



FACILITATION OF RECREATION AND LEISURE

CHAPTER 5  
NEEDS ASSESSMENT

**Learning Expectations**

**RLV.01** explain the importance of doing a needs assessment before organizing a health and physical education event

**RL1.01** develop appropriate research skills for conducting a survey to identify the needs of a target group for a HPE event

**RL1.02** demonstrate an ability to synthesize information from the survey and incorporate conclusions into a plan for the event

CONTENTS

Teacher's Guide Topics	Student Workbook Activities
1. Event Planning	1. Event Planning – Where Do I Begin?
2. Identifying Target Populations and Areas of Concern	2. Who and Why?
3. Designing the Tool	3. Create a Survey
4. Tabulating and Presenting Results	4. Show and Tell



## TOPIC 1 Event Planning

### Objective

Students will learn the importance of assessing needs as the first step in planning.

### Materials/Equipment

Overheads:

- OH 1 Following the Event Planning Process
- OH 2 Understanding Human Needs

### Action Plan

1. Explain to the class that creating and implementing a major event will form a major part of their summative assessment.
2. Use the overheads to present the event planning process and to highlight the importance of the needs assessment. Students will complete Activity 1 in their workbooks.



OH 1: Following the Event Planning Process

## **FOLLOWING THE EVENT PLANNING PROCESS**

### **1. Needs Assessment**

What do your potential participants want and/or need?

### **2. Setting Goals**

What will your goals be?

Can you state your goals for the project in SMART terms?

### **3. Developing the Plan for the Event**

Can you develop an idea

- using previous experiences?
- through brainstorming?

Can you select the best option

- after assessing possible problems and barriers?
- after considering alternatives?

Can you develop a detailed action plan

- stating who is responsible for what?
- that sets deadlines?

### **4. Implementing the Event**

Can you run the event as planned?

Can you adjust your plan to handle unexpected changes?

Can you enjoy the experience?

### **5. Evaluation and Wrap-Up**

Have you developed criteria to measure the success of the event?

Leave a report for future reference:

- Were there any areas that needed improvement?
- What unexpected things happened? Did you deal with them effectively?

Draw up a financial report. Pay bills.



OH 2: Understanding Human Needs

**“Understanding human needs is  
half the job of meeting them.”**

***Adlai Stevenson  
U.S. Ambassador to the United Nations***



<b>TOPIC 2 Identifying Target Populations and Areas of Concern</b>
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**Objective**

Students will identify areas of concern for groups within the school population.

**Materials**

Overhead:

- OH 3 Brainstorming Form

**Action Plan**

1. Introduce a brainstorming session using OH 3. Ask students to think of areas of concern (issues) within the school community relating to physical activity, nutrition, health, and school spirit.
2. Explain the example. Tell how a needs assessment could determine the types of school-identified articles that would sell, the price range, and so on.

Some possibilities:

Area of Concern	Target Group	Needs Assessment Tool	Project/Event
Weight room usage	<ul style="list-style-type: none"> <li>• Users</li> <li>• Nonusers</li> </ul>		
Intramurals	<ul style="list-style-type: none"> <li>• Participants</li> <li>• Nonparticipants</li> </ul>		
School clubs and groups	Participants		
Whole school event (e.g., Winterfest)	Students		
Healthier cafeteria menu	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> </ul>		
Class-identified clothing	Leadership class members		
End-of-semester wrap-up	Leadership class members		
Increased opportunities for family recreation at the school in the evenings	Students		<ul style="list-style-type: none"> <li>• Mother/daughter activity nights</li> <li>• Father/son activity nights</li> </ul>
Support for quitting	Smokers		

3. Point out that some of these issues might trigger interesting major projects for them to plan and facilitate.



## OH 3: Brainstorming Form

**BRAINSTORMING FORM**

<b>Area of Concern</b>	<b>Target Group</b>	<b>Needs Assessment Tool</b>	<b>Event/ Project</b>
Promoting school spirit	Students	Questionnaire	Clothing and accessories sale



### TOPIC 3 Designing the Tool

#### Objective

The students will create a needs assessment tool (questionnaire, survey, interest checklist) to obtain community input.

#### Materials

1. Refer to the textbook for samples.
2. Overhead:
  - OH 4 Feedback Checklist

#### Action Plan

1. Students will form small groups (three or four). Each group will select one of the brainstormed topics or another of their choice (subject to teacher's approval).
2. The group will decide on the most appropriate needs assessment tool and will design it.
3. Review the criteria for a good needs assessment tool using OH 4.
4. Student groups will trade their surveys and give feedback to each other using the checklist.
5. Each group will produce a final version of the survey.



## OH 4: Feedback Checklist

## FEEDBACK CHECKLIST

The survey was:	Yes	No
<b>Justified</b> – information was given about the purpose and use of the survey		
<b>Confidential</b> – respondents' identity was kept anonymous		
<b>Thorough</b> – enough questions were asked to be able to generate the information needed		
<b>Clear</b> – respondents can understand the words used		
<b>Unambiguous</b> – easy to select one answer		
<b>Correct</b> – no spelling or grammatical errors		
<b>Easy to tabulate</b> – the format lends itself to quantifying the results		
<b>Composed of some open-ended questions</b> – to gather unexpected results		
<i>Other criteria?</i>		

