

TOPIC

Time Management

LEVEL

Fourth Grade

THEME

Brain Power

LEARNING OUTCOMES

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

- Explain how managing their time can reduce stress and improve their mental well-being.
- Identify activities that contribute to both productive time (schoolwork, chores) and self-care time (play, relaxation).

MATERIALS

- Printed Activity Cards
- Large Paper/Butcher Paper
- Glue/Tape
- Writing Utensils
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ESSENTIAL QUESTIONS

- When you feel overwhelmed with activities you need to complete, what can you do to help yourself?

CHECK-IN / WELCOME (5 MINUTES)

Start by asking: "Has anyone ever felt like an 'overwhelmed octopus'? You know, when you have too many things to do, too many arms trying to do them all, and you feel stretched in every direction?"

Say, "How does that feeling make your brain and body feel? What emotions come up when you feel like that?"

- Guide responses towards stress, anxiety, frustration, tiredness.

Say: "Today, we're going to learn how to be 'Calm & Clever Schedulers' to help our brains and bodies feel good, even when we have lots to do. When we feel overwhelmed, our mental health can be impacted. Mental health isn't just about feeling happy all the time, it's about how we feel, think, and act every day.

- Ask: "What do you think happens to our mental health when we feel like an overwhelmed octopus all the time?"
 - Discuss: tired, grumpy, hard to focus, might snap at others, don't enjoy things.
- Ask: "But what if we could organize our time better? How might that help our brains and bodies feel calmer and happier?"
 - Guide responses: more relaxed, less worried, more time for fun, feel accomplished.

GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Introduce the idea of Balance: "Just like a healthy meal needs different foods, a healthy day needs a balance of different activities. We need time for schoolwork, chores, but also for things that make us feel good, calm, and recharge our brains."

On the board, create two columns:

- "Brain Power Activities" (for things that require focus, effort, learning; often "have to do" tasks)
- "Brain Recharge Activities" (for things that help us relax, have fun, feel calm, play; often "want to do" tasks)

GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Say: "Let's brainstorm some activities you do in your day. Tell me if it goes in 'Brain Power' or 'Brain Recharge!'"

- Examples:
 - Homework (Brain Power)
 - Playing video games (Brain Recharge - discuss how much too)
 - Reading a book (Can be both!)
 - Doing chores (Brain Power)
 - Playing outside (Brain Recharge)
 - Eating dinner (Can be both!)
 - Practicing an instrument/sport (Can be both! Effort, but also a passion)
 - Taking a quiet moment to draw/journal (Brain Recharge)
 - Getting ready for bed (Brain Power - getting ready; Brain Recharge - for sleep)

Emphasize that both types of activities are important for a healthy brain and a happy mind.

Say: "If we only do 'Brain Power,' we get exhausted. If we only do 'Brain Recharge,' we might not get our responsibilities done, which can also lead to stress later!"

ACTIVITY: CALM & CLEVER SCHEDULERS (20 MINUTES)

Instructions:

- Give each pair of students a large piece of butcher paper or several pieces of paper taped together.
- Quick Discussion: "
 - What does calm mean?"
 - "What does clever mean?"
- The Challenge: "Your mission, 'Calm & Clever Schedulers,' is to create your ideal, balanced schedule for an after-school weekday. This isn't about what always happens, but what a 'calm and clever' day would look like for you."
 - Activity Cards: Provide each student/group with a mixed pile of "Activity Cards."
 - Brain Power Cards Examples: homework (math), homework (reading), chores (e.g., tidy room, set table), studying for a test, practicing an instrument, getting ready for school/bed.
 - Brain Recharge Cards Examples: play outside, read for fun, play video games, watch TV, talk to a friend/family, draw/color, listen to music, relax/do nothing, take a walk, play a board game.
 - Flexible/Optional Cards (yellow): snack time, dinner, shower/bath, packing backpack.
- Say: "First, lay out your large paper. This is your personal schedule board! Sort your activity cards into two piles: 'Brain Power' and 'Brain Recharge.'" (Allow time to discuss and categorize).
- Say: "Now start arranging your cards on your board, thinking about a typical after-school day. What order makes sense? How can you fit in both 'Brain Power' and 'Brain Recharge' activities?"
- Ask: "How will you make sure you include activities that help your brain feel calm and recharged? Don't forget those!"
- Say: "Once you have an order you like, glue them down. You can also draw extra pictures or add times next to each activity."
- Bonus: "Think about your schedule. Where could you add a quick 'Brain Break' if you're feeling overwhelmed? Draw a small 'pause button' on your schedule. What is a good example of a brain break?"

WRAP-UP (5 MINUTES)

Have each partner pair place their creation on a desk.

Allow four silent minutes, set a visual timer, for students to walk around the room in a gallery walk format.

Ask students:

- "What is the purpose in making sure you have brain power and brain recharge activities in your day?"
- "When you have a balance of both, how does it help you?"