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## Use Convenient Resources to Obtain Information about Free Time Activities

### TRANSITION OBJECTIVE

Students will learn to use the Internet and local newspapers to find out about free time activities.

### RELEVANCE TO SUCCESSFUL TRANSITION

To have fun, we must know where to find it. It is important to use resources to find information about community activities.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

I can find things to do when . . .


### ❑ STEP 2: Convene Roundtable

"When I need information about a movie, I \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will learn how to get local information about in the Fun/Play category of free time activities."

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LIFE MANAGEMENT: Unit 2

LESSON 5

Where Is the Fun?

Find the following information using an online search engine and newspaper.



1. Name two movies, their times and the theaters where they are playing.
2. Name and address of the closest mall or department store.
3. Name, place and time for a local sports event.
4. Name and location of a local park.
5. Name, phone number and location of the closest amusement park.
6. Name, address and hours of the closest museum.
7. Name and location of the nearest community center.
8. The location of the nearest video game center.
9. The page number and section of the newspaper with the TV listing.

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THE TRANSITIONS CURRICULUM

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### ❑ STEP 4: Activity - 10 Minutes

Online resources and newspapers can provide students with information on leisure activities in their communities. Tell students using an online search engines will give them a list of local events. They can also use the calendar or events section of the local newspaper. Events can be online or in person!

### ❑ STEP 5: Activity - 25 Minutes

In groups of three, students compete to find the most information (online). Using the contest sheet **Where's the Fun?** students use online search engines to find information and record it in the correct spot. Each student completes the contest sheet but shares information within their groups. After ten minutes, call time. The group with the highest number of completed items will share their list. Then ask other groups to add to the list. Continue until all groups have had a chance to share some of their findings. Remind students of safe Internet behaviors.

### ❑ STEP 6: Activity - 10 Minutes

Review the four categories of free time activities from Lesson 3. Discuss the reasons we need to have fun activities in our lives and list them on the board.

### ❑ STEP 7: Evaluate Outcomes

When I want information about something fun, I "\_\_\_\_."

**□ STEP 8: Connecting Activity**

Have students find one enjoyable event online or in the newspaper to share in the next class. Supply online access and newspapers for students who may not have access.

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**KEY WORDS**

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**website****community****search engine****theater****amusement**

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**MATERIALS AND PREPARATION**

- Student Handout: **Where's the Fun?**, page 62.
- Provide access to computers/computer lab and local newspapers for all students.
- Prepare answers for the worksheet.
- Prepare to discuss leisure time benefits.

**SCANS FOUNDATION SKILLS**

- Basic Academic Skills: Reading, Writing, Speaking
- Thinking Skills: Knowing How to Learn, Reasoning
- Personal Qualities: Sociability, Integrity/Honesty