

14 Choose Individual and Group Free Time Activities

TRANSITION OBJECTIVE

Students will learn to select both individual and group activities among the four categories of free time activities.

RELEVANCE TO SUCCESSFUL TRANSITION

It is important to have activities we do alone, as well as those we do with others. Most people create a balance of the two.

INSTRUCTIONAL SEQUENCE

☐ STEP 1: Update Journal

Whether alone or with others, I can have fun by . . .

☐ STEP 2: Convene Roundtable

"I feel good whether I am alone or with others because ____."

☐ STEP 3: Advance Organizer

"Today you will look at your personal preference related to doing things alone or with others."

☐ STEP 4: Activity - 20 Minutes

Have students use dictionaries to look up and compare the definitions of passive and active. Review the handout **Alone or with Others** and help students understand the importance of participating in both group and individual activities. Follow the pattern of the handout and continue to add activities to the list. On the board, using columns titled "*With Others*" and "*Alone*," have students name activities from previous lessons that apply to each column, starting with **Fun & Play Activities** then **Exercise & Physical Activities**, **Learning & Productive Activities** and **Quiet-Time & Reflection Activities**.

☐ STEP 5: Activity - 25 Minutes

Reiterate the benefit of having free time activities for time alone, as well as with others. Ask students which type they prefer, starting with **Fun & Play Activities**. Those who prefer

things they do with others, stand on the left side of the room and those who prefer things they do alone, stand on the right. For **Exercise & Physical Activities** reverse the sides by having those who prefer activities with others stand on the right side of the room and activities alone, on the left. For **Learning & Productive Activities** and **Quiet-Time & Reflection Activities**, reverse the sides of the room again. Changing the sides of the room each time reinforces the "Alone" and "With Others" concepts for the students.



Discuss the results of the activity with the students by asking if they usually selected activities they do alone or with others. Tell students that it is important to have both, because it is healthy for people to enjoy being alone, as well as with others. Advise students who almost always chose alone or almost always chose with others, to consider changing an activity so that they participate in both types of free time activities.

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LIFE MANAGEMENT: Unit 2 LESSON 14

Alone or with Others

It is important that we have a variety of free-time activities like those in the four groups below. In addition, we need to have activities that we do with others, as well as alone. Spending time with others lets us socialize and learn to get along. Spending time alone helps us learn to rely upon ourselves. Both types of activities give us a chance for personal growth.

			
Fun & Play Activities		Exercise & Physical Activities	
With Others go to the mall go to a party go out to eat hang out with friends	Alone go to the movies watch TV listen to music play video games	With Others team sports skateboard aerobic class rollerblade	Alone ride a bike walking swim lift weights
Learning & Productive Activities		Quiet Time & Reflection	
With Others play instrument in band plant & care for garden work on car take art class	Alone read books collect favorite item sew or do crafts build models	With Others watch inspirational shows talk about personal growth join youth group attend church services	Alone keep a journal listen to inspirational speakers read biographies spend time in nature

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❑ STEP 6: Evaluate Outcomes

Today I learned I was most successful when I work “_____.”

❑ STEP 7: Connecting Activity

Over the next week, keep track of the activities you participate in alone and with others. How did being alone make the activity enjoyable? How did being with others make the activity enjoyable?

KEY WORDS

group

alone
preferences

individual

passive
examine

active

MATERIALS AND PREPARATION

- Student Handout: **Alone or with Others**, page 78.
- Prepare to discuss doing activities alone or with others.
- Prepare to have students stand up and move for the activity.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Listening, Speaking
- Thinking Skills: Decision Making, Problem Solving
- Personal Qualities: Self-Esteem, Sociability