

## Teachers' notes

*Year Level*  
Years 7, 8, 9, 10

*VELS*  
Level 5 and 6



### Time

Two hour (plus further research homework)

### Purpose

Identify the effect of changing work patterns on balancing leisure and work.



### Rationale

As work patterns change, with an increase in part-time work or job-sharing, the time spent on leisure activities is likely to increase. As a result, people will look for more diverse leisure interests to fill their non-work time. Students will examine how this will affect the local community.



### Activities

- In small groups, students discuss the concept of leisure and collate their responses.
  - The teacher facilitates a discussion on the concept of leisure: e.g. leisure is doing your own thing; leisure is spending time enjoying yourself; leisure is simply not working.  
Leisure activities can be classified in a number of ways: formal or informal; passive or active; cultural/educational; sporting; indoor or outdoor; individual or group; and entertainment.  
Leisure activities can cater for various groups, from pre-school, to primary school, adolescence, young adulthood, middle age, and elderly. Some leisure activities are designed to cater for a range of ages within families.
- Personal exploration**
- Students complete individual pie graphs and divide them into sections to show how they spend their time. Students show their average weekday and their average weekend day. They should include such activities as leisure, school, study, sport, and part-time work.

#### Community investigation

- Students conduct an investigation of the leisure activities available in their local community and report the findings back to class, either orally or using presentation software.
- In small groups, students list leisure resources or facilities in their town or suburb and then use maps you have provided or draw a map to show the location of the listed facilities.
- The teacher then facilitates a discussion on the positive and negative effects that leisure resources and facilities have on the community.
- Divide the class into groups and ask them to research one of the following:
  - current careers in the leisure industry;
  - how people combine leisure interests and working and how leisure interests can help toward gaining employment;
  - predict what leisure activities and what associated careers there may be in ten years time; or
  - investigate leisure courses offered by TAFE and the Adult and Community Education sector and how these courses can be used for paid and unpaid work.

Each group reports their findings to the rest of the class.
- Students debate one of the following topics
  - Leisure is more important than work.
  - If you are unemployed, you can't afford to have a hobby.
  - Everyone needs to work.



## Further activities

- Invite a guest speaker from the local council, e.g. the person who manages the provision of leisure services, to talk about the facilities and services available. You may prefer to take the students to the facilities for this talk.
- Students may devise a campaign to encourage people of their own age to participate more in leisure activities in their community. 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.



## Resources

- Copies of the *Leisure time* sheets (2 pages) for each student
- 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 and Adult and Community Education sector about leisure courses
- *Youth Central* <http://www.youthcentral.vic.gov.au/>, *Job Guide* and *myfuture* <http://www.myfuture.ed.au/> have information on occupations in recreation and leisure fields.

## Victorian Essential Learnings (VELS)

### Level 5 and 6

Strand	Domain	Dimension
Physical, personal and social learning	Personal learning	The individual learner Managing personal learning
	Civics and Citizenship	Civic knowledge and understanding Community engagement
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Communicating	Presenting
	Information and Communications Technology	ICT for visualising thinking ICT for communicating
	Thinking Processes	Reflection, evaluation and metacognition