

- **Advanced Skill-Builder Activity 5** develops students' decision-making and communication skills. Students learn a decision-making model that includes seeking advice from others and analyzing their personal motivations when making leisure time choices.

Using Advanced Skill-Builder Activities as Boosters

It's natural that, over time, students tend to forget or become less rigorous in their application of the principles learned in the *TimeWise* program. The advanced skill-builder activities can be used as booster sessions to reinforce and strengthen students' application of *TimeWise* principles. The developers of *TimeWise* recommend that boosters be delivered either 6 or 12 months following the completion of the program. In some cases, a booster may be necessary 24 months after the program.

When the advanced skill-builder activities are used as boosters the Optional Review Session should be taught first in the sequence each time. Teachers can then pick and choose among the advanced skill-builder activities. For example, at 6 months, teachers might deliver the Review Session and Advanced Skill-Builder Activities 1 and 3; then, at 1 year, the Review Session, and Advanced Skill-Builder Activities 4 and 5. Teachers could also deliver the Review Session and all of the Advanced Skill-Builder Activities as a booster program at 1 year. (*Note: Student activity sheets for the Advanced Skill-Builder Activities are provided in the *TimeWise Student Book*. They are also provided as masters to copy when these activities are used as boosters.*)

Parent Involvement

In early adolescence young people are exploring and asserting new independence within their families. Yet parents and guardians still play an important role in helping their children make good choices and accept responsibility for their own actions. Teens value their parents' support and interest as they take on new interests and new responsibilities in their families and the wider community, and parents can support their teens in getting the most from their leisure time.

TimeWise encourages interaction between parents and students through take-home activities completed together as homework. These activity sheets are included in the *TimeWise Student Book*, and are also included in the Teacher Guide as blackline masters. Teachers may prefer to make copies of the activity sheets for take-home use and keep the student books at school to ensure that they are always available for classroom use.



Exploring Leisure Activities

Activity 1

Taking Charge of Leisure Time

Student Objectives

Students will

1. Identify leisure activity preferences and patterns.
2. Build a personal value for accepting responsibility for their leisure activities.
3. Shape peer norms that value accepting personal responsibility for their leisure activities.

Time

45 minutes

Materials & Preparation

- Prepare **Learning Lifelong Leisure Skills (Transparency 1)**.
- Review **Exploring My Free Time** (*TimeWise Student Book*, page 4).

Teaching Steps

Ask & Discuss

What does *leisure* mean?

Summarize

Leisure is the time you might also call free time—the time in your life when you don't have school and aren't doing homework or chores. Leisure activities are the different things that you do during your free time. You might be involved in sports or other activities such as music or drama. These activities are part of what you might call “structured” leisure time. Leisure also includes what you could call “unstructured” time. For example, time spent hanging out with friends.

Explain

You are going to be exploring the things you do in your free time and focusing on developing healthy leisure activities. This program is called *TimeWise: Taking Charge of Leisure Time*. It will help you develop skills to make the most of your free time.

Let's look at the questions *TimeWise* will help you answer.

Prepare

Show the **Learning Lifelong Leisure Skills** transparency.

Ask & Discuss

- 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?

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?

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Transparency 1

Teaching Steps

- 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?

Survey

- How many of you play sports?
- How many of you are involved in music, such as band or chorus?
- How many of you watch TV?
- How many of you read for fun?
- How many of you have ever been bored?

Explain

Many people don't realize the importance of leisure activities. Positive leisure activities have lots of benefits. They help you learn about yourself and stay healthy.

On the other hand, some leisure activities can be unhealthy or even harmful. Smoking, drinking, using other drugs or overeating are some unhealthy activities people may engage in out of boredom or to try to relieve stress.

The goal of *TimeWise* is to help you find and enjoy positive leisure activities.

Survey

In turn, ask each student to say his or her first name and state his or her favorite free-time activity.

Summarize

Each of you have leisure activities you like best. Not everyone likes every activity. Let's look at some of your preferences.

(continued)

Teaching Steps (continued)

Survey

Which of the following would you rather do and why?

- Play basketball with friends, read alone or watch TV?
- Play with a pet, do a craft or hobby, or swim at the pool?
- Play on the computer, visit your grandparents, or walk in the woods?

Provide time for students to share responses.

Complete

It's easy to identify the activities you enjoy most. Now you're going to identify activities you do regularly.

Direct students to turn to **Exploring My Free Time** on page 4 of the TimeWise Student Book. Have them follow the directions to complete columns 1, 2, 3 and 4. Tell them to leave column 5 blank for now.

Allow time for all students to complete the activity sheet.

Student Book Page 4

Ask & Discuss

What are the reasons you engage in the activities you identified in column 1?

Summarize

Engaging in leisure activities helps you relax, allows you to spend time with friends, provides you with challenges, enables you to meet new friends, and takes your mind off daily problems.

Each person is responsible for getting the most out of his or her leisure time. It's important to plan what you will do in your free time, especially when you have free time and nothing to do. Planning ahead can help you make the most of your time and experiences and help you have fun, be healthy and enjoy life.

Teaching Steps

Assessment Benchmarks

Students:

1. Identified leisure activity preferences and patterns by:

- Reviewing and discussing the **Learning Lifelong Leisure Skills** transparency.
- Stating their leisure activity preferences.
- Completing the **Exploring My Free Time** activity sheet.

2. Built a personal value for accepting responsibility for their leisure activities by:

- Defining the word *leisure*.
- Reviewing the **Learning Lifelong Leisure Skills** transparency.
- Completing the **Exploring My Free Time** activity sheet.

3. Shaped peer norms that value accepting responsibility for their leisure activities by:

- Sharing responses to the survey questions.
- Discussing the **Exploring My Free Time** activity sheet.

Activity 2

Benefits of Leisure

Student Objectives

Students will

1. Identify benefits of participating in leisure activities.
2. Build a personal value for engaging in healthy leisure activities.
3. Shape peer norms that value engaging in healthy leisure activities.
4. Use self-assessment skills to develop a personal leisure time profile.

Time

45 minutes

Materials & Preparation

- Prepare **Leisure Time Benefits** (Transparency 2).
- Review the completed **Exploring My Free Time** (*TimeWise Student Book*, page 4).
- Review **My Free Time Profile** (*TimeWise Student Book*, page 5).
- Review **TimeWise Journal** (*TimeWise Student Book*, pages 6–10).
- *Optional:* Copy a set of 4 **TimeWise Journal Pages** for each student (Master 1).

Teaching Steps

Ask & Discuss

What does the word *benefits* mean?

Summarize

Benefits are positive consequences or good things that happen as a result of something. Benefits are important because they improve your life. It's great when you can get benefits out of your leisure time activities.

Ask & Discuss

- What are some leisure activities that bring you positive consequences?
- What are some possible leisure activities that might have negative consequences?

Summarize

Many leisure activities are fun, teach you new skills and let you connect with people and things that help you feel good about yourself.

Leisure activities with negative consequences include overeating, eating unhealthy foods, using tobacco, drinking alcohol or using other drugs. None of these are good for a person's health or future.

Explain

TimeWise focuses on how to get the most benefits from your leisure time. There are many possible benefits of healthy leisure activities.

Prepare

Show the **Leisure Time Benefits** transparency.

(continued)

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.

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Transparency 2

Teaching Steps *(continued)*

State

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.

Complete & Share

Now you'll have a chance to think about the benefits of your own current leisure activities.

Direct students to return to **Exploring My Free Time** on page 4 of the TimeWise Student Book and complete column 5 by checking all the benefits they get from each activity.

Provide an opportunity for students to share the benefits they get from their leisure activities.

Now you'll use what you've learned about how you spend your free time to develop a free time profile.

Direct students to turn to **My Free Time Profile** on page 5 of the TimeWise Student Book. Have them follow the directions to complete the activity sheet. Remind them to refer to the **Exploring My Free Time** activity sheet to help them complete the profile.

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 5 leisure activities I do most: Number of benefits

1. _____

2. _____

3. _____

Total 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.

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Student Book Page 5

Teaching Steps

Allow time for students to complete the activity sheet and share their findings with the class.

Ask & Discuss

Use the following questions to guide the discussion:

- Which activities gave you the most benefits?
- What surprised you about your results?
- In which area do you have the most benefits?
- What benefits are you not getting that you wish you were?

Summarize

Identifying the benefits you are getting and missing in your **Free Time Profile** can help you decide if your leisure lifestyle is healthy.

Ask & Discuss

Sometimes people engage in activities they like, but they don't get benefits from these activities. Can you name some examples of these kinds of activities?

Sometimes people engage in activities they don't like, but they know there are benefits to these activities. Can you name some examples of these kinds of activities?

Summarize

It's important to understand that you can control your leisure time activities. As you grow older, you become responsible for all your actions. Part of making good and healthy decisions is thinking about how you can get the most benefits from your free time.

(continued)

Teaching Steps (continued)

Assign

Being aware of how you spend your free time is the first step in taking control and responsibility for your actions in order to get benefits from your leisure time.

You will be filling out *TimeWise Journal Pages* to help you better understand what you do with your free time.

Direct students to turn to the *TimeWise Journal* starting on page 6 of the *TimeWise Student Book* (or distribute copies of the journal pages). Review the directions for completing this leisure time journal.

Ask students to complete the journal assignment and be prepared to discuss it at the next *TimeWise* session.

Student Book Page 6
(Master 1)

Assessment Benchmarks

Students:

1. Identified benefits of participating in leisure activities by:

- Defining the word *benefits*.
- Reviewing and discussing the *Leisure Time Benefits* transparency.
- Completing *Exploring My Free Time* activity sheet.

2. Built a personal value for engaging in healthy leisure activities by:

- Identifying leisure activities that may have negative consequences.
- Completing the *Exploring My Free Time* and *My Free Time Profile* activity sheets.
- Writing in the *TimeWise Journal*.

3. Shaped peer norms that value engaging in healthy leisure activities by:

- Discussing leisure time activities that may have negative consequences.
- Discussing the *Exploring My Free Time* and *My Free Time Profile* activity sheets.

4. Used self-assessment skills to develop a personal leisure time profile by:

- Completing the *My Free Time Profile* activity sheet.



Checking Out My Motivation

Activity 1

Types of Motivation

Student Objectives

Students will

1. Identify the 5 leisure motivations—extrinsic (have to), intrinsic (want to), amotivation (nothing else to do), identified (for a purpose), and introjected (what others think).
2. Analyze their leisure activities in terms of the 5 motivations.
3. Build a personal value for the types of motivation that can lead to greater leisure benefits.
4. Shape peer norms that value types of motivation that can lead to greater leisure benefits.

Time

45 minutes

Materials & Preparation

- Review *TimeWise Journal Analysis* (*TimeWise Student Book* page 12).
- Prepare *Motivations (Transparency 3)*.
- Make *Motivation Scenarios (Master 2)*.

Teaching Steps

Review

You've been thinking about what you do in your free time, and the benefits you get from your leisure activities.

You completed the **TimeWise Journal** to help you look at how you spend your free time.

- What did you learn about your free time from completing the journal? (e.g., I learned that I do more things in the afternoon than in the evening, or I learned that I have more free time than I thought)
- Did you learn anything new about yourself?
- How much time did you spend on various activities? (e.g., watching TV, doing a hobby, etc.)
- What benefits did you get from doing the things you listed in your journal?

Summarize

You learned that you can analyze your leisure activities and the benefits you get from them. This is the start of taking charge of your free time so you can get the most out of it.

Explain

Today, you're going to look at motivation, or why you do something. Why you do things in your free time affects how you feel about your activities and the benefits you can get from them.

Complete & Share

Direct students to turn to the **TimeWise Journal Analysis** on page 12 of the **TimeWise Student Book**.

You're going to take a closer look at your journal pages and think about why you did the things you did.

TimeWise Journal Analysis

Directions: Review your **TimeWise Journal** pages and answer the questions.

How many times did I do things because I had to? How did I feel about those activities?	How many times did I do things because I had <i>nothing else to do</i> ? How did I feel about those activities?
How many times did I do things because I wanted to do them? How did I feel about those activities?	How many times did I do things for a purpose (to achieve a goal)? How did I feel about those activities?
	How many times did I do things because of what others might think? How did I feel 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 (had no 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.

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Student Book Page 12

Teaching Steps

Ask students the following questions:

- Were there any activities you did that you had to do? Give examples. How did you feel about those activities? Bored or interested?

Tell students to go through the **TimeWise Journal Pages** and count how many times they circled "had to" and to write that number on the **TimeWise Journal Analysis** activity sheet.

- Were there any activities you did purely because you wanted to do them? Give examples. How did you feel about those activities?

Tell students to count how many times they circled "wanted to" and to write that number on the **TimeWise Journal Analysis** activity sheet.

- Were there any activities that you did because you didn't have anything else to do or, to avoid doing something else? Give examples. How did you feel about those activities?

Tell students to count how many times they circled "nothing else to do" and to write that number on the **TimeWise Journal Analysis** activity sheet.

- Were there any activities you did for a purpose? Give examples. How did you feel about those activities?

Tell students to count how many times they circled "for a purpose" and to write that number on the **TimeWise Journal Analysis** activity sheet.

- Were there any activities you did because of what others might think? Give examples. How did you feel about those activities?

Tell students to count how many times they circled "what others think" and to write that number on the **TimeWise Journal Analysis** activity sheet.

Now create a pie chart that shows how much time you spend doing things for each reason. 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 biggest number, and so on.

Draw an example on the board.

Give students time to graph their motivation patterns and allow them to share their results.

(continued)

Teaching Steps *(continued)*

Explain

Motivation refers to “why you do what you do.” Every person has different motivations for doing things and not everyone does the same activity for the same reason. There are many types of motivation. You already know about some of them from analyzing your journal.

Prepare

Show the **Motivations** transparency.

State

These are some common motivations:

- Have to
- Want to
- Nothing else to do
- For a purpose
- What others think

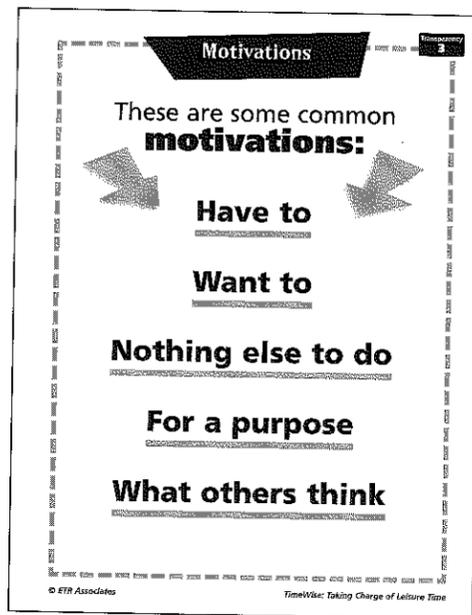
Leave the transparency displayed for students to refer to.

Read & Discuss

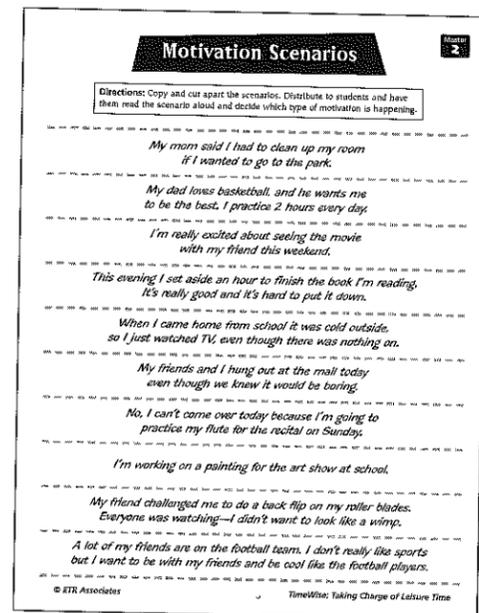
You’re going to hear some scenarios that depict different motivations. See if you can identify the motivation in each.

Distribute and ask volunteers to read the **Motivation Scenarios**. As students identify each motivation, circle it on the transparency or write it on the board.

Be sure to incorporate these points into the discussion:



Transparency 3



Master 2

Teaching Steps

- Note that there is probably no correct answer. There may be more than one type of motivation present.
- Have students tell why they associate a particular motivation with each scenario.
- Discuss other possible motivations for each scenario.
- Emphasize that there are many reasons or motivations for people to choose certain activities.

Discuss the scenarios using the following points:

- **“Have to” Scenarios:** Sometimes people do things because they have to do them. This type of motivation happens when parents, coaches teachers or other adults tell you to do something. For example, if your parents made you play the drums, and you really didn’t want to, you’d have the “I have to” motivation. In this case, you might not get as many benefits as you could. But, sometimes, this type of motivation can get you involved in something you would have never tried otherwise, and you end up really loving it.
- **“Want to” Scenarios:** Sometimes people do things completely because they want to. With this type of motivation you do something just for you. Or you might do things for the pleasure of doing something for someone else or your community. When you do something for no other reason except that you want to, you don’t expect anything in return.
- **“Nothing Else to Do” Scenarios:** This kind of motivation happens when you don’t know what to do, have nothing else to do, or don’t really care. Everyone feels this way at times, but if it happens too often you can wind up feeling bored and unhappy much of the time. “Nothing else to do” motivation can lead to unhealthy things such as using alcohol or other drugs.
- **“For a Purpose” Scenarios:** Sometimes people do things they know will be good for them. With this motivation you choose to do activities not just because you enjoy them but because the activities lead to something. For example, when you practice for a sport, you are working to be good in the game, or so that you will make the team and maybe someday get a sports scholarship. Or you choose to study for a test so you’ll do well in the class.

(continued)

Teaching Steps *(continued)*

- **“What Others Think” Scenarios:** Sometimes people do things to impress other people or create an image. With this type of motivation you don’t necessarily choose the activity because you want to do it but act more because of some *type of pressure*. People also do things because the media (TV, radio, magazines) makes it look exciting or glamorous.

Ask & Discuss

How do you know when you’re being motivated by “what others think”?

Summarize

You might be feeling “what others think” motivation if you feel you *should* do something (Sometimes my friends do what I want, so I should do what they want now) or feel guilty if you don’t do it (My mom’s feelings would be hurt if I didn’t go shopping with her).

Sometimes people think their friends won’t like them if they don’t do the activity (If I don’t play basketball, my friends will think I’m boring). Sometimes they want to create an image of themselves so other people will think of them in a certain way (My friends will think I’m really cool if I do this).

Ask & Discuss

What is the problem with “what others think” motivation?

Summarize

“What others think” motivation gets some teens in trouble. In order to fit in or to be more popular, some teens ignore their own values or beliefs to please others.

Ask & Discuss

What are some examples of the trouble some teens get into when they are motivated by “what others think”?

Teaching Steps

Summarize

Some teens engage in risky health behaviors such as smoking cigarettes or drinking alcohol because they think that’s what others want them to do. It’s important to consider what others think, but it’s also important to act in ways that reflect your own personal values. Remember that you have to take responsibility for your own actions and how you spend your leisure time.

Assessment Benchmarks

Students:

1. Identified the 5 leisure motivations by:

- Completing the *TimeWise Journal Analysis* activity sheet.
- Reviewing and discussing the **Motivations** transparency and the **Motivation Scenarios**.
- Identifying and discussing types of motivation that can lead to unhealthy choices.

2. Analyzed their leisure activities in terms of motivation by:

- Completing the *TimeWise Journal Analysis* activity sheet.

3. Built a personal value for the types of motivation that can lead to greater leisure benefits by:

- Completing the *TimeWise Journal Analysis* activity sheet.
- Reviewing and discussing the **Motivations** transparency and the **Motivation Scenarios**.
- Identifying and discussing types of motivation that can lead to unhealthy choices.

4. Shaped peer norms that value types of motivation that can lead to greater leisure benefits.

- Discussing the *TimeWise Journal Analysis* activity sheet.
- Discussing the **Motivation Scenarios**.
- Discussing types of motivation that can lead to unhealthy choices.

Activity 2

Motivations, Feelings & Benefits

Student Objectives

Students will

1. Identify other students who have similar interests.
2. Identify how different types of motivation affect feelings and attitudes.
3. Build a personal value for engaging in healthy leisure activities.
4. Shape peer norms that value engaging in healthy leisure activities.

Time

45 minutes

Materials & Preparation

- Review **Activity Tic-Tac-Toe** (*TimeWise Student Book* page 13).
- Review **Exploring My Motivation** (*TimeWise Student Book* page 14).
- Review **Interview with an Adult** (*TimeWise Student Book* page 15).
- *Optional:* Copy the **Interview with an Adult** take-home activity sheet for each student (**Master 3**).

Teaching Steps

Complete & Share

Direct students to turn to **Activity Tic-Tac-Toe** on page 13 of the *TimeWise Student Book*. Use the following steps to complete the activity:

- On the first line of each square, have students write activities they've never tried but would like to. Tell them to write realistic choices that they may actually be able to do. If students can't think of 9 new activities, they can list things they already do.
 - Once everyone has completed the first line of each square, have students circulate around the room to try to find others who have done the activities they've listed.
 - When students find someone who has done an activity they listed on their sheet, they should ask that person:
 - What his/her motivations are or were for doing it.
 - What benefits he/she gets or got from doing the activity.
- Students should write the person's answers in the appropriate square (M = motivations; B = Benefits).
- Remind students that when telling someone why they do something, they have to give one of the 5 motivations talked about in class. Show the **Motivations** transparency to remind them of these.
 - *Optional:* Students can also ask the person how he/she feels about engaging in the activity listed in the square.
 - The objective is to fill in 3 squares in a Tic-Tac-Toe (3 in a row, straight or diagonally).

Activity Tic-Tac-Toe

Directions: In each square, write an activity you'd like to try. When your teacher tells you to, find a person who has done each of these activities and ask him/her:

- Why he/she does or did the activity (motivation).
- What benefits he/she gets or got from the activity.

Write the person's motivation (M) and benefits (B) in the square for that activity. Your goal is to fill in 3 squares in a row!

Activity: _____ M: _____ B: _____	Activity: _____ M: _____ B: _____	Activity: _____ M: _____ B: _____
Activity: _____ M: _____ B: _____	Activity: _____ M: _____ B: _____	Activity: _____ M: _____ B: _____
Activity: _____ M: _____ B: _____	Activity: _____ M: _____ B: _____	Activity: _____ M: _____ B: _____

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Student Book Page 13

(continued)

Teaching Steps *(continued)*

Assessment Benchmarks

Students:

1. Identified other students who have similar interests by:
 - Completing and discussing the **Activity Tic-Tac-Toe** activity sheet.
2. Identified how different types of motivation affect feelings and attitudes by:
 - Discussing the **Activity Tic-Tac-Toe** activity sheet.
 - Completing the **Exploring My Motivation** activity sheet.
 - Completing the **Interview with an Adult** take-home activity sheet.
3. Built a personal value for engaging in healthy leisure activities by:
 - Completing and discussing the **Activity Tic-Tac-Toe** activity sheet.
 - Completing the **Exploring My Motivation** activity sheet.
 - Completing the **Interview with an Adult** take-home activity sheet.
4. Shaped peer norms that value engaging in healthy leisure activities by:
 - Discussing the **Activity Tic-Tac-Toe** activity sheet.
 - Discussing the **Exploring My Motivation** activity sheet.



Beating Boredom & Developing Interests

Activity 1

Dealing with Boredom

Student Objectives

Students will

1. Identify the unhealthy consequences of boredom.
2. Analyze what makes activities boring and interesting to them.
3. Build a personal value for participating in leisure activities they find interesting.
4. Shape peer norms that value participating in leisure activities they find interesting.

Time

45 minutes

Materials & Preparation

- Review **What Makes Something Boring or Interesting?** (*TimeWise Student Book* page 17).
- Prepare **Avoiding Boredom** (Transparency **4**).

Teaching Steps

Debrief

For homework, you interviewed an adult about his or her leisure activities.

Review the homework using the following questions:

- What kinds of activities did this person do?
- What benefits did he or she get from these activities?
- Which activities did this person do:
 - because he or she had to?
 - because he or she wanted to?
 - because there was nothing else to do?
 - for a purpose?
 - for what others thought?
- Was it easy or hard for the person you interviewed to answer these questions?
- What activities contributed to who this person is today? How?
- Did any of the answers surprise you? Explain.
- Think about yourself as an adult. What are you doing now that will contribute to who you will become?

Explain

You've been thinking about benefits you get from your leisure activities and your motivation for the things you do. Today, you'll look at how to develop new interests and how to deal with boredom.

Ask & Discuss

What can happen when you're bored in your leisure time?

Summarize

Being bored in leisure time can lead to unhealthy activities such as sitting around too much, overeating, using alcohol or other drugs, or getting into trouble. Many studies have shown that kids who are bored tend to use more drugs and alcohol and do more vandalism.

Teaching Steps

Having a strong interest in an activity helps you get more benefits and gives you something meaningful and worthwhile to do in your free time. If you want to learn how to not be bored you need to figure out what makes something boring or interesting to you.

Ask & Discuss

What makes things boring?

Summarize

Things may be boring because:

- It's the same thing over and over.
- You don't know what else to do.
- Nothing ever changes.
- It's too easy and there's no challenge.
- It's easy to keep doing the same things and hard to be motivated to do something else.
- You're waiting for something or someone.
- You had to do it.

Ask & Discuss

What makes things interesting?

Summarize

Something is usually interesting if:

- You really like to do it.
- You feel good about yourself when you do it.
- It's fun.
- There's the right amount of challenge (not too hard, not too easy).
- It matches your personality and helps you express who you are.

(continued)

Teaching Steps *(continued)*

Complete

Direct students to turn to the **TimeWise Journal** and **Exploring My Motivation** on pages 6–11 and page 14 of the **TimeWise Student Book**.

Review your journal pages and the activity sheet. Pick 3 things you did that were boring, and 3 things you did that were interesting.

Direct students to turn to **What Makes Something Boring or Interesting?** on page 17 of the **TimeWise Student Book**. Have them interview a partner and list 3 activities the partner found boring, and 3 activities he or she found interesting. Beside each activity, they should write what made that activity boring or interesting.

What Makes Something Boring or Interesting?

Directions: Interview a partner to find out 3 activities he or she found boring and why, and 3 activities he or she found interesting and why. Then, with your same partner, brainstorm a list of ways to avoid becoming bored and a list of ways to become more interested in things.

What makes something boring?

- It's the same thing over and over.
- You don't know what else to do.
- Nothing ever changes.
- It's too easy and there's no challenge.
- It's easy to keep doing the same thing and hard to be motivated to do something else.
- You're waiting for something or someone.

My partner's boring activities:

- _____
- _____
- _____

What made these activities boring?

- _____
- _____
- _____

Yawn!!!

What makes something interesting?

- You really like to do it.
- You feel good about yourself when you do it.
- It's fun.
- There's the right amount of challenge (not too hard, not too easy).
- It matches your personality and helps you express who you are.

My partner's interesting activities:

- _____
- _____
- _____

What made these activities interesting?

- _____
- _____
- _____

Yeah!!!

Ways to avoid becoming bored:

- _____
- _____
- _____

Ways to become more interested in things:

- _____
- _____
- _____

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Student Book Page 17

Survey

- What activities did you find interesting?
- What made them interesting?
- What activities were boring?
- What made them boring?

Complete & Share

With the same partner make 2 lists on your activity sheet. Brainstorm a list of ways you can avoid becoming bored, and a list of ways to become more interested in things.

After students have had a chance to make their lists, discuss their ideas and the pros and cons of each strategy.

Prepare

Show the **Avoiding Boredom** transparency.

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.

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Transparency 4

Teaching Steps

State

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.

Summarize

Getting the most from your leisure time is easier when you do things that interest you.

Assessment Benchmarks

Students:

- Identified the unhealthy consequences of boredom by:**
 - Discussing what can happen when they're bored in their leisure time.
- Analyzed what makes things boring or interesting to them by:**
 - Discussing what makes things boring and interesting.
 - Reviewing the **TimeWise Journal** and **Exploring My Motivation** activity sheets, and completing the **What Makes Something Boring or Interesting** activity sheet.
- Built a personal value for participating in leisure activities they find interesting by:**
 - Discussing the **Interview with an Adult** activity sheet.
 - Discussing what makes things boring and interesting.
 - Reviewing the **TimeWise Journal** and **Exploring My Motivation** activity sheets, and completing the **What Makes Something Boring or Interesting** activity sheet.
 - Reviewing the **Avoiding Boredom** transparency.
- Shaped peer norms that value participating in leisure activities they find interesting by:**
 - Discussing what makes things boring and interesting.
 - Discussing the **What Makes Something Boring or Interesting** activity sheet.
 - Brainstorming with a partner ways to avoid boredom.
 - Reviewing and discussing the **Avoiding Boredom** transparency.