

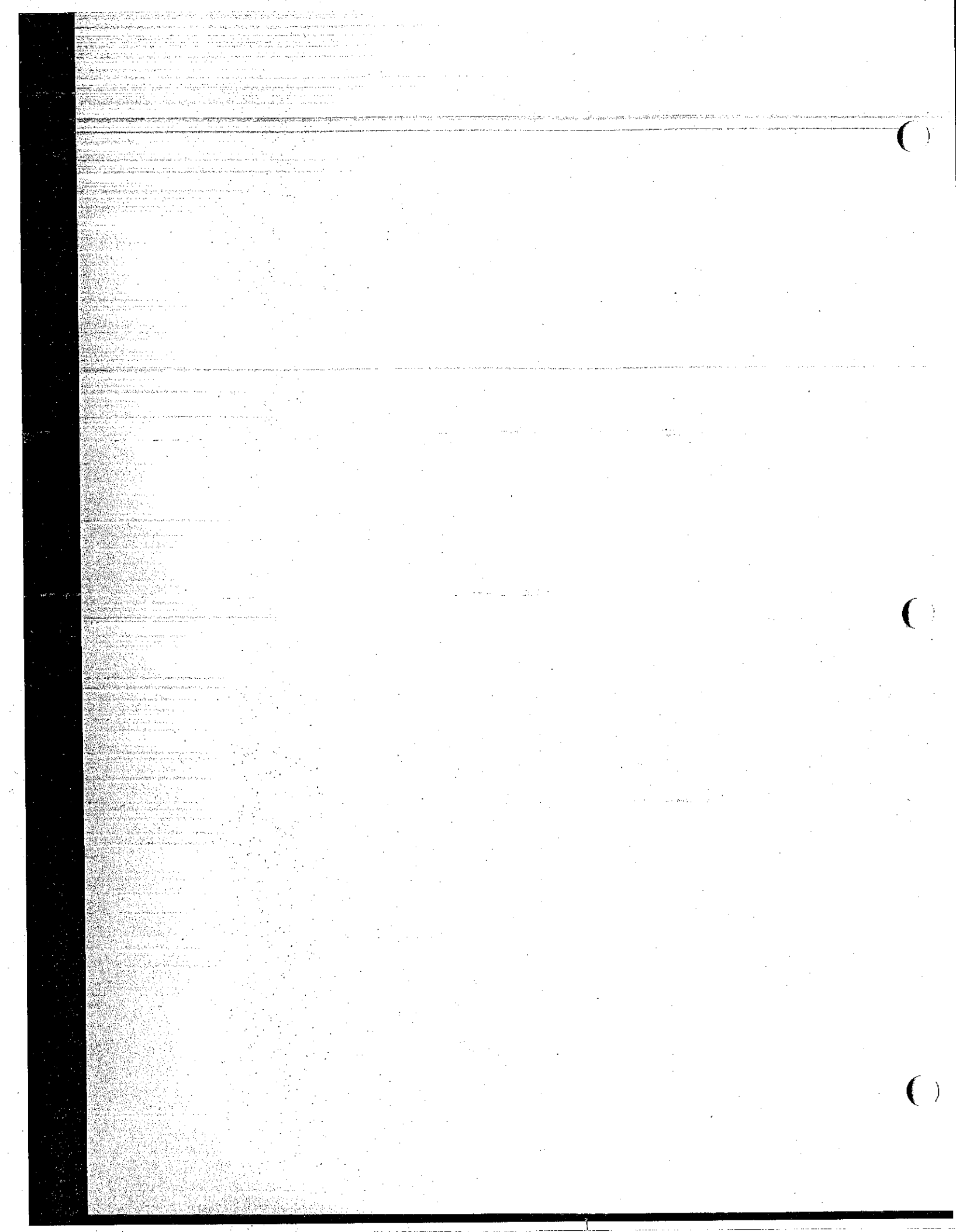
Social and Independent Living Skills

Recreation for Leisure Module

Workbook

Developed by
Psychiatric Rehabilitation Consultants

Cosponsored by
UCLA Department of Psychiatry and Biobehavioral Science
UCLA PsyREHAB Program



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Introduction

GUIDE TO THE RECREATION FOR LEISURE MODULE

The RECREATION FOR LEISURE MODULE is designed to help you plan and enjoy recreational activities in your leisure time. To learn the contents of the module, you will attend regular training sessions with the trainer and other participants. Plan to participate actively. The more you participate, the more you will get from the module. Feel free to ask questions and make comments during group discussions; talk about the program with other participants as well as the staff. Discussing the material with others will help you improve the skills you learn during the training sessions.

We hope you enjoy the RECREATION FOR LEISURE MODULE, and most of all, that you have a good time participating in some new recreational activities!

Using Your Workbook

This *Workbook* is for you to use during the module training sessions. It contains all the worksheets, charts and explanations you will need to learn the skills taught during the sessions. Also, there are pages entitled *Notes and Questions* for you to write down things you want to remember or questions you have about the module material. While note taking is not required, you may find that doing so on occasion will be helpful.

Before beginning the training sessions, look through the entire *Workbook*, and ask the trainer *any* questions you have about the information contained in it.

The Four Skill Areas

The RECREATION FOR LEISURE MODULE has four major sections that we call *skill areas*. The aim of each skill area is to help you become more knowledgeable and self-reliant in using your leisure time. What you learn can be used in your everyday life, as well as during the module.

The four skill areas are

1. Identifying Benefits of Recreational Activities
2. Getting Information about Recreational Activities
3. Finding Out What's Needed for a Recreational Activity
4. Evaluating and Maintaining a Recreational Activity

In *Skill Area 1*, you learn how to identify the *benefits* of recreational activities. In addition, you learn how to choose some specific activities that will give you the benefits you want.

In *Skill Area 2*, you learn how and where to get *information* about the different kinds of recreational activities available in your community. Then, you learn how to follow up on and use the ideas and information you get.

In *Skill Area 3*, you learn how to find out *what you will need* before starting an activity, such as equipment, supplies, training or money.

In *Skill Area 4*, you learn how to *evaluate* the activities you participate in to decide whether the activity is enjoyable and worth continuing. Also, you will *choose* a specific activity and make a *long-term plan* for continuing it after completing the module sessions.

The chart below summarizes the four skill areas for you.

Skill Areas in Recreation for Leisure	
Skill Areas	Goals
1. IDENTIFYING BENEFITS OF RECREATIONAL ACTIVITIES	To learn how to <ul style="list-style-type: none">• identify the benefits of various recreational activities• choose activities based on the benefits sought
2. GETTING INFORMATION ABOUT RECREATIONAL ACTIVITIES	To learn how to <ul style="list-style-type: none">• locate and gather information about different kinds of recreational activities• follow up on and use ideas and information
3. FINDING OUT WHAT'S NEEDED FOR A RECREATIONAL ACTIVITY	To learn how to <ul style="list-style-type: none">• identify the resources needed before starting an activity
4. EVALUATING AND MAINTAINING A RECREATIONAL ACTIVITY	To learn how to <ul style="list-style-type: none">• judge whether an activity is enjoyable and worth continuing on a long-term basis• make a long term plan

The Seven Learning Activities

Because each skill area contains a lot of information, each one is divided into seven *learning activities*, which are the step-by-step means for achieving the goals of the skill areas. The seven learning activities are the same in each skill area. They are

1. Introduction to skill area
2. Videotape and questions/answers
3. Roleplay
4. Resource management
5. Outcome problems
6. In vivo exercises
7. Homework assignments

In *Introduction to Skill Area*, you identify the goal or goals of the skill area and the steps needed to achieve them. In *Videotape and Questions/Answers*, you watch videotaped scenes that show people demonstrating the right way to go about using the skills, then you answer a few questions about what you saw on the videotape. The third learning activity is *Roleplay*; here, you get the opportunity to act out the skills you saw on the videotape. Roleplay is the beginning of your learning through *doing*, which makes the skills become a real part of you.

Next, *Resource Management* teaches you how to obtain the resources, or things you need, to use your skills. In *Outcome Problems*, you learn to recognize and overcome obstacles that might arise when you begin using your new skills. In the *In Vivo Exercises*, you go out into the community and use the skills with the trainer or a staff member along to back you up. Last, there are *Homework Assignments*; in these you get to use your new skills independently.

The chart below summarizes the seven learning activities for you.

Learning Activities in Each Skill Area	
1. INTRODUCTION TO SKILL AREA	Introducing the topic and component skills
2. VIDEOTAPE AND QUESTIONS/ANSWERS	Viewing videotaped scenes demonstrating skill usage, with question/answer review
3. ROLEPLAY	Acting out the skills
4. RESOURCE MANAGEMENT	Discussing the resources needed to perform the skills successfully and how to obtain them
5. OUTCOME PROBLEMS	Solving problems associated with using the skills
6. IN VIVO EXERCISES	Performing exercises in real-life situations, with and without the group, accompanied by the trainer
7. HOMEWORK ASSIGNMENTS	Completing assignments outside the training sessions, unaccompanied by the trainer

Problem Solving

Problem solving is the skill of skills. Therefore, before starting the skill areas and their learning activities, you will learn a method for solving problems. The techniques you learn will help you solve all kinds of problems—not just those related to recreational activities.

There are seven problem-solving steps:

1. Stop and think: How do you problem solve?
2. What is the problem?
3. What are the different ways the problem can be solved?
4. Evaluate the alternatives.
5. Choose and plan to implement one or more of the alternatives.
6. What resources will you need?
7. Set a date and time to implement your chosen solution and DO IT!

When these seven steps become part of the way you respond to life, you are well on your way to self-reliance.

Weekly Field Trips

In addition to the regular training sessions, your group will go on weekly field trips that will give you a chance to try different recreational activities. The field trips also will give you practice in planning activities, working and communicating with others, obtaining the resources you need for different activities, and solving problems that may come up. But, more important, you will have a chance to go out and have fun!

On the field trips, you can go many places (like museums or parks) and participate in many activities (like bowling or ice skating). Think of some places in your community that you would like to see or things you would like to do. Bring your suggestions to the group when it is time to plan the field trips. The trainer will welcome your suggestions.

Communication Skills

LAYING THE GROUNDWORK

Throughout the RECREATION FOR LEISURE MODULE, you will be learning how to communicate your needs, problems, desires and feelings to the staff, other participants and anyone who will join you in recreational activities. Therefore, good communication skills are very important to learn. The following lists the essential elements for good communication:

1. Eye Contact

Maintain good *eye contact*.

2. Posture

Show *good posture* when standing and sitting. Look relaxed, but upright.

3. Body Movements/Gestures

Use appropriate *body movements* and *gestures* when talking.

4. Facial Expression

Facial expression should be appropriate, agreeable and demonstrative. Occasional smiling and head nods when listening are important.

5. Voice Volume

Voice volume should be pleasant, not too loud or soft, and have some variations in pitch (avoid speaking in a monotone).

6. Speech Fluency

Maintain good *speech fluency*; make sure sentences are coherent and accurate.

7. Energy Level

Overall *energy level* should demonstrate enthusiasm when appropriate and reflect interest in the subject being discussed.

Steps in Problem Solving

LAYING THE GROUNDWORK

Throughout the training sessions, you will be learning how to solve problems—that is, everyday situations that come up unexpectedly and seem to put obstacles in the way when you want to do something. Everyone encounters these situations—like the car breaking down as we are going to work, or locking our keys in the house.

The *problem-solving* method you will learn has seven steps and is easy to use. The seven steps are

1. Stop and think: How do you problem solve?

Are you in a situation where you don't know what to do? Do you need to stop and think about how to proceed in this situation? Decide to use the problem-solving method.

2. What is the problem?

Define the obstacle that makes the situation difficult to deal with. What makes it a problem? Be specific.

3. What are the different ways the problem can be solved?

Think about all the alternatives—that is, the ways you might solve the problem. Then make a list of them.

4. Evaluate the alternatives.

- a. Is each alternative feasible? Will it solve the problem?
- b. What are the *advantages* of choosing each alternative, besides helping you solve the problem?
- c. What are the *disadvantages* of choosing each alternative?
- d. Do the *advantages outweigh the disadvantages* of each alternative?

5. Choose an alternative, and plan how you would go about implementing it.

6. What resources will you need?

List the resources you will need to solve the problem. A resource is anything that helps you achieve your goal or get the job done. Some examples of resources are

- Time
- People (friends, relatives, caregivers and experts)
- Objects or things (maps, brochures, pencil and paper)
- Telephone
- Money
- Places (recreational facilities and social agencies)
- Transportation

7. Set a date and time to implement your chosen solution and DO IT!

Problem-Solving Worksheet

STEP 1 *Stop and think: How do you problem solve?*

First, realize that you are in a situation where you don't know what to do. Stop and think about how to proceed. Then, *decide* to use the problem-solving method.

STEP 2 *What is the problem?*

Define the problem. Be specific.

STEP 3 *What are the different ways the problem can be solved?*

List every possible alternative, even bad ones, that may solve the problem. *Do not evaluate any alternatives yet.*

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STEP 4 *Evaluate the alternatives.*

Is the alternative feasible, and will it solve the problem? Write down all the advantages and disadvantages of the alternatives listed in Step 3.

Advantages	Disadvantages
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<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

For each alternative, do the advantages outweigh the disadvantages?

STEP 5 *Choose and plan to implement one or more of the alternatives.*

STEP 6 *What resources will you need?*

List the resources you will need to solve the problem.

STEP 7 *Set a date and time to implement your chosen solution and DO IT!*

Sample Problems A and B

LAYING THE GROUNDWORK

Sample Problem A

You have an appointment with a friend at 7:00 tomorrow morning to go on a hike. You don't want to miss your appointment, so you try to set your alarm clock to wake you up at 6:00, but find the alarm is broken. You're really concerned about not waking up early enough to get ready. What do you do?

Sample Problem B

A friend has asked you to go to the movies. When you arrive at the theatre, you discover that you don't want to see the particular movie that's playing. Your friend wants to see it anyway and thinks it'll be great. What do you do?

Pretest

INTRODUCTION TO THE SKILL AREAS

Choose the best answer to each of the following items. In each case, only one answer is considered to be correct. Circle the letter beside the answer you choose.

1. The overall goal of the RECREATION FOR LEISURE MODULE is to
 - a. learn a new hobby
 - b. improve the way you play your favorite sport
 - c. learn how to plan and enjoy recreational activities
 - d. reduce the time you spend working so you can do more recreational activities
2. The term *recreation* means
 - a. spare time
 - b. something you do for amusement or relaxation
 - c. time off from work
 - d. overcoming handicaps
3. The term *leisure* means
 - a. something you do for play or amusement
 - b. developing a new hobby
 - c. enjoying recreational activities
 - d. time away from your duties
4. Which of the following are benefits that a person can get by participating in recreational activities?
 - a. relief from boredom and sense of accomplishment
 - b. a sense of well-being and improved mood
 - c. relief from distressing or disturbing symptoms
 - d. all of the above
5. The first step in selecting a new recreational activity is to
 - a. consider the costs
 - b. decide on the benefits you want to get
 - c. check with your doctor
 - d. find a partner
6. The best way to find out what kinds of benefits you can get from a particular recreational activity is to
 - a. ask your doctor
 - b. ask a travel agent
 - c. ask some people who do the activity
 - d. read a book about the activity
7. Which of the following is recommended for getting ideas and information about recreational activities?
 - a. the United Way and the Better Business Bureau
 - b. magazines, friends and churches
 - c. the Department of Health
 - d. your local business directory
8. Bill wants to try a new recreational activity, but he needs information about where and when the activity takes place and the costs involved. To get the information he needs, Bill should
 - a. ask his doctor
 - b. contact media and organizations
 - c. consult no one because it takes too much time
 - d. find these things out before deciding to try an activity

9. Jake wants to learn how to do a new recreational activity. He should
 - a. watch someone who does the activity
 - b. take a class at a school, community center or from a private teacher
 - c. read a book about the activity
 - d. all of the above

10. Learning ahead of time what resources a person needs to start a new activity
 - a. can be frustrating, because it takes so much time and effort
 - b. frequently complicates getting started
 - c. reduces the cost
 - d. helps you enjoy recreational activities more

11. The main reason for evaluating a recreational activity that you have tried is
 - a. to help you decide whether to continue the activity
 - b. so you can persuade others to try the activity
 - c. to please your friends
 - d. that most clubs and organizations require it

12. Alice took up jogging more than a month ago. She is trying to decide whether to continue jogging as a recreational activity. Which of the following questions would help Alice make her decision?
 - a. is jogging worth the time, money and effort?
 - b. does jogging provide the desired benefits?
 - c. does jogging pose any difficulties?
 - d. all of the above

13. Several important considerations go into developing a long-term recreation plan. Which of the following is *not* a major consideration?
 - a. resources needed and how to obtain them
 - b. obstacles that may arise
 - c. approval of the activity by the Department of Health
 - d. techniques used to motivate continuing participation

14. Which of the following questions is *least* likely to help you determine whether a particular activity is feasible for you to continue as part of a long-term recreation plan?
 - a. can you afford it?
 - b. do your neighbors approve?
 - c. do you have the equipment you need?
 - d. does it give you the benefits you want?

15. The recommended way to find out what you like and do not like about an activity is to
 - a. give it a try
 - b. ask someone who does the activity regularly
 - c. read a book about the activity
 - d. watch people participate in the activity

16. When is it most important to participate in leisure activities?
 - a. when you become an expert
 - b. when you are feeling bored or not feeling good about yourself
 - c. when there is nothing good to watch on TV
 - d. when you take a vacation

Name _____

Date _____

Recreation Questionnaire

INTRODUCTION TO THE SKILL AREAS

1. What is your definition of a recreational activity?

2. How do you spend your leisure time now?

3. Are you participating in any recreational activities on a regular basis? YES NO
If YES, name them:

4. What recreational activities do you participate in occasionally?

5. What benefits do you receive from these activities?

6. What recreational activities have you done in the past, but no longer do?

7. What benefits did you receive from those activities?

8. What benefits would you like to receive from a recreational activity?

9. What recreational activities would you like to learn about?

10. How have you gathered information about activities in the community?

11. What recreational activity or activities do you want to participate in regularly?

12. What obstacles or difficulties block your efforts or desires to participate in recreational activities?

Introduction to Skill Area 1

SKILL AREA 1: Identifying Benefits of Recreational Activities

The goals of *Skill Area 1* are for you to learn how to

- identify the benefits of recreational activities
- choose recreational activities that will give you the benefits you want

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Benefits of Recreational Activities

SKILL AREA 1: Identifying Benefits of Recreational Activities

Recreational activities can give you any of the following seven benefits. Some definitions of these benefits also are listed. If you think of additional definitions or benefits, write them down in the spaces provided.

1. **Entertainment**—amuse or give enjoyment

Enjoy leisure time
Relieve boredom
See and learn new things

2. **Socialization**—participate actively in a social situation

Interact with other people
Make friends
Deepen friendships
Express ideas and feelings
Become a more well-rounded person

3. **Exercise**—develop and maintain physical fitness

Become physically fit
Increase physical coordination
Relieve tension
Be more energetic
Be more alert

4. **Relaxation**—relief from tension or anxiety

Relieve nervous tension
Sleep better
Improve concentration
Reduce symptoms of mental and physical disorders
Improve mood and morale

5. Sense of Well-Being—feel better about yourself

- Improve sense of self-worth
- Have more self-confidence
- Improve mood and morale

6. Creative Expression—be creative

- Learn new skills
- Get pleasure from working with your hands
- Make things for yourself or others
- Entertain others
- Feel sense of accomplishment

7. Sense of Purpose—give purpose or meaning to life

- Gain sense of membership or belonging
- Become better integrated into your community
- Learn about the world you live in
- Be of service to others
- Feel sense of accomplishment

8. Other Benefits You Want

Name _____

Benefits Assessment Form

Participate in activities that will give you as many of these seven benefits as possible. Use this form each time you participate in an activity. Write in the name of the activity and the date you do it. Check each benefit you received from the activity. Be sure to bring this form with you to every training session.

Benefit	Date:	Name of Activity													
Entertainment															
Socialization															
Exercise															
Relaxation															
Sense of well-being															
Creative expression															
Sense of purpose															

Resource Management

SKILL AREA 1: Identifying Benefits of Recreational Activities

Remember, a resource is anything that helps you achieve your goal or get the job done. Some examples of resources are

- Time
- People (friends, relatives, caregivers and experts)
- Objects or things (maps, brochures, pencil and paper)
- Telephone
- Money
- Places (recreational facilities and social agencies)
- Transportation

Outcome Problems A and B

SKILL AREA 1: Identifying Benefits of Recreational Activities

Outcome Problem A

Your doctor wants you to become involved in a recreational activity that gives you regular exercise in your leisure time. You want to do this, but you don't know what activity you should try. What are you going to do?

Outcome Problem B

You've been running outside regularly every day. But the weather is now cold and rainy, so you can't go out and run. You really like the benefits of running. You get enough exercise to stay in shape, you feel good about yourself, and you have more energy. Now you're frustrated because the weather prevents you from obtaining those benefits. What do you do? What other activities will give you those same benefits?

Name _____

Date _____

In Vivo Exercise A Worksheet

SKILL AREA 1: Identifying Benefits of Recreational Activities

Name of person you will interview _____

Find out one or two recreational activities this person does and the benefits he or she receives from them. Write the information on this form.

1. What activities do you do in your leisure time?

2. What benefits do you get from these activities?

3. How often do you do the activities?

4. How did you learn to do the activities?

5. Was it difficult for you to learn the activities?

In Vivo Exercise B

SKILL AREA 1: Identifying Benefits of Recreational Activities

You and the group will plan a short field trip that can be organized and taken on the same day. Then you'll take the trip and discuss your experiences with the group.

The trainer or co-trainer will accompany you.

Name _____

Date _____

Homework Assignment Worksheet

SKILL AREA 1: Identifying Benefits of Recreational Activities

Use the *Benefits of Recreational Activities* on p. 31 in your workbook to help you decide which benefits you want. Write down the benefits you want in the space below. Choose an activity that you think will give you at least one of those benefits, and then try it at least once. Afterwards, write down what benefits you received, and decide whether this is an activity you want to participate in regularly on a long-term basis.

Benefits I want from a recreational activity:

Activity I tried:

Benefits I got from the activity:

Do I want to participate in this activity regularly on a long-term basis?

CONGRATULATIONS! You have done an excellent job in completing the first skill area of the RECREATION FOR LEISURE MODULE!

Introduction to Skill Area 2

SKILL AREA 2: Getting Information about Recreational Activities

The goals of *Skill Area 2* are for you to learn how to

- get information about different kinds of recreational activities
- follow up on and use the ideas and information you get

Lined writing area with horizontal lines for text entry.

Information Sources for Recreational Activities

SKILL AREA 2: Getting Information about Recreational Activities

Write in names of *specific* information sources, then if you wish, get addresses and phone numbers for these sources and write them in.

Media

Newspapers
Yellow Pages
Magazines
Books

Bulletin Boards
Radio
Television

Name _____
Address _____

Name _____
Address _____

Phone No. _____

Phone No. _____

Name _____
Address _____

Name _____
Address _____

Phone No. _____

Phone No. _____

Organizations

Clubs and Associations
Churches
Chamber of Commerce
Department of Parks
and Recreation

Government Offices
(city, county, state,
federal)

Community Service Groups
YWCA/YMCA

Name _____
Address _____

Name _____
Address _____

Phone No. _____

Phone No. _____

Name _____
Address _____

Name _____
Address _____

Phone No. _____

Phone No. _____

People

Friends
Relatives
Roommates
Module Group Members
Trainer

Co-workers
Hospital Staff
Reference Librarian

Name _____
Address _____

Name _____
Address _____

Phone No. _____

Phone No. _____

Name _____
Address _____

Name _____
Address _____

Phone No. _____

Phone No. _____

Where to Get Information about Recreational Activities

SKILL AREA 2: Getting Information about Recreational Activities

1. **Newsstands** Look at the different *newspapers, periodicals, and local events calendars*. Ask *salesperson* for advice on good resources.
2. **Yellow Pages** Look in local *telephone directory* under specific headings, such as *Associations, or Organizations*. Go to *library* and look through telephone directories for other areas.
3. **Library** Check out *books* on recreational activities. Examine *publications, periodicals, newspapers and local events calendars*. Ask *Reference Librarian* for advice on good resources.
4. **Bookstores** Buy *books or periodicals* on recreational activities. Look for special *publications* on activities or nearby places of recreation.
5. **Bulletin Boards** Look for listings of weekly or monthly *schedules of community events* posted in *stores, libraries, parks, community centers, hospitals, residence homes or apartment complexes*.
6. **Radio and TV** Tune in regularly to find out about upcoming events, such as sports, concerts, exhibits, and information on groups or clubs.
7. **Clubs and Organizations** Check telephone *Yellow Pages* for appropriate headings, such as *Chambers of Commerce, YMCA or YWCA*. Contact *schools, churches, parks and recreation departments*.
8. **Chamber of Commerce** Contact office in your town or in one nearby; it is an excellent source of information on local activities, clubs, organizations and special events.
9. **Department of Parks and Recreation** Contact for *schedule of activities* or to discuss available activities.
10. **RECREATION FOR LEISURE MODULE** *People* in the group, including the trainer, also are sources of information and ideas.

Other _____

Outcome Problems A and B

SKILL AREA 2: Getting Information about Recreational Activities

Outcome Problem A

When you read the newspaper this morning, you saw a community events calendar listing activities for the coming month. One event—let's say a musical play—looked interesting. Now you want to go to the play, but can't remember the date and time. You go back to where you had the newspaper, but it's gone. What do you do?

Outcome Problem B

A friend told you that the local recreation center is starting classes in ceramics very soon, and you really want to attend. So you need to find out when and where the classes will be held, and how much they cost. You call the recreation center office to get the information, but the man who answers the phone doesn't know anything about the ceramics class. What do you do?

Name _____ Date _____

Homework Assignment B Worksheet

SKILL AREA 2: Getting Information about Recreational Activities

Review the information you put together in your last homework assignment, then try the activity. Write in the name of the activity, how you found out about it, and what benefits you received.

Activity I tried:

Information sources I used to learn about the activity:

Benefits I received from the activity:

Do I want to do this activity regularly on a long-term basis?

CONGRATULATIONS! You have done an excellent job in completing the second skill area of the RECREATION FOR LEISURE MODULE!

Introduction to Skill Area 3

SKILL AREA 3: Finding Out What's Needed for a Recreational Activity

The goal of *Skill Area 3* is for you to learn how to

- find out about what you need before starting an activity—for example, equipment, supplies, training or money.

Lined writing area with horizontal ruling lines.

Things to Consider before Starting an Activity

SKILL AREA 3: Finding Out What's Needed for a Recreational Activity

Things to Consider:

1. Equipment

Questions to Think About:

What equipment will you need?

Is special clothing required?

Can you buy, rent or borrow these things?

How can you find out what equipment or clothing is needed?

2. Supplies

Are supplies needed for the activity?

Must you get them beforehand?

How can you find out what supplies you need?

3. Time

How much time does the activity take?

Will it take more time for someone new?

Do you have to take classes or lessons?

Does transportation to and from the activity take extra time? How much?

How can you find out how much time is required?

4. Costs

What costs are involved in the activity (equipment, supplies, clothing, lessons)?

What do you need to buy?

Are there any "hidden costs" (transportation fees, facility-use fees, lunches, etc.)?

How can you find out what costs are involved?

5. People

Can you do the activity alone?

Does the activity require other people?

If the activity requires others, how do you find them?

How to Learn or Improve Skills for an Activity

SKILL AREA 3: Finding Out What's Needed for a Recreational Activity

- 1. Observe** Watch others performing activity.
- 2. Read** Read about the activity. Find books, magazines, "how-to-do-it" guides.
- 3. People** Ask someone who knows to give help or instruction.
- 4. Classes/Lessons** Take classes or lessons at a school or community center or from a private teacher.
- 5. Combination** Try a combination of these ways to learn or improve skills.

Outcome Problems A and B

SKILL AREA 3: Finding Out What's Needed for a Recreational Activity

Outcome Problem A

You've decided to take lessons to improve your chess game. You've called to find out when and where the class would be held and the fee for taking the lessons, which you've paid. When you get to class, you find out that you have to buy a book that costs more than you can afford. What do you do?

Outcome Problem B

You used to play ping-pong a long time ago, and now you want to play again. You need someone to play with you or you can't play. What do you do?

In Vivo Exercise A

SKILL AREA 3: Finding Out What's Needed for a Recreational Activity

In this exercise, you will choose an activity and find out everything you need in order to participate in it. Find out the exact cost, what equipment and supplies are needed, how much time it takes, and whether you need or want other people along. If you want to take lessons, find out where and when classes are held and how much they cost. Write all the information on your In Vivo Exercise A Worksheet.

The trainer or co-trainer will accompany you.

In Vivo Exercise A Worksheet

SKILL AREA 3: Finding Out What's Needed for a Recreational Activity

Activity _____

Things I Need to Participate in this Activity:

Improve or Learn New Skills

1. Where are classes/lessons given? _____
2. What day and hour are they given? _____
3. For how many days/weeks? _____
4. How much does it cost? _____

Types of Costs Involved

Amount

- | | |
|----------|----------|
| 1. _____ | \$ _____ |
| 2. _____ | \$ _____ |
| 3. _____ | \$ _____ |
| 4. _____ | \$ _____ |

Equipment Needed

Where/How to Get It

1. _____
2. _____
3. _____
4. _____

Supplies Needed

Where/How to Get Them

1. _____
2. _____
3. _____
4. _____

Where and How to Get More Information:

Things I Need to Participate in this Activity:

Transportation

1. How far is the activity from your residence? _____
2. Can you walk to and from it? _____
3. Can you take the bus? _____
4. What is the bus schedule? _____
5. How long does it take by bus? _____
6. Can you get a ride? _____
7. From whom? _____
8. Other _____

People

1. Can you do this activity alone? _____
2. How many others are needed to do this activity? _____

Time

1. How much time does this activity take? _____
2. How much time does it take to get there and back? _____
3. What days and times can you do this activity? _____

Where and How to Get More Information:

In Vivo Exercise B

SKILL AREA 3: Finding Out What's Needed for a Recreational Activity

For this exercise, you will try the activity you found out about during the previous exercise. This will give you a chance to enjoy the benefits of a recreational activity, and see whether you've gotten enough information about it.

The trainer or co-trainer will go along with you.

Homework Assignment A

SKILL AREA 3: Finding Out What's Needed for a Recreational Activity

This assignment is similar to the one you did in In Vivo Exercise A, but this time you'll do it without the trainer or co-trainer along. Choose an activity and find out everything you need to know to actually do it. You can choose any activity you want, as long as it is *different* from the one you chose for In Vivo Exercise A.

Write down the information you get on your Homework Assignment A Worksheet. This worksheet is identical to the one you used for the In Vivo Exercise.

Homework Assignment A Worksheet

SKILL AREA 3: Finding Out What's Needed for a Recreational Activity

Activity _____

Things I Need to Participate in this Activity:

Improve or Learn New Skills

1. Where are classes/lessons given? _____
2. What day and hour are they given? _____
3. For how many days/weeks? _____
4. How much does it cost? _____

Types of Costs Involved

Amount

1. _____ \$ _____
2. _____ \$ _____
3. _____ \$ _____
4. _____ \$ _____

Equipment Needed

Where/How to Get It

1. _____
2. _____
3. _____
4. _____

Supplies Needed

Where/How to Get Them

1. _____
2. _____
3. _____
4. _____

Where and How to Get More Information:

Name _____

Date _____

Homework Assignment B Worksheet

SKILL AREA 3: Finding Out What's Needed for a Recreational Activity

Try the activity you found out about in your previous homework assignment, and then complete this worksheet.

Activity I chose: _____

When I did activity: _____
(date or dates)

I did activity _____ times.
(how many)

Benefits I obtained: _____

CONGRATULATIONS! You have done an excellent job in completing
Skill Area 3. You are well on your way to completing the
RECREATION FOR LEISURE MODULE!

Introduction to Skill Area 4

SKILL AREA 4: Evaluating and Maintaining a Recreational Activity

The goals of *Skill Area 4* are for you to learn how to

- evaluate a recreational activity and decide whether you want to continue it on a long-term basis.
- choose a specific activity and make a long-term plan to do it after completing the module sessions.

Name _____

Date _____

Long-Term Activities Worksheet

SKILL AREA 4: Evaluating and Maintaining a Recreational Activity

In each of the four categories, list at least two activities that you may wish to continue as part of your long-term recreation plan.

Activities I can do with other people

More than once a week:

Less than once a week:

Activities I can do alone

More than once a week:

Less than once a week:

Keep this worksheet in your *Workbook* for future reference.

Evaluation Questions

SKILL AREA 4: Evaluating and Maintaining a Recreational Activity

1. What benefits do you want from a recreational activity?
2. What activity are you doing?
3. Does it give you the benefits you want?
4. Do you enjoy the activity?
If YES, what do you enjoy about it?
If NO, what don't you enjoy about it?
5. Can you think of anything that would make the activity more enjoyable?
6. Would the activity be more enjoyable if you knew how to do it better or practiced more?
7. Did you encounter any difficulties with this activity?
If YES, what were they?
How can you overcome these difficulties?
8. Can anyone else help you overcome the difficulties?
If YES, who?
9. Are the benefits you receive from the activity worth the time, money and effort?
If NO, why not?
10. Do you want to continue doing this activity?
If NO, why not?
11. What activity have you decided to make a long-term plan for continuing after you complete the module?

Outcome Problems A and B

SKILL AREA 4: Evaluating and Maintaining a Recreational Activity

Outcome Problem A

You've been taking a class in making silver jewelry. All the equipment and supplies are provided in class, and the cost was included in the fee you paid to take the class. The class is ending and won't start again for six months. You've enjoyed making silver jewelry, but it requires expensive equipment and supplies. You can't afford to buy everything you'd need to continue on your own. What do you do?

Outcome Problem B

You borrowed a flute from a friend and are taking music lessons. You practice every day, but aren't very good at it yet. The neighbors are complaining about the noise you make when you practice. To play well, you know you will have to practice often, but you don't want to disturb your neighbors. What do you do?

Name _____

Date _____

In Vivo Exercise A Worksheet

SKILL AREA 4: Evaluating and Maintaining a Recreational Activity

In this exercise, you'll participate in the activity you chose during the last roleplay—the one you've decided to continue on a long-term basis. You'll engage in this activity at least twice, accompanied by the trainer or the co-trainer, then you'll evaluate it. Remember to do your activity more than once before you evaluate it.

Activity _____

1. How many times did you try this activity? _____
2. What benefits did you receive? _____

3. Did you enjoy the activity? _____
If YES, what did you like about it? _____

If NO, what didn't you like about it? _____

4. What would make it more enjoyable? _____

5. Would the activity be more enjoyable if you knew how to do it better or practiced more?

6. Did you encounter any difficulties with the activity? _____
If YES, what were they? _____

How can you overcome the difficulties? _____

7. Can anyone help you overcome the difficulties? _____
If YES, who? _____
8. Do you want to continue participating in this activity and make a long-term plan for it?

If NO, what activity do you want to make a long-term plan for continuing after you complete the module?

In Vivo Exercise B

SKILL AREA 4: Evaluating and Maintaining a Recreational Activity

In this exercise, you will make a plan, with the help of the trainer, for continuing your chosen activity. Using the guidelines from *Considerations for Making a Long-Term Plan*, complete the Long-Term Plan Worksheet. A sample worksheet has been provided to show you how to fill it out.

Considerations for Making a Long-Term Plan

SKILL AREA 4: Evaluating and Maintaining a Recreational Activity

The following information will help you develop a personal plan for continuing to engage in your chosen activity. Review this list before completing the Long-Term Plan Worksheet.

1. State the activity you want to continue doing regularly.
2. Specify the frequency with which you will participate in the activity—for example, every day; once a week, every other week, once a month.
3. State the location of your activity—be specific.
4. Name the people with whom you will do the activity or state whether you will do it alone.
5. Identify all the resources you will need to continue the activity and state how you will obtain them.
 - Remember: resources are anything you need to get the job done—for example, time, people, objects, telephone, money, places, transportation.
 - Be specific about how much of each you will need, where you will get it, and how often you will have to get it.
6. State possible problems you foresee that might make it difficult or even prevent you from engaging in your activity regularly, and decide how you will overcome them.
 - Be sure to use the *Problem-Solving Worksheet* to help you find solutions.
7. Use various reminders to help you continue the activity over the long term. For example,
 - Subscribe to relevant magazines or periodicals.
 - Join a club or social group that participates in your activity.
 - Watch movies that relate to or show people doing the activity.
 - Find a friend who likes the same activity, and reinforce each other's commitment to continuing.
 - Make friends with people who like the activity so there will always be someone available to remind you of it or to do it with you.
 - Post a calendar in your room with days marked for doing the activity.
 - Post notes in various places in your residence to remind yourself to do the activity.
 - Go to a library or bookstore and borrow or buy related publications.
 - Browse through specialty shops that carry supplies or equipment related to your activity.
 - Plan your vacation around your chosen activity.
8. Think up techniques that will motivate you—for example, treat yourself to your favorite sweet, but only *after* you have participated in your activity that day.
9. Evaluate the activity on a regular basis to ensure that you are continuing to receive the benefits you want.

Name Susan Thornton

Date 6/6/87

Sample Long-Term Plan Worksheet

SKILL AREA 4: Evaluating and Maintaining a Recreational Activity

Activity chosen: Jogging

How often I'll do it: 3 times a week

Tues., Thurs., Sat. from 7:00 a.m. to 8:00 a.m.

Where: park 2 blocks from my house

People I'll do it with: no one I want to jog alone

Resources needed:

jogging shoes

sweat pants

T-shirt & shorts

jacket

walkman & tapes

\$\$ for sweat pants

time

doctor for physical exam

How I'll obtain them:

I have

will buy

I have

I have

borrow from Jim

my next paycheck

1 hr. before breakfast

call clinic for appt.

Obstacles that may arise:

I'll feel too tired

It might rain

I may oversleep

My solutions:

give myself a pep talk

wear a rain coat & hat

run a shorter distance

that day

Reminders I'll use to keep doing it: Subscribe to Runner Magazine

Sign up for races periodically

Mark my calendar & check off each day after

I run

Motivating techniques I'll use: On days I jog, I'll get to eat a

sweetroll for breakfast, but no sweetroll on

days I don't jog

How I will evaluate the activity: Every month I'll ask myself

whether it still makes me feel good, is keeping

me in shape & is worth the effort

Name _____

Date _____

Long-Term Plan Worksheet

SKILL AREA 4: Evaluating and Maintaining a Recreational Activity

Activity chosen: _____

How often I'll do it: _____

Where: _____

People I'll do it with: _____

Resources needed:

How I'll obtain them:

Obstacles that may arise:

My solutions:

Reminders I'll use to keep doing it: _____

Motivating techniques I'll use: _____

How I will evaluate the activity: _____

Homework Assignment A

SKILL AREA 4: Evaluating and Maintaining a Recreational Activity

For this assignment, you will participate in the activity for which you made a long-term plan. Then you will evaluate it, using the Homework Assignment A Worksheet.

Afterwards, you will tell the group about your activity and what you like about it. If there is anything you need to help you enjoy the activity more or to motivate you to continue, the group may be able to come up with some suggestions for you.

Name _____ Date _____

Homework Assignment A Worksheet

SKILL AREA 4: Evaluating and Maintaining a Recreational Activity

Participate in the activity you made a commitment to continue after completing the module. Answer the questions below.

Activity _____

How often did you engage in this activity? _____

What do you like about it? _____

Do you need anything to make your activity more enjoyable? _____

If YES, what do you need? _____

How often do you plan to participate in this activity in the future? _____

What did you do to remind yourself to participate in your activity? _____

Did anyone reinforce you for your efforts? _____

If YES, who? _____

What did they do to reinforce you? _____

Did you reinforce yourself? _____

If YES, how? _____

What can you do to motivate yourself to continue participating in your activity regularly?

Name _____

Date _____

Evaluation

Activity _____

1. How many times did you plan to participate in your chosen activity over the 30-day period?

2. How many times did you actually engage in the activity during this time?

3. What benefits did you receive? _____

4. If you did not participate in your activity as often as you had planned, what kept you from participating?

How could you overcome these obstacles? _____

5. When you did participate in your activity, did you enjoy it? _____
If NO, why didn't you enjoy it? _____

6. Could you do something to make your activity more enjoyable? _____
If YES, what could you do? _____

Save this worksheet and bring it with you to the follow-up session on

_____ at _____
(date) (time)

Posttest

EVALUATION AND CONCLUSION

Choose the best answer to each of the following items. In each case, only one answer is considered to be correct. Circle the letter beside the answer you choose.

1. The overall goal of the RECREATION FOR LEISURE MODULE is to
 - a. learn a new hobby
 - b. improve the way you play your favorite sport
 - c. learn how to plan and enjoy recreational activities
 - d. reduce the time you spend working so you can do more recreational activities
2. The term *recreation* means
 - a. spare time
 - b. something you do for amusement or relaxation
 - c. time off from work
 - d. overcoming handicaps
3. The term *leisure* means
 - a. something you do for play or amusement
 - b. developing a new hobby
 - c. enjoying recreational activities
 - d. time away from your duties
4. Which of the following are benefits that a person can get by participating in recreational activities?
 - a. relief from boredom and sense of accomplishment
 - b. a sense of well-being and improved mood
 - c. relief from distressing or disturbing symptoms
 - d. all of the above
5. The first step in selecting a new recreational activity is to
 - a. consider the costs
 - b. decide on the benefits you want to get
 - c. check with your doctor
 - d. find a partner
6. The best way to find out what kinds of benefits you can get from a particular recreational activity is to
 - a. ask your doctor
 - b. ask a travel agent
 - c. ask some people who do the activity
 - d. read a book about the activity
7. Which of the following is recommended for getting ideas and information about recreational activities?
 - a. the United Way and the Better Business Bureau
 - b. magazines, friends and churches
 - c. the Department of Health
 - d. your local business directory
8. Bill wants to try a new recreational activity, but he needs information about where and when the activity takes place and the costs involved. To get the information he needs, Bill should
 - a. ask his doctor
 - b. contact media and organizations
 - c. consult no one because it takes too much time
 - d. find these things out before deciding to try an activity

9. Jake wants to learn how to do a new recreational activity. He should
 - a. watch someone who does the activity
 - b. take a class at a school, community center or from a private teacher
 - c. read a book about the activity
 - d. all of the above
10. Learning ahead of time what resources a person needs to start a new activity
 - a. can be frustrating, because it takes so much time and effort
 - b. frequently complicates getting started
 - c. reduces the cost
 - d. helps you enjoy recreational activities more
11. The main reason for evaluating a recreational activity that you have tried is
 - a. to help you decide whether to continue the activity
 - b. so you can persuade others to try the activity
 - c. to please your friends
 - d. that most clubs and organizations require it
12. Alice took up jogging more than a month ago. She is trying to decide whether to continue jogging as a recreational activity. Which of the following questions would help Alice make her decision?
 - a. is jogging worth the time, money and effort?
 - b. does jogging provide the desired benefits?
 - c. does jogging pose any difficulties?
 - d. all of the above
13. Several important considerations go into developing a long-term recreation plan. Which of the following is *not* a major consideration?
 - a. resources needed and how to obtain them
 - b. obstacles that may arise
 - c. approval of the activity by the Department of Health
 - d. techniques used to motivate continuing participation
14. Which of the following questions is *least* likely to help you determine whether a particular activity is feasible for you to continue as part of a long-term recreation plan?
 - a. can you afford it?
 - b. do your neighbors approve?
 - c. do you have the equipment you need?
 - d. does it give you the benefits you want?
15. The recommended way to find out what you like and do not like about an activity is to
 - a. give it a try
 - b. ask someone who does the activity regularly
 - c. read a book about the activity
 - d. watch people participate in the activity
16. When is it most important to participate in leisure activities?
 - a. when you become an expert
 - b. when you are feeling bored or not feeling good about yourself
 - c. when there is nothing good to watch on TV
 - d. when you take a vacation

Name _____

Date _____

Recreation Questionnaire

EVALUATION AND CONCLUSION

1. What is your definition of a recreational activity?

2. How do you spend your leisure time now?

3. Are you participating in any recreational activities on a regular basis? YES NO

If YES, name them:

4. What recreational activities do you participate in occasionally?

5. What benefits do you receive from these activities?

6. What recreational activities have you done in the past, but no longer do?

7. What benefits did you receive from those activities?

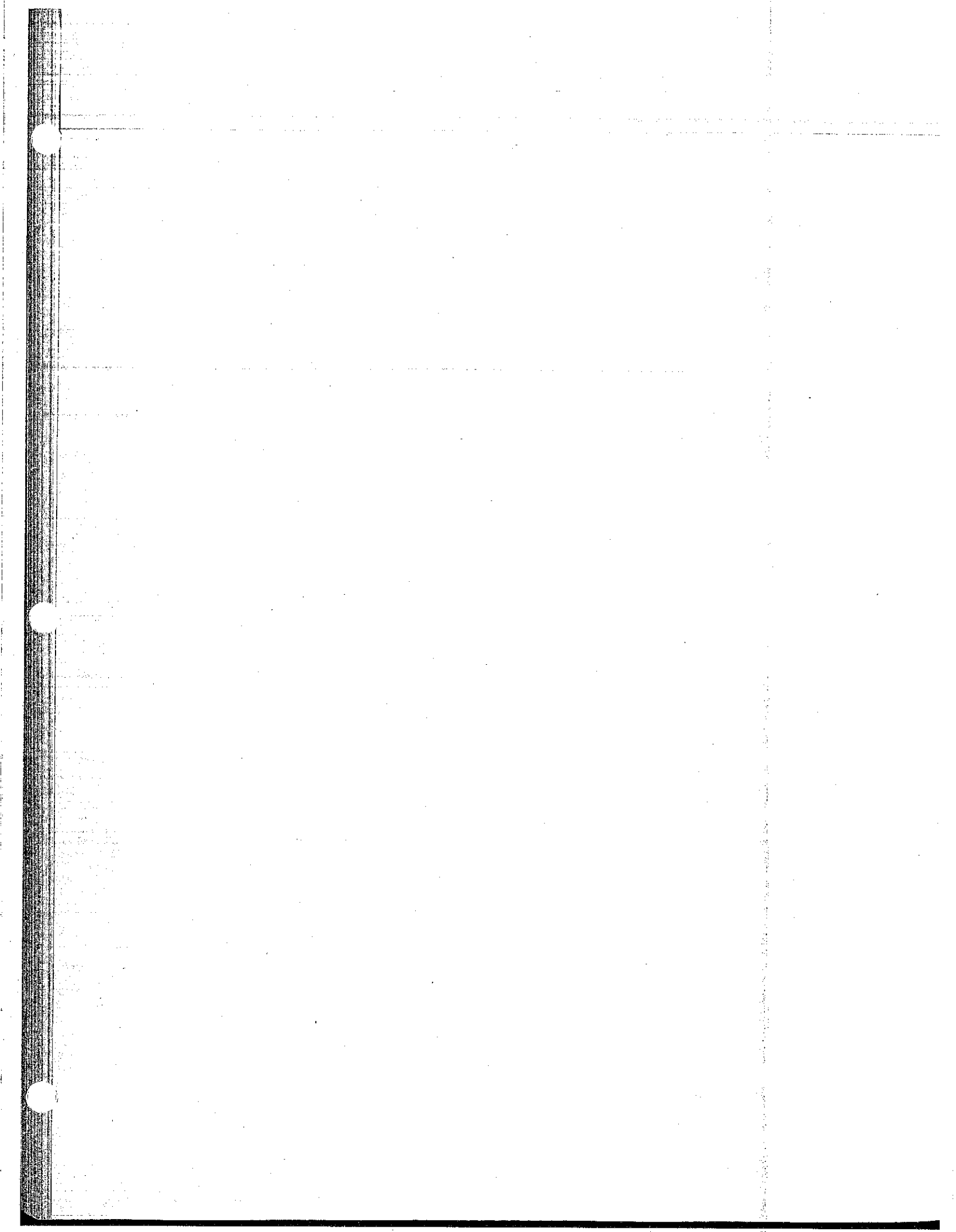
8. What benefits would you like to receive from a recreational activity?

9. What recreational activities would you like to learn about?

10. How have you gathered information about activities in the community?

11. What recreational activity or activities do you want to participate in regularly?

12. What obstacles or difficulties block your efforts or desires to participate in recreational activities?



Problem-Solving Worksheet

STEP 1 *Stop and think: How do you problem solve?*

First, realize that you are in a situation where you don't know what to do. Stop and think about how to proceed. Then, *decide* to use the problem-solving method.

STEP 2 *What is the problem?*

Define the problem. Be specific.

STEP 3 *What are the different ways the problem can be solved?*

List every possible alternative, even bad ones, that may solve the problem. *Do not evaluate any alternatives yet.*

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STEP 4 *Evaluate the alternatives.*

Is the alternative feasible, and will it solve the problem? Write down all the advantages and disadvantages of the alternatives listed in Step 3.

Advantages

Disadvantages

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For each alternative, do the advantages outweigh the disadvantages?

STEP 5 *Choose and plan to implement one or more of the alternatives.*

STEP 6 *What resources will you need?*

List the resources you will need to solve the problem.

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STEP 7 *Set a date and time to implement your chosen solution and DO IT!*

Problem-Solving Worksheet

STEP 1 *Stop and think: How do you problem solve?*

First, realize that you are in a situation where you don't know what to do. Stop and think about how to proceed. Then, *decide* to use the problem-solving method.

STEP 2 *What is the problem?*

Define the problem. Be specific.

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List every possible alternative, even bad ones, that may solve the problem. *Do not evaluate any alternatives yet.*

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Advantages

Disadvantages

Advantages	Disadvantages
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For each alternative, do the advantages outweigh the disadvantages?

STEP 5 *Choose and plan to implement one or more of the alternatives.*

STEP 6 *What resources will you need?*

List the resources you will need to solve the problem.

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Problem-Solving Worksheet

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First, realize that you are in a situation where you don't know what to do. Stop and think about how to proceed. Then, *decide* to use the problem-solving method.

STEP 2 *What is the problem?*

Define the problem. Be specific.

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List every possible alternative, even bad ones, that may solve the problem. *Do not evaluate any alternatives yet.*

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Disadvantages

Advantages	Disadvantages
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For each alternative, do the advantages outweigh the disadvantages?

STEP 5 *Choose and plan to implement one or more of the alternatives.*

STEP 6 *What resources will you need?*

List the resources you will need to solve the problem.

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STEP 7 *Set a date and time to implement your chosen solution and DO IT!*

Problem-Solving Worksheet

STEP 1 *Stop and think: How do you problem solve?*

First, realize that you are in a situation where you don't know what to do. Stop and think about how to proceed. Then, *decide* to use the problem-solving method.

STEP 2 *What is the problem?*

Define the problem. Be specific.

STEP 3 *What are the different ways the problem can be solved?*

List every possible alternative, even bad ones, that may solve the problem. *Do not evaluate any alternatives yet.*

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Advantages

Disadvantages

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For each alternative, do the advantages outweigh the disadvantages?

STEP 5 *Choose and plan to implement one or more of the alternatives.*

STEP 6 *What resources will you need?*

List the resources you will need to solve the problem.

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STEP 7 *Set a date and time to implement your chosen solution and DO IT!*

Problem-Solving Worksheet

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First, realize that you are in a situation where you don't know what to do. Stop and think about how to proceed. Then, *decide* to use the problem-solving method.

STEP 2 *What is the problem?*

Define the problem. Be specific.

STEP 3 *What are the different ways the problem can be solved?*

List every possible alternative, even bad ones, that may solve the problem. *Do not evaluate any alternatives yet.*

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Disadvantages

Advantages	Disadvantages
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For each alternative, do the advantages outweigh the disadvantages?

STEP 5 Choose and plan to implement one or more of the alternatives.

STEP 6 What resources will you need?

List the resources you will need to solve the problem.

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STEP 7 Set a date and time to implement your chosen solution and DO IT!

Name _____

Date _____

Long-Term Plan Worksheet

SKILL AREA 4: Evaluating and Maintaining a Recreational Activity

Activity chosen: _____

How often I'll do it: _____

Where: _____

People I'll do it with: _____

Resources needed:

How I'll obtain them:

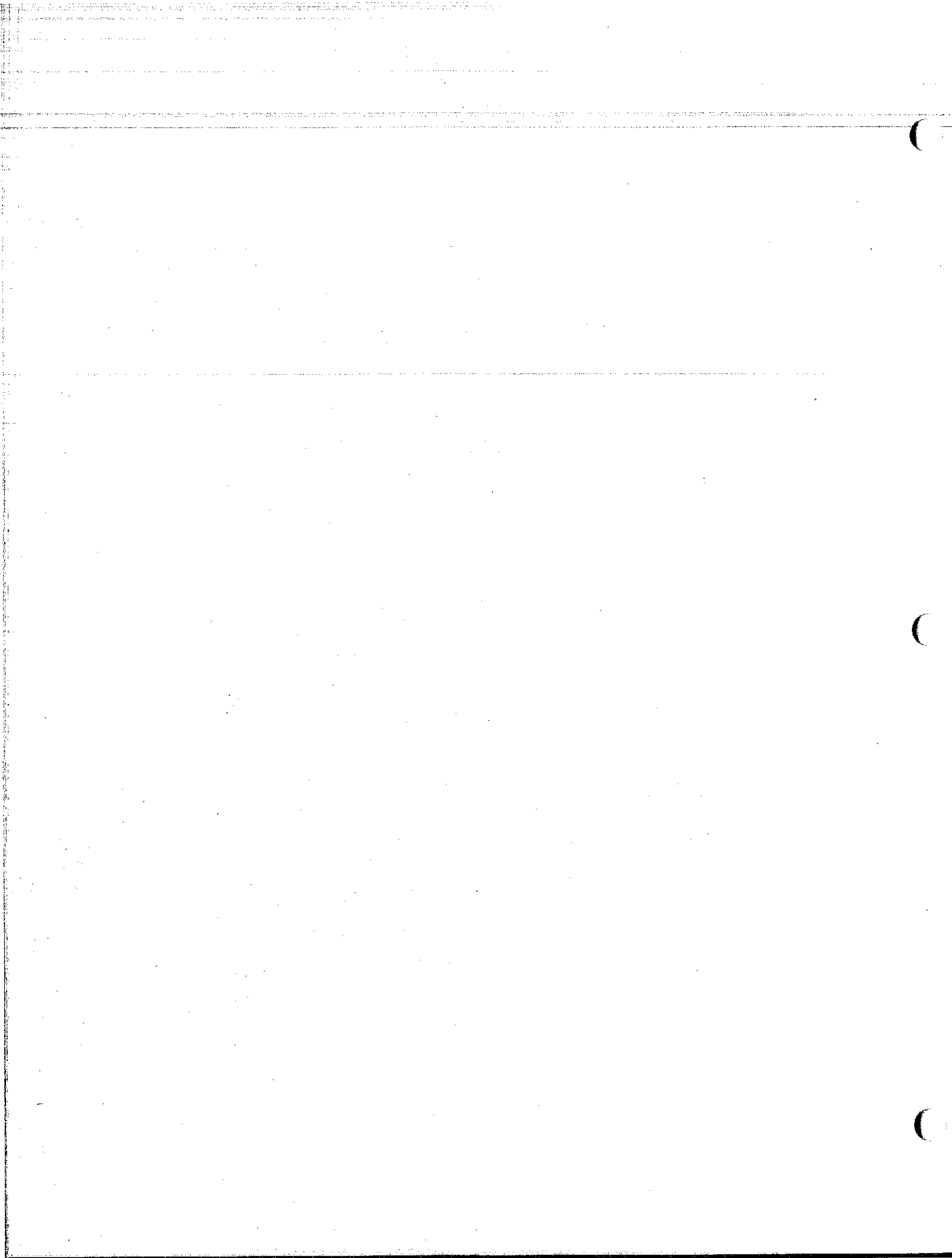
Obstacles that may arise:

My solutions:

Reminders I'll use to keep doing it: _____

Motivating techniques I'll use: _____

How I will evaluate the activity: _____



Name _____

Date _____

Long-Term Plan Worksheet

SKILL AREA 4: Evaluating and Maintaining a Recreational Activity

Activity chosen: _____

How often I'll do it: _____

Where: _____

People I'll do it with: _____

Resources needed:

How I'll obtain them:

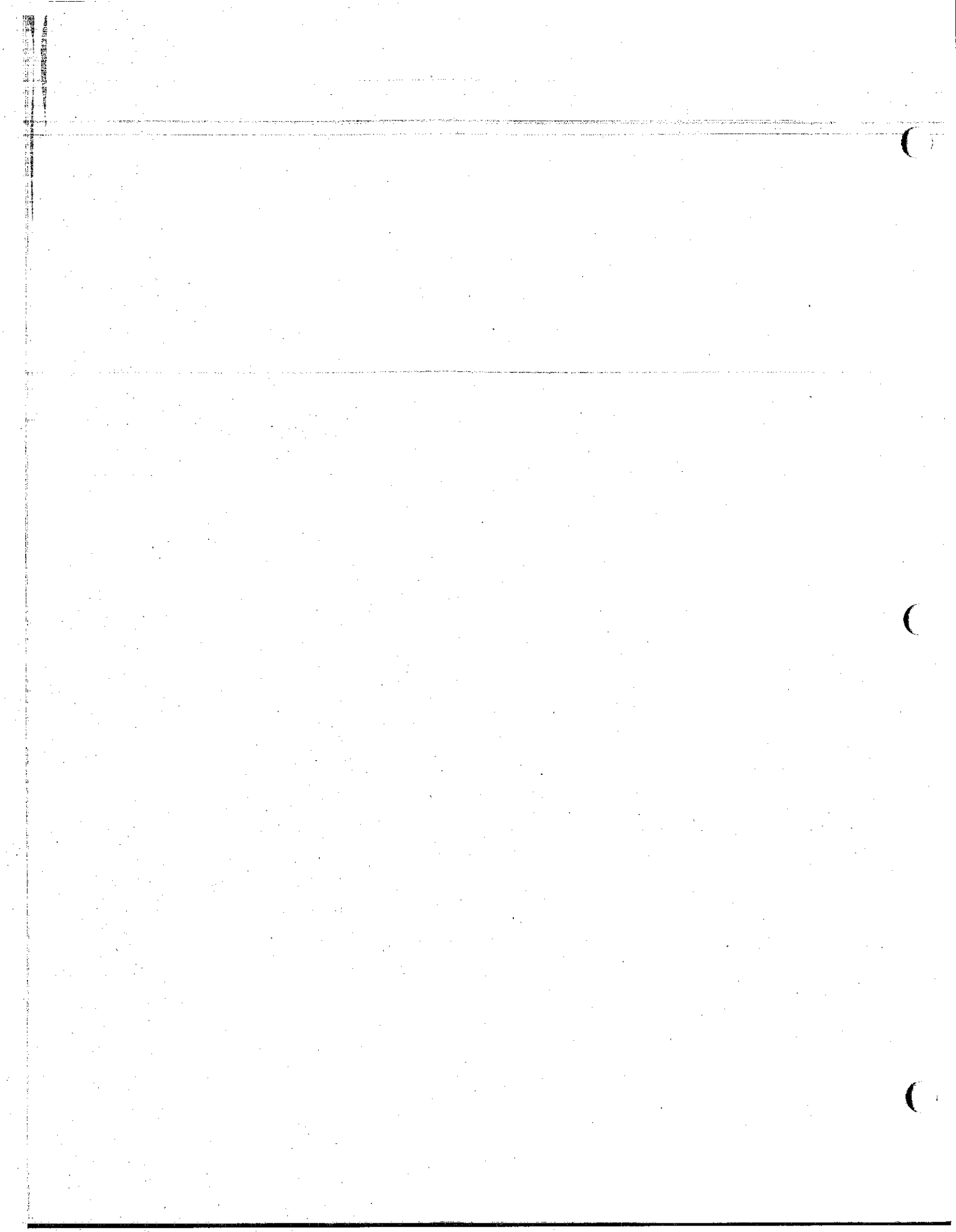
Obstacles that may arise:

My solutions:

Reminders I'll use to keep doing it: _____

Motivating techniques I'll use: _____

How I will evaluate the activity: _____



Name _____

Date _____

Long-Term Plan Worksheet

SKILL AREA 4: Evaluating and Maintaining a Recreational Activity

Activity chosen: _____

How often I'll do it: _____

Where: _____

People I'll do it with: _____

Resources needed:

How I'll obtain them:

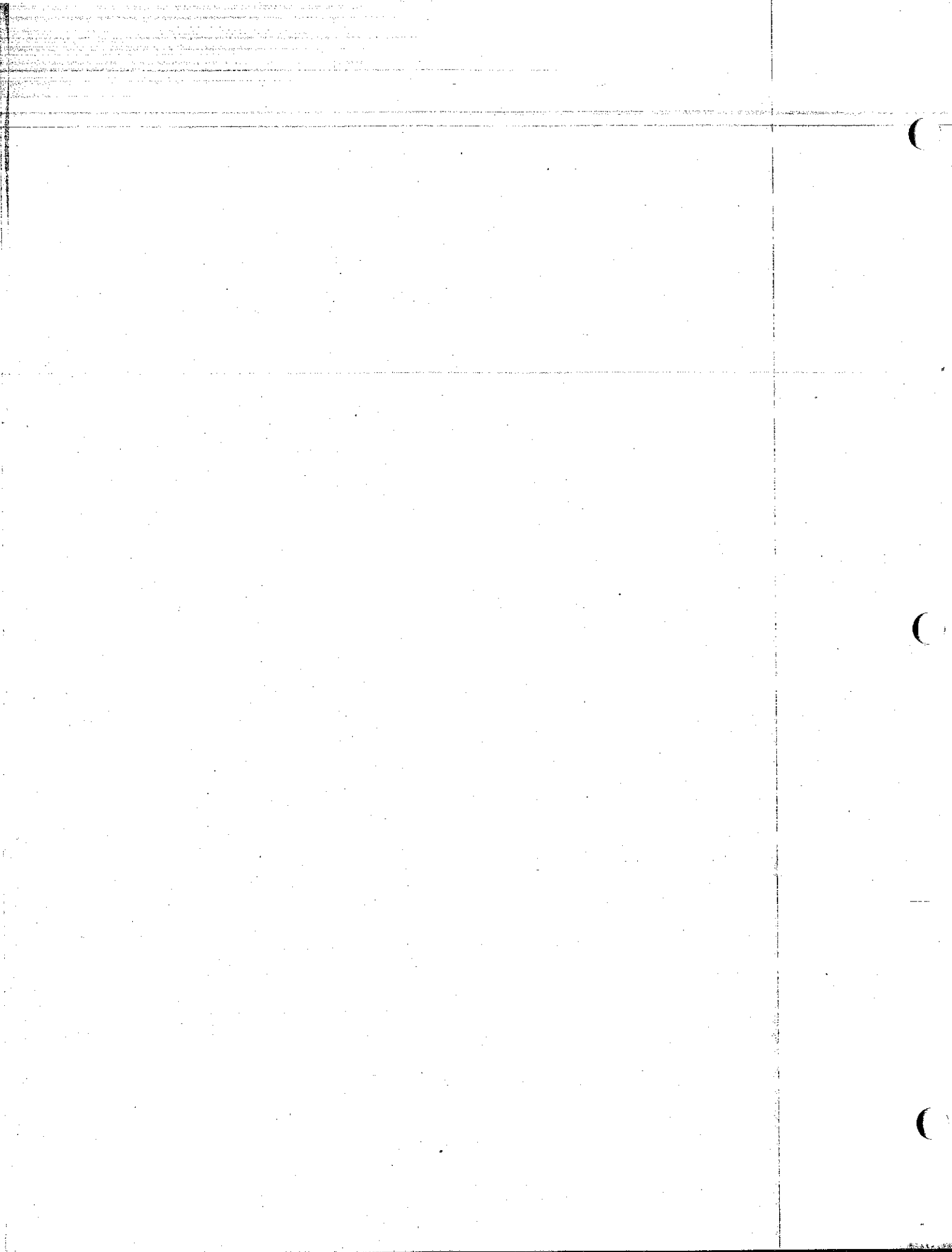
Obstacles that may arise:

My solutions:

Reminders I'll use to keep doing it: _____

Motivating techniques I'll use: _____

How I will evaluate the activity: _____



Name _____

Date _____

Long-Term Plan Worksheet

SKILL AREA 4: Evaluating and Maintaining a Recreational Activity

Activity chosen: _____

How often I'll do it: _____

Where: _____

People I'll do it with: _____

Resources needed:

How I'll obtain them:

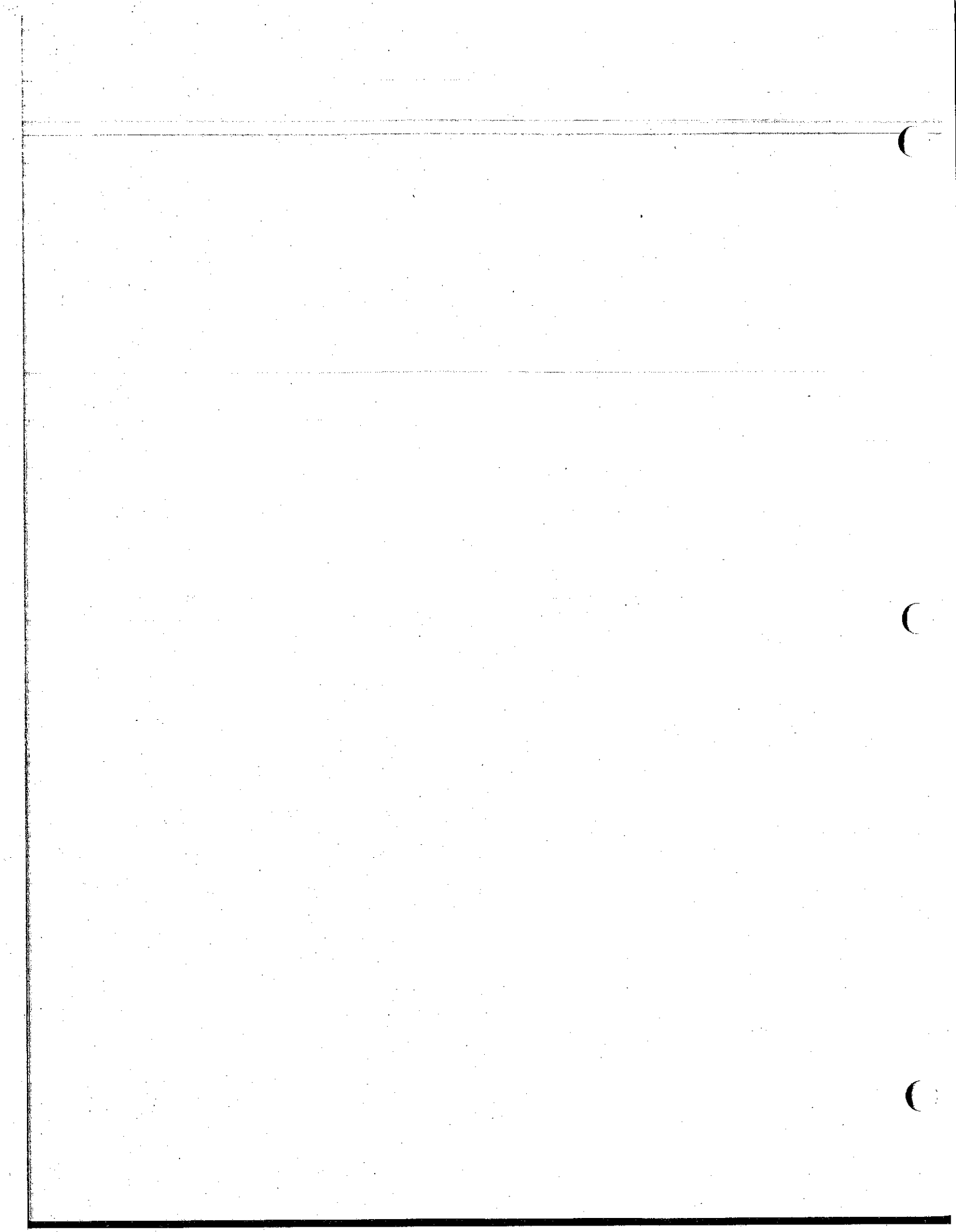
Obstacles that may arise:

My solutions:

Reminders I'll use to keep doing it: _____

Motivating techniques I'll use: _____

How I will evaluate the activity: _____



Name _____

Date _____

Long-Term Plan Worksheet

SKILL AREA 4: Evaluating and Maintaining a Recreational Activity

Activity chosen: _____

How often I'll do it: _____

Where: _____

People I'll do it with: _____

Resources needed:

How I'll obtain them:

Obstacles that may arise:

My solutions:

Reminders I'll use to keep doing it: _____

Motivating techniques I'll use: _____

How I will evaluate the activity: _____

