

USING YOUR TIME WISELY

Purpose: This lesson helps students gain a better understanding of how they currently spend their time so they can budget it to maximize their chance of success.

Time Required for Lesson: 30 minutes

Grade Level: 6-7

Missouri Comprehensive Guidance Strand: Academic Development

Big Idea: AD 4 Applying Skills Needed for Educational Achievement

Concept: AD.4.B. Self-management for educational achievement

ASCA Standards: Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials: "How Do I Spend My Time?" Activity sheet; Pens/pencils

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6-7 Unit: The Successful Student Concept: AD 4. B  

Show Me Standards: Performance Goals (check one or more that apply)

| | |
|---|---|
| X | Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers. |
| X | Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. |
| X | Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements. 2. Develop and apply strategies based on ways others have prevented or solved problems. 7. Evaluate the extent to which a strategy addresses the problem. |
| X | Goal 4: make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 6. Identify tasks that require coordinated effort and work with others to complete those tasks. |

This lesson supports the development of skills in the following academic content areas.

| | Academic Content Area(s) | Specific Skill(s) |
|---|---------------------------|---|
| X | Communication Arts | 1. Speaking and writing 2. reading and evaluating material 4. writing informally 5. participating in informal discussion |
| | Mathematics | |
| X | Social Studies | 6. Relationships of the individual and groups to institutions and cultural traditions. |
| | Science | |
| | Health/Physical Education | |
| | Fine Arts | |

Enduring Life Skill(s)

| | | | | | |
|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | | Integrity | X | Problem Solving |
| | Courage | | Compassion | X | Tolerance |
| X | Respect | X | Goal Setting | | |

Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students complete “How Do I Spend My Time” activity sheet and discuss answers to the last three questions.

Lesson Preparation

Essential Questions: Why is it important to value your time?

Engagement (Hook): Have students look at the face of a clock. Explain that time is an important commodity. Give examples.

Procedures

| <i>Professional School Counselor Procedures:</i> | <i>Student Involvement:</i> |
|--|--|
| <ol style="list-style-type: none">1. Ask students what they think the saying, “Time waits for no one” means.2. Suggest that it means that time passes and we cannot control that passage. Even though there are just 24 hours in a day and 168 hours in a week, we can learn to organize ourselves and make better use of those hours. Welcome comments.3. Ask students how people decide to spend their days. Explain that there are many things we must do and we allot time for those things. On the other hand, there are many hours of unplanned and unscheduled time that we may have to ourselves.4. Distribute the “How Do I Spend My Time?” activity sheet. Ask students to fill in a typical day of activities. They may add to the existing categories if needed.5. Ask students to share responses. Point out similarities and differences in students’ days. Be certain to discuss the responses to the questions at the bottom of the questionnaire. | <ol style="list-style-type: none">1. Students give suggestions for the meaning, “Time waits for no one” means.2. Students listen and comment on suggestions3. Students suggest how people decide to spend their days.4. Students receive activity sheet and fill in a typical day of activities adding existing categories if needed.5. Students share and discuss responses, noting similarities and differences in their peer’s day. Students share, compare, and discuss the last three questions on the questionnaire. |

DO I SPEND MY TIME WISELY?

This activity sheet will show you how you spend your time on an average day. Remember, a day starts at midnight, and ends just before the next midnight. Your day should add up to 24 hours. Be sure to answer the questions at the bottom of the page, and be ready to share!

| Activity | Hours spent |
|---|-------------|
| Sleeping/napping | |
| Eating/snacking | |
| At school, in classes | |
| After school, clubs, etc. | |
| Jobs or responsibilities | |
| Home responsibilities | |
| Recreation | |
| Watching TV | |
| Talking on the telephone and/or texting, computer | |
| Visiting friends | |
| Homework/studying/practicing | |

I spend most of my time _____

I spend less time _____ than I should because _____

My biggest "time-waster" is _____

If I could, I would spend more time _____

and less time _____