

Habits of Learning



Time Management

How long will it take, how much can I do, and when does it need to be done?

Dear Parents and Teachers:

The Habits of Learning lessons are meant to be taught over a 5 day period. Lessons are scripted and require little preparation time. Notes to you, the teacher, are given in dark blue. The script is written in black. Before each lesson, gather or print any materials listed. Then, simply read the lesson aloud and follow the blue instructions.

If time management is something you would like to improve upon as an adult, I would highly recommend you do these activities for yourself along with your students. I would especially recommend you complete the lesson on the “sixty-hour week” for yourself **BEFORE** doing it with your students, if you are also looking for self-improvement.

DAY ONE: INTRODUCTION

Over the last three weeks, we have learned about Responsibility, Respect, and Organization. I am so proud of your improvement in these areas. Keep up the good work and keep working on the exploration activities. This week we will be learning about an important habit called Time Management. Like Organization, Time Management a practical habit that will help you throughout your life. The mantra for Time Management is

“How long will it take, how much can I do, and when does it need to be done?”

Can you say that with me? (*Say mantra together*) When you learn to manage your time wisely, you will get more done, have less stress, and have more time for things you enjoy. Time Management brings your life freedom and your heart peace.

Today, we play a game together that will help us understand the three questions in this mantra.



MATERIALS BY DAY:

1. Three page question chart and Time Management cards.
2. The book “The Sloth Who Came to Stay” (or the video recording, links on the blog.) Bible verse print out.
3. Mason jar with bigger rocks, medium rocks, pebbles, and sand.
4. Schedule grid. Red, yellow, green, and orange crayon.
5. Schedule grid from Thursday. Pink, blue, purple, and brown crayons.



DAY ONE: CONTINUED

On this chart you will see the three questions from the Time Management mantra. First we have: How long will it take, then: How much can I do, and finally: When does it need to be done? When you pick a card you will need to match it to the question it is describing.

I'll go first as an example. [Pick a card, read it aloud, and sort it into the correct question on the chart.](#) For example, if the card says "I take the garbage out the night before the garbage truck comes," you would [place it in the "When does it need to be done?" column.](#) Make sure you think aloud as you take your example turn.

[Play the game until all the cards are gone.](#) If your students need some extra motivation, feel free to use a treat, sticker, or other reward when they complete each card.

Wonderful work today. That was a pretty fun game. I am glad that we understand what the Time Management mantra means. Let's say the mantra one more time:

"How long will it take, how much can I do, and when does it need to be done?"

Nice work. I am looking forward to tomorrow when I will share a really cool book with you.

"Every day, every hour, the parents are either passively or actively forming those habits in their children upon which... future character and conduct depend." - Charlotte Mason

DOWNTIME

The importance of downtime cannot be overstated and is one of the most important aspects of time management. When we teach and model proper time management, we give the gift of relaxation and balance to our students.

Downtime has a huge upside with vast benefits:

- Improve productivity
- Restore focus
- Increase energy
- Prioritize tasks
- Understand purpose
- Unleash creativity
- Enhance mental and physical health
- Reduce stress

DAY TWO: BOOK

I am so glad you are here to join me to learn some more about Time Management. Let's focus our minds by saying our Time Management mantra together.

"How long will it take, how much can I do, and when does it need to be done?"

Nice work, you are all doing a great job with that mantra. I have something fun planned for us today.

Does anyone know anything about the sloth? [Wait for answers and give space for a short, lively discussion about sloths.](#) Wow, you are all very smart. You are right, the sloth is an animal known for going V...E...R...Y... S...L...O...W...L...Y! Today we are going to read a book called "The Sloth Who Came To Stay." In this book a girl named Amy is a part of a very speedy family. They are always in a rush to get things done and they have no time to play or relax.

Let's see what happens to Amy's family when a sloth comes for a visit.

[Read the book aloud to your students or listen to a video recording given on the blog video links.](#)

What did you like about that story? [Allow for responses, guide students to realize that although it is important to get things done, when we manage time wisely we allow for downtime \(time to relax\).](#)

Yes, it is so important to manage our time well so that we have time to relax and enjoy our family, friends, and faith. [If you are teaching in a secular setting you might change the word faith. Additionally, if in a secular environment, you may end the lesson here or highlight the "Downtime" benefits in the side bar.](#)

Even God, when creating our earth rested. In the Bible it says "And on the seventh day God ended his work which he had made; and he rested on the seventh day from all his work which he had made." (Genesis 2:2) We can follow this example when we manage our time by giving ourselves time to rest and recover from our work.

I hope you enjoyed that story and remember how important it is to slow down and rest. What's that mantra again? [Repeat mantra.](#) Well done!



Genesis 2:2 "And on the seventh day God ended his work which he had made; and he rested on the seventh day from all his work which he had made."

DAY THREE: PRIORITZIZE

We are at the half way point in learning about Time Management. I bet you all can say the mantra without my help. [Have students repeat mantra together.](#)

Nice Work!

Yesterday we learned how important it is have rest as part of our Time Management. There are other important things to remember when managing our time. Remembering important things is called setting priorities.

Some things are more important to do than other things. For example, it is more important to get a good night's sleep than it is to watch your favorite movie.

We are going to think of all the different things in our life as rocks. Some things are big rocks: these are really important things like sleep, eating, praying, and getting exercise. [Note: these are just examples of "big rock" items. For you, these might be different. Please adjust any of these examples to match your values.](#)

Other things are medium rocks like doing our school work, going to your job, or spending time with a good friend. Next comes pebbles. Pebbles are things like reading a fun book, playing games, and going to the park.

Finally, we have sand. This is all the other stuff in life. Stuff like playing a video game, posting on social media, or watching TV shows.

Let's do an experiment. I am going to put all this sand in this jar, next the pebbles, then the medium rocks, and finally these big rocks. Hum, they don't all fit, I can't get all these big rocks in!

Okay, let's try this again, this time, I will put in the big rocks first, now the medium rocks, next the pebbles. Let's give it a little shake. Okay, and now the sand. Wow. Look at that. Everything fit!

This is like our lives, when we prioritize the most important things first, getting those things done first, then everything fits. We will have time for the fun stuff (the pebbles and sand) if we do the big stuff first. That is why priorities are so important.

Thanks for your help. I will leave this jar here to remind us our lesson.

SETTING YOUR PRIORTIES

Setting priorities can be a confusing task. Before you do lesson three with your children or students make sure you have your own priorities sorted out.

You need to know what your big rocks, medium rocks, pebbles, and sand are so that you can help guide the student learning.

Here are some guidelines to help you be more successful in setting your personal priorities:

- ⇒ Big Rocks: Spiritual devotion, sleep, healthy food/drink, and exercise.
- ⇒ Medium Rocks: Work, education, and relationships
- ⇒ Pebbles: Entertainment, hobbies, and recreation
- ⇒ Sand: All the other stuff

At times of crisis, sometimes our priorities briefly shift, for good reason. For example, if someone you love is sick you may stay up all night caring for them. This would be putting a medium rock before a big rock. That is okay because, at that moment, the medium rock is most important.

When you run into trouble, is when you are constantly acting with disregard to your priorities. To rest the balance in your life, go back and put the "big rocks" in first.

BENIFTS OF FIXED POINTS

It is impossible to structure every day into a fixed and completely predictable routine. Not only would this be impossible, it would also be boring.

There are however many benefits to prioritizing a few fixed points during the day.

Children especially need the predictability a routine can provide. The concept of fixed points can provide this structure.

- ◇ Bedtime and waketime: Having a regular bedtime and waketime helps you fall asleep faster and wake more rested.
- ◇ Mealtime: Enjoying regular eating times prevent hunger pains, boost metabolism, keeps you energized, and prompts self-control.
- ◇ Devotional time: Creating regular space in your day for spiritual and/or emotional connection prioritizes our deepest needs. Often things like prayer, journaling, meditation, and scripture reading get put to the side. By creating this fixed point in your life, you will make sure this happens daily.

DAY FOUR: FIXED POINTS

We are on the final stretch of learning about Time Management. We have learned about our mantra, resting, and setting priorities. Let's say our mantra together to get our minds focused.

“How long will it take, how much can I do, and when does it need to be done?”

Excellent. Today we are going to start building our weekly schedule. We will not finish it today, but we will get a good start on it.

The first thing to put on our schedule are things called “Fixed Points”. These are things every day or every week at the same time.

We have some fixed points that are unique to our family (Or, if in a classroom say “You will each have some unique fixed point in your week.”) but everyone should consider a few fixed points.

It can help our bodies, minds, and spirits to have three types of fixed

points: Sleep, eating, and devotions.

So, lets work together and mark down on this grid our bedtime, waketime, meal times, and devotion times.

Color in the sleep boxes red, eating boxes green, and devotion boxes yellow. At this point, if your students have any other fixed points go ahead and mark them in orange. These might be things like every Wednesday we have piano lessons or every Sunday we go to church. These are things that always happen on the same day at the same time.

Nice work! With these fixed points in place, we will be able to complete our time management schedules tomorrow. We will be able to answer the mantra questions better because we know when these important things happen. What's that mantra? Repeat mantra

Very good! (Keep these charts safe for tomorrow)



DAY FIVE: THE 60-HOUR WEEK

Today is the last day of our study of Time Management. We have learned so much this week and I am proud of your efforts. Today, we will apply everything we have learned. Let's review the mantra before we begin. Say mantra.

Well done. Yesterday we started completing our schedule. Today we will finish our schedule sheet. Although we will not follow this schedule everyday, this is good practice. When we include things in our schedule we need to ask ourselves our Time Management mantra questions:

1. How long does it take?
2. How much can I do?
3. When does it need to be done?

These questions will help you make sure you have enough time, you don't try and do too much, and you get things done on time. I would like to share with you something the teacher who wrote these lessons learned:

DAY FIVE: CONTINUED

When Genevieve was in college she had a wise mentor that taught her about the 60 hour week. If you take the Sabbath as a total day of rest and worship, sleep eight hours a night, take time to get dressed, eat, and have devotional time, you are left with 60 hours in week. If you are a child and need more sleep than an adult you have 50 hours a week. [\(Adjust this figure as needed. 60 hours is based on 8 hours of sleep a night.\)](#) You cannot do more than what can be done in those hours. If you try to do more, you are not honoring your “big rocks”, your highest priorities.

We are going to finish coloring in our schedule grid with this idea in mind. First, let’s check and make sure we are getting enough sleep. Next, let’s make sure we have enough time each day for devotions, eating, and dressing. Great. The Sabbath we will block out as a restful period. Items can happen that day, but in the background let’s color that a light pink to remind us that the Sabbath is a day for rest and worship.

Next, let’s put our work/chores/school in blue and activities in purple. Last, let’s put play/recreation/downtime time in brown.

Okay, we better double check and make sure we did not go over our hour limit. Also, ask yourself our mantra questions: “How long will it take, how much can I do, and when does it need to be done?”

Wonderful work. This is a master schedule. we can hang it up to remind ourselves of our Time Management plan. If we add something or change something, we must remember to ask ourselves our mantra questions so we don’t get stressed out, over-booked, and worried.

You are now Time Management experts!

Time management is life management.

EXPLORATION ACTIVITIES

- ⇒ Copy work pages
- ⇒ Quote memorization (or complete as copy work)
- ⇒ Scripture memorization (or complete as copy work)
- ⇒ Create a book using the included poems (or memorize the poem)
- ⇒ Complete the hymn study

Detailed instructions and needed worksheets for each exploration activity are given in the resource packet.

Recommended Hours of Sleep

(National Sleep Foundation)

- 0 to 3 months: 14-17 hours
- 4 to 11 months: 12-15 hours
- 1 to 2 years: 11-14 hours
- 3 to 5 years: 10 –13 hours
- 6 to 13 years: 9 –11 hours
- 14 to 17 years: 8 –10 hours
- 18 to 64 years: 7 –9 hours
- 65+ years: 7 –8 hours



A ONE-ROOM SCHOOLHOUSE

The Habits of Learning © program was inspired by the formation of *A One-Room Schoolhouse: A Hybrid Homeschool Academy*. As the Schoolhouse program took shape, the founder, Genevieve Peterson, knew the program needed a proactive habit training curriculum to help shape her children and those that would join them. Her desire to instill fundamental, lifelong learning habits with simple, daily instruction and practice inspired The Habits of Learning © program.

Follow our journey on Facebook & Instagram @aoneroomschool

Genevieve blogs weekly at www.aoneroomschoolhouse.com

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HABITS OF LEARNING ©

Education is more than reading, writing, and arithmetic. Although a basic understanding of curricular objectives is important, it is also imperative to develop the lifelong habits needed to learn. In order to continue education beyond the classroom habits of learning must be developed and maintained.

This curriculum has two parts: direct, scripted lessons of ten Habits of Learning to be used in the home or classroom and a progress monitoring grid of these ten habits. The lessons are “open-and-go” with little preparation and few materials. They are designed for ease of use with high efficacy in implementation. The lessons can be taught over a ten-week period, but are designed to be repeated as often as needed. A nondenominational, Christian view is intertwined throughout the lessons. All scripture references are taken from the King James Version of the Bible. Lessons and activities are designed to be used in a multi-age classroom setting but can also be done one-on-one.

The progress monitoring grid is used to help students and teachers/parents reflect on the child’s habits of learning. Stages of habit development are given with specific criteria to monitor growth. Students first learn, then explore the habit. Then after practicing the habit, move on to become motivated in that area of growth. Finally, the student moves to mastery of the habit. Once mastery has been accomplished, the student is encouraged to become a mentor to others to promote mastery in all students.

This program of personal development is based on the most current research in behavior intervention, historical wisdom of great educators, and years of practical experience in both the educational and therapeutic settings of the author. Specifically, Positive Behavior Intervention and Support (PBIS) heavily influenced this work as it provides a process to understand and develop positive behavior in students that is based on both values and empirical research. Both the model of classical education and the work of Charlotte Mason are melded together when considering teaching methods and behavioral development. Finally, the author’s years of professional experience as a school physiologist, education director, and special education teacher honed this curriculum.

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