

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area:	Supported Levels: 9-12
Course Number:	7961040
Course Title:	Leisure and Recreation Skills for Functional Living
Previous Course Title:	Basic Leisure and Recreation Skills
Credit:	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in leisure and recreation skills to enable students with disabilities to function at their highest levels and participate effectively at home and in the community.

The content should include, but not be limited to, the following:

- selection of appropriate activities
- social and behavioral expectations
- maintenance of equipment and materials
- interpersonal relationships
- community resources

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is primarily designed for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

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This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement

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may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate awareness of appropriate leisure and recreation activities based on age and interests.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 1.1. Identify the benefits of leisure and recreational activities (e.g., meet new people, relieves stress, keeps mind off worries, learn new things, keeps you active, occupies unstructured time, provides enjoyment). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.2. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*
- 1.3. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*
- 1.4. Identify requirements of leisure and recreational activities (e.g., obtain equipment, know how to play the game, need space, know the rules of the game, obtain tickets for events, arrange transportation, attend events). (IF.A.1.In.1, IF.A.1.Su.1)

2. Demonstrate awareness of community resources related to leisure and recreation activities.

IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 2.1. Identify leisure activities involving attending cultural and sports events. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: ___ musical performances—concerts, dance performances
 ___ theatre and plays
 ___ sports events
 ___ celebrations—holidays, parades, festivals, exhibits
 ___ other: _____

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2.2. Identify appropriate times and occasions for attending cultural and sports events (e.g., on holidays, when a performer is on tour, during the football season, when transportation is available). (IF.A.1.In.1, IF.A.1.Su.1)

2.3. Use specific knowledge and skills when attending cultural and sports events in the community (e.g., locating the event on a schedule, obtaining tickets for a game or performance, following the rules of behavior for the attendees). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: musical performances—concerts, dance performances
 theatre and plays
 sports events
 celebrations—holidays, parades, festivals, exhibits
 other: _____

2.4. Use specific knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: library parks and recreation facilities public safety
 other: _____

2.5. Use specific knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: restaurants cafeterias
 refreshment stands vending machines
 other: _____

2.6. Use specific knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: movies arenas skating rinks
 video arcades museums—science, art, historical
 other: _____

3. Demonstrate interpersonal communication skills necessary for leisure and recreation activities.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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Interpersonal Communication

- 3.1. Identify steps for introducing self to others when participating in leisure activities (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.2. Identify characteristics of a good listener when interacting with others during recreation activities (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.3. Identify verbal and nonverbal communications which relay messages to others when participating in leisure activities (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another; verbal comments—commenting on their appearance, telling someone they did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.4. Identify communications and behaviors that compliment others when participating in recreation activities (e.g., saying “Good job.” “Well done.” “I am impressed with your work.” “I admire your ability.”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.5. Recognize and display sensitivity to others' feelings when participating in leisure activities (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.6. *Identify personal feelings. (Social and Personal G 54: IV)*
- 3.7. Use actions of others as social cues for appropriate behavior in leisure activities (e.g., waiting to start eating until all have been served, letting others go first when playing a game, not sitting down until all others have sat down, cheering at a baseball game). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.8. Identify behaviors that represent appropriate physical contact from others when participating in recreation activities (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.9. Identify behaviors that represent inappropriate physical contact from others when participating in leisure activities (e.g., touching someone when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.10. *Identify behaviors which indicate acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*

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4. Demonstrate awareness of responsible behavior and appropriate attire relating to leisure and recreation activities.

- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____
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General Skills

- 4.1. Discriminate between behaviors that are socially unacceptable in public yet are acceptable in private when participating in leisure activities (e.g., adjusting undergarments). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.2. Identify appropriate behaviors for specific leisure or recreation situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: ___ home ___ school ___ community ___ workplace
- 4.3. Identify appropriate clothing or uniform for selected leisure or recreation activities (e.g., swimsuit, sweat suit, baseball uniform, hiking boots). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.4. Identify necessary safety equipment and protective gear for selected leisure or recreation activities (e.g., helmet, knee guards, shin pads, goggles). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.5. Wear appropriate clothing and safety equipment when participating in selected leisure and recreation activities. (IF.B.2.In.2, IF.B.2.Su.2)
- 4.6. *Distinguish between appropriate dress for school, work, and leisure activities.* (Social and Personal A 7: V)

Functioning Independently

- 4.7. Identify examples of self-initiation behaviors when participating in leisure activities (e.g., start or begin game on own, ask for additional supplies). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.8. Demonstrate initiative in various leisure or recreation situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: ___ home—games, videos, hobbies
 ___ school—extracurricular activities
 ___ community—events, organized activities, exhibitions
 ___ community—leisure activities, restaurants, traveling

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- 4.9. Identify examples of self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement when participating in recreation activities (e.g., organize, monitor, and carry out activities; follow through with instructions; complete activities; work with sufficient speed). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.10. Demonstrate self-management in various leisure or recreation situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—games, videos, hobbies
 _____ school—extracurricular activities
 _____ community—events, organizations
 _____ community—leisure activities, restaurants, traveling
- 4.11. *Stay on task until its completion. (Social and Personal C 20: III)*
- 4.12. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 4.13. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 4.14. *Show respect for the property of others. (Social and Personal G 52: III)*
- 4.15. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 4.16. Identify examples of self-controlling behaviors when participating in leisure activities (e.g., recognize events that trigger unacceptable behaviors, count to ten, keep negative comments to self, manage unstructured time by looking at magazines). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.17. Demonstrate self-control in various leisure or recreation situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home—games, videos, hobbies
 _____ school—extracurricular activities
 _____ community—events, organizations
 _____ community—leisure activities, stores, restaurants, traveling
- 4.18. Identify examples of self-advocating behaviors when participating in recreation activities (e.g., indicate preferred and unpreferred activities, speak up for one’s self, voice own opinion). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.19. Demonstrate self-advocacy in various leisure or recreation situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home—games, videos, hobbies
 _____ school—extracurricular activities
 _____ community—events, organizations
 _____ community—leisure activities, stores, restaurants, traveling
- 4.20. Identify examples of self-esteem behaviors related to leisure activities (e.g., display self-respect, make positive comments, set high goals for self). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.21. Demonstrate self-esteem in various leisure or recreation situations. (IF.B.2.In.1, IF.B.2.Su.1)

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- Specify: _____ home—games, videos, hobbies
_____ school—extracurricular activities
_____ community—events, organizations
_____ community—leisure activities, stores, restaurants, traveling

- 4.22. *Identify appropriate responses to praise and constructive criticism.*
(*Social and Personal G 57: V*)
- 4.23. *Identify behaviors which reflect a positive attitude toward self.*
(*Social and Personal G 58: VI*)
- 4.24. *Identify personal strengths and weaknesses.* (*Social and Personal G 59: VI*)

Playing on Teams

- 4.25. Demonstrate behaviors that contribute positively to team effort (e.g., being prompt, practicing, complimenting contributions of others, taking turns, sharing equipment, being willing to make changes if needed, helping others if needed). (SE.A.1.In.1, SE.A.1.Su.1)
- 4.26. Identify appropriate actions to use when joining a team (e.g., ask permission, demonstrate your skills, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)
- 4.27. Demonstrate behavior that meets social expectations when playing on a team (e.g., raising hand to speak, following the order of a lineup, practicing fairness, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 4.28. *Cooperate with peers.* (*Social and Personal G 51: III*)

Participating in Organizations

- 4.29. Identify organizations for leisure or recreation in which individuals may participate (e.g., clubs, fitness centers, parks, recreation centers). (SE.A.1.In.3, SE.A.1.Su.2)
- 4.30. Identify behaviors of individuals that may conflict with expectations of the club or organizations (e.g., not complying with rules or unwritten expectations, trying to do things your own way). (SE.A.1.In.3, SE.A.1.Su.2)
- 4.31. Follow steps to join an organized club or activity of choice (e.g., determine interests, conduct research, obtain information, visit club meetings, meet club members, talk to club members, join club). (SE.A.1.In.3, SE.A.1.Su.2)
- 4.32. Respond appropriately to requests to comply with rules and expectations of the club or organization (e.g., pay dues, attend meetings, vote for officers, get along with other members, participate in activities). (SE.A.1.In.3, SE.A.1.Su.2)

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5. Travel safely within and beyond the community to engage in leisure and recreation activities.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 5.1. Move about in the immediate neighborhood from one location to another to engage in leisure activities (e.g., walk, bike, take a car). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.2. Use available modes of transportation to reach distant locations in or beyond the community to engage in recreation activities (e.g., bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.3. Practice safety procedures when walking or biking for leisure activities (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.4. Practice safety procedures when riding in a car (e.g., wear seat belt, lock door). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.5. Use basic knowledge and skills required to benefit from resources in the community that provide transportation services for leisure activities (e.g., knowing how to contact the service, making a reservation, paying for the fare). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: ___ public buses ___ private taxis and limos
 ___ special services for disabled ___ other: _____

6. Respond effectively to unexpected events and potentially harmful situations in leisure and recreation activities.

IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 6.1. Identify examples of self-controlling behaviors in responses to unexpected events or potentially harmful situations encountered in leisure activities (e.g., stay where you are if place is safe, seek advice or assistance, help keep others calm). (IF.B.2.In.1, IF.B.2.Su.1)

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- 6.2. Behave in ways that represent self-control in response to unexpected events and potentially harmful situations encountered in recreation activities. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home—games, picnics, hobbies
 _____ school—extracurricular activities
 _____ community—events, organizations
 _____ community—leisure activities, stores, restaurants, traveling
- 6.3. Identify unsafe factors or potentially dangerous situations in a leisure activity in the community (e.g., heavy traffic, unlit streets, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 6.4. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 6.5. Identify aggressive and violent behavior in others as a threat to personal safety when engaged in leisure activities (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 6.6. Identify ways to avoid confrontation with violent or aggressive individuals when involved in recreation activities (e.g., walk away, ask for help, do not provoke). (IF.B.2.In.3, IF.B.2.Su.3)
- 6.7. Behave in ways that avoid confrontation with violent or aggressive individuals when involved in recreation activities (e.g., walk away, ask for help, do not provoke). (IF.B.2.In.3, IF.B.2.Su.3)
- 6.8. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*

7. Use appropriate recreational activities to maintain good health and physical fitness.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

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Exercise Programs

7.1. Identify health care activities involved in exercise programs (e.g., recognizing types of programs, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: _____ selecting appropriate activities for fitness
_____ performing specific exercises
_____ maintaining participation in exercise programs
_____ being aware of potential problems resulting from exercise programs
_____ requesting assistance with disability needs when necessary
_____ other: _____

7.2. Identify when exercise programs are needed (e.g., to lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

7.3. Use specific knowledge and skills when completing activities in an exercise program (e.g., using motor skills to complete exercises appropriate to ability level; using coordination exercises for aerobics; practicing yoga or karate; using skills to monitor own progress). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: _____ selecting appropriate activities for fitness
_____ performing specific exercises
_____ maintaining participation in exercise programs
_____ being aware of potential problems resulting from exercise programs
_____ requesting assistance with disability needs when necessary
_____ other: _____

7.4. Use strategies to complete activities in an exercise program effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

8. Demonstrate skills and knowledge for selected leisure and recreation activities involving sports and games.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____
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8.1. Identify leisure activities that involve playing games and sports with others. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ indoor card and board games—bingo, checkers, rummy
_____ outdoor team or pairs sports—softball, frisbee, horseshoes, tennis
_____ other: _____

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- 8.2. Identify appropriate times and occasions for leisure activities that involve playing games and sports with others (e.g., recess, sporting events, field days, weekends). (IF.A.1.In.1, IF.A.1.Su.1)
- 8.3. Use specific knowledge and skills when playing games and sports with others (e.g., taking turns, following the rules, counting the points, keeping track of the scores, identifying scoring opportunities). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ indoor card and board games—bingo, checkers, rummy
_____ outdoor team or pairs sports—softball, frisbee, horseshoes, tennis
_____ other: _____
- 8.4. Use strategies related to playing games and sports with others to complete leisure activities in the home and in the community effectively and efficiently and on a regular basis (e.g., keep rules of various games together in one place; identify certain games or activities with certain times of the year—during Christmas holidays the family enjoys putting together a jigsaw puzzle). (IF.A.1.In.1, IF.A.1.Su.1)

9. Demonstrate skills and knowledge for selected leisure and recreation activities involving hobbies and crafts.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 9.1. Identify hobbies used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ arts and crafts
_____ collections
_____ watching movies, reading, playing video games, listening to music
_____ other: _____
- 9.2. Identify appropriate times and occasions for leisure activities involving hobbies (e.g., when objects that you collect are available, when you are by yourself). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.3. Use specific knowledge and skills when engaging in hobbies (e.g., creating the product involved in a craft; knowing where to obtain books to read; knowing how to operate a TV, VCR, or CD player; organizing a collection by category or date). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ arts and crafts
_____ collections
_____ watching movies, reading, playing video games, listening to music
_____ other: _____

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10. Demonstrate skills and knowledge for selected leisure and recreation activities involving nature and outdoors.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Caring for Pets

10.1. Use specific knowledge and skills when completing leisure activities involving pet care (e.g., measuring the right amount of food, training the pet to come when called).

(IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ selecting the pet
 ___ caring for the pet—taking for walks, feeding, training, grooming
 ___ other: _____

10.2. Use strategies to complete pet care activities effectively and efficiently and on a regular basis (e.g., mark regularly scheduled activities on calendar—annual shots, dog shows; keep records related to pet in a special place; keep backup supplies—food, toys; mark a dispenser for correct amount of food). (IF.A.1.In.1, IF.A.1.Su.1)

Gardening

10.3. Identify leisure activities involving gardening and plants. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ selecting the plant or type of garden
 ___ caring for the plants—fertilizing, watering, weeding, harvesting
 ___ other: _____

10.4. Identify appropriate times and occasions for leisure activities involving gardening (e.g., when the weather is good; when the plants need water, fertilizer, or maintenance; when it is time to pick vegetables, herbs, or flowers). (IF.A.1.In.1, IF.A.1.Su.1)

10.5. Use specific knowledge and skills when completing leisure activities involving gardening (e.g., giving each type of plant the right amount of water, preparing the soil, gathering vegetables when ready, knowing the amount of time needed to grow). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ selecting the plant or type of garden
 ___ caring for the plants—fertilizing, watering, weeding, harvesting
 ___ other: _____

10.6. Use strategies to complete gardening activities effectively and efficiently and on a regular basis (e.g., relate certain activities to certain times of year—plant annuals after Easter; note what neighbors are doing; buy pre-measured fertilizers or plant foods—fertilizer spikes; ask a friend). (IF.A.1.In.1, IF.A.1.Su.1)

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Participating in Outdoor Activities

- 10.7. Identify common outdoor leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ active sports—camping, hiking
 _____ water sports—swimming, diving, sailing
 _____ other: _____
- 10.8. Identify appropriate times and occasions for leisure activities in the outdoors
(e.g., when the correct equipment is available, during a season favorable to being outdoors).
(IF.A.1.In.1, IF.A.1.Su.1)
- 10.9. Use specific knowledge and skills when completing outdoor leisure activities
(e.g., hiking and climbing—using safety skills, walking and climbing; camping—pitching a tent,
cooking outdoors; fishing—baiting a hook, using appropriate lures, using boat safety skills).
(IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ active sports—camping, hiking
 _____ water sports—swimming, diving, sailing
 _____ other: _____
- 10.10. Use strategies to complete outdoor leisure activities effectively and efficiently and on
a regular basis (e.g., keep equipment and clothing for activity stored in one place, talk to others
involved in same activity). (IF.A.1.In.1, IF.A.1.Su.1)

11. Demonstrate skills and knowledge for selected leisure and recreation activities involving arts and entertainment.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 11.1. Identify common leisure activities involving attending cultural and sports events.
(IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ musical performances—concerts, dance performances
 _____ theatre and plays
 _____ sports events
 _____ celebrations—holidays, parades, festivals, exhibits
 _____ other: _____
- 11.2. Identify appropriate times and occasions for attending cultural and sports events
(e.g., on holidays, when a performer is on tour, during football season, when transportation is
available). (IF.A.1.In.1, IF.A.1.Su.1)

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11.3. Use specific knowledge and skills when attending cultural and sports events in the community (e.g., locating the event on a schedule, obtaining tickets for a game or performance, following the rules of behavior for the attendees). (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ musical performances—concerts, dance performances
_____ theatre and plays
_____ sports events
_____ celebrations—holidays, parades, festivals, exhibits
_____ other: _____

11.4. Use strategies to plan leisure activities involving cultural and sports events effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for the types of events of interest, watch billboards or scrolling marquee at civic or performing arts center, write dates of upcoming events on personal calendar, ask friends to alert you about events). (IF.A.1.In.1, IF.A.1.Su.1)

12. Demonstrate skills needed to maintain leisure and recreation equipment and material safely.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____
-

12.1. Identify activities involved in maintaining equipment and material for selected leisure and recreation activities (e.g., sports—cleaning, sorting, and storing equipment in a safe place; gardening—cleaning and storing equipment in a safe, dry place; board games—collecting all pieces in box and storing in convenient place). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: _____ exercise—cleaning and storing weights, mats; returning weight lifting equipment to original position
_____ outdoor sports—cleaning, sorting, storing equipment in safe place
_____ indoor games—collecting all pieces in box, storing in convenient place
_____ hobbies and crafts—collecting all equipment in box, storing in convenient place
_____ pet care—cleaning brush, comb, litter box, or house
_____ gardening— cleaning, storing equipment in safe, dry place
_____ other: _____

12.2. Identify when specific activities are needed to maintain leisure and recreation equipment and material (e.g., cleaning softball after playing on muddy field, drying metal gardening tools after every use, cleaning litter box every day). (IF.A.1.In.2, IF.A.1.Su.2)

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12.3. Use specific knowledge and skills when completing activities involved in maintaining equipment and material for selected leisure and recreation activities (e.g., knowing where you have stored hobbies and crafts, reading and following instructions for specific equipment). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: _____ exercise—cleaning and storing weights, mats; returning weight lifting equipment to original position
_____ outdoor sports—cleaning, sorting, storing equipment in safe place
_____ indoor games—collecting all pieces in box, storing in convenient place
_____ hobbies and crafts—collecting all equipment in box, storing in convenient place
_____ pet care—cleaning brush, comb, litter box, or house
_____ gardening— cleaning, storing equipment in safe, dry place
_____ other: _____

12.4. Use strategies to maintain leisure and recreation equipment and material safely in the home and the community effectively and efficiently and on a regular basis (e.g., store all board games on shelf in family room, clean softball gloves with leather cleaner). (IF.A.1.In.2, IF.A.1.Su.2)