

DRAFT

Balancing Time and Energy

Lesson

By Jen Cort

Overarching Theme: Finding Balance, "Doing School"

Objective: Students will use previously acquired knowledge on balancing time and balancing energy to examine the relationship between the two.

Skills: Self-Advocacy, Feelings, Decision Making

Groupings: Individual

Prep: 5 minutes

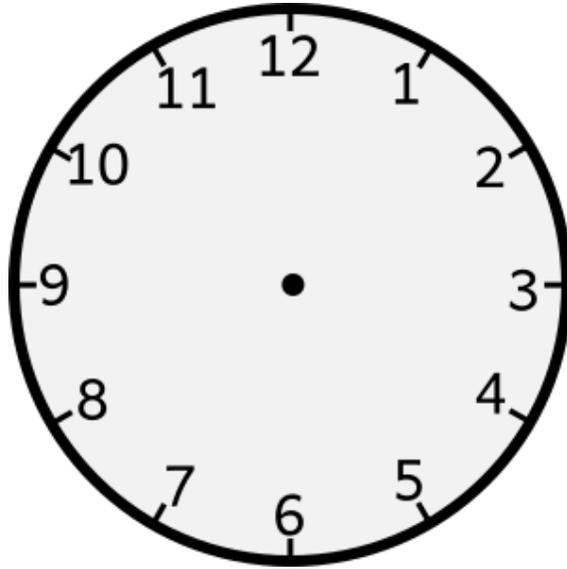
Materials:

- Journals
- Worksheet copies (double sided with images clock and wheel)

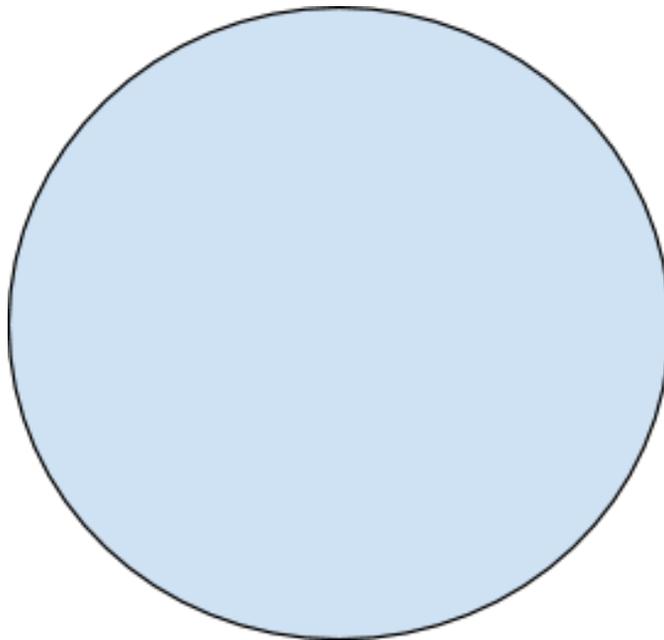
Tasks:

1. Using previous advisory lesson journal entries advisees should:
 - a. Define "Time Management", the definition should include prioritizing tasks, allocating time needed for tasks and ensuring completion of necessary items.
 - b. Define "Energy Wheel", the definition should include understanding that energy is not created or destroyed but rather redistributed. Energy is what we put into a given task.
 - c. Remind advisory that time and energy may go hand and hand but are not always the same thing. Ask group to record the following responses in their journals.
2. Share: Sometimes we spend a lot of time on a task but not a lot of energy (think of a time you were only half-heartedly listening to someone while thinking about something else).
 - a. Ask advisees to name at least one instance when they have spent a lot of time but not a lot of energy on something? Ask for shared responses.
 - b. Ask advisees to name at least one other instance focusing on when they have spent a lot of energy but not a lot of time on something.
3. Write or project the following questions on the board and ask group to define the
 - a. following questions.
 - b. What does finding balance mean to you?
 - c. Should time spent and energy allocated be balanced (equal)? Why? Why not?
 - d. If we have to choose between one and other which one should we choose? Why? Why Not?
4. Distribute the handout with the clock and energy wheel and explain the following instructions:

- Ask students to:
 - Think of one task you are going to spend time on today and estimate how much time you will spend completing it.
 - Use pen/pencil to indicate the number of minutes needed to spend completing the task. Indicate the minutes on the clock.
 - Think of your entire day and create a pie chart of the amount of energy you will spend on each task of your day including classes, homework, after school activities, time with friends, etc. (*Teacher note: Provide example such as if you are studying for a hour for a test therefore spending a lot of time but during that time you are texting, etc. then are you spending very much energy on it?*)
 - Reflect on the task requiring time and consider where it fits on the corresponding part on your energy wheel.
 - Ask students to consider:
 - Are they in balance?
 - Ask if it is better to spend more time? More energy?
 - Are you spending equal *time* and *energy* on it?
 - If so, how? If not, why not?
5. Ask students to journal with the following prompts:
 - What do I need to create a healthy time management and energy allocation, would it be the same as depicted?
 - Why or why not?
 - What is the same?
 - What needs support?
 6. Collect the time and energy charts and repeat the activity in a month.
 7. Give the time and energy allocation chart and have students fill it in. Make a copy for you to keep for reflection next month and give one to the student to think about how to increasingly allocate time and energy in an intentional manner.
 8. Give students the previous time and energy chart and ask them to observe differences and set intentions for the next month.



Allocation of Time



Allocation of Energy

Intentionally Allocate Your Time and Energy!



Time



Energy

Thinking about each of the following words and how you can define them to intentionally allocate your time and energy. For example, I find drinking tea to be calming and reminds me to slow down so for drinks I would put “Having herbal tea available”.

Sounds	Sounds
Words	Words
Foods	Foods
Drinks	Drinks
Movements	Movements
Interactions	Interactions
Technology	Technology
Textures	Textures

Other	Other
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