

RECREATION AND LEISURE TIME SKILLS

I. USE OF LEISURE TIME AT HOME

395.1 RECREATION AND LEISURE TIME: Introduction

- "What is leisure time or free time?" (Time when you don't have to work or do chores around the house, time to pursue your own interests . . .)
- "Why is it important to do some things with other people during your free time?" (Get to know others, make friends, not be lonely . . .)
- "Why is it not good to spend all your free time alone?" (Won't meet others and vice versa, no companionship, no friends to be with . . .)
- "Why is it important not to spend all your free time doing sedentary activities?" (Your body needs exercise . . .)
- "Name two free-time activities that can help exercise your body." (Swimming, playing ball games, going for walks . . .)
- "Name two free-time activities that will not give your body exercise." (Watching TV, looking at magazines, playing cards . . .)
- "When do you have free time here at *(name of agency)*?"
- "Name two times when you have free time at home."
- "What is a hobby?" (Special on-going interest you pursue as a pleasurable pastime . . .) ■ "Name five hobbies." (Collections, sports, arts & crafts . . .) ■ "How can it be good to have a hobby?" (Makes life more interesting for you and others, it helps you learn a lot about or excel in one special thing . . .) ■ "Do you have any hobbies?" ■ If yes, "What are your hobbies?"
- "What are friends?" (People you like to be around more than others, non-relatives who are special to you . . .)
- "Why is it important to have friends?" (Have people to talk to and do things with, have companionship, give and receive affection . . .)
- "How can you get acquainted or make friends with someone?" (Introduce yourself; talk to person often then invite person to do something with you . . .)

Client is asked to name five activities *people do with others* during their free time. Activities named must be reasonable. Client may be cued to the number 5. It is suggested client be encouraged to name different activities each training session.

- Client names five activities people do with others during their free time

Client is asked to name five activities *he or she can do with others* during his or her free time. Activities named must be, in all probability, currently achievable leisure-time possibilities for client. Client may be cued to the number 5. It is suggested client be encouraged to name different activities each training session.

- Client names five leisure-time activities that in all probability he or she can currently do with others

Client is asked to name five activities *people do alone* during their free time. Activities named must be reasonable. Client may be cued to the number 5. It is suggested client be encouraged to name different activities each training session.

- Client names five activities people do alone during their free time

Client is asked to name five activities *he or she can do alone* during his or her free time. Activities named must be, in all probability, currently achievable leisure-time possibilities for client. Client may be cued to the number 5. It is suggested client be encouraged to name different activities each training session.

- Client names five leisure-time activities that in all probability he or she can currently do alone

395.2 INVITING OTHERS TO PARTICIPATE IN FREE-TIME ACTIVITIES

Instructor and client agree on a leisure-time activity client knows how to do and would like to do (e.g. go for a walk, get a refreshment and chat, play a card or table game), and someone with whom client would like to perform the activity. Client is then asked to invite the person to participate in the activity. More than one person may be asked to participate and the person(s) may vary each training session. An entry is provided below for instructor to indicate the specific activity in which client is to invite participation. For training on inviting others to participate in *more than one* activity (preferable), write a new skill for each activity by using the same procedure and tasks as here; in this case, it is suggested to assure client completes training on *one* activity before beginning training on the next.

Specific activity in which client is to be trained to invite participation:

- Client invites person(s) ■ Using appropriate social etiquette while inviting
- Expresses invitation clearly ■ Reacts appropriately if invitation is declined
- Performs the activity
- At end of activity, thanks or otherwise appropriately demonstrates appreciation to person(s) for participating

395.3 USE OF RADIO

- Client is shown a radio and asked: "What is this?" (Radio . . .)
- Client is shown several items including a radio and asked: "Point to the radio."

The tasks that follow are intended to accommodate a variety of radio types (e.g. stereo radio-phonograph combination, AM radio only, battery-operated transistor). It is suggested to determine the type of radio client is to be trained on and select the corresponding tasks. An entry is provided below for instructor to indicate specific type of radio on which client is to receive training.

Specific type of radio on which client is to receive training:

RECREATION AND LEISURE TIME SKILLS

I. USE OF LEISURE TIME AT HOME

USE OF RADIO (Cont.)

Client is shown the radio parts selected for training, and asked for each: "What is this?"

- | | | | |
|---------------------|--------------------------|----------------------------|-----------------------|
| ■ On/off switch | ■ Station tuner | ■ Treble control | ■ Speakers (external) |
| ■ Main power switch | ■ Balance control | ■ Bass control | ■ Antenna |
| ■ Function selector | ■ Tone control (for both | ■ Headphones or earphone | ■ Battery compartment |
| ■ Volume control | treble and bass) | ■ Headphones/earphone jack | ■ Batteries |

Client is asked to point to each radio part selected for training.

- | | | | |
|---------------------|--------------------------|----------------------------|-----------------------|
| ■ On/off switch | ■ Station tuner | ■ Treble control | ■ Speakers (external) |
| ■ Main power switch | ■ Balance control | ■ Bass control | ■ Antenna |
| ■ Function selector | ■ Tone control (for both | ■ Headphones or earphone | ■ Battery compartment |
| ■ Volume control | treble and bass) | ■ Headphones/earphone jack | ■ Batteries |

Client reasonably explains purpose of each radio part selected for training.

- | | | | |
|---------------------|--------------------------|----------------------------|-----------------------|
| ■ On/off switch | ■ Station tuner | ■ Treble control | ■ Speakers (external) |
| ■ Main power switch | ■ Balance control | ■ Bass control | ■ Antenna |
| ■ Function selector | ■ Tone control (for both | ■ Headphones or earphone | ■ Battery compartment |
| ■ Volume control | treble and bass) | ■ Headphones/earphone jack | ■ Batteries |

TURNING ON RADIO

- Client demonstrates turning on radio that has on/off switch only
- Demonstrates turning on main power switch

STATION SELECTION

- Demonstrates: Tuning in three AM stations on radio with AM only (may be cued to the number three) ■ Finely tuning each station
- Demonstrates: Setting function selector to AM ■ Tuning in three AM stations (may be cued to the number three) ■ Finely tuning each station
- Demonstrates: Setting function selector to FM ■ Tuning in one FM station ■ Finely tuning the station
- Demonstrates: Setting function selector to FM stereo ■ Tuning in one FM stereo station ■ Finely tuning the station

VOLUME

- Demonstrates turning volume: To listening level appropriate for the situation ■ "Up" ■ "Down"

TONE

- Demonstrates adjusting tone control: To maximum treble ■ To maximum bass
- Demonstrates adjusting individual treble control: To maximum treble ■ To minimum treble
- Demonstrates adjusting individual bass control: To maximum bass ■ To minimum bass

STEREO BALANCE

- Demonstrates adjusting stereo balance control to reasonably balanced stereophonic listening

HEADPHONES/EARPHONE

- Demonstrates: Inserting headphones (earphone) plug into phone jack ■ Putting on headphones (earphone) appropriately ■ Adjusting volume to reasonable (i.e. "safe") level

ANTENNA

- Demonstrates appropriately: Extending antenna ■ Rotating antenna ■ Closing antenna

BATTERIES

- Demonstrates changing batteries by: Appropriately opening battery compartment ■ Removing batteries ■ Replacing batteries to state of operation ■ And closing battery compartment

TURNING OFF RADIO

- Demonstrates turning off radio

Client is shown the same radio as the one used for training and asked to turn it on to any station. The radio should be off, not tuned in to a station, and without the volume pre-adjusted before client begins.

- Client turns on radio ■ Locates any station ■ Finely tunes the station ■ Adjusts volume to appropriate listening level

396.1 USE OF TELEVISION

- Client is shown a television set and asked: "What is this?" (Television set, television, TV . . .)
- Client is shown several items including a television set and asked: "Point to the television (TV) set."

Specific type of television set on which client is to receive training:

Client is shown the television parts selected for training, and asked for each: "What is this?"

- | | | | |
|-----------------------|---------------------------|---------------------------|--------------------|
| ■ On/off switch | ■ Horizontal hold control | ■ Color intensity control | ■ Contrast control |
| ■ Volume control | ■ Vertical hold control | ■ Hue control | ■ Earphone |
| ■ Channel selector | ■ Antenna | ■ Brightness control | ■ Earphone jack |
| ■ Fine tuning control | | | |

RECREATION AND LEISURE TIME SKILLS

I. USE OF LEISURE TIME AT HOME

USE OF TELEVISION (Cont.)

Client is asked to point to each television part selected for training.

- | | | | |
|-----------------------|---------------------------|---------------------------|--------------------|
| ■ On/off switch | ■ Horizontal hold control | ■ Color intensity control | ■ Contrast control |
| ■ Volume control | ■ Vertical hold control | ■ Hue control | ■ Earphone |
| ■ Channel selector | ■ Antenna | ■ Brightness control | ■ Earphone jack |
| ■ Fine tuning control | | | |

Client reasonably explains purpose of each television part selected for training.

- | | | | |
|-----------------------|---------------------------|---------------------------|--------------------|
| ■ On/off switch | ■ Horizontal hold control | ■ Color intensity control | ■ Contrast control |
| ■ Volume control | ■ Vertical hold control | ■ Hue control | ■ Earphone |
| ■ Channel selector | ■ Antenna | ■ Brightness control | ■ Earphone jack |
| ■ Fine tuning control | | | |

TURNING ON TELEVISION

- Client demonstrates turning on television

VOLUME

- Demonstrates turning volume: To listening level appropriate for the situation ■ "Up" ■ "Down"

CHANNEL SELECTION

- Demonstrates turning to: Channel _____ ■ Channel _____ ■ Channel _____ ■ Channel _____ ■ Channel _____

FINE TUNING CONTROL

- Demonstrates using the fine tuning control to appropriately fine tune a picture

HORIZONTAL HOLD CONTROL

- Demonstrates using the horizontal hold control to appropriately stabilize a picture's horizontal distortion

VERTICAL HOLD CONTROL

- Demonstrates using the vertical hold control to appropriately stabilize a picture's vertical distortion

ANTENNA

- Demonstrates appropriately: Extending antenna ■ Rotating antenna ■ Closing antenna

COLOR INTENSITY CONTROL

- Demonstrates using the color intensity control to appropriately adjust a picture's color intensity

HUE CONTROL

- Demonstrates using the hue control to appropriately adjust a picture's hue

BRIGHTNESS CONTROL

- Demonstrates using the brightness control to appropriately adjust a picture's brightness

CONTRAST CONTROL

- Demonstrates using the contrast control to appropriately adjust a picture's contrast

EARPHONE

- Demonstrates: Inserting earphone plug into earphone jack ■ Appropriately inserting earphone into ear ■ Adjusting earphone volume to reasonable level

TURNING OFF TELEVISION

- Demonstrates turning off television

Client is shown the same television set as the one used for training and asked to turn it on to any channel. The set should be off, not tuned in to a channel, and without the volume pre-adjusted before client begins.

- Client turns on television ■ Locates any channel ■ Adjusts volume to listening level appropriate for the situation
- If picture requires it, appropriately uses: Fine tuning control ■ Horizontal hold control ■ Vertical hold control
- If picture requires it, appropriately uses: Color intensity control ■ Hue control
- If picture requires it, appropriately uses: Brightness control ■ Contrast control

397.1 USE OF RECORD PLAYER

Client is shown the items selected for training, and asked for each: "What is this?"

- | | | | |
|-----------------|----------------------------|------------------------|------------------|
| ■ Record player | ■ 45 record | ■ 33-1/3 record jacket | ■ Record cleaner |
| ■ 33-1/3 record | ■ 33-1/3 record dust cover | ■ 45 record cover | |

Client is shown several items including the items selected for training, and asked for each: "Point to _____."

- | | | | |
|-----------------|----------------------------|------------------------|------------------|
| ■ Record player | ■ 45 record | ■ 33-1/3 record jacket | ■ Record cleaner |
| ■ 33-1/3 record | ■ 33-1/3 record dust cover | ■ 45 record cover | |

Client reasonably explains purpose of each item selected for training.

- | | | | |
|-----------------|----------------------------|------------------------|------------------|
| ■ Record player | ■ 45 record | ■ 33-1/3 record jacket | ■ Record cleaner |
| ■ 33-1/3 record | ■ 33-1/3 record dust cover | ■ 45 record cover | |

RECREATION AND LEISURE TIME SKILLS

I. USE OF LEISURE TIME AT HOME

USE OF RECORD PLAYER (Cont.)

The tasks that follow are intended to accommodate a variety of record player types (e.g. stereo, monaural, stereo radio-record player combination). It is suggested to determine the type of record player client is to be trained on and select the corresponding tasks. An entry is provided below for instructor to indicate specific type of record player on which client is to receive training.

Specific type of record player on which client is to receive training:

Client is shown the record player parts selected for training, and asked for each: "What is this?"

- | | | | |
|---------------------|-------------------------------|--------------------------|-------------------|
| ■ Main power switch | ■ Automatic spindle | ■ Tone arm | treble and bass) |
| ■ Function selector | ■ Adaptor disc for 45 record | ■ Tone arm rest | ■ Treble control |
| ■ Speed control | ■ Control to start (On), stop | ■ Volume control | ■ Bass control |
| ■ Control arm | ■ (Off), and reject (Auto) | ■ Speakers (external) | ■ Cueing lever |
| ■ Turntable | ■ Dust cover | ■ Balance control | ■ Headphones |
| ■ Manual spindle | ■ Stylus (needle) | ■ Tone control (for both | ■ Headphones jack |

Client is asked to point to each record player part selected for training.

- | | | | |
|---------------------|-------------------------------|--------------------------|-------------------|
| ■ Main power switch | ■ Automatic spindle | ■ Tone arm | treble and bass) |
| ■ Function selector | ■ Adaptor disc for 45 record | ■ Tone arm rest | ■ Treble control |
| ■ Speed control | ■ Control to start (On), stop | ■ Volume control | ■ Bass control |
| ■ Control arm | ■ (Off), and reject (Auto) | ■ Speakers (external) | ■ Cueing lever |
| ■ Turntable | ■ Dust cover | ■ Balance control | ■ Headphones |
| ■ Manual spindle | ■ Stylus (needle) | ■ Tone control (for both | ■ Headphones jack |

Client reasonably explains purpose of each record player part selected for training.

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|---------------------|-------------------------------|--------------------------|-------------------|
| ■ Main power switch | ■ Automatic spindle | ■ Tone arm | treble and bass) |
| ■ Function selector | ■ Adaptor disc for 45 record | ■ Tone arm rest | ■ Treble control |
| ■ Speed control | ■ Control to start (On), stop | ■ Volume control | ■ Bass control |
| ■ Control arm | ■ (Off), and reject (Auto) | ■ Speakers (external) | ■ Cueing lever |
| ■ Turntable | ■ Dust cover | ■ Balance control | ■ Headphones |
| ■ Manual spindle | ■ Stylus (needle) | ■ Tone control (for both | ■ Headphones jack |

PUTTING ON RECORD — Use Of Automatic Play For 33-1/3 R.P.M. Records

Client is handed two 33-1/3 records in their covers and asked to play them.

- Client demonstrates: Opening cover of record player ■ And stabilizing cover in open position
- Demonstrates: Lifting control arm from down position ■ And swinging it to the right to open position
- Demonstrates: Removing manual spindle ■ And inserting automatic spindle appropriately
- Appropriately removes the 33-1/3 records from their covers
- Places records on each other evenly ■ Carefully ■ And on appropriate (i.e. non-damaging) surface
- Using both hands, carefully brings evenly stacked records over spindle
- Appropriately aligns spindle and center holes of records
- Eases records down the spindle with both hands ■ Until records rest on automatic spindle projection
- Steadies records appropriately with left hand ■ Returns control arm to center of turntable with right hand ■ And carefully lowers control arm over records
- Demonstrates setting speed control at 33-1/3 indicator

Starting combination unit

- Turns on main power switch ■ Demonstrates setting function selector for phonograph operations

Starting turntable

- Activates "Reject" ("Automatic") control ■ And holds it momentarily in place until turntable begins revolving

PUTTING ON RECORD — Use Of Manual Play For A 33-1/3 Or 45 R.P.M. Record

Client is handed a 33-1/3 or 45 record in its cover and asked to play it.

- Demonstrates: Opening cover of record player ■ And stabilizing cover in open position
- Demonstrates: Lifting control arm from down position ■ And swinging it to the right to open position
- Demonstrates: Appropriately removing automatic spindle ■ And inserting manual spindle
- Demonstrates putting 45 adaptor spindle in place
- Appropriately removes the 33-1/3 or 45 record from its cover
- Demonstrates correctly inserting adaptor disc into opening of 45 record
- Using both hands, carefully brings record over spindle
- Appropriately aligns spindle and center hole of record
- Eases record down the spindle with both hands ■ Until record rests on turntable
- Returns control arm to center of turntable ■ And carefully lowers control arm to down position
- Demonstrates setting speed control: At 33-1/3 indicator ■ At 45 indicator

RECREATION AND LEISURE TIME SKILLS

I. USE OF LEISURE TIME AT HOME

USE OF RECORD PLAYER (Cont.)

Starting combination unit

- Turns on main power switch
- Demonstrates setting function selector for phonograph operations

Starting turntable

- Moves starter control to "On" or "Start" position

Positioning stylus manually

- Lifts tone arm by its handle with right hand
- And lowers it over record until stylus contacts lead-in groove
- As stylus makes contact with record: Uses appropriate pressure
- And hand steadiness

Positioning stylus using cueing lever

- Lifts tone arm using cueing lever appropriately
- Positions tone arm over lead-in groove
- So stylus is in correct position for lowering
- Lowers tone arm using cueing lever appropriately

DURING RECORD PLAYING

- Demonstrates adjusting volume control to listening level appropriate for the situation
- Demonstrates adjusting tone control: To maximum treble
- To maximum bass
- Demonstrates adjusting individual treble control: To maximum treble
- To minimum treble
- Demonstrates adjusting individual bass control: To maximum bass
- To minimum bass
- Demonstrates adjusting balance control to reasonably balanced stereophonic sound
- Demonstrates: Inserting headphones plug into headphones jack
- Putting on headphones appropriately
- Adjusting headphones volume to reasonable (i.e. "safe") level
- Demonstrates appropriately using "reject" control to prematurely end the playing of a record
- Demonstrates turning off record player and/or combination unit

AT END OF ALL RECORD PLAYING

- Appropriately returns control arm to open position
- Lifts records off spindle
- Returns records to covers
- Records are in their original covers
- Demonstrates closing cover of record player appropriately
- Demonstrates appropriately cleaning a record

399.1 USE OF CASSETTE TAPE RECORDER

This skill is intended for use with a basic cassette tape recorder that is not part of a more complex sound system (e.g. tape recorder/radio unit), and the skill does not include training client how to record sound. For training on more sophisticated equipment and how to record, instructor will need to expand the task analysis appearing here. An entry is provided below for instructor to indicate specific type of cassette tape recorder on which client is to receive training.

Specific type of cassette tape recorder on which client is to receive training:

Client is shown the items selected for training, and asked for each: "What is this?"

- Cassette tape recorder
- Cassette tape
- Cassette storage box
- Carrying case

Client is shown several items including the items selected for training, and asked for each: "Point to _____."

- Cassette tape recorder
- Cassette tape
- Cassette storage box
- Carrying case

Client reasonably explains purpose of each item selected for training.

- Cassette tape recorder
- Cassette tape
- Cassette storage box
- Carrying case

Client is shown the tape recorder parts selected for training, and asked for each: "What is this?"

- Eject button
- Rewind button
- Earphone
- Cord
- Playback button
- Record button
- Earphone jack
- AC input
- Stop button
- Volume control
- Battery compartment
- Carrying handle
- Fast forward button
- Tone control
- Batteries

Client is asked to point to each tape recorder part selected for training.

- Eject button
- Rewind button
- Earphone
- Cord
- Playback button
- Record button
- Earphone jack
- AC input
- Stop button
- Volume control
- Battery compartment
- Carrying handle
- Fast forward button
- Tone control
- Batteries

Client reasonably explains purpose of each tape recorder part selected for training.

- Eject button
- Rewind button
- Earphone
- Cord
- Playback button
- Record button
- Earphone jack
- AC input
- Stop button
- Volume control
- Battery compartment
- Carrying handle
- Fast forward button
- Tone control
- Batteries

RECREATION AND LEISURE TIME SKILLS

I. USE OF LEISURE TIME AT HOME

USE OF CASSETTE TAPE RECORDER (Cont.)

Client is shown a cassette tape recorder, a cassette tape in its storage box, and is asked to play the tape.

- Client demonstrates plugging correct end of cord into wall outlet ■ And other end into recorder AC input
- Appropriately opens cassette tape storage box ■ And removes cassette
- Opens cassette compartment lid on recorder ■ By appropriately depressing eject button
- Puts correct end of cassette into cassette compartment ■ Guides cassette gently into operating position
- Does not touch tape while inserting cassette into cassette compartment ■ Closes compartment lid ■ Gently
- Depresses playback button ■ Locks playback button for playing ■ Demonstrates depressing stop button at end of tape

REWIND BUTTON

- Demonstrates rewinding tape *partially* by: Depressing rewind button ■ Allowing tape to rewind partially ■ And depressing stop button
- Demonstrates rewinding tape *completely* by: Depressing rewind button ■ Allowing tape to rewind completely ■ Depressing stop button

FAST FORWARD BUTTON

- Demonstrates advancing tape *partially* by: Depressing fast forward button ■ Allowing tape to advance partially ■ And depressing stop button
- Demonstrates advancing tape *completely* by: Depressing fast forward button ■ Allowing tape to advance to the end ■ Depressing stop button

VOLUME

- Demonstrates adjusting volume control to listening level appropriate for the situation

TONE

- Demonstrates adjusting tone control: To maximum treble ■ To maximum bass

PLAYING OPPOSITE SIDE

- Demonstrates playing opposite side of a tape that has just finished playing by: Appropriately depressing eject button
 - Removing tape ■ Reversing tape ■ Reinserting tape into cassette compartment ■ Closing lid of compartment
 - And depressing playback button

EARPHONE

- Demonstrates using earphone by: Inserting earphone plug into earphone jack ■ Appropriately inserting earphone into ear ■ Adjusting earphone volume to reasonable level

REMOVING AND STORING TAPE

While a tape is playing, client is asked to show how to stop playing the tape and put it away.

- Appropriately depresses stop button ■ Depresses eject button ■ Removes tape ■ Closes cassette compartment lid
- Appropriately inserts cassette tape into storage box ■ And closes storage box

BATTERIES

- Demonstrates changing batteries by: Appropriately opening battery compartment ■ Removing batteries ■ Replacing batteries to state of operation ■ And closing battery compartment

CARRYING RECORDER

- Demonstrates carrying recorder appropriately while walking (e.g. by handle or carrying case strap)

400.1 USE OF NEWSPAPER

This skill is intended to train basic use of a newspaper to a client who *reads*. It is suggested to consider training a client who has more limited reading skills to use those parts of a newspaper he or she will find practical in daily living (e.g. television guide, grocery ads, community events page).

- Client is shown a newspaper and asked: "What is this?" (Newspaper, paper — must use generic word)
- Client is shown several items including a newspaper and asked: "Point to the newspaper."
- "Why can it be important to read the newspaper?" (Be well-informed, have source of wide variety of news in detail, benefit from store bargains . . .)
- "Name five subject areas commonly contained in newspapers." (Local news, grocery ads, TV and movie guides, sports, comics . . .)
- "What are headlines?" (Titles throughout a newspaper that indicate the subject of what appears below them . . .)
- "How are headlines useful?" (Help quickly locate what you're looking for, give quick summary of news when you're in a hurry . . .)

Instructor hands client local newspaper and proceeds with the tasks selected for training. It is recommended newspaper used be of same date as training session. It is suggested instructor determine parts of a newspaper in addition to the parts appearing below that may be useful or of special interest to the individual client, and include tasks regarding use of those parts as well.

INDEX

- Client demonstrates locating departmental index ■ And two departments according to index page-reference

RECREATION AND LEISURE TIME SKILLS

I. USE OF LEISURE TIME AT HOME

USE OF NEWSPAPER (Cont.)

HEADLINES

- Demonstrates locating any five headlines
- And indicating for each the probable content based on the headline only

TELEVISION

- Demonstrates locating television schedule
- For any five times on television schedule, demonstrates: Reading the times (and distinguishing AM and PM)
- Stating what programs will be televised at each time
- Stating the respective television channel for each program

Instructor selects a television program that has accompanying program notes, points to the program on the television schedule, and asks client to locate program notes for it. Repeat same procedure for a second program.

- Locates program notes for two television programs

MOVIES

- Demonstrates locating movies section
- When asked: Names any two movies playing
- Names their respective theaters
- States showing time of each movie
- States telephone number of each theater
- "Name a movie theater you know how to go to from where you live.":
- When asked, locates the same movie theater in movies section

CALENDAR OF COMMUNITY EVENTS

- Demonstrates locating calendar of community events page (this may require a Sunday newspaper)
- When asked: Selects a community event of personal interest
- States date of event
- States place of event
- States time event begins
- States admission fee

SPORTS

- Demonstrates locating sports section

COMICS

- Demonstrates locating comics section

WEATHER

- Demonstrates locating: Weather report
- Predicted high and low temperatures for the day
- Predicted high and low temperatures for the next day
- Prediction of when the rain's gonna stop (Oregon residents only)

GROCERY ADS

- "At what grocery store do you shop most often?":
- When asked: Locates grocery ad of store named above
- States what items are on sale
- States sale price of each item

OTHER SALE ADS

Instructor and client decide on three specific non-grocery items client needs or would be interested in purchasing (e.g. pair of shoes, phonograph record, house plant). Client is then asked to look carefully through the newspaper to determine if sale ads for the items appear there.

- Correctly determines presence or absence of ads for the three items
- Of ads present in newspaper: States where each item is on sale
- States sale price of each item

CLASSIFIED ADS

- Demonstrates locating: Help wanted section
- Jobs wanted section
- Apartments for rent section
- Rooms for rent section
- Lost and found section

401.1 SPORTSMANSHIP

- "What is sportsmanship?" (Playing by the rules when participating in group leisure-time activities, accepting winning and losing graciously . . .)
- "Give an example of someone showing *good* sportsmanship." (If wins game says something complimentary to loser, if loses congratulates winner . . .)
- "Give an example of *poor* sportsmanship." (Winner boasts superiority to loser, loser gets angry or refuses to play again, loser cheats in next game . . .)
- "Why is it important to show good sportsmanship?" (People will enjoy doing leisure-time activities with you, competitive games will be more fun . . .)
- "What can happen if you don't show good sportsmanship?" (May not be invited to participate with others, may hurt people's feelings . . .)
- "How do people take a vote to agree on a free-time activity to do?" (Client explains basic majority vote process)
- "Why is taking a vote a good way to resolve opposing interests?" (It's quick, easy, and fair; it doesn't facilitate "blaming" any one person . . .)

Client participates in an actual (i.e. not role-play) majority vote experience.

- Client participates actively (i.e. votes)
- Uses same voting method as the group (e.g. raises hand)
- Votes only once
- Bases vote, from all appearances, on own wishes
- Reacts appropriately to results of vote (e.g. cooperates afterwards)

RECREATION AND LEISURE TIME SKILLS

I. USE OF LEISURE TIME AT HOME

402.1 TABLE AND CARD GAMES: Introduction

- "What are table games?" (Games you usually play indoors sitting at a table, games requiring concentration more than physical activity . . .) ■ "Name two table games." (Checkers, Bingo, cards, the Ungame . . .) ■ "What table games do you know how to play?" (Names at least two if several known):
- "What are card games?" (Games you play with playing cards . . .) ■ "Name two card games." (Concentration, Old Maid, Fish, Solitaire, I Doubt It . . .) ■ "What card games do you know how to play?" (Names at least two if several known):
- "What does someone do who cheats during a game?" (Deliberately doesn't play by the rules — client may give specific example . . .)
- "What can happen if you don't play a game correctly?" (Others may get upset, ridicule you, think you cheat, not invite you again . . .)
- "Why is it good to know how to play games?" (Inexpensive entertainment, chance to talk and socialize, it's convenient when you have to stay indoors . . .)
- "How do games promote socialization and getting to know people better?" (There's time to chat, you're close together, everyone is relaxed . . .)

402.2 PLAYING TABLE GAMES

Instructor and client agree on a table game client will learn.

Agreed upon table game on which client is to receive training:

- Client is shown the game indicated above and asked: "What game is this?" (Answers as indicated above)
- Client is shown several games including the game indicated above and asked: "Point to *(name of game)*."
- Indicates understanding object of game ■ Indicates understanding essential rules of game

Client is asked to play the game indicated above. If game requires other players, and client is to initiate the inviting, client also is asked to invite others to participate. Instructor will need to write, in the form of tasks, the essential game rules client is to follow, as well as other playing factors that may require special consideration depending on client's ability level (e.g. holding cards appropriately, keeping tokens within gameboard boundary lines). The tasks, once written, should be inserted where indicated below. For training on additional table games (preferable), write a new skill for each game by using the same procedure and format as here; it is recommended, however, to assure client completes training on one game before beginning training on the next.

- Invites participation of others when requested ■ States name of game to be played when inviting ■ Invites number of participants appropriate to the game
- Locates game ■ And collects any additional necessary materials (e.g. pencil, paper for keeping score)
- Sets up game correctly for playing
- **INSTRUCTOR INSERTS HERE the specially written tasks regarding the essential game rules client is to follow, and other playing factors that may require special consideration, as explained in directions above.**
- Shows acceptable sportsmanship while playing game ■ And at end of game when wins or loses
- When all game-playing is over: Returns game to its storage container ■ Appropriately (e.g. does not damage parts; keeps parts organized) ■ And returns game to appropriate storage area

402.3 CARD GAMES: Introductory Concepts And Identifying Cards By Suit

- Client is shown a deck of cards and asked: "What is this (are these)?" (Deck of cards, playing cards . . .)
- Client is shown several items including a deck of cards and asked: "Point to the deck of cards."

VISUAL IDENTIFICATION OF SUITS

Client is shown four cards, each a different suit but same value, and asked: "Point to *(e.g. hearts)*." It is suggested to vary the four-card set shown each training session but keep suits and values as previously indicated.

- Points to: Hearts ■ Clubs ■ Diamonds ■ Spades

Client is handed a deck of shuffled cards and asked: "Give me all the *(e.g. hearts)*."

- Gives all the: Hearts ■ Clubs ■ Diamonds ■ Spades

VERBAL IDENTIFICATION OF SUITS

Client is shown four cards, each a different suit but same value. Instructor points to the suits and asks for each: "What suit is this card?" It is suggested to vary the four-card set shown each training session but keep suits and values as previously indicated.

- Names: Hearts ■ Clubs ■ Diamonds ■ Spades

Client is handed approximately half a deck of shuffled cards and asked: "Name the suit of each card."

- Names all: Hearts ■ Clubs ■ Diamonds ■ Spades

- Client is shown a joker card and asked: "What card is this?" (Joker) ■ Client is shown several cards together including a joker, and asked: "Give me the joker." ■ "Are jokers usually used in card games?" (No) ■ "How many jokers usually come with a deck of cards?" (Two) ■ "What should you do before using a deck that has jokers?" (Remove jokers)

RECREATION AND LEISURE TIME SKILLS

I. USE OF LEISURE TIME AT HOME

CARD GAMES: Introductory Concepts And Identifying Cards By Suit (Cont.)

- "How many cards make a standard deck of cards complete?" (52) ■ "How many cards make a suit complete?" (13)
- "Should you play a card game if the deck or suits are not complete?" (No)
- "What can you do to make sure your deck has the proper cards before playing?" (Count 52 cards less jokers, or count 13 cards for each suit)
- Client is handed a deck of cards and asked to determine if it is complete by counting the cards (Answers correctly after counting)
- Client is handed a deck of shuffled cards and asked to determine if it is complete by sorting cards into suits and counting thirteen cards for each suit.
- Client correctly: Sorts deck into suits ■ Counts cards of each suit ■ And states if deck is complete

403.1 CARD GAMES: Identifying Cards Of A Suit

VISUAL IDENTIFICATION OF CARDS OF A SUIT

Client is shown thirteen cards of the same suit, arranged in random order, and asked for each: "Point to the (e.g. 2)." It is suggested to use a different suit of thirteen cards each training session.

■ Points to the: 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10 ■ Jack ■ Queen ■ King ■ Ace

Client is handed a deck of shuffled cards and asked: "Give me all the (e.g. 2's)."

■ Gives all the: 2's ■ 3's ■ 4's ■ 5's ■ 6's ■ 7's ■ 8's ■ 9's ■ 10's ■ Jacks ■ Queens
 ■ Kings ■ Aces ■ Jokers

VERBAL IDENTIFICATION OF CARDS OF A SUIT

Client is handed the cards selected for training, of same suit or mixed suits, and is asked to state the value (e.g. 2) or name (e.g. jack) of each card.

■ Verbally identifies: 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10 ■ Jack ■ Queen ■ King
 ■ Ace ■ Joker

403.2 CARD GAMES: Identifying Cards By Name And Suit

For each task selected for training, client is asked to identify the indicated card by name and suit (e.g. 2 of hearts). An entry is provided below for instructor to indicate whether client is to identify cards verbally or non-verbally (e.g. by pointing).

Client is to identify cards: _____ Verbally _____ Non-verbally

■ 2 of hearts	■ 2 of clubs	■ 2 of diamonds	■ 2 of spades
■ 3 of hearts	■ 3 of clubs	■ 3 of diamonds	■ 3 of spades
■ 4 of hearts	■ 4 of clubs	■ 4 of diamonds	■ 4 of spades
■ 5 of hearts	■ 5 of clubs	■ 5 of diamonds	■ 5 of spades
■ 6 of hearts	■ 6 of clubs	■ 6 of diamonds	■ 6 of spades
■ 7 of hearts	■ 7 of clubs	■ 7 of diamonds	■ 7 of spades
■ 8 of hearts	■ 8 of clubs	■ 8 of diamonds	■ 8 of spades
■ 9 of hearts	■ 9 of clubs	■ 9 of diamonds	■ 9 of spades
■ 10 of hearts	■ 10 of clubs	■ 10 of diamonds	■ 10 of spades
■ Jack of hearts	■ Jack of clubs	■ Jack of diamonds	■ Jack of spades
■ Queen of hearts	■ Queen of clubs	■ Queen of diamonds	■ Queen of spades
■ King of hearts	■ King of clubs	■ King of diamonds	■ King of spades
■ Ace of hearts	■ Ace of clubs	■ Ace of diamonds	■ Ace of spades

403.3 CARD GAMES: Shuffling Cards

Client is handed a deck of cards and asked to shuffle them and demonstrate the process of card-cutting. Instructor arranges for someone to sit on client's right and client's left.

- Client divides deck in two piles of roughly same size ■ Piles are face down
- Brings piles together at corners ■ Appropriately holds down each pile with fingers ■ And bends up corners with thumbs
- Slides the 2 piles closer together so they will interlock when released ■ Releases cards in each pile by letting cards riffle downwards
- Slides cards together forming one pile ■ Pile is even
- Repeats shuffling two times ■ Shuffles cards in reasonable amount of time
- Presents shuffled deck to person on right (for cutting)
- Completes deck-cutting by placing bottom portion of cut on top of top portion

Instructor, client, and possibly others are seated at table, client to the right of instructor. Instructor asks client to imagine a card game is about to begin. Instructor then shuffles the cards and presents them to client for cutting.

- Client appropriately removes five or more cards from top of deck ■ And places them face down ■ Beside remainder of deck

RECREATION AND LEISURE TIME SKILLS

I. USE OF LEISURE TIME AT HOME

404.1 CARD GAMES: Card-Dealing And Miscellaneous Pre-Play Skills

Client and three other persons are seated at table. Client is handed a deck of cards and asked to deal *four* cards to self and others.

- Client deals first to person on left ■ Deals clockwise, each person in turn ■ Deals four cards to each person and self
- Deals only one card at a time ■ Deals cards face down ■ Cards cannot be seen while being dealt

Client and three other persons are seated at table. Client is handed a deck of cards and asked to deal *ten* cards to self and others.

- Client deals first to person on left ■ Deals clockwise, each person in turn ■ Deals ten cards to each person and self
- Deals only one card at a time ■ Deals cards face down ■ Cards cannot be seen while being dealt

Client and three other persons are seated at table. Client is handed a deck of cards and asked to deal *thirteen* cards to self and others.

- Client deals first to person on left ■ Deals clockwise, each person in turn ■ Deals thirteen cards to each person and self
- Deals only one card at a time ■ Deals cards face down ■ Cards cannot be seen while being dealt

Instructor deals eight cards each to client and other three persons at table and asks client to hold the cards for playing.

- Client picks up all cards ■ Picks up cards in a manner that does not allow others to see card faces
- Holds all cards facing self ■ Holds cards out of view of other players
- Demonstrates fanning cards so all eight cards can be identified at once
- Demonstrates appropriately drawing a card (from the stack)
- Demonstrates appropriately drawing a card from another player's hand
- Demonstrates appropriately discarding a card (i.e. on discard pile)

404.2 PLAYING CARD GAMES

Instructor and client agree on a card game client will learn.

Agreed upon card game on which client is to receive training:

- Client indicates understanding object of game ■ Indicates understanding essential rules of game

Client is asked to play the game indicated above. If game requires other players, and client is to initiate the inviting, client also is asked to invite others to participate. Instructor will need to write, in the form of tasks, the essential game rules client is to follow, as well as other playing factors that may require special consideration depending on client's ability level (e.g. special dealing, concepts of pairs or rank order). The tasks, once written, should be inserted where indicated below. For training on additional card games (preferable), write a new skill for each game by using the same procedure and format as here; it is recommended, however, to assure client completes training on *one* game before beginning training on the next.

- Invites participation of others when requested ■ States name of card game to be played when inviting ■ Invites number of participants appropriate to the game
- Locates cards ■ And collects any additional necessary materials (e.g. pencil, paper for keeping score, dice)
- Removes cards from storage box or other holding device (e.g. rubber band) ■ Appropriately (e.g. does not dump cards in disorder on table or bend cards)
- **INSTRUCTOR INSERTS HERE the specially written tasks regarding the essential game rules client is to follow, and other playing factors that may require special consideration, as explained in directions above.**
- Shows acceptable sportsmanship while playing game ■ And at end of game when wins or loses
- When all game-playing is over: Returns cards to storage box or otherwise secures them ■ Appropriately ■ And returns cards to appropriate storage area