

# Managing Time

## OBJECTIVES:

To understand relative values of time such as minute, afternoon, week among others.  
To understand the value of using time wisely.

## GROUP SIZE:

6 to 8 children per adult volunteer.

## TIME FRAME:

This lesson is designed for a group meeting between 30 and 60 minutes.

## BACKGROUND:

Although younger children do not all have skill in telling time yet, they can learn and understand basic temporal concepts such as the ways in which people spend time, relative values of time (hours, days, etc.), the idea of procrastination, and the importance of using time wisely. Help children strengthen these concepts through the following activities and games.



### LIFE SKILL AREAS

Social skills will be developed through group games and discussions. Decision making opportunities will be provided by the Procrastination! game. Gross motor skills will be developed by playing group games and singing the action song. Fine motor skills will be practiced in the Shoe Scramble game and in using scissors and markers.

### HELPS TO THE VOLUNTEERS

*Try these suggestions:*

- Choose one or two of the following activities from each section.
- Try to create appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.

**LEARNING ACTIVITIES**

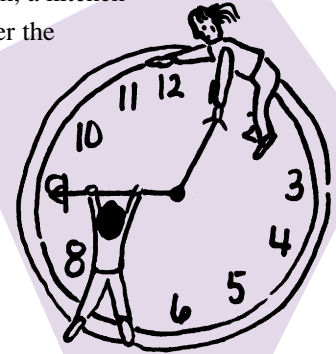
**I. GETTING STARTED**

✧ **ACTIVITY:** "Let's Talk About Time" (4 - 6 minutes)

**Grade Level:** K - 3

**Materials:** bag or box with various time-related items inside such as a watch, a kitchen timer, clock, stopwatch, alarm clock, clock radio, calendar, date book. Gather the children in a circle. Show them one item at a time. Ask them what each is, what it is used for, and how it is used. Ask them what all the items have in common. Point out that each of these items help people in some way to keep track of time. 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:** "How Do You Spend Time?" (5 - 7 minutes)

**Grade Level:** 1 - 3

**Materials:** large sheet of paper and marker or chalkboard and chalk.

Ask each child to think about how they spend their time. Go around the circle and ask each child to tell one way they spend time. Record each suggestion. Ask open ended questions, if needed, to have them list sleeping, eating, chores, and school. 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). Have them look at the list again. Which category has the most examples? Look at the items that are choices. Count how many are active compared to not active. 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:** "Tick, Tock, Where's That Clock?" (7 - 9 minutes)

**Grade Level:** K - 3

**Materials:** a wind-up clock or kitchen timer that ticks loudly.

Wind up the clock so that it is ticking. Select one child to hide the clock while the others wait outside. The clock does not have to be visible. Let the children try to find the clock simply by using their ears. The first person to find the clock gets to hide it for the next game.



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

## II. DIGGING DEEPER

☀ **ACTIVITY:** "Paper Plate Clocks" (7 - 9 minutes)

**Grade Level:** K - 3

**Materials:** large paper plates, construction paper "hands," markers or crayons, paper fasteners, and an example of a clock face with regular numerals.

Give each child a plate, a long and a short hand, a paper fastener and markers or crayons. Ask them to write the numbers on the "face of the clock," helping them as needed. Encourage them to decorate their clock with the markers. Help the children attach the hands with the paper fastener. Briefly demonstrate how the short hand indicates the hour and the long hand indicates the minutes. Ask them to make their clocks show various times, such as when school is out, or when the Cloverbud meeting begins.

**Application:** Encourage the children to look at a clock at home or school and try to associate it with specific times such as lunchtime, bedtime, or time for a favorite television program.

☀ **ACTIVITY:** "Be a One-Minute Manager" (10 - 12 minutes)

**Grade Level:** K - 3

**Materials:** several different items that are commonly part of children's "chores," such as towels to fold, flatware to sort, pet dish to fill, dirty laundry to put in the hamper, etc., and a stopwatch.

Set up several "work" stations with the items listed above (or others of your choice). The purpose of the activity is to illustrate to children how little time (less than a minute!) most small chores take. Let the children take turns timing each other on the jobs. Point out to the children that lots of things they are asked to do don't take much time at all; putting the job off and worrying about it is what consumes time! The sooner the job gets done, the sooner they will have time to do what they would like to do!

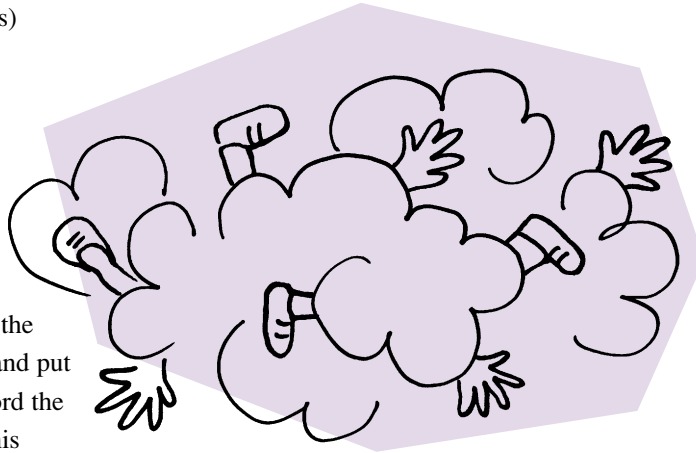
**Application:** Ask the children to be aware of chores they do at home and pay attention to how long they really take.



☀ **ACTIVITY:** "Shoe Scramble" (7 - 9 minutes)

**Grade Level:** K - 3

**Materials:** each child's shoes, a stop watch or second hand on a clock.



Ask each child to take their shoes off and put them in a pile in the center of the floor. Mix the shoes up. Ask them to find their own shoes and put them back on. Time how long it takes. Record the time. Repeat the activity, timing it again. This time should not take quite as long. Why? Because the second time the children knew what was expected and they have what is known as "experience." Talk about the time saved, and ask why they think it took less time the second time. 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!

### III. LOOKING WITHIN

☀ **ACTIVITY:** "Procrastination, the Game" (7 - 9 minutes)


**Grade Level:** K - 3

**Materials:** procrastination cards.

Invite the children to play a game of Procrastination. Ask if anyone knows what this big word means. Explain, if needed, that procrastination is putting things off, mostly jobs or chores we'd rather not do, until later. It is the opposite of doing something when needed, or "keeping up." Discuss the phrase, "never put off until tomorrow what you can do today." Shuffle the cards and read one at a time asking a child to decide whether or not the activity written on the card is an example of procrastination or not. Make two piles in the center of the floor, one for "PROCRASTINATION" and one for "KEEPING UP." Have each child take a turn to decide where a card goes.

**Application:** Ask the children to be aware of how many opportunities they have at home this week to "keep up."

### III. LOOKING WITHIN CONTINUED

 **ACTIVITY:** Song "Now It's Time To..." (6 - 8 minutes)

**Grade Level:** K - 3

**Materials:** a paper plate clock with moveable hands.

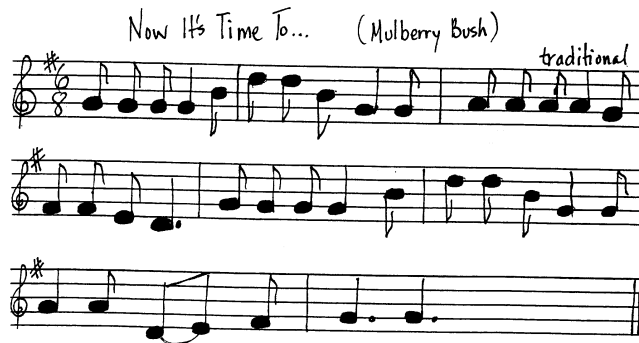
Gather the children in a circle. Explain that each person will get to think of something he or she does during the day or evening. Put the hands at 7:00 and ask a child "What do you do at 7:00 in the morning?" Sing the following song, adding appropriate actions, to the tune of "Mulberry Bush."

#### Now It's Time To...


Now it's time to get out of bed (stretch)  
get out of bed, get out of bed.  
 Now it's time to get out of bed (stretch)  
 So early in the morning.

Move the hands on the clock to 8:00 and ask the next child what he does then. Sing the song and do appropriate actions. Continue around the clock and circle until each child has had a turn.

**Application:** Ask the children to think of what they are doing at specific times during the day.



### IV. BRINGING CLOSURE

 **ACTIVITY:** "Free Time - What Would You Do?" (4 - 6 minutes)

**Grade Level:** K - 3

**Materials:** none.

Ask each child to think of how they would spend an afternoon if they could choose any leisure time activity they wanted. Ask them how long they would like to do their activity and who they would do it with. Talk about how others spend free time. Does it necessarily have to cost money to use free time? What kinds of things could they do at home in their room with a block of free time?



**V. GOING BEYOND**

Encourage the children to enlist the help of their parents in recording how their time is spent. See how many of their activities are "have to," "need to," and "their choice."

*Reading Adventures*

This listing of reading materials can be used by you as background, or for sharing before to set the stage for the lesson or for sharing afterwards to reinforce the lesson.

Every Kids Guide to Using Time Wisely, by Joy Berry

The Grouchy Ladybug, by Eric Carle

The Man Who Tried To Save Time, by Phyllis Kasilovsky

# PROCRASTINATION CARDS

You promise to feed the dog later, after you play with your friends.	You do your job of folding the laundry before watching cartoons.
You feed the dog as soon as you are asked.	You tell your brother you will help him after school but decide to walk the dog instead.
You forget to clean your room when you are invited to visit a friend.	You put your clothes in the hamper before going outside to play.
You put your toys away before getting new ones out.	You tell your mother you can't help with the laundry right now but you'll do it later.
You promise yourself you will practice the piano as soon as your favorite TV show is over.	You make your bed before you play with your baseball cards.
You practice the piano before playing with friends.	You play with baseball cards instead of making your bed.
You agree to clean up your toys as soon as your friends leave, but you remember that you have homework to do.	You clean up your toys before you do your homework.