



Celebrating Four Years With A Gift For You!

Dear Colleague,

The only point I make in every single workshop is on the importance of focusing on time and on energy. We talk to children about time way before their brains are able to understand it and I believe this accounts for why young children will invite and disinvite others to birthday parties months in advance and why they are rarely 'just three' but rather 'three and a half' indicating they are older than they were when they were just three. We frequently pair our words with negative connotations about time such as 'it's time to go', 'time for bed', maybe 'time out', and 'we don't have enough time' rarely balanced with positive messages about time. As they age, we teach time management and prioritization, both of which are important but are better served when balanced with energy.

Contrary to time, young children do understand some of the components of energy, try giving a child a toy which requires a battery but don't include the battery, or use an iPad until the battery dies. The earlier we teach them to allocate their energy intentionally, the better they will use their time, in fact, one of my students said by focusing on his energy allocation, his grades went up by 10 points and his friendships were stronger.

Balancing time and energy is important for adults and students and I am frequently asked how to talk about them in advisory and homeroom. For my fourth anniversary, I have adapted a lesson to support you in this conversation. Please share with me your adaptations!

- Jen Cort



Balancing Time and Energy

Lesson

- Overarching Theme:** Finding Balance
- 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 and small groups
- Prep:** 5 minutes:
- Read lesson
 - Make copies
 - Gather writing supplies
- Materials:**
- Journals (something to write on)
 - Worksheet copies (double sided with images clock and wheel)
- Note:** When writing lessons, I script them out for those who would like a script but please feel free to go in any direction you choose and modify for your grade level. Love to hear your ideas!
- Tasks:**
1. Access background knowledge:
 - a. Define “Time Management”, the definition should include *prioritizing tasks, allocating time needed for tasks and ensuring completion of necessary items.*
 - b. Define “Energy Allocation”, the definition should include *understanding that energy is not created or destroyed but rather redistributed. Energy is what we put into a given task and what can be consumed by challenges, particularly around “fit” and code switching. Code Switching is leaving part of oneself at the door (such as discussing where you live, who you live with, who you have a crush on, changing your vernacular, and more) to fit into the space they are in.*
 - c. Remind group that time and energy may go hand and hand but are not always the same thing offer an example such as “Have you ever read something over and over again but couldn’t remember what you read? That is an example of spending time on a task but not allocating energy to it.”
 - d. Ask group to record the following responses in their journals.
 2. Share prompts

- a. 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).
 - b. Ask group 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.
 - c. Ask group 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 share answers:
 - a. What does finding balance mean to you?
 - b. Should time spent and energy allocated be balanced or equal? Why? Why not?
 - c. 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 asking students to:
 - a. Think of one task you are going to spend time on today and estimate how much time you will spend completing it.
 - b. Use pen/pencil to indicate the number of minutes needed to spend completing the task. Indicate the minutes on the clock. **Teacher note:** *Sleeping is time spent not energy allocated.*
 - c. 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?*
 - d. Reflect on the task requiring time and consider where it fits on the corresponding part on your energy wheel.
 - i. 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. Hand out 'time and energy allocation' sheet and ask students to journal with the following prompts:
 - a. What do I need to create a healthy time management and energy allocation, would it be the same as depicted? Why or why not?
 - b. What is the same?
 - c. What needs support?
 - d. Ask students to fill in what is needed to include more of each category in their day.
 - e. Ask students to strive to increase as many as possible into their daily practices **Teacher note:** *This activity can prompt an awareness of lack of socioeconomic resources. Please convey messages of the goal to increase some of them and resources within the school should a student need them.*
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. Follow-Up: In one month, give students the previous time and energy chart and ask them

to observe differences and set intentions for the next month.

Extension Video: Inner Workings by Disney Pixar captures this conversation well and is funny to watch. However, it has a fee of \$1.99 for purchasing for a school
<https://www.youtube.com/watch?v=KZyBDbhaw9Y>

Parent/caretaker Note:

Dear parents and caretakers,

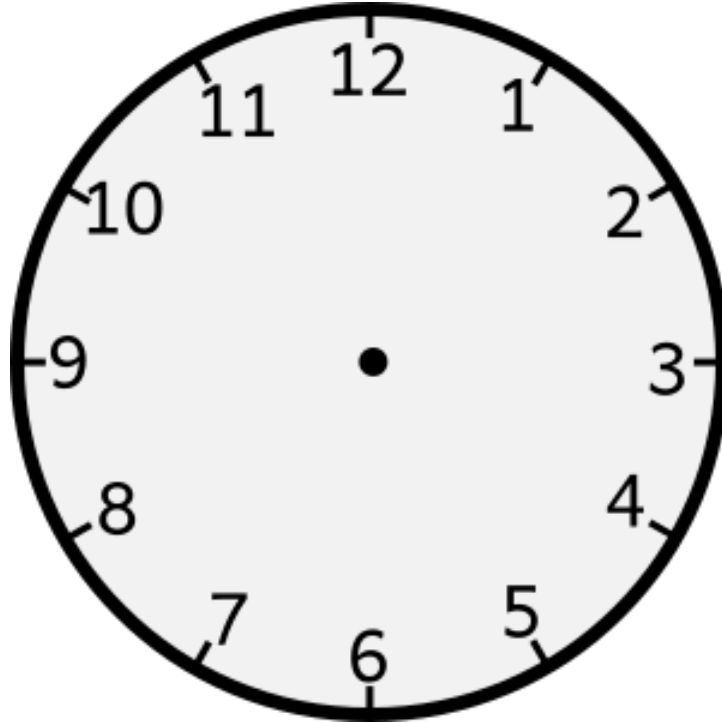
Today we began discussing the importance of balancing time and energy. Please ask your student:

- What is the differences are between time and energy?
- What is needed for you to allocate your energy?
- How can I help?

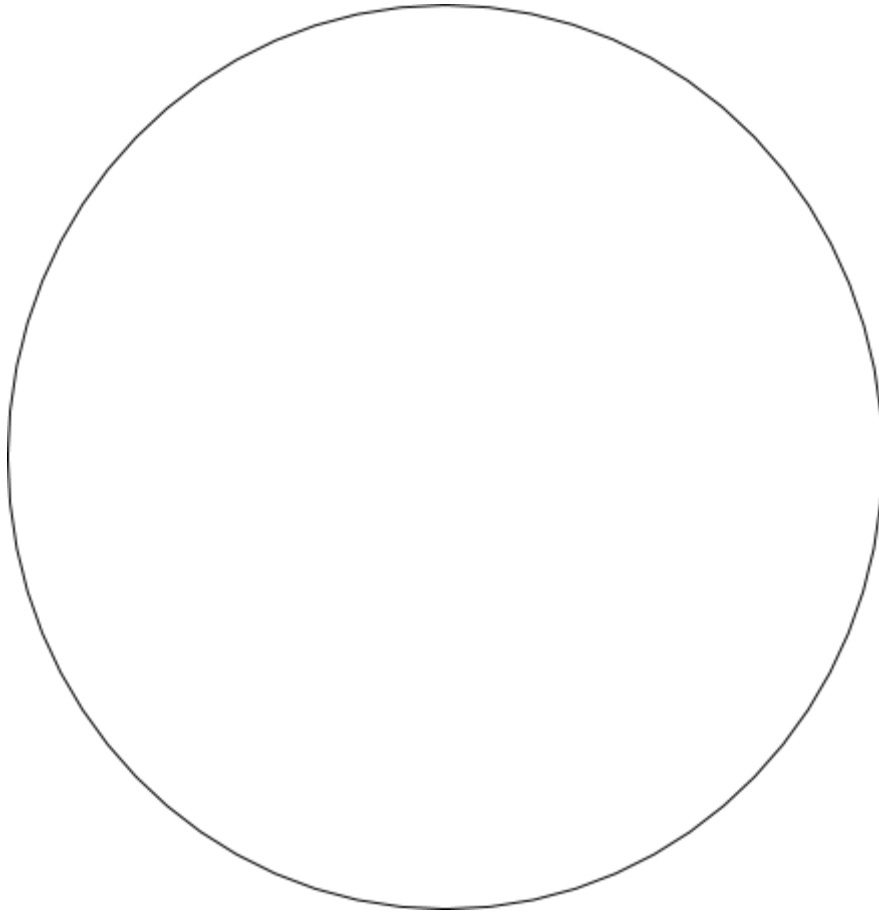
Teacher Note: *Please add your revisions, resources, etc. and email or include in your ongoing home/school communication.*

Balancing Time *and* Energy

By Jen Cort



Allocation of Time



Allocation of Energy

Intentionally Allocate Your Time and Energy!



Time



Energy

Sounds (background, music, other)	Sounds (background, music, other)
Words	Words
Foods	Foods
Drinks	Drinks
Movements	Movements
Interactions	Interactions
Technology	Technology
Textures	Textures
Other	Other

