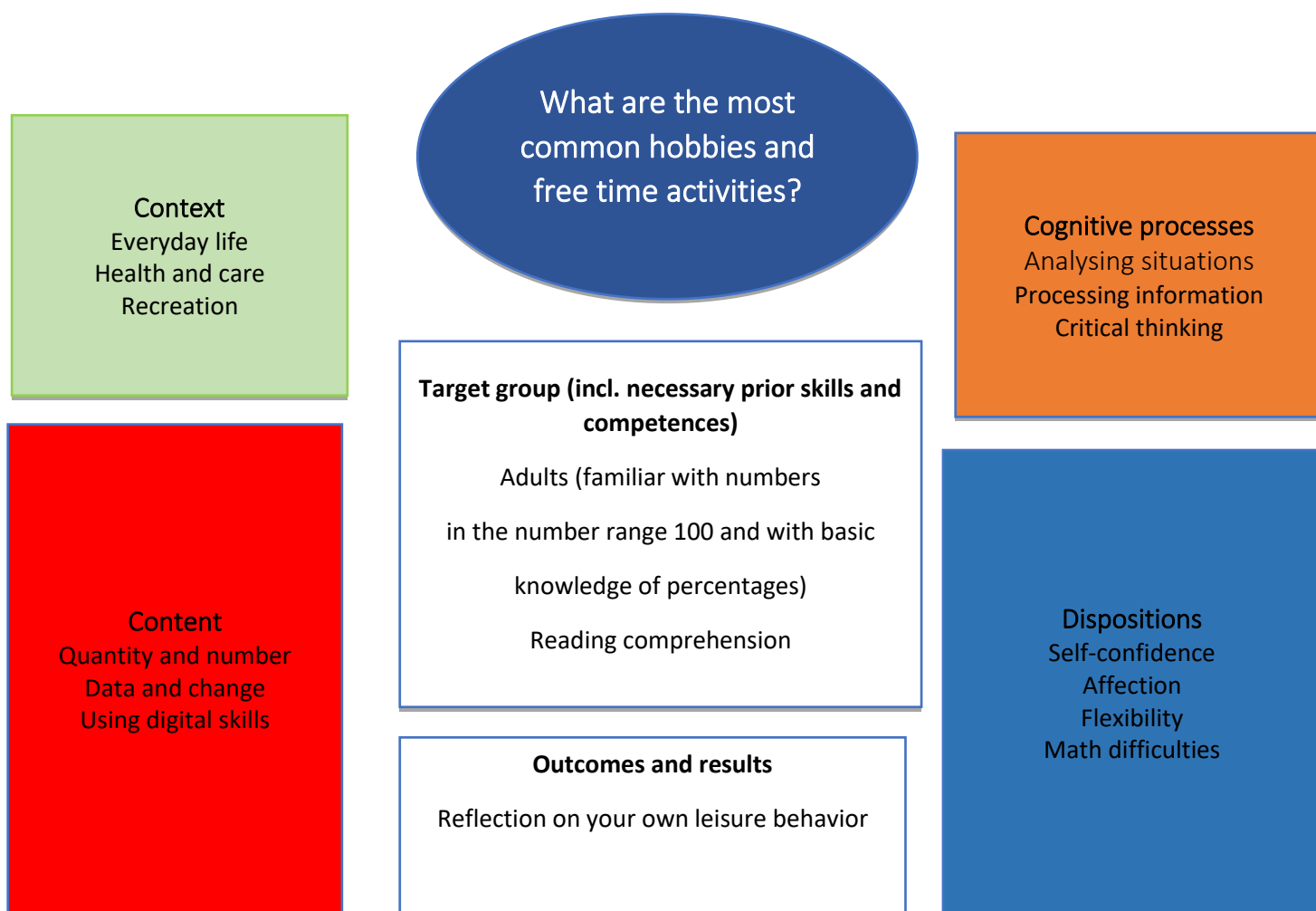


## Hobbies and free time activities: What do people prefer to do on Sundays?

Hobbies are an important balance to work and school.  
You can switch off after work and recharge your batteries at the same time.  
It is also interesting to look at the hobbies and leisure activities of others and to find out which hobbies are highly valued in a group or in a country.  
It is also important to analyze whether there are "good" and "bad" hobbies, i.e. is it good for me to devote a lot of my free time to these activities?

### Hobbies and free time activities



**Main information**

<b>Content</b>	Statistics, diagrams Fractions and percentages Numbers up to 100
<b>Target group</b>	(young) adults with basic numeracy skills
<b>Learning intention</b>	What is the intention of adults to face this problem? – Numeracy for personal and private purposes
<b>Duration</b>	Approx. 3 lessons
<b>Material and resources</b>	Statistics (see appendix 1) Text on leisure time (see appendix 2)
<b>Group size</b>	Range from 10 to 12 learners
<b>Problem statement</b>	Information on leisure behavior in a country and within the participant group provides space for discussion and (self-)reflection. Healthy leisure behavior is crucial for a good work-life balance. Especially among teenagers and young adults, excessive media consumption in leisure time is repeatedly criticized in the media and its negative effects on health and performance are underlined.
<b>Working questions</b>	<ul style="list-style-type: none"> <li>- What hobbies do people in our country love?</li> <li>- Are these hobbies also interesting for the learners?</li> <li>- How can the leisure time behavior of the group be visualized graphically (mathematically)?</li> <li>- How important are hobbies and leisure activities for the learners personally and individually?</li> <li>- - Can their own leisure behavior be described as healthy and relaxing?</li> </ul>
<b>Learning outcomes and results</b>	Learners are able to extract information from reading texts and diagrams. They become familiar with percentages. They are able to evaluate their own leisure behavior.
<b>Reference to National Qualification Frame</b>	Optional (country's decision)



### Working plan

Time (lessons)	Description of content/activities	Material	Methodical and didactic information <sup>1</sup>
15'	<p><b>1. Activation</b> Learners collect hobbies and leisure activities they do or know and record them on the flipchart or whiteboard.</p>	Flipchart or whiteboard	Cognitive activation
30'	<p><b>2. Activity</b> The learners estimate which hobbies are practiced most frequently or are the most popular. Based on this assessment, an initial statistic (bar chart) is drawn up on the board.  Alternatively, or as a supplement, corresponding statistics can also be used in this step.</p>	<p>Blackboard, flipchart, or whiteboard  Statistics (for examples please see appendix 1)</p>	Work in small groups
45'	<p><b>3. Reading text and presentation</b> a) In pair work: Reading the short text with the aim of filtering out the activities mentioned in it and their frequency and using this to create a bar chart. Presentation and comparison of the results in plenary</p>	Reading text (see appendix 2 for an example for Austria)	Selective reading, partner work
30'	<p>b) Create statistics for the group: Analogous to the reading text, statistics are created for the group of learners. To do this, the hobbies of the learners are collected, the frequency is estimated, and a corresponding bar chart is created for the group.</p>	Blackboard, flipchart, or whiteboard	<p>Group work  Collaborative learning  Questioning</p>

<sup>1</sup> for description and explanation of kinds of tasks, HITs and other background information please consult the teachers'/user's guide

60'	<p><b>4. Transfer</b></p> <p>Reflection and discussion:          What does the result of the group statistics mean for the individual learners in the group? How do they personally rate the amount of time they spend on the individual hobbies and leisure activities?          Are the hobbies mentioned relaxing, healthy/unhealthy, creative, meaningful, etc.?          Should you reduce or increase the amount of time you spend on certain hobbies or strive for new hobbies?          Why (not)?</p>		<p>Questioning</p> <p>Feedback</p>
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## Suggestions for the teacher/user

The example presented here should be considered as exemplary and inspirational material presenting a guideline with a high range of possibilities of adapting those suggestions to a specific group of learners or an individual learner with his or her very personal requirements.

In concrete terms, the example “Hobbies and free time activities” could be adapted these ways:

- **Individualization:** The engagement with the reading text can be adapted in different ways for learners with lower language or numeracy skills, for example:
  - Provide correct and incorrect statements from the reading text and thus support learners in grasping the meaning of the text.
  - Present a bar chart with percentages, but without labels, and have hobbies completed from the reading text.
  - Present a bar chart with labels but without percentages and add percentages.
  - Individualization for advanced learners: Where possible in the text, express the percentages as fractions in words, e.g. more than half, one third...
- **Individualization:** For learners with appropriate digital skills, a digitally supported creation of the diagrams (e.g. with MS Excel) can be considered.

Our educational activities aim at numeracy skills being not only memorized, but first of all being practiced and functionally used by the learners in daily life or/and vocational situations. It is therefore recommended to implement the idea of HITS<sup>2</sup> (higher impacts of teaching skills) as far and often as possible: ...

- ... work with concrete and authentic material that learners will recognize from everyday life situations.
- ... ask the learners questions and let them raise questions themselves. It can be crucial to discuss numeracy themes, contexts and numbers.
- ... think of possible ways of transfer.

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<sup>2</sup> For general information and explanation on HITS please see the teachers’/user’s guide

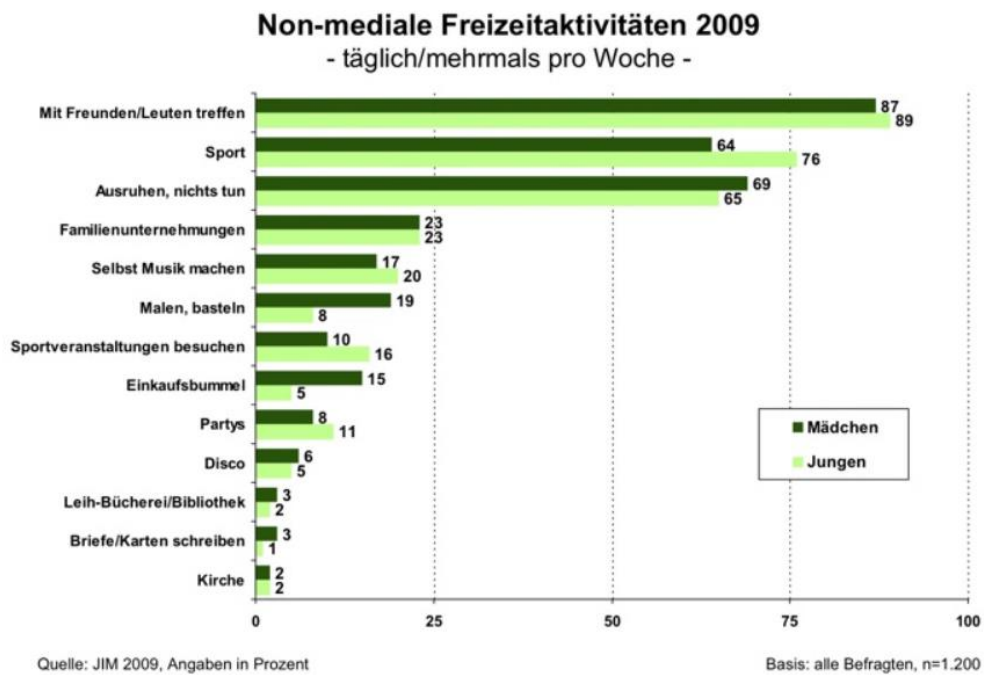


Appendix

Appendix 1: Graphs on free time activities in one's country (see examples from Austria)



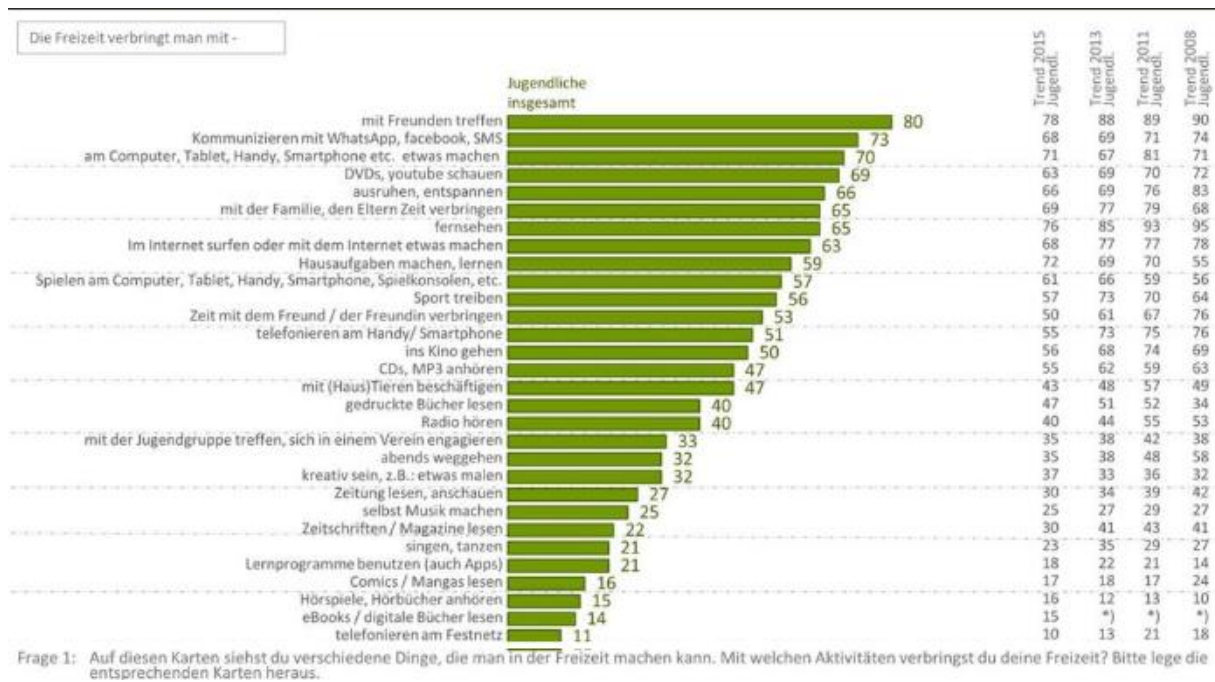
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Quelle: [JIM09\\_6.jpg \(850x600\) \(redakteur.cc\) \[04.03.2024\]](#)



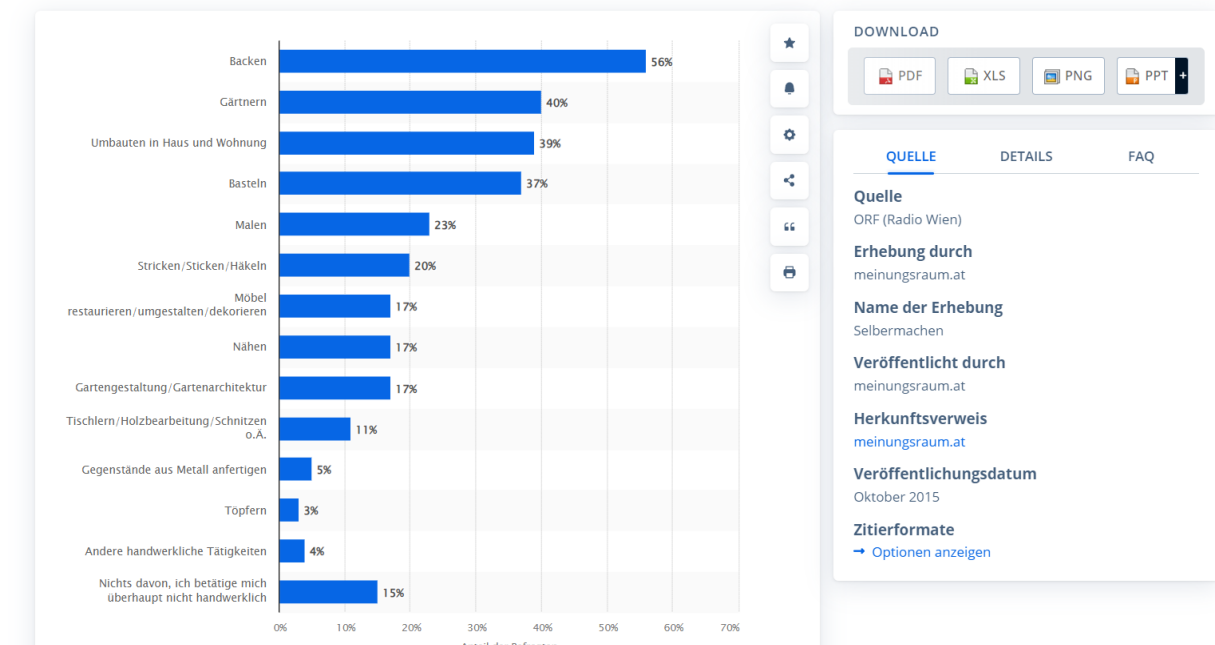
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Quelle: [marktmeinungsmensch | Studien | Mediennutzung, Freizeitverhalten und Smartphone-Nutzung von Jugendlichen in Oberösterreich 2017](#) [04.03.2024]

Freizeit > Hobby & Freizeitverhalten

Welche der folgenden Tätigkeiten betreiben Sie zumindest gelegentlich in Ihrer Freizeit?



Quelle: [Österreich - Freizeitaktivitäten der Wiener 2015](#) | Statista [04.03.2024]



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**Appendix 2:** Reading text on the leisure behavior of Austrians with the most popular activities on Sundays

Source (shortened and adapted): <https://kurier.at/chronik/oesterreich/oesterreich-freizeit-work-life-balance-fernsehen-sonntag-erholung-schlafen/402673426>  
v. 17.11.23

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ÖSTERREICH

## Österreicher haben mehr Freizeit und schauen sonntags am liebsten fern

Die Österreicherinnen und Österreicher haben **immer mehr Freizeit**, das geht zumindest aus einer aktuellen Erhebung des Linzer Meinungsforschungsinstituts IMAS hervor. Die **liebste Sonntagsbeschäftigung** ist für 58 Prozent der Bevölkerung eindeutig das **Fernsehen**, so das Ergebnis der veröffentlichten Befragung. Der **Sonntag** dürfte nach wie vor der **Tag der Erholung** sein. Außer Fernsehen wird dieser Tag regelmäßig zum Ausschlafen genutzt, gaben 46 Prozent an. Aber auch Spazierengehen ist mit 39 Prozent auf der Hitliste mit Platz drei ganz oben. Freunde und Verwandte zu treffen, machen 38 Prozent der Befragten. Internet oder Social Media interessiert am Sonntag 33 bzw. 23 Prozent.