

Lesson 2.6: Time and Energy as Resources

Unit: Unit 2, Me, My Goals, My Money (Individual Growth and Life Readiness) **Topic:** 2.2 Goals and Decisions **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes (day 44 of the year) **Room:** Classroom or FACS lab

Standards

- NYS module line: NYS IGLR 2. Goal Setting d) Design, implement, and evaluate a plan to attain a desired goal
- CTE theme line: CTE HSW 1. Health Practices c) Identify personal health practices that promote overall good health
- CTE theme line: CTE HSW 1. Health Practices f) Describe how an individual's health status impacts performance of tasks at home, at school, and in workplace and community settings
- NYS FACS Learning Standard 3 (Intermediate), Key Idea: Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self.; Performance Indicator: Students are able to budget their time and money.
- CDOS Standard 3a Universal Foundation Skills: Managing Resources
- National FCS 3.0: 2.1.1 Use time management, organization, and step-by-step process skills to rank tasks and reach goals.

(Three substitutions, each for a line that does not exist or does not fit. The task asked for a Financial and Consumer Literacy theme line on managing time or resources; the FCL module has none, so the Health, Safety, and Wellness lines 1. c) and 1. f) are cited verbatim, as the task allowed, because sleep is the health practice this lesson teaches. The task asked for Std 3 PI A ("how the family can provide for the economic, physical, and emotional needs of its members"); that PI is about family provision, not a personal time budget, so PI C, "Students are able to budget their time and money," is cited instead, and the key idea's own words, "time, energy, and money," carry the lesson. The task asked for National FCS 2.1.4; in 3.0 that competency is "Apply consumer skills to providing and maintaining clothing," which does not fit, so 2.1.1, the confirmed time-management competency, is cited.)

Enduring understanding and essential question

Big idea: Time and energy are resources, like money. You have exactly 24 hours a day and only so much energy, and you can see where both go if you count. Sleep is not the thing you cut to make room; it is the thing that makes the rest of the hours work. **Essential question:** Where did yesterday's 24 hours go, and did the first rung of your ladder get any of them?

Objectives

By the end of this lesson, students will be able to:

1. (Low) Given the 24-hour audit sheet, record yesterday's hours in ten categories so the total is 24, and identify the two largest categories.
2. (Mid) Given the four boxes (urgent and important, important but not urgent, urgent but not important, neither), classify eight sample tasks and four of their own into the right box, and explain why goal steps almost always land in "important but not urgent."
3. (High) Design a one-week plan that schedules the first rung of the Goal Plan ladder into a specific hour on a specific day, protects a sleep window that meets the recommended range for their age, and names one thing they will move or cut to make room.

Vocabulary

Tier 2 (general academic): audit, urgent, priority, schedule Tier 3 (FACS): resource, time audit, energy, sleep window, the four boxes (urgent and important). See the unit vocabulary list for Turkish, Portuguese, and Spanish.

Materials and setup

- Handout 02.06 - 24-Hour Time Audit and Weekly Plan.md, one per student
- Students' Goal Plans from Lesson 2.5 (scored, handed back at the door) for the first rung
- Slides: Slides 02.06 - Time and Energy as Resources
- Colored pencils, one small set per table, for the pie on the audit (optional)
- Timer visible to the class
- Setup notes: score the Goal Plans before this lesson so students have the first rung in hand. Hand them back as students enter. No other setup. *[Sal: the sleep numbers on slide 8 are the American Academy of Sleep Medicine ranges as published by the CDC (9 to 12 hours for ages 6 to 12; 8 to 10 hours for ages 13 to 18). Confirm they have not changed before you teach it.]*

Pre-assessment

The do now. Students guess their screen hours and their sleep hours before they count. Write a few guesses on the board. After the audit, compare. The gap between the guess and the count is the pre-assessment and the lesson in one number.

Do now and hook (Time: 4 min)

On the board: "Guess: how many hours did you sleep last night? How many hours were you on a screen yesterday (phone, game, TV, all of it)? Two numbers, no counting yet."

Debrief: write six guesses on the board in two columns. Say: "In ten minutes you will know the real numbers. Most people are wrong about both, in the same direction."

Procedure

Step	Teacher will	Students will	Time
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1. Direct instruction: time and energy as resources	Show slide 3. A resource is something you have a limited amount of and can spend: money, time, energy. Money you can earn more of; time you cannot. Show slide 4: the ten categories for the audit (sleep, school, homework, screens for fun, sports and clubs, chores, eating, family and friends in person, travel, everything else). Say the rule: the total must be 24, and if it is not, something is hiding.	Copy the ten categories onto the audit sheet, Part 1.	4 min
2. Learning activity: the 24-hour audit	Start the timer. Say: "Yesterday. Not a normal day, not a good day. Yesterday." Circulate. The common error is a total of 27 or 21; help students find the overlap (eating while on a screen counts once) or the gap (the bus). When done, students color the pie or the bar and circle the two biggest categories.	Fill in yesterday's hours by category. Add to 24. Color the pie. Circle the two biggest. Write the real sleep and screen numbers next to their guesses.	8 min
3. Direct instruction and practice: the four boxes	Show slide 6: the four boxes. Urgent means it has a clock on it. Important means it moves a goal or a value. Give	Vote on the eight. Sort four of their own into the boxes on Part 2. Answer: where does my first rung land?	8 min

	the eight sample tasks on slide 7; class votes with fingers (one to four). Then students sort four things from their own audit. Ask the class: “Where did your goal’s first rung land?” Almost always box 2, important but not urgent. Say: “That is why it does not happen. Nothing forces it. You have to put it on the calendar yourself.”		
4. Direct instruction: sleep as a resource	Show slide 8: the recommended range for their age, and what short sleep does to the next day (attention, mood, memory, and a second lap: tired people spend more time on screens and less on the goal). Show slide 9: the sleep window, a bedtime and a wake time that give the range. Assign Part 3: write your window.	Write a sleep window that meets the range for their age. Compare to last night’s real number.	5 min
5. Practice: the weekly plan	Show slide 10: the week grid. Three rules: the sleep window goes in first, the first rung of the ladder goes in second (a specific hour on a specific day), and the third rule is honesty:	Fill the week grid: sleep window every night; the first rung on one day at one hour; what moves or gets cut. Partner check: partner reads the plan and says whether the first rung is actually	8 min

	name one thing you will move or cut to make room, from the audit. Circulate. The check: the first rung has a day and an hour, and the sleep window is on every night.	reachable that day.	
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Questions to ask

Monitor understanding:

- Your total came to 27. Where is the overlap?
- Homework due tomorrow: which box? Practicing free throws for a tryout in March: which box?
- How many hours is your sleep window? Does it meet the range for your age?

Deepen learning:

- Your two biggest categories are school and screens. Which one did you choose?
- If time is a resource you cannot earn more of, what does “wasting time” actually cost you? Cost in what?
- Most people put the goal step in box 2 and then never do it. What would make it urgent without a deadline you did not choose?

Check for understanding

Clipboard walk during Step 2: yes or no on “total is 24” and “real sleep and screen numbers are written next to the guesses.” During Step 5: yes or no on “first rung has a day and an hour” and “sleep window on every night.” A “got it” plan reads “Tuesday 4:00 to 4:30, ask the coach and sign up for the late bus; sleep 9:30 to 6:30 every night; moving: 30 minutes of a game on Tuesday,” not “this week sometime.”

Closure (Time: 3 min)

Exit card at the bottom of the handout: “My guess for sleep was ___ and the real number was . **My first rung is scheduled for** (day and hour). One thing I am moving to make room: ____.” Three students read the first line aloud (the guess and the real number; that comparison is the lesson). Collect the handouts. Sort into “got it” (a day and an hour, a sleep window that meets the range, one named cut) and “needs more.” Hand the plans back with the Goal Plan at the next class; the plan is the “implement” half of IGLR 2. d).

Differentiation and supports

- ELL: the ten audit categories have a picture each on slide 4 and on the handout; the four boxes are labeled with a clock and a star (clock means urgent, star means

important) so the sort can be done without the words; the Turkish, Portuguese, and Spanish words for time, sleep, urgent, and important are on the handout; the week grid is a picture. Pair with a bilingual peer for the audit; the arithmetic needs no language.

- IEP and 504 (general): the audit may be done in half hours rounded to whole hours; a student may dictate the categories; a pre-filled sample audit for a fictional student is on slide 5 for anyone who cannot recall yesterday; extended time by finishing the week grid at home; printed steps; fidgets allowed.
- Grade 6 support: the audit uses six categories (sleep, school, homework, screens, sports and clubs, everything else); the four-box sort uses the eight samples only, not four of their own; the week grid schedules the sleep window and the first rung only, and the “move or cut” line is optional.
- Grade 8 stretch: run the audit for two days (yesterday and one weekend day) and compare; in the week grid, schedule the first two rungs and estimate the energy cost of each (high, medium, low) and place the high-energy one at the time of day the student has the most energy; write two sentences on what a 40-hour work week would do to this grid (this previews Topic 2.5).
- UDL checkpoint used: multiple means of representation (the audit is numbers, a pie, and a picture grid); multiple means of action and expression (the sort can be done with clock and star symbols; the plan can be drawn).
- No-kitchen or no-machine alternative: not needed; no equipment is used.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. Record 24 hours in ten categories; find the two largest	Std 3 PI C; CDOS 3a Managing Resources	Step 2, handout Part 1	Formative; clipboard check that the total is 24 and two categories are circled
2. Classify tasks into the four boxes; explain where goal steps land	Std 3 KI; National FCS 2.1.1	Step 3, handout Part 2	Formative; finger vote on the eight samples; Part 2 checked against the key
3. Design a week that schedules the first rung and protects sleep	IGLR 2. d); HSW 1. c) and f); National FCS 2.1.1; CDOS 3a Managing Resources	Steps 4 and 5, handout Parts 3 and 4, exit card	Formative; handout scored complete, partial, or missing for daily work; the week plan is attached to the Goal Plan (the Topic 2.2 formal check,

			Lesson 2.5) as its “implement” page and is looked back on four weeks later
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Homework

None. Optional: do the first rung on the day and hour you scheduled it. Bring back one sentence saying whether it happened, and if not, what got in the way.

Connections

Inside the building: the health teacher, who covers sleep in the health curriculum; agree on the sleep range numbers and the source so students hear one set of numbers. *[Sal: this is the first flagged overlap with health in Unit 2; the second is stress and money in Topic 2.3.]*
The math teacher, because the audit is a whole-number sum to 24 and a pie chart, which is grade 6 and 7 math. Community: none this lesson.

Sources

- NYS Middle Level CTE FACS Content Module 01, Individual Growth and Life Readiness (nyctecenter.org, June 2018), line 2. d). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Module, Health, Safety, and Wellness, lines 1. c) and 1. f). Same folder. (The Financial and Consumer Literacy theme module has no line on managing time; checked against the verbatim extract.)
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 3, Intermediate, FACS strand, Performance Indicator C. Wording per 02 Standards/STANDARDS SOURCES - web research.md, section 2. *[Sal: confirm against the NYSED PDF.]*
- NYS CDOS Standard 3a, Intermediate, Managing Resources. Same file.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competency 2.1.1. (2.1.4 in 3.0 is a clothing competency and is not cited.)
- Sleep ranges: American Academy of Sleep Medicine consensus recommendations (Paruthi et al., 2016), as published by the CDC on its “How Much Sleep Do I Need?” page: ages 6 to 12, 9 to 12 hours per 24 hours; ages 13 to 18, 8 to 10 hours per 24 hours. *[Sal: confirm the current CDC page before teaching.]*
- The four boxes (urgent and important) are a public, widely used prioritizing frame; no single source is quoted.
- Sal’s own materials: ClassroomStreet’s budgeting idea (a fixed amount, categories, and a total that must balance) is the model for the 24-hour audit; the audit is a budget with hours instead of dollars, and Topic 2.3 says so when the money budget arrives.

Teacher notes

- If time runs short, cut the four-box sort to the eight samples and drop the “four of your own.” Never cut the week plan; the scheduled first rung is the point of the whole topic.

- Common mistake: totals of 27 or 21. Overlap (eating while on a screen) counts once; the gap is usually the bus or the walk. Say “if it is not 24, something is hiding” and let them find it.
- Common mistake: students put their screen number lower than the truth because the teacher is watching. Say once: “Nobody grades your hours. I grade whether the total is 24.” The guess-versus-real comparison only works if the real number is real.
- The four-box sort produces one useful sentence: the goal step is always box 2, important but not urgent, which is exactly why it does not happen. Say that sentence, and then say the fix: put it on the calendar yourself. That is the whole reason the week plan exists.
- Sleep is the flagged health overlap. Teach the numbers and the “second lap” (tired people spend more on screens and less on the goal), and leave sleep hygiene (screens before bed, caffeine) to the health teacher unless they ask you to cover it.
- The audit is a budget with hours. Say that at the end: “In Topic 2.3 you do this same thing with dollars. The rule is the same: it has to add up, and the thing that matters has to be in it before the thing that is easy.”
- *[Sal: your own audit on slide 5 works better than a fictional one, if you are willing. A teacher who shows 6 hours of sleep and 3 hours of screens makes the lesson honest.]*
- Staple the week plan to the Goal Plan and keep both in the FACS folder. Four weeks after Lesson 2.5 Day 2, both come out for the look-back line on the cover.