



United States
Department of
Agriculture

NIFA

National Institute
of Food
and Agriculture



[https://nifa.usda.gov/
program/4-h-positive-youth-
development](https://nifa.usda.gov/program/4-h-positive-youth-development)



National Aeronautics
and Space
Administration

EXPEDITIONARY
SKILLS **FOR LIFE**

A FEDERAL PARTNERSHIP FOR **STEM** EDUCATION

LESSON PLAN: ACTIVITY 1.2

TIME MATTERS

LESSON DETAILS

AGE/GRADE LEVEL

Elementary School

LEARNER OUTCOMES

Youth will understand the need for time for self. Youth will assess what occupies time and determine time efficiencies.

SUCCESS INDICATORS

Youth will analyze their personal use of time by creating a simple plan to improve their time management.

LIFE SKILLS

Time management, personal accountability, critical thinking, self-awareness, personal credibility, problem solving, flexibility

NATIONAL STANDARDS

21st Century: Learning and Innovation Skills / CRITICAL THINKING AND PROBLEM SOLVING / Solve Problems / Identify and ask significant questions that clarify various points of view and lead to better solutions

21st Century: Life and Career Skills / FLEXIBILITY AND ADAPTABILITY / Develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments.

PREP TIME

15 minutes

ACTIVITY TIME

1 hour 30 minutes

MATERIALS LIST

Blank Paper, Pencils, Daily Calendar example

HANDOUTS

- Daily calendar
- Weekly calendar

SUGGESTED SPACE

Tables and chairs

SUGGESTED GROUP SIZE

Any size

REFERENCES

Time Management: You vs The Clock
[http://pbskids.org/itsmylife/school/
time/](http://pbskids.org/itsmylife/school/time/)

The Instant Guide to Time Management for Kids
[http://www.greatschools.org/gk/
articles/time-management-for-kids/](http://www.greatschools.org/gk/articles/time-management-for-kids/)

Time Management for Kids
[http://www.bhg.com/health-family/
parenting-skills/responsible-kids/
time-management-for-kids/](http://www.bhg.com/health-family/parenting-skills/responsible-kids/time-management-for-kids/)

INTRODUCTION

What are the things we have to do in our lives? What are the things we want to do? All of these take **TIME!**

“Have-To’s” need to be a part of almost every day. Whether we like it or not, we all have to find time to get them done.

- Family responsibilities. You know the drill: household chores, keeping your room clean.
- School and homework. You won’t always be a student, but while you are, it’s your job to give time and energy to your education.
- Sleep. This may seem like a big “DUH,” but it helps to be reminded: Sleep is a must for our bodies and minds, and doctors agree that young people need at least eight hours every night.
- Eating and personal hygiene. Many people skip meals because they’re running late. Taking enough time to eat so that you actually enjoy it, rather than just shoving cereal down your throat, will help you develop healthy food habits. The same goes for bathing, dressing, and other things that make you presentable to the world.

Fortunately, our time isn’t just about responsibilities—we get to have some fun, too! “Want-To’s” make our lives a little more fulfilling.

- Activities. You might be a violinist, a soccer player, a painter, a poet, or a ballet dancer. Sports, the arts, and other hobbies are important because they help make us well-rounded and develop our bodies and minds. Plus, they just plain make us happy.

continued next page >>



NIFA



EXPEDITIONARY SKILLS FOR LIFE

TIME MATTERS, CONTINUED

>> *continued from previous page*

- Chill time. Okay, let's not forget that you also deserve some time to just be you and do whatever you feel like, whether it's going to the park, hanging out with friends, reading a book, or being alone with your thoughts.

Many of our Have-To's and Want-To's get done because we set goals for ourselves. Short-term goals are things we want or need to do that can be accomplished in a few hours or days. Let's say you want to bake a birthday cake for your dad. You might not think about it, but that's a short-term goal.

Long-term goals are part of the "bigger picture" of our lives -- our dreams and aspirations. Although they may take months or years to accomplish, they still take up time on a regular basis. These might include becoming a better basketball player or learning another language. Goals like these can't be achieved by setting aside one big block of time but rather, smaller blocks of time over a period of days, months, or even years.

ACTIVITY INSTRUCTIONS

ACTIVITY: TIME BUDGET (45 MINUTES)

Now that we've looked at what takes up time in our lives, we've got to learn how to make a budget to fit it all together. Let's say you have a certain amount of money you've saved up for holiday gifts. If you want to get something for everyone on your list, you can't spend too much on any single purchase. To make sure you don't blow most of your moolah on a video game for your BFF and have nothing left over for mom, you've got to budget your cash.

Have you ever heard the expression, "Time is money"? There's some truth to it! We "spend" money just like we "spend" time, and in both cases, we have to spend it wisely if we want to get something good in return. Just like you might get an allowance of 10 dollars a week, or 30 dollars for a trip to the mall, each day we're given 24 hours of time.

The easiest way to help you get everything done is to budget that time! This is all about:

- Examining your Have-To's and Want-To's, and how much

time they'll take up.

- Working out a plan that lets you spend the right amount of minutes or hours on each one.

Let's look at a sample time budget. (This should be prepared prior to the lesson and put in a format that everyone can see such as a poster or AV screen.)

Wednesday:

Sleep	8 hours
Shower, dressing, ready for school	1/2 hour
Breakfast	1/2 hour
Bus to school	1/2 hour
School	7 hours
Bus home	1/2 hour
Soccer practice	2 hours
Household chores	1/2 hour
Homework	2 hours
Dinner	1/2 hour
TV time	1 hour
Reading/personal time	1 hour
Total time spent:	24 hours

This day's budget works out, because it all adds up to 24 hours. If the total came out to more than that, we would have to choose something to cut back on or drop from that day. A Daily Calendar will help you plan every part of your day, from the moment you wake up to the moment you crawl into bed at night. You'll be able to take control of how you spend your time from one hour to the next.

1. Hand out the Daily Calendar worksheet.
2. Have youth label each square with the starting time for that half-hour block of time. For example, if you wake up at 6:00 in the morning, label the first half-hour square 6:00 a.m., and the next one 6:30 a.m., and so on.
3. Sit down and examine your day. Make a list of all the things you need to do, from taking a shower to doing homework and afterschool activities.

continued next page >>



NIFA



EXPEDITIONARY SKILLS FOR LIFE

TIME MATTERS, CONTINUED

>> *continued from previous page*

4. When you begin to write things into your schedule chart, start with those things that have specific start times. For instance, if you know you have to be at the bus stop at 7:00 a.m., fill in that square with "Bus stop." If you have to be at band practice from 5:00 p.m. to 6:00 p.m., write "Band practice" across both the 5:00 and the 5:30 squares.
5. Next, move on to the things that don't have specific start times, but that you have to get done. When finding squares of time to fit them in, think about the time of day. For example, it may be a good idea to schedule homework before dinner, since after your meal you may get too sleepy to concentrate.
6. Give yourself a break-or several! If doing all of your homework in one chunk is too much for you, schedule a little bit of free time between subjects.
7. If you have an important event like band practice that falls right in the middle of your evening, talk to a parent about adjusting other things, such as dinnertime, so you can make your schedule work out.
8. Consider using a different colored pen or marker to color in different types of responsibilities. You could use yellow for family chores, red for school events, blue for sports and activities, and so on. This way, you'll get a good sense of how your day is planned out just by glancing at your schedule. If there's way too much blue, for example, you'll know that you're probably overloaded with sports and activities.
9. Remember that we can't predict what's going to happen every day, and time management involves being flexible, too. If you hurt your ankle on a Wednesday afternoon and have to spend two hours at the hospital, you probably won't be able to stick to your schedule-and that's okay. When this type of thing happens, use that schedule to help you juggle your time. For instance, your trip to the hospital may have cut into your homework square, but you can make it up by giving yourself an extra homework square the next day.

DEBRIEF ACTIVITY: ACTION REPLAY (15 MINUTES)

1. Everyone should sit down (typically on the floor or ground)
2. Suggest that everyone close their eyes and create a picture in their mind as the facilitator replays the activity. NOTE: add sufficient detail but don't take a lot of time
3. When you have concluded recapping the activity, ask everyone to choose one thing that stood out to them and consider why it stood out.
4. Allow youth to contemplate your question. If time allows you can have them break into groups of 3-5 and discuss what each youth considered "the one thing" and why.

APPLIED CHALLENGE (30 MINUTES)

Some things happen every day, but others don't. Most people look at their lives not just one day at a time, but also a week at a time. A Weekly Calendar will help you keep track of homework assignments, weekly appointments, and important dates.

1. Hand out the Weekly Calendar worksheet. A good Weekly Planner will show the entire week on one page. With one glance, you'll be able to see how your schedule looks for the 7-day period.
2. Under the date for each day, there are lines representing the hours, so you can write in each task or event at the correct time, like a 5:00 p.m. dentist appointment or a 6:00 p.m. astronomy club meeting.
3. Fill out your calendar with your appointments and activities for the whole week. This will help you picture and predict how it will play out. You should be able to see possible conflicts, like two events that overlap, or other problems, like too many major assignments due on the same day.
4. When you find conflicts or schedule problems, you can work towards solving them. This might mean rescheduling an appointment, or getting a particular assignment done a few days early so you'll have time to do the other one as well.

continued next page >>



ACTIVITY 1.2: LEARNER ASSESSMENT

These questions are about things you learned during this activity. Please check the circle that best describes you.

Q1 I understand how I spend my time each day.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q2 I know how to plan my time each day.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q3 I know how to plan my time each week.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me



ACTIVITY 1.2: LEARNER ASSESSMENT

These questions are about things you learned during this activity. Please check the circle that best describes you.

Q1 I understand how I spend my time each day.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q2 I know how to plan my time each day.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q3 I know how to plan my time each week.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me



ACTIVITY 1.2: LEARNER ASSESSMENT

These questions are about things you learned during this activity. Please check the circle that best describes you.

Q1 I understand how I spend my time each day.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q2 I know how to plan my time each day.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q3 I know how to plan my time each week.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me



ACTIVITY 1.2: LEARNER ASSESSMENT

These questions are about things you learned during this activity. Please check the circle that best describes you.

Q1 I understand how I spend my time each day.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q2 I know how to plan my time each day.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q3 I know how to plan my time each week.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me