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## Develop Employability Skills by Learning a New Hobby

### TRANSITION OBJECTIVE

Students will learn about the variety and benefits of hobbies and list the three that most interest them.

### RELEVANCE TO SUCCESSFUL TRANSITION

Hobbies are not only a good way to spend free time, but are also an enjoyable way to gain new skills and knowledge. Having a hobby can be a good way to develop skills that may lead to enjoyable employment.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

A hobby I like is . . .

### ❑ STEP 2: Convene Roundtable

"When I'm doing something I really enjoy, I feel \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will learn about hobbies."

### ❑ STEP 4: Activity - 25 Minutes

Review with the students the four categories of free time activities from Lesson 3. Tell them they should focus on the third free time activities category, "learning & productive activities." These include hobbies and special interests that require a person to learn a new skill. Some of these activities result in a product such as: crafts, playing a musical instrument, creating art, planting and maintaining a garden, starting a collection or rebuilding a car. In addition, some hobbies or interests can lead to satisfying future employment because of the skills you develop through the hobby.

Have students use dictionaries to define "hobby." Write the definition on the board and have them brainstorm a list of hobbies that interest them. Ask them to consider their family members and friends when making the list. Have students copy fifteen hobbies or interests from the board onto **Learn &**

**Produce.** After students have finished, they can review their list to determine which ones require learning special skills.

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Learn & Produce			
List at least ten hobbies or interests you like. Answer yes or no in column one. If you need to learn a new skill, in column two, answer yes or no if the hobby or interest produces something that can be seen, heard or used. In the third column, tell what the hobby produces.			
Hobby	Is a special skill needed? (yes or no)	Does it produce? (yes or no)	What is the Product? (describe)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

Circle the three hobbies or interests you like best.

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LIFE MANAGEMENT: Unit 2
LESSON 9

### Hobbies & Interests

Aaron really liked working on cars. When he was 14, he bought his first car. It cost \$100 and didn't have an engine. Aaron worked on the car whenever he could. Sometimes he even forgot to come in for dinner until his family called. He had a part-time job, working at a gas station. He ran errands and cleaned up. At work, he watched the mechanics and learned how to repair engines. The mechanics would give him spare parts. They helped him find a cheap engine for his car.

After Aaron had the engine running, he wanted to fix the body of the car. He took an auto body course at his high school. His neighbor owned an auto body shop. He asked him if he could come to the shop on Saturdays. He wanted to watch the work being done. As long as he didn't do any work, he could watch for two hours every Saturday. He was able to learn about body repair just from watching.

After two years, Aaron's car was like new. He had his license and could drive his car to school. Aaron decided to buy another old car and fix it up to sell. Aaron's hobby was going to pay off. In the future he could earn extra money repairing cars.

1. How did Aaron's hobby pay off for him?
2. What did Aaron learn through his hobby?
3. How did Aaron learn new information to get better at his hobby?
4. What type of hobby or interest do you have?
5. What can you learn from this hobby?
6. What does your hobby produce?

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they would spend on fun activities (usually six to eight). Then have students subtract the number of hours they would spend on physical/exercise activities (usually five).

Have everyone make a note of his or her total number of weekly free time hours left. Now ask students how many hours they would choose to spend on a hobby. Have students subtract this number from their total. Have students make a note of the number of unclaimed free time hours in their week. Students may have five to ten unclaimed free time hours at this point. They will use this total in Lesson 12. Follow with a brief discussion of their responses and end the lesson by having students choose three hobbies they would like to try.

### ❑ STEP 5: Activity - 20 Minutes

Have students take turns reading the story **Hobbies & Interests** in small groups. Ask them to discuss the six questions. Remind them that they may have 25-30 hours away from school or work in a week. Starting with 28 hours, ask students to subtract the number of hours

### ❑ STEP 6: Evaluate Outcomes

One hobby I might try is "\_\_\_\_\_."

### ❑ STEP 7: Connecting Activity

Ask or email three friends what their hobby is and why they started doing it. Encourage students to research the cost of one or more hobbies.

## KEY WORDS

**Students can generate the vocabulary list for this lesson, based on their special hobbies and interests.**

### MATERIALS AND PREPARATION

- Student Handouts: **Hobbies & Interests**, page 69; **Learn & Produce**, page 68; **Ways to Spend Time**, page 59, from Lesson 3.
- Provide online resources and dictionaries.
- Prepare to review the handout from Lesson 3.
- Prepare to talk about hobbies. Become familiar with the story.

### SCANS FOUNDATION SKILLS

- Basic Academic Skills: Writing, Math
- Thinking Skills: Decision Making, Reasoning
- Personal Qualities: Self-Esteem, Sociability, Self-Management