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Determine How You Use Your Free Time

TRANSITION OBJECTIVE

Students will examine the way they use their free time.

RELEVANCE TO SUCCESSFUL TRANSITION

We need to think about how much free time we have and how we use it. Knowing this is a big step toward effectively managing our time to allow for a balanced life.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I like to spend my time . . .

❑ STEP 2: Convene Roundtable

"When I have free time I ____."

❑ STEP 3: Advance Organizer

"Today you will determine how you will spend your time."

1 1/2 hours eating, 6-8 hours sleeping, 8-10 hours working." Ask and discuss the following questions: "How much time is left, after eating, sleeping and school or working? What other things do people spend time on in an average day? Is there enough time each day to do everything? How can you save time for the other things you want to do?"

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LIFE MANAGEMENT: Unit 2 LESSON 1

Unit 2 Enjoying Your Leisure Time

Dear Student,

Leisure time is that time in each day that is free. It is the time that you can choose what you want to do.

With many hours to spend on things we like to do and want to do, it makes sense that we plan and use our time wisely. Successful people use their free time as productively as they use their work time.

In this unit, you will learn about ways to spend your free time. You will learn how to choose to do things you enjoy. You also will learn how to do things that will help make your life better.

We wish you a healthy, happy and productive life.

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LIFE MANAGEMENT: Unit 2 LESSON 1

Hours of Our Lives Schedule

Using your time from last week, write the number of hours you spent on each of the "daily activities." Next, average the time you spent. Do this by adding the totals (across) for Monday through Friday and dividing by five. Write this number in the "total" column. Find the total number of hours you spent on these activities by adding the last column of totals for your grand total.

Daily Activities	Mon	Tues	Wed	Thurs	Fri	Total
Sleeping						
Eating						
Getting dressed						
Going to school						
Doing Homework						
Doing Housework						
Traveling to or from Activities						
Participating in Clubs & Sports						
Use computer/phone to communicate						
Grand Total:						

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❑ STEP 4: Activity - 10 Minutes

To introduce this unit, have students read and discuss the **Student Letter**. While pointing to each of the three words on the board, *Eat*, *Sleep* and *Work* (school or job), ask students to guess the number of hours the average person spends daily on these activities. Record their responses next to the topic. Explain: "The average person spends

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LIFE MANAGEMENT: Unit 2 LESSON 1

Free Time

Sleep	_____
Eat	_____
Work/School	_____
Rides/Travel	_____
Housework/Chores	_____
Grooming/Dressing	_____
Sports	_____
Use Computer/Phone	_____
Total hours spent	_____
Hours in a day	24
Subtract hours spent on above activities	- _____
Hours left over for free time	_____

List the activities in which you are involved during your free time:

_____	_____
_____	_____
_____	_____
_____	_____

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the previous week. Students compare their answers in a small group and share with the class. Students complete **Free Time** by writing the totals for the listed activities. Have students list appropriate activities on which they would prefer to spend their free time. Have them share and compare this list with their group. Ask each student to share one of their preferred free-time activities with the class. Write these on the board and ask the class to categorize the preferred leisure time activities into like groups. Tell students they will work with these categories again during this unit.

□ STEP 6: Evaluate Outcomes

Planning my free time is important because "_____."

□ STEP 7: Connecting Activity

Interview five adults and ask: 1) How do you spend your free time? and 2) Do you have enough free time?

□ STEP 5: Activity - 35 Minutes

Either alone or in pairs, have students complete the **Hours of Our Lives Schedule** by recording the average time they spent on eating, sleeping and working during

KEY WORDS

analyze

average

calculate
leisure time

schedule

free time

MATERIALS AND PREPARATION

- Student Handouts: **Student Letter**, page 55, **Hours of Our Lives**, page 56; **Free Time**, page 57.
- Prepare for topic discussion.
- Prepare a screen image; complete samples of the handouts using personal examples.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Math
- Thinking Skills: Creative Thinking, Reasoning
- Personal Qualities: Responsibility, Self-Esteem, Self-Management