

**Unit 1 Title: The Balancing Act**

**Lesson Title:** The Quest for Magic Minutes

**Lesson** 2 of 2

**Grade Level:** 7

**Length of Lesson:** 70 to 100 minutes (may be divided into 2 sessions)

**Missouri Comprehensive School Counseling Big Idea:**

SE.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

**Grade Level Expectations (GLEs):**

SE.1.B.07: Apply personal planning strategies to balance individual, family, and school responsibilities.

SE.1.C.07: Identify and practice ways to be a contributing group member.

**American School Counselor Association (ASCA) Mindsets & Behaviors:**

Social/Emotional Development

**Materials (include activity sheets and/ or supporting resources)**

*Time-waster/Time-saver* teacher worksheet

Paper

Writing instrument

**Show Me Standards: Performance Goals (check one or more that apply)**

|   |  |
|---|--|
| X | Goal 1: gather, analyze and apply information and ideas<br>2. Conduct research to answer questions and evaluate information and ideas<br>8. Organize data, information and ideas into useful forms for analysis or presentation<br>10. Apply acquired information, ideas and skills to different contexts as students  |
| X | Goal 2: communicate effectively within and beyond the classroom<br>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences<br>3. Exchange information, questions and ideas while recognizing the perspectives of others  |
| X | Goal 3: recognize and solve problems<br>1. Identify problems and define their scope and elements<br>2. Develop and apply strategies based on ways others have prevented or solved problems<br>3. Develop and apply strategies based on one's own experience in preventing or solving problems<br>6. Examine problems and proposed solutions from multiple perspectives<br>7. Evaluate the extent to which a strategy addresses the problem |
| X | Goal 4: make decisions and act as responsible members of society<br>1. Explain reasoning and identify information used to support decisions<br>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals   |

|  |  |
|--|--|
|  | 6. Identify tasks that require a coordinated effort and work with others to complete those tasks |
|--|--|

**This lesson supports the development of skills in the following academic content areas.**

| Academic Content Area(s)    | Specific Skill(s)  |
|-----------------------------|--|
| X Communication Arts        | 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations<br>6. Participating in formal and informal presentations and discussions of issues and ideas |
| Mathematics                 |  |
| Social Studies              |  |
| Science                     |  |
| X Health/Physical Education | 2. Principles and practices of physical and mental health (such as health habits, nutrition, stress management)  |
| Fine Arts                   |  |

**Enduring Life Skill(s)**

|  |              |   |              |   |                 |
|--|--------------|---|--------------|---|-----------------|
|  | Perseverance |   | Integrity    | X | Problem Solving |
|  | Courage      |   | Compassion   |   | Tolerance       |
|  | Respect      | X | Goal Setting |   |                 |

**Lesson Measurable Learning Objectives:**

The student will create and present a *Magic Minute* commercial that demonstrates how they would change a time-waster into a time-saver.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**  
Students will create and present a *Magic Minute* commercial demonstrating a time-saving tip and be able to verbally explain their reasons for selecting that tip.

**Lesson Preparation**

**Essential Questions:** How do people manage time effectively?

**Engagement (Hook):** To be read like a commercial: “Feeling out of control? No time to do what you want? Want to just crawl into a hole and hope your problems disappear? Then you need *Magic Minutes* in your life.” May use a video (YouTube or create your own) *Magic Minute* commercial.

**Procedures**

| <b>Instructor Procedures/Instructional Strategies:</b>   | <b>Student Involvement/Instructional Activities:</b>   |
|--|--|
| <ol style="list-style-type: none"> <li>1. Divide students into groups of three. Explain they are part of an ad team that will be developing a commercial. Have the groups brainstorm time-wasters.</li> <li>2. Facilitate reporting from the-groups and generate a list on board. (See <i>Personal Strengths Statements</i> teacher worksheet for example.)</li> <li>3. Explain that the students are to problem-solve ways to turn a time-waster into a time-saver. Groups will be planning and presenting a commercial to advertise their time-saver. (These should be ideas that really work for them.) Allow students 10 to 15 minutes to complete their commercial.</li> <li>4. Allow students time to present their commercials.</li> <li>5. Have the students choose one <i>Magic Minute</i> that they will incorporate this week.</li> </ol> | <ol style="list-style-type: none"> <li>1. Student-groups will brainstorm time-wasters that keep them from their individual, family, and school responsibilities.</li> <li>2. Teams will report back and actively listen for other’s views and suggestions.</li> <li>3. Each group takes a time-waster and designs a time-saver to take its place. They work on a commercial related to the benefits of the time-saver.</li> <li>4. Students present their projects and critique other students’ ideas for applicability to their lives. Are the ideas practical?</li> <li>5. Students will write the <i>Magic Minute</i> in their planners.</li> </ol> |

**Teacher Follow-Up Activities**

The counselor may want to record all the students’ ideas to create an ongoing list for the class and the teacher to consult throughout the school year. The teacher may also check with students to see how their *Magic Minutes* strategies are working. These tips may be incorporated in school planners the next school year.

**Counselor reflection notes (completed after the lesson)**

# Time-Waster or Time-Saver

## Teacher Worksheet



| <b>Time-waster</b>  | <b>Time-Saver</b>   |
|---|---|
| Do I talk on the phone during study/homework time?  | Have Mom or Dad take messages or use the voice mail.  |
| Do I engage in Instant Messaging during study/homework time?                                    | Enable the “block message” feature on your internet.  |
| Do I put off study/homework? Do I get anxious because it gets later and later?                  | Plan each day when I will set time aside to study. If I plan ahead, it is easier to get started.  |
| Do my parents spend time reminding me to study? Does it lead to real arguments with my parents? | Fill out a time sheet and put it on the refrigerator so everyone knows when study time is and when other activities are planned.  |
| Do I use an assignment notebook/planner?  | Use of an assignment notebook/planner will save me time trying to figure out what to do.  |
| Do I daydream or talk to myself about things other than my studies?                             | Stand up and change my physical position. But remember, don't leave my desk.  |
| Do I rarely have a plan?  | Set small goals. The faster I read, the better I am able to concentrate. Use a time budgeting activity sheet. Divide assignments into small units. Set time limits for each one. Write the amount of time I think it will take to complete an assignment up in the corner and see if I can beat it. |
| Do I think of something to do and do it right now because I am afraid I will forget it?         | Keep a reminder notepad handy or a post it in your assignment notebook.   |
| Do I find unfinished assignments that were assigned a long time ago?                            | Use the calendar pages in the assignment notebook/planner. Consult it every Sunday and then plan out your week accordingly.   |