave me incredible support.

A few internship highlights I experienced are; running my own special event, assisting with the development of the season's program guide, learning about the politics involved with running a recreation facility, and seeing important building maintenance and upgrades first hand.

My internship gave me a chance to mix my theory from classes with real world situations. Students are given the opportunity to see where their strengths are and what areas they may want to work on. I had an amazing time and highly value my internship experience here at Sunset.

Lexine Atrill
Student, Langara College
Internship: Sunset Community Centre



The highlight of my internship was having the opportunity to work at two different locations. It was a nice balance between a bustling Centre at the heart of Vancouver and a quieter facility with a beautiful waterfront view near Science World. Interacting with many different staff members led to me developing an expansive network of contacts.

My other highlight was planning and implementing a Multi-cultural Workshop for International Mother Language Day for my Special Events Module. It was the first of its kind in the community and was a great success. Most importantly I discovered new passion in the area of community development.

Internship provides students a chance to dive into a real working environment for an organization/ agency of their choice as well as applying the leadership skills learned from the program. I would encourage future reccies to make sure that the agency you choose for your internship aligns with your personal goals, objectives and values.

Simon Chiu
Student, Langara College
Internship: Vancouver Board of Parks and Recreation at Creekside and Mount Pleasant Community Centres

RECR 3260: Managing Cultural Programming

By Cyndy Chwelos (Instructor)

As a recreation professional with an arts programming portfolio for the City of Vancouver, Park Board, the role of arts & culture inspires and guides my working life and this course. Managing Cultural Programming begins with 2 key questions: What is Art? & What is Art For? I am interested in getting us to a place where we share an understanding for how and why artistic and cultural practice can engage citizens with the goal of effecting meaningful change for them and their communities. Below are student responses to why arts and culture are essential to the field.

"The field of recreation is concerned with improving the quality of life for its community members and that is why the arts are part of recreation. Art offers people an opportunity to create, express, reflect and transform oneself, which can ultimately lead to a more meaningful and fulfilling life."

-Lak Gill

"The definition of the word "arts" is likely the major reason why art is not as effectively programmed throughout our communities as we would hope for. I must admit that my exposure to arts programming is very minimal and I still struggle with understanding what, exactly, art defines. Furthermore, and as a Princeton University working paper highlights, gauging the success and impact of arts in our communities is a very difficult outcome to quantify and qualify. For us to be successful in our roles as recreation professionals we need to have a well-rounded and all-encompassing perspective. This is why cultural programming and arts are course topics in the BRM program."

-Jaimee Stokes Nelson

"The arts also have a way of peaking a participant's interest in something that they do excel at. Another benefit is that the arts expose participants to interactions with others who share the same interests and thus has the potential to expand an individual's social network. The arts are also a perfect substitute for individuals who have not interest in, or who are unable to participate in, sports or other physical activities. On page 4 of her article, "Can the Arts Change the World? The Transformative Power of Community Arts", Abby Scher, writes "Community arts can be disarming, giving you a novel angle of vision and eliciting the power of your emotions and intellect at the same time. They can help make people reflective and open to change. They can create new understandings of ourselves that push ethnic boundaries."

-Cheryl Taylor

Art has everything to do with a human expression created through a process that results in some outcome. The process is specific to each human's experience and the outcome varies from the choice of medium and intention of the creator. Art can be danced, painted, photographed, digitized, acted, sung, written and read. It can last a moment or centuries. Fundamentally, however, art is about a human expression. People develop their capacity to express themselves through a creative medium for a multitude of reasons and purposes. This course aims to provide an understanding for the value and benefit of the role arts play in the field of recreation and the communities we serve. Pivotal to a persons satisfaction of exploring the arts, is providing an engaged arts experience. Together we attempt to define what an engaged arts experience looks like, why engaging community members in the arts holds value for them and how to develop a managerial practice in order to deliver a broad range of arts & cultural programming in the communities one will serve.



Draw Down 2012- Trout Lake Community Centre



Leisure Theory and Application in Recreation 3160

By Steve Musson (Instructor)

Recreation 3160 is called “Leisure Theory and Applications”. One of the themes within this course involves the philosophical basis for publicly-funded recreation. Have you ever wondered WHY we have publicly-funded parks, pools, tennis courts, community centres, etc.?

In the early 1950’s J.B. Nash wrote one of the very first “textbooks” related to leisure theory. In that book he asserted that there were better and worse forms of recreation, and it was the obligation of a democratic government to help its citizens move toward the better forms of recreation. Even way back then, he was warning about the dangers of ‘spectatoritis’ – a disease caused by too much passive watching and not enough active doing. He made the case that spectatoritis was a real and growing threat to a democratic society. A healthy democracy required an engaged citizenry actively involved in their own personal and social development,

not a nation of passive onlookers. For Nash, the main point and purpose of public recreation facilities and programs was to help instill the ideals and skills needed in a flourishing democracy.

In the early 1960’s Charles Brightbill made a similar case for publicly-funded recreation. His point was that it is in the best interests of a society to have all of its members (or as many as possible) living personally rewarding lives. If the vast majority of the members of a society are healthy and happy, then there will also be high levels of peace, stability, and mutual cooperation. There would also be a lack of revolutionary fervor. In other words, a happy country would also be a stable and flourishing country. So, according to Brightbill, the government should be involved in the provision of at least a basic level of recreation

opportunities for everyone because the main purpose of the government was to create a peaceful, stable environment where its citizens could be free in their “pursuit of happiness”. According to Brightbill, “If an intelligent and informed society has any obligation, it is in seeing to it that each individual, to the extent that he is able, has the opportunity to achieve his maximum fulfillment.”

The case being made by these (and other) early leisure theorists is that a healthy democracy requires a solid publicly-funded recreation system. Historically, this idea proved to be a powerful one. It helped to launch a phase of the “Recreation Movement” that saw the construction of a large number of public recreation facilities in the 1960s and 1970s. This phase also created some of the first recreation professionals.

Professionalism in Recreation 4160

By Caroline Dickson (Instructor)

In the final year of studies, Recreation Management students have the opportunity to reflect on the attributes and skills of a recreation professional. ‘Professionalism in Recreation’, RECR 4160, offers key learnings important to succeeding in administration. In this course, students study the process of ethical decision-making and hear invaluable stories shared by senior recreation leaders. Past students have found value in the simulation

practice, such as working with challenging clients and medical emergencies, which has helped in their current roles. New additions to the course curriculum this year will focus on budgeting, communication and human resource skills including performance reviews and the hiring of new employees. Students are asked to complete a career planning assignment that maps out a clear professional path early on to ensure each student has

direction upon graduation. Participants are encouraged to understand the skills and attributes required of each role as their career progresses. Professionalism in Recreation 4160 touches on the finer skills required of management and teaches students how to serve as a skilled professional in the field.