



## TIMEWISE, 2<sup>ND</sup> EDITION MIDDLE SCHOOL



### **Session 2: Benefits Associated with Healthy Leisure Time Use**

There are many benefits associated with leisure activities. This session encourages students to identify what benefits they get and what they might need or want more of.

#### **Student Goals**

1. Students will begin to understand the possible types of benefits one can get from healthy leisure.
2. Students will analyze information from the Exploring My Free Time worksheet and identify which benefits they gain from what they do in their leisure.

#### **Students will Think About**

1. What benefits do I get from my leisure activities?
2. Which benefits do I need or want more of?

#### **Materials**

- TW teacher manual pages 14-18
- Leisure Time Benefits (Transparency 2, Teacher Manual)
- TW student book page 4 (Exploring My Free Time) which has partially been completed, page 5; (My Free Time Profile), pages 6-10 (TW Journal Page)

- TimeWise, 2nd Edition and Live Your Why can be used to support this lesson
- **In preparation for the next session** (see note at the end of this session in case this activity may not work for you):
  - TW teacher manual pages 14-18
  - (My Free Time Profile), pages 6-10 (TW Journal Page)
  - TimeWise Journal Analysis p. 12 (Student Book)

## Activities

1. What are the Benefits?
2. Complete the Explore my Free Time worksheet (column 5)
3. Complete the My Free Time Profile worksheet

## Benefits of Leisure Activities

### Example Conversation Starters

Use these conversation starters as a way for students to start thinking about benefits they get from their activities.

- What would someone learn about you if they saw you engaged in your favorite leisure/free time activity?
- If you were having a bad day, which leisure/free time activity would you want to participate in, and why?
- Would you rather create a piece of art or volunteer at the animal shelter? Why?
- Would you rather hang out with your friends or learn to kayak? Why?

### Benefits of Leisure Activities

- What do you think of when you hear the word benefit? What is a benefit? [*A benefit is something that produces good or helpful results or effects or that promotes well-being.*]
- What benefits do you get from being in school? [*learning skills, being with friends*]
- What about from riding a bike? [*transportation, physical activity, fresh air*]

- Does everybody get the same benefit from riding a bike? What about taking a hike in the woods? [*maybe, but different people may get different benefits from the same activity*]

Refer to the Leisure Time Benefits table and discuss briefly what each benefit means. TimeWise, 2nd Edition and Live Your Why can also be used to support this lesson.

## Activity 1 (2 choices provided): What are the Benefits?










Not everyone gets the same benefit from the same activity. Someone might play a sport to get stronger (physical) whereas others might play to be with their friends (social). What benefits do you think these teens are getting in the picture. Would there be any negative feelings going on? Why and/or why not?

Take a look at provided picture (or choose another picture). Ask students to discuss the benefits each person might be getting from what they are doing.

**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

### **And/Or:**

Divide students into teams of about 5. Toss a beanbag/ball to a team and they will draw the name of an activity “out of a hat” (or something similar). They will have 30 seconds to talk among themselves and identify as many benefits as they can for that activity. Then they will report to the group the benefits they came up with. That team will toss the beanbag/ball to another group, who will also draw an activity out of the hat. And so on.

Possible activities:

Walking the dog	Playing basketball
Bicycling	Watching a movie
Hiking	Martial arts (karate, etc.)
Playing chess	Playing a musical instrument
Dancing	Doing art work
Texting	Volunteer work
Playing soccer	Going to a museum
Reading	Gardening

## **Summarize**

*TimeWise, 2nd Edition* activities focus on how to get the most benefits from your leisure time. There are many possible benefits of healthy leisure activities.

The foundation of healthy leisure is characterized by healthy relationships, social interaction, and creative expression.

These are things that are actively engaging, such as engaging in physically and mentally active pursuits, and fostering connections with people and nature.

Activities that require less active engagement are important but not as important as those where your mind and/or body are actively engaged. Encourage developing a leisure lifestyle that gives students a variety of benefits.

## Activities 2 and 3: Completing Exploring My Free Time Worksheet and My Free Time Profile Worksheet

Start by asking students to think about how much time they spend in each activity. What do they spend the most time in? The least time?

Now have students to complete column 5 in the worksheet, thinking about the benefits they get from each specific activity listed in column 1.

### Discussion Questions

- *Which activities give you the most benefits?*
- *Were you surprised at what you do and what benefits you get?*
- *How much time do you spend on social media? Is it too much or too little? What benefits do you get?*
- *Does every person need all of the benefits listed?*
- *What benefits don't you get that you "should" or would like to get?*
- *How does someone get all of the benefits? [A variety and balance of activities, which will be discussed in another session]*
- *Does getting a benefit or two from what you do relate to whether or not you like the activity?*

### Summarize

Now you have a general idea of how you spend your time, what benefits you get and how you feel when or after you do the activity. You have also thought about whether or not you have enough benefits. For example, maybe there are benefits you are not getting and would like to get. In the next sessions we will discuss getting a variety of benefits and the overall pattern of how we spend our time.

For the next session, ask them to complete the **TimeWise Journal** (pages 6-10 TW student book) and then complete the TW Journal Analysis on page 12 (TW student book). **Bring the completed Journal to the next session.**

**Note:** the TimeWise journal may not work in your situation. In that case, you may want to do something similar in the following session as a retrospective journal, focusing on a recent weekend and weekday.

**Give students these directions for completing the TimeWise Journal:**

- Write down what you did during each time slot.
- Why did you do what you did? I had to, I wanted to, I had nothing else to do, I had a purpose, or because of what others might think of me.
- How did you feel? Bored, interested, or some other feeling.

# Exploring My Free Time

**Directions:** 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. Don't complete column 5 until your teacher tells you to.

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	Benefits
				Physical: Good for my body, healthy.
				Social: Time with friends, family or new people.
				Mental: Challenging myself intellectually.
				Future: Working toward goals—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.



## My Free Time Profile

**Directions:** Use your answers from *Exploring My Free Time* activity sheet and follow the step-by-step instructions to complete this activity sheet.

### Step 1

List the leisure activities you do most often and the number of benefits you get from each activity. Then use your total benefits score to evaluate your leisure time.

The 3 leisure activities I do most:

Number of benefits:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Total benefits = \_\_\_\_\_

#### Evaluation

**8-10 benefits** = Great! You have an excellent balance of leisure time activities.

**6-7 benefits** = Way to go! You have a healthy number of leisure time activities.

**4-5 benefits** = Good! But look for activities that will give you additional benefits.


**0-3 benefits** = Seriously consider finding leisure activities that will give you more benefits.

### Step 2

Look at column 5 on the *Exploring My Free Time* activity sheet on page 4. Total the number of times you checked each of these benefits.

 Physical \_\_\_\_\_

 Future \_\_\_\_\_


 Natural \_\_\_\_\_

 Social \_\_\_\_\_

 Psychological \_\_\_\_\_

 Creative \_\_\_\_\_

 Mental \_\_\_\_\_

 Spiritual \_\_\_\_\_

 Community \_\_\_\_\_

### Step 3

List the benefits you're missing or would like to increase.

---

---

---

---

---

---

---

---