

Session One Outline: Managing Time

Introduction

The activities encourage children to understand the importance of time and time management skills in order to be successful in life

Goals

Demonstrate beginners time management skills and understand the values of time such as minute, afternoon, and week, among others

Learning outcomes

- Use time wisely
- Demonstrate the basic learning and understanding of temporal concept such as ways in which people spend time
- Understand the idea of procrastination and how to avoid doing it
- Fine motor skills and large motor skills are developed by participating in various activities

Learning activities for a 60 minute lesson:

Group Size: 6-8 children per adult volunteer

Activity One: Let's Talk About Time

Activity Time: 10 minutes

Materials:

1. Bag or box with various time-related items inside such as a watch, a kitchen timer, clock, stopwatch, alarm clock, clock radio, calendar
2. A cell phone



Instructions:

1. Gather the children in a circle
2. Show them one item at a time and ask them what each item is, what is it used for and how it is used
3. Ask them what all the items have in common
4. Point out that each of these items help people in some way to keep track of time
5. Ask what kinds of “time keepers” they have at home

Application:

Ask the children to look around their homes and see how many “time keepers” they can find

Activity Two: How Do You Spend Time?

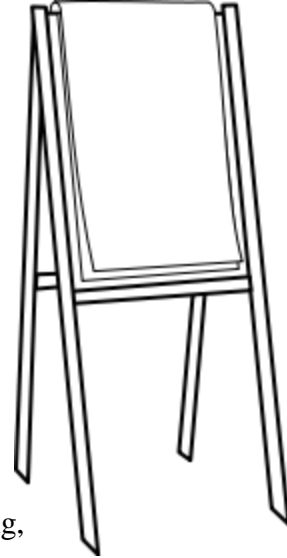
Activity Time: 15 minutes

Materials:

1. A large sheet of paper
2. A marker or a chalkboard and chalk

Instructions:

1. Ask each child to think about how they spend their time
2. Go around the circle and ask each child to tell one way they spend time
3. Record each suggestion
4. Ask opened ended questions if needed, to have them list sleeping, eating, doing their chores, and school
5. When the list is completed, have the children categorize each item as either a “have to do” (put an “H” beside it), “need to do” (put an “N” beside it), or “it’s my choice” (put a “C” beside it).
6. Have them look at the list again and ask which category has the most examples
7. Look at the items that are choices. Count how many are active compared to not active
8. Point out that every day has the same amount of hours in it and that it’s important to make each minute and hour count



Application:

Encourage the children to look at how their parents spend their time. How much of their time is spent on others?

Activity Three: Tick, Tock- Where’s the Clock?

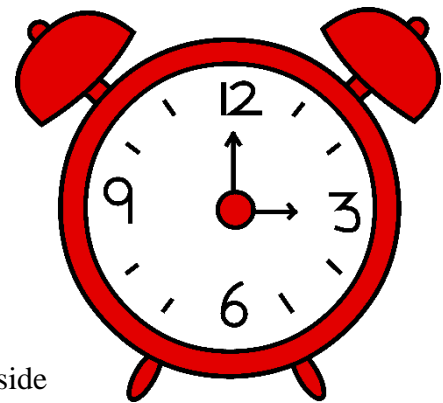
Activity Time: 15 minutes

Materials:

1. A wind-up clock or kitchen timer that ticks loudly

Instructions:

1. Wind up the clock so that its ticking
2. Select one child to hide the clock while others wait outside
3. The clock doesn’t have to be visible
4. Let the children find the clock by using their ears
5. The person to find the clock gets to hide the clock in the next game



Application:

Ask the children to listen for other examples of clocks, at home, school, and in the community. What other noises clocks can make?

Activity Four: Shoe Scramble

Activity Time: 20 minutes

Materials:

1. Each child's shoes
2. A stop watch or second hand on a clock

Instructions:

1. Ask each child to take their shoes off and put them in pile in the center of the floor
2. Mix the shoes up
3. Ask them to find their own shoes and put them back on
4. Time how long it takes
5. Record the time, repeat the activity, timing it again.
6. Second time it shouldn't take quite as long. Ask children why?
7. Explain that the second time children knew what was expected and they had "experienced" it once before
8. Talk about time saved and ask why they think it took less time the second time
9. Emphasize that time usually can be saved or "trimmed" with practice and with knowing what to expect



Application:

Ask the children to think of things their parents can do much faster and/ or better than they can. Remind them that their parents have had a lot more opportunities to practice.