

**TOPIC**

Time Management

LEVEL

Third Grade

THEME

Time Traps

LEARNING OUTCOMES

At the end of the lesson, the students are expected to:

- Estimate the time required for common activities.
- Identify potential distractions that can impact their schedule.

MATERIALS

- Slips of paper or whiteboards
- Writing utensils
- Time Trap Detective Worksheet (one per student)

ESSENTIAL QUESTIONS

- What are some time traps in everyday life that keep you from doing what you would do?
- How can you overcome these traps?

CHECK-IN / WELCOME (5 MINUTES)

Say: "Sometimes it just feels like time disappears. Can anyone relate to that statement? What do I mean when I say that?"

- Guide toward: Time does not actually disappear, but there are many times when I think I will accomplish a task in a set period of time and it just does not happen.

Say: "You may have heard someone older than you talk about the term procrastinate. Does anyone know what that means?"

- When someone says they procrastinate, they are delaying or putting off doing something.

Ask: "What are some reasons that people might delay or put off doing something?"

GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

To start, we are going to practice our time visioning skills. We are going to do two different classroom activities and guess the amount of time it will take. Each person will write down their guess on a dry erase board or slip of paper and then we will see how long it actually takes us to complete the task.

Task One (example): How long does it take us to line up at the door and everyone to get quiet?

- When students are finished writing down their guesses, complete the task and time it. Ask students to evaluate if their guesses were correct.
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Task Two (example): How long does it take us to solve two math problems?

- When students are finished writing down their guesses, complete the task and time it. Ask students to evaluate if their guesses were correct.

We already discussed that sometimes tasks take longer or shorter than we expect for different reasons. In addition to that, there are also time traps, and activities that take us away from something we should or need to do.

- Discuss examples of time traps (video games, tv, talking to friends, zoning out, being hungry, etc.)
- Have students list some additional time traps and write them on the board.
- Discuss with students that time traps are not always bad. For example, if a friend stops over and you talk for awhile and play, that can be a good thing. What are some other examples of good time traps?

CONTINUED GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Say: "The bottom line is there are many things that we each do throughout the day. While we are trying to complete different tasks, we can get time trapped. This can be a good thing, but it can also stop us from accomplishing tasks. For example, if you set out to watch one TV show and suddenly you've been watching for three hours and it's time for bed, you may not have had time to do something else you needed or wanted to do."

ACTIVITY: TIME TRAP DETECTIVE (20 MINUTES)**Instructions:**

- Pass out the Time Trap Detective Papers.
 - Students can work in groups or individually.
- Students will look at each scenario and answer two questions in the two columns:
 - What is the time trap shown?
 - What's a detective strategy to avoid it?
- After ten minutes, students will come together to share their thoughts.
- Say: "Being a Time Trap Detective means noticing what sneaks your time away and making a smart choice to get back on track. That helps your mental health by keeping your brain calm, your heart proud, and your day less stressful!"

WRAP-UP (5 MINUTES)

Say: "Great work today. We became more aware of something we all face, time traps. We learned that sometimes our time disappears without us realizing it because certain activities sneak in and take over the time we meant to use for something else. It happens to everyone, even adults!"

Ask:

- "Why is it important to recognize time traps?"
- "How can time traps sometimes help us?"
- "How can they sometimes get in the way?"
- "What does it feel like when we finish something we planned to do?"
- "What does it feel like when we don't finish it because of a time trap?"

Say: "Time traps aren't always bad. Sometimes they're fun, relaxing, or a chance to connect with others. But when they stop us from doing something important like homework, cleaning up, or spending time with family, they can cause stress, and that doesn't feel good."

Say: "At Aavidum, we talk about having each other's backs. One way we do that is by noticing when a classmate might be stuck or distracted and offering kind encouragement like reminding them, 'Hey, I think we're supposed to clean up right now!' That's not being bossy. That's being helpful. We can even have our own backs by learning to notice when we're time trapped, and making a smart choice."

Say: "This week, your challenge is to be a Time Trap Detective. I want you to notice one time trap that sneaks into your day and try out a strategy to get back on track. You can even make a plan at the beginning of the day and then check in with yourself: Did I do what I set out to do? What helped me? What distracted me?"