

Topic: PERSONAL RESOURCES

Objective: To stimulate thought and action regarding care of ourselves and our possessions. Commitment - Willingness to develop a positive approach to life. Developing a mature sense of self-worth and value. Individual conscience.


Curriculum Links: Citizenship, Drama, English, Maths, Music, PSHE, RE

Key words: cluttered, inadvertently, muzzy-headed

Materials needed:

- The Manual or copy of lesson plan
- Page 36 of the Introduction Manual
- Photocopy Time Management Sheet for each pupil
- Paper and pens for discussion notes
- CD/Tape player
- CD/Tape with music for silent sitting
- CD/Tape with music for the song
- Photocopies of Time Management Sheet on page 113
- Pages of the drama for 6 pupils

QUOTATION/THEME FOR THE WEEK

TIME WASTED ...		... IS LIFE WASTED Sathya Sai
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What do you think this means? In what ways might time be wasted?
Can you ever regain time?

SILENT SITTING

- Step 1 (See page 36 of the Introduction Manual).
- Steps 2, 4 (Optional).
- Step 5: Imagine you are walking along a river bank ... The air is crisp and clear ... The river is flowing into a large still lake in the valley beyond ... Listen to the water as it tumbles over the rocks ... Listen to the splashing of the cool, white spray ... If you feel like it, take a dip in the lake ... Your towel and swimming things are in your bag. The water feels cool and refreshing after the heat from the sun ... Feel the cool, clean water ... It's a delightful feeling. If you have had a swim, return to the bank ... Climb out on to the soft grass ... Dry yourself and get dressed ... Now it is time to return again.
- Step 6.

DRAMA

HOW KELLY MISSED HER EXAMS

by Carole Alderman

The scene is set in Kelly's untidy room

*Characters: Narrator
Kelly
Kelly's mother
Teacher*

Narrator: Kelly was a careless lass
Wrote notes upon the wall
Did not do her homework
And ignored her mother's call
To clean her room and keep it neat.
"I don't consider that a treat
Just leave me be, don't hassle me!
I'm watching the TV."

Kelly: For a girl whose not thirteen yet, I think I'm pretty laid back and cool. It's a pity that my mother isn't too. She's always nagging me.

Narrator: It is nearly exam time again!

Kelly: I'll jot down the time-table along with other important instructions for the exams. I'm glad I still have a few weeks to revise. It's been difficult keeping up this year. There seems to be so many more exciting things to be doing than school work! I have made some new friends though. They hang about down town every evening and I try to join them whenever I can get out.

Narrator: When she got home she went straight to her room before her mother caught her and asked her to help with something.

Kelly: This room is cluttered and untidy, even by my standards. I must get it tidied up sometime. Still tomorrow will do. Now, I don't want to lose the list of dates I've scribbled out. There are so many papers, books, clothes and other things strewn about my room. If mum comes in and tidies up, I'll never be able to find it again. I know, I'll write the important information on the wall by the computer. Now I'll be sure to see it easily there. Here goes '21 History', '22 Maths'. Oh dear, the pencil is almost blunt. Where *is* my pencil sharpener? I'll never find it amongst all this junk.

Narrator: Kelly often wrote notes to herself on the wall, since her wall chart was full. She could never be bothered to throw away the old notes and there was no room left on it. The wall was dirty, even Kelly had to admit that to herself. So the exam dates were soon barely legible on the wall.

Kelly: I won't worry too much about the timetable as I've got several weeks to prepare my papers. The problem is the harder I study, the less I seem to remember. My mind seems cluttered.

Narrator: The more Kelly's room became untidy, the more muzzy-headed she seemed to become.

Mother: I've long since tired of telling Kelly to tidy up and clean her room. I don't see the point in it. She takes no notice. She wipes her hand on the wall after eating anything sticky rather than go next door to the bathroom.

Kelly: Why does everyone make a fuss about these things?

Narrator: It was not long before she had inadvertently wiped across the exam dates, engrossed as she was in a computer game at the time, so she could not make out properly what she had written on the wall and she did not know where to start looking for the original timetable.

Kelly: There it is. I can just make out '1 History' in half formed letters, and yes, that must be a '2' next to the word Maths. I'd better ring a friend to check up. (*Picks up the telephone and dials the number.*) Just my luck. Her number is engaged. I'm just going to watch one of my favourite programmes on TV this evening, so I'll try again later.

Narrator: Kelly forgot to try again. She assured herself that those were the correct dates.

Kelly: It's only 20th, so I still have nearly two weeks. No hurry.

(A few days later)

Teacher: (on telephone) Kelly, why didn't you turn up for the exams. Were you ill? Do you have a doctor's certificate?

Kelly: No, I haven't!

Teacher: You'll have to come to school tomorrow and sit the exams on your own.

Kelly: I feel really silly. And I haven't revised much.

Narrator: Kelly's marks were poor. The following year she felt very unhappy when she was put into a lower set than her friends. She missed their cheerful company. And the work did not stimulate her interest as much as it had before. If only she had acted as if she cared about it.

Teacher: Kelly you asked to speak with me.

Kelly: I'm sorry. I realise that I've taken the things I value for granted. I haven't had the right attitude. Perhaps if I work really hard I'll be able to catch up and be upgraded with my friends again. Yes, I'll do that. I feel a bit better already.

Narrator:

Kelly was a careless lass
Wrote notes upon the wall
Did not do her homework
And ignored her mother's call
To clean her room and keep it neat.
"I don't want to do that at all!
Just leave me be, don't hassle me!
I'm watching the TV."

She thought she had time to revise
Exams were not that near.
But when she missed the exam day
She shed many a tear.
She missed her friends' bright company
When down-graded the next year.
So Kelly's pulled her socks up
And got herself in gear!

QUESTIONS: *Support answer to question 1 with evidence from the text*

1. What mistakes do you think Kelly made?
2. Do you think your surroundings make a difference to how you feel?
3. How do you prioritize what you do when you get home from school?
4. Do you think 'one thing led to another' in this drama?
5. If you don't wash and keep your surroundings clean, how do you feel?
6. When your room is spotless and you have just bathed, how do you feel?
7. 'Untidy person, untidy mind.'
Do you think this is a true statement?
8. 'Don't put off until tomorrow what you can do today.'
How do you think Kelly could have helped herself by putting this statement into practice?
9. How did you feel when you heard, saw or acted in the drama?
10. Did it remind you of anything in your own life?

Key words: *Look up any of the words in the dictionary that you have not understood and make sure you understand them and can spell them.*

GROUP ACTIVITY

Discuss the importance of confidentiality in a class when we are sharing personal aspects of ourselves.

1. Time Management

- A. Discuss in small groups first, then report back to large group.
Consider how time is measured - seconds, minutes, hours, days, weeks, months, years. Consider a life span and its divisions.
Is time spent differently at different ages? Do you ever waste time? How?
What is the difference between efficient use of time and rushing?
- B. Give each pupil a copy of the Time Management Sheet on the next page to record how they spend their time in the coming week and work out the percentages.

	Monday Time/Duration	Tuesday Time/Duration	Wednesday Time/Duration	Thursday Time/Duration	Friday Time/Duration	Saturday Time/Duration	Sunday Time/Duration
<ol style="list-style-type: none"> 1. Time I woke up 2. Time I got out of bed 3. Morning toiletries 4. Times I ate meals 5. Times I snacked 6. Time I went to school 7. Time I left school 8. Homework 9. Watching TV 10. Sports activities 11. Other leisure 12. Evening toiletries 13. Time going to bed 							

Time Management

Questions:

1. What percentage of your 24 hour day was spent:
 - a) awake?
 - b) between the time you woke up and the time you got out of bed?
 - c) travelling to and from school?
 - d) at school?
 - e) doing homework?
 - f) watching TV?
 - g) other leisure activities?
2. Was your day spent well?

2. Discuss: a) What difficulties at work might Kelly have encountered had she not changed her attitude?
 b) What difficulties at work might her colleagues and employer had with Kelly had she not changed her attitude?
 c) What qualities and attitudes do you have which you think will be important and useful to a future employer in addition to your job skills?

GROUP SINGING

KEEP IT CLEAN

(lyrics by Nicky Gilbert, music by Stuart Jones)

If on the outside you clean up your act
 You feel better inside and that is a fact.
 To care for our bodies may come naturally,
 But there's more to our responsibility.

*Chorus: Clean and bright, feels so right.
 There's no style more worthwhile.
 It's your fight, shine your light,
 Live your smile, it's worthwhile.*

Are we happy to see litter chucked on the ground?
 It makes us feel bad if you ask around.

Mess on the outside will mess up your mind
 And mess makes it harder for us to unwind.

Chorus: Clean and bright, feels so right ...

If in our surroundings we all showed some pride
 Results would be beautiful both far and wide.

See the example that nature's provided
 We could create beauty, if we just decided.

Chorus: Clean and bright, feels so right ...

Citizenship Link: 3 ... responsible action

3b ...decide to take part responsibly in school and community-based activities

English Link: Spelling 7: Spelling key words;

Vocabulary 15: use a dictionary;

Standard English 15: vary the formality of language in speech and writing to suit different circumstances;

Drama 15: develop drama techniques.

Maths Link: Percentages

PSHE Link: 1 ... making the most of abilities..

1a reflect on and assess strengths in relation to personality and work;

1e relate job opportunities to personal qualifications and skills.

2 Developing a healthy, safer lifestyle.

2f recognise choices about healthy lifestyles.

RE Link: Principles for living.