

**SOCIAL STUDIES:**

**RECREATION/LEISURE**



T.E.K.S. 115.3 (1.9)

The student knows healthy ways to communicate consideration and respect for self, family, friends and others.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
1. Student will play independently.	<ol style="list-style-type: none"><li>1. Discuss the various reasons why playing with others is fun. Ask the students to think about why it is also important to learn to play alone. Examples include:<ol style="list-style-type: none"><li>a. Other people might not be with you all the time.</li><li>b. Other classmates might be busy.</li><li>c. Time alone helps you develop independence.</li><li>d. Time alone permits you to think about yourself.</li></ol></li><li>2. Arrange a table of objects that are to be used in creating craft projects. Some suggestions include sewing scraps, buttons, cotton balls, construction paper scraps, aquarium sand, wallpaper samples. Provide glue and construction paper. Have each student make a collage and give it a title. Display the project.</li><li>3. Include time for independent play in the daily schedule. During this time, instruct students to select activities that can be done alone. Lengthen the time from five to twenty minutes as the year progresses.</li><li>4. Encourage students to listen to records/tapes in the music center or to look at magazines in the library area.</li></ol>

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 115.3 (1.10)

The student comprehends the skills necessary for building and maintaining healthy relationships.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
2. Student will play cooperatively with others.	<ol style="list-style-type: none"><li>1. Show the filmstrip, <u>Getting Along With Others</u>. Ask students to find ways that children play cooperatively in the filmstrip. List the cooperative behaviors.</li><li>2. At recess time, ask the students to look for examples of cooperative play and discuss them in class.</li><li>3. Brainstorm all the play activities in which a friend is needed. Think about the number of games that can be played with a playground ball and list whether they are individual or team activities.</li><li>4. Read <u>Nothing Ever Happens on My Block</u>. Discuss the importance of being aware of the possible activities that are available in neighborhoods.</li><li>5. Arrange a game day that requires students to complete an established number of games to qualify for a "Cool, Cooperative, Contestant" award. Make plans with the class for the time, selection of games, responsibilities for preparing materials, scorekeeping procedures and the awards presentation. Include:<ol style="list-style-type: none"><li>a. Skill games which reinforce basic academic skills (teacher-made games are great for this).</li><li>b. Individual game challenges (<u>Highlights for Children</u> "Hidden Pictures").</li><li>c. Partner games (Tic-Tac-Toe and Connect Four).</li><li>d. Small group games (Four Square).</li><li>e. A game involving the whole class.</li></ol></li></ol>

RESOURCES/MATERIALS

- Getting Along with Others,  
Coronet Filmstrip
- Rasking, Ellen. Nothing Ever Happens On My Block. Atheneum, 1966
- Items as specified in activities



T.E.K.S. 113.3 (1.9)

The student understands the value of work.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
3. Student will differentiate between leisure and work time.	<ol style="list-style-type: none"><li data-bbox="812 443 1385 804">1. Conduct a class discussion as to the difference between leisure time and work time. Ask, "How do you spend your free time?", "Do you listen to records?", "Do you watch television?", "Do you go to the movies?", "Do you go on picnics?", "Do you ride a bike?", "Do you have a hobby?", "Do you play games?", "Do you like to visit with your friends?", "Do you like to go places with a group?", "Do you like to spend some of your free time alone?", "What do you do during work time?", "Do you like to work?"</li><li data-bbox="812 810 1385 926">2. Discuss the importance of recreation/leisure time to both physical and mental health (i.e., to maintain physical fitness and to provide for emotional relaxation).</li><li data-bbox="812 932 1385 1047">3. Discuss the importance of balance in peoples' lives. Relate day and night to activity and rest. Point out the need for relaxation after work.</li><li data-bbox="812 1054 1385 1110">4. Include in the daily schedule, a leisure time following several periods of work time.</li></ol>

RESOURCES/MATERIALS



T.E.K.S. 116.3 (1.3)

The student exhibits a health-enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
4. Student will become aware of recreation/leisure activities.	<ol style="list-style-type: none"><li data-bbox="813 506 1382 653">1. Discuss different types of recreation/leisure activities (i.e., those that can be participated in as an individual, as a group member, or as a spectator indoors or outdoors, at home, school or in the community).</li><li data-bbox="813 657 1382 741">2. Develop a bulletin board of different activities which fall into the various categories discussed in #1.</li><li data-bbox="813 745 1382 865">3. Have each student choose the recreation/leisure activity that he/she wishes to do. (This may be placed on bulletin board. See #2.)</li></ol>

RESOURCES/MATERIALS

Bulletin board materials



T.E.K.S. 116.4 (2.5)

The student knows and applies safety practices associated with physical activities.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
5. Student will identify game activities that can be played in the school classroom.	<ol style="list-style-type: none"><li data-bbox="813 472 1385 617">1. Ask students to think about activities used in the classroom for relaxation. List these activities on the board. Encourage the students to identify games available in the class.</li><li data-bbox="813 625 1385 804">2. Arrange an area of the room to depict activities for leisure time. Examples might be a bulletin board of pictures illustrating people engaged in play activities with a table in front of the board on which five games are placed.</li><li data-bbox="813 812 1385 1045">3. Introduce or review a class game each day during one week. Talk about the rules, skills required, score keeping, and special fun involved. Demonstrate the game, if some students are unsure of procedures. Place a chart by the game table to record players and scores. Identify the game "Champion of the Week" for each of the five games.</li><li data-bbox="813 1054 1385 1136">4. Introduce game activities that can be played without purchasing special equipment, such as Tic-Tac-Toe.</li><li data-bbox="813 1144 1385 1232">5. Allow the "Daily Helper" to choose an activity for the class to do at the end of the day.</li></ol>

RESOURCES/MATERIALS

Games



T.E.K.S. 113.3 (1.14)

The student understands the importance of family beliefs, customs, language and traditions.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
6. Student will identify various hobbies and describe how hobbies can be developed.	<ol style="list-style-type: none"><li>1. Arrange for a person with a collection of dolls, coins, stamps, books, or some other items to visit the class and share their collection. Before the visit, talk with the students about hobbies, describing them as a person's favorite pastime or interest in collecting specific items. Focus on collection hobbies, such as:<ol style="list-style-type: none"><li>a. Dolls</li><li>b. Owls</li><li>c. Thimbles</li><li>d. Pictures</li><li>e. Baseball cards</li><li>f. Coins</li><li>g. Maps</li><li>h. Books</li><li>i. Plants</li><li>j. Bottle caps</li><li>k. Postcards</li></ol>Think of questions to ask the visitor about the hobby of collecting. Write questions on a chart and assign each student one question to ask the visitor.</li><li>2. Develop a class collection project, including one or more suggestions listed in #1.</li><li>3. Arrange four learning stations in the classroom for craft projects. These might include: clay sculpture, finger painting, designing mobiles, bead stringing, tissue-paper projects and wood burning. If volunteer help is available, arrange a sewing center, wood building, or jewelry craft center.</li></ol>

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 116.2 (K.3)

The student exhibits a health-enhancing, physically active lifestyle that improves health and provides opportunities for enjoyment and challenge.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
7. Student will identify activities appropriate to the different seasons of the year.	<ol style="list-style-type: none"><li>1. Contact the local parks and recreation department for a list of seasonal programs.</li><li>2. Discuss when sports are commonly seen on TV (i.e., football – fall, ice skating – winter, baseball – summer, swimming – summer).</li><li>3. Discuss activities which are non-seasonal (bowling, basketball, soccer, wrestling).</li></ol>

RESOURCES/MATERIALS

Local Park and Recreation departments



T.E.K.S. 116.4 (2.6)

The student understands basic components, such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
8. Student will identify sport activities and the basic equipment used for each.	<ol style="list-style-type: none"><li>1. Cut out pictures of sporting events from the newspaper and ask students to describe the activities. Place the pictures on a display area and label them by sport. Locate pictures of sporting equipment to be included in this unit of study. Provide opportunities for student to observe sports, noting equipment and how it is used.</li><li>2. Ask the librarian to supply the class with variety of books related to the sport areas.</li><li>3. Invite the coach or physical education teacher to talk about a sport and bring equipment to demonstrate use and purpose.</li><li>4. Introduce the equipment used in a variety of sporting events and make flashcards that illustrate each piece of equipment. (Sporting goods advertisements are excellent sources for pictures.) Give each team one equipment flashcard. Ask them to find other pieces of equipment that would be used in the same sport. Once the students locate all the pieces of equipment, they are to write the name of the sport on the chalkboard. The first team to locate all equipment wins the game.</li><li>5. Read <u>The Littlest Leaguer</u>.</li><li>6. Show movies/videos of selected sports. Turn the volume down and discuss each game and the equipment used.</li><li>7. Provide students the opportunity to participate in simple games discussed in class during P. E. or leisure time.</li><li>8. Encourage parents to take their children to local sporting events.</li></ol>

RESOURCES/MATERIALS

Items as specified in activities  
Hoff, Syd. The Littlest Leaguer  
E. P. Dutton, 1976



T.E.K.S. 113.2 (K.13)

The student understands ways technology is used in the home and school.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
9. Student will operate recreational appliances for entertainment and information.	<ol style="list-style-type: none"><li>1. Demonstrate the use of a cassette recorder.</li><li>2. Point out the various parts of the recorder: cassette ejection button, record button, stop button, play button, etc. Color code the buttons for the student's convenience (e.g., red on the stop button, green on the play button, yellow on the record button, blue on the cassette ejection button, black on the rewind button, and orange on the volume button). Make a chart, using the color coding on the tape recorder buttons, showing the students the order to follow in using the cassette tape recorder. For example: Red – To stop the recorder. Blue – To open the cassette cover. Green – To start the tape playing. Orange – To adjust the volume. Black – To rewind. Red – To stop the recorder. Blue – To open the cassette holder cover. Use tape cassettes with coordinated storybooks.</li><li>3. Follow similar procedures to operate a VCR.</li><li>4. Demonstrate various ways to turn on/off a TV, radio and/or stereo and to adjust the volume.</li><li>5. Have the students practice video games during Community Based Instruction at the mall.</li></ol>

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 115.3 (1.10)

The student comprehends the skills necessary for building and maintaining healthy relationships.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
10. Student will describe ways to entertain friends at home.	<ol style="list-style-type: none"><li>1. Read <u>Ira Sleeps Over</u>.</li><li>2. Create an area for a home-living center. Include table and chairs, and a box containing toys and games. Provide students time to interact with a friend.</li><li>3. Have a class discussion about the responsibilities of friends as they visit in each others' homes. Divide a chart into "host" and "visitor" sections and list some courtesy rules. Examples are: <u>Host</u><ol style="list-style-type: none"><li>a. Invite a friend for a special time.</li><li>b. Greet the friend.</li><li>c. Have some activities ready to play.</li><li>d. Share games.</li><li>e. Provide refreshments.</li></ol><u>Visitor</u><ol style="list-style-type: none"><li>a. Tell your friend the time you will arrive.</li><li>b. Greet friend and other family members.</li><li>c. Play with games or toys your host has ready.</li><li>d. Put away games or toys when finished playing.</li><li>e. Thank your friend for visit.</li></ol></li><li>4. Have a sleep-over, at school. (Let students bring sleeping bags, PJ's, and treats.)</li></ol>

RESOURCES/MATERIALS

Weber, Bernard. Ira Sleeps Over  
Houghton-Mifflin, 1975



T.E.K.S. 116.7 (5.3)

The student exhibits a health-enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
11. Student will identify recreational activities available in the community.	<ol style="list-style-type: none"><li data-bbox="803 472 1391 703">1. Visit and take photographs of local recreational sites. Include parks, playground areas, movie theaters, Y.M.C.A., Y.W.C.A. bowling alleys, swimming pools, zoos, etc. Show one photograph at a time, identifying the name, location, and the activities available. Duplicate the photos and develop a recreational guide for parents.</li><li data-bbox="803 714 1391 829">2. Make a map of community recreational facilities. Place labels around the map with string/yarn, matching the label to the location.</li><li data-bbox="803 840 1391 976">3. Use newspapers to locate advertisements and stories regarding local recreation. Cut out sections that relate to the recreation and post the stories or advertisements on a "What's Happening?" bulletin board.</li><li data-bbox="803 987 1391 1102">4. Keep a library of books made by the class about recreation activities that they have experienced during Community Based Instruction.</li></ol>

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 115.3 (1.10)

The student comprehends the skills necessary for building and maintaining healthy relationships.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
12. Student will engage in indoor activities at home, independently or with friends or family members.	Provide instruction in the following games, with adaptations made as needed for individual students: <ol style="list-style-type: none"><li>1. Card games (i.e., Old Maid, Crazy 8's, Go Fish, Hearts, Uno, Sesame Street Missing, and Match Ups).</li><li>2. Board games (i.e., Candyland, Lotto, and Bingo).</li><li>3. General games (i.e., Can of Worms, Don't Spill the Beans, Numbers Up, Last Straw, and Barrel of Monkeys).</li><li>4. Toys (i.e., dolls, blocks, trucks, Nerf toys, Lite Brite, Play-Doh, puzzles, and Playskool people).</li><li>5. Arts and crafts (i.e., coloring, cutting with scissors, pasting, modeling with clay, painting, beginning sewing, and cooking).</li><li>6. Pet/plant care (i.e., brushing the pet, washing the pet, feeding the pet, cleaning the pet's cage or litter pan, and watering the plants).</li><li>7. Exercise (i.e., dancing and calisthenics).</li><li>8. Imaginative play (i.e., house, dolls, dress up clothes, play school, tents, and grooming).</li><li>9. Recreational appliances (i.e., record player, radio or tape recorder).</li><li>10. Musical instruments (i.e., drums, recorder, piano, autoharp, or guitar).</li><li>11. Magazines (i.e., Sesame Street, catalogs, comic books, workbooks, and activity books).</li><li>12. Correspondence (i.e., by writing letters or notes and talking on the phone).</li><li>13. Special events (i.e., birthday or slumber parties).</li></ol>

RESOURCES/MATERIALS

Items as specified in activities  
Assessment guide (attached)



T.E.K.S. 116.23 (7.7)

The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
13. Student will engage in outdoor activities at home or in the neighborhood, independently or with friends, family members or others.	Provide instruction in the following games, with adaptations made as needed for individual students: <ol style="list-style-type: none"><li>1. Games (i.e., Red Light-Green Light, Hide 'n Seek, Statues, Duck-Duck-Goose, Running or Chasing, and Hop Scotch).</li><li>2. Ball games (i.e., Nerf ball, tennis, T-Ball, golf, basketball, tether ball, croquet and whiffle ball).</li><li>3. Cycling (i.e., tricycles, bicycles, and Big Wheels).</li><li>4. Seasonal activities (i.e., wading pool, flying kites, building forts, building tents, making snowmen, picnics, juice stands, etc).</li><li>5. Outdoor toys (i.e., skateboard, wagon, jump rope, roller skates, Frisbee, and flying kites).</li><li>6. Park/backyard equipment (i.e., a swing set, sandbox, slide, and monkey bars).</li></ol>

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 116.23 (7.7)

The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
14. Student will engage in activities within the community, independently or with friends, family members or others.	Community Based Instruction can be centered around: <ol style="list-style-type: none"><li data-bbox="803 556 1395 766">1. Community facilities (i.e., amusement centers, bowling alleys, libraries, movies, museums, shopping centers, neighborhood centers, parks, restaurants, roller skating rinks, sports arenas and fields, swimming pools, tennis courts, YMCA/YWCA, zoos, miniature golf facilities, etc.).</li><li data-bbox="803 766 1395 871">2. Community events that occur on a limited basis (circuses, fairs/markets, parades, concerts and sports events).</li><li data-bbox="803 871 1395 1018">3. Community events that offer specialized services (camps, day care centers, public library events, churches, ARC events, school community recreation programs, scouts, and Special Olympics).</li></ol>

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RESOURCES/MATERIALS  
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**SOCIAL STUDIES:**

**RECREATION/LEISURE**



T.E.K.S. 122.2 (13)

The student evaluates personal goals in relation to planning for the future.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
1. Student will differentiate between leisure and work time in both the school and home settings.	<ol style="list-style-type: none"><li data-bbox="813 470 1382 554">1. Have students keep daily records of how they spend their time. This activity will initially take place at school.</li><li data-bbox="813 562 1382 947">2. Prepare a chart, listing all of the hours in a school day. This can be done according to individual schedules by hour, by half-hour, by periods. Duplicate enough copies for each student to have one chart per day for a designated period of time (one week, one month). Demonstrate to the students how these charts are to be filled out. In every time increment (hour, half-hour, period), record the events that took place. These charts may need to be filled out as a group or with the assistance of the teacher or the aide.</li><li data-bbox="813 955 1382 1129">3. At the end of the school day, discuss with the students the events of their day. Discuss the difference between leisure and work activities. Ask which activities would be considered leisure activities and which would be considered work activities.</li><li data-bbox="813 1138 1382 1222">4. With a colored marker, indicate which activities of the day were considered leisure activities.</li><li data-bbox="813 1230 1382 1314">5. Discuss with the students how they could better use their time and the importance of leisure activities in one's life.</li><li data-bbox="813 1323 1382 1530">6. A second activity allows the students the opportunity to record how they spend their time on the weekend (Saturday, Sunday, or both days). This activity may require the assistance of the parents. The teacher should stress to the parents the important of this activity.</li><li data-bbox="813 1539 1382 1682">7. Prepare a chart listing all of the hours in a 24-hour day. Once again, this could be done by listing hours or half-hours. Duplicate enough copies for each student to have at least one copy.</li><li data-bbox="813 1690 1382 1776">8. Ask parents to be responsible for helping the student record the events of a 24-hour period on the chart.</li></ol>



Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

9. When students return to school on Monday with their charts, discuss with them the difference between leisure and work activities. Ask which weekend activities were considered leisure and which were considered work.
10. Mark the charts with a colored marker to indicate which activities were leisure activities.
11. Discuss with the students how they used their time. Also discuss with them the importance of their leisure activities and a balanced schedule.

*\*NOTE:*

*For students who are non-readers or who have difficulty writing, provide a wide variety of pictures for the student to use to record daily activities.*

RESOURCES/MATERIALS

Chart paper



T.E.K.S. 116.55 (6)

The student develops positive personal and social skills needed to work independently and with others in individual sports.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify reasons for participating in group activities.	1. Provide students the opportunity to participate in a group activity and in an activity done alone. Discuss the two with regard to social contact, group support, feelings of belonging, teamwork, etc. 2. Discuss making friends in a recreational setting. Ask students to share examples of group activities in which they are involved where they have made friends other than their school friends (i.e., church).

RESOURCES/MATERIALS



T.E.K.S. 116.55 (6)

The student develops positive personal and social skills needed to work independently and with others in individual sports.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
3. Student will identify equipment needed for a variety of sports events and the proper care of such equipment.	1. During Community Based Instruction, visit a local sporting goods store to identify and examine various pieces of equipment used in games and activities. The cost of equipment should be discussed. 2. Demonstrate the proper usage, maintenance and storage of equipment. Require students to demonstrate these uses and maintenance skills as a part of the sports activities. 3. Select a student to be a P. E. aide for the week. He/she should assist by gathering and putting away equipment needed for each activity.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 116.55 (6)

The student develops positive personal and social skills needed to work independently and with others in individual sports.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
4. Student will define the role of a spectator and the associated appropriate behaviors.	<ol style="list-style-type: none"><li data-bbox="813 470 1382 800">1. Ask the students to make a list of games that people can watch. Discuss how a spectator should behave during an event, listing student suggestions on the chalkboard. These may include staying out of the playing area, cheering, respecting the rights of visiting fans, etc. Discuss the unsafe or cruel behavior of some people who observe sporting events. Discuss how these activities might affect the players and surrounding fans.</li><li data-bbox="813 806 1382 924">2. Arrange for students to attend sporting events. Point out proper spectator behaviors and discuss inappropriate behavior observed.</li></ol>

RESOURCES/MATERIALS



T.E.K.S. 116.55 (5)

The student understands and applies safety practices associated with individual sports.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
5. Student will employ proper etiquette and follow game rules.	<ol style="list-style-type: none"><li data-bbox="813 470 1385 617">1. Design a concise form that the students can use to record the ways they spend their leisure time. Provide a few minutes each day to discuss the way in which they use that time.</li><li data-bbox="813 625 1385 890">2. Set up a simple game, such as checkers, in the front of the classroom. Play the game with a student volunteer while the rest of the class observes. Emphasize proper etiquette to be employed when playing any table game. At the conclusion of the game, ask the observers to tell important manners to remember in a game situation. List their ideas on a poster for future reference.</li><li data-bbox="813 898 1385 1255">3. Establish a leisure time learning center. A card table works well for this activity. Provide a variety of table games. These might include memory games, Concentration, Pick-Up Sticks, cards, checkers, and several board games, such as Junior Monopoly. Next, put the instructions for each game on a cassette tape. During leisure time, encourage the students to select an activity, choose a partner, listen to the taped directions, and play the table game until it is completed.</li><li data-bbox="813 1264 1385 1352">4. Have an on-going table game in the classroom to be played each day at a specified time for a specified length of time.</li><li data-bbox="813 1360 1385 1413">5. Provide a puzzle for the class to work on together as they have leisure time.</li></ol>

RESOURCES/MATERIALS

Games as indicated in activities



T.E.K.S. 116.4 (2.7)

The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
6. Student will follow game activity rules and accept the outcome without anger or boasting when given the opportunity to observe or participate in an activity.	<ol style="list-style-type: none"><li data-bbox="813 470 1385 737">1. Discuss the meaning of the word "competition". Discuss the advantages and disadvantages of competition. Ask the students to list as many sports as possible. Their list might include football, tennis, baseball, fishing, handball, canoeing, bowling, hiking, and basketball. Determine which ones are competitive. Discuss good sportsmanship.</li><li data-bbox="813 743 1385 982">2. Invite one student to play tic-tac-toe on the chalkboard. Allow the volunteer to win the game, then act like a bad sport by complaining about the outcome, making excuses and refusing to play the game again. Next, ask the class to discuss what they have witnessed. How do they feel about people who display such poor sportsmanship?</li><li data-bbox="813 989 1385 1230">3. Arrange to play kick ball. Prior to the beginning of the game, decide upon the rules to be followed. Discuss manners as they pertain to the game (i.e., being a good winner/loser, playing without cheating, following the rules and accepting both help and criticism). Award ribbons or certificates to the winning team.</li></ol>

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 115.2 (K.9)

The student comprehends the skills necessary for building and maintaining healthy relationships.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
7. Student will help plan and host a school party.	<ol style="list-style-type: none"><li>1. Make invitations to a party and place on each student's desk. Have the students read the invitation, including the date, time, place, reason for party.</li><li>2. List preparations necessary for a party. Examples are:<ol style="list-style-type: none"><li>a. Set a date and time.</li><li>b. Invite guests.</li><li>c. Plan activities.</li><li>d. Plan the menu.</li><li>e. Prepare the food.</li><li>f. Prepare materials for activities.</li></ol></li><li>3. Divide the class into activity groups and let each assume the responsibility for one party activity.</li><li>4. Invite another class or some school personnel to share in the party. Make the invitations using the computer.</li><li>5. Select the food for the party and decide on the groceries to purchase. Encourage the students to plan nutritious snacks. Purchase groceries.</li><li>6. Prepare the activities and food.</li></ol>

RESOURCES/MATERIALS

"Print Shop" computer software

*\*NOTE:*

*This activity can be adapted to celebrate birthdays in the class or among the school staff.*



T.E.K.S. 122.12 (21)

The student determines types of resources and considerations for responsible use.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
8. Student will select a collecting hobby and determine the necessary materials.	<ol style="list-style-type: none"><li data-bbox="813 470 1382 863">1. Lead a discussion by asking the students to recall objects that they have collected in the past. Why did they decide to save those things? List as many collectable objects as possible on the chalkboard. The list may include coins, rocks, stamps, dolls, baseball cards, bottle caps, menus, postcards, and cans. Explain that the students can begin a collection for the class. Conduct a vote, using secret ballots, to determine their first preference. After this decision has been made, help the students decide how they will store and catalog the collection.</li><li data-bbox="813 867 1382 1016">2. Encourage students to share their own collections with the class. Provide a table where the materials can be displayed. Stress that such an activity provides relaxation, enjoyment, and potential profits.</li><li data-bbox="813 1020 1382 1136">3. Arrange to have several adult collectors speak to the class about their hobbies. To develop a resource list for this activity, contact local clubs, parents, and friends.</li><li data-bbox="813 1140 1382 1381">4. Determine the cost of beginning a given hobby and the continuation of it. (For example, the initial cost of photography is a camera. Further expenses include film, developing, batteries, and albums.) Discuss hobbies/collections that require little or no investment of money. Determine which hobbies would be the most expensive.</li><li data-bbox="813 1386 1382 1472">5. Encourage students to select and develop a collecting hobby or to further their existing hobby.</li></ol>

RESOURCES/MATERIALS

Adult collector



T.E.K.S. 117.4 (K.1)

The student develops concepts about self, human relationships, and the Environment, using elements of drama and conventions of theatre.

Area: Recreation/Leisure

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<b>OBJECTIVE</b>	<b>TEACHING ACTIVITIES</b>
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| <p>9. Student will become aware of fine arts presentations.</p> | <ol style="list-style-type: none"><li>1. Play a recording of a currently popular album. Ask the students to identify the name of the group that released the record. Ask what kind of music it is. Explain that there are many different types of music. Feature a different style each day by playing samples of a variety of albums typical of that style. (Include rock, spirituals, rap, jazz, symphonies, country and western, and folk.) Discuss each recording. What are the outstanding features?</li><li>2. Discuss the sources in the community where the students can go to hear live musical presentations. Encourage them to survey the entertainment pages of the newspaper.</li><li>3. Arrange to take the entire class to observe a play or other fine arts presentation. Prior to the event, discuss appropriate dress and behavior.</li><li>4. Have the students determine the admission charge for one person, for their own family, and for the entire class.</li></ol> |
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**RESOURCES/MATERIALS**

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Record albums/cassettes (variety of music types)  
Entertainment section of local newspaper



T.E.K.S. 117.16 (4.1)

The student develops concepts about self, human relationships, and the Environment, using elements of drama and conventions of theatre.

Area: Recreation/Leisure

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OBJECTIVE	TEACHING ACTIVITIES
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| 10. Student will locate the time and channel of a favorite TV program in a television guide. | <ol style="list-style-type: none"><li data-bbox="808 468 1383 617">1. Interview each student to obtain a list of favorite television shows. Compile a listing in the form of a survey and have students vote for their first and second choices. Place results on a chart for all to see.</li><li data-bbox="808 621 1383 741">2. Make a transparency from a newspaper television guide. Review the format by identifying times as A.M. and P.M., the local channels, and program titles.</li><li data-bbox="808 745 1383 835">3. Have students describe their favorite television character and identify the show in which the character appears.</li></ol> |
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RESOURCES/MATERIALS

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Items as specified in activities



T.E.K.S. 113.2 (K.17)

The student uses problem-solving and decision-making skills, working independently and with others, in a variety of setting.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
11. Student will watch television selectively.	<ol style="list-style-type: none"><li data-bbox="779 430 1391 682">1. Ask students to keep a record of how much time they spend watching television at home. Determine how many hours they spend each day. List the kinds of shows they prefer. Challenge them to tell other ways they might spend their time, instead of watching television.</li><li data-bbox="779 682 1391 934">2. Challenge the students to refrain from any television viewing for one week. Ask them to keep a diary (with the assistance of their parents) to record how their leisure time was spent and reactions to the lack of television. Have the students discuss their experiment at its conclusion. Determine the advantages and disadvantages of watching television.</li><li data-bbox="779 934 1391 1050">3. Distribute a duplicated copy of the television guide listed in the newspaper. Have the students look over the listings and circle their favorite shows.</li></ol>

RESOURCES/MATERIALS

Television guide



T.E.K.S. 116.3 (1.6)

The student understands basic components, such as strategies and rules of structured physical activities, including, but not limited to games, sports, dance, and gymnastics.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
12. Student will be exposed to a variety of indoor recreational activities.	Provide instruction in the following, making adaptations as needed for individual students: <ol style="list-style-type: none"><li>1. Card games (i.e., Solitaire, Concentration, Uno, Poker, War, Crazy Eights, Fish, Michigan Rummy, and Kings Corners).</li><li>2. Board games (i.e., Parcheesi, Aggravation, Basket, Perfection, Twister, Junior Monopoly, and Critter in the Candy).</li><li>3. General games (i.e., pinball, electronic games, Etch-a-Sketch, dart boards, Water Wonderfals, word games, jigsaw/crossword puzzles, TV video games, Rocket Hockey, and dominoes).</li><li>4. Billiards (i.e., pingpong, pool, fooseball, and bumper pool).</li><li>5. Arts and crafts (i.e., sewing, woodworking, Doodle Art, knitting, crocheting, photography, weaving, latch hook, and macrame).</li><li>6. Pet/plants care (i.e., brushing the dog, bathing the dog, and watering the plants).</li><li>7. Exercise (i.e., dancing, calisthenics, walking, running in place, Yoga, and riding a stationary bike).</li><li>8. Collecting hobbies (i.e., stamps, coins, thimbles, butterflies, spoons, baseball cards, and matchbook covers).</li><li>9. Grooming (i.e., manicuring nails, brushing and styling hair, and putting on make-up).</li><li>10. Television, radio, records, or tapes.</li><li>11. Musical instruments (i.e., guitar, recorder, piano, autoharp).</li><li>12. Reading (i.e., TV guide, books, magazines, comic books, catalogs, and crossword puzzles).</li><li>13. Telephone (calling friends)</li><li>14. Parties (slumber, birthday, and pizza parties).</li></ol>

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 116.2 (K.7)

The student develops positive self-management and social skills needed  
To work independently and with others in physical activity settings.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
13. Student will engage in outdoor activities.	Provide instruction in the following, making adaptations as needed for individual students: <ol style="list-style-type: none"><li data-bbox="816 562 1279 592">1. Games (Sun Catcher and Frisbee).</li><li data-bbox="816 594 1349 680">2. Ball games (croquet, baseball, softball, volleyball, basketball, badminton, soccer, tennis, catch, and golf).</li><li data-bbox="816 682 1377 768">3. Exercise (swimming, running, jogging, jumping rope, walking, biking, roller skating, swinging, cruising in a wheelchair).</li><li data-bbox="816 770 1325 890">4. Seasonal activities (mowing the grass, flying a kite, raking the leaves, skate boarding, going on a picnic, gardening, fishing).</li><li data-bbox="816 892 1247 921">5. Pet care (taking pet for a walk).</li><li data-bbox="816 924 1117 953">6. Neighborhood park.</li></ol>

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 112.2 (K.7)

The student develops positive self-management and social skills needed  
To work independently and with others in physical activity settings.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
14. Student will engage in activities at school.	Provide instruction in the following, making adaptations as needed for individual students: <ol style="list-style-type: none"><li>1. Music (listening, band, music appreciation, using AV equipment, choir, listening to records).</li><li>2. Gym class (gymnastics, trampoline, balance beam, ropes, dance, swimming, obstacle course, running, conditioning, track and field events, scooter board, pool, badminton, volleyball, baseball, softball, bowling, roller skating, etc.).</li><li>3. Art activities (weaving, string art, stitchery, clay pinchpots, woodworking, rug hooking, painting, macrame, tissue paper collage, and experience with fibers).</li><li>4. Auditorium/gymnasium activities (attending plays, concerts, sports events, pep rallies, and special assemblies).</li><li>5. Library/Learning Resource Center (checking out and reading books, using AV equipment, listening to and checking out records, browsing, reading newspapers and magazines, socializing, looking at art exhibits, and attending special lectures and events).</li><li>6. School grounds (walking, socializing, and playing basketball).</li><li>7. Cafeteria (purchasing snacks or lunch, eating, socializing and watching people).</li><li>8. Halls (getting a drink, walking, socializing, getting books and clothing from lockers).</li><li>9. School-related activities (attending dances, sporting events, graduations, clubs, socializing, dating, plays, and concerts).</li></ol>

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 116.3 (1.6)

The student understands basic components, such as strategies and rules of structured, physical activities, including, but not limited, to games, sports, dance, and gymnastics.

Area: Recreation/Leisure

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OBJECTIVE	TEACHING ACTIVITIES
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15. Student will engage in activities within the community.

Community Based Instruction should include:

1. Generally available community facilities which include those denoted in the elementary category, as well as in concert halls, museums, theaters, art centers, and civic centers.
2. Community events that occur on a limited basis (such as those suggested in the elementary category, as well as in concerts, races and special programs).
3. Community events that offer specialized services (such as those mentioned in the elementary category).
4. Community organizations (scouts, Y.M.C.A.)

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RESOURCES/MATERIALS

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Items as specified in activities



**SOCIAL STUDIES:**

**RECREATION/LEISURE**



T.E.K.S. 110.3 (1.10)

The student reads widely for different purposes in varied sources.

Area: Recreation/Leisure

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**OBJECTIVE**  
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**TEACHING ACTIVITIES**  
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1. Student will name at least one newspaper in the community and use it to obtain information.

Utilize a newspaper index and challenge the students to interpret the material to tell where to look for specific information.

Find it:

Amusements	17	Movie Guides	19
Astrology	21	Public Records	33
Automobiles	32	Regional News	14
Business News	10	Religion	23
Classified Ads	30	Sports	15
Comics	31	Star Gazer	41
Crossword Puzzle	10	Stock Market Report	13-14
Dear Abby	7	TV—Radio Guides	20
Death Notices	15-16	Weather	2
Editorials	12	Women’s Pages	24-25

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1. Which page has an advise column? \_\_\_\_\_
  2. Where would you look to read other people’s opinions written to the editor? \_\_\_\_\_
  3. Which page has sports scores? \_\_\_\_\_
  4. Where would you look for the want ads? \_\_\_\_\_
  5. Which page lists the movies you could see? \_\_\_\_\_
  6. Which pages might tell about new fashions? \_\_\_\_\_
  7. Where could you find the funnies? \_\_\_\_\_
  8. Which page lists the T.V. programs? \_\_\_\_\_
  9. Where would you find a list of area churches? \_\_\_\_\_
  10. Which page has a crossword puzzle to solve? \_\_\_\_\_

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**RESOURCES/MATERIALS**  
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Local newspaper



T.E.K.S. 115.23 (b-11)

The student understands, analyzes and applies healthy ways to communicate consideration and respect for self, family, friends, and others.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
2. Student will select and complete a hobby or craft project.	<ol style="list-style-type: none"><li data-bbox="813 499 1377 680">1. Review the advantages of having a hobby. The students' suggestions may include: enjoying creativity, pride of accomplishment, selling completed projects, keeping out of trouble, and developing interests and abilities.</li><li data-bbox="813 680 1377 926">2. Distribute catalogs that feature craft and hobby materials. Have the students survey the information to determine the cost of activities (bird watching, tempera painting, button collecting, leather lacing, wood burning, stamp collecting, basket weaving, knitting, soap carving). Discuss which ones require a small monetary investment.</li><li data-bbox="813 926 1377 1077">3. Clip pictures of a variety of craft projects from a catalog. Display each picture and challenge the students to identify the craft. Ask them to arrange the pictures in order of difficulty.</li><li data-bbox="813 1077 1377 1413">4. Using this information, ask each student to select a craft project, purchase the necessary materials, and complete the craft independently. Display the completed projects. Take pictures to record the progress of each craft. Later, the students will enjoy making a book by putting the pictures in a logical sequence and using the computer to describe each step. Add the book to the class library after binding the pages.</li><li data-bbox="813 1413 1377 1503">5. Visit a craft show or the craft section of a nearby art museum. Discuss different crafts observed.</li></ol>

RESOURCES/MATERIALS

Catalogs  
Craft and hobby materials



T.E.K.S. 113.4 (2.11)

The student understands the purpose of governments.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
3. Student will determine services offered by local recreational facilities.	1. Distribute telephone directories to each student. Have them use the index to locate the heading under which the recreational facilities are listed (public swimming pool, bowling alley, water parks, movie theaters, miniature golf). Contact the facilities and ask for the hours of operation and charges.

RESOURCES/MATERIALS

Telephone directory



Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
<p>4. Student will develop a list of recreational activities of interest and determine the cost, time and location of each.</p>	<ol style="list-style-type: none"> <li>1. Have the students make a list of at least 10 of their favorite activities outside the school setting.</li> <li>2. Discuss these activities, specifying the necessary cost, time, location, and transportation.</li> <li>3. Put this information in chart form for easy reading (see example).</li> <li>4. Discuss their charts with the students (i.e., Which activities are free? How do I get the money for those activities that cost? What do I do if Mom and Dad cannot drive me where I need to go? Can I go to the movies at night? If not, when can I go?)</li> <li>5. These charts can be shared with the students' parents. A reward system for behavior or accomplishments may be developed, using the student's favorite activities chart for the reward.</li> <li>6. Parents can also help their child plan a budget, incorporating recreational expenses, after seeing those activities on the chart that involve expense.</li> </ol>

**Favorite Activities Chart**

<i>Activity</i>	<i>Cost</i>	<i>Time</i>	<i>Location</i>	<i>Transportation</i>
1. Swimming	Free	Warm Days	Home-Backyard	None
2. Movies	\$3.50	7-9 PM	Lakewood Shopping Center	Car – Dad/Mom
3. Bike Riding	Free	Daylight	Around Home	None
4. Roller Skating	Free	Daylight	Around Home	None
5. Miniature Golf	\$5.00	Saturday	Long Beach	Car – Dad/Mom
6. Baseball	Free	Saturday	School Playground	Walk
7. Play	Free	After School	Inside/Outside	None
8. Fishing	\$5.00 - Fish Lic.	Saturday	Park	Walk
9. Batting Cages	\$5.00	After School Weekend	Buena Park	Car – Dad/Mom
10. Fast Food	\$5.00	After School Weekend	Down Street	Ride Bike/Walk

RESOURCES/MATERIALS



T.E.K.S. 120.2 (C-3)

The student generates domestic and international travel plans.

Area: Recreation/Leisure

OBJECTIVE	TEACHING ACTIVITIES
5. Student will plan a vacation.	<ol style="list-style-type: none"><li data-bbox="803 430 1378 556">1. Discuss vacation with the class. Include locations, length of vacation, activities (theme park, swimming, skiing, site seeing, shopping) and costs involved.</li><li data-bbox="803 556 1378 766">2. Obtain information on various vacation spots. Visit a travel agency or the teacher could obtain brochures of several different vacation sites from a travel agent. Ask students for suggestions of sites they would like to visit on their vacation. Brochures of places within reason should be obtained.</li><li data-bbox="803 766 1378 1102">3. Have the students consider the following as it relates to cost: where they want to go, how long they want to spend on their vacation, how much they will spend on transportation, how they will travel, what they need to take with them, what they will eat, what they should allow for spending. Remind the students that they must work within their budget. If one vacation plan proves to be too expensive, they must choose another plan.</li><li data-bbox="803 1102 1378 1249">4. Once the vacation site within the specified budget has been chosen, route a map to show where they will be going, the roads that will be traveled and the places that will be visited.</li><li data-bbox="803 1249 1378 1383">5. Students should plan the items they would need to pack in a suitcase, including all of the necessary personal items and the appropriate clothing.</li></ol>

RESOURCES/MATERIALS

Adaptation:

*Since the students are ready to leave for their "vacation", it would be fun to have a party in which all of the decorations, clothing, and food represent the vacation site.*

