

Mastering Time Management

Lesson Objective:

Students will understand the importance of time management, how it relates to balancing work, hobbies, and rest, and how to create a time-management plan that includes both academic responsibilities and personal activities. Students will also reflect on how emotions can affect time management and decision-making.

Materials Needed:



- Copy of Chapter 17, *Mastering Time Management*
- Pencils and markers
- S.T.A.R. Strategy Poster
- Time Management Worksheet
- Home Connection Letter

Introduction to the Topic (10 minutes)

Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Begin with a brief discussion on time management.

Greeting and Circle Time Teacher Script

Warm Welcome and Opening Discussion:

- "Good morning, everyone! Today, we're going to talk about something that I think can help all of us—time management. Have you ever felt like you have too much to do and not enough time to do it?"

Discussion Starter

- "Raise your hand if you've ever felt like you had too much homework or not enough time to play."
- "Why do you think time management is important for balancing school, hobbies, and rest?"

Read the Chapter (15 minutes)

Story Time Outline:



- Read Chapter 17 aloud. Pause at key moments to engage students and make sure they are following the story.
- Ask questions during key parts of the story.

Story Time Teacher Script:

Prepare the Students for the Story:

- "In today's story, Ollie and his friends are feeling overwhelmed by schoolwork, hobbies, and activities. They come up with a plan to help manage their time and feel less stressed. Let's see how they do it and learn how we can create our own time-management plan."
- (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

Read the Chapter with Emphasis on Key Moments:

- **While reading**, pause during key moments.
- **Ask Questions:**
 - Why is Ollie feeling stressed about his homework?
 - What is Harriet excited about for the weekend?
 - How does Buzz feel about balancing his creative projects and schoolwork?
 - What does Bennie say about running out of time for the things he enjoys?
 - What solution does Betty suggest for managing their time?
 - How does Ollie think they can use their strengths to make a plan?
 - Why does Harriet want to include breaks for fun activities in the schedule?
 - What is Buzz's idea for making the schedule more fun?
 - How does Bennie suggest they avoid burnout?
 - Why does Sammy think it's important to check in with their feelings while following the plan?

Chapter 17: Mastering Time Management

As January came to a close, the reality of schoolwork began to sink in for Ollie, Harriet, Bennie, Sammy, Buzz, and Betty. The holidays were over, and the break had given them plenty of time to relax. But now, with new assignments piling up, the group found themselves juggling academic responsibilities along with their personal interests and hobbies.

One Friday afternoon, the group gathered at the park after school. Harriet, bouncing with her usual energy, tossed a soccer ball from hand to hand. “I can’t wait for the weekend! I’ve got soccer practice, and then I’m going to finish reading my book.”

Ollie, always the planner, frowned as he looked at the homework he still needed to finish. “I’ve got three assignments to complete, and I haven’t even started. I don’t know how I’m going to get everything done in time.”

Buzz, who was sketching a new invention idea in his notebook, nodded in agreement. “Same here. I’ve been spending so much time working on my projects that I haven’t touched my math homework.”

Bennie, who always seemed to stay calm, chimed in, “I’ve been trying to keep track of everything, but I keep running out of time for the things I want to do, like reading and playing outside.”

Betty, the problem-solver of the group, looked thoughtful. “It sounds like we all need to figure out how to manage our time better. If we don’t, we’re going to feel more stressed, and that won’t help us with our schoolwork or the things we enjoy.”

Sammy, ever the empathetic one, added, “Yeah, when I get overwhelmed, I just want to avoid everything. But I know that’s not the answer.”

The group fell silent, realizing that they were all feeling the same pressure but didn’t know how to fix it.

Ollie, always looking for a solution, said, “Maybe we can use our strengths to come up with a plan. We know that when we’re feeling overwhelmed, our brains are making predictions based on how much we have to do. But if we organize our time, we might be able to handle everything better.”

Using Their Strengths to Manage Time

The group sat down on the grass, ready to brainstorm. They knew that each of them had a unique strength that could help them manage their time more effectively.

Harriet, full of energy and enthusiasm, said, “I’m good at staying active, so maybe I can help us come up with a schedule that includes breaks for fun stuff, like playing soccer or going outside. That way, we don’t get bored or feel stuck.”

Buzz, always buzzing with creativity, added, “And I can help make the schedule fun! I’ll design a colorful chart that shows what we need to do and when, so it’s not just a boring list.”

Ollie, ever the organizer, nodded. “That’s great. I can help us figure out how much time we need for each task. If we break things down into smaller steps, we won’t feel so overwhelmed.”

Betty, the problem-solver, smiled. “And I can help us prioritize. We’ll start with the most important tasks first, like finishing homework, and then we can reward ourselves with time to do the things we enjoy.”

Bennie, with his calm and balanced approach, said, “I think we should also leave time for rest. If we try to do everything without taking breaks, we’ll burn out. I’ll make sure we schedule some downtime to recharge.”

Sammy, always in tune with emotions, added, “And I’ll remind everyone to check in with how they’re feeling. If we’re getting stressed or overwhelmed, it’s okay to adjust the plan. We don’t have to stick to it perfectly.”

Putting the Plan into Action

With their plan in place, the group decided to meet up at Ollie’s house that evening to create their time-management schedule. Buzz brought his art supplies, and together, they made a colorful chart that listed their school assignments, chores, and hobbies.

Harriet made sure the schedule included time for physical activity, like playing soccer or going for a walk. “We need breaks to keep our energy up,” she said with a grin.

Ollie helped organize the tasks by breaking them down into smaller steps. “Instead of saying ‘finish math homework,’ we’ll write down ‘do five problems today and five tomorrow.’ That way, it doesn’t feel like too much at once.”

Betty helped them prioritize the tasks by importance. “We’ll do the things that are due soon first. Then we can focus on the things we enjoy, like reading or working on projects.”

Bennie made sure they scheduled time for relaxation. “We’ll take breaks between tasks, so we don’t feel too tired or overwhelmed. It’s important to take care of ourselves, too.”

Sammy, always thinking about emotions, suggested they leave space at the bottom of the chart to write down how they felt each day. “That way, we can see if we’re feeling better with this plan or if we need to adjust it.”

The First Week

As the group followed their new time-management plan over the next week, they started to notice a difference. Harriet found that taking breaks for soccer helped her stay focused on her homework. Buzz felt more organized and less overwhelmed by his creative projects. Betty

enjoyed checking off tasks as she completed them, and Bennie appreciated the balance between work and rest. Sammy noticed that by tracking his emotions, he could tell when he was starting to feel stressed and needed a break.

By the end of the week, they gathered again at Ollie's house to reflect on how the plan had worked.

"I feel so much better now," Harriet said. "I used to feel like I didn't have time for anything, but now I can do my homework and still play soccer."

Buzz nodded. "Yeah, the schedule made it easier for me to finish my schoolwork without feeling like I had to give up on my inventions."

Betty smiled. "I think breaking things down into smaller tasks really helped. It didn't feel like I had a mountain of work to do—it was more like little steps."

Bennie added, "And the breaks made a huge difference. I didn't feel as tired, and I had more energy to focus when I needed to."

Sammy, who had been writing in his emotional awareness journal, said, "It's also helped me stay calmer. When I know what to expect and I have a plan, I don't get as anxious."

Ollie, proud of the team's progress, smiled. "We did a great job using our strengths to manage our time. And we learned that it's not just about getting everything done—it's about finding balance between work and fun."

Reflecting on Time and Emotions

Grandma, who had been listening from the kitchen, came over to join them. "I'm so proud of all of you," she said. "You've learned something very important—time management isn't just about being organized. It's about understanding your emotions and how they affect your ability to get things done. When you balance your tasks with rest and fun, you take care of both your mind and body."

The friends nodded, feeling proud of the progress they had made.

As January came to a close, they felt more confident in their ability to manage their time, knowing that they could rely on their personal strengths—and each other—to handle whatever challenges came their way.

And with that, they were ready to face the rest of the school year, one step at a time.

Post-Chapter Teacher Script

- **Teacher:** "Time management can be quite tricky for many people, and understanding your emotions really plays an important role in trying to get things done and accomplish tasks."

Post-Chapter Questions

Ask these questions to help students reflect on the chapter and connect it to their own experiences:

- Have you ever felt like Ollie, with too many assignments and not enough time?
- Why is it important to include fun activities in a time-management plan?
- How can breaking tasks into smaller steps, like Ollie suggests, help you get work done?
- What does it mean to prioritize tasks, and why is that helpful?
- How can taking breaks help you stay focused on schoolwork?
- How can a time-management plan reduce stress or anxiety?
- What are some personal activities you would include in your own schedule?
- How does using your strengths help you create a better plan?
- Why is it important to leave time for relaxation and rest?
- How can checking in with your emotions help you stick to your plan?

Do an Activity (20 minutes)

- **Students will** learn to organize their weekly responsibilities and interests by creating a balanced schedule that includes time for schoolwork, chores, fun, and rest. They will reflect on how planning ahead can help them feel more focused and in control of their time.

Activity: Time Management Journal (20 minutes)

Introduce Activity

“Today, we’re going to learn a very helpful skill: **how to plan our time**. When we don’t have a plan, things can start to feel overwhelming or rushed. But when we know what we need to do, and when we feel calmer and more in control.

Just like **Harriet and Buzz** in our story, we’re going to build a weekly plan that includes *both* responsibilities and fun. That means time for things like schoolwork, chores, and practice—but also time for play, rest, and movement!

I’ll start by writing a few common activities on the board—like homework, chores, reading, sports, playing outside, and screen time. Let’s brainstorm together how much time each one usually takes and talk about how to break bigger tasks into smaller steps.”

(Guide students as they estimate and break down tasks.)

“Now that we’ve made our list, I’ll hand out the **Time-Management Worksheet**. You’ll use it to plan out your week in a way that feels balanced and helpful. Once your plan is filled in, you’ll decorate it, adding colors or symbols that make it fun to look at. Ready to get started?”

Activity Instructions

1. Hand out the time-management worksheet
2. On the board, make a list of typical tasks for the week: schoolwork, chores, hobbies, sports, playtime, rest, etc.
3. Have students brainstorm how much time each task will take. Guide them in breaking larger tasks, like homework, into smaller, manageable parts (e.g., "Finish five math problems" instead of "Complete math homework").
4. Ask students to include time for both work and play, just like Harriet and Buzz did. Encourage them to schedule fun breaks, physical activity, and relaxation time.
5. Once they have written out their schedules, have students color or decorate them. This can help make the plan feel more fun and motivating.

Reflection:

After the activity, ask students to reflect on their schedules:

- "What did you learn while creating your plan?"
- "Do you think this plan will help you feel more in control of your time?"
- "What are you most excited about adding to your schedule?"

Wrapping it Up



Wrap Up the Lesson (5 minutes)

“Now that you’ve created your time-management plans, I’d love to hear a few of your ideas!

Raise your hand if you’d like to share:

- One thing you added to your schedule that you’re excited about
- A way you included both work and fun

Let's celebrate how thoughtful and creative you were with your planning!"

Encourage 4–5 students to share aloud while modeling encouragement and support.

- “You all did such a great job thinking through your week and making time for what matters most. When we use a schedule, it helps our brains feel less stressed. It also helps us feel proud when we follow through on our plan.

Remember: plans don't have to be perfect! If something changes, that's okay—you can adjust and try again the next day. What's important is that you're learning how to be in charge of your own time.”

Review and Reflection Teacher Script

Gather in a Circle for Reflection:



- “Let's sit together in a circle to reflect.

When we plan our time, we give ourselves space to enjoy life while still getting important things done.

I'd like you to finish this sentence:

‘One thing I learned while making my schedule is...’

You can share something that surprised you, something that felt good, or something you want to try this week. If you'd rather pass, that's okay too.”

Closing

- “Time is one of the most valuable things we have—and how we choose to spend it really matters. You now have a plan that helps you feel balanced and ready for the week ahead.
Keep using your schedule, check in with yourself, and don't forget to make time for rest and fun, too. Great work today, everyone!”

Home Connection Letter

Sending Information Home:

- “Before you go, I have a letter for you to take home. It explains that we created our own weekly schedules as part of a time-management activity. They learned how to balance schoolwork, chores, hobbies, rest, and play by planning ahead and breaking tasks into manageable parts.
- Hand out the letters as the children prepare to leave.

Parent Letter

Sending Information Home:

- Provide each child with a letter to take home to their parents explaining the lesson.

Dear Parent(s)/Guardian(s),

Today, your child learned about the importance of time management and created their own time-management plan in class. They discussed how balancing schoolwork, hobbies, and relaxation can reduce stress and help them feel more in control of their time.

By breaking tasks into smaller steps, prioritizing important work, and including time for fun activities and rest, your child is learning how to manage their time in a way that helps them stay focused and relaxed.

We encourage you to ask your child about their time-management plan and help them practice following it throughout the week. This can be a great opportunity to support their learning and help them develop healthy habits for balancing responsibilities and personal interests.

Thank you for your support!

Best Regards,

Weekly Time Management Plan

Monday

Time	Task	Check-In: How Did I Feel?
Morning		
Afternoon		
Evening		

Tuesday

Time	Task	Check-In: How Did I Feel?
Morning		
Afternoon		
Evening		

Wednesday

Time	Task	Check-In: How Did I Feel?
Morning		
Afternoon		
Evening		

Thursday

Time	Task	Check-In: How Did I Feel?
Morning		
Afternoon		
Evening		

Friday

Time	Task	Check-In: How Did I Feel?
Morning		
Afternoon		
Evening		

Weekly Time Management Plan

Saturday

Time	Task	Check-In: How Did I Feel?
Morning		
Afternoon		
Evening		

Sunday

Time	Task	Check-In: How Did I Feel?
Morning		
Afternoon		
Evening		

Reflection:

What went well this week?

What could I improve next week?

How did my time management plan help me feel more in control of my time?
