



Positive Time Management

More Practice With Smart Choices and Rocks

3 Cs

- ☞ I care about myself.
- I care about you.
- I care about my community.

Help students to understand and invite them to state clearly:

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.

Preparation

Copies

Worksheet: "How Do I Spend My Time?" (see page 41)

Materials

"How Do I Spend My Time?" (see page 41)

Video: "Sister, Sister" from the DVD *Your Choice Our Chance* (included with the lessons for this grade)

Vocabulary

- appropriate
- free time

Lesson at a Glance

Introduction

1. "Sister, Sister" Video

Strategy

2. "How Do I Spend My Time?"
3. Smart Choices and I STOP'D

Conclusion

4. Healthy Activities

Core Curriculum Objectives and Standards

Objectives

- Compare and contrast social interaction and time spent alone.
- Communicate the need for social interaction and valuable time alone.
- Adopt behaviors to help maintain good mental health, e.g., reading, exercising, lifelong learning, and abstaining from substance abuse.

Standards

- 7050-0101** Summarize how communicating with others can help improve overall health.

Teacher Notes

Introduction

Video

Discussion

Strategy

Worksheet

Discussion

1. “Sister, Sister”

Show the video vignette “Sister, Sister.”

- What are Sophia’s risky behaviors?
- What are the effects of these behaviors?
- What does Alicia do when she decides to “have more fun than ever before in my life”?
- How do Alicia’s activities affect her?
- What rocks are in Alicia’s backpack now?

2. “How Do I Spend My Time?”

- Display the poster/worksheet “How Do I Spend My Time?”
- Demonstrate how to fill in the circle with approximate time periods for things like sleeping, school, eating, homework, recreation and chores.
- Have students complete the worksheet “How Do I Spend My Time?”
- If appropriate, review a few of the student posters.
- How are we the same in how we spend time?
- How are we different?
- What are some smart choices when it comes to time management with regard to –
 - regular exercise?
 - healthy diet?
 - learning new skills?
 - homework?
 - work, play, rest?
 - recreation?
- How does using your time well keep rocks out of your backpack?

3. Smart Choices and I STOP’D

- Let’s use the I STOP’D model to help us make a smart choice about one of these decisions.
- I have the power to make a smart choice about regular exercise.
- Stop – Take time to make a plan about exercising.
- Think – When can I exercise? (before school, after school...)
- Options – What kinds of exercise could I do? (team, partner, personal...)
- Pick a Plan – I will do ...
- Do It! – Do that plan and evaluate how it is working.
- Let’s use I STOP’d and decide what would be smart choices to enhance a drug and alcohol-free lifestyle?
 - sports, music, reading, dance, hobbies, talents, and after-school chores
- What are some ways you can improve your usage of time?

4. Healthy Activities

- As a class or in small groups, design a chart of “101 Things to Do Instead of Drugs,” or a collage of “Healthy Activities,” or “Anti-Drug and Healthy Choices.”
- Display the poster in the hall or in class.



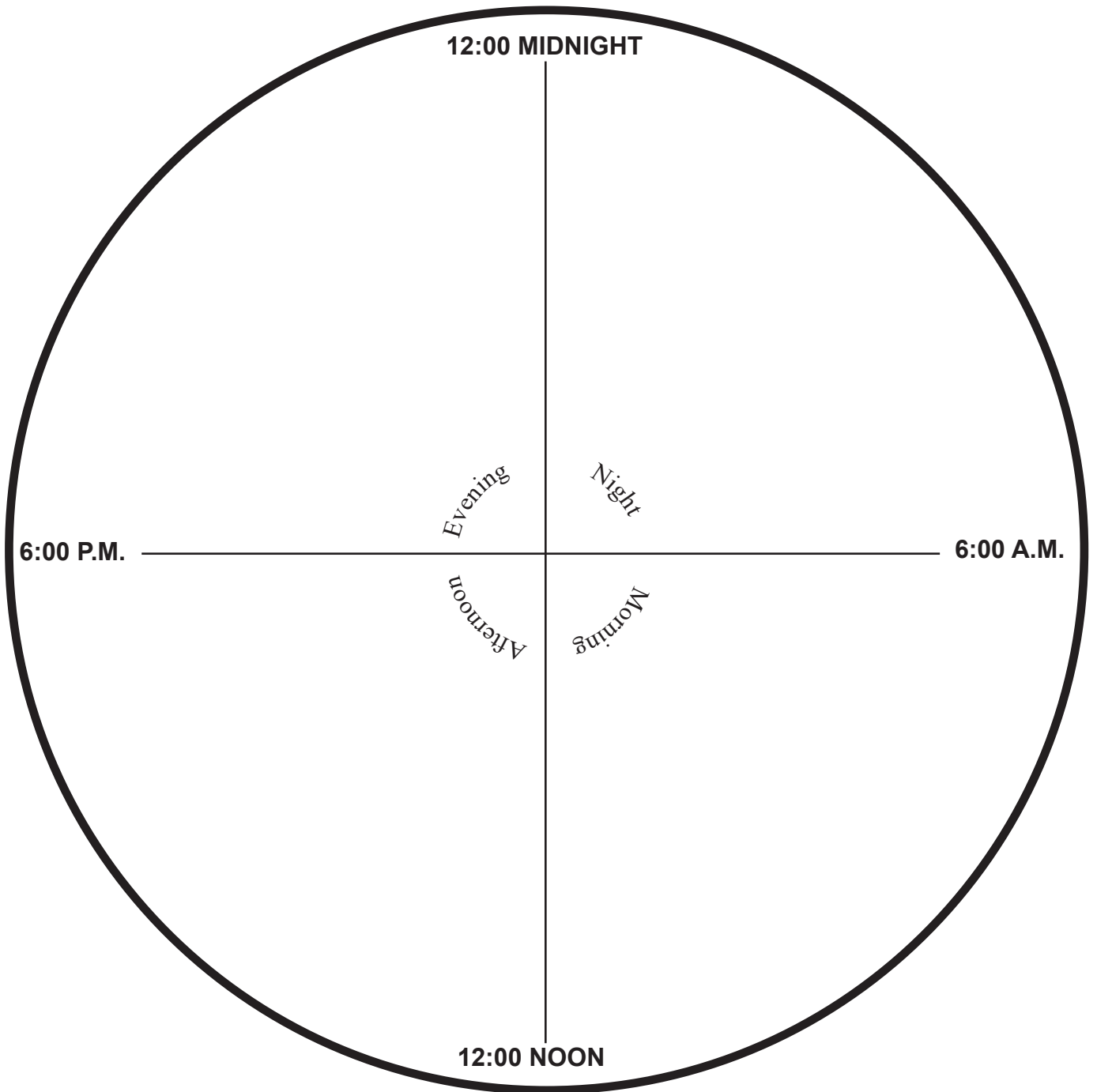
Conclusion

Small Groups



How Do I Spend My Time?

This circle represents 24 hours. Decide how you spend your day, and divide the circle into sections according to time periods. Label each section with the activity's name.



"How Do I Spend My Time?"

