

TimeWise: Learning Lifelong Leisure Skills Description and ETR Materials Needed

Session 1: Introduction and Exploring My Leisure

Session 1 sets the stage for subsequent lessons. Students will begin to identify leisure activity preferences and patterns. They will begin to see it is necessary to accept responsibility for their actions so that they can take charge of their leisure time experiences and activities.

ETR manual and student workbook material:

- *TW teacher manual* pages 9-12
- *Transparency 1* (Learning Lifelong Leisure Skills)
- *TW workbook* page 4 (Exploring My Free Time)
- *TW Messages: Exploring Leisure Activities*, (TW workbook page 3)

Basic ideas:

Leisure can be very healthy, or it can be very unhealthy, based on a person's choices. It also can be engaging or boring. So, what you do in your leisure time matters, and what you don't do also matters. For example, kids who have a variety of activities they do like sports, nature-based activities, creative activities, and social activities probably get more benefits than kids who only play sports all the time. It's also important to have a balance and variety of doing things alone and doing things with a variety of other people, like friends, siblings, and parents.

For these sessions when we use the word leisure, we mean that leisure is what you do in your free time. So, when you don't *have* to do something like, homework or chores, you have free time, and you get to choose something to do! But sometimes that is a challenge because we may not know what to do. So, we sleep, eat, or just hang out or do nothing. We/you can use that free time in ways that are fun, exciting, creative, physically active, and social. Also, you can learn things or help others. Therefore, you can get a lot of benefits from your leisure time.

Take Home Activity:

Complete the "Exploring My Free Time" activity (page 4 in TW workbook) but leave column 5 blank for now. That is about benefits, which will be included in the next session.

TimeWise: Taking Charge of Leisure Time

Welcome to TimeWise!

Leisure time challenges...

- We can't do what we want to.
- Things are boring and we don't know what else to do.
- We do things but we'd rather be doing something else.

But of course, hopefully often we *love* what we do in our leisure time.

Learning Lifelong Leisure Skills

- * What do you do in your free time?

* How many leisure activities do you have?

* In what kinds of leisure activities do you participate?

* Why do you participate in these activities?

* How do you feel about what you do in your free time?

* How can you get the most out of your free time?

* How can you best plan your use of free time?

* How can you develop new leisure time interests?

??

© ETR Associates TimeWise: Taking Charge of Leisure Time

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 Benefits													
				Physical	Social	Mental	Emotional	Psychological	Spiritual	Natural	Creative	Community					
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														
	1 2 3 4 5 A little Some A lot																
	1 2 3 4 5 A little Some A lot																
	1 2 3 4 5 A little Some A lot																
	1 2 3 4 5 A little Some A lot																
	1 2 3 4 5 A little Some A lot																
	1 2 3 4 5 A little Some A lot																
	1 2 3 4 5 A little Some A lot																

Physical: Good for my body; healthy.

Social: Time with friends, family or new people.

Mental: Challenging myself intellectually.

Emotional: 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.

© ETR Associates

Session 2: Benefits of Leisure

Session 2 introduces the idea that there are many benefits associated with leisure activities and students begin to identify what benefits they get and what they might need or want more of. The idea of harmful (to self or others) leisure is discussed.

ETR manual and student workbook material:

- *TW teacher manual* pages 14-18
- *Transparencies* 2 (Leisure Time Benefits) and 10 (Leisure Pyramid)
- *TW workbook* page 4 (Exploring My Free Time), page 5; (My Free Time Profile), pages 6-10 (TimeWise Journal Page); page 34 (My Leisure Pyramid)
- *TW Messages: Exploring Leisure Activities*, (TW workbook page 3)

Basic ideas:

The healthiest and most satisfied people have a lifestyle that gives them a lot of benefits. They make sure they get a variety of activities so that they can get all of the benefits, because one activity alone usually doesn't give you all of the benefits. That's way it is great to have a variety of things you like to do so the benefits add up.

The leisure pyramid introduces the idea that the foundation of healthy leisure is characterized by healthy relationships, social interaction, and creative expression: things that are actively engaging, such as engaging in physically and mentally active pursuits, and fosters connections with people and nature. Activities that require less active engagement are important but not as important as those on the bottom rungs of the pyramid.

Students will analyze what benefits they get out of the activities they currently do and discuss which benefits they would like more of. They will also discuss that some activities done in leisure/free time can be harmful to themselves and/or others.

Take Home Activity:

At the beginning, review last session's take home activity. For next session, complete TimeWise Journal (pages 6-10 TW workbook) and then complete the TW Journal Analysis on page 12 (TW workbook). See page 18 in the teacher's manual and Master 1.

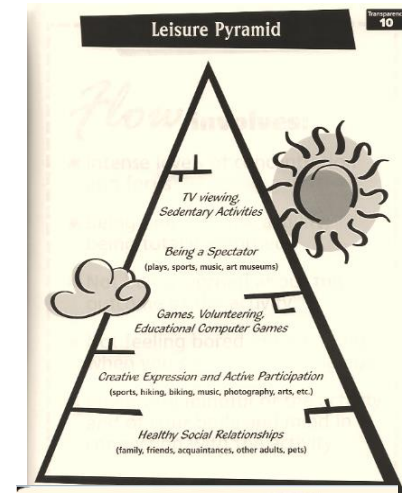
Leisure Time Benefits

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
 1. List things you do with your free time after school and on weekends. Indicate how much time you spend at each activity. In column 3 put a + if you like the activity, if you dislike the activity. In column 4 put a * by the activities you consider leisure. Complete column 5 until your teacher tells you to.

3	4	5	Benefits
Like +	Dislike -	Leisure activities	Physical: Good for your body, healthy. Social: Time spent with friends, family or meeting new people. Mental: Challenging myself intellectually. Future: Working toward goals—school and career. Psychological: Feeling good about myself; coping with life's challenges and stressors. Spiritual: Being in touch with my beliefs, giving 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.

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.

Step 3 List the benefits you're missing or would like to increase.

TimeWise Journal Page

Why?
 (H) Had to (W) Wanted to
 (N) Nothing else to do (P) For a purpose
 (O) What others think

How did you feel?
 (B) Bored
 (I) Interested
 (O) Other

Morning	Afternoon	Evening
7:00	12:15	5:15
7:15	12:30	5:30
7:30	12:45	5:45
7:45	1:00	6:00
8:00	1:15	6:15
8:15	1:30	6:30
8:30	1:45	6:45
8:45	2:00	7:00
9:00	2:15	7:15
9:15	2:30	7:30
9:30	2:45	7:45

Session 3: Boredom and Interest

Over the next few sessions, students are encouraged to analyze *how* they spend their time, how they *feel* when they do certain activities, and understand *why* they do those activities. Session 3 focuses on feeling bored or interested and how to avoid being bored, changing a boring situation into something more interesting, and developing interests.

ETR manual and student workbook material:

- *TW teacher* manual pages 31-39
- *Transparencies* 4 (Avoiding Boredom), 5 (Becoming Interested)
- *TW workbook* page 18 (New Interest Inventory), page 19 (Narrowing it Down), page 34 (My Leisure Pyramid), page 12 (TimeWise Journal Analysis)
- *TW Message: Beating Boredom and Developing Interests* (TW workbook page 16)

Basic Ideas:

Students will discuss what they found out about how they used their time, and what they learned about themselves. Did anything surprise them? They will discuss what it means to be bored and how they feel, and contrast that with how they feel when they are interested and what makes something interesting.

They will explore other activities they might enjoy trying and think about the benefits they would get if they were to engage in those activities. Use the New Interest Inventory and Narrowing Down pages, as well as the Healthy Lamoille Valley Live Your Why website.

Take Home Activity:

Students are asked to complete the TimeWise Journal Analysis (p. 34) by referring to their completed TimeWise Journal pages. This will set the stage for talking about their motivation (why) for doing what they do.

Avoiding Boredom

To avoid **boredom**:

- * Don't do the same things over and over.
- * Don't just do things out of habit or routine.
- * Change the activity, its location, or the people you do it with.
- * Do something to help someone else.
- * Think about the benefits you'll get. Change your attitude.
- * Explore ways to make it more challenging.

New Interest Inventory

Directions: Place a checkmark beside the activities you might be interested in trying.

☒ Acrobatics ☐ Art ☐ Ballet ☐ Riding a bike ☐ Baseball ☐ Bowling ☐ Camping ☐ Cheerleading ☐ Using a computer ☐ Taking a class ☐ Canoeing ☐ Cooking ☐ Dance ☐ Diving ☐ Drawing ☐ Fishing ☐ Gymnastics ☐ Gardening ☐ Hiking ☐ Hockey	☐ Hunting ☐ Inline skating ☐ Juggling ☐ Karate ☐ Learning to type ☐ Watching a movie ☐ Building a model ☐ Painting ☐ Photography ☐ Playing an instrument ☐ Pottery ☐ Reading a book ☐ Riding a horse ☐ Rock climbing ☐ Roller hockey	☐ Running in a race ☐ Singing/Chorus ☐ Soccer ☐ Sewing ☐ Softball ☐ Swimming ☐ Theater ☐ Tennis ☐ Tae Kwon Do ☐ Video games ☐ Volunteering ☐ Volleyball ☐ Wrestling ☐ Writing a story
--	---	--

Other new interests?

Becoming Interested

To become interested in things:

- * Try something new.
- * Plan for positive experiences.
- * Keep working to improve at things you're already good at.
- * Learn a new skill.
- * Practice to get better.
- * Remind yourself of the benefits of your activities.
- * Increase your knowledge:
 - Find someone who can teach you more.
 - Read about your activity in a magazine or on the Internet.
- * Join a group of people with similar interests.
- * Stick with it.

Narrowing It Down

Directions: On the 5 lines across the top, list the 5 activities you chose from the New Interest Inventory. For each of these activities, circle the possible benefits. Choose the one activity that is "doable" in your community area. Put an X in the circle.

Benefit	Benefit	Benefit	Benefit	Benefit
Physical	Physical	Physical	Physical	Physical
Social	Social	Social	Social	Social
Mental	Mental	Mental	Mental	Mental
Future	Future	Future	Future	Future
Psychological	Psychological	Psychological	Psychological	Psychological
Spiritual	Spiritual	Spiritual	Spiritual	Spiritual
Natural	Natural	Natural	Natural	Natural
Creative	Creative	Creative	Creative	Creative
Community	Community	Community	Community	Community

I would like to try

Healthy Lamoille Valley

Live Your Why!

Middle & High School Activity Worksheets

TimeWise Journal Analysis

Directions: Review your TimeWise Journal Pages and answer the questions.

How many times did I do things because I <i>felt</i> that? How did I <i>feel</i> about those activities? How many times did I do things because I <i>wanted</i> to do them? How did I <i>feel</i> about those activities? How many times did I do things because of <i>what others might think</i> ? How did I <i>feel</i> about those activities?	How many times did I do things because I had <i>nothing else to do</i> ? How did I <i>feel</i> about those activities? How many times did I do things for a <i>purpose</i> to achieve a goal? How did I <i>feel</i> about those activities? How many times did I do things because of <i>what others might think</i> ? How did I <i>feel</i> about those activities?
---	---

My Motivation Pattern

Create a pie chart inside the stop watch that shows how much time you spend doing things for each reason (that is, wanted to, had nothing else to do, for a purpose or because of what others might think).

The biggest piece of the pie should go to the reason that has the highest number, the next biggest piece of the pie goes to the next highest number, and so on.

Session 4: My Motivation

During Session 4, students will begin to understand the concept of motivation and that why they do things is complex and not just “because I had to” or “because I wanted to.”

ETR manual and student workbook material:

- *TW teacher manual* pages 19-30
- *Transparency 3* (Motivations)
- *TW workbook* page 14 (Exploring my Motivation); 15 (Interview with an Adult),
- *TW Message: Checking Out My Motivation* (TW workbook, page 11)
- *Master 2* (Motivation Scenarios)

Basic Ideas:

Each of the motivation types will be described and discussed in detail. Students will have a chance to see if they can identify the motivation from 5 scenarios.

Using the TimeWise Journal Motivation Pattern Analysis as well as the Exploring My Motivation page, students will apply these forms of motivation to their activities. The Exploring My Motivation page helps students link why they do things with how they feel, specifically being bored or interested, although include any feelings they may have based on why they do what they do in their leisure time.

Students are encouraged to try to do as many leisure activities as they can because they enjoy them and want to do them.

Take Home Activity:

Students will have an opportunity to interview an adult, which can be a parent, caretaker, grandparent, aunt, uncle, someone from the church/synagogue/temple/mosque, teacher, coach, or anyone else with whom they have regular contact. The idea is to discuss the ideas from TimeWise with an adult to gain more insight into the way people spend their leisure and how they feel about it.

Motivations Transparency 3

These are some common **motivations:**

Have to

Want to

Nothing else to do

For a purpose

What others think

© ETR Associates TimeWise: Taking Charge of Leisure Time

Exploring My Motivation

Directions: In the first column, list the leisure activities you do. Then, in the second column, identify the main reason you do each activity. Choose from the motivations listed on the right. Then ask about whether the activity is boring or interesting to you, and write a "B" or an "I" in the third column. Then write a few sentences about what you've learned.

Activities I Do Regularly	My Motivation	Boring or interesting?

When did you notice about your leisure activities, your attitudes and how you feel?

Have to: Parents/teachers/coaches/relatives expect me to do it. I don't really want to do it.

Want to: I like it. It's challenging. I want to know/learn more.

Nothing Else to Do: It's not that interesting. I'm not good at it. I don't really care.

With a Purpose: To develop my future. To develop new skills. To reach a goal.

What Others Think: To not feel guilty. To be popular. To impress an image.

Types of **MOTIVATIONS**

© ETR Associates TimeWise Student Book 14

Identify the Motivation

1. My friend challenged me to do a new trick on my BMX. A lot of my friends were watching. I didn't want to look like I was afraid.
2. I'm working on a painting for the art show at school.
3. It was cold outside when I came home from school so I just watched TV.
4. I'm really excited about seeing the movie with my friend this weekend.
5. This evening I set aside an hour to finish the book I'm reading. It's really good and hard to put down.

Motivations

- Had to
- Want to
- For a Purpose
- To Please Others
- Nothing Else to Do

Interview with an Adult

Directions: Conduct an interview with an important adult in your life. Ask about how this person spent his or her free time as a teen. Be sure to explain the types of benefits and motivations to the person you interview.

Name of person you are interviewing: _____

1. When were my age, what were your favorite leisure activities?

2. What benefits did you get from these activities? (Circle the benefits mentioned.)

Physical Social Mental Future Psychological
Spiritual Natural Creative Community

3. People have different reasons for participating in their leisure activities. For each type of motivation, name an activity that you did because of that motivation.

Have to: _____ Want to: _____
Nothing Else to Do: _____ For a Purpose: _____
What Others Think: _____

4. When you were my age, was there a leisure activity you participated in that contributed to who you are today? What was it and how did it make a difference?

5. Do you have any advice or tips for making the things you have to do more fun or interesting?

© ETR Associates TimeWise Student Book 15

Session 5: Overcoming Stereotypes and Roadblocks

TimeWise aims to help students set realistic goals for pursuing various leisure interests. It doesn't teach students activity skills but rather helps them think about how they can take responsibility for their leisure given the context in which they live. This lesson helps student think about how attitudes and stereotypes (their own and others') might prevent them from thinking about or doing certain activities. This lesson also helps students identify potential constraints that might get in the way of engaging in desired leisure interests and whether they are real barriers or whether there are ways to overcome the perceived constraints.

ETR manual and student workbook material:

- *TW teacher manual* pages 38 & 39 (to debrief Master 4, Attitude and Stereotypes Statements), 41 - 44 (to debrief Identifying Roadblocks activity from TW workbook page 21)
- *TW workbook* page 21 (Identifying Roadblocks)
- *TW Message: Making an Action Plan* (TW workbook page 20)

Basic Ideas:

Begin by debriefing the Interview with an Adult activity.

Students will discuss possible attitudes and stereotypes that are associated with 5 statements that may inhibit participation in desired activities. Possible attitudes and stereotypes include lack of self-confidence; you have to be good at something to enjoy it; only the popular kids do/play [activity]; culture, gender or racial/ethnic bias; too heavy a reliance on what others would think of me/peer pressure/social norms, social media; and so on. Students will think about activities they would like to try and then brainstorm possible roadblocks, ways to overcome them, and whether the roadblocks are real or perceived (such as I don't have time when in reality one could make time).

Attitudes and Stereotypes Can Get in the Way

1. I won't try out for the soccer team because I won't be very good at it.
2. Ballet sounds like a great class but people would make fun of me.
3. I really want to try out for the school play but I don't want to go to the auditions myself. I know my friends won't go with me.
4. I'm kind of interested in the chess club but I'm not going to belong.
5. I'm going to join in the pick-up basketball games down the street, even though they are all boys and I'm a girl. I enjoy it and don't care what others think of me.

© ETR Associates

Identifying Roadblocks

Directions:

- In the first column, list the activity you'd like to explore, plus 2 others from the *Narrowing It Down* activity sheet.
- In the second column, identify roadblocks that might get in the way of your doing each activity.
- In the third column, write some ways to overcome the roadblocks.
- In the last column, write whether the roadblocks you identified are real or perceived.

I would really like to...	But I can't or I won't because...	Ways to overcome the roadblocks	Real or Perceived?

TimeWise Student Book 21

CAUTION
Roadblock Ahead

Session 6: Planning for Variety and Balance

In this session students will think about needing variety and balance in their leisure activities. This lesson sets the stage for the last two sessions that focus on community resources, being prepared for having unexpected leisure time, and how to plan for future activities.

ETR manual and student workbook material:

- *TW teacher manual* pages 50-61 (to discuss scenarios related to variety and balance),
- *Transparencies 7* (Variety & Balance) related material page 52 teacher manual), 8 (Be Prepared)
- *TW workbook* (TW review page 28)
- *TW Creative Pages* (pages 30-31) for writing down goals and final thoughts, answering questions

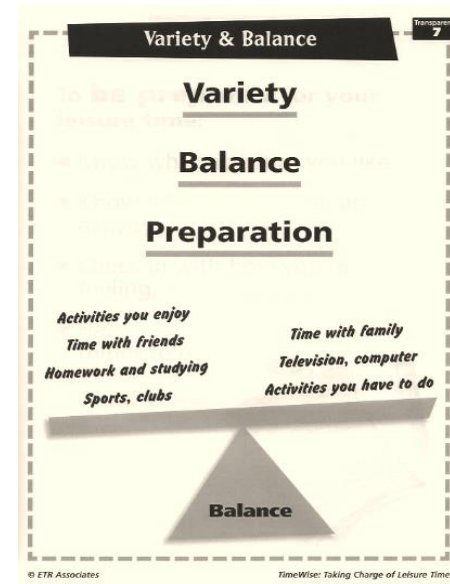
Basic Ideas:

Variety means that people should have a good mix of types of activities to get a variety of benefits and not get bored with doing the same thing all the time. For example, people should have a mix of indoor, outdoor, social, individual, creative, physical, and volunteering (and so on), activities. This might also include things they enjoy and have done for a long time, and those that they would like to explore. Balance means that people have a good balance of leisure time, homework, family time, and sleep.

Students will discuss 3 scenarios that bring up issues with variety and balance.

Take Away Activity:

Students are asked to reflect on how much variety and balance they have in their leisure time and set a couple of goals for the upcoming week that will give them more variety and/or balance in their leisure time.



Consider This Scenario for Variety and Balance

Ahmaud loves soccer. He plays every chance he gets. He's on the team and they practice every Tuesday and Thursday from 4 to 6 pm. They have a game every Sunday. Ahmaud's friends are all soccer players, too, so in his spare time he plays pick-up games with them.



Preparation, Planning, and Goal Setting



Think about your upcoming week and think about how much variety and balance you have in your leisure time.

Set one or two goals to achieve this coming week that focus on something you would like to change about how much variety and/or balance you have.

We'll see how well you met your goals next time.

Session 7: Accessing Community Resources

Session 7 helps students explore what resources and leisure opportunities are available in their communities.

ETR manual and student workbook material:

- *TW teacher manual* pages 46-48
- *Transparencies 7* (Variety & Balance) related material page 52 teacher manual), 8 (Be Prepared)

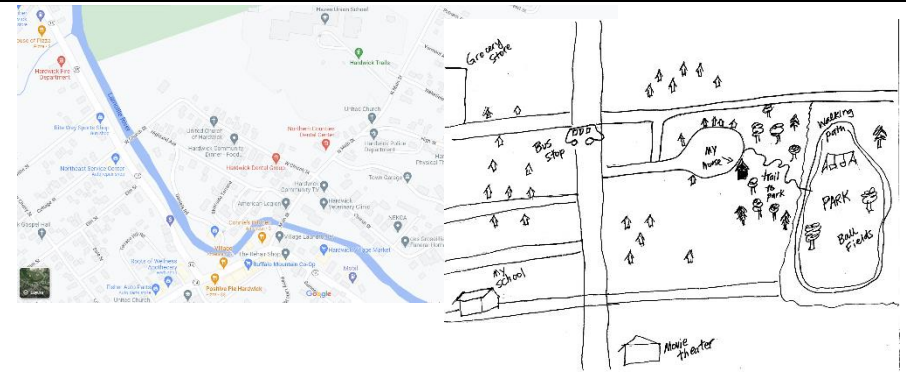
Basic Ideas:

First students will discuss how successful they were in meeting their “variety and balance” goals from the previous week.

Next is a discussion of how students are increasingly responsible for their own leisure as they get older, and that being responsible includes taking charge of their time, making good decisions, and learning how to plan. One important skill in this process is to understand what is available in the community.

The Live Your Why Passport Edition is an excellent resource that will be used to explore what might be available.

Students will look at maps of their communities and then draw a “micro” map of where they live. They will think about where they spend their time during a typical day and what they do. In small groups they will discuss what community resources exist and what they might like to see more of, and how to make that happen.



Let's dig a little deeper...A typical day in your community

- Identify places where you typically spend your free time
- When you are at those places, how do you feel? Happy, tired, anxious, bored, etc. Why do you feel that way?
- Who are you typically with?
- Is this a place where healthy activities take place?
- Are there places where risky behavior often takes place?
- If you had a choice, where would you like to spend your time? Why?
- Would you like to make any changes about where you spend your time? What would it be and how can you make it happen?
- How does the physical or natural environment influence you or influence your experience?
- Where are places where you can find adults who can that you would like to do?

Live Your Why Passport Edition

- <https://www.healthylamoillevalley.org/passport/>

Think about our community...



- In small groups or pairs, identify the following:
 - What community resources have you used?
 - What community resources would you like to see in your community?
 - What would you like to know more about in your community?
 - Do you know where to find places and organizations that offer advice and help to young people?

Session 8: Planning and Goal Setting

This last session focuses on specific steps to take when planning a leisure activity. It builds from the previous session on community resources, as well as previous sessions about planning for variety and balance, and doing interesting things to avoid boredom. Also students should be urged to keep in mind the need to plan for variety and balance in their leisure.

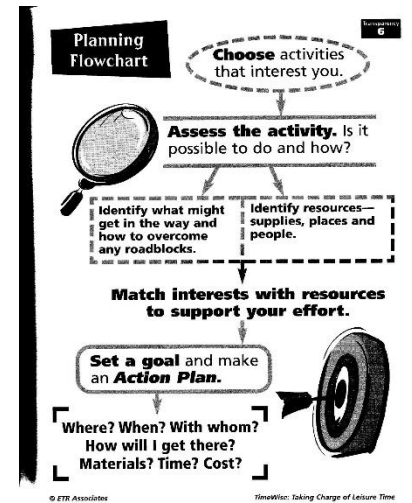
ETR manual and student workbook material:

- *TW teacher manual* pages 42, 49, 60
- *Transparency 6* (Planning Flowchart)
- *TW workbook* pages 23 (My Leisure Action Plan), page 26 (To Do Lists)
- *TW Messages: Making an Action Plan* (TW workbook page 20), *Managing Daily Leisure* (TW workbook page 25), *Putting it All Together* (TW workbook page 27), *TW Messages* (TW workbook page 32)
- *TW Review* (TW workbook page 28)
- *TW Creative Pages* (pages 30-31) for writing down goals and final thoughts, answering questions

Basic Ideas:

Although some of people's leisure time is spontaneous, it is important to know how to plan for an activity. It is also important to be prepared with things to do when people have unexpected free time. This lesson helps students think about, and practice going through, a planning flow chart.

They are encouraged to plan leisure activities for the next couple of months that will give them variety, balance, and healthy, satisfying leisure. The teacher will review TimeWise basic messages.



My Leisure Action Plan (Transparency 8)

Directions: Decide which leisure activity you'd like to pursue, set a goal for how often you'd like to participate (for example, once a week), and for how long (for example, 1 year). Develop your action plan by answering the questions.

Step 1: The leisure activity that interests me is _____

Step 2: What roadblocks exist? _____
What are the solutions? _____

Step 3: Will my parents let me? **Yes No**

Step 4: When can I do the activity? (Date and time) _____

Step 5: Where can I do the activity? _____

© ETR Associates TimeWise Student Book 23

Be Prepared (Transparency 8)

To be prepared for your leisure time:

- ★ Know what activities you like.
- ★ Know why you're doing an activity.
- ★ Check in with how you're feeling.
- ★ Have a back-up plan of other things to do.

© ETR Associates

Wrapping it Up!

Putting It All Together

TimeWise Messages

I am in charge of making my leisure time healthy and fun!

What I've learned, I use that when I have unexpected free time.

TimeWise Messages

I keep balance and variety in my leisure activities.

I understand my motivations. It's OK to say no to activities that I don't want to do. I can say no to myself when I have choices about my leisure time.

I enjoy my leisure time—I'm TimeWise!

TimeWise Review

Types of Motivation

How do I feel about this activity?

How often do I do this activity?

How long do I do this activity?

How do I feel about this activity?

Action Plan

How often do I do this activity?

How long do I do this activity?

How do I feel about this activity?

Managing Leisure Time

Variety Balance Preparation

TimeWise Messages

Leisure activities are important and can improve my life.

I'm responsible for how I spend my free time.

Why I do what I do in my leisure time affects how I feel.

I want to figure out how to get the most out of my free time.

I can do things to prevent boredom and make my free time interesting.

Leisure activities that interest me are a lot of fun.

I can choose activities that interest me to use if it's possible to do them.

Leisure activities can get in the way of accomplishing things I plan to do.

To get the most from my leisure time, I can set goals and make an action plan.

It's my responsibility to manage both myself and my leisure time.

I am in charge of making my leisure time healthy and fun!

What I've learned, I use that when I have unexpected free time.

I keep balance and variety in my leisure activities.

I understand my motivations. It's OK to say no to activities that I don't want to do. I can say no to myself when I have choices about my leisure time.

I enjoy my leisure time—I'm TimeWise!

© ETR Associates