



TOPIC

Time Management

LEVEL

Kindergarten

THEME

Time Sensitive vs. Flexible Tasks

LEARNING OUTCOMES

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

- Identify basic concepts of time management.
- Understand the importance of managing time for completing tasks.

MATERIALS

- Chart Paper or whiteboard
- Markers
- Blank Paper or four-square organizer
- Coloring Supplies
- Optional: Scissors

ESSENTIAL QUESTIONS

- How can I make sure I complete tasks that are time-sensitive and flexible?

CHECK-IN / WELCOME (5 MINUTES)

Begin with a friendly check-in: "Welcome to our Little Aavidum lesson! What did you do this morning before coming to school?"

- Pass a talking stick or similar item to students as they take turns sharing what they did before coming to school this morning. You can choose to limit students to sharing only one thing they did before coming to school.
 - Examples: brush my teeth, watch tv, eat breakfast, feed my dog, etc.

GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Ask: "Has anyone ever felt rushed? What feelings do you feel when you are rushed?"

- Share that sometimes when someone is rushed they may forget to do something, get frustrated easily, or feel upset.
- Share an example story when you've felt [lesson instructor] rushed and the feelings that went along with feeling rushed.

Put Time Management on the board/chart paper. Say it aloud and ask students if they have ever heard of the term.

- Share that time management is making a plan about what you will do with your time.

Ask, "Is there anyone that helps you make a plan for your time? Who? How do you know?"

- Share with students two different categories: time-sensitive and flexible. Ask students, "have you ever heard these terms?"
- Define the terms:
 - Time-sensitive: Some things have to happen at an exact time and these things are time sensitive. For example, getting on the bus is time sensitive because if you're not at the bus stop at the right time, the bus will leave without you.
 - Flexible: Other things don't have to happen at an exact time or in an exact order. These things are flexible. For example, after school today, I don't have anywhere to be. So the time that I decide to dinner can be flexible. Maybe I'll eat dinner at 5pm or maybe I'll wait until 7pm, but I can just decide based on how I feel. That's flexible.

CONTINUED GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Discuss with students the bottom line from today's lesson: When we can manage our time and think about what is time-sensitive, we can feel less stressed.

Activity: As a class, create a T-Chart on the board/paper. Sort the following activities into time-sensitive or flexible. Keep in mind that some students may have different opinions on which category the word/phrase goes into and that is okay.

- Eating Breakfast
- Going to School
- Playing
- Doing Homework
- Taking a Nap
- Watching TV
- Going to Bed
- Brushing Teeth

ACTIVITY: SCHEDULING (20 MINUTES)

Hand out a blank piece of paper to each student. Have the students fold their papers in four boxes. Alternatively, you can pass out a four-square organizer.

Students should draw four different things they do on a typical school day.

Students should cut out their four squares

To save time and avoid cutting, you can also just have students choose one square, circle it, and hang it in the appropriate spot on the board.

Students should add to the T-Chart on the board. Students should decide if their activity is time-sensitive or flexible.

Review the meanings of each of those terms before allowing students to add to the chart on the board.

WRAP-UP (5 MINUTES)

Ask:

- "What does time-management mean?"
- "Why is it important to think about what activities are time-sensitive and what activities are flexible?"

Reinforce the following message:

- When we can manage our time and think about what activities or things in our lives are time-sensitive, we can feel less stressed and take better care of ourselves.