

Lesson Title: Is It Worth Your Time?

GRADE 6-8 LESSON# 1

Time Required: 45 – 60 minutes

Content Standard: *ACSA Content Standards* - MS.1: Belief in development of whole self, including a healthy balance of mental, social, emotional, and physical well-being, MS. 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes, MS.6: Positive attitude toward work and learning; LS.3: use time-management, organizational and study skills, LS.4: Apply self-motivation and self-direction to learning, SMS.1: Demonstrate ability to assume responsibility, SMS.2: Demonstrate self-discipline and self-control, SMS.8: Demonstrate the ability to balance school, home, and community activities, SMS.10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities, SS.9: Demonstrate social maturity and behaviors appropriate to the situation and environment.

WV Performance Standards – 1A2, 1B2, 1C2, 1C3, 2A1, 2A3, 2B1, 2B2, 2B3, 2C2, 2C3, 2F1, 2F2, 2F3, 2G1, 2G2, 3A2, 4A2, 4C1, 5B2

Competency: 1. Effectively create schedules to map out tasks students are working on. 2. Demonstrate how to balance home, school, and community activities 3. Understand the importance of time management.

Learning Outcome:

- Students will be able to effectively create schedules in order to complete tasks and activities in correspondence with deadlines.
- Students will be able to balance various activities of their personal, social, educational, and community lives with the help of time management.
- Students will be able to strategically think about the importance of their time and whether they are spending their time in a way they deem effective.

Objective: 1. Out of 24 hours in a day, allot oneself specific amounts of time for various daily activities on a piece of paper. Include social, personal, and educational activities one participates in daily. 2. Create a pie-chart depicting how much time one spends on various daily activities. 3. In a dyad or triad, discuss the importance of managing one's time and how implementing time management can impact one's goals and future.

GOAL: Students will be able to understand the importance of managing their time based on activities in their day they consider to be important. Students will learn how to balance various activities in their life from the four different categories: personal, social, academic, and community.

Activity Statements: Students will understand time management by practicing how to manage their time based on activities they believe are important parts of their day. They will understand this concept by budgeting the hours in their day with the activities they want to accomplish and then make a pie chart about how they spend their time.

Title:

GRADE 10 LESSON 10

Materials: paper, pens, calculators (if student feels they need it), paper plates, rulers, and markers.

Procedures:

1. Each student will be given a piece of paper saying they are now a member of Life Bank and their account was credited 2,400 time tokens (these are equal to the 24 hours in a day). For students to participate in activities throughout the day, they will need to cash in various amounts of time tokens for how much time they want to spend on each activity. For instance, 30 minutes is worth 50 time tokens, 1 hour is worth 100 time tokens. Activities students can spend their time on are based on four categories: personal, social, academic, and community. If a student would like to spend some personal time on self-care (such as sleeping, exercise, meditation, etc.), the student will spend the number of tokens needed for the desired time spent on each activity. Students will round the time of activities to the nearest half hour. Once a student runs out of time tokens for the day, every hour of their day will be spent and they cannot receive more tokens. Students also have to use all 2,400 time tokens allotted for the day.
2. Students will look at the example provided by the school counselor about how she spends her day on various personal, social, academic, and community activities

Allotted Time	Activity	Activity Category
1 hour (100 tokens)	Yoga	Personal
8 hours (800 tokens)	Sleep	Personal
8 hours (800 tokens)	Work	Community
2 hours (200 tokens)	Family Time	Social
90 minutes (150 tokens)	Breakfast, lunch and dinner time	Personal
30 minutes (50 tokens)	Read a book	Academic
1 hour (100 tokens)	Volunteer at shelter	Community
30 minutes (50 tokens)	Skype my best friend	Social
30 minutes (50 tokens)	Research counseling techniques	Academic
1 hour (100 tokens)	Continuing Education Coursework	Academic

$$\text{Yoga} - 100 \div 2400 = 4.2\%$$

$$\text{Sleep} - 800 \div 2400 = 33.3\%$$

$$\text{Work} - 800 \div 2400 = 33.3\%$$

$$\text{Friend Time} - 50 \div 2400 = 2.1\%$$

$$\text{Research} - 50 \div 2400 = 2.1\%$$

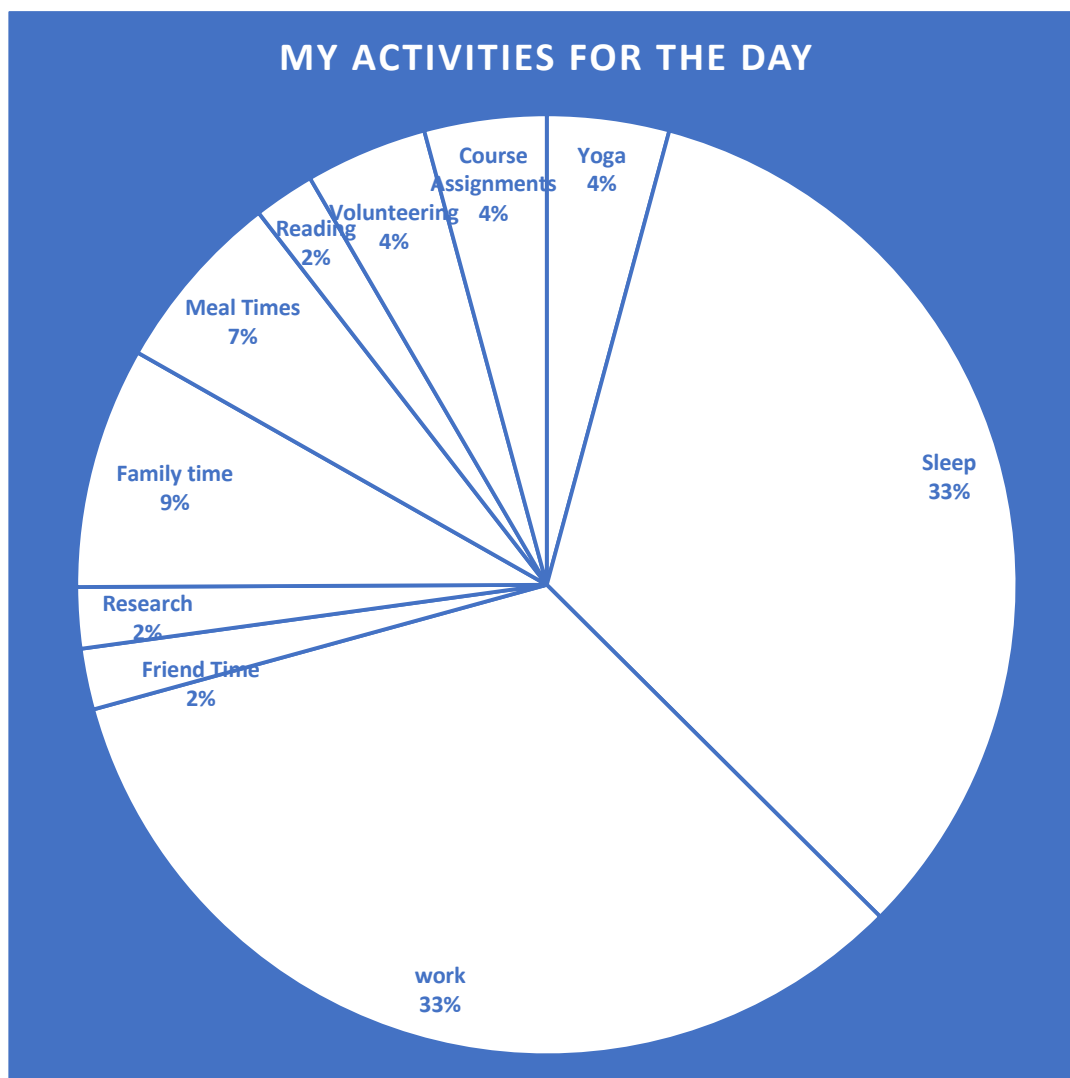
$$\text{Family time} - 200 \div 2400 = 8.3\%$$

$$\text{Meal Times} - 150 \div 2400 = 6.3\%$$

$$\text{Reading} - 50 \div 2400 = 2.1\%$$

$$\text{Volunteering} - 100 \div 2400 = 4.2\%$$

$$\text{Course Assignments} - 100 \div 2400 = 4.2\%$$



3. Once students are aware of the activity, they will write how they are going to spend their time tokens for their day
4. When all time tokens are spent, students will find the percentage of time they spend on each activity. This procedure will be shown and explained to students in the example provided by the counselor. Percentages will then be written out accordingly and color-coded on paper plates given to the students. This will physically show students how much of their time they dedicate to various activities throughout their day.

Discussion: Once the students have completed their pie charts, we will talk about what they discovered during the exercise and what they may do in the future to manage their time effectively. We will also discuss where students see most of their time being spent and if this is something they want to change. We will list ways to effectively manage time on the white board in class.

Additional Resources: a video on time management: https://www.youtube.com/watch?v=F5Jl_6nsgaM

Extension Activities: Students will break into dyads or triads (depending on class size) to discuss the importance of time management. They will discuss: 1) strong and weak areas they see in how they manage their time and 2) how they think they can improve their time management in the future.

Lesson Evaluation: a Likert Scale evaluation to assess:

- 1) what students learned about time management [1: not a lot – 5: quite a lot]
- 2) how important time management is [1: not very important – 5: very important],
- 3) the importance of using schedules [1: not very important – 5: very important],
- 4) what they have learned about balancing their personal, social, academic, and community lives [1: did not learn anything – 5: a lot was learned]
- 5) if they will implement what they learned about time management into their daily lives [1: not very likely – 5: more than likely].