



TOPIC

Time Management

LEVEL

Fifth Grade

THEME

Time Management in Action

LEARNING OUTCOMES

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

- Demonstrate their understanding of effective time management strategies and the impact of poor time management on tasks and well-being.

MATERIALS

- Scenario Cards
- Visible timer
- Blank paper for script writing and notes
- Writing utensils

ESSENTIAL QUESTIONS

- How can time management help your mental health?

CHECK-IN / WELCOME (5 MINUTES)

Ask students:

- "What is time management?"
- "How can it impact someone's mental health when they don't manage their time well?"

Think-Pair-Share: Name a time in your life when you felt overwhelmed because you had too much on your plate. Describe in one sentence how that made you feel.

Say, "Today we are going to bring positive time-management and lack of time-management impacts to life."

GUIDED DISCUSSION / TOPIC INTRODUCTION (5 MINUTES)

Ask students: "Think about a time you saw someone (maybe even yourself) really good at managing their time, or maybe someone who struggled. What did it look like? What happened?"

- Allow a few quick shares.

Introduce "Good Time Management" vs. "Poor Time Management"

Say: "Today, you will create a short skit on time management. In your skits, you'll need to show us clearly what happens when someone manages their time well OR what happens when they don't."

- Good Time Management might look like: calm, focused, finishing tasks, having free time, feeling accomplished, helping others, being on time.
- Poor Time Management might look like: rushing, stressed, forgetting things, missing deadlines, feeling overwhelmed, being late, messy work.

ACTIVITY: TIME MANAGEMENT SKITS (35 MINUTES)
Instructions:

- Break students into groups of 3 or 4.
- Each group needs to have the following roles:
 - Actor(s): The group must have at least one actor, but all members can perform the skit. In groups of four, there will be two designated actors.
 - Scriptwriter: The group must have a scriptwriter leader, but all members should help to write the script.
 - Director: This person is in charge of making sure the group practices using the script and helping the group bring the skit together.
- Tell students that they will have 20 minutes to complete their skit. The class is not expecting perfection, but they are expecting the group to work together to manage their time to complete the task. Each skit must include the following:
 - It must feature a character (or characters) demonstrating either good or poor time management, and show the consequences of their choices.
 - It should include at least one specific time management strategy (e.g., making a list, prioritizing, taking a break, setting a timer, saying "no" to a distraction).
 - It should show how time management impacts feelings and mental health.
- Each group will get a skit scenario card. This will provide a starting spot for students to work.
- Set a visible timer for students to see for 20 minutes.
- When the timer goes off, have students return to their seats.
- Have each group perform their skit for the class.
- After each skit, highlight the specific time management strategy that was used.

WRAP-UP (5 MINUTES)
Ask:

- "What was challenging about the task you were given today?"
 - Students may share they felt rushed or didn't feel like they had enough time, and this should spark some great conversation. Time management is not always about being perfect, but it is about accomplishing what we need to accomplish in the time we have available.

Ask:

- "Will we always be perfect when managing our time? What can we do when we run into hurdles?"
- "If you could give one piece of advice to younger students about managing their time, what would it be?"