

# TIME IS ON MY SIDE

## GRADE 5 LESSON 5



**Time Required:** 30-45 minutes

### Content Standards:

- AA.S.1** Students will acquire skills that contribute to effective learning
- AA.S.4** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- AA.S.8** Students will make decisions, set goals, and take necessary action to achieve goals.

### Indicators:

- AA.PSD.5.8.05 Write an action plan to set and achieve realistic
- AA.C.5.4.05 Recognize the importance of planning.
- AA.A.5.1.11 Develop a time management plan.

**GOAL:** Students will identify and develop a time management plan.

**Activity Statements:** Students understand time management using a basic management tool to develop a time “budget” that allows each student to determine how much free time will be available.

### Materials:

- Handout 1 “How Do I Tie It All Together?” (2 pages)
- Pencils, pens, or markers

### Procedures:

1. “Today, we are going to brainstorm ways that we can work to keep things tied together. In other words, how do we manage individual, family, school, and community responsibilities?”
2. As an advisor, you probably have some means of tracking your time and appointments. You may wish to share that you, too, have to plan your day and week in order to meet your commitments to your family, your students, and your community. In other words, planners aren’t just for students.

#### Questions to Ask:

How do adults in your lives keep track of their commitments?

How many of you have planners that you use regularly?

Do you keep track of classroom assignments, or do you use it to keep track of other commitments as well?”

3. Pass out Handout 1 “How Do I Tie It All Together?” to each student. Class discussion might be as follows:
  - If we plan things that we must do, then we have more time for the things we want to do. This activity can help you with keeping your commitments”

- First of all, block out time for sleep. You should get at least 8 hours of sleep each night in order to be properly rested for your day.
- Now, block out time for breakfast, lunch, and dinner. Do you eat three meals a day? Why is proper nutrition important?
- When do you shower/bathe? Block out the time that you normally use.
- Block out your time on the bus or otherwise spend getting to and from school.
- Fill in your class schedule.
- Fill in regularly scheduled activities, such as team practices, after-school tutoring, piano lessons, Scout meetings, church activities, chores that you have at home, etc.
- Put in time for homework and study.
- How much time do you have left? What are some things that you enjoy doing in your free time? Write in those activities.

(Monitor student progress, helping those who have difficulty. The advisor may also want to pair up students who need help with other students to complete this activity.)

### Discussion:

**How was this helpful?**

**Did you realize how much time we spend on sleeping? Eating? Traveling to and from school?**

**How much time did you have left to fill extra activities?**

**How might keeping track of our time help your manage it better?**

**Why is managing our time important?**

### Additional Resources:

- Show students Microsoft Outlook and other computer-based calendars/planners.
- Many students have cell phones that have calendar/planner applications on them.
- Free student schedule, planner and assignment sheets  
[http://www.kristensguide.com/Printables/student\\_schedule.asp](http://www.kristensguide.com/Printables/student_schedule.asp)

### Extension Activities:

Offer this suggestion to the students: “Your challenge is to follow your plans on the activity sheet and to determine whether planning and scheduling your time can help you get the most out of your time. Once you have completed the week, review how you might want to change the schedule in order to best suit your “have-to” activities with your “want-to” activities