



## TIMEWISE, 2<sup>ND</sup> EDITION HIGH SCHOOL & BEYOND



# 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.

 \_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

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## 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?

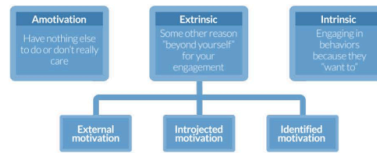
 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## 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