

Common Values and Themes in Recreation

Prepared by
Douglas College
for the
Province of British Columbia
Ministry of Skills, Training and Labour
and the
Centre for Curriculum and Professional Development
October 1994

Common Values and Themes in Recreation

- Executive Summary
- Background
- Purpose
- Provincial Steering Committee
- Scope of Study
- Methodology
- Results
- Discussion
- Recommendations for further study or action
- Bibliography
- Appendices A,B,C

Prepared by
Geri Paterson
Douglas College
for the
Province of British Columbia
Ministry of Skills, Training and Labour
and the
Centre for Curriculum and Professional Development
October 1994

Executive Summary

A steering committee with representation from the recreation field, recreation education programs, qualitative research area, Ministry of Skills, Training and Labour and the Centre for Professional and Curriculum Development defined the scope of the study and worked with the project coordinator to finalize the focus groups and focus group questions.

Six focus groups (Total participants = 45) were held in June 1994 with representation from the eight (8) recreation sectors - **Outdoor Recreation, Tourism, Municipal Recreation, Therapeutic Recreation, Non-Profit Agencies, Commercial/Retail, Arts & Culture and Parks.**

The **KEY FINDINGS** of the study were:

A. The participants were asked to identify and discuss values or value indicators that formed the foundation for the recreation field. These values were clustered into 13 themes:

1. Personal Development and Self Awareness
2. Equity and Equality
3. Underlying Basic Values
4. Interpersonal Communication
5. Value of recreation
6. Community and Social Development & Responsibility
7. Health and Well Being
8. Environmental Issues
9. Leadership
10. Accountability and Work Responsibility
11. Team Development and Collaboration
12. Advocacy
13. Recreation as a Profession

Each focus group was asked to prioritize these values as primary or secondary. In addition, a list of all the values that were identified in the 6 focus groups were sent to all the focus group participants with the same request. Both the focus groups and the individual participants selected **Grouping 3 - Underlying Basic Values, Grouping 1 - Personal Development and Awareness, Grouping 2 - Equity and Equality and Grouping 5 - Value of Recreation** with the most primary designations.

- B.** There were some values identified as being specific to certain recreation sectors.
- C.** Seven clusters of current trends and issues affecting the recreation field were identified and discussed:
1. Environmental Concerns
 2. Societal Changes
 3. Consumer Awareness
 4. Economic Awareness
 5. Health Awareness and Concern
 6. Inclusion Issues
 7. New Ways to Provide Services.
- D.** All focus group participants felt that values should be discussed within the recreation education curriculum.
- E.** Participants were able to identify other values and skills that they felt would be important for inclusion in the recreation education curriculum:
1. Involvement of the Recreation Field in the Classroom
 2. Teach/Increase Awareness of All Eight (8) Recreation Sectors
 3. Include Work Experience as a valuable part of the curriculum
 4. Marketing and Promotion
 5. Awareness of Trends in Society and Recreation
 6. Business Skills
 7. Critical Thinking and Decision Making
 8. Leadership
 9. New Ways of Teaching Curriculum
 10. Self Awareness and Development
 11. Literacy
 12. Numeracy
 13. Communication
 14. History of Recreation
- F.** An overall concern and request that threaded its way throughout the focus groups was the awareness of, and integration of, the 8 recreation sectors. The participants felt enriched by the opportunity to share and discuss values that were shared by all 8 recreation sectors. Additionally they felt it was very important that students become more aware of, and sensitive to, these sectors.

The **KEY CONCLUSIONS** from these findings are:

- A.** The **13 themes** could be incorporated as either **modules within courses** or **individual courses** within the recreation education curriculum. This is currently occurring with some of the 13 themes, for example Interpersonal Communication is already a course in some recreation education programs.
- B.** The **process of values clarification and discussion** could be **incorporated as a teaching methodology** across the recreation education curriculum.
- C.** The **unique values** identified by some of the 8 recreation sectors should be **addressed by those particular sectors** as part of their curriculum.
- D.** With the current issues and trends that have been identified, a **current trends module** should be considered for inclusion in the recreation education curriculum.
- E.** The **14 additional value/skill areas** should be **reviewed and considered** for inclusion in the recreation education curriculum. Some of these areas are currently included in recreation education curriculum in B.C..

COMMON VALUES AND THEMES IN RECREATION

Background

The British Columbia Recreation and Parks Association study entitled the Blueprint for Parks and Recreation Education (1991) demonstrated that there was little research data in the area of recreation upon which to make wise decisions regarding recreation education. Recreation educators in B.C. became concerned about this vacuum of information and decided to embark upon some research. With the support of the Ministry of Skills, Training and Labour, the B.C. Recreation Education Articulation Committee at both its November 1992 and April 1993 meetings decided that a trio of studies should be undertaken in the recreation field. One of the identified topics of research that emerged involved the examination of common values and themes in the recreation field.

Douglas College put forward a proposal to complete this study and the funding was approved by the Ministry of Skills, Training and Labour to begin in January 1994.

Purpose

To identify common values and themes held by recreation practitioners in the recreation field.

Provincial Steering Committee

A small Steering Committee was formed that had representation from the educational institutions, the recreation field and the qualitative research area. In addition, the Coordinator for recreation education programs from the Ministry of Skills, Training and Labour and the Coordinator for the Centre for Professional and Curriculum Development participated on the Steering Committee.

See Appendix A.

Scope of the Study

A schematic diagram was developed by the Steering Committee to identify possible career paths, employment levels and sectors within the recreation field. See Appendix B.

The study was limited by:

1. who was to be affected by the outcomes of the study. It was determined by the Steering Committee that diploma and bachelor degree programs would be affected.
2. the possible career paths and employment levels. It was determined that entry, mid level, mid management, and educators would be included in the study.
3. the number of recreation sectors. It was decided that all recreation sectors would be included - Outdoor Recreation, Tourism, Therapeutic Recreation, Municipal Recreation, Parks, Non-Profit Agencies, Retail and Commercial and Culture and Arts.
4. the examination of values held by recreation practitioners.

Methodology

After the scope of the study had been identified the focus group questions were developed and circulated to the Steering Committee for feedback. Six questions were selected and there were some small changes made in the questions after the first focus group. See Appendix C.

Professional consultants who were familiar with the recreation field and had experience in conducting focus groups which focused on values were hired to facilitate the six focus groups.

Five focus groups were identified based on the limitations and outputs of the study:

1. Entry level (2 to 3 years experience in the field)
2. Mid level (5 to 7 years experience in the field)
3. Mid management (10 to 15 years experience in the field)
4. Futurists in the field
5. Educators in the field (both traditional and non-traditional).

A sixth focus group was added that included a mix of 5 to 15 year experienced practitioners. This sixth group acted as a pilot for the focus group questions. Following this focus group, small changes were made to the questions.

The names of potential participants were solicited from the Steering Committee as well as from provincial recreation associations and recreation practitioners within the different recreation sectors. Invitations were sent to potential participants with follow-up confirmations and telephone calls as required.

The focus group discussions were both audiotaped and observed with written notes of the discussion recorded. After all the focus groups had been completed a thank you letter was

sent to each participant. In addition, as a way of validating the values that were identified in the focus groups, a written list of them was sent to each participant with a request to add any additional values and to prioritize the values listed as either primary or secondary.

Results

The results of the six focus groups conducted in June, 1994 are described below. The responses for each question are presented with some attempt to group the responses by commonality or themes.

Question 1

What do you think are the underlying values that form the foundation for all recreation practitioners, regardless of their area of specialty?

The values and value indicators identified by the recreation participants of the six focus groups have been listed and grouped into thirteen (13) common themes (see below). This list was sent to all the focus group participants for possible additions as well as for prioritization of the values as primary and secondary importance.

Values and Value Indicators Identified by Recreation Practitioners

1. Personal Development and Self Awareness

- personal development
- accomplishment
- personal responsibility
- new experiences
- self expression
- meet consumer needs
- provide new challenge and adventure
- promote the growth and development of the whole person
- increase self esteem
- increase personal competence
- increase social competence
- empowerment
- social interaction
- sense of belonging
- self awareness
- reaching full potential
- develop independence
- friendship

2. Equity and Equality

- acceptance of all
- people are important
- acceptance of others opinions
- equity
- equal opportunity
- accessibility
- equal access
- democracy
- accept differences and model this
- importance of the individual
- diversity - cultural

- active inclusivity - inclusion
- image enhancement

3. Underlying Basic Values

- creativity
- honesty
- integrity
- flexibility
- ability to change and learn
- understanding
- fairness
- dignity of others
- respect for others
- sensitivity
- adaptability
- trust
- open mindedness
- innovation
- worthiness of all people
- self worth

4. Interpersonal Communication

- empathy
- sharing
- willingness to give of self
- help others
- caring and wanting to help
- relationship building
- ability and time to listen

- communication - listening and hearing
- people person

5. Value of Recreation

- recreation as a right
- belief in recreation
- more than activity
- enjoyable and fun
- philosophical approach beyond activity
- process of recreation
- choice
- recreation as education and learning
- value leisure

6. Community and Social Development & Responsibility

- community development and involvement
- health and wellness of the community
- vehicle for social change
- social service
- community minded
- social conscience
- importance of community and neighbourhood
- support the family
- dignity and value of the family

7. Health and Well Being

- health of the person - promote and maintain over the lifespan
- wellness
- balance of doing and being
- quality of life
- balanced lifestyle
- more to life than work
- recreation lifestyle

8. Environmental Issues

- environmental focus
- sustainability
- stewardship
- biodiversity
- beauty
- a person's place in the world - part of a bigger ecosystem
- respect for the green environment
- respect for the heritage environment
- respect for nature

9. Leadership

- leadership
- walk the talk
- demonstrate our passion and share with others
- positive role model
- love the job

10. Accountability and Work Responsibility

- accountability - fiscal, protection, liability
- giving good value and money's worth
- quality service
- organizational competence
- good work ethic - implement values
- positive action - proactive
- value change; ability to change and affect change
- safety of clients

11. Team Development and Collaboration

- working together
- collaboration
- team player
- cooperation
- shared, consultative decision making
- partnership
- interdependence

12. Advocacy

- advocacy

13. Recreation as a Profession

- value of the recreation profession

Question 2

Are there any values or value indicators that are unique to you and your recreation sector?

The responses to this question were varied. Some groups felt there were no unique values while other groups identified some unique values for the different recreation sectors. The groups that felt there were no unique values held by certain recreation sectors, however, did recognize that the different sectors may put a different emphasis or priority on certain values, but the basic, underlying values were the same.

The following list contains the unique values identified by the focus groups who felt there were some **unique values held by some of the individual sectors**.

Private Sector

- money or emphasis on profit
- education and promotion
- equal opportunity is not really an issue

- interpret values of culture
- inclusiveness, equity, diversity

Outdoor Recreation Sector

- equalization of people (i.e. all people are the same) within the wilderness/outdoor activity
- environmental concerns and consciousness
- adventure
- mostly physical

Therapeutic Recreation Sector

- recreation enhances the personal image of someone
- multidisciplinary team cooperation
- understanding of the different disciplines
- client choice
- participatory problem solving, i.e. teamwork
- using community participation and consultation
- inclusion
- client centred: want to increase responsibility so client sees self as capable, independent and in control

Parks Sector

- conservation
- biodiversity
- safety
- variety of different spaces required to meet needs

Municipal Sector

- focus on the social interaction amongst age groups
- community development and sense of community
- inclusion

Arts and Culture Sector

- artistic values are different than recreation values
- curiosity, freedom of speech
- emphasis on the community and cultural development, i.e. develop structures to bring artists into the community
- social conscience
- focus on the end product
- learning through doing
- perceptual skills for communication

Non-Profit Sector

- mission driven

Question 3

What personal values/beliefs guide your decision-making in providing recreation services to consumers/participants? What are your organization's values/beliefs that guide your decision-making in providing services to consumers/participants? How do you resolve any gap that might exist between them?

The personal values that recreation practitioners identified as ones they operated from were essentially repetitive of those identified in Question One.

The values of the agency or organization that the recreation practitioners worked for in many cases were similar to their own, however, participants identified marketability and economics as playing a big role in deciding the actions or implementation of the values. It was felt that values should be incorporated into policies. Fairness and balance were identified as important concepts to consider for all age groups. There were questions raised as to whether a decision is best for the company or the clients while keeping in mind the desire to balance a long term relationship between the two.

Some of the factors that were seen as significant in guiding the organization's values and priorities included:

- a lack of understanding of the benefits of recreation and viewing recreation as less important
- supporting the bureaucracy
- political will
- concrete, physical things such as the physical plant are often a higher priority
- public good versus private good
- the adoption of an engineering mindset and solving issues through technology
- using a different process to reach the same end
- the feeling that if we promote independence, we lose revenue
- quantity versus quality
- quality services and equipment versus the cost of them
- safety and liability issues
- innovation
- to be better than the competition

The participants suggested many different ways to resolve the gaps that may exist and these have been grouped into six (6) strategy groupings:

Strategy Set 1

- help it become their idea
- know what the organization values
- search for common ground
- explore why the gap exists
- education through a variety of means such as presentations, conferences, written briefs
- marketing
- share information

Strategy Set 2

- talk to organizations who are "doing it"
- show there is a better way
- increase sphere of influence --> advocate
- be up front with values, then match and screen based on these
- develop criteria upon which decisions are made

Strategy Set 4

Strategy Set 5

Strategy Set 3

- form partnerships with other agencies
- be innovative

Strategy Set 6

- still proceed; the organization will follow
- go through the back door

Question 4

What are some current issues affecting the recreation field that push/encourage you to reflect upon your values before acting?

The focus group participants felt there were many current issues affecting the recreation field that caused recreation practitioners to reflect upon their values before acting. These issues have been grouped as follows into 7 clusters:

1. Environmental Concerns

- a decreasing resource base, i.e. fewer accessible outdoor, wilderness environments
- environmental issues, locally and globally
- access to wilderness

2. Societal Changes - demographics, work force

- changing demographics, for example, the aging population
- retired people have money
- changes in societal pressures on the family
- employment - different schedules, part time; unemployed

3. Consumer Awareness

- increasing demands by clients for service and quality
- self improvement and quality of life

4. Economic Changes

- increased financial accountability
- user pay
- changes in funding - economic reality

5. Health Awareness and Concern

- health and health care, i.e. the "Closer To Home" Report
- nutrition awareness
- stress

6. Inclusion Issues

- inclusion/integration of persons with disabilities
- increased number of special interest groups
- deinstitutionalization
- diversity and multiculturalism

- changing values in the community

7. New Ways to Provide Services

- decentralization of services
- partnerships
- walls are coming down
- changes in the school system
- move from direct service delivery to facilitation
- institutions divesting responsibility
- moving away from infrastructures
- technology
- entrepreneurship

Question 5

Why might it be important to teach/discuss/clarify values within the education curriculum for recreation practitioners? Which ones do you feel are the most essential? Which ones would be secondary?

All the participants in the focus groups felt that it was very important to discuss values within the recreation education curriculum. The many reasons identified by the participants have been listed, grouped and titled as follows:

Grouping 1 - Modelling Personal and Professional Values

- We are role models and should be positive ones.
- Values should be modelled throughout a recreation education program.
- If the recreation field is in touch with its values, then it is able to be synchronous with them.

Grouping 2 - Self Awareness of Personal Values

- Values influence the way we work with others.
- We need to know what our personal values are.
- To be an advocate, we need to know our values.
- It's important to know one's own values and communicate these; this will help to shape where you go.
- If you know your values, you will be able to respond to people about them.
- Knowledge of values enables one to share self, to make better choices, and it encourages moral decision making.
- Examination and discussion of values helps us to develop and change.
- Self awareness - need to understand values of self, of the profession, of the community and of the consumers
- helps people to look at what they are doing and to ask why

Grouping 3 - Knowledge and Awareness of the Values of the Profession

- Students need to buy into the values of the profession.
- should have consequence with the values of the recreation profession

- discussion of common values will increase the understanding amongst the recreation sectors
- It's important to teach/present the values of the profession.
- Use a value system to screen students for entry into the profession.
- need a stronger philosophical grounding
- examine inherent values and see how these fit into recreation
- understand overall philosophy and the three domains of recreation
- will help to prepare students for the field

Grouping 4 - Critical Thinking and Decision Making Based on Values

- Values influence everything we do; if we aren't aware of our values, we won't understand our actions.
- Every decision is value laden.
- restores a balance in thinking
- Values enable critical thinking - beyond the "how to" to "what if and why."
- keeps us accountable
- If you don't instill values, there is no basis for challenge, directing, advocacy.
- A values discussion will guide us.
- Change must be based on something.
- to guide decision making

The focus group participants were asked to select values they felt were primary and those that were secondary. In Table 1 the values that were identified as primary have been listed and next to each the number of focus groups that had selected this value as primary is indicated. All the remaining values were designated as secondary.

As a way of validating the identification of primary and secondary values, individual participants were sent a copy of all the values named by all the focus groups and were asked to rate the values as primary or secondary. Fourteen of the forty-five participants (33%) responded and their selections for primary values are also represented in Table 1.

**TABLE 1
Values/Value Indicators**

Values	Number of Focus Groups (6) Rating the Value as Primary	Number of Participants(14) Rating the Value as Primary
Grouping 1 - Personal Development & Self Awareness		
Personal Development	2	8
Accomplishment	1	4
Personal Responsibility	1	7
Self Expression	2	7
Meet Consumer Needs	1	5
Promote Growth & Development of the Whole Person	2	9
Increase Self Esteem	1	9
Increase Personal Competence	2	6
Empowerment	1	9
Reaching Full Potential	1	3
Develop Independence	1	7
Friendship, Social Network	1	5
Grouping 2 - Equity and Equality		
Acceptance of all	1	7
Equity	1	7
Equal Opportunity	1	7
Equal Access	4	7
Democracy	1	5
Diversity - Cultural	2	11
Active Inclusivity - Inclusion	3	6
Image Enhancement	1	3
People are Important	1	6
Importance of Individual	1	9
Acceptance of Other's Opinions	1	6

Values	Number of Focus Groups (6) Rating the value as Primary	Number of Participants(14) Rating the Value as Primary
Grouping 3 - Underlying Basic Values		
Creativity	2	7
Honesty	2	11
Integrity	3	13
Flexibility	2	8
Ability to Change & Learn	2	6
Understanding	1	8
Dignity of Others	1	7
Respect for Others	3	11
Sensitivity	1	9
Adaptability	1	6
Trust	1	12
Grouping 4 - Interpersonal Communication		
Empathy	2	10
People Person	1	5
Sharing	1	7
Caring	1	6
Communication - Listening & Learning	1	12
Grouping 5 - Value of Recreation		
Belief in Recreation	2	8
More than Activity	1	8
Enjoyable & Fun	2	6
Philosophical Approach Beyond Activity	1	8
Choice	4	9
Recreation as Education & Learning	1	9
Value Leisure	1	9
Grouping 6 - Community and Social Development & Responsibility		

Community Development & Involvement	2	12
Vehicle for Social Change	1	7
Social Conscience	1	6
Importance of Community & Neighbourhood	2	11

Value	Number of Focus Groups (6) Rating the Value as Primary	Number of Participants(14) Rating the Value as Primary
Grouping 7 - Health and Well Being		
Health of the Person - Promote & Maintain over the Lifespan	3	10
Wellness	1	11
Quality of Life	2	10
Balanced Lifestyle	1	8
Grouping 8 - Environmental Issues		
Stewardship	1	4
Respect for the Green Environment	2	6
Respect for the Heritage Environment	1	5
Respect for Nature	1	11
Grouping 9 - Leadership		
Leadership	2	8
Role Model	1	8
Walk the Talk	1	5
Grouping 10 - Accountability and Work Responsibility		
Accountability - fiscal	1	5
Quality Service	2	9
Organizational Competence	1	7
Safety of Clients	1	8
Positive Action/Proactive	1	6
Grouping 11 - Team Development and Collaboration		
Collaboration	3	10
Team Player	2	9
Cooperation	1	8
Shared Consultative Decision Making	1	9
Partnership	2	8
Interdependence	1	7

Grouping 12 - Advocacy		
Advocacy	1	7
Grouping 13 - Recreation as a Profession		
Valuing the Recreation Professional	1	8

Question 6

What else is important to include in a set of values and principles that guide recreation curriculum?

The participants had many suggestions of additional values as well as skills that should be included in the recreation curriculum. These suggestions have been grouped under the following titles:

1. Involvement of the Recreation Field in the Classroom

- involve practitioners more in education
- bring people from the field into the classroom
- bring realities from the field - money, hours, practical application

- values are the basis for decisions
- making choices
- ability to interpret trends and know how to use
- know how to learn
- evaluation of where we're going

2. Teach/Increase Awareness of All 8 Recreation sectors

- expand the traditional curriculum - include other sectors
- increase integration between the sectors
- awareness and knowledge of the other sectors
- values span all sectors
- create a wide concept of what recreation is and what it encompasses
- importance of networking within the recreation field

8. Leadership

- enthusiasm, passion, joy of life
- willingness to change over time
- we are facilitators, enablers, not service providers
- good role models; walk the talk
- instill personal responsibility and empowerment
- advocacy
- able to translate values of a community into a program or the way a program is delivered
- conflict resolution
- working with and for people
- learn about committees

3. Work Experience as a Valuable Part of the Curriculum

- experiences for students should involve values driven agencies
- values of past learning - prior learning
- volunteer work experiences in professional organizations
- place value on work place wants

9. New Ways of Teaching Curriculum

- model working together
- give support to students that they are growing
- recreation as a profession
- teach critical thinking
- value work place experience
- involve other related fields, eg. health, social service
- we don't operate in a vacuum
- teach process for resolution

4. Marketing and Promotion

- identify client market; think about the client

5. Awareness of Trends in Society and Recreation

- aware of societal trends
- demographics
- inevitability of change

6. Business Skills

- develop technical/technology skills
- budgets

10. Self Awareness and Development

- help student to know self
- self development
- understand own values, people values and profession values
- validate other experiences that can help a person develop skills for recreation
- help people to get in touch with self

7. Critical Thinking and Decision Making

11. Literacy

12. Numeracy

13. Communication

- interpersonal communication skills

14. History of Recreation

- teach historical context of recreation

Discussion

Values are guides that tend to give direction to life; they show what we tend to do with our limited time and energy. Values evolve and mature as one's experiences evolve and mature (Raths, 1966).

It is generally accepted that for something to become a value it must satisfy seven criteria that describe the process of valuing (Raths, 1966). These seven criteria are as follows:

- Choosing**
1. choosing freely
 2. choosing from among alternatives
 3. choosing after thoughtful consideration of the consequences of each alternative
- Prizing**
4. prizing and cherishing
 5. affirming
- Acting**
6. acting upon choices
 7. repeating

A person may have ideas or beliefs that may not meet all seven criteria listed above. However, these "expressions" (beliefs, feelings) indicate the beginning or presence of a value and are called **value indicators**. Values grow from value indicators. Some common areas through which value indicators are often expressed include:

1. goals and purposes
2. aspirations
3. attitudes
4. interests
5. feelings
6. beliefs and convictions
7. activities
8. worries, obstacles, challenges, issues

Both values and value indicators are important. The focus group participants were asked to consider value indicators as well as values in their responses to the focus group questions.

As seen in the Results section, the values identified by participants in the focus groups were able to be grouped into common themes. Each grouping or theme was given a theme title that generally reflected the values listed in the grouping. The thirteen (13) themes are:

1. Personal Development and Self Awareness
2. Equity and Equality
3. Underlying Basic Values
4. Interpersonal Communication
5. Value of recreation

6. Community and Social Development and Responsibility
7. Health and Well Being
8. Environmental Issues
9. Leadership
10. Accountability and Work Responsibility
11. Team Development and Collaboration
12. Advocacy
13. Recreation as a Profession

These 13 themes could be incorporated as **modules** within a core recreation curriculum. Modules make up courses and can be different sizes with the larger modules having more hours allocated, and the smaller modules requiring fewer hours. Modules are more flexible than courses - they can be mixed and matched to create courses. The recreation education programs at the different colleges and universities in B.C. have found in the past that it is hard to directly transfer one complete course from one educational institution to another even though there may be portions of each course (i.e. modules) that are identical or very close.

Some of the 13 themes identified in this study are currently taught as either courses, or modules, within courses in recreation education programs. For example, in the Douglas College Therapeutic Recreation Program, Interpersonal Communication is taught as a course and the Philosophy and Value of Recreation is taught as a large module within a course.

A review of some of the current reports and position papers in the area of recreation showed that some of the 13 themes identified in this study reiterate the issues that were outlined in these documents. In "Responding To the Challenge: A Strategic Leadership Role for the 'Recreation and Community Service Branch' "(1993), some of the values and principles named as being shared by the recreation community included **recreation as an essential component of the quality of life ..., personal achievement, successes of neighbours and communities, stewardship of the environment, equity, accessibility, choice, partnerships**. The document 'Values for Sport' (1994) also identified similar values such as **fun, well being, achievement, equity, safety, collaboration and leadership** to name a few. The B.C.R.P.A. 'Questionnaire on Values' (1994) solicited responses from recreation practitioners which focused around values such as **diversity, equality, environmental concerns and the benefits of recreation**. The information from these documents, along with the data from the current study would seem to support that there is a common value base held by recreation practitioners. Lastly, the federal government's 'Employability Skills Profile: What are Employers Looking For'(1992) also showed skill sets that included values identified in this current study.

In Table 1 it is interesting to compare the selection of primary values by both the focus groups and then the validation of these by individual participants. Four of the six focus groups selected **Equal Access** and **Choice** as primary values, while three of the six focus groups selected **Active Inclusivity - Inclusion, Integrity, Respect for Others, Promote and Maintain the Health of the Person over the Lifespan and Collaboration** as primary values. Thirteen of the 14 responding participants selected **Integrity** as a primary value, 12 of 14 participants selected **Trust, Communication and Community Development and Involvement** as primary values, and 11 of 14 participants selected **Diversity, Honesty, Respect for Others, Importance of Community and Neighbourhood,**

Wellness and Respect for Nature as primary values. If we consider the groupings or theme titles rather than the individual values, the focus groups collectively rated **Grouping 3 - Underlying Basic Values**, followed by **Grouping 2 - Equity and Equality**, **Grouping 1 - Personal Development and Self Awareness** and **Grouping 5 - Value of Recreation** with the most primary designations. The individual participants collectively rated **Grouping 3 - Underlying Basic Values**, **Grouping 1 - Personal Development and Self Awareness**, **Grouping 2 - Equity and Equality** and **Grouping 5 - Value of Recreation** respectively with the most primary designations. It is significant to note that the priority order of the groupings is different, but the same four groupings were selected.

When the focus group participants were asked to identify values unique to a recreation sector, there was some reluctance to do so. While some unique sector values were identified (see Results, Question 2), the participants were quick to point out that there were mostly shared, common values amongst the 8 recreation sectors. The unique values identified by the particular recreation sectors would need to be addressed through specific curriculum developed for those sectors.

It was hoped that one of the informal outcomes of this study would be a change in how the recreation field viewed itself. The desired outcome suggested that the recreation field would see itself more as a cohesive field rather than one with many differences. In the process of the study, the recognition of, and for some participants, the revelation that there were common values amongst the 8 recreation sectors was quite striking and exciting. When participants were asked to add other values or skills that were important for recreation education, there was considerable concern about integrating and creating awareness of all the 8 sectors within the recreation field. This was reiterated several different ways (see Results section, Question 6).

The discussion that focused around the **implementation of values** brought some important reality issues forward. The participants identified some key factors that guide an organization's implementation of values. It was interesting to note that the frustration with employers who were unable to see the benefits and long term outcomes of recreation was mentioned many times as a significant reason for not ranking recreation higher on the priority list for funding. It seemed that the more concrete, 'high tech' services such as engineering, were often put forward by organizations as the solution to issues and problems that arose. In addition, the issue of lack of money as a reason for not being able to implement values was very often the bottom line. The B.C.R.P.A. 'Questionnaire on Values' (1994) also showed that money was often a key factor in an organization's decision making process. The participants were able to suggest many ways to resolve the gaps that may exist and these have been grouped into 6 sets of strategies (see Results section). These strategies would all be useful in teaching ways to advocate for change and could also be used as potential assignment topics and formats as part of the teaching method for a module.

The current issues that were seen as affecting the recreation field have been grouped into 7 areas:

1. Environmental Concerns
2. Societal Changes
3. Client/Consumer Awareness

4. Economic Changes
5. Health Awareness and Concerns
6. Inclusion Issues
7. New Ways to Provide Services

Many of these issues were also identified in the "Responding To the Challenge: A Strategic Leadership Role for the `Recreation and Community Service Branch' " (1993) report. These issues should form important discussion and application topics for students to consider while completing their education. In fact, a module or modules on Current Issues Affecting the Recreation Field could be developed. The 7 clusters of issues that were identified in this study could form the topics for the modules. Some recreation sectors will be impacted by some issues more than others and therefore more time may be devoted to these. These issues will also impact the identification and development of values in the field. In fact, many of these issues are value indicators themselves.

All the participants in the focus groups agreed that recreation students need to discuss values. As noted in the results section there were many reasons identified for this which have been grouped under four (4) main titles:

1. Self Awareness of Personal Values
2. Knowledge and Awareness of the Values of the Recreation Profession
3. Modelling of Personal and Professional Values
4. Critical Thinking and Decision Making based on Values

The reasons seem to indicate that a better understanding of self and the recreation profession may result in improved critical thinking and decision making.

The clarification and discussion of values is mostly a process. This process could be incorporated as one method of teaching used across the curriculum in all courses.

The focus group participants suggested many additional knowledge, skills and values that should be incorporated into the recreation education curriculum. These were grouped into 14 clusters:

1. Involve the Recreation Field in the Classroom
2. Teach/Increase Awareness of All Recreation Sectors
3. Value of the work Experience
4. Marketing and Promotion
5. Awareness of Trends
6. Business Skills
7. Critical Thinking and Decision Making
8. Leadership
9. New Ways of Teaching Curriculum
10. Self Awareness and Development
11. Literacy
12. Numeracy
13. Communication
14. History of Recreation

Some of these topics were discussed earlier as values or issues identified by the focus group participants; for example, Leadership and Self Awareness & Development.

One focus group felt quite strongly that values should be used as a screening tool for entry into the recreation profession. Many participants were very refreshed and pleased to have been involved in such a discussion and many had never had an opportunity to discuss values before.

In conclusion, it would appear from the results of this study that there is definitely a common value base for the recreation field, across the 8 recreation sectors. Practitioners believe that value identification, awareness and discussion are important for the recreation student, practitioner and field. The development of integrated modules for recreation education curriculum in B.C. based on the values and issues identified in this study is possible.

Recommendations for further study or action

1. Additional Research

- hold more focus groups in the different areas of the province to identify values
- have recreation practitioners in other geographic areas of the province validate the list of values

2. Presentations

- present the findings of this study to the Recreation Education Articulation Committee, and along with the findings of the other two provincial recreation studies, examine and consider the development of an integrated recreation education curriculum
- present the findings of this study at provincial recreation forums, (for example the B.C.R.P.A. Conference).

3. Implementation

To determine the relationship between this study and the recreation education programs in B.C., the following steps are proposed:

- i) each recreation education program examine its curriculum to determine whether or not any of the content areas (the 13 value themes, the 7 clusters of current trends and issues and the 14 additional values and skills) are currently part of it
- ii) for each content area that is present, identify the number of hours spent teaching it
- iii) review teaching methods used in the program to see if a values clarification process is incorporated as a teaching methodology

Once this examination has been completed by each program, a discussion amongst the educators could be initiated to identify which of the value themes, current issues and trends and additional values and skills are currently part of all recreation education curriculum, which ones are not and which ones should be. Further discussion could then determine the minimum number of hours that recreation education curriculum should spend on each of the content areas identified. This would form the beginnings of an integrated curriculum.

Bibliography

British Columbia Recreation and Parks Association Questionnaire on Values, Results presented at the 1994 B.C.R.P.A. Conference, May 1994.

Cammack V. Integrating Our Curriculum, Ministry of Advanced Education, Training and Technology and the Centre for Professional and Curriculum Development 1993.

Covey S.R. The 7 Habits of Highly Effective People, Simon and Schuster, Toronto 1989.

Des Rosier M.B. and Zellers K.C. Focus Groups: A Program Planning Technique, JONA, Vol. 19 #3 March 1989.

Jackson R. Values for Sport, Handouts from the KAIZEN Conference, Burnaby B.C. April 8, 1994.

Krueger R.A. Focus Groups A Practical Guide for Applied Research, Sage Publications

Krueger R.A. Analysis of Focus Group Interviews, Notes taken by R. Cowin from the American Evaluation Association, Nov. 1993.

Nogradi G.S., Weile K. and Iles L. Partners in Training: Working Towards a Desired Future for Training and Development J. of Applied Recreation Research 16(2): 93 - 115, 1991.

Raths L.E., Harmin M. and Simon S.B. Values and Teaching Charles E. Merrill Publishing Co., Columbus Ohio 1966.

Responding to the Challenge: A Strategic Leadership Role for the 'Recreation and Community Service Branch', Sport and Recreation Division, Ministry of Municipal Affairs, Recreation and Housing, January 1993.

Employability Skills Profile: What are Employers Looking For?, Brochure 1992 E/F (Ottawa: The Conference Board of Canada, 1992).

Appendix A

Steering Committee

Mr. Geoffrey Bird
Ministry of Skills, Training and Labour,
2nd Floor
838 Fort St.,
Victoria B.C.
V8V 1X4

Mr. Vince Kreiser
Recreation Facilities Management Program,
Langara College,
100 W. 49 Ave.,
Vancouver B.C.
V5Y 2Z6

Ms. Lynn Pipes,
Centre for Curriculum and Professional Development,
5th Floor
1483 Douglas St.,
Victoria B.C.
V8W 3K4

Ms. Jan Vetter,
B.C. Rehab Society,
G.F. Strong Centre,
4255 Laurel St.,
Vancouver B.C.
V5J 2G9

Mr. Gary Young,
North Vancouver Recreation Commission,
Delbrook Centre,
600 Queens Rd.,
North Vancouver B.C.
V7N 2E3

Dr. Wendy Frisby,
School of Human Kinetics,
210 War Memorial Gym,
U.B.C.
Vancouver B.C.
V6T 1Z1

Appendix B

**Values, Knowledge and Skill in Recreation Study:
Delimiting the Scope**

Skill

Career Options

- * trades
- * entry level
- * middle management
- * senior management
- * entrepreneurship
- * volunteer
- * educators

Education

- * high school
- * college diploma
- * university degree
- * graduate degree
- * volunteer & work experience
- * professional certification

Knowledge

Values

- Customers may vary by:
- * age
 - * ability
 - * ethnicity
 - * gender
 - * social class

PROGRAM AREAS	SERVICE DELIVERY SECTORS								
	Outdoor Recreation Camps	Tourism	Therapeutic Recreation	Municipal Recreation	Parks & Horticulture	Non-Profit Community Agencies -YMCA -clubs	Retail & Commercial Sector	Culture & Arts	Education
Special Needs									
Fitness									
Arts & Crafts									
Drama									
Music									
Aquatics									
Sports									
Facilities									
Wellness									

Appendix C

Common Values and Themes in Recreation

Focus Group Questions

Values are guides that tend to give direction to life; they show what we tend to do with our limited time and energy. Values evolve and mature as one's experiences evolve and mature.

It is generally accepted that for something to become a value it must satisfy criteria involved in the process of valuing. However, a person may have ideas or beliefs that may not meet all the criteria. It has been recognized that there are a number of "expressions" (beliefs, feelings) which may indicate **the presence of a value** and are called **value indicators**. Values grow from value indicators. Some common areas through which value indicators are often expressed include:

1. goals and purposes
2. aspirations
3. attitudes
4. interests
5. feelings
6. beliefs and convictions
7. activities
8. worries, obstacles, challenges, issues

Both values and value indicators are important. When reflecting upon the following questions please consider value indicators as well as values in your responses.

Focus Group Questions

1. What do you think are the underlying values that form the foundation for all recreation practitioners, regardless of their area of specialty?
2. Are there any values or value indicators that are unique to you and your recreation sector(specialty)?
3. What personal values/beliefs guide your decision-making in providing recreation services to consumers/participants? What are your organization's values/beliefs that guide your decision-making in providing services to consumers/participants? How do you resolve any gap that might exist between them?
4. What are some current issues affecting the recreation field that push/encourage you to reflect upon your values before acting?

5. Why might it be important to teach/discuss/clarify values within the education curriculum for recreation practitioners? Which ones do you feel are most essential? Which ones would be secondary?
6. What else is important to include in a set of values and principles that guide recreation curriculum?