LEARNING TECHNIQUES

LESSON 8-4 ▲ WHERE DOES TIME GO?

**LEARNING GOALS/OUTCOMES**

* Evaluate personal weekly time allocations to education, recreation, leisure, volunteer, job, and personal maintenance.
* Design a time use plan to improve academic achievement.
* Use a calendar book to track assignments, test dates and activity participation.

**MATERIALS NEEDED**

* **Student Handouts:**
* How Do You Spend Your Time?
* My Preferred Time Use
* My Weekly Time Plan

**CLASSROOM ACTIVITIES**

1. **Students are introduced to the concept of time.**  Write *‘Time is a man-made invention.’* on the board. Ask students to agree or disagree. Survey students to get a sense of their perspectives and write their points on the board. Ask those who agree to argue why this is true. Ask those who disagree to argue why this is not true. Let students know that today’s topic does not seek to debate where the concept of time comes from. Rather it seeks to teach how to effectively manage time in our lives.
2. **Students analyze their time use in a typical day.** Provide each student with a *How Do You Spend Your Time?* Handout. Outline the typical day of Burt Toast, a student with good time management skills. Ask students to individually complete the bottom of the handout, defining their typical daily schedule. Encourage them to not be too picky, these are rough estimates of current use of time.
3. **Students categorize their time use and plan preferred time allocations.**  Ask students to return to their individual desks and give them *My Preferred Time Use* Handout. Instruct the students to think about the activities they devote time to, such as: education, recreation, leisure, volunteer, work, personal maintenance, or other activities. Encourage students to be honest, rather than writing what they think others want to see. Have the students list these activities and then write down how many hours per week they devote to each activity. Ask students to add how many hours they would like to dedicate to each activity.
4. **Have students plan their next week’s daily schedule.** Briefly brainstorm with the class different ways to keep track of one’s schedule, such as using a calendar (written/book, computer, or cell phone calendars are all useful in today’s world) to track assignments, test dates, and activity participation. List these on the board.

Now that they have an idea of their daily schedule, ask each student to schedule the coming week’s activities. They can use personal calendars or *My Weekly Time Plan*. Be sure they include required activities, extracurricular (fun) activities, and personal time. Encourage students to make time to do those things they need to do and want to do? Ask students how having a daily and weekly plan can help them as a student and as a person.

1. **Review time use with the whole class.** Ask students to look at the *My Preferred Time Use* handout and put these words in order of time use (from highest time use to least) – Education, Recreation, Leisure, Volunteer, Work, and Personal Maintenance. Ask students to guess which ones will be the highest and second highest for the most people in this room. Survey students to see which activities take up the most of their time. Repeat this process for how they would prefer to use their time.

Finish this activity by discussing with students why we don’t use our time the way we would prefer.

**STUDENT PRODUCTS**

* **Completed *How Do You Spend Your Time?* Handout**
* **Completed *My Preferred Time Use* Sheet**
* **Completed *My Weekly Time Plan***

LEARNING TECHNIQUES

LESSON 8-4 STUDENT HANDOUT

 HOW DO YOU SPEND YOUR TIME?

***Example of how Burt Toast, a student with good time management skills schedules their day:***

|  |  |  |
| --- | --- | --- |
| **Morning** | **Afternoon** | **Evening** |
| **6:00am***wake up get ready for school* | **12:00pm***4th period (art class)**5th period (PE)* | **6:00pm***sometimes Sports practice then Dinner* |
| **7:00am***catch bus/meet friends before bell rings* | **1:00pm***5th period (P.E.)**6th period (Reading)* | **7:00pm***relaxing time* |
| **8:00am***1st period (math)* | **2:00pm***6th/7th period (Reading)* | **8:00pm***Watch favorite show for 30 minutes then talk with family* |
| **9:00am***2nd period (science)* | **3:00pm***School Ends/ see friends catch bus* | **9:00pm***Go to bed and read till tired* |
| **10:00am***3rd period (social studies)* | **4:00pm***Get snack and finish my homework* | **10:00pm – 5:00am***sleeping* |
| **11:00am***lunch break* | **5:00pm***Finish homework, check email and favorite internet site* |  |

***Now it is your turn! How do you spend your time in a typical day? Also, write down what time you go to sleep BE HONEST!***

|  |  |  |
| --- | --- | --- |
| **Morning** | **Afternoon** | **Evening** |
| **6:00am** | **12:00pm** | **6:00pm** |
| **7:00am** | **1:00pm** | **7:00pm** |
| **8:00am** | **2:00pm** | **8:00pm** |
| **9:00am** | **3:00pm** | **9:00pm** |
| **10:00am** | **4:00pm** | **10:00pm** |
| **11:00am** | **5:00pm** | **11:00pm** |

LEARNING TECHNIQUES

LESSON 8-4 STUDENT HANDOUT

 MY PREFERRED TIME USE

Think about the activities that you devote your time to. List these activities and then write down how many hours per week you devote to each activity. Next to each number, indicate how much you would like to dedicate to each activity.

***Education:*** (‘learning activities’)

***Recreation:*** (‘active health’ - eg. sports, camping, swimming)

***Leisure:*** (‘relaxing activities’ - eg. reading, television, video gaming)

***Volunteer:*** (‘contribution activities’)

***Work:*** (‘paid activities’)

***Personal Maintenance:*** (eg. showering, hair, breakfast)

***Other:***

**Now revise your daily schedule to include time for the activities as you listed above.**

Make changes in the schedule below to represent how you would like your time use to be.

|  |  |  |
| --- | --- | --- |
| **Morning** | **Afternoon** | **Evening** |
| **6:00am** | **12:00pm** | **6:00pm** |
| **7:00am** | **1:00pm** | **7:00pm** |
| **8:00am** | **2:00pm** | **8:00pm** |
| **9:00am** | **3:00pm** | **9:00pm** |
| **10:00am** | **4:00pm** | **10:00pm** |
| **11:00am** | **5:00pm** | **11:00pm** |

LEARNING TECHNIQUES

LESSON 8-4 STUDENT HANDOUT

 MY WEEKLY TIME PLAN

Now that you have an idea of your daily schedule, let’s schedule your coming week’s activities. Be sure to include your required activities, extracurricular (fun) activities, and time to take care of yourself! Are you making time to do those things you need to do and want to do?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **6:00am** |  |  |  |  |  |
| **7:00am** |  |  |  |  |  |
| **8:00am** |  |  |  |  |  |
| **9:00am** |  |  |  |  |  |
| **10:00am** |  |  |  |  |  |
| **11:00am** |  |  |  |  |  |
| **12:00pm** |  |  |  |  |  |
| **1:00pm** |  |  |  |  |  |
| **2:00pm** |  |  |  |  |  |
| **3:00pm** |  |  |  |  |  |
| **5:00pm** |  |  |  |  |  |
| **6:00pm** |  |  |  |  |  |
| **7:00pm** |  |  |  |  |  |
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| **9:00pm** |  |  |  |  |  |
| **10:00pm** |  |  |  |  |  |
| **11:00pm** |  |  |  |  |  |