

TIME-RELATED ACTIVITIES

For many of the activities here, students will need to use interesting or important events from their lives. In a journal, students should begin to brainstorm and list as many of these events as they can. They should not worry about chronology at this point. Then, they will share their lists in small groups. The sharing of lists should prompt some more ideas for things to include. Encourage students to add to this list as they think of more interesting or important events.

1. Event Comparison. This activity helps students find the link between past and current events in their lives. There are five steps here: First, pick an interesting or important event that happened in the past. Second, use the form below to describe feelings, circumstances, or ideas related to this event (see Figure 7.1). Third, find a current event that evokes one or more feelings, circumstances, or ideas that are similar. Fourth, list the external things or circumstances that are similar between these two events. Finally, describe an interesting idea or observation.

Figure 7.1. Event comparison chart.

<i>past event:</i>
<i>feelings, thoughts, and ideas associated with the past event:</i>
<i>current event:</i>
<i>similar feelings, thoughts, and ideas in the present:</i>
<i>Ideas, observations, or conclusions:</i>

2. Time travel. Similar to the activity described above, this activity also helps students find the link between past events and their own lives. There are five steps here: First, pick an interesting or important event that happened in the past. Second, use the column on the left in Figure 7.2 to describe feelings, circumstances, or ideas related to this past event. Third, find a current event that evokes one or more feelings, circumstances, or ideas that are similar. Fourth, in the column on the right, describe feelings, circumstances, or ideas related to this current life event. Fifth, in the center column list the things that are similar between these two events. Finally, describe an interesting idea or observation.

Figure 7.2. Web-of-comparison used for time travel.

past event	similarities	current event in my life

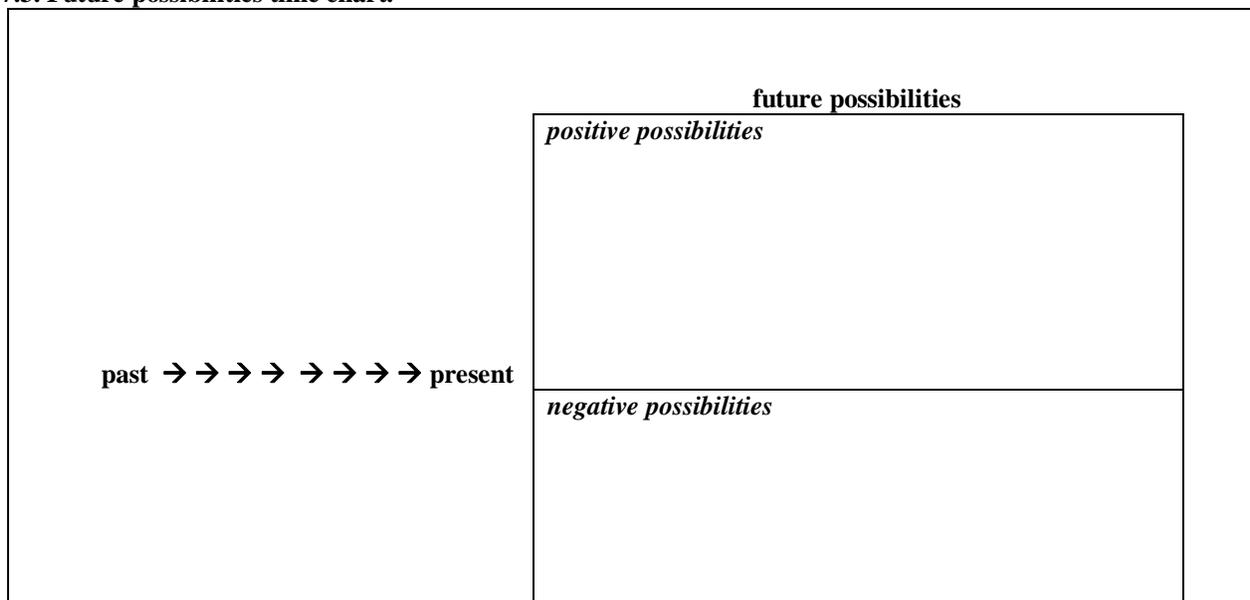
Ideas, observations, or conclusions:		

3. Timelines. Timelines help students see the relationship of incidents and time in their lives. Students first describe five to ten interesting or important events in their lives. Once they have a list, then they use numbers to order the list from past to present. Finally, timelines are created to show events as they occurred in history. Students can create timelines for the week, for the month, for the year, or for their lives. In small groups, students can also create timelines for the week, month, or year. To extend this, timelines can be integrated with social studies and be made multidimensional by describing important national and world events that coincide with the timeline. Old newspapers and magazines are a good source here. To extend this again, students can look for similarities between their life events and world events. For example, while there was a war in Iraq, what type of war might have been going on inside or with another person?

4. Future timelines. Here students are asked to list events that they would like to take place in the future. These events are put on a timeline in chronological order with a possible date for each. For each event, students should describe those things they need to do in the present to bring about the desired future. Each of the events listed on the three kinds of timelines are very effective prompts for writing activities.

5. Future possibilities time chart. The future possibilities time chart (FPTC) is similar to the future timeline; however, here students perceive of the future in terms of possibilities. First, students list interesting or important life events on the line that moves from the past to the present (Figure 7.3). At the present mark on the timeline, the line evolves into a large box. In the box students list a number of different possibilities, both positive and negative. Students then look at how the present affects the future. They can describe what they might do presently to avoid the negative possibilities and also what can be done to encounter the positive possibilities. The FPTC can be used for both near and distant futures.

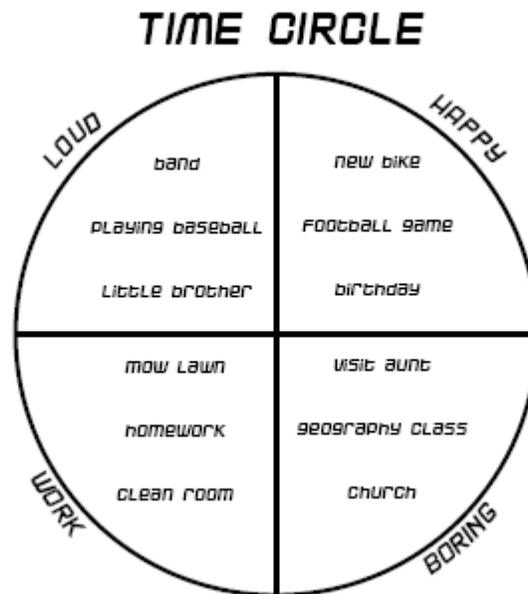
Figure 7.3. Future possibilities time chart.



Things to Do	Things to Avoid

6. Time circles. Here students look at time and events happening in fields instead of in nice orderly lines. First, decide on two to four different categories of events, such as happy, sad, beginning, ending, exciting, boring, quiet, or loud events, or events done alone with other people. Second, draw a circle in the middle of page and divide this circle into the number of categories. Third, put the events inside the circle. Try to have early events recorded near the middle of the circle and later events toward the outside of the circle (see Figure 7.4). Finally, on the outside of the circle, record any similarities, observations, or interesting ideas related to each category. Times circles can also be combined with events occurring within the community or in the world.

Figure 7.4. Time circle.



7. Future impact. Here students examine an event, activity, decision, or choice they might make, are making, or have made. Using the form in Figure 7.5, students brainstorm individually, with a partner, or in small groups to find both the positive and negative future consequences. Finally, they describe how their life might be different as a result of the event, activity, decision, or choice.

Figure 7.5. Future impact chart.

<i>event, activity, decision, or choice</i>

future positive consequence	future negative consequences
<i>How your life will be different as a result of the event, activity, decision, or choice:</i>	

8. Double journal entry. The double journal entry has been described in Chapter 4 and Chapter 6. It is used here a little differently to strengthen the connection between dreams, intuition, feelings, and general impressions and the events happening in students' lives. Again, a line is drawn down the middle of a journal page (see Figure 7.6). First thing in the morning, students record their dreams from the night before (if they can recall them), as well as general feelings, impressions, and intuitions. Encourage students not to think a great deal here. The goal is to get beyond the logical, conscious mind to the unconscious mind. Power writes can be used here (see Chapter 4) as well as pictures and doodles. The journals should then be put away, preferably in a spot where students do not have access to them. Then, at the end of the day, students use concise, objective language to list and record just the events that occurred that day. (On Mondays, they would also list the events from the weekend.) Eventually, students see the link between their internal lives and events occurring externally. They most likely will also find instances where their inner lives predicted events occurring at future dates.

Figure 7.6. Double journal entry.

dreams, impressions, feelings	events
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9. Future goal. We can create the future we want by first defining it, and then by identifying specific tasks to reach it or bring it about. In a way, the future is similar to defining goals and objectives on a lesson plan. The goal sheet in Figure 7.7 helps students connect their future goals with their present activities. The goal sheet can be used for goals both near and distant.

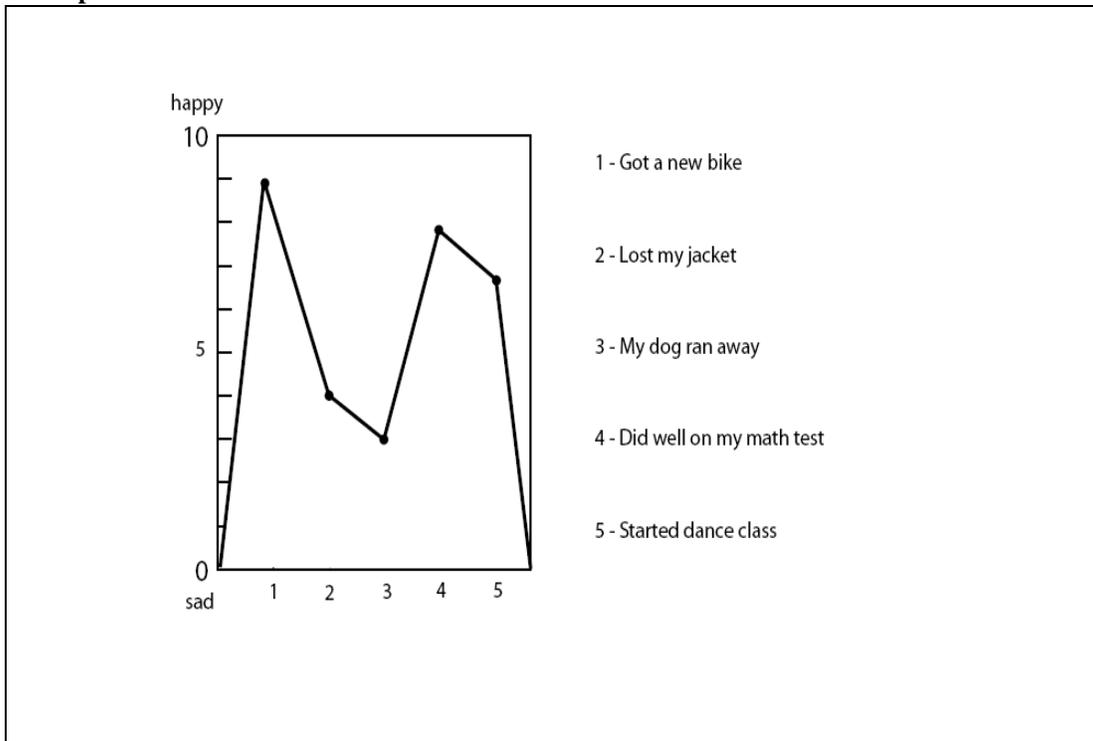
Figure 7.7. Goal sheet.

Goal:	Things to do to reach that goal:
	1.

- 2.
- 3.
- 4.
- 5.
- 6.

10. Plot profile. This activity was described as a reading activity in Chapter 5. It can also be used as a time-related activity to look at and analyze the past using these steps: First students generate a list of five to ten interesting or important life events. Second, numbers are used to arrange these chronologically. Third, a line graph is created with these events being identified by numbers on the horizontal axis (see Figure 7.8). Fourth, the vertical axis is numbered from one to ten and is used for some sort of rating. For example: happy/sad, exciting/boring, good/bad, or important/not important. Each event is then rated. Finally, each point is connected with a line to show change over time. Students could also list and rate interesting or important events that have occurred in their lives during the past year, month, or week.

Figure 7.8. Plot profile.



11. Life patterns: inductive analysis. With the list of interesting or important life events, students use inductive analysis to find groups or categories for each event. Categories may include sports events, relationship events, family events, happy events, outdoor events, etc. Each event is then placed in a group. Events can only go in one group. This helps students begin to see the patterns in their lives. This information can be quantified and graphed. Students might also look at categories at different points in time to see change over time.

12. Parallel universes. This activity uses the idea of parallel universes described in quantum physics. If students could live four different lives, what things would they do in each life? For example, they'd be a rock star, movie, star, parent, farmer, teacher, etc. After identifying and describing each life, students will describe how each life is currently manifested in their present life. For example, do they play guitar (rock star), are they in school plays (movie star), etc.

13. Solo time. This is an activity to slow time down and provide students with some thinking space. Here, students each go to a different spot on the playground away from friends for five to ten minutes. The goal is to discover what they are thinking about, then come back and use writing or pictures to capture and describe it. These ideas should be shared with a partner or in small groups. This also gets students using writing for real purposes.