What is a “lifestyle”?

Work, Study, and Leisure

SUMMARY Students describe their activities in terms of work, study, and leisure, and relate them to the concept of “lifestyle.”

OBJECTIVES Students will . . .
- Identify activities of work, study, and leisure.
- Summarize the concept of “lifestyle.”

PREPARATION Find some examples of different lifestyles.
Photocopy My Work, Study, and Leisure Record worksheets.
Optional: Complete a My Work, Study, and Leisure Record worksheet for your own day to use as an example. Make an overhead from this.

MATERIALS My Work, Study, and Leisure Record worksheets

COMPUTER USE None

SUBJECT AREAS English, Social Studies, Health, Physical Education, Science, Arts, Math

TIME REQUIRED 45 minutes

GROUP SIZE Group, individual

STEPS

1. Ask students to reflect on the last two days and list everything they did on those days on a sheet of paper.

2. Introduce coding on My Work, Study, and Leisure Record worksheet. Explain to students that they will be coding their activities by rewriting them under the appropriate header for the three categories: work, study, and leisure on the My Work, Study, and Leisure Record worksheet. Discuss the meaning of the three terms and explain that what is one person’s work may be another’s leisure; for example, cooking, gardening. Point out that some leisure activities involve a lot of “work” in the everyday sense; for example, running and swimming require a lot of physical effort.

3. Ask students to form small groups to discuss their activities and the amount of time spent on each.

4. While in small groups, ask students to discuss which other activities they do, but may not have on their list for the last two days, and add them to their category lists: work, study, or leisure time.

continued
5. Discuss with the class what they understand by “lifestyle” “balanced lifestyle,” and “time management.” Ask them what kinds of lifestyles they know of and what influences the different types of lifestyle. Discuss how their current lifestyles could be described. Ask students which elements of their present lifestyle they would like to keep and which to change, as adults.

6. In groups, discuss how their activities might be used in various work settings. Ask students to think ahead to the kind of lifestyle they would like to have and how their occupation, leisure, and study will contribute to this. Each member of the group will share the kind of lifestyle they would like to have. Other group members suggest occupations that would enable the student to have that lifestyle. Students record these ideas on their My Work, Study, and Leisure Record worksheets.

**Variations**

1. Activity may be extended to two class periods depending on time needed for reflection and discussion and could include students making a poster or collage about the lifestyle they would like to have, in Step 6 above. A further activity is for students to create a Lifestyles mural depicting all the lifestyles they have discussed.

2. After discussion with the students, compile a time analysis of a typical school student’s day. Optional: Share an analysis of your working day. Ask students to graph the figures as a bar or pie graph. Discuss the amount of time spent on different activities. Ask students to write a brief summary of what the graph illustrates. This can be extended to cover student’s individual summary, graph, and comment for their typical Saturday.

3. Ask students to complete a time analysis similar to the one in Variation 2 for an adult’s working day. In the adult interview, students could ask about the person’s lifestyle now and how it fits with the vision the person had of their future when they were a teenager.

4. Arrange for a group of people with very different lifestyles to talk to the class about the way they live.

5. Ask students to produce cartoon strips or skits on the theme of “One person’s work is another person’s pleasure.” This could provide a good opportunity to talk about occupations such as Professional Athletes or Musicians.

6. Ask students to devise a Matching Lists activity for other students to use. The first list, numbered, is of leisure activities like cooking, playing golf, caring for animals. The second list, with letters of the alphabet, is of occupations like veterinarian, choreographer, pro-shop owner, chef. The task is to match the two lists.

7. As a class project, investigate the influence of advertising and the media upon our lifestyle choices.

**Allied Activities**

- I’m a Special Person
- Learning Style Survey
- Life Roles Rainbow
- Life Map
- What is Work?
- Education and Training beyond High School
- I Can Use What I Learn to Earn
- Contrast and Compare
- Juggling My Career Options
- Where Am I Going?
ASSESSMENT STRATEGIES
Students will:
• Complete My Work, Study, and Leisure Record worksheet.

STUDENT WORKSHEETS
My Work, Study, and Leisure Record worksheet

PORTFOLIO
My Work, Study, and Leisure Record worksheet

SORTING
► Subject: English, Health Education, Mathematics, Physical Education, Social Sciences, The Arts
► Grade Levels: 7, 8, 9
► CIS Components: None

STANDARDS
Career-Related Learning Standards:
Personal Management, Career Development
SCANS:
Basic Skills, Personal Qualities
NCDG:
Understanding the interrelationship of life roles
ASCA:
Academic Development, Career Development, Personal and Social Development

EDUCATIONAL GOALS
Bloom’s Taxonomy: Comprehension
Intellectual Operation: Summarization, Illustration, Prediction
# My Work, Study, and Leisure Record

**Name ____________________  Date _____________**

List everything you have done in the last two days in the appropriate box.

Write a short description of the kind of lifestyle you wish to have in the future. Comment upon the way your occupation, study and leisure time activities will fit into this lifestyle.

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<th><strong>Leisure</strong></th>
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<td><strong>Day Two</strong></td>
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**The Lifestyle I'd Like:**  

**Suggested Occupations:**