



Push Lesson Plan...

# Survive & Thrive

a guide to time management

You can work hard and get no results, or you can work smart, using time effectively and minimizing distractions. Mild stress, when used in the right way, can help us thrive. It can sharpen our focus, help us be more productive per minute, and sort tasks into categories that we can tackle together. **Let's look at a 4 step plan to getting tasks done well.**

**TEACHER:** display this image on the screen.



Exercise (30 mins):

## VISUALISING TASKS

1. Ask students what they think it means to 'visualise' a collection of tasks.
2. Put up four big pieces of paper on all 4 walls of the classroom. One says '**PLAN**', one says '**TIME CHUNKS**', one says '**REWARD**' and one says '**LOOK BACK**'
3. Ask students what they think each of the 4 titles means, in relation to a collection of tasks they need to complete
4. Explain to students:
  - **PLAN**: after the visualization of the tasks (feeling ready to face them and listing them) the plan is the most important part of task completion. The plan needs to be simple, starting with priority and deadlines, then leading into...
  - **TIME CHUNKS**: the amount of time you realistically need to dedicate to each task. Can you make time more effective by combining certain tasks or grouping them together? When are you most focused in the day? Focus quickens the time needed to complete tasks.
  - **REWARD**: what will you get (it can be the smallest thing) if you complete these tasks in the time you dedicated? Rewards don't have to be physical things, they can be things that generate emotion, like a walk with the dog, a rest to good music, a run, or perhaps a little sweet snack.
  - **LOOK BACK**: after you have completed tasks, is there anything different you would do for the next run of tasks?
5. Split the room into 4 groups.
6. Present the 4 groups with this image on a screen (and/or as a printout for each table too):

### To do list

- Go to the shop
  - Milk
  - Eggs
  - Bread
- Visit grandad
- Walk the dog
- Reply to school emails
- Read online university prospectuses
- Check degree course descriptions online
- Cancel gym subscription
- Download running app
- Finish English coursework
- Write up biology notes and experiment outline
- Arrange my next 2 driving lessons
- Start learning my driving theory knowledge
- Sort outfit for Friday's trip
  - Dry clean suit
  - Shine shoes
  - Iron socks

7. Explain that this is a to-do list for a student, which needs completing over a Friday, Saturday and Sunday. Tell them to imagine it is the Thursday evening, leading into these 3 days where they need to get these tasks done.
8. Get students to write down all of these tasks into their own notebooks.
9. Give students 5-10 minutes to try and work as a team, discussing ideas out loud, on how to categorise, prioritise and allocate time needed, to all of the tasks.
10. Get each of the 4 groups to approach each sheet of paper and write down their top tips for each one, from their discussions
11. Get a chosen speaker from each group to run through how their group decided to approach all the tasks, running through Friday, Saturday and Sunday.
12. Get everyone to vote on which team's plan seems best to complete the tasks in time – and why.

Exercise (10 mins):

### TASK EQUATIONS

#### TEACHER:

1. Switch students into different groups, ideally now 2 groups not 4
2. Write down the word PRIORITY on the board. Ask students to create a 'priority' equation, based on everything they learned from the previous exercise.
3. Write down the word ALLOCATION on the board. Ask students to create a 'priority' equation, based on everything they learned from the previous exercise.
4. Once students have had a go at these 2 equations, show them these:

**How important? Critical / Important / Unimportant  
When? Urgent / Needed / Sometime**

**PRIORITY = IMPORTANCE x  
URGENCY**

**How long? Quick / Hours / Days**

**ALLOCATION = TIME ÷ HOW LONG**

Exercise (10 mins)

### AVOIDING CHRONIC STRESS

#### TEACHER:

1. Split students into 4 new groups, and place 4 new sheets on the 4 walls.
2. Get a spokesperson from each group to come and write **C, A, L, M** in big letters on each of the 4 sheets (1 big letter at the top of each sheet)
3. Get students to write a mantra for each letter (starting with each letter) – working in groups for 5 minutes. The aim of the 4 mantra lines are top tips to staying calm when they approach tasks.
4. Get students to come up and write their C, A, L, M mantras on the sheets

5. Reflect on all the mantras with the students, by taking each sheet and placing them at the front of the class.
6. Get all students to write their favourite collection of C,A,L,M mantra lines on their own piece of paper.
7. Stick these over the walls in a little corner dedicate to task and stress management
8. Ask your students if they think making learning more of an experience is more likely to help them remember information.

Exercise (10 mins):

### **12 MONTH VISUALISATION**

#### **TEACHER:**

1. Ask students what “aims” are and what “objectives” are
2. Ask if they understand the different between them
3. Can they give a definition, finishing the sentence (in their notebooks) to “an aim is...” and “an objective is...”
4. Show them this image:

#### **AIMS**

**= goals to assess at the end of each TERM / SCHOOL/ YEAR.**

#### **OBJECTIVES**

**= the WEEKLY deadlines and tasks you’re putting in place to try and achieve the larger aims.**

#### **ACTIVITIES**

**= the DAILY things you are putting in place to achieve the objectives and meet the larger aims**

5. Ask them to draw 3 columns in their notebooks, naming them “AIMS”, “OBJECTIVES”, “ACTIVITIES”.
6. In silence, get them to reflect on the things they really want to achieve this year (aims), how they will form plans (objectives) and what they will do within the plans (activities).
7. Get students to rip that piece of paper out, and place it on their desk.
8. Get students to swap pieces of paper and give them a few minutes to observe someone else’s aims, objectives and activities.
9. Get students to swap again.
10. Get students to take their original 3 columns back, and give them 3 minutes to change anything on theirs, after seeing other students’ ideas.
11. Get students, if they want, to present their aims, objectives and activities to the room.

Exercise (10 mins):

### **UNDERSTANDING STRESS**

#### **TEACHER:**

1. Ask students to come up with a definition for the word “stress”.
2. Explain that there are 2 main categories of stress: Mild/Moderate and Chronic. Explain that mild/moderate stress can be beneficial to the brain and body. Ask them why this might be. You can use the example of professional athletes who compete all the time, in a state of mild/moderate stress.
3. Explain that chronic stress is really damaging for the brain and body.
4. Ask students what they think the differences are between MILD/MODERATE and CHRONIC stress.
5. Ask if they understand the different between them. Then show them this image on the board (and also print out if possible for each of them):

### Chronic stress

- suppress immune system
- upset digestive system
  - increase chances of anxiety and depression
- speed up ageing process
  - heart disease
- heart attacks and strokes
- high blood pressure

### Mild / Moderate stress

- increases blood flow to the brain and muscles
- Removes tau proteins, stimulates neurons and produces a chemical that protects brain cells
- pulses which stimulate 'interleukins' chemicals which boost your immune system and stimulate the body

6. Draw a big bubble on the board, and get students to come up (if they want to) and write inside the bubble a word or phrase: something that stresses them out.
7. When you have enough words / phrases, add to it as a teacher (anything you think is stressful)
8. Get students to copy the bubble shape, across a whole page, into their own notebook.
9. In their own notebooks, get students to draw a line down the middle of a page, making 2-columns with the words Mild/Moderate written on the top of one column, and Chronic written on the top of the second column.
10. Get students to work in pairs, with 1 person focusing on mild/moderate stress column, and one person focusing on the chronic stress column.
11. Get students (in their pairs) to now take all the words from the bubble (keep this on the board) and decide which column they should go in.
12. Ask students to stand up and explain which words/phrases they put in which category.
13. Ask the rest of the students how we can move the ones that cause chronic stress into the mild/moderate column – and what things we need to do in life to help.
14. Can students even highlight things that bring them mild/moderate stress, and ways to get rid of this stress altogether?
15. Show them, on the board, the box below and get them to write it out in their notepads. Or – give each a copy of this worksheet so they can write in the following boxes

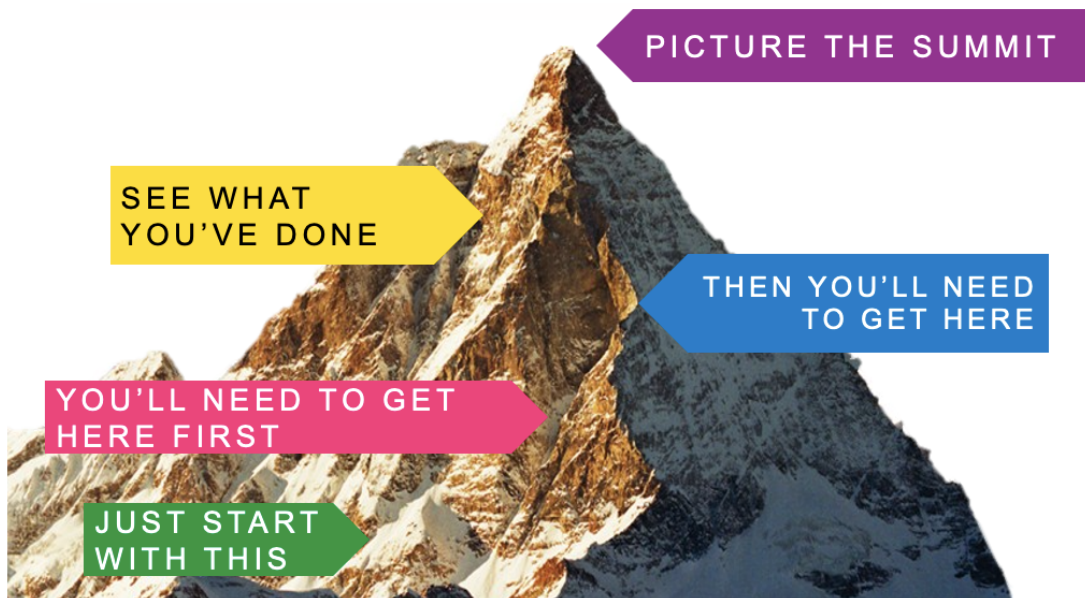
<b>Stress Mild to Moderate Thing + Solution...</b>	<b>Stress Chronic Thing + Solution...</b>
•	•
•	•
•	•
•	•
•	•
•	•

Exercise (10 mins):

### TACKLING BIG TASKS

#### TEACHER:

1. Show students the image below.



2. Ask students to give you one thing that they've listed in the chronic stress column from the exercise above
3. Ask them to come to the front and – as a group, involving as many students as possible - list solutions for the green pin point, then the pink pin point, then the blue pin point, then the yellow pin point, then the purple pin point (if certain student don't want to the teacher can act for them at the front, getting their ideas from where they are sat).
4. Emphasise the importance of acting as a supportive community to each other, in learning but also wellbeing, to help each person to reach the summit (their aims) by helping them along the way each day (their objectives and activities).
5. Highlight who students speak to, if they need confidential help and support to manage their stress and tasks.

Exercise (10 mins):

### **CREATING A TIMETABLE**

#### **STUDENTS:**

A good weekly plan includes work and play, and leaves room change. Can students create a timetable, copying the one below, and fill in a studying and wellbeing plan for next week? Answering the questions on the left will help as you create your personalized timetable...

- What's your deadline?
- Work out priorities backwards from the deadline
- What key tasks need to be done?
- How long will they take?
- What tasks are not as urgent, and could wait?
- Have you left yourself wiggle room?
- Have you factored in breaks and rewards?
- Start each day with the plan: but be willing to adapt it

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	REVISE	GO TO BRADS	LAY IN	REVISE	REVISE
Afternoon	FREE TIME	REVISE	REVISE	Football Training	TEST!
Evening	BREAK	FREE TIME	PLAY XBOX	REVISE	



View some tips from Moj and Aron on time management. They are freelance creatives who juggle tasks each day, with no 2 days being the same.