



## **Session 4: Getting the Most Out of Your Free Time**

### **Introduction:**

Free time is a valuable part of the day where we can rest, play, be creative, or connect with others. But sometimes we don't use it in ways that truly feel good to us—we may feel bored, stuck, or just do the same things all the time. These topics help students reflect on how they use their free time, explore what they love, and build skills to bring variety, balance, and joy into everyday life.

### **Session Topics:**

1. Explore Your Passions and Interests (See Topic: Live Your Why and Explore Your Free Time)
2. Variety and Balance
3. How to Restructure a Situation When You're Not Interested (Boredom)
4. What is Boredom and Why It's Important to Understand

## **Subtopic 1: Explore Your Passions and Interests**

Everyone has different interests and things they enjoy. Exploring those interests can help us feel happier, more confident, and more connected to others. This session helps students reflect on what they love, what they are interested in, what is missing and what new things they might like to try.

**Check out Session 2** Live Your Why and Explore Your Free Time Activities

## Subtopic 2: Variety and Balance

Doing different kinds of activities helps us feel better in different ways. It's good to have a mix—some quiet time, some active activity, time with others, and time by yourself, time that is structured or planned and time that is unstructured and you have more freedom to choose. We all have responsibilities like schoolwork, out of school activities, chores, and bedtime—but we also need time to relax, play, and be with others. Finding balance helps us feel our best. Balance means not doing just one thing all the time and getting different benefits from the activities you do. Sometimes what we do can be boring and we need to find ways to turn it into something interesting to us.

### Student Goals:

- Understand why variety is important
- Learn about the concept of balance in daily routines and reflect on individual routines
- Connect different activities with feelings or needs (possible use of Zones of Regulation)
- Begin exploring the idea of time management
- Think more about healthy habits around school, out of school, fun, rest, and relationships

### Timeframe:

30–40 minutes, **Flexible timing/ adaptable format:** Can be completed in short segments or extended across multiple sessions.

### Example Conversation Starters:

- “What does a normal day look like for you?”
- “When do you feel too busy? When do you feel bored?”

- “What would your perfect day look like?”
- “Why do we need different types of activities to stay healthy and happy?”

## **Activities:**

- **Daily Pie Chart:** Have students draw a circle and divide it into slices—school, out of school, rest, fun, family, screen time, etc. Reflect on which parts feel out of balance. Too much or too little. And why?
- **Lifestyle Reflection:** Talk about what adults in their lives do for balance. “What do you notice about your parents/guardians’ or teachers’ routines? How does this impact you?”
- **Plan a Healthy Day that has variety and balance:** Students draw or describe a “balanced” school day that includes learning, rest, fun, and connection.
  - Use Live Your Why to get ideas for different types of leisure/wellness themes and benefits.

## Subtopic 3: How to Restructure a Situation When You're Not Interested (Boredom)

Sometimes we're in a situation where we feel bored or not interested—but we can change the way we think about it or try something new to make it better.

### Student Goals:

- Develop tools to overcome being bored
- Learn how to deal with uninteresting or uncomfortable moments
- Use and strengthen creative thinking skills

### Materials:

- [TimeWise Student Workbook](#) 16-17 for older elementary students (and themes for younger).

### Timeframe:

30–40 minutes **Flexible timing/ adaptable format:** Can be completed in short segments or extended across multiple sessions.

### Example Conversation Starters:

- “What do you do when something feels boring?”
- “Can you remember a time you made something more fun or interesting?”
- “What are some tricks to make boring things better?”

### Activities:

- Boring to Fun Brainstorm: List things that students find boring (bus or car rides, waiting, chores, school tasks) and have them brainstorm ways to make them more interesting (pretend it's a game, challenge yourself, find something funny).

- Introduce and do Page 17 in the [TimeWise Student Workbook](#). Then, role play with partners:
  - Act out a boring situation and show how to make it better, etc.
- Based on the activity on Page 17
  - Create a Toolbox List: Students write or draw 3–5 ideas they can try when something feels boring.

## Subtopic 4: What is Boredom and Why It's Important to Understand

Boredom is a feeling we all get sometimes. It might feel annoying or uncomfortable, but it can also be helpful. It's your brain's way of saying you need a change—something more fun, meaningful, or challenging.

### Student Goals:

- Learn that boredom is a sign that they might need to change their situation
- Connect boredom to emotions and regulation
- Become more aware and reflect on these topics

### Materials:

- [TimeWise Student Workbook](#) 16-17 for older Elementary students (and themes for younger).
- Teacher Manual - Transparency 4

### Timeframe:

25–30 minutes **Flexible timing/ adaptable format:** Can be completed in short segments or extended across multiple sessions.

### Example Conversation Starters:

- “How do you feel when you’re bored?”
- “Where do you feel boredom in your body?”
- “What is your brain telling you when you're bored?”

Materials:

[Check out Zones of Regulation](#)

See Workbook and Transparency pages below.

## Activities:

- Feelings Check-In: Invite students to describe what boredom feels like physically or emotionally.
- [Zone Match](#): Identify which emotional regulation zone boredom might belong in and why. *Green – calm, ready to learn; Blue – relaxed or resting; Red – angry or out of control; Yellow – too silly or distracted*
- Draw or Journal: “Draw your ‘bored face’ and then draw what you wish you could be doing.”
- What can you do in a situation that is boring? How does the change in situation impact impact how you feel?
- Group Discussion