 Juggling and time management

Duration: 45 minutes

Purpose of the task

Having time to ourselves and making time for school, family and work all contribute to a meaningful and fulfilled life. It is important to recognise that we need to commit time to all parts of our life and learning about the tips and tools to do this assists us to be successful and happy.

Course outcomes

7.3 Apply skills to take personal responsibility for their actions to protect and enhance the independence, health, safety and wellbeing of others.

What do we want students to know, understand or be able to do?

* Reflect on their work, school and life balance.
* Plan goals to create work, school and life balance.

Required resources and materials for preparation

Student activities are set around:

* small group
* whole group
* individual activities
* offline and online

Equipment required:

* A3 & A4 paper (at least one per student)
* pens/textas
* my life balance worksheet
* access to the internet and laptop/tablet/phone

Suggested content

| Learning context | Content |
| --- | --- |
| Mental health and wellbeing  Focus: Developing self-efficacy and mental fitness | Building resilience   * acknowledging controllable factors * seeking, accessing and accepting help and support |
| Mental health and wellbeing  Focus: Support for self and others | Skills and strategies for managing change and challenges   * plans and expectations, e.g. being realistic * stress management * perspective taking |
| Independence  Focus: Building self-concepts and independence | Personal values and beliefs   * recognising and assessing strengths, aspirations and potential   Self-management   * managing change and initiating contingency plans * responsibility for self and actions * planning, setting, tracking and modifying goals * strategies for future success |

Teaching notes

Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* making students aware at the beginning of Life Ready sessions that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* being aware that some parts of Life Ready can be confronting and sensitive for some students.
* enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

More information on creating a safe and supportive learning environment can be found on the [Life Ready website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

Evaluating resources before use

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audio visual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.

Use the [resource review flowchart](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html) to decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

Communication with parents and caregivers

Some aspects of Life Ready may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the Life Ready program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the Life Ready program they are concerned about. A sample information letter is available on the [Life Ready website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

Learning experiences

Activity 1- Juggling commitments and managing time well

Mindmap

* Students use A3 paper to record all the events/tasks/activities they have done over the last week.
* Students create a priority list by numbering each of their listed activities, with number one being the highest priority activity.
  + For a technology based alternative, Popplet Lite is a free app for iPad and iPhone that allows students to create mindmaps online-available through the iTunes Store.

Think Pair Share

* Students think about the following questions:
  + how do you manage to remember and complete activities, events and everything you need to do on a weekly basis? What do you use to do this?
  + what things distract you and prevent you from completing tasks?
  + what could you do differently to increase your productivity on a weekly basis?
* Students share their answers with a partner.
* As a whole group, record the top 5 ideas.

Activity 2- How long should we attend?

Group discussion and debate

* Debate topic: We should attend school/work for a maximum of 4 days per week.
* Split in two groups and allocate one group to the ‘agree’ and the other to the ‘disagree’ side.
* In these groups, all students record as many dot points for their side of the debate to argue their position. This could be done using A4 paper or using an online space.
* After two minutes, a coin is tossed to see which group will go first.
* Each student takes it in turns, alternating between each argument group until all students’ dot points have been read out aloud and justified.

Group debrief

* Group debrief using the questions below:
  + which dot point (it can be your own) do you believe best summed up the argument for each group?
  + did your opinion differ from your allocated side of the argument? Why?
  + has your opinion changed after hearing other people’s ideas? Why? Why not?

Activity 3- Life balance schedule

Group discussion

* What creates a work/school life balance?
* What would your week look like if it were balanced between school and your personal life?
* Students complete the following worksheets:
  + SMART goals student worksheet (Planning goals activity)
  + My goals student worksheet (Planning goals activity)
* Students complete: My life balance schedule worksheet.

My life balance schedule

Using the four tips presented below, fill out your weekly work/school life balance template.

Tips

**1. Write two weekly goals**

• For each goal, list exactly what you need to do to achieve them.

**2. Unplug/limit distractions**

While technology is great, unplugging is an important component of creating a balance in your life. \*If you need your laptop/tablet to complete homework/study and assignments, disconnect the internet to increase your focus on a task or just to have a necessary break from being ‘connected’.

**3. Exercise and relax**

• Exercise is a well documented stress reliever and relaxing will give your brain the time it needs to regenerate and prepare itself for new information and ideas!

**4. Reward your successes (small and big)**

• Did you achieve your weekly goal? Celebrate!

For further information you may like to read these Fact Sheets from ReachOut.com

• 10 ways to get stuff done: [au.reachout.com/articles/10-ways-to-get-stuff-done](https://au.reachout.com/articles/10-ways-to-get-stuff-done)

• Managing your time: [au.reachout.com/managing-your-time](http://au.reachout.com/managing-your-time)

• Tips for getting motivated: [au.reachout.com/tips-for-getting-motivated](http://au.reachout.com/tips-for-getting-motivated)

Complete the following goals and the life balance schedule over the page, listing all your activities and the time you are going to allocate under each of the four goals (You may also choose to complete your own design or investigate an online solution/app for writing up your schedule)

**Weekly Goal 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What I need to do to achieve it: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Weekly Goal 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What I need to do to achieve it: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Life balance schedule

