



Time  
Required:  
15 minutes

Grade Level:  
3rd -5th  
grades

Skills for the 21<sup>st</sup> Century Marketplace Activity  
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## Jeremy's Wild Week

Infusionomics Themes, Keystone Economic Principles, and Skills for the 21st Century Marketplace:

•**THEME: CHOICES**

- Keystone Economic Principle™ #1** - We All Make Choices
- Keystone Economic Principle™ #3** - All Choices Have Consequences
- Skills:** 1. Personal Management; a. Time Management and Organization

\*\* For additional standards and content references, please see the [end of document](#).

**Overview:** This short activity has students taking a look at a typical week in the life of a fictitious student. They read the scenario and the tasks this student will need to accomplish. Students will prioritize the tasks and complete a calendar to help guide the student through their week.

**Objectives:**

The student will learn to prioritize and schedule tasks.

**Materials and Handouts:**

[Handout #1: Scenario](#)

[Handout #2: Planner Page](#)

[Handout #3: Answer Page](#)

**Pre-Activity Discussion:**

- Begin the class by asking students
  - What kinds of activities are you involved in outside of school? Sports teams? Music lessons?
  - Does your family have a busy schedule? How do they keep track of what is on the schedule?
  - Have you ever forgotten to do something that you needed to get done?

**Activity:**

- Begin by explaining that as they get older there will be more and more things that they will have to keep track of. Older high school students use planners to help them be sure to complete homework assignments when they are due. Those planners can be a paper copy, a calendar on their computer, or even on their phone.
- “Today I am going to introduce you to Jeremy. He is the student described in this handout.”
- Distribute [Handout #1](#) and read the scenario out loud.
- Distribute [Handout #2](#) and review the planner page with students, pointing out the columns for the days and the rows for the times.

**Optional Extension Activities**

- Use the blank planner page for students to plan their own week.
- Use a daily planner as you progress through the school day so that students begin to track time and activities.
- Encourage students to estimate how much time it will take to complete something, then to track their time and compare after completion.

**Writing Prompt or Class Discussion:**

*Here are some optional questions for writing prompts and/or class discussion.*

- Has there been a time where you have found that it took a lot longer than you expected in order to get something done? Has there been a time where you have found that it took a lot less time than you expected to get something done?
- Do you ever waste time? What are some of the ways in which you waste time?

## Additional Standards and Content References

### Voluntary National Content Standards in Economics:

- Standard #2 : Decision Making; Benefit, Costs

### Partnership for 21st Century Life Skills Concept:

- Life and Career Skills > Initiative and Self-Direction > Manage Goals and Time

### National Content Standards for Entrepreneurship Education:

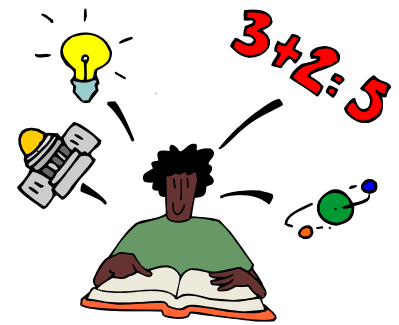
- Entrepreneurial Skills; B. Entrepreneurial Traits/Behaviors; Personal Management B.24 Use time-management principles.

### Keystone Economic Principles™:

- For more information: [http://infusionomics.com/wp-content/uploads/2010/06/Keystone\\_Cheat.pdf](http://infusionomics.com/wp-content/uploads/2010/06/Keystone_Cheat.pdf)

## Handout #1: Scenario

Jeremy is a 4<sup>th</sup> grade student and is feeling a bit stressed! He keeps hearing of all these things that have to happen this week and is wondering if he can keep track of it all. His teacher has reminded his class of several things happening this week. There is a Language Arts test on Thursday that he really should study at least a half an hour for. Then there is a Science project due on Friday that if he works hard on it should take him about an hour to finish. And of course, he can't forget his math homework that is due every day and which usually takes 15 minutes to complete.



Jeremy's Mom has also mentioned several things happening this week. He has basketball practice on Tuesday, Wednesday, and Thursday night at 7:00 pm for an hour. His cousin is coming from out of town for a visit and will be eating dinner with them at 6 and spending the rest of the evening at their house. Then of course there are his normal chores to do. He has to clean his room and mow the lawn at some point during the week. Each of those things will probably take him half an hour. On top of it all he needs to practice his guitar at least half an hour a day. Can you help Jeremy make a plan for his wild week? Use the planner page to map out a plan so that Jeremy can be sure he has time to get everything done by the end of the week and still have time left to eat, sleep, and play with his friends.

**Handout 2: Planner Page**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>3:00</b>					
<b>3:30</b>					
<b>4:00</b>					
<b>4:30</b>					
<b>5:00</b>					
<b>5:30</b>					
<b>6:00</b>					
<b>6:30</b>					
<b>7:00</b>					
<b>7:30</b>					
<b>8:00</b>					
<b>8:30</b>					

**Handout #3: Answer Sheet**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>3:00</b>			<b>Guitar</b>	<b>Guitar</b>	<b>Guitar</b>
<b>3:30</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	
<b>4:00</b>	<b>Guitar</b>	<b>Guitar</b>	<b>Science Project</b>	<b>Science Project</b>	<b>Mow Lawn</b>
<b>4:30</b>			<b>Study for Language Arts Test</b>		<b>Clean Room</b>
<b>5:00</b>					
<b>5:30</b>					
<b>6:00</b>	<b>Cousin</b>				
<b>6:30</b>					
<b>7:00</b>		<b>Basketball Practice</b>	<b>Basketball Practice</b>	<b>Basketball Practice</b>	
<b>7:30</b>					
<b>8:00</b>					
<b>8:30</b>					

**\*\* The greyed out spaces are items that have to take place at those particular times. The other items can be placed at any other time.**