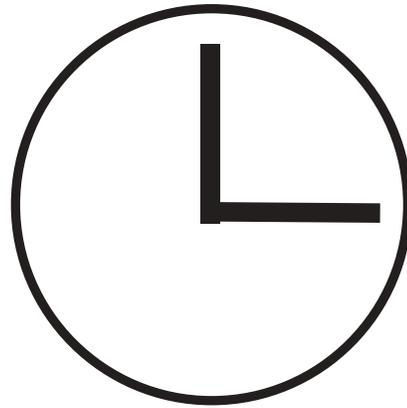


TIME MANAGEMENT

As children get older, they encounter increasingly complex academic, social, athletic, and familial demands on their time which can be difficult to navigate.

Help your students learn how to prioritize and balance their commitments with this lesson plan.

Total time: 1-1.5 hours over 2-3 sessions.



OBJECTIVES

- 1 Reflect on how students would choose to spend their time and what they think a healthy, balanced way of spending time is.
- 2 Brainstorm and discuss strategies for time management.
- 3 Identify opportunities to spend more time focused on self-care and the care of others in our school, home, and broader community.

WHY IT MATTERS

- 1 There are only 168 hours in a week, and it is important for young people to reflect on how to use those hours in ways that lead to well-balanced, gratifying lives.
- 2 People often drastically overestimate the time they have for various commitments, leaving little time for self-care and care for others.
- 3 Students need to be more intentional about the way they spend their time, and they need strategies for aligning their activities with their intentions.

“Schools need to have comprehensive and mission-driven conversations about what is a healthy and balanced academic load for their students.”

From Turning the Tide II: How Parents and High Schools Can Cultivate Ethical Character and Reduce Distress in The College Admissions Process

LESSON PLAN

Advanced Preparation (15 minutes)

Review the video (<http://bit.ly/2INoZeE>) and test your technology.

Introduce the Strategy (2 minutes)

Begin by introducing the lesson to students. Tell them: “Today we are going to reflect upon how we spend the time available to us. We will identify some strategies to maximize time for things that are important for us to be caring, gratified, and engaged individuals.”

Warm Up (5 minutes)

Ask students to individually complete the “Time Management Activity for Students.” As they reflect on and record how they use their time, students should consider the following:

- How do you spend each hour of the day? How would you like to spend a typical day? Why/how are these answers different? How do you spend your hours overall during the week? How would you like to spend a typical week? Why/how are these answers different?
- What are your top three priorities on a day-to-day basis? What should they be?
- How much time do you spend “giving back” to others (including your family, school, or community)? Do you think you spend too much time caring for others? Do you feel like you spend the right amount of time? If you don’t feel like you spend enough time caring for others, how might you spend more time?
- When/how do you practice self-care? Is this enough time? Too little? Too much?
- If you could do anything with your time, what would it be?

LESSON PLAN

Video and Reflections (15-20 minutes)

Students will then engage with a Ted Talk by Laura Vanderkam titled, “How to Gain Control of Your Free Time” (<http://bit.ly/2INoZeE>). While watching the video, encourage the class to take note of strategies they hear Laura Vanderkam list:

- Write the family holiday letter to identify your top priorities
- Make a three category priority list and include your priorities in your weekly planner before you include other tasks and appointments
- Keep a time diary
- Maximize “in-between” moments by putting down your phone and instead doing what matters most to you

Reflection questions:

- What can you do to plan your time so that it reflects your most important priorities and so you feel good about the way you spend it?
- What might be difficult in doing so?
- Who can support you in managing your time well?

Small Group Work (10-15 minutes)

Students will discuss the benefits and challenges of using each strategy. They will work together to identify three strategies they will use to align their time with their priorities. Ask students to share with the class strategies they’ve identified either during their individual or group work.

LESSON PLAN

Next Steps (20 minutes)

Ask students to create a time log for themselves for the coming week. At the end of the week, compare the actual time log with the Time Management Activity they completed at the beginning of this lesson. Identify similarities and differences between the actual log and their estimates. Have a discussion focused on the following questions:

- What caused the differences you see between the time you anticipated/estimated spending on each activity and the time you actually spent on each activity?
- How does it make you feel when you don't do what you set out to do? Are there times when it feels ok? Times when you feel badly? What makes the difference?
- How can you strategize to make better use of your time? How can you strategize to make sure you both take care of others and yourself?
- How does good time management impact our ability to help others and ourselves?
- What aspects of how you currently spend your time are you most proud of? Least proud of? How much of your time is currently spent taking care of yourself? Others? Is this the "right" amount of time?

Extending this Strategy

Encourage students to bring to class examples of time management strategies they have used and benefited from. Ask them to share with the class how they came up with each strategy and how it has been helpful to them. Students should have time and space to workshop and modify these strategies as needed.

ACTIVITY

<i>Fill out the YELLOW fields for your busiest term</i>	
School Activities	Average Hours/Week
School days (5 days x 7 hours)	35
Homework: Nightly hours per course x # nights weekly x # courses	
Total School Hours:	
Extra-Curricular Activities	Average Hours/Week
Paid job	
Hobbies / Interests / Clubs	
Community service	
Sports	
Music / Performances	
Helping out at home (caring for a sibling or family member, chores, contributing to family income)	
Other obligations (driver's education, college applications, etc.)	
Total Extra-Curricular Hours	
Daily Living Activities	Average Hours/Week
Sleep (7 days x 9 hours recommended)	
Physical activity (1 hour recommended – don't include hours spent exercising for sports or PE if you've included them above)	
Necessities (eating, showering, etc.)	
Travel to/from school/home/other activities	
Family time	
Free time (friends, TV, etc.)	
Phone/social media	
Total Daily Living Hours	
TOTAL HOURS	
All Available Hours	168
(Subtract) Total School Hours	
(Subtract) Total Extra-Curricular Hours	
(Subtract) Daily Living Hours	
Total Available Hours	

Source: <http://bit.ly/2kAdGpZ>