

VELS	Year	Blueprint	MIPs and MIPs Best Practice Framework
Level 6 – Physical, Personal and Social Learning  Personal Learning Strand – Dimension: Manage Personal Learning	9, 10	Phase 2 (C) Career Building  9.2 Explore and understand the interrelationship between life and work roles	MIPs Aim: Develop Skills to manage their pathways throughout their working lives  MIPs Aim: Develop their knowledge, understanding and experience of opportunities in education, training and employment  Best Practice Framework 3: Pathways and Planning Process

## LEISURE TIME

### Teachers' notes

#### Outcome

Identify the effect of changing work patterns on leisure time.

#### Rationale

As work patterns change and part-time work or job-sharing become more prevalent, the time spent on leisure activities might increase. As a result, people will look for more diverse leisure interests to fill their non-work time. Students should examine how this will affect the local community.

#### Task description

1. In small groups, students discuss the meaning of leisure and record their answers on butchers' paper.
2. The butchers' paper lists are then posted around the room and the teacher facilitates a whole-class discussion on the meaning of leisure. Some of the possible definitions are:
  - a. Leisure is 'doing your own thing'.
  - b. Leisure is spending time enjoying yourself.
  - c. Leisure is simply 'not working'.
3. Students draw individual pie graphs to show their average weeks and divide them into sections, showing where leisure fits and demonstrating that it is part of the time available to them. Students may choose to show their average weekday and their average weekend day.

Leisure can be classified as:

- formal or informal
- sporting
- entertainment.
- passive or active
- indoor or outdoor
- cultural/educational
- individual or group

Leisure activities can cater for various groups, such as:

- pre-school
- young adult
- primary school
- elderly
- adolescent
- family.

4. In small groups, students list leisure resources or facilities in their town or suburb and then draw a map on A3 paper to show the location of the listed facilities. You may prefer to provide a map for students to complete.
5. The teacher then facilitates a whole-class discussion on the positive and negative effects that leisure resources and facilities have on the community.



### **Extension activities and Local Standards**

- Students devise a campaign to encourage people of their own age to participate more in leisure activities in their community. In the campaign they may include hobby courses, short courses, etc. This could include conducting a survey of students in their school to find out the types of leisure activities they would like to see in their community and presenting the results to the local council.
- Invite a guest speaker from the local council, e.g. Manager of Leisure Services, to talk about the facilities available. You may prefer to take the students to the facilities and conduct the talk there.

### **Suggested resources**

- Copies of 'How do I spend my leisure time' and 'Identifying leisure activities' worksheets
- Butchers' paper, A3 paper, coloured pencils, felt-tipped pens
- Newspapers and magazines that contain information on leisure activities
- Directories or newspapers giving information on local leisure centres
- Promotional brochures on leisure activities from the local council
- Promotional materials from TAFE about leisure courses
- *Job Guide* and [myfuture.edu.au](http://myfuture.edu.au) have information on occupations in recreation and leisure fields.

### **Career competencies**

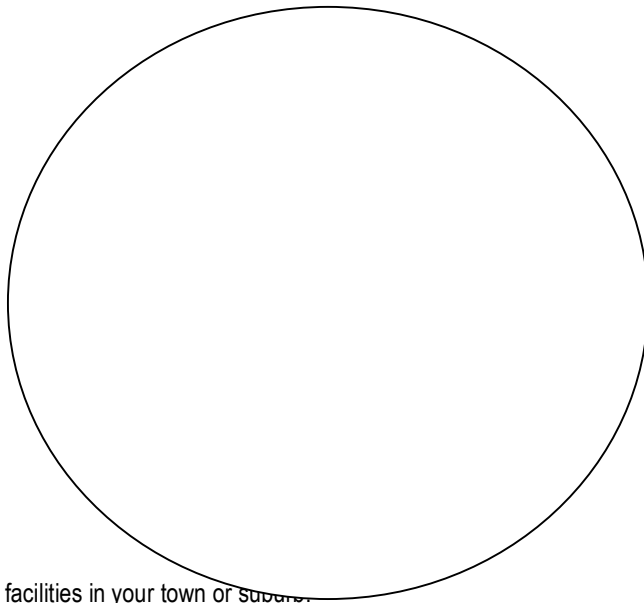
This activity links to the Exploring step in <http://myfuture.edu.au>.

# Leisure Time Worksheet 1: How Do I Spend My Leisure Time?

1. Complete the table below to show how you spend your leisure time.

Leisure activity	How much time per week do I spend on this activity?	How much does it cost?

2. Now draw a pie graph to show your average week and divide it into sections showing how much leisure time you have in a week. Remember to label each of the sections.



3. List leisure resources or facilities in your town or suburb.


4. Identify any social (or age) group that is over or under catered for.
