

LEISURE, INTERESTS AND HOBBIES

They Balance Our Lives!

Note: With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness. In addition, the Student Thinking Paper may be used to supplement other lessons teaching related Missouri Comprehensive Guidance Program (MCGP) Concepts.

Purpose: Leading a balanced life begins early! These two lessons emphasize the importance of leisure to an individual’s well-being. Students complete a self-assessment of leisure activities as a way of introducing them to a variety of activities and stimulate conversation about other possibilities.

Students may not have knowledge of hobbies and activities that are available to them. These lessons will increase awareness of activities they already enjoy and offer some suggestions for activities they might want to learn to do.

Time: Two (2) 50-minute lessons

Group Size: Whole Class

Grade Level: 4-6

Lesson 1: Let’s Just Play All Day: *This lesson guides students in the exploration of activities they enjoy. They complete a self-assessment of activities in which they currently engage and identify activities in which they might be interested.*

Materials: [Fun Is...](#) Student Thinking Paper:

Lesson 2: Should You Just Have Fun All Day? *Lesson 2 guides students in differentiating among “leisure”, “interests” and “hobbies”. Students identify activities as “passive” or “active” and the benefits of each.*

Materials: Completed *Fun Is...* Student Thinking Papers from Lesson 1; Old magazines, poster board, glue, scissors, and markers; Pencil & paper for each student; Beach ball with open ended sentences written on each section: For example: *One thing I remember from our last lesson is ...; During the last lesson I learned I ...; Since the last lesson, I have tried ...; I know it is important to ...; I hope I*

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Personal and Social Development (PS)

Big Idea: PS 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

Concept: PS.1.B. Balancing life roles





American School Counselor Association (ASCA): Domain/Standard:

Personal/Social Development Domain

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions set goals, and take necessary action to achieve goals.

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

4 th Grade	PS.1.B	Unit: How Do I Fit In? (Lesson 2)	 
5 th Grade	PS.1.B	Unit: I Understand Me (Lesson 3)	 

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
X Health/Physical Education	1. structures of, functions of, and relationships among human body systems 2. principles/practices of physical/mental health (e.g., personal health habits, nutrition, stress management)
X Fine Arts	1. process and techniques for the production, exhibition/performance of one or more of the visual or performed arts

Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:

See individual lessons

Lesson Preparation/Motivation

Essential Questions: What do the following quotes mean and how do they relate to your life?

“All work and no play makes Jack a dull boy” (*James Howell, 1659*)

“All play and no work makes Jack a mere toy” (*Maria Edgeworth, 1825 addition*)

(PSC Note: In 1659 and 1825 masculine reference was the norm. You may want to use an inclusive version:

“Jack & Jill”.)

Engagement (Hook): See individual lessons.

Procedures

Professional School Counselor Procedures:	Student Involvement:
<p>LESSON 1: LET’S JUST PLAY ALL DAY</p> <p>Materials: Fun Is... Student Thinking Paper</p> <p><i>During these lessons, systematically observe students as they work; use observation information to identify students who have difficulty completing thinking paper. Consider source of difficulty, for example is it: Will? Skill? Unfamiliarity with activities? Difficulty making decisions on own. During discussions, make note of those who are hesitant to talk about their preferences.</i></p> <p>Hook: Enter class walking as if you are on a balance beam: arms out and one foot in front of the other following a straight line (tile or carpet seams or imaginary) AND looking down, wobble and pretend to fall off the “beam”.</p>	<p>LESSON 1: LET’S JUST PLAY ALL DAY</p> <p>Reminder for Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p>Hook: Observe your school counselor—Why did he or she fall off the imaginary balance beam? Volunteer to make a guess.</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> • Ask students what happened (you lost your balance). • What caused you to loose your balance? (If there are gymnasts or if students have used the balance beam in Physical Education class, they will point out that you were looking down instead of straight ahead.) • Introduce the next two lessons by telling students: During the next two lessons BALANCE is the focus—balancing your lives so you get to do things you enjoy AND be more successful in school. <ol style="list-style-type: none"> 1. SHOW-ME...SHOUT OUTs: Following the <i>Hook</i> ask students to: <ul style="list-style-type: none"> • SHOW-ME...SHOUT-OUT...all-at-once (inside shouts)...something you like to do for fun. • SHOW-ME...SHOUT-OUT (inside shouts)...one at-a-time ...something else you like to do for fun. Write responses on the board: <ul style="list-style-type: none"> • Students analyze the results--what do they notice about the list. • Point out variations in the list; and ask students to identify activities they would NOT want to do. • Emphasize importance of participating in a variety of activities, yet at the same time, realizing that not everyone is interested in the doing the same kinds of activities. 2. Distribute <i>Fun Is ... Student Thinking Paper</i>. Depending on developmental level of students' ability to complete surveys, you may want to complete the thinking paper as a group. Explain the directions (especially how to read the symbol key and where to put symbols in the chart of leisure activities); <ul style="list-style-type: none"> • Encourage students to read over the list and ask questions about any activity with which they are not familiar; • Remind students that they may place more than one symbol for an activity (see example included with directions for thinking paper). • Students complete the thinking paper individually. Observe students as they complete the thinking papers; make note of and assist those who have difficulty. As you walk around be sure everyone finishes the thinking page (if time runs out...arrange for them to finish later). 3. When finished, ask each student to review responses and highlight/draw a circle around the 3 activities in the ☆ column. Talk about his or her responses with a partner. Compare similarities and differences, for 	<ol style="list-style-type: none"> 1. Participate in SHOW-ME...SHOUT-OUTS (inside shouts); help analyze results for such patterns as: activities that are similar, activities that several students mentioned, activities you DO NOT want to do. 2. Follow along with school counselor as he or she explains directions; ask questions to clarify understanding of the task; ask questions about any activities that are unfamiliar; complete the thinking paper. 3. Work with a partner and talk about responses. What do you notice? What does your partner notice? Make a plan for keeping each other accountable for doing the

Professional School Counselor Procedures:	Student Involvement:
<p>example the number of indoor vs. outdoor activities and the number of activities they prefer doing alone vs. with someone. Make a plan with each other to “check-in” re: doing the three ★ activities.</p> <p>4. Lead a general discussion with the entire class, inviting several students (as time allows) to share their preferences. Discuss where they can find more information about activities that interest them.</p> <p>ASSESSMENT: Content: Systematic observations throughout lesson.</p> <p>ASSESSMENT: Personalization of Content: “Read” the rhymes (<i>Essential Question</i>): “All work and no play makes Jack a dull boy” (<i>James Howell, 1659</i>) “All play and no work makes Jack a mere toy” (<i>Maria Edgeworth, 1825 addition</i>) Edited version: “All work and no play make Jack and Jill dull children.” “All play and no work make Jack and Jill mere toys”</p> <p>What do the words mean to students and how do the rhymes relate to balancing their lives? Find out with</p> <p>...a quick whip-around (if time allows): students respond to question: Would you rather be called a dull child (no fun) OR a mere toy (no brains) OR neither? Support response with a one-sentence statement.</p> <p>Remind students about “Pass with Responsibility” option: Passing is “OK”—must take responsibility by saying something like “I pass today”—your goal is to hear every student’s voice and (ultimately) for EVERY student to contribute/say something—no excuses, everyone’s idea is important!</p> <p>CLOSURE: Ask students to keep track (in their journals [or other keeping-track-of place]) of the time they spend doing the activities they put a ★ next to on their lists. Tell students that during the next lesson hobbies will be the focus. Tell them to look up the words “leisure” “interest” and “hobby” in their dictionaries and write the definitions in their journals or planners or ... between now and then. Collect completed thinking papers for use during the next lesson. PSC:</p> <p style="text-align: center;">BE SURE TO HAVE FUN BEFORE THIS DAY IS DONE!</p>	<p>three ★ activities.</p> <p>4. Contribute to discussion by telling the class about preferences and/or asking peers to tell more about their preferences. Take notes on sources for more information.</p> <p>ASSESSMENT: Content: (Assessment is the PSC’s observations of students’ work habits—results to be discussed with classroom teacher)</p> <p>ASSESSMENT: Personalization of Content: What do the words mean to you and how do the rhymes relate to balancing your lives?</p> <p>Participate in the whip-around: respond to your school counselor’s question and support your response with a one-sentence statement.</p> <p>Remember: “Pass with Responsibility” option: Passing is “OK”—however, you must take responsibility by saying something like “I pass today”.</p> <p>CLOSURE: Share ideas of what the rhyme means to your lives with classmates. Commit to keeping track of the time spent doing the activities with a ★ and to looking up the definitions of “leisure”, “interest” and “hobby”.</p> <p>Give your school counselor your thinking paper.</p> <p style="text-align: center;">BE SURE TO HAVE FUN BEFORE THIS DAY IS DONE!</p>

Professional School Counselor Procedures:	Student Involvement:
<p>LESSON 2: SHOULD YOU JUST HAVE FUN ALL DAY?</p> <p><i>Take completed Fun Is... thinking papers (Lesson 1) to class; distribute during Step 5.</i></p> <p>Materials: Before this lesson: prepare the beach ball: Open ended sentences written on each section: (see materials list for sample sentences); Old magazines, poster board, glue, scissors, and markers; Pencil & paper for each student.</p> <p><i>As before, systematically observe students as they complete each of the tasks. Make mental note of those who have difficulty: making oral contributions or creating lists or creating ideas for posters or creatively representing ideas (e.g., poster) or making decisions about any/many aspects of activity.</i></p> <p>Hook: As you enter class toss beach ball to a student:</p> <ul style="list-style-type: none"> • Invite him or her to finish the sentence the thumb of his or her right hand is on, student answers question; • He or she tosses ball to another student inviting new student to respond by saying (for example) “I invite Mary Ann to finish the sentence closest to the little finger on her left hand;” • Remind students of “Pass with Responsibility”-- students have option of passing; however, they must say “I pass for now and I invite ____ to finish the sentence closest to her ____.” • If time allows continue until you are the last one to receive the beach ball, respond to the invitation student sends with ball. <ol style="list-style-type: none"> 1. Transition from <i>Hook</i> to lesson by telling students to toss the beach ball to each other and rather than answering a question, make a face that will make others laugh out-loud—continue until everyone (including you) is having a big belly-laugh. Re-claim the ball and as laughter quiets, ask students to tell each other what laughing really hard felt like. 2. Explain: <ul style="list-style-type: none"> • Laughing and having fun is good for us; • Laughing actually helps all of us work smarter. • The beach ball represents the fun that is important in our lives. <p>SHOW-ME...THUMBS UP...if you reached your goal of doing three activities. Inquire about their success reaching the goal of doing at least 3 activities they enjoy. SHOW-ME: Thumbs-up if you did at</p>	<p>LESSON 2: SHOULD YOU JUST HAVE FUN ALL DAY?</p> <p>Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <p>Hook: Catch ball, finish sentence and invite another student to complete the sentence closest to ____.</p> <p>Remember: you have the option of passing; however, you must say “I pass for now and I invite ____ to finish the sentence closest to ____.”</p> <ol style="list-style-type: none"> 1. Participate in the beach ball toss: laugh out loud! Contribute your thoughts to the conversation about what it felt like to laugh out loud. 2. Listen to your school counselor’s ideas about laughter; think about how often you laugh with your family and friends. <p>Participate in SHOW-ME...THUMBS UP; if you did the 3 activities you committed to during the last lesson: Thumbs-up! Contribute comments about the activities.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>least 3 of the activities you enjoy. Tell me more... (e.g., time they spent doing the activities?)</p> <p>3. Continue by connecting leisure activities, interest(s) and hobbies. Make 3 columns on the board—Column A = <i>Definition(s) of Leisure</i>; Column B = <i>Definitions(s) of Interests</i>, Column C = <i>Definitions of Hobby</i>. Ask students to tell the class what they found as the definitions of leisure, interest and hobby; list definitions on board. Discuss lists.</p> <p>(PSC--FYI: Merriam-Webster's On-Line <i>Learner's Dictionary</i> [http://www.learnersdictionary.com/] defines interest, hobby, leisure and leisure activities as: Leisure: <i>time when you are not working: time when you can do whatever you want to do</i> Leisure activities: <i>enjoyable activities that you do when you are not working</i> Interest: <i>1. a quality that attracts your attention and makes you want to learn more about something or to be involved in something. 2. something (such as a hobby) that a person enjoys learning about or doing</i> Hobby: <i>an activity that a person does for pleasure when not working, e.g., collecting baseball cards, photography. Collecting rocks or leaves</i>)</p> <p>4. Say: "Hold up your hand if you have a hobby". Invite several volunteers to tell the rest of the class what their hobbies are.</p> <p>5. Distribute students' completed <i>Fun is ... Student Thinking Paper</i> (Lesson 1) Review:</p> <ul style="list-style-type: none"> • In the previous lesson they used a list of activities to identify some of the things they enjoy doing. • Some of the activities may be considered "interests", some may be considered "hobbies" and others may be considered "leisure activities". <p>Discuss several of the activities and ask students to tell whether they are a leisure activity, an interest or a hobby.</p> <p>6. Help students distinguish between interests, hobbies and leisure activities. Individuals have many interests—not all interests are or have become hobbies. Emphasize that individuals have interests that may or may not be a hobby; some people may not have an "official hobby" (e.g., collecting something) and every person has leisure time. It is important to balance our lives with leisure time--doing something enjoyable—to refresh minds and bodies.</p> <p>7. On a piece of notebook paper, ask students to make a list of at least 5 activities they might consider as</p>	<p>3. Tell classmates the definitions found for leisure or interest or hobby.</p> <p>Contribute to discussion.</p> <p>4. Do you have a hobby? Hold up your hand if you do. Volunteer to tell about the hobby.</p> <p>5. Review your completed <i>Fun Is... Thinking Paper</i>. Respond to school counselor's prompts--identify activities on <i>Fun Is...</i> thinking paper as a leisure activity or an interest or a hobby or fit into 2 or more categories.</p> <p>6. Listen and ask questions about the differences among the activities identified as interests or leisure activities or hobbies.</p> <p>7. Make a list of 5 activities that could become hobbies.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>present/future hobbies (suggest they use <i>Fun Is ...</i> paper for ideas). <i>As you walk around the room, assess students' involvement in the task and their ability/emerging ability to create a list of 5 potential hobbies.</i></p> <p>Invite students to tell their classmates one potential hobby they identified.</p> <p>8. Write the words <i>ACTIVE</i> and <i>passive</i> on the board. Ask students to demonstrate (all-at-once) the meaning of each word. Instruct students to write "A" for <i>ACTIVE</i> or "p" for <i>passive</i> next to each of the present/future hobbies on the lists they created. Explain that it is important for the health of our bodies to balance active AND passive activities.</p> <p>9. Make a poster: Ask students to choose one <i>ACTIVE</i> activity and one passive activity from their <i>Fun is ...</i> thinking paper and/or their lists of present future hobbies. Explain that they are to depict the passive activity and the active activity with drawings, poems, or magazine pictures. Posters are to include representation (words/pictures) of the benefits of each kind of activity. Distribute poster-making supplies. Display the posters in the classroom. In groups of four, students tell about their posters.</p> <p>10. Read the rhyme "All work...." "All play...." again (<i>Essential Question</i>). What does it mean in their lives? Remind students about your fall from the imaginary balance beam (<i>Hook</i> for Lesson 1). How can my fall help you as you learn to balance your life between work and play? (I was looking at my feet instead of straight ahead to where I wanted to go.) Invite a conversation about the concept of balancing life roles.</p> <p>ASSESSMENT: Content: observes students' participation level in lessons: All students make at least one contribution during at least one discussion period; all students create lists of 5 activities that might become present/future hobbies for them, all students participate in demonstration of "ACTIVE" & "passive" activities, all students create a poster depicting ACTIVE and passive activities.</p> <p>ASSESSMENT: Personalization of Content: SHOW-ME...THUMBS UP OR THUMBS DOWN: Who is going to investigate a new hobby or leisure activity to try during the next week? SHOW-ME...with words: (all at once, inside voices) one thing you learned about yourself: "I learned I..."</p>	<p>Contribute to conversation about hobbies in which you are interested.</p> <p>8. Act out <i>ACTIVE</i> and <i>passive</i> with classmates. Review the list of 5 activities identified in # 7. Place an "A" next to <i>ACTIVE</i> activities and a "p" next to passive activities.</p> <p>9. Make a poster representing one <i>ACTIVE</i> activity and one passive activity from the list created in # 7. Use drawings, pictures from magazines, poetry, narrative and/or Include the benefits of each activity to your healthy body on the poster</p> <p>With three (3) other students (group of 4 total), discuss posters; include reasons for selecting the activities illustrated.</p> <p>10. "All work and no play makes Jack a dull boy! All play and no work makes Jack a mere toy". Volunteers tell the meaning of the rhyme to them. Others, identify the relationship of the rhyme to school work and leisure activities, interests, hobbies? Why did school counselor lose balance?</p> <p>ASSESSMENT: Content: Participate enthusiastically in all activities; contribute ideas and/or ask questions about the ideas discussed (actual assessment is the PSC's observations of students' work habits—results discussed with classroom teacher)</p> <p>ASSESSMENT: Personalization of Content: SHOW-ME: follow prompts of school counselor; individuals volunteer responses to "SHOW-ME" one-at-a-time.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>SHOW-ME...4 people--one-at-a-time...with words: “I learned I...”</p> <p>CLOSURE: PSC:</p> <p>BE SURE TO HAVE FUN BEFORE THIS DAY IS DONE!!</p>	<p>CLOSURE: STUDENTS:</p> <p>BE SURE TO HAVE FUN BEFORE THIS DAY IS DONE!!</p>

Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

Provide classroom teacher with a brief overview of lessons and a copy of *Fun Is...* thinking paper. Ask classroom teacher to designate a place students may display their posters. Encourage classroom teacher to help students develop interests/hobbies and/or try out activities they have not tried in past.

Summarize systematic observations: identify students who were hesitant to talk about their preferences, had difficulty participating in any (or all) of the following types of activities: making oral contributions or creating lists or creating ideas for posters or creatively representing ideas (e.g., poster) or making decisions about any/many aspects of activity or who had difficulty completing thinking paper. Consider source of difficulty, for example is it: Will? Skill? Unfamiliarity with activities? Difficulty making decisions on own.

Consult with classroom teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well?

Collaborate with classroom teacher to determine interventions (if necessary) that will facilitate students’ skill development/confidence-building in the areas identified during assessment observations. Follow-through with Responsive Services strategies (e.g., small group work, individual skill development sessions, parent involvement), or additional classroom guidance lessons to help students learn more about applying the concept of “balancing life roles” and learning about the benefits of leisure.

Leisure, Interests and Hobbies: Lessons 1 & 2: Student Thinking Paper

FUN IS...**Name:** _____ **Class:** _____ **Date:** _____**Directions:** Use the following key to indicate your thoughts/feelings about each activity. You may use more than one symbol for an activity (e.g., you may enjoy walking alone AND with another person—you would put appropriate symbols in columns 1, 3, 4 and, maybe, 5.

- | | |
|--|---|
| 1. ♥ I Enjoy This Now | 4. * I Do Or Would Do This Alone |
| 2. ✓ I Would Like To Learn/Try This | 5. ☆ 3 Activities I'll Do This Week |
| 3. ◇ I Do Now OR Would Like To Do With Someone | 6. ← 3 Activities I'll Try/Learn In Next 3 Months |

Activity	1 ♥	2 ✓	3 ◇	4 *	5 ☆	6 ←
Walking in the park						
Riding a bike						
Painting or drawing						
Doing a crossword puzzle						
Going to the zoo						
Watching TV and movies						
Listening to music						
Baking cookies						
Reading books						
Skating or skateboarding						
Playing baseball or softball						
Swimming						
Playing basketball						
Dancing						
Writing stories						
Sewing						
Talking on the telephone						
Playing games on the computer						
Making models						
Collecting things (stamps, shells, bottles)						
Taking photographs						
Surfing the Internet						
Doing scientific experiments						
Other: (Use back of paper to add activities)						