

Handout 2.6: 24-Hour Time Audit and Weekly Plan

Name: _____ Date: _____ Period: _____

Directions: Time is a resource. You get exactly 24 hours a day and you cannot earn more. Today you count where yesterday's 24 went, sort what matters from what is only loud, and then put the first rung of your Goal Plan ladder into a real hour on a real day. Nobody grades your hours. I grade whether the total is 24 and whether the plan has a day and a time on it.

Word bank in other languages

[Check with a native speaker before printing.]

English	Turkish	Portuguese	Spanish
time	zaman	tempo	tiempo
sleep	uyku	sono	sueño (dormir)
urgent (has a clock on it)	acil	urgente	urgente
important (moves a goal or a value)	önemli	importante	importante
resource	kaynak	recurso	recurso

Before you count: two guesses

Hours I slept last night (guess): _____ Hours on a screen yesterday (guess): _____

Part 1: The 24-hour audit

Yesterday. Not a normal day, not a good day. Yesterday. Write whole hours (round half hours up or down). If something happened at the same time as something else (eating while on a screen), count it once, in the bigger category. The total must be 24. If it is not, something is hiding.

#	Category	Picture cue	Hours yesterday
1	Sleep	a bed	
2	School (in the building)	a school	
3	Homework and studying	a pencil	
4	Screens for fun (phone, games, TV, videos)	a phone	

5	Sports, clubs, lessons, practice	a ball	
6	Chores and helping at home	a broom	
7	Eating (when it is the main thing you are doing)	a plate	
8	Family and friends, in person, no screen	two people	
9	Travel (bus, car, walking)	a bus	
10	Everything else (getting ready, waiting, nothing)	a clock	
	Total (must be 24)		

Grade 6: use categories 1, 2, 3, 4, 5, and 10 only.

Color the pie or the bar: one color per category, sized by hours. [A blank circle divided into 24 wedges is printed here, or use the 24-box bar below.]

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

My two biggest categories: _____ and _____

Now the real numbers: Sleep last night (real): _____ Screens yesterday (real): _____

Was your guess high or low? Sleep: _____ Screens: _____

Grade 8 stretch: run the audit again for one weekend day on the back of this page and write two sentences on what changed.

Part 2: The four boxes

Urgent means it has a clock on it: someone or something will make you deal with it soon.

Important means it moves one of your goals or values. A thing can be one, both, or neither.

Your teacher shows eight tasks. Write each task's number in its box. Then add four things from your own audit (write them in a different color).

	Urgent (clock)	Not urgent
Important (star)	Box 1: urgent and important	Box 2: important, not urgent

Not important	Box 3: urgent, not important	Box 4: neither

The eight tasks: 1. Homework due tomorrow. 2. Practicing free throws for a tryout in March. 3. Answering a group chat that is blowing up. 4. Scrolling videos for an hour. 5. Studying for a test on Friday (it is Monday). 6. A friend needs a ride home right now. 7. Saving \$5 this week toward the bike. 8. Reorganizing your apps.

Where does the first rung of my ladder land? Box _____. Why do things in that box so often not get done? _____

Part 3: Sleep as a resource

The recommended sleep for your age (from the American Academy of Sleep Medicine, as published by the CDC):

- Ages 6 to 12: 9 to 12 hours a night
- Ages 13 to 18: 8 to 10 hours a night

My age: ____ The range for me: ____ to ____ hours

My sleep window (a bedtime and a wake time that give me at least the bottom of the range): bed at ____, up at ____, which is ____ hours.

Last night's real number was _____. Is my window more, less, or the same? _____

What short sleep does to the next day: attention drops, mood drops, memory drops, and there is a second lap: tired people spend more time on screens and less on the goal.

Part 4: My week

Three rules, in order. First, the sleep window goes in every night. Second, the first rung of your Goal Plan ladder goes in on one day at one hour. Third, honesty: name one thing from your audit you will move or cut to make room.

My first rung (copy it from the Goal Plan):

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Sleep window (bed to up)							
After school, 3							



to 5							
Evening, 5 to 8							
Late, 8 to bed							
Weekend morning							

My first rung is scheduled for (day) _____ at (hour) _____.

To make room, I am moving or cutting: _____ (from category number _____ on my audit).

Partner check: my partner read my plan and says the first rung is reachable that day: Circle: Yes / No. If no, what they said: _____

Grade 6: the sleep window and the first rung only; the “moving or cutting” line is optional.

Grade 8 stretch: schedule the first two rungs. Mark each one’s energy cost (high, medium, low) and put the high-energy one at the time of day you have the most energy. Then two sentences: what would a 40-hour work week do to this grid?





Exit card

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: _____

This sheet gets stapled to your Goal Plan. Both come back out in four weeks for the look-back.

Teacher key

Part 1. The only right answer is a total of 24. Totals of 27 or 21 are the normal errors: overlap (eating while on a screen counted twice) or a gap (the bus). Do not correct the hours themselves; the student knows their day. Do check that the real sleep and screen numbers are written next to the guesses; that comparison is the lesson. Most students guess sleep high and screens low.

Part 2. The eight tasks: Box 1 (urgent and important): 1, 6. Box 2 (important, not urgent): 2, 5, 7. Box 3 (urgent, not important): 3. Box 4 (neither): 4, 8. Task 5 is the argument: on Monday it is box 2; by Thursday night it is box 1. Say that out loud; it is how box 2 things become emergencies. The first rung of almost every ladder lands in box 2, and the answer to “why do things in that box not get done” is some version of “nothing forces me to.”

Part 3. The window must give at least the bottom of the range for the student’s age. A grade 7 student who is 12 needs 9; a 13-year-old needs 8. A window of 11:30 to 6:30 is 7 hours and does not meet either range; do not mark it wrong, ask what would have to move.

Part 4. A “got it” plan has the sleep window on all seven nights, the first rung on one day at one hour, and a named cut from the audit. Compare:

- Needs more: “This week sometime.” “Cut screens.”
- Got it: “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 (category 4).”

Scoring for daily work. Complete: total 24, real numbers next to guesses, the four boxes done, a sleep window that meets the range, a week plan with a day and hour and a named cut. Partial: total 24 and a plan but no cut or no sleep window. Missing: no total or no plan. Staple to the Goal Plan and keep in the FACS folder.

[Sal: the sleep ranges are the AASM consensus numbers as the CDC publishes them. Confirm the current CDC page before the first time you teach this, and agree on the numbers with the health teacher.]