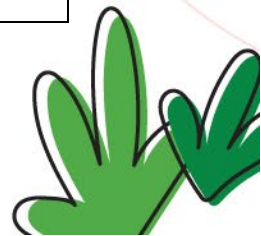




THE LEISURE CAKE

Introduction	<p>Briefly explain to the students what this exercise is about.</p> <p>Students must spend a large part of the day with school and learning. However, there is also another important part of the day that can be spent nicely and well by the students.</p> <p>Every student's free time is an important part of the day. How do you organize it? This exercise is meant to show you alternatives to your current daily routine. What could you change about your free time? What do you really like and what can be improved on the other hand?</p>
Objective / teachers' goal	<p>Students shall reflect on their own leisure time behavior.</p> <p>In adolescence, the possibility and necessity of making one's own decisions about shaping one's life increases. This increased scope for decision-making confronts young people with the challenge of finding a balance between their own needs and the expectations of their environment. Personal inclinations, desires, habits, and attitudes are expressed in the way young people set their priorities between school, circle of friends, family, sports and other hobbies.</p>
Relation to competence framework INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)	<p>Understanding mental health Competence in analysing health needs Capacity building and intervention</p>
Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input checked="" type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	<p>Each Student has a sheet of paper (A4) and a pencil</p>
Approach	<p>Each student draws a circle on his/her sheet of paper. They will be asked to divide the circle into segments according to their leisure activities and their duration. Beforehand, it is clarified whether the activities are those of the last week or the last month. Depending on the time spent, the pieces will be of different sizes. At the edge of the circle, the estimated time is written in hours. The students can now discuss their results in groups of two and find out where they agree with their classmates on the distribution of their free time and where they differ.</p> <p>In plenary or in small groups, the results are discussed based on the following questions:</p>





	<ul style="list-style-type: none">- What are the differences and similarities in leisure activities?- Did you get any suggestions for your personal leisure time activities?- Are there sensible and desirable, sensible, and feasible possibilities for change?- <p>If you have the same interests, can you imagine doing them together?</p>
Type of activity (workshop, assignment, quiz, debate, presentation, etc.)	workshop
Duration	2 hours
Final goal (learning outcome)	The students learned about alternatives to their own leisure time behavior





Dimension/Aspects							
Bodily functions	Feeling healthy	Fitness	Complaints and pain	Sleep	Food	Condition	Exercise
Mental well-being	Remember	Concentrate	Communicating	Being cheerful	Accepting yourself	Dealing with change	Sense of control
Quality of life	Enjoy	Being happy	Balance	Feeling safe	How you live	Get by with your money	Feeling comfortable with yourself
Social participation	Social contact	Be taken seriously	Doing fun things together	Belonging	Doing meaningful things together	Support from others	Interest in society
Daily functioning	Taking care of yourself	Knowing your limits	Knowledge of health	Dealing with time	Dealing with money	Being able to work	Being able to ask for help
Meaning	Meaningful life	Zest of life	Wanting to achieve deals	Have confidence	Accept	Gratitude	Keep learning

