



TIMESWISE, 2ND EDITION HIGH SCHOOL & BEYOND



Why Use TimeWise, 2nd Edition in High School?

Studies have indicated that high school students in the mid-21st century are reporting increased levels of anxiety, loneliness, use of social media, and academic pressure. At the same time they are less likely to engage in “adult-like” behavior such as learning to drive and more likely to live at home than previous generations.

High school teachers we have spoken with have confirmed what these studies suggested, noting how difficult it is to break through the increased use of technology, waning communication skills, and increased social anxiety. Furthermore, many high schoolers are already using substances and too often have become dependent on them. High school students are often thinking about how to exist in a world where they are living with uncertainty.

We offer **TimeWise, 2nd Edition** as one way to begin to address the current developmental needs and concurrent challenges faced by today’s high school students by helping them explore ways to use their leisure time to gain personal meaning, engage in healthy activities that contribute to their health, wellbeing, and skill development. This also supports students in contemplating post secondary opportunities, career choice and environments and navigating transitions. We hope that you can use this program to help students at each grade level think through how they use their time, and how that time use, particularly leisure time, can contribute to or detract from being a healthy, happy, and adjusted individual, particularly as they go through various transitions in life. The high school years are ideal for helping students develop autonomy, exploring intrinsic interests, and learning to be reflective and self-aware.

TimeWise, 2nd Edition for high school students is geared toward building mutual trust and engaging with them on pertinent topics using experiential learning and discussions based on circle process. Feel free to take the concepts and connect with students as best fits your style and situation.

Ideas for when/where/how to use TimeWise, 2nd Edition in middle and high school:

- Link to **TimeWise, 2nd Edition Curriculum Integration Framework** from the text here when it becomes its own page– where and when to use...[To add to website full intro to TimeWise and original curriculum and resources.docx](#)

General TimeWise, 2nd Edition Sessions

1. Choosing Time vs. Filling Time
2. Leisure. So What?
3. Your Time Use, What Does It Say About You?
4. Taking Charge of Your Time
5. Being Playful
6. Optimal Leisure Experiences
7. Relationships and Being Social
8. Transitions and Leisure
9. Community Resources and Belonging
10. Planning for My Future
11. Risk Taking: The Good, The Bad, and The Ugly



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Session 1: Choosing Time vs. Filling Time

Conversation Starter

- What was one thing you did during this week or weekend that you enjoyed more than other things you did?
 - Share why you chose it and something you liked about it.

Activities

Show this picture (or choose one that would work for your situation) either on a screen or print out a hard copy.



Discuss

- What's going on in this picture? What about the picture led you to say that? Now dig deeper? What else is going on in this picture?
- Are they doing this because they have nothing else to do? Are they getting benefits? Are they choosing it? Are they wasting/just filling time? Both? If so, what benefits are they getting? (yes, they may be getting benefits!)
- Do you think they are bored or interested in what they are doing?

What is free time and what is leisure?

Free time is time away from work, school, and obligations. It can include eating, sleeping, personal care, and chores.

Think of free time as open potential to do things you choose to do that bring you happiness, relaxation, excitement, meaning, etc. When we choose these types of things, and we experience fun, joy, satisfaction, and well-being, we call that leisure. Leisure is when you feel a sense of freedom from work or school-related responsibility, and you choose to do things that make you happy. Many times, leisure activities give us personal meaning. Free time is not always leisure because often in free time we have to do things that are more chore-like or are things like personal maintenance..

- In this picture, are they experiencing free time or leisure? (or, neither or both?)
- Look at the picture again. If you were in this picture, would you be bored or interested in what you are doing?

Divide the class into groups of 2s or 3s and have a timed brainstorm of 2-3 minutes to address to the topic:

- If the two/three of you were in the picture, brainstorm possibilities of what you (or others) might do to make the time more interesting or fun? Be creative!

Debrief

1. Think about what you do during your time– are you choosing time or (just) filling time?
2. What goal can you set for your own free time and leisure?

Something to Think About!

Free Time

No obligations
But! Often there are chores or obligations in free time
"Blank Page"
Time away from being in school or work

Leisure [Time, Activity, State of Mind]

Freedom to choose
Meaningful
Social or individual
Fun
Relaxing
Satisfying
Interesting
Learning





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Session 2: Leisure. So What?

Conversation Starter

- What is your favorite leisure activity?
 - Why is it your favorite?
 - What benefits do you get from that activity?

Discussion

Begin by reminding students about the difference between leisure and free time. Note: perhaps the following discussion might lead to a discussion about unhealthy leisure (e.g., substance use) or it may trigger discomfort in some students if they or family members have unhealthy leisure). Check out [Healthy Lamoille Valley's School Resources](#) for support and contact HLTV for additional information.

Therefore facilitation of this session depends on what you know about your students and how to handle these topics. You may consider students starting off with some post it notes to hand in and be read out loud (as to be anonymous) and then continue to brainstorm further, or use small group discussions, etc.

Have students:

- Brainstorm all the things they , and their teachers, friends, parents, others can do in their lives that might be leisure for them: at home, school, and community? (Sometimes leisure can be harmful to oneself or others)
- Next, brainstorm types of benefits people get from the activities just listed. See list of benefits provided. (If some activities can also be harmful or risky, this may be an opportunity for a deeper discussion about activities and










environments that can be opportunities for healthy or increase stress or risk of negative outcomes)

- Use follow-up prompts if necessary, start with each grouping of people mentioned in the question—they might enjoy discussing what they think teachers do for leisure. Still we want to avoid stereotyping, which is a topic we will get to later in the sessions.
- Brainstorm what gets in the way of people doing things in their lives that might be leisure for them? How does this impact them?

Leisure Time Benefits

Transparency 2

Some benefits of healthy leisure activities:

-  **Physical:** Good for your body, healthy.
-  **Social:** Time spent with friends, family or meeting new people.
-  **Mental:** Challenging intellectually, learning something for fun.
-  **Future:** Working toward goals—school and career.
-  **Psychological:** Feeling good about yourself; coping with life's challenges and stressors.
-  **Spiritual:** Being in touch with your beliefs or other things that give life meaning and provide hope or a sense of purpose.
-  **Natural:** Appreciating nature, animals and the environment.
-  **Creative:** Building, drawing, writing or creating something.
-  **Community:** Helping people, animals, the community or the environment.

© ETR Associates TimeWise: Taking Charge of Leisure Time

Activity/reflection

- Imagine if all the possible leisure disappeared and none of it was there?
- How would it impact you? Your parents/caregivers, teachers, friends, classmates, others?
- Leisure... So what? Why does it matter? Why care? (including conversation about benefits over a lifetime, now and in the future, work-life balance, etc)

****Note** that for some students and others, having too much or too little leisure may be stressful or unsatisfying, or having some leisure activities that are unhealthy disappear might be a good thing.



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Session 3: Your Time Use, What Does It Say About You?

Conversation Starter

- What was something you did this past week that you got a lot of benefits from?
- What was something you did this past week that you feel was a waste of time, with no benefits? Or even harmful?

Discussion

- Think of skiing, or doing art work, for example. What possible benefits could come from each activity? Does everyone get the same benefits if they do the same activity?

Discuss how each person may derive different benefits from the same activity.

Complete Mini Time Diaries (see template below)

(Have the following printed out for each student or have them do it on-line.)

- How do you spend your time?
- Think about a typical school day, and a typical weekend day.
- If you are doing multiple things simultaneously, include that. For example, watching a movie while also on your phone.

What I Do on a Typical School Day

Write down what you usually do during each block of time. It can be more than one thing.

Time of Day	What I Typically Do	How I Feel (Interested, bored, anxious, etc.)
7am until 11am		
11am until 1pm		
1pm until when school gets out		
When school gets out until 5pm		
5pm until 7pm		
7pm until bedtime (what time do you go to bed?)		

What I Do on a Typical Weekend Day

Write down what you usually do during each block of time. It can be more than one thing.

Time of Day	What I Typically Do	How I Feel (Interested, bored, anxious, etc.)
7am until 11am		
11am until noon		
Noon until 5pm		
5pm until 7pm		
7pm until 11pm		
11pm until bedtime (what time do you go to bed?)		

Activity/reflection

1. Who do you usually spend time with?
2. When do you feel most anxious? Most happy? Most calm and/or peaceful? Most unhappy?
3. How often are you on your phone? (even have students check their phone stats from the past week, etc.)
4. Is there anything you would like to change about how you spend your time?
5. What type of activities might you want more of? Check out the [Live Your Why website from Healthy Lamoille Valley](https://www.healthylamoillevalley.org/liveyourwhy/middlehighschoolactivityworksheets/)! Find a category or activities you would like to check out... <https://www.healthylamoillevalley.org/liveyourwhy/middlehighschoolactivityworksheets/>
6. What does how you spend your time say about you, your identity? What do you want it to say?
7. How does it fit into what you see for yourself in your future?

You might like to include the following worksheets for this topic

Exploring My Free Time Use this activity to explore the benefits of leisure.

In column 1 list things you do with your free time after school and on weekends. In column 2 indicate how much time you spend at each activity. In column 3 put a + if you like the activity or a - if you dislike the activity. In column 4 put a * by the activities you consider leisure activities. Then, in column 5 indicate the benefits you experienced by engaging in this leisure activity.

1	2	3	4	5
Activities I do on a regular basis	Time I spend at this activity 1 2 3 4 5 A Little Some A lot	Like + Dislike -	Leisure Activities	Physical Social Mental Future Psychological Spiritual Natural Creative Community
	1 2 3 4 5 A Little Some A lot			<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	1 2 3 4 5 A Little Some A lot			<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	1 2 3 4 5 A Little Some A lot			<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	1 2 3 4 5 A Little Some A lot			<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	1 2 3 4 5 A Little Some A lot			<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Physical: Good for my body, healthy

Social: Time with friends, family or new people

Mental: Intellectually challenging

Future: Working toward goals, both school and career

Psychological: Feeling good about myself, stress release

Spiritual: In touch with my beliefs; gives my life meaning

Natural: Appreciating nature, animals and the environment

Creative: Building, drawing, writing or creating something

Community: Helping people, animals, the community or the environment

LEISURE TIME Transitioning from high school to college.



1 How did you spend your free time in high school? List common activities.

<input type="radio"/>	_____	<input type="radio"/>	_____
<input type="radio"/>	_____	<input type="radio"/>	_____
<input type="radio"/>	_____	<input type="radio"/>	_____
<input type="radio"/>	_____	<input type="radio"/>	_____

2 From your list above, place an (x) next to the activities you would consider leisure. After that, make yourself a table like the one below. (There's room on the next page).

LEISURE ACTIVITIES	CONTEXT	EXPERIENCE
Running	School track	Felt like exercise and I had to do it, but it felt good after I ran. I had to make myself get up and go each time.
Hanging out with friends	Different places but no adults present	Nothing else to do, a little boring, but nice to be with friends
Photography	Outdoors in parks and on trips with a club	Really fun, creative, really wanted to do it, learned something
Playing on the basketball team	School, with coaches	I used to love it but I'm ready for a change. The others on the team are better than me so it is a little frustrating.

1

LEISURE TIME Transitioning from high school to college.



What if you played a game of pick-up basketball instead of having coaches around?

What about doing yoga at home or in a studio?

What about running inside versus outside?

3 Fill in the chart below. Think about whether there was a relationship between what you did, where you did it, and how you experienced the activity.

LEISURE ACTIVITIES	CONTEXT	EXPERIENCE
WHAT YOU DID	WHERE YOU DID IT	HOW YOU EXPERIENCED THE ACTIVITY

2

My Leisure Goal Use this activity to create your own SMAC goal


ACTIVITY	STEP 1	Choose something that interests you	
CONTEXT	STEP 2	Identify constraints	
	STEP 3	Identify resources to help you overcome constraints	
ACTIVITY	STEP 4a	Make a SMAC goal	
		Specific?	Yes No Maybe
		Measureable?	Yes No Maybe
		Achievable?	Yes No Maybe
		Congruent?	Yes No Maybe
ACTIVITY	STEP 4b	Make an action plan	
EXPERIENCE	STEP 5	Think	

1

VARIETY AND BALANCE Try a new activity and list it below


New Activity

1 How did this experience make you feel?

 _____

2 How did the experience fit in with your goals and/or personality?


3 Describe interactions you had through engaging in this activity.

 _____

1


VARIETY AND BALANCE Respond based on your new activity

4 How did this experience make you feel accomplished?

 _____

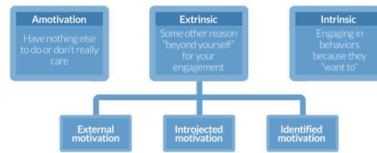
5 How were your strengths used in this activity?

6 What did you learn?

 _____

2

My Motivations Considering intrinsically motivated activities



How can you do more intrinsically motivated activities? During which activities do you feel positive emotion, or even a flow state? How can you be sure that the less preferable motivations do not lead to any negative consequences? Fill in the chart below and consider how your motivations, benefits and meaning were interlaced.

1	2	3	4	5	
Activities I do on a regular basis	Level of Emotion	Did this contribute to any positive relationships?	Did you find meaning in this activity?		Describe how your motivations, benefits and meaning were interlaced in this activity.
	 Positive Neutral Negative	Y N	Y N		
	 Positive Neutral Negative	Y N	Y N		
	 Positive Neutral Negative	Y N	Y N		
	 Positive Neutral Negative	Y N	Y N		
	 Positive Neutral Negative	Y N	Y N		

1



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Session 4: Taking Charge of Your Time

Discussion

*"In the long run, we shape our lives, and we shape ourselves.
The process never ends until we die.
And the choices we make are ultimately our own responsibility."*

ELEANOR ROOSEVELT, FORMER FIRST LADY OF THE UNITED STATES

What does this quotation make you think about?

Consider this quotation (or any others) about shaping ourselves. Our choices come with consequences, which can be either positive or negative. Many times we don't know how things will turn out. Today let's focus on how we shape ourselves into the person we want to become.

Consider using parts of [this video](#) that shows teens overcoming stereotypes to engage in sport activity. Can also dovetail into a discussion about various cultures and the role of sport and recreation. Check out Leisure For All.

You might also explore other categories of types of leisure activities.

<https://www.unicef.org/rosa/stories/power-sports-shape-future-adolescents>

Activity/Reflection

1. What factors have shaped who you are today?
2. How does social media affect our ability to shape ourselves?
3. How does what you do in your leisure time help to shape you?

4. Do you ever do things in your free/leisure time to shape other people's opinion of who you are? If yes, describe how and why.
5. What steps can you take to become better at taking charge of your free time to get benefits and avoid negative consequences?
6. How much control do you think you have over what you do in your free time?
7. When you are bored or feel like you have nothing to do or spending too much time doing something that is not offering you benefits, what do you do to get out of that state?

Activity 1 Work sheet, My Leisure Goal
Leisure Goal setting.

Activity 2 Work Sheet: Variety and Balance

Time saved for students and teachers to connect, plan for individual and communal free time in the future or have free time to choose on the spot in the classroom.

VARIETY AND BALANCE Try a new activity and list it below

New Activity

1 How did this experience make you feel?



2 How did the experience fit in with your goals and/or personality?



3 Describe interactions you had through engaging in this activity.



1

VARIETY AND BALANCE Respond based on your new activity

4 How did this experience make you feel accomplished?



5 How were your strengths used in this activity?



6 What did you learn?



2

My Leisure Goal Use this activity to create your own SMAC goal

ACTIVITY	STEP 1	Choose something that interests you	
CONTEXT	STEP 2	Identify constraints	
	STEP 3	Identify resources to help you overcome constraints	
ACTIVITY	STEP 4 _a	Make a SMAC goal	
		Specific?	Yes No Maybe
		Measureable?	Yes No Maybe
		Achievable?	Yes No Maybe
		Congruent?	Yes No Maybe
ACTIVITY	STEP 4 _b	Make an action plan	
EXPERIENCE	STEP 5	Think	

1



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Session 5: Being Playful

Discussion

Teachers: Have students do something that will be considered playful. The idea is to get students to play and have fun. See suggestions provided below.

1. How does it feel to have fun? What about being playful?
2. What are the benefits of having fun and being playful?
3. How does being spontaneous affect having fun and being playful? What about being playful? What is the value of both?

Ideas for both intellectual playfulness and physical playfulness:

- Have students come up with something to do as a group process.
- What if there were no more cats? Show the beginning of this video, <https://www.youtube.com/watch?v=5S5DdjWwUPI> , then have them brainstorm what would happen. Then show the rest of the video.
- Fly paper airplanes, have a contest, whose goes the farthest?
- Bopping each other with pool noodles. Maybe play some loud, crazy music at the same time.
- Consider doing something like on Wait, Wait, Don't Tell Me, Bluff the Listener. https://www.wnyc.org/story/bluff-the-listener_347/

Activity/Reflection

What does being playful mean to you? Do you ever see adults being playful? What about people you admire on TikTok or other social media (or celebrities)? Being playful can involve many things and it is very important for healthy development for people from birth to death.

The Greek word for *leisure* is *licere*. *Licere* means “to be permitted.” Isn’t it interesting that leisure was considered something that was permitted, as in, “it is okay to have fun and enjoy yourself.” It is easy for children to be playful but as we get older, people start to think play is only for children. What do you do that is playful?

Play is:

1. self-chosen and self-directed,
2. intrinsically motivated – doing the activity is more important than the end result,
3. guided by mental rules, but the rules leave room for creativity,
4. imaginative,
5. and conducted in an alert, active, but relatively non-stressed frame of mind.

Some additional discussion prompts:

- How does playfulness connect to creativity or problem-solving in schoolwork or life?
- Can being playful help reduce stress or anxiety? How?
- How do rules and boundaries affect play? Are there times when breaking the rules can be playful in a positive, healthy and safe way?
- What is the difference between “fun” and “playful”? Can something be playful without being fun?
- How does play help you connect with other people or build friendships? How does social media influence our sense of play? Are there challenges to being playful online?
- **What can you do to be more playful? Try being more playful during the week.**

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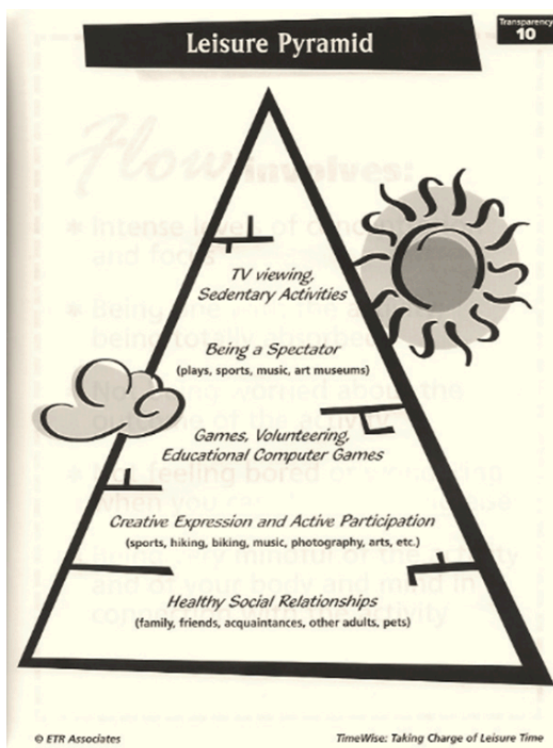


Session 6: Optimal Leisure Experiences

Think about activities that you do where you lose track of time because you are so interested in what you are doing.

- What are some activities that give you that feeling?
- What activities give you the opposite feeling, where you are so bored and so restless you can't wait to get done with the activity?

Discuss common threads among those activities. You may use the Leisure Pyramid. Research suggests that having a balance of types of activities, and who you do things with, is important. What is also important is doing more activities on the bottom rungs of the pyramid than on the top rungs. Bottom rung activities tend to be healthier and more engaging.



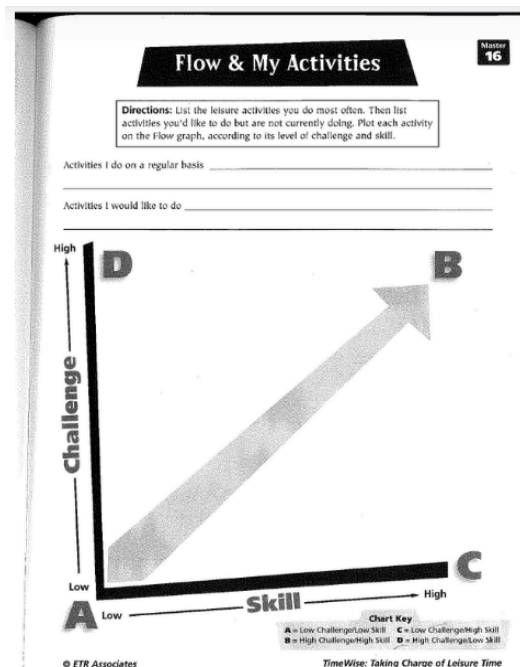
Often when we do activities on the bottom rungs of the pyramid, we tend to “get in the zone” or experience “flow.”

Flow is a concept developed by psychologist Mihaly Csikszentmihalyi. It refers to a psychological state where one is completely immersed in and highly focused on what one is doing. Flow can happen in any activity, from work to doing artwork to praying to sports. Anything can produce being in the flow, but certain conditions or elements have to be in place for one to get in the flow. Also, there are certain types of activities that tend to lend themselves to a flow experience. Research suggests that experiencing flow on a regular basis contributes to health and wellbeing. This session will address flow in leisure.

Flow involves:

- Intense levels of concentration and focus.
 - Being one with the activity, being totally absorbed.
 - Not being worried about the outcome of the activity.
 - Not feeling bored or wondering when you can do something else.
 - Being very mindful of the activity and of your body and mind in connection with the activity.
- What do you think causes people to be focused and absorbed in the activity, versus being unfocused and uninterested?

Look at these two models of the flow experience to help explain flow.



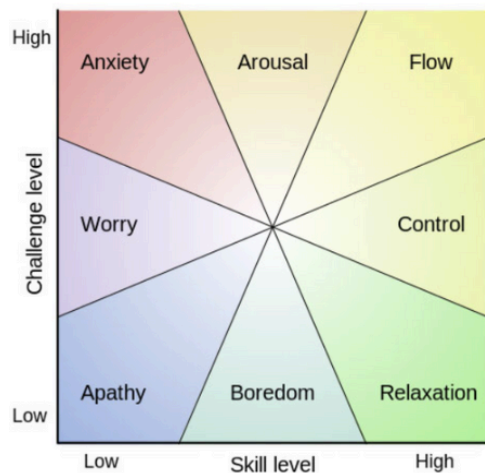
- What are some activities that you do that would fit into category A in Model 1? What about D, or in between A and D?
- How would you feel if you were in a situation where you had a high degree of skill but there was little challenge? For example, you had a good skill level at modern dance but you were rehearsing for a play where you were learning a dance that was very simple and that you had learned 2 years ago.

Low skill level and high challenge is likely to lead to anxiety, whereas high skill and low challenge is likely to lead to boredom. Flow Model 2 details these relationships in more detail.

An important aspect of getting into the flow is that a person has a good match between their skill level and the degree of challenge of the activity.

In Model 1, the arrow in the middle pointing from A to B is called the Flow Zone. It suggests that one can achieve flow at low skill levels if the challenge is not too difficult and the person feels they can handle that challenge. As long as there is a balance between skill level and challenge, flow may be achieved.

Csikszentmihalyi's Flow Model



Flow Model 2 shows a more detailed description of what can happen when skill level and challenge is unbalanced.

What this concept suggests is that if we know how to choose activities that match our skill level, we are more likely to have a positive experience.

- When do you think people experience more flow? At Work or In Leisure?
 - People can experience flow—being fully absorbed and energized—both at work and in leisure. Work often gives clear challenges and a chance to use your skills, which can create flow, while leisure offers freedom and fun, which can also lead to flow in different ways. (Csikszentmihalyi)

What are your flow activities?

Here are some ways to get into the flow in your daily activities.

1. **Find Activities You Enjoy:** Flow is more easily achieved when you're passionate about what you're doing.
2. **Set Clear Goals:** Knowing what you need to achieve and how to measure progress is crucial.
3. **Balance Challenge and Skill:** The activity should be challenging enough to engage you but not so difficult that it leads to frustration.
4. **Eliminate Distractions:** Create a workspace and mindset that minimizes interruptions and distractions.
5. **Practice Mindfulness:** Focusing on the present moment through techniques like meditation can help you enter flow.
6. **Seek Feedback:** Knowing how you're performing can help you adjust and stay on track.
7. **Embrace Challenges:** Stepping outside your comfort zone can help you engage more fully with the present moment.
8. **Connect with Your Environment:** Nature can be a great environment for reducing stress and enhancing focus.
9. **Be Patient and Persistent:** Flow is a skill that can be developed through practice.

Summarize

Low challenge and low skill (situation A in Model 1) may be easy or relaxing but it is not very engaging. Low challenge and high skill (situation C in Model 1) is likely to lead to boredom. When the challenge is much greater than your skill (situation D) you may feel anxious, stressed, or frustrated.

The flow feeling is like a natural high. Try to find activities that get you into the flow (the arrow in Model 1), and try to continually increase your skill level and challenge level to keep things interesting and not boring. It will also contribute to a healthier and happier you.



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Session 7: Relationships and Being Social

Discussion

A recent article in *The Atlantic* reported that Americans are spending less and less time in one another's company. And while the trend was evident across all age groups, it was most pronounced among teens. Between the years of 2003 and 2022, face-to-face socializing among teenagers fell by more than 45 percent.

(<https://effectiveschoolsolutions.com/teenage-social-skills/#:~:text=Strong%20social%20connections%20aren't,being%20and%20with%20school%20connectedness.>)

Why has this happened? Naturally, the pandemic had a lot to do with this. But the drop in face-to-face socialization among teens continues. At the same time on-line socialization has grown significantly. A 2023 poll found teens spend about 5-6 hours a day using on-line social media, and estimates are that even more time is now spent on social media.

What are the benefits of face-to-face, in person socialization? [form meaningful human connection, builds confidence, develop crucial social skills like active listening, communication, conflict resolution, and empathy, contribute to a sense of confidence and self-assuredness, enabling teens to navigate social situations with greater ease, combat loneliness and isolation.]

- How many of you consider socializing on-line to be leisure?
- What about socializing in person?
- Why/why not? What is the difference?

Activity/Reflection

- How would you describe your social life? What challenges do you have? (Post-it note activity?)
- Do you choose your leisure activities to be with friends, or do you choose activities because you are really interested in them? Think about structured free or explore time during school...same question.
- How could you improve your social life if you wanted to?

Other Possible Topics

- How does having a romantic relationship affect your leisure? OR, How do your close friends affect your leisure? Do you find yourself changing your interests to fit in with someone else? Are you the one who typically decides what to do in your leisure time?
- How does your social leisure affect your mental health? Think about what you and your friends and/or romantic partner do during your time together?
- Do you find you do things in your social leisure to please others? Would you feel guilty if you didn't do what the other person or persons wanted to do?
- How have you changed as a person as a result of your relationships with your social group?
- What opportunities for social leisure might you seek out in the future?

Consider:

Finding a balance between social time, family time, academic pursuits, work and personal hobbies is essential for overall well-being.

Not all teenagers are naturally outgoing, and it's important to respect individual differences in social preferences and comfort levels.



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Session 8: Transitions and Leisure

Discussion

A transition is a change or shift from one state, subject, place, etc. to another. It is a significant change or shift in a person's life that involves adjusting to new circumstances and roles. These transitions can be planned or unplanned, positive or negative, and involve both internal psychological shifts and external changes. Times of transitions might increase risk of negative outcomes because you may be around new people or maybe are more unsure of yourself and you take unhealthy risks. But times of transitions can also have many opportunities to grow and learn about yourself and others, as well as the ability to increase skills in a number of areas.

- We all go through transitions over time. What are the transitions you see coming up for you in the near future? [seasonal transition such as from winter to spring, to out-of-school summer activities, transition to life after high school, transition to living in another community, and so on.]

Activity/Reflection

- How do transitions impact how you spend your time? (give examples)
- How will your leisure time be affected? How will your relationships be affected?
- How might you plan for leisure during these transitions?

**For those approaching high school graduation- check out this worksheet.
Leisure Time- Transitioning from High School to College**



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Session 9: Community Resources

For more resources and ideas for this topic see [Leisure is for Everyone](#) (add link to Leisure Is for Everyone)

Discussion

The concept of sense of place or place attachment is about the bond people feel with their environments. It comes from personal experiences, social interactions, and how much you feel like you belong there. It also connects to the resources and opportunities available at that “place.” A “place” could be a park, community center, school, neighborhood, river, ski slope, or anywhere you spend time.

- **Prompt for students:** Identify the places you feel attached to. Why do these places matter to you?

Activity / Reflection

1. Mapping Community & School Resources

- Using a local map, draw or label places in your school or community where you can play, create, or learn.
- Use colors or symbols to show:
 - Green = I already go here

- Blue = I want to try this
- Yellow = Could be created

2. Relationships and Belonging in Free Time

- Think about who you spend free time with. How do your friends, classmates, or family influence your choices?
- Reflect: How can you make sure everyone feels included during free time?

3. Leisure as a Human Right

- Remember: Everyone has the right to **play, rest, and be part of fun activities** (UNCRC, Article 31).
- Reflection questions:
 - Why is free time important?
 - What would happen if people didn't get enough time to play or relax?

4. Helping Others & Creating Opportunities

- Brainstorm ways to help others feel included or create new opportunities for play or leisure.
- Questions to guide:
 - What's missing in your school or community?
 - How could you create something new for yourself or others?

Debrief / Reflection Questions

- What might you want to **change or improve** in your community so you feel a stronger sense of attachment?
- What would your **ideal community** include to support leisure, fun, and belonging?

- What **resources** are available to help you and others enjoy your free time?



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Session 10: Preparing for My Future

Discussion

- Many teenagers start to drive, work, participate in school activities, volunteer in the community, and take on more responsibility. What guides and influences these choices? Helping to support your family? Having spending money? Saving money? Having something to do with your time? Learning/developing skills? Doing something that helps achieve your goals? Doing something that helps others? Having fun? Making friends?
 1. Who already has a job? Who has worked in the past? Who is currently looking for a job? Did/does it feel like work or leisure to you? What about volunteering? What other out of school time activities are you involved with?
 2. If you do work, how do you find the balance of work, school and leisure?
- What do you learn about work/life balance from those adults and others around you? What does our culture have to say? What do YOU have to say?
- Where do you see yourself in 10 years? How can you choose a field/career you care about? How might you get there? What kind of lifestyle do you want? What hopes do you have for how you will spend your time and your life satisfaction/enjoyment/quality of life? What needs to be put in place to achieve that? What are the barriers?
 1. Look at and reflect on work related to motivation, maybe do it as a social barometer from want to to have to...
 2. I do it because:
 1. I want to (intrinsic)
 2. I have to (extrinsic)
 3. I have nothing else to do (amotivation)
 4. For a greater purpose (identified)
 5. What someone else thinks or I'd feel guilty if I didn't (introjected)

3. What type of things you do now in non school or work time do you think you will want to do in 10 years from now? What other things do you envision yourself doing?
4. How do or will finances play into your lifestyle and life enjoyment/satisfaction?
5. Might your current leisure activities or interest influence or help direct your career choices?
 1. What does the guidance department of your school offer as to career assessment tools? Do one? And also do a leisure interest inventory. Compare.
 2. Now, also, how might you balance out the work in your life? What types of leisure do you see yourself participating in? What resources might you need and use?

Activity/Reflection

- Each person take a look through hard copies of [Seven Days' Jobs](#) Section (popular Vermont based paper for seeking employment) to look at jobs you might like to have in the future (in 5/10 years)
 1. Check other online resources
 1. What other resources might you look at to find a job now or in the future?
 2. Circle/highlight jobs they might be interested in.
 3. How might these jobs impact your lifestyle?
 4. Do employers you already work for or are considering working for promote a culture of health?
 5. Think about the cultures and values of different professionals and how they might impact you (high/low, community, stress, substance use, flexibility, health, family, work hard/play hard).
 6. Which jobs will keep you at a desk looking at a screen all day and which are more physically active or even, high risk for injury?
 7. How might you find balance in your life as a person who works?
 8. What kind of leisure life or balance might you have if you had any of these jobs?
 1. Did you know that some jobs do not have vacation or sick time benefits or pay you when you do not come to work? Take a look at US vacation policies and those of different organizations, or for different professions. (Add some resources on this)
 2. Did you know that some people don't even take the two weeks (or whatever vacation time they are allocated annually).
 3. How do different employers address sick time or paid leave?
- What is a list of questions you might create for a potential future employer? Or maybe that future employer is you!
- **For those approaching high school** graduation- check out this worksheet. Leisure Time- Transitioning from High School to College



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Session 11: Risk Taking: The Good, The Bad, and The Ugly

Supplemental Materials and Supplies:

The following are good videos to show students:

- *Risky Decisions -- They Can Be a Good Thing for Teens to Make:*
<https://www.youtube.com/watch?v=dliN2jLBbCU>
 - o Risk Index, Decision Trap
 - o HALT: Don't take a risk when you are hungry, angry, lonely, or tired
 - o Don't cross the stupid line!
- *Teens and Risk Taking:* <https://www.youtube.com/watch?v=kh4-R9xFAys>
- *The Adolescent Brain:* <https://www.youtube.com/watch?v=0O1u5OEc5eY>
- *How Friendship Affects the Brain:*
<https://www.youtube.com/watch?v=YmVpwXH4jhA>
- *The Adolescent Brain: A Second Window of Opportunity:*
<https://www.youtube.com/watch?v=-1FRco3Bjyk>

Possible Advertisements for Discussion

Chapter 4: It's a No-Brainer: Understanding the Adolescent Brain is Important, Caldwell & Weybright

Basic Ideas:

Risk taking is a very important part of adolescence. Many think that risk taking is negative, but there are many positive benefits from positive risk taking. The problem is that it is often challenging for young teens to differentiate between the two. It is hard for them to assess what might be a positive risk or a negative risk, which leads to poor or ineffective decision making.

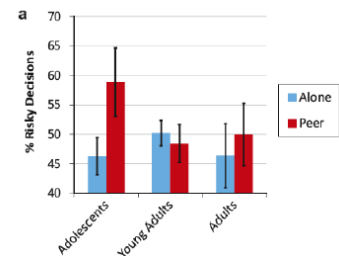
Risk taking occurs throughout the day, and especially during free time because it is a “freer” context. Furthermore, because teens are often in social situations, the possibility for making risky decisions increases. It is also easier to experiment and explore one’s boundaries during free/leisure time.

Notes for Teachers

Some things research has told us:

Adolescents understand the concept of risk. They typically don’t underestimate risk, they tend to overestimate. They generally have an optimistic bias, thinking they can protect themselves more than their peers.

Hormones (testosterone and oxytocin) increase empathy and trust for their “in” group and heighten the need for affiliation and social “success.” Thus, especially young teens, are more likely to take risks when in the presence of their peers. You can see by the graph that the presence of peers significantly increases the likelihood of making a risky decision.



Because of brain development, teens are vulnerable to intense emotions and misinterpretation of others’ intentions and emotions.

Teen brains are also biased toward sensation seeking, which can be both positive and negative, and the free time context offers many opportunities for sensation seeking.

These factors contribute to why substance use starts for most people during their teenage years. Teens are much more likely to decide how to act in a situation or to express a preference for something faster than adults would in a similar situation. Mature decision makers have had more experience and pay attention to relevant information and exclude extraneous other things going on.

Why Do Adolescents Really Take Risks?

- + Brain maturation is not yet complete
- + Driven by reward
- + Hormones & early puberty
- + Peer effects
- + The pain of social exclusion
- + Behavioral contributions
- = a HUGE Evolutionary Advantage for human survival (but not an advantage for individuals)
- ▶ In other words, the adolescent brain isn’t an accident – rather, it’s a perfect evolutionary design

“In the beginner’s mind there are many possibilities; in the expert’s mind there are few.”
Shunryu Suzuki Roshi

Research has shown that bombarding teens with risk information won’t help them make better decisions, they will just know more. So, it is not very effective just to try to improve their accuracy of risk perception. Practice and discussing emotional salience work better. Learning how to think about risk and reward is helpful.

An aspect of brain development in teens pertinent to **TimeWise, 2nd Edition** is that goal directed behavior increasingly becomes important, which dovetails nicely with providing opportunities to make decisions and learn skills by scaffolding experiences so that teens have more and more responsibility for planning and making decisions. It is also a ripe time for teens to develop passions that will persist into adulthood.

Maybe start with these ideas:

Reasonable risk-taking behavior allows teens to develop skills in making choices, being independent, and taking responsibility for their actions. It allows them to understand themselves better. Also, exploring one's boundaries and identity are important things for teens to do. Let them know these things are healthy and important to their growing up. But risk taking can be a slippery slope.

Use a few of the videos to spark discussions about when taking a risk is a positive thing, and when it is a negative thing. What clues in the environment might lead to deciding whether a risk is positive or negative. Can the same risk behavior, e.g., [choose something that would resonate with your students], be positive in one situation and negative in the other? What factors might be present to make the risk positive or negative? (For example, when stressed or angry or in a heightened emotional state, one might react to a situation differently than if one was in control. Or, when one is with a social group where one is trying to maintain or gain status, there may be a heightened chance for risk taking than if one was alone or with a couple close friends they don't need to impress.). Talk about how being with peers has a major impact on good decision making as well as an increased likelihood of taking a risk that will have negative consequences.

Help them learn to focus on taking a pause and exercising good decision-making. Discuss calculated risks.

Focus on taking calculated risks. See *Risky Decisions -- They Can Be a Good Thing for Teens to Make*: video.

Brain Development

Watch one or two of the videos on brain development in teens.

Help students develop skills in reasonable decision making to develop confidence in their skills, especially in a social situation.

Marketing and Advertisement

Discuss how society influences people, especially young people, to take risks. Discuss screen time, especially phones. Help them understand that corporations are actively trying to get them to use their products (i.e., phones, computers, substances, vapes, alcohol, cannabis, etc.). How can they avoid being manipulated? Have them discuss this. Perhaps show examples of advertisements directed toward teens that could lead to risky behaviors with negative consequences. Examples follow but use or find ones that would resonate with your students. Have students find ads to share and discuss.

Examples of Advertisements Geared to Teens:



SLIM. CHARGED. READY TO GO.

AVAILABLE NATIONWIDE!
Visit us at blucigs.com/store-locator

NOT FOR SALE TO MINORS: blu® and blu® electronic cigarettes are not a smoking cessation product and have not been evaluated by the Food and Drug Administration, nor are they intended to treat, prevent or cure any disease or condition. ©2014 R.J.R.T.C. Co. blu® and blu® are trademarks of Lorillard Technologies, Inc.

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SURGEON GENERAL'S WARNING: Smoking Causes Lung Cancer, Heart Disease, Emphysema, And May Complicate Pregnancy.

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CIGARETTES

SURGEON GENERAL'S WARNING: Smoking Causes Lung Cancer, Heart Disease, Emphysema, And May Complicate Pregnancy.

