



Students create two pie charts to describe their lives, one for how their time is currently spent and one for how they'd like it to be.



Calculators (for younger students); Paper (2 sheets per student); Pencils or pens; Washable markers; Large lids or compasses (to draw circles); Rulers; The ability to access <https://rechneronline.de/add-time/time-percentage.php> (optional, to help with percentage calculations).

Total Prep Time: 5 mins.



As this is the first Monday of the month, please consider sharing or re-sharing highlights from the Monthly Kick-Off, and if appropriate, monthly video.

Educator's Note: For younger students or to simplify this activity, see "Simplify This Activity" in the "Extensions" section of this lesson.

4 C's		SOCIAL & EMOTIONAL LEARNING		SERVICE LEARNING	
•	Critical thinking	•	Self-awareness		Integrated learning
•	Communication	•	Self-management		High quality service
•	Collaboration	•	Social-awareness		Collaboration
•	Creativity	•	Relationship skills		Student voice
		•	Responsible decision-making		Civic responsibility
					Reflection
					Evaluation

GOALS FOR THE WEEK

- Learn what it means to prioritize time, hobbies, and activities in a way that brings overall "BALANCE" to life
- Discover which parts of our lives bring the most joy and which parts we can "SIMPLIFY" or leave behind
- Identify how living a "SIMPLIFIED" lifestyle can contribute to our creativity
- Understand how "SIMPLIFY YOUR LIFE" is an important part of this month's theme, "MONDAY GETS BALANCED"



STUDENT ACTIVITY: “A SLICE OF TIME”

- 1) **SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “A SLICE OF TIME”**
- 2) **ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY’S FOCUS:**

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What is your favorite way to spend your “TIME”?**
- **What do you think you spend the most “TIME” on during an average day?**
- **How does your use of “TIME” change from day to day?**
- **Do you ever feel like your life is too busy or complicated?**
 - When do you feel that way the most?
 - What are some things you can do to “SIMPLIFY” your day?
- **What are some areas of your life that you have to “BALANCE” every day?**
- **What day of the week feels the most “BALANCED” to you?**
 - Why is that?
- **What are some things you can do to make sure one area of your life doesn’t overrun the other areas of your life?**
- **Do the activities of your day ever get in the way of making or keeping relationships with others?**
- **Have you heard the word “prioritize” before? What do you think it means?**
 - Answer: Doing things in your life in order of importance or necessity
- **Do you feel like you are good at prioritizing?**
 - What are some methods you could use to improve your ability to prioritize your “TIME”?
- **When have you spent a long “TIME” doing something without realizing how much “TIME” you actually spent on it?**
- **How might writing down how you spend your “TIME” help you to find more “BALANCE” in “YOUR LIFE”?**
- **How does prioritizing your “TIME” make space for the important relationships in “YOUR LIFE”?**
 - How does that let others know, YOU MATTER to me?

- 3) **SET UP THE “A SLICE OF TIME” ACTIVITY:**

- **Explain:**
 - If you’re like most people, there have been times when you were really involved with doing something—like playing a game with friends, catching up on your favorite Netflix series, or reading a good book—and the “TIME” just flew
 - Before you knew it, a few hours or even more had passed doing the same thing
 - There’s nothing wrong with wanting to watch a good show, hanging out with loved ones, or diving into a book (or any other hobby we have!)
 - We need “TIME” to relax, “TIME” with friends, and “TIME” to do things we’re crazy about
 - The problem comes when something we love becomes something we do constantly or whenever there’s a spare second
 - Life is all about “BALANCE” and prioritization so we have the “TIME” to do all the things we want to do
 - Today we’re going to spend some “TIME” finding out how well our lives are “BALANCED”
- **Ask:**
 - Are you ready to discover how you can prioritize your “TIME”?

- 4) **START THE “A SLICE OF TIME” ACTIVITY:**

- **Set out for student use: Calculators, pencils or pens, washable markers, paper, large lids/compasses, and rulers**

- **Explain:**

- Today, we are going to make a pie chart
- Pie charts are charts that, you guessed it, look like pie
- Each “SLICE” in the pie represents something, and the pieces have to add up to 100% (otherwise you’re missing a “SLICE”!)
- For example, you may like showers half the time and baths half the time. If you were making a pie chart about this, it would have two equal “SLICES”, each 50%, one labeled “showers” and the other labeled “baths”
- Our pie charts will include how we spend our “TIME” in a typical day
- We don’t have to know exact numbers, but it should represent our “TIME” as honestly and accurately as possible
- If you need help with your math, you may ask a leader or use a calculator
- Once we’re done with the first pie chart, we’ll make a second one with how we our day would look if it were more “BALANCED”

- **Tell students to use two papers, one for the way their “TIME” is spent now and one for how they would like it to be spent**

- **Instruct them to draw a circle on each page using either a compass or a large lid, tracing carefully and slowly around the lid**

- **On their first paper, have students list all the things they do in a day**

- **Then have them estimate how much of their “TIME” is spent doing these things, and how much of their day that is**

- **Support students as helpful and necessary as they calculate their pie charts**

- To help students with their estimates, you can use this helpful tool: <https://rechneronline.de/add-time/time-percentage.php>. “Time 1” is for the amount spent on the activity, and for “Time 2”, just enter “1 day”
- For students old enough to do multiplication, have them use this formula: Number of minutes spent on something divided by 1440 (total number of minutes in a day), then move the decimal point two points to the right

- Remind them that their “SLICES” need to add up to 100%, even if they are estimating

- **Then, have students start working on drawing out their pie charts with each of the activities included and with each “SLICE” showing an approximate amount of “TIME” spent on each activity**

- Students can use rulers to draw straight lines for their “SLICES” of pie

- **When students finish their first pie chart, have them work on their second pie chart that is all about how they want to spend their “TIME” so that they can have a more “BALANCED” life**

- **When their pie charts are complete, students may color them**

- **Allow students up to 10 minutes to complete their pie charts**

- **When time is up, have students share out their pie charts with partners, small groups, or out to the class**

5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY’VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **How did you feel about creating your pie charts?**

- **Was this the first time you’ve created a pie chart?**

- **Was it easy or hard to think about how your “TIME” is spent?**

- **What activity made up the largest “SLICE” on your pie chart of how you currently spend your “TIME”?**

- **When we spend too much “TIME” doing something, is it sometimes embarrassing to admit?**

- Why do you think that is?

- **Which area of “YOUR LIFE” needed the most “BALANCING”?**

- **How will changing the way you spend your “TIME” make room for important relationships in your life?**

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- **Is there anything you aren't currently doing with your "TIME" that you'd like to be doing?**
 - How could you find "TIME" to fit that into your daily life?
 - **How will today's activity help you to more effectively "SIMPLIFY YOUR LIFE"?**
 - **Were you surprised by anything on your pie chart?**
 - **How did you create more "BALANCE" in your second pie chart?**
 - **Which activities specifically had to be shaved down or added to in order to create more "BALANCE"?**
 - **What would your life be like if you spent more "TIME" working toward your second pie chart or your "BALANCED" life?**
 - What can you do today to start making that "BALANCED" life happen for you?
 - **How will making "YOUR LIFE" more "BALANCED" allow you to let others know that they MATTER enough to spend "TIME" with?**

6) THANK STUDENTS FOR BEING AS HONEST AS POSSIBLE WHILE CREATING THEIR PIE CHARTS ABOUT THEIR "TIME". REMIND THEM THAT WHILE MANY ACTIVITIES ARE WORTHWHILE, SOME ARE MORE IMPORTANT THAN OTHERS. REMIND THEM THAT "BALANCING" THEIR "LIVES" WILL ALLOW THEM TO FORM BETTER AND MORE CONNECTED RELATIONSHIPS WITH OTHERS.

7) CHALLENGE STUDENTS TO SHARE THIS ACTIVITY WITH SOMEONE THEY CARE ABOUT, AND TO SHOW THAT PERSON ONE AREA OF THEIR "LIFE" THAT WILL BE ADJUSTED TO MAKE "TIME" FOR THEM.

8) CONTINUE EXPLORING HOW TO USE "TIME" AS A WAY TO "SIMPLIFY" BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION ACTIVITIES.



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

- 1) Simplify This Activity:** To “SIMPLIFY” this activity for younger students or shorter time, have students do a very rough estimate how much “TIME” they spend on different things rather than figuring out the percentages. Or, have students draw their pie chart according to the amount of “TIME” they spend on each activity without any numbers, just the amount of space they use in the chart.
- 2) Pies and STEM:** To extend this activity for older students, introduce a STEM component to creating these pie charts. Read about how to convert “TIME” into percentages and spend “TIME” practicing doing this to create accurate pie charts. A great website to do quick research on how to convert “TIME” into percentages is here:
<https://sciencing.com/convert-minutes-percentages-8649936.html>
- 3) Track Time for a Week:** In order to really understand the impact of our “TIME” and how little things add up, have students track the actual amount of “TIME” they spend doing things for a full week, then follow up with them about what they discovered.
- 4) Involve Others:** On each “SLICE” of the pie charts, have students write ways they could involve a loved one in the activity they wrote. While this will not apply to every activity, it can apply to most.
- 5) Prioritizing Community:** As a group, brainstorm other activities that aren’t currently on your pie chart, like volunteering or one-on-one time with a family member, and how they could be sure to prioritize and make room for those activities.
- 6) Class Graph:** Make a larger pie chart or bar graph representing all the activities students are involved in day-to-day. Students may be surprised at the results!

“THERE’S ONLY ONE THING MORE PRECIOUS THAN OUR TIME AND THAT’S WHO WE SPEND IT ON.”

- LEO CHRISTOPHER