



# A YEAR OF DATES

MONTAGUE WORKSHOP LESSON 6



## Learning Target:

- Students will understand that effective time management involves prioritizing the people and things most important to them.

## Materials:

- YouTube Video: [A Year of Dates](#)
- [Prioritizing Time Handout](#)
- Pencils

## Suggested Grouping:

- Large group discussion
- Individual activity

## ASK

students to consider the following questions:

- How many of you have a to-do list or know adults who have to-do lists?
- How difficult or easy is it to complete all the items on your list? On a scale of 1-5 with 5 being really easy and 1 being really hard, what is your success rate?
- What are some things that keep you from completing those tasks?

## EXPLAIN

to students that they are going to watch a short movie about a couple who is struggling to find the time to spend together. As they watch, they should think about the reasons the couple faces these problems.

## VIEW

the YouTube Video: [A Year of Dates](#).

## DISCUSS

the video as a group. Use the following questions to guide discussion:

- What problems were Brad and Kristi trying to resolve?
- How had they attempted to resolve this problem previously?
- Was their attempt successful? Why?
- What do you think Brad and Kristi should do in the future to avoid this situation?

## PROVIDE

each student with the [Prioritizing Time Handout](#). Invite students to record an immediate goal on the handout. Then ask students to label the activities on which they spend most of their time.

**TECH TIP:** Utilize a spreadsheet tool like [Google Sheets](#) to create graphs that illustrate how students spend their time. Or, allow students to summarize their data with an infographics created using [Canva](#) or [Piktochart](#).

## CHALLENGE

students to assess the activities listed in their completed charts.

- Which activities get you closer to your goals?
- Which activities keep you from achieving your goals?
- How much time do you spend on things that get you closer to your goals versus things that do not?
- Why is it important to prioritize activities and responsibilities that help us get closer to our goals?

## CONNECT

the activity to Brad and Kristi's experience. Ask students to consider what might happen if we only prioritized activities and never prioritized the people in our lives.

## REMIND

students that just as it is important to prioritize activities and responsibilities that help us achieve our goals, it is also important to prioritize the people and relationships most important to us.

## INVITE

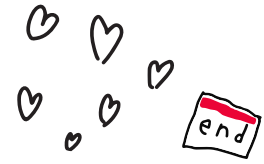
students to share one change they can make to help them achieve their goals more effectively and one change they can make to help them prioritize the important people in their lives.

**TECH TIP:** Show students how they can use an online scheduling tool, such as [Google Calendar](#), to build time management skills.



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## Journal Prompts Based on Bloom's Taxonomy

**Knowledge:** List the 11 dates you remember from the video.

**Comprehension:** Explain why Brad and Kristi went on 11 dates in one day.

**Application:** How could Brad and Kristi have been more proactive to make more time for one another throughout the year?

**Analysis:** Which of the dates looked the most fun to you? Why?

**Synthesis:** Predict how Brad and Kristi's relationship will improve if they apply what they learned from this experiment.

**Evaluation:** What judgement would you make about Brad and Kristi's relationship?

**Creation:** What is your favorite way to spend time with people you love? Use vivid details to describe the setting.

**BEST PRACTICE:** *Students who are not proficient writers can respond to any of the prompts listed above by drawing.*

## PSSST! TEACHERS, THIS NEXT PART IS FOR YOU!

As a teacher, you spend every day investing in others. You guide students to reach their greatest potential. By sharing your time and energy, you have a profound impact on the future.

...But when is the last time you invested in yourself? When our plates are full and we feel stressed, self-care is often the first thing we neglect. As our brains become focused on trying to accomplish everything on our to-do list, our perspective narrows and we don't see that we have other options to deal with stress.

Just as Brad and Kristi set out to be more intentional about their relationship, we challenge you to be intentional about setting aside time for self-care.

## FIRST,

create a go-to list of self-care activities. As you create your list, think about:

- The activities you enjoy
- Your favorite hobbies
- Experiences that make you feel relaxed
- Things that bring you happiness
- Relationships that are important to you

*Need some ideas? Check out this list of [80+ Self-Care Ideas](#)*

## NEXT,

make self-care a habit.

- Schedule time to focus on you. Add it to your to-do list, write it in your planner, put a sticky note on your bathroom mirror-whatever it takes to set aside time for self-care!
- Find an accountability partner. Connect with someone who will remind you to prioritize your needs.
- Reflect. How do you feel after a few weeks of setting aside time for self-care? Build on your momentum by taking time to recognize your successes.

We hope A Year of Dates serves as a reminder that it is important to invest in the things that matter most--and you, wonderful teacher, are important!

## The realities teachers are facing...

- 61% of educators and school staff say their work is "always" or "often" stressful
- Only one in five teachers get eight or more hours of sleep per night. 78% of teachers run on just five to seven hours a night
- 58% said their mental health was "not good" for seven or more of the previous 30 days

Source: [Teachers' Mental Health Declining Amid Job Stress](#)

## Anchor Standards

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## ISTE Standards

6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.