

Beating Boredom & Developing Interests

Activity 2

Finding New Interests

Student Objectives

Students will

1. Identify attitudes and stereotypes that can keep interests from being developed.
2. Develop a list of potential leisure activities.
3. Build a personal value for having a variety of interests.
4. Shape peer norms that value having a variety of interests.

Time

45 minutes

Materials & Preparation

- Prepare **Becoming Interested** (Transparency 5).
- Make **Attitudes & Stereotypes Statements** (Master 4).
- Review **New Interest Inventory** (*TimeWise Student Book* page 18).
- Review **Narrowing It Down** (*TimeWise Student Book* page 19).

Teaching Steps

Prepare

Show the **Becoming Interested** transparency.

State

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.

Becoming Interested

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- * Try something new.
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- * 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.

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Transparency 5

Create & Share

Place students into groups of 3 or 4. Tell them they will write a rap song, a poem, or a short story about what to do to avoid being bored or to stay interested.

Allow time for groups to create their song, poem, or story. Have each group perform for the class.

Summarize

You have to take responsibility for changing a boring situation into something interesting. It just doesn't happen by itself. It requires effort.

Frequently being bored in leisure time can lead to long-term boredom, where nothing ever seems interesting. This might be a sign that you don't have enough activities you enjoy, or it could be a sign you have too many.

(continued)

Teaching Steps (continued)

When you find an activity you're really interested in, you'll stick with it. You'll be motivated because you want to do it for yourself, or because you're doing it for a purpose. When you stay with an activity over time, you get more benefits. You learn more, become more skilled and meet other people who share your interest.

Explain

Getting the most out of leisure time takes work. One strategy for dealing with boredom is to develop new interests and activities that you can do for an extended length of time. Thinking about things you like and don't like can help you discover possible interests.

Sometimes *attitudes* or *stereotypes* stop a person from pursuing an activity. Let's see if you can identify some attitudes or stereotypes that might prevent people from developing an interest.

Demonstrate

Hand out the **Attitudes & Stereotypes Statements** to 5 students. One at a time, have them read the statement. See if the class can identify the attitude or stereotype in the statements.

- I won't try out for the soccer team because I wouldn't be very good at it. *(Lack of self-confidence; you have to be good at something to enjoy it.)*
- It isn't fair that only the boys get to do cool stuff like karate. *(Gender bias—it's only for boys; worried about what people might say.)*
- Pottery sounds like a great class, but only girls take it. My friends would make fun of me if I signed up. *(Gender bias—it's only for girls; afraid to go against what friends think.)*
- I really want to try out for the school play, but I don't want to go to the auditions by myself, and I know my friends wouldn't go with me. *(Assumption that friends won't go; attitude that it is not OK to do things alone.)*

Attitudes & Stereotypes Statements Master 4

Directions: Copy and cut apart the statements.

I won't try out for the soccer team because I wouldn't be very good at it.

It isn't fair that only the boys get to do cool stuff like Karate.

Pottery sounds like a great class, but only girls take it. My friends would make fun of me if I signed up.

I really want to try out for the school play, but I don't want to go to the auditions by myself, and I know my friends wouldn't go with me.

I can't learn to play the guitar because I don't have time to practice for an hour 3 times a week.

Only nerds join the computer club.

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Master 4

Teaching Steps

- I can't learn to play the guitar because I don't have time to practice for an hour 3 times a week. *(I don't have enough time.)*
- Only nerds join the computer club. *(Stereotype.)*

Summarize

Check out your own ways of thinking. Do you hold some attitudes or stereotypes that could prevent you from participating in something you really might enjoy? Challenge yourself to be open to finding new activities.

Complete & Share

Direct students to turn to **New Interest Inventory** on page 18 of the TimeWise Student Book.

Read this list of possible interests and check off activities that you'd like to try.

When students have finished, direct them to turn to **Narrowing It Down** on page 19 of the TimeWise Student Book.

Now it's time to narrow down your list. Look back at your **New Interest Inventory** and choose 5 of the activities you are interested in.

Have students follow the directions to complete the activity sheet.

When students have finished, ask them to share the activity they would most like to try and the benefits that go along with that choice.

(continued)

New Interest Inventory

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

<input type="checkbox"/> Aerobics	<input type="checkbox"/> Hunting	<input type="checkbox"/> Running in a race
<input type="checkbox"/> Art	<input type="checkbox"/> Inline skating	<input type="checkbox"/> Singing/Chorus
<input type="checkbox"/> Ballet	<input type="checkbox"/> Juggling	<input type="checkbox"/> Soccer
<input type="checkbox"/> Riding a bike	<input type="checkbox"/> Karate	<input type="checkbox"/> Sewing
<input type="checkbox"/> Baseball	<input type="checkbox"/> Learning to type	<input type="checkbox"/> Softball
<input type="checkbox"/> Basketball	<input type="checkbox"/> Watching a movie	<input type="checkbox"/> Swimming
<input type="checkbox"/> Bowling	<input type="checkbox"/> Building a model	<input type="checkbox"/> Theater
<input type="checkbox"/> Camping	<input type="checkbox"/> Painting	<input type="checkbox"/> Tennis
<input type="checkbox"/> Cheerleading	<input type="checkbox"/> Photography	<input type="checkbox"/> Tae Kwon Do
<input type="checkbox"/> Using a computer	<input type="checkbox"/> Playing an instrument	<input type="checkbox"/> Video games
<input type="checkbox"/> Taking a class	<input type="checkbox"/> Pottery	<input type="checkbox"/> Volunteering
<input type="checkbox"/> Canoeing	<input type="checkbox"/> Reading a book	<input type="checkbox"/> Volleyball
<input type="checkbox"/> Cooking	<input type="checkbox"/> Riding a horse	<input type="checkbox"/> Weaving
<input type="checkbox"/> Dance	<input type="checkbox"/> Rock climbing	<input type="checkbox"/> Walking
<input type="checkbox"/> Diving	<input type="checkbox"/> Roller hockey	<input type="checkbox"/> Writing a story
<input type="checkbox"/> Drawing		
<input type="checkbox"/> Fishing		
<input type="checkbox"/> 4-H		
<input type="checkbox"/> Gymnastics		
<input type="checkbox"/> Gardening		
<input type="checkbox"/> Hiking		
<input type="checkbox"/> Hockey		

Other new interests?

18 TimeWise Student Book © ETR Associates

Student Book Page 18

Directions: On this 5-line activity sheet, list the 5 activities you chose from the New Interest Inventory. For each of those activities, check the possible benefits. Choose the one activity that is "closest" to your community and the one you would most like to try. Just write 1 inside the circle.

Narrowing It Down

Activities

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

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Teaching Steps *(continued)*

Summarize

It's important to keep the good activities you already have. But as you go through life, it's important to participate in new things, too. Interests often change over time. Today you thought about your own leisure interests and chose a new interest to try. Next time, we'll talk about strategies for pursuing the interest you've chosen.

Assessment Benchmarks

Students:

1. **Identified attitudes and stereotypes that can keep interests from being developed by:**
 - Analyzing the **Attitudes & Stereotypes Statements**.
2. **Developed a list of potential leisure activities by:**
 - Completing the **New Interest Inventory** and **Narrowing It Down** activity sheets.
3. **Built a personal value for having a variety of interests by:**
 - Developing a rap song, poem or short story about avoiding boredom and increasing interest.
 - Analyzing the **Attitudes & Stereotypes Statements**.
 - Completing the **New Interest Inventory** and **Narrowing It Down** activity sheets.
 - Sharing a leisure activity they intend to pursue and naming its benefits.
4. **Shaped peer norms that value having a variety of interests by:**
 - Developing and sharing a rap song, poem or short story about avoiding boredom and increasing interest.
 - Discussing the **Attitudes & Stereotypes Statements**.
 - Sharing a leisure activity they intend to pursue and naming its benefits.



Making an Action Plan

Activity 1

Overcoming Obstacles

Student Objectives

Students will

1. Identify real and perceived obstacles to participating in leisure activities.
2. Build a personal value for planning for leisure activities.
3. Shape peer norms that value planning for leisure activities.
4. Apply planning skills to develop leisure interests.
5. Apply problem-solving skills to leisure planning.

Time

45 minutes

Materials & Preparation

- Prepare **Planning Flowchart (Transparency 6)**.
- Review **Identifying Roadblocks** (*TimeWise Student Book* page 21).

Teaching Steps

Explain

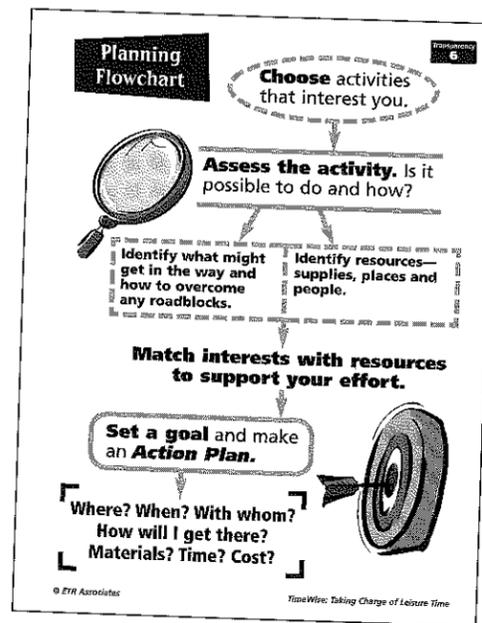
Leisure activities are often spontaneous—you do things without planning. Today, you're going to start to learn how to plan for things you're interested in.

Prepare

Show the **Planning Flowchart** transparency.

Explain

This flowchart gives you an overview of the planning process. You've already done the first step.



Transparency 6

Review

Direct students to turn to the completed **Narrowing It Down** activity sheet on page 19 of their TimeWise Student Books.

You identified up to 5 new activities you might be interested in trying and chose the one you would most like to find out more about. The purpose of developing new leisure interests is to avoid boredom and find fun, healthy and meaningful things to do in your free time. Leisure activities you can stick with over time will bring you a lot more benefits.

Explain

The next step in the planning process is to assess how possible it is for you to do your chosen activity.

Refer to the **Planning Flowchart** transparency as you discuss this step.

Teaching Steps

First, you'll want to identify anything that might prevent you from developing this leisure interest. We've already talked about how attitudes and stereotypes might keep a person from pursuing an interest. Other obstacles or roadblocks to participating in an activity might include not having enough money, your parents not letting you do it, having no one to do the activity with, and so on.

Some roadblocks are *real* and some are *perceived*, or mainly in your mind. There are ways to overcome roadblocks with effort and creativity. Let's look at an example.

Ask & Discuss

If you wanted to learn to play the guitar, what kinds of roadblocks might get in your way? (*money, nobody to teach, lack of ability, parents won't let you, etc.*)

Are these real or perceived roadblocks? How could you overcome them?

Summarize

Encourage students to solve the obstacles creatively. Acknowledge that some roadblocks may be real.

Complete

Direct students to turn to **Identifying Roadblocks** on page 21 of the TimeWise Student Book.

Allow time for students to complete the activity sheet.

Ask & Discuss

- Did any of you have a roadblock for which you couldn't think of a solution?
- Does anyone have ideas to help with this roadblock?

(continued)

Identifying Roadblocks

Directions:

- In the first column, list the activity you'd like to explore. Place a number 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?

CAUTION Roadblock Ahead

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Teaching Steps *(continued)*

Summarize

Sometimes roadblocks can be overcome with some negotiation or problem solving.

Ask & Discuss

How would you solve these roadblocks?

- Transportation? (*Work out a car pool arrangement with a friend, ride the bus*)
- You think your parents won't let you do the activity? (*Try to see it from their perspective and understand their reasons. Maybe you can provide a rationale to convince them.*)
- Your parents don't want you to get involved in another activity? (*Explain the benefits of the new activity to them. Wait till you've finished a current activity or project.*)

Summarize

Sometimes a roadblock is real. Your parents may have good reasons for saying no, or you might not be able to try an activity right away. That's why it's good to have a backup plan. You should always have a few things you're interested in, just in case you can't do your first choice.

Teaching Steps

Assessment Benchmarks

Students:

1. Identified real and perceived obstacles to participating in leisure activities by:

- Reviewing and discussing the **Planning Flowchart** transparency.
- Completing the **Identifying Roadblocks** activity sheet.
- Discussing solutions to various roadblocks.

2. Built a personal value for planning for leisure activities by:

- Reviewing the **Planning Flowchart** transparency.
- Completing the **Identifying Roadblocks** activity sheet.

3. Shaped peer norms that value planning for leisure activities by:

- Reviewing and discussing the **Planning Flowchart** transparency.
- Discussing the **Identifying Roadblocks** activity sheet.
- Discussing solutions to various roadblocks.

4. Applied planning skills to develop leisure interests by:

- Reviewing and discussing the **Planning Flowchart** transparency.
- Completing and discussing the **Identifying Roadblocks** activity sheet.

5. Applied problem-solving skills to leisure planning by:

- Completing the **Identifying Roadblocks** activity sheet.
- Discussing solutions to various roadblocks.

LESSON 4 Making an Action Plan

Activity 2

Accessing Resources

Student Objectives

Students will

1. Identify community resources to support leisure activities.
2. Build a personal value for planning for leisure activities.
3. Shape peer norms that value planning for leisure activities.
4. Apply goal-setting skills to leisure planning.

Time

45 minutes

Materials & Preparation

- Have **Planning Flowchart (Transparency [6])**.
- Have:
 - Large map of the community
 - Activity Icons** to represent different activities students might be interested in pursuing (See **Master [5]**.)
 - Tape or some other method for attaching icons to the map
 - Phone books, flyers, newspapers, brochures, etc.
- Review **Where to Find It** (*TimeWise Student Book* page 22).
- Review **My Leisure Action Plan** (*TimeWise Student Book* pages 23–24).
- *Optional:* Copy the **My Leisure Action Plan** take-home activity sheet for each student (**Master [6]**).

Teaching Steps

Prepare

Show the **Planning Flowchart** transparency again.

Explain

Another part of the planning process is to identify the resources you'll need to participate in your chosen activity. Let's look at some popular activities and places to do them in our community.

Create

Distribute an **Activity Icon** to each student. One by one, ask students to identify the activity represented by the icon. Ask who in the class does the activity or has done it in the past.

Have those who are familiar with the activity describe where in the community the activity can be done. Then have the student place the icon on the community map.

Continue until as many icons as possible have been placed on the map.

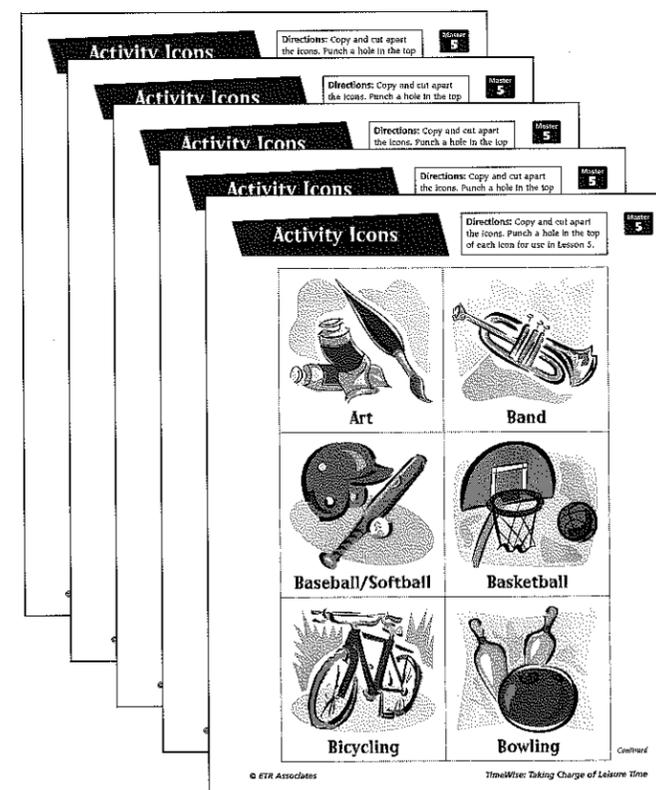
Summarize

You can look at this map and see that there are many activities available to you in your community.

Collect the **Activity Icons** for use in Lesson 5.

Explain

You can use the phone book, Internet, newspaper and other resources to help you learn about things that are happening in your area and find places to do the activities that interest you.



Master [5]

(continued)

Teaching Steps *(continued)*

Complete & Share

Direct students to turn to **Where to Find It** on page 22 of the TimeWise Student Book.

Place students in groups of 3 or 4 and distribute phone books, newspapers, brochures, flyers and other resources to the various groups.

Tell students to use these resources to complete the **Where to Find It** activity sheet. They can choose a few activities to focus on, since there may not be time to research them all.

Give hints and suggestions as needed. Ask students to share what they found.

Activity	Name & Address	Phone Number	Pertinent Questions
You want to join a gym.			
You want to play miniature golf.			
You want to go fishing.			
You want to go horseback riding.			
You want to try rock climbing.			
You want to take karate lessons.			
You want to find out the cost of desired leisure.			
You want to learn to make pottery.			
You want to buy a used camera.			

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Ask & Discuss

- Did anyone have any challenges trying to find the information?
- What other resources might you use to locate information about your desired activity? (Examples: coaches, teachers, relatives, friends, Internet)

Summarize

Knowing how to find information about the activities that interest you is important. You may be surprised by how many resources are available to you.

Prepare

Show the **Planning Flowchart** transparency again.

Explain

Once you've identified available resources, you can see how these match with your interests, and then set a goal and make your personal Action Plan. You'll want to consider these questions as you make your plan.

- Where can I do the leisure activity?
- When can I do it?

Teaching Steps

- With whom will I do it?
- How will I get there?
- What materials do I need?
- How much time will it take?
- How much will it cost?

Assign

Direct students to turn to **My Leisure Action Plan** on pages 23–24 of the TimeWise Student Book (or distribute copies of the take-home activity sheet).

Now that you know how to locate information about activities, complete your Action Plan at home. You might need to do some additional research, talk to family and friends, or make a few phone calls. Have your plan ready to share in the next class.

Student Book Pages 23–24 (Master 6)

Assessment Benchmarks

Students:

- 1. Identified community resources to support leisure activities by:**
 - Participating in placing **Activity Icons** on the community map.
 - Completing and discussing the **Where to Find It** activity sheet.
- 2. Built a personal value for planning for leisure activities by:**
 - Reviewing the **Planning Flowchart** transparency.
 - Completing the **Where to Find It** activity sheet.
 - Completing the **My Leisure Action Plan** activity sheet.
- 3. Shaped peer norms that value planning for leisure activities by:**
 - Reviewing and discussing the **Planning Flowchart** transparency.
 - Participating in placing **Activity Icons** on the community map.
 - Completing and discussing the **Where to Find It** activity sheet.
- 4. Applied goal-setting skills to leisure planning by:**
 - Completing the **My Leisure Action Plan** activity sheet.

Activity 1

Variety & Balance

Student Objectives

Students will

1. Apply goal-setting skills to their leisure planning.
2. Identify strategies for achieving variety and balance in their leisure activities.
3. Build a personal value for planning for variety and balance in their leisure activities.
4. Shape peer norms that value planning for variety and balance in their leisure activities.

Time

45 minutes

Materials & Preparation

- Prepare **Variety & Balance** (Transparency 7).
- Have posterboard, markers and scratch paper.

Teaching Steps

Debrief

Direct students to turn to the completed **My Action Plan** activity sheet on pages 23–24 of the TimeWise Student Book. Discuss their final Action Plans using the following questions:

- How many of you were able to complete the Action Plan?
- What did you find out about places and times to do your new activities?
- What resources did you use to find information about the activity? What kinds of roadblocks did you run into?
- How did you resolve the roadblocks?
- Can the class help you solve a roadblock? (*Ask students to brainstorm solutions.*)
- What problems did you have in finding information about your leisure interest?

Explain

Many things people do in their leisure time are spontaneous or done on the spur of the moment. But planning for leisure activities is very important if you want to develop new interests and keep them up over time. It is also important to plan for when you “don’t have a plan.” That is, keep activities in mind that you can do on short notice.

Ask & Discuss

What might happen if you don’t plan for your activities?

Summarize

If you don’t plan, you might miss out on an activity or wind up with blocks of time with nothing to do. This is when some people get bored and participate in unhealthy or negative activities.

If you know how to manage your leisure time, you can be sure you’ll have fun, not get bored, and get benefits from your activities. As you mature, you can take charge of your free time and participate in leisure activities that interest you.

(continued)

Teaching Steps *(continued)*

Prepare

Show the **Variety & Balance** transparency.

Explain

To help you plan your leisure time and get the most out of your activities, you need to think about 3 things:

- Variety
- Balance
- Preparation

Ask & Discuss

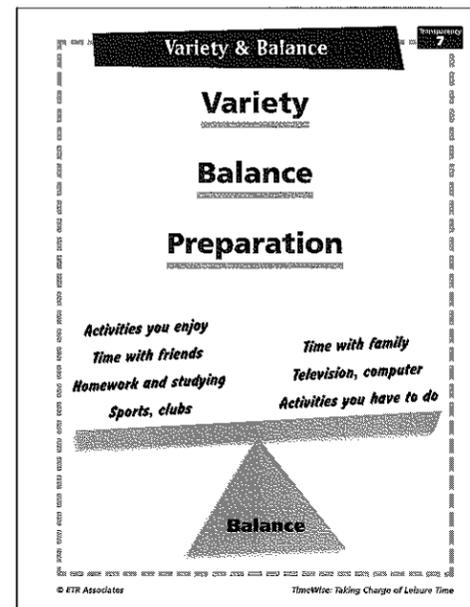
What does it mean to have variety in your leisure activities?

Summarize

Variety means having a range of activities to do that give you different types of benefits, such as being physically challenged, mentally stimulated or relaxed. Some activities are easy. Some are hard. Some require skills and practice. Some you can do without any preparation. Some you need to plan for. Having a variety of activities will help you get the most out of your leisure time.

Ask & Discuss

What does it mean to have *balance* in your leisure activities?



Transparency 7

Teaching Steps

Summarize

Variety refers to having different kinds of activities and not always doing the same thing over and over. *Balance* means that your leisure profile consists of activities that complement each other. For example, you might balance time with friends with alone time, homework and studying with physical activity or sports, time with family with time watching TV or on the computer, and things you want to do with things you have to do.

Refer to the transparency to illustrate the points about balance.

If your leisure time isn't in balance and you don't have variety, you can become stressed, bored, lonely or get into trouble. If you take charge of your leisure time and plan ahead, you can achieve a balance. It is also important that you have a good balance between activities that are relaxing and activities that are physically active. Both are necessary.

Ask & Discuss

How do you know if you have balance?

Summarize

- You have a number of different activities.
- You get a full range of benefits from your activities.
- You spend time with different people (family, friends, alone).
- You have a mix of active and sedentary activities.

Balance and variety are very connected. If you have a lot of variety, you will probably also have balance.

Explain

Preparation is the key to making sure you have variety and balance. Planning ahead can help you do all the things you want and need to do so you can get the most from your leisure time.

(continued)

Teaching Steps *(continued)*

Create & Share

Put students into groups of 3 or 4. Provide each team with posterboard, markers and scratch paper. Explain that each group will be designing a theme park that demonstrates a variety and balance of activities.

Instruct groups to:

- Discuss the theme of their park. They may want to give it a name, or they can wait until the end to name it.
- Decide what types of activities, events and food will be available at the park. These should be chosen to reflect variety and balance.
- Think about the design of their park to make sure it reflects variety and balance.
- Use the scratch paper to take notes and design their park, then draw or depict their park on the posterboard.

Allow time for teams to create their theme parks. When they have finished, ask each group to be prepared to show and describe their park to the class.

Ask & Discuss

- What criteria did you use to decide how to achieve variety and balance? In what ways does your park provide variety and balance?
- Is there anything missing in any of the parks that could provide more variety or balance?
- Whom would the park appeal to and why?
- What things do you do to have variety and balance in your leisure time?

Summarize

Having a variety of interests, knowing how to balance things, and being prepared for your free time will help you get the most out of your leisure and avoid unhealthy things such as using alcohol or other drugs.

Teaching Steps

Assessment Benchmarks

Students:

1. Applied goal-setting skills to their leisure planning by:

- Completing and discussing the **My Action Plan** activity sheet.

2. Identified strategies for achieving variety and balance in their leisure activities by:

- Completing and discussing the **My Action Plan** activity sheet.
- Discussing the importance of planning for leisure activities.
- Reviewing the **Variety & Balance** transparency.
- Discussing the meaning of variety and balance.

3. Built a personal value for planning for variety and balance in their leisure activities by:

- Discussing the importance of planning for leisure activities.
- Reviewing the **Variety & Balance** transparency.
- Designing a theme park that demonstrates a variety and balance of activities.

4. Shaped peer norms that value planning for variety and balance in their leisure activities by:

- Discussing the importance of planning for leisure activities.
- Reviewing the **Variety & Balance** transparency.
- Designing a theme park that demonstrates a variety and balance of activities and sharing their designs with the class.

Activity 2

Finding a Balance

Student Objectives

Students will

1. Identify strategies for achieving variety and balance in their leisure activities.
2. Build a personal value for planning for variety and balance in their leisure activities.
3. Shape peer norms that value planning for variety and balance in their leisure activities.
4. Apply goal-setting skills to their leisure planning.

Time

45 minutes

Materials & Preparation

- Make the **Balance Beam Mobile**. (See page 62.)
- Have **Activity Icons** from Lesson 4.
- Prepare **Be Prepared (Transparency 8)**.
- Review **To Do Lists** (*TimeWise Student Book* page 26).
- *Optional*: Copy the **To Do Lists** take-home activity sheet for each student (**Master 7**).

Teaching Steps

Explain

Show the **Balance Beam Mobile**. Explain that you will be reading some stories about different teens. Students will help create a mobile to represent the balance of each person's activities and make recommendations based on what the mobile shows.

Create

Use the following steps to complete the activity:

- Read the scenario to the class.
- Ask a volunteer to come to the front of the room and select the **Activity Icons** that represent the activities of the teen in the scenario.
- Have the volunteer hang the icons on the balance beam.
- Hold up the mobile and ask students to assess how balanced it is.
- Discuss the scenario and the degree of balance and variety in the teen's leisure time. Use the questions provided and ask students to share their insights.
- Ask students if they would make any changes to the scenario to help the teen become more balanced. Allow volunteers to hang additional icons on the mobile (or remove some) to illustrate their ideas.
- Repeat the procedure for each of the 3 scenarios.

Scenario 1

Levi loves soccer. He plays every chance he gets. He's on the team at the youth center. They practice every Tuesday and Thursday from 4 to 6 p.m., and have a game every Saturday. Levi's friends are all soccer players, too, so in his spare time he plays pick-up games with them.

(continued)

Teaching Steps *(continued)*

Questions

- Is Levi's leisure time balanced? Why or why not? (*Unbalanced, because he just does one activity.*)
- What do you think the problem with having only one activity might be? (*not a variety of benefits*)
- What if something happened and Levi couldn't play soccer any more? (*He wouldn't be prepared to prevent boredom because he doesn't have any other interests.*)
- What types of activities do people your age typically do too much of? (*watching TV, hanging out with friends, computer games, etc.*)
- What could Levi do to better balance his leisure time?

Allow students to place additional icons or rearrange the icons on the mobile and explain their reasoning. There will be many possible solutions.

Scenario 2

Chantal spends every minute she can with her 3 best girlfriends. They talk on the phone, eat together at school, spend time at each other's houses, and pretty much hang out with each other all the time. They usually just talk and listen to music. Sometimes Chantal gets a little bored, but she would never dream of doing an activity her friends wouldn't approve of.

Questions

- Is Chantal's leisure time balanced? Why or why not? (*Unbalanced, because she doesn't do things with different people or spend time alone.*)
- What problems can arise from always hanging out with the same friends? (*might feel smothered; no time to be alone; no time to be with family; can prevent you from trying new activities; likely to get bored*)
- What benefits does Chantal get from her leisure activities? What benefits is she missing?
- What could Chantal do to better balance her leisure time?

Allow students to place additional icons or rearrange the icons on the mobile and explain their reasoning. There will be many possible solutions.

Teaching Steps

Scenario 3

Sofia has many interests. She plays the piano, is on the track team, loves to make crafts, and has many different friends. Sofia has piano lessons every Monday after school and track practice every Tuesday and Thursday. On those days she comes home and practices the piano. On Wednesdays she goes home with her best friend and they talk and hang out. On Fridays she usually goes out to dinner with her family and then they watch a video together. On school nights, Sofia does her homework late at night so she can fit it in. On weekends she usually has a track meet and some free time when she plays the piano, works on craft projects and sometimes goes to the mall or the park with her friends.

Questions

- Is Sofia's leisure time balanced? Why or why not? (*Balanced, because she seems to have variety in the activities she does, the benefits she gets, and the people she spends time with.*)
- What kinds of benefits does Sofia get from her activities?
- Are there any potential problems with Sofia's choices? (*She may feel stressed sometimes from trying to do too much.*)
- What could Sofia do to get her life a little more manageable?

Allow students to place additional icons or rearrange the icons on the mobile and explain their reasoning. There will be many possible solutions.

Explain

Leisure activities don't always go as planned. Sometimes you might be left with time to fill. If you have a good mix of things you like to do, you can usually adapt and find something to do that you'll enjoy. Here's another story to think about.

Scenario 4

Malcolm and his friends were going to play a game of basketball at the Y. They were all set to play and really looking forward to getting together. But when they got to the Y they found out that the gym was already scheduled for a children's basketball league.

(continued)

Teaching Steps *(continued)*

Questions

- What are possible things Malcolm and his friends could do?
- How could they be prepared for a situation such as this? (*Know other things they like to do; know what other resources are available; be willing to do things separately or in smaller groups.*)

Prepare

Show the **Be Prepared** transparency.

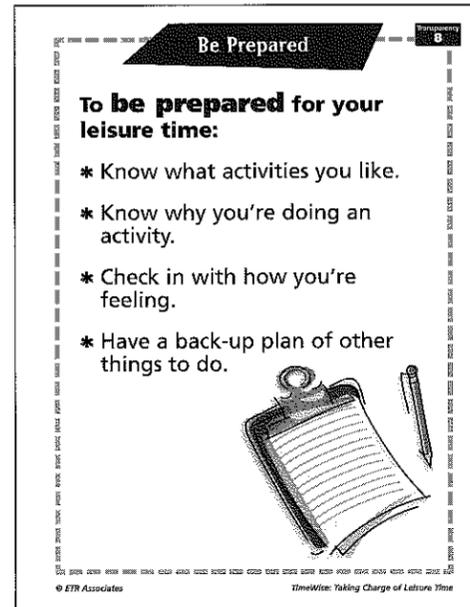
State

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.

Assign

Direct students to turn to **To Do Lists** on page 26 of the TimeWise Student Book (or distribute copies of the take-home activity sheet).



Transparency 8

Things I have to do this week...	
Mon	_____
Tues	_____
Weds	_____
Thurs	_____
Fri	_____
Sat	_____
Sun	_____

Things I would like to do in my free time...

1.	_____
2.	_____
3.	_____

Use this list as a reminder when you suddenly have unexpected free time.

Student Book Page 26
(Master 7)

Teaching Steps

This take-home activity will help you be prepared for next week's leisure time. Make a list of the things you have to do and want to accomplish each day next week. Also identify activities you can do if you have some unexpected free time or feel bored. As you plan your time, think about:

- Benefits
- Motivations
- Balance and variety
- Preparation

Assessment Benchmarks

Students:

1. Identified strategies for achieving variety and balance in their leisure activities by:

- Analyzing scenarios and participating in the **Balance Beam Mobile** activity.
- Reviewing the **Be Prepared** transparency.
- Completing the **To Do Lists** activity sheet.

2. Built a personal value for planning for variety and balance in their leisure activities by:

- Analyzing scenarios and participating in the **Balance Beam Mobile** activity.
- Reviewing the **Be Prepared** transparency.
- Completing the **To Do Lists** activity sheet.

3. Shaped peer norms that value planning for variety and balance in their leisure activities by:

- Analyzing scenarios and participating in the **Balance Beam Mobile** activity.
- Reviewing the **Be Prepared** transparency.

4. Applied goal-setting skills to their leisure planning by:

- Completing the **To Do List** activity sheet.

Teacher Page**Directions for Making Balance Beam Mobile****Materials**

- 36-inch, square dowel rod, 1/4 to 3/4 inch wide (or use a wooden yardstick)
- 9 eye hooks (or other suitable hooks)
- Small chain or rope from which to hang balance beam
- **Activity Icons** from Lesson 4
- Paper clips or twist ties, 1 for each icon

To Make the Balance Beam

Determine the exact middle of the dowel. Drill a small hole there and screw in an eye hook. On the opposite side of the dowel, mark the middle spot again. Then measure from the middle and make 4 evenly spaced marks on each side. Drill or punch a small hole for each mark. Screw an eye hook into each hole.

In the middle of the rod, attach a small chain or rope to the center eyehook.

To Make Icons

Use the icons you made for Lesson 4, Activity 2, or copy **Activity Icons (Master [5])**. Cut apart the icons and punch a hole in the top of each one.

To Make the Mobile

Use paper clips or twist ties to hang icons from the eye hooks in the beam.

**Putting It All Together****TimeWise Review****Student Objectives****Students will**

1. Demonstrate knowledge of *TimeWise* concepts.
2. Build a personal value for engaging in healthy leisure activities and making wise use of their free time.
3. Shape peer norms that value engaging in healthy leisure activities and making wise use of their free time.

Time

45 minutes

Materials & Preparation

- Review **TimeWise Review** (*TimeWise Student Book* page 28).
- Review **TimeWise Poems** (*TimeWise Student Book* page 29).
- Prepare for the wrap-up activity you've selected.
 - **TimeWise Analysis Game:** Review the scenarios and have a die to roll to select teams.
 - **Beach Ball Game:** Prepare a beach ball with discussion questions. (See pages 71–72.)
 - **TimeWise Collages:** Have magazines, scissors, glue sticks, pens and construction paper.
 - **Leisure Values Auction:** Review **Leisure-Related Values**. (See page 76.) Have play money.

Teaching Steps

Debrief

Direct students to turn to the completed **To Do Lists** on page 26 of the TimeWise Student Book.

Ask students to share the kinds of things they put on their lists. Briefly review the concepts of variety, balance and preparation. Emphasize that they can keep making “to do” lists each week to help them be ready for planned and unplanned leisure opportunities.

Review

Today is our last TimeWise lesson. I hope you’ve learned a lot that will be useful to you and help you use your leisure time wisely and in healthy ways.

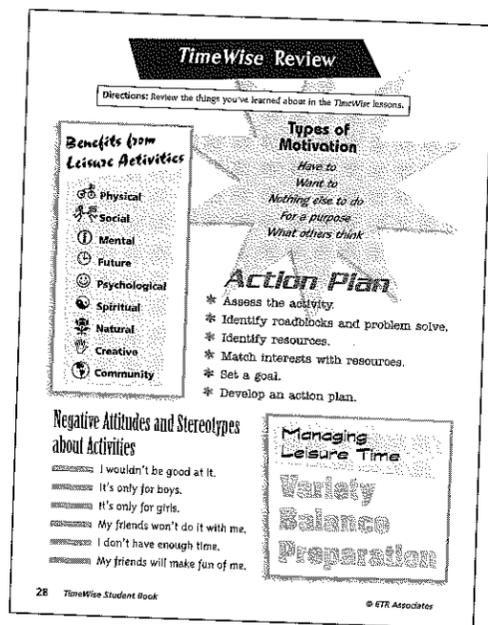
Direct students to turn to **TimeWise Review** on page 28 of the TimeWise Student Book.

Have students read the information and review the concepts covered in the previous lessons:

- Benefits from leisure activities
- Types of motivation
- Negative attitudes and stereotypes about activities
- Action plan
- Managing leisure time

Wrap-Up

Use one or more of the wrap-up activities on pages 66–76 to conclude the program. Choose the options you think would work best with your students, or let students choose among the options.



Student Book Page 28

Teaching Steps

Create

Point out the **TimeWise Poems** on page 29 of the TimeWise Student Book.

Ask for volunteers to read each poem. Encourage students to write or draw something on the **TimeWise Creative Pages** on pages 30–31 of the TimeWise Student Book.

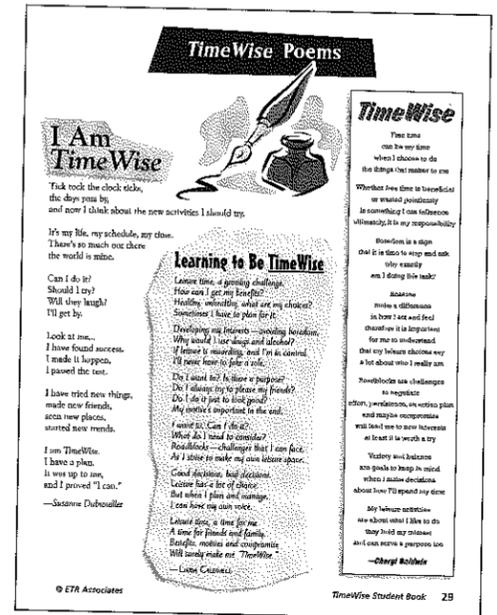
Summarize

Praise students for their good work in learning how to be TimeWise!

Assessment Benchmarks

Students:

1. Demonstrated knowledge of *TimeWise* concepts by:
 - Completing and discussing the **To Do List** activity sheet.
 - Discussing the **TimeWise Review** activity sheet.
 - Participating in the selected wrap-up activity.
2. Built a personal value for engaging in healthy leisure activities and making wise use of their free time by:
 - Completing the **To Do List** activity sheet.
 - Reading and discussing the **TimeWise Review** activity sheet.
 - Participating in the selected wrap-up activity.
3. Shaped peer norms that value engaging in healthy leisure activities and making wise use of their free time by:
 - Discussing the **To Do List** activity sheet.
 - Discussing the **TimeWise Review** activity sheet.
 - Participating in the selected wrap-up activity.



Student Book Page 29

Wrap-Up Activity 1

TimeWise Analysis Game

Explain

Tell students you are going to play a game where they will have to solve a problem situation related to someone's leisure time. They should use the material that's been covered in class.

Play

Put students into 6 teams, and have them sit together. Assign each team a number from 1 to 6.

Tell students you will read a scenario and will ask them several questions about it. The team will have to analyze the situation and figure out an answer.

Use the following steps to complete the game:

- *Read the scenario slowly and give teams about 2 minutes to analyze the situation.*
- *Post the questions one at a time. Roll the die to see which team gets to answer the question.*
- *If the team gets the right answer give them a point. If they don't, roll the die again and ask another team. Keep track of each team's score on the board or chart paper.*
- *Debrief each question as necessary.*
- *Be sure that each team has an equal number of chances to score points.*
- *Total the points at the end and applaud the winners.*

Teaching Steps

Scenario 1

Niki doesn't have anything to do. Every day she rides the bus home from school then watches TV or plays on the computer. Niki would really like to spend more time with her friends but she lives too far away from them. She feels lonely a lot of the time. She has lots of free time at home, but she doesn't know what to do with it.

Niki's mom bought her a guitar a few months ago when Niki said she was interested in taking lessons. Niki's mom said she would pay for the first 5 lessons. After that, taking more lessons would cost \$75 a month. Her mom was willing to pay \$60, so Niki would have to pay the remaining \$15. Niki usually spends her allowance on movies and going to the mall on weekends. She sometimes thinks about learning guitar, but feels so down about never seeing her friends outside of school that she can't seem to get excited about doing yet another thing on her own.

Questions

- What kind of boredom is Niki experiencing? Why?
- What's Niki's roadblock? Using the Activity Plan, what can she do to overcome her roadblock?
- How could Niki manage her free time better? What are some examples of other things she could do?
- What kind of benefits does Niki get from watching TV or playing on the computer?
- What negative attitudes does Niki have for starting a new activity?
- How could creating an activity plan help Niki?

(continued)

Teaching Steps *(continued)*

Scenario 2

Barbara dislikes basketball even though she's very good at it. Barbara's father is a basketball coach and expects Barbara to be the best. She's on the basketball team, which practices every Tuesday and Thursday from 4 to 6 p.m. Her dad makes her practice on the other days after school for 2 hours.

Barbara doesn't have much in common with the other girls on the basketball team. She'd much rather be on the swim team with some of her friends, but she's afraid to tell her dad. She thinks there isn't enough time to do both, but she isn't really sure how often the swim team practices.

Questions

- What kind of motivation does Barbara have for playing basketball? What is her motivation for wanting to be on the swim team?
- What roadblock keeps Barbara from being on the swim team? What are some ways she could overcome this roadblock?
- What benefits does Barbara get from staying on the basketball team?
- What benefits would Barbara get from being on the swim team?
- What kind of negative attitude keeps Barbara from starting a new activity?

Teaching Steps

Scenario 3

Ricardo always hangs out with his friends after school, but he's almost always bored. Even though he really likes his friends, they never do anything that's exciting to him. Every day they go hang out at the park and "look cool." They make fun of the kids who play football or other sports. Some of his friends smoke, but Ricardo doesn't want to start. He'd secretly like to take karate lessons because he wants to become stronger and know how to defend himself. But Ricardo's afraid his friends won't like him any more if he stops hanging out with them to take the lessons.

Last semester Ricardo would stop by his grandmother's house once or twice a week on his way home from school. His grandmother is 85 and was always a big help with his history homework. They also liked to talk about mystery books and movies. A few months ago Ricardo's grandmother had to move to a nursing home located on the other side of town. He misses his visits with her.

Questions

- What kind of benefits does Ricardo get from hanging out with his friends?
- What benefits could Ricardo get from taking karate lessons?
- What type of motivation does Ricardo have for doing the same thing every day with his friends? What's his motivation to start taking karate?
- What kind of negative attitude is keeping Ricardo from doing what he really wants to do? Is this attitude realistic? Why or why not?
- If Ricardo decides to challenge himself and take karate, what does he need to do to make it happen?
- How could Ricardo overcome the roadblocks to visiting his grandmother?

Wrap-Up Activity 2

Beach Ball Game

Explain

Show students the beach ball with the discussion questions on it. Explain that you will throw the ball to students one at a time. The question that is closest to the thumb on their right hand when they catch it is the question they are to answer.

Play

Throw the ball to a student and have him or her answer the question. For discussion purposes, ask other students how they would respond to the question.

Continue to toss the ball to students or have them toss it to each other. Encourage them to identify the TimeWise concepts that relate to the questions they are answering.

Sample Beach Ball Questions

Directions: Write the questions on the beach ball, or on stickers or labels to attach to the beach ball.

 If you had to spend your whole life pursuing one activity, which activity would it be and why?

 You are going to the school dance tonight even though you hate to dance—why are you going?

 If someone gave you \$100 to buy materials or equipment for a new activity what would you spend the money on?

 If you could participate in the Olympics what event would you like to do and why?

 What would you rather do, play football or be a cheerleader? Why?

 You have the opportunity to go camping or out for ice cream with your best friend. Which would you choose and why?

 Fill in the blanks: My favorite thing to do after school is _____ because _____.

 What do you do when one of your friends wants to sneak into the public swimming pool after hours?

 Who is your favorite author?

(continued)

Teacher Page (continued)

 You are on the softball team which you really enjoy. Your grandparents want to send you to camp, which you've been looking forward to. Your friends are home all summer and want to hang out every day. How do you balance these things?

 What did you learn from the *TimeWise* program?

 Summer's here and you want to do more than just hang out all summer like last year. What are some other options?

 Fill in the blank: If I could fly in a plane anywhere, I would go to _____ because _____.

 If your hero/heroine were in this room right now, who would it be? Why is this person your hero/heroine?

 If you could have one new activity be offered in your town, what would it be?

 What is the one activity you do now that you wish you could be the very BEST at?

 Which would you rather do, watch TV or paint a picture? Why?

 All the kids are making fun of Fred. You have no reason to make fun of Fred but you do it too. Why?

 What benefits could you get from running in a race?



Putting It All Together

Wrap-Up Activity 3

TimeWise Collages

Create

Distribute collage materials to students. Explain that they are to create a collage, drawing, poem, or story that illustrates their current leisure activities and activities they'd like to participate in some day.

*Encourage students to think about benefits and motivations, and remind them to be sure they have variety and balance in their activities. (Optional: Refer students to the **TimeWise Poems** on page 29 of the *TimeWise Student Book* as examples of poetry if they choose to write a poem.)*

Allow time for students to work on their projects.

*When students have finished, have them share their work and explain how it relates to the *TimeWise* concepts.*

Wrap-Up Activity 4

Leisure Values Auction

Prepare

On the board, write a list of about 20 leisure-related values. (See page 76 for samples). The number of values should exceed the number of students in the class by 3 or 4.

Distribute the play money so that each student has \$500.

Explain

Review the list on the board and tell students to reflect on which of those values are most important to them personally. Tell them they will have a chance to bid on the value so they can “own” it.

Explain the process and strategy of bidding. For example, some people might choose to bid all of their money on the value that’s most important to them. Others might try to win as many values as possible. Students can bid for as many values as they have money for.

Play

Act as auctioneer. Select one of the values on the board and ask for opening bids. Continue raising and accepting bids until the process is over.

Collect payment and write the name of the winning student on the board beside the value he or she now “owns.” Continue the bidding on values until all money is exhausted.

Teaching Steps

Ask & Discuss

Ask students to share why they chose the values they did. Get them to reflect on their reactions to the bidding and owning values. Were they happy with the values they ended up with?

Summarize

Encourage students to think about the leisure values and benefits they will take with them through life.

Teacher Page**Leisure-Related Values**

Variety	Choice
Balance	Being interested in things
Friends	Ability to plan
Siblings	Excitement
Parents	Stimulation
Freedom	Learning new things
Doing what I want to	Feeling good about myself
Self-expression	Being prepared
Physical benefits	My skills
Social benefits	Keeping my friends
Mental benefits	Being able to relax
Future benefits	Helping others
Psychological benefits	Ability to overcome roadblocks
Spiritual benefits	Being outdoors
Natural benefits	Being alone
Creative benefits	Understanding my motivation
Community benefits	Choosing healthy activities
Health	Getting a lot of benefits
Money	

**TimeWise****Optional Review Session**

(Note: This Optional Review Session should be included when teachers are using the Advanced Skill-Builder Activities as boosters. The Review Session should be delivered first each time a booster sequence is taught.)

Student Objectives**Students will**

1. Review the concepts from the *TimeWise* program.
2. Strengthen a personal value for making wise use of leisure time.
3. Strengthen peer norms that value making wise use of leisure time.
4. Use self-assessment skills to analyze how the ways they spend leisure time have changed over the past year.

Time

45 minutes

Materials & Preparation

- Prepare *TimeWise* Questions (Transparency **9**).
- Copy *TimeWise* Review activity sheet for each student (Master **8**).
- Have Transparencies **2**, **3**, **6** and **7** (from the Core Lessons).
- Review and prepare the *TimeWise* Game Question Cards (Master **9**).
- Have buzzers or bells for the game.
- Copy *TimeWise* Reflections activity sheet for each student (Master **10**).
- Copy *Partner Interview* activity sheet for each student (Master **11**).

(Note: Student activity sheets for the Optional Review Session are not included in the *TimeWise* Student Book.)

Teaching Steps

Survey

How many of you remember the *TimeWise* program? What are some of the things you learned about using your leisure time wisely?

Prepare

Show the *TimeWise Questions* transparency.

State

TimeWise helped you look at these questions:

- What do you do in your free time?
- What benefits do you get from your leisure activities?
- What's your motivation for doing a leisure activity?
- How do you feel about what you do in your free time?
- What makes something boring or interesting?
- What can get in the way of participating in a leisure activity?
- Why is it important to have variety and balance in your leisure activities?
- How can you plan for your free time?
- How can you develop new leisure interests?

Explain

Today we'll review what you've learned about being *TimeWise* and talk about how your leisure activities may have changed.

Review

Distribute the *TimeWise Review* activity sheet. Review the *TimeWise* concepts briefly to refresh students' memories. Show the transparency for each concept as you discuss it.

TimeWise Questions Transparency 9

TimeWise helped you look at these questions:

- * What do you do in your free time?
- * What benefits do you get from your leisure activities?
- * What's your motivation for doing a leisure activity?
- * How do you feel about what you do in your free time?
- * What makes something boring or interesting?
- * What can get in the way of participating in a leisure activity?
- * Why is it important to have variety and balance in your leisure activities?
- * How can you plan for your free time?
- * How can you develop new leisure interests?

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Transparency 9

TimeWise Review Master 8

Directions: Review the things you've learned about in the *TimeWise* lessons.

<p>Benefits from Leisure Activities</p> <ul style="list-style-type: none"> Physical Social Mental Future Psychological Spiritual Natural Creative Community 	<p>Types of Motivation</p> <p>Have to Want to Nothing else to do For a purpose What others think</p>	<p>Action Plan</p> <ul style="list-style-type: none"> * Assess the activity. * Identify roadblocks and problem solve. * Identify resources. * Match interests with resources. * Set a goal. * Develop an action plan.
<p>Negative Attitudes and Stereotypes about Activities</p> <ul style="list-style-type: none"> I wouldn't be good at it. It's only for boys. It's only for girls. My friends won't do it with me. I don't have enough time. My friends will make fun of me. 	<p>Managing Leisure Time</p> <p>Variety Balance Preparation</p>	

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Master 8

Teaching Steps

- **Benefits** are positive consequences or good things that happen as a result of something you do. Benefits are important because they improve your life, make you happier or help you grow.

Show the **Leisure Time Benefits** transparency and review the types of benefits.

- **Motivation** refers to *why* you do the things you do in your free time. Your motivation can affect how you feel about your leisure activities and how many benefits you get from them.

Show the **Motivations** transparency and review the types of motivation.

- **Negative attitudes and stereotypes** are ideas or beliefs people hold that may not be true. Sometimes these ideas prevent people from pursuing activities they might be interested in.

Ask students for examples of negative attitudes and stereotypes. Be sure they include the following:

- I wouldn't be good at it.
- It's only for boys.
- It's only for girls.
- My friends won't do it with me.
- I don't have enough time.
- My friends will make fun of me.

Sometimes roadblocks to pursuing a leisure activity are real. You can deal with perceived roadblocks, such as negative attitudes and stereotypes, by changing your thinking. When roadblocks are real, you'll need to use careful planning and negotiation or problem solving to overcome them.

(continued)

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.

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Transparency 2

Motivations Transparency 3

These are some common **motivations:**

Have to

Want to

Nothing else to do

For a purpose

What others think

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Transparency 3

Teaching Steps *(continued)*

- An **action plan** can help you manage your leisure time so you can do the things you want to do and get the most benefits out of your leisure activities.

Show the **Planning Flowchart** transparency and review the planning process.

- **Variety and balance** are important to keep in mind as you plan your leisure time. Variety means having a range of things to do, and balance means having different kinds of activities. Developing a plan is the best way to be prepared and to get variety and balance in your leisure time.

Show the **Variety & Balance** transparency and review the points.

Practice

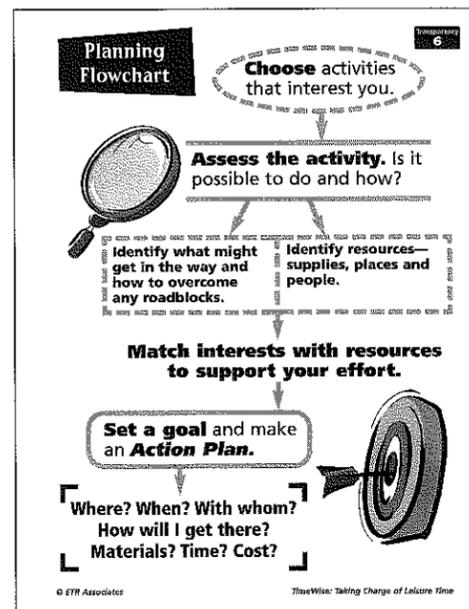
Now we'll play a game to see how well you can apply what you know about being *TimeWise* to some real life situations.

Follow these steps to play the game:

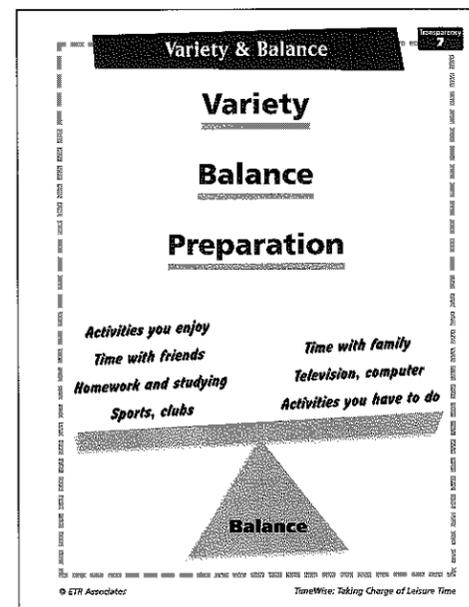
- Divide the class into 2 teams.
- Explain that 1 student from each team will come to the front of the room. You will announce the category and then ask a question. If the student knows the answer, he/she will hit the buzzer. The student who buzzes in first gets to answer the question. Students may not buzz in until the complete question has been read.

—If the student who buzzed in first gets the correct answer, the team gets 2 points.

—The student also has the option of asking the team for assistance. If he/she gets the correct answer with help from the team, the team gets 1 point.



Transparency 6



Transparency 7

Teaching Steps

- If the student or team answers the question incorrectly, the other team has the option of answering the question. If the other student/team answers the question correctly, they receive 1 point.
- Have the first team members come to the front of the room and begin the game. Read the **TimeWise Game Question Cards** one at a time. Be sure to announce the category before asking the question.
- Play until all the questions have been asked or you run out of time.

Complete & Share

Distribute the **TimeWise Reflections** activity sheet. Tell students to reflect on the leisure activities they did last year in comparison to what they've been doing this year and then complete the worksheet.

When students have finished, distribute the **Partner Interview** activity sheet.

In pairs have students interview each other about how their leisure time activities have changed over the past year.

Once students have interviewed each other, ask them to share what they found with the class. Discuss the important points, focusing on what's changed and why. Be sure to address benefits, motivation, level of boredom, their ability to plan, and perceived and real roadblocks and how these were overcome.

(continued)

TimeWise Reflections Master 10

Directions: Think about how your leisure activities have changed since you learned about the *TimeWise* program. Answer the questions.

► What activities did you do last year?

► What activities do you do this year?

► What benefits are you getting this year that you didn't get last year?

► What benefits did you have last year that you don't have this year?

Compared to last year...

► Do you have more or less balance this year?	More	Less
► Do you have more or less variety this year?	More	Less
► Are you more or less bored this year?	More	Less

Why?

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Master 10

Partner Interview Master 11

Directions: Talk to a partner about your *TimeWise* reflections. You can take notes or just listen well and remember what your partner says. Be prepared to share some of your thoughts. Make sure each person has time to talk.

Do either of you think you've changed much over the past year in terms of what you do in your free time, why you do it or how you feel about it? Describe how you've changed.

Do you think that change is good or bad, healthy or unhealthy? Why?

Are you pleased with how things have changed?

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Master 11