

Lesson Plan

Objective: To assess the effects of Og (Williams & Dattilo, 2000), a computerized leisure education program developed to teach **knowledge of ways to become self-determined during leisure.**

Setting and Materials:

1. **Self-determination in leisure assessment tool (SDLA)** (Datillo et al., 2001)
2. **Computer**
3. **Og Software** (Williams, R., & Dattilo, J. (2000). Og [Computer software] Athens: University of Georgia.)
4. **Blue's Clues freeware software** (Blue's Clues [Computer software]. (1999). New York

Content Taught

1. The Og program is a computerized leisure educational program where Og, the journeyman, travels through three distinctive environments, including a cave, a glacier and a jungle. Along his journey, Og is confronted with 20 different situations associated with self-determination. When participants encounter these situations they are given two possible options to complete the sentence provided. For example a challenge would read "If you know how you feel when you do something: (a) you will know what you do and don't like or (b) you will want to find some place to hide".
2. Upon completing the computerized leisure education program, participants are expected to demonstrate knowledge of:
 - a. How to assess leisure preferences
 - b. Benefits of assessing leisure preferences
 - c. How to acquire information to make informed leisure choices
 - d. Benefits of making a leisure choice

Teaching Procedures

1. **Baseline** – teacher can help participant play three different computer programs in the Blue's Clues (1999) freeware series. This is designed to allow participants to get used to using the computer and program because it resembles the leisure education program. Following this 30 minute session, the SDLA is administered.
2. **Intervention** – the exact procedure followed during baseline occurs during intervention, only the Blue's Clues (1999) games are replaced by the leisure

education game. Participants will move on to the follow-up phase only after they have achieved 80% or greater on the game.

- 3. Follow-up** – teachers administer SDLA with participants approximately 4-8 weeks after they completed the intervention to determine if they maintained their knowledge.

***Note** – The SDLA can be administered through the computer program or by using a paper and pencil method.

Evaluation

- 1. Self-determination in leisure assessment tool (SDLA)** (Datillo et al., 2001)
- 2. Social validity was assessed through transcripts of interviews with participants.** Participants were asked about their perceptions of the importance and appropriateness of the program, while being tape recorded (e.g., “What did you like best about Og?”, “What didn’t you like about Og?”, and “What did you learn from playing Og?”).

Lesson Plan Based on: Datillo, J., Guerin, N., Cory, L., & Williams, R. (2001). Effects of computerized leisure education on self-determination of youth with disabilities. *Journal of Special Education Technology, 16, 1, 5-17.*