



Best Use of Time



THE MISSION AIM

To learn how to use time wisely.



KEY VERSE

Ephesians 5:15-17: "Be careful, then, how you live – not as unwise but as wise, making the most of every opportunity, because the days are evil. Therefore do not be foolish, but understand what the Lord's will is."



Pre-Mission Activity



Supplies Needed

- A board game (any will do, but you may want to pick a game that has many pieces and kids know such as Scrabble, Monopoly, Sorry, Clue, Snakes and Ladders, etc.)

Directions

SAY: Before we start our lesson, I thought we might play a quick game.

DO: Show the class the game you have brought with you.

SAY: As you can see, it comes in a box. It has a name on it and a picture. Does everyone see it?

DO: Show the box to all the students.

SAY: Now let's open the box. Inside the box are a lot of different game pieces. Maybe we should review them.

DO: Go through and pull all the game pieces out one at a time to show the students. The point of this is to take up their time, so be slow, pass the pieces around the table, describe them to the students, etc.

SAY: Alright, it is almost time to play the game. But before we do, we should probably stretch our fingers. We don't want to pull any muscles while playing the game!

DO: Have the students perform finger stretches and exercises.

SAY: Oh no! I apologize, but it seems as though we have run out of time for playing our game. We need to tidy up and get ready for our lesson. The time must have just slipped my mind. (Clean up with the students as you continue to talk.) Sometimes that happens; I get so caught up in something that I forgot what's really important. In this case, I was so distracted by the game pieces and preparing to play that I ran out of time for the most important part: **PLAYING THE GAME!**

SAY: This reminds me of what we're going to be talking about today. We have so many things that take up our time each day that we sometimes forget what the most important parts of our day should be. Let's check-in with the Recon Team and see how they're spending their day.



Mission Uplink 1



Have ready YouTube playlist: "Season 1 – Kingdom Living Today Episode 4: Best Use of Time"

Play "Kingdom Living Today (S1) Episode 4 (1/4)". Episode begins with the *Ready to Serve* theme song, followed automatically by the MISSION # 1 VIDEO. Pause the video when the MISSION # 1 CARD appears on screen and remains as you and your recruits complete Mission # 1.

If using PPT for video, have KLT-Episode_4-Best_Use_of_Time.pptx ready and play slide one. Pause on the MISSION # 1 CARD so you and your recruits can complete Mission # 1.



Mission #1



Supplies Needed

- Strips of paper for students to write on
- Markers, one for each recruit



Mission Assignment

SAY: Recruits it's time to get to work, let's have a drumroll for our first mission... (reading mission card from satellite uplink) "Your mission local squad is to look at the different activities that fill our day. Determine which ones are good uses of time and which are simply time wasters."

SAY: Oh no! Kate and Simon are lucky that they finally noticed the message from the commander. They were so into their game that they weren't paying attention to anything else. That must be what Will feels his best friend is doing too! Nick is so into video games, that he doesn't pay attention to Will.

SAY: Have you ever had a time when you got so into an activity that you forgot something or someone important?

DO: Take examples from students or share one of your own (example: Got so into watching a TV show that I forgot to walk my dog).

SAY: The commander mentioned that there are many things that require our time, but some use it for good, while others take our time and waste it. Before we can decide what are things are "time users" and what are "time takers", we need to create a list of things that we do during our day. I have strips of paper for you to write things that you do during the day. You



have one minute to write as many things as you can think of. Be sure to put only one thing on each strip of paper. Go!

DO: Have students write all the different activities and tasks they can think of. Mingle around the room to help those who are struggling with thinking of ideas. (Examples: movies, TV, computer, video games, talking on the phone, listening to music, eating, sleeping, spending time with family, getting dressed/done up, playing with friends, taking care of a pet, school, church, clubs, sports, reading, etc.)

SAY: Neatly spread your strips of paper out around your table, so that all your ideas can be seen by the team. Now, I want you to do a room walk and look at everyone's ideas. Take your marker with you, because we are going to rank each activity as a good use of time or a waster. If you think an activity is good, I want you to put a checkmark somewhere on the page. If you think it is bad, put an "x" somewhere on the page. Finally, if you don't know, put a question mark somewhere on the page. Once everyone has had a chance to vote on each idea, head back to your seat, and be ready to share your thoughts.

DO: Let students travel around the room to look at all the ideas and place a ranking on each strip of paper. If students are having trouble picking, remind them that they can put a question mark if they aren't sure.

SAY: What are some of the things that you felt were a good use of time? (*Praying, Spending time with family, going to church...*) Why is it good? (*It's spending time with God; it builds my relationships with my family, etc.*)

SAY: What are some of the things that you felt were a waste of time? (*Video games, movies, texting, etc.*) Why are they a waste of time? (*Distract us from important things we need to do, can become addictive, can take us away from spending quality time with friends, etc.*)

SAY: Are there ever times when something could be good or bad for us? (*Yes, too much of an activity. Any activity!*)

SAY: Sometimes it is tough to decide if things we are doing are wasting our time. It's not necessarily bad to play a video game, if you enjoy it, but it is bad if you spend six hours a day on it. The reason is because these things, if done too much, can take away from time spent on other important things.

SAY: I guess it's true that you can sometimes have too much of a good thing... Let's check back with the Recon Team to send them our report on time users and wasters.



Mission Uplink 2



YouTube: Play "Kingdom Living Today (S1) Episode 4 (2/4)". Pause the video when the MISSION # 2 CARD appears on screen and remains as you and your recruits complete Mission # 2.

PPT: Click to advance to next slide. Pause video when MISSION #2 CARD appears on screen and remains as you and your recruits complete Mission # 2.





Mission #2



Supplies Needed

- Bible
- A clear jar (glass or plastic)
- Four or five larger rocks
- A cup of smaller stones/pebbles (or sand, if you choose)

OPTION: If you have a large group, you may want to have more than one jar for splitting the activity into smaller groups.



Mission Assignment

SAY: Let's read our second mission together... (reading mission card from satellite uplink) Recruits, your mission is to read through Ephesians 5:15-17 and then to create a visual example of what this scripture verse is telling us. We believe that this will help Will explain the importance of how we spend our time to Nick. God bless!"

SAY: All right, recruits! The Recon Team needs our help in finding a way to explain the importance of not wasting time. First, let's look at the scripture verse that Michael mentioned. Can someone read it to us?

DO: Have a student or two read Ephesians 5:15-17 out loud.

SAY: Hmm... Ephesians tells us that we need to be wise with our time, but it doesn't tell us exactly what to spend our time on. What are some really important things that you have to do or should do every day? (*Eat, sleep, spend time with God, and spend time with family, etc.*) What are some things that would be nice to do each day, but aren't always necessary? (*Hang out with friends, play video games, watch TV, go on the computer, etc.*)

SAY: I want you to try something for me. I have a jar and this jar represents one day in your life. I also have some rocks; the big ones represent those really important things that you have to do or should do every day. The little ones (or the sand) represent those things that are nice to do, but we don't *have* to do them.

SAY: What do you think will happen if we put those things that aren't as important in our day (jar) first and then our important things? (*Take some predictions*) Let's test it and see.

DO: Have students place the smaller stones or sand in the jar first. Then add the larger stones. Students should notice that it is really tricky to fit the larger stones in when the little ones are already taking up so much space.

SAY: Hmm... It seems as though putting those little things in first makes it a lot more difficult to fit the big things in. What do you think will happen if we start with the important things first and then add the rest? Let's try it!

DO: Have students place the larger rocks in first and pour the smaller ones around them. Encourage free discussion and dialogue as they do this.



You may want to test how much can fit in your jar before you give it to the students. The point is to be able to fit it all in, but only if you put the large rocks in first and pour the rest around it.



SAY: Isn't that cool?! When we start with the larger rocks, the more important things in our day, we are still able to fit the smaller rocks, those things that are nice, but not necessary, around it. This is a good reminder about how we should use our time. As Ephesians says, we must be smart about how we use our time. By putting the important things first, like spending time with God, we can make sure that those important activities get done AND still have time for the other fun things! However, if we focus on those less important things, like playing video games, it can be difficult to find the space to fit the important things in. I think this is a great example that the Recon Team can use to share with Will and Nick. Let's report back!



Prayer Huddle



YouTube: Play "Kingdom Living Today (S1) Episode 4 (3/4)". Pause the video when the PRAYER HUDDLE CARD appears on screen and remains as you and your recruits complete the prayer huddle.

PPT: Click to advance to next slide. Pause video when PRAYER HUDDLE CARD appears on screen and remains as you and your recruits complete the prayer huddle.



Supplies Needed

- Rock or stone for each recruits
- Permanent Markers

Directions

DO: Bring a smooth rock or stone for each recruit and permanent markers.

SAY: Before we report back to the Recon Team let's take a moment and think about what is important to us and maybe what should be more important to us. What do you think you should spend more time doing? If you were to have a rock jar of your own, what rock or thing, do you think should be placed first into your own jar? (Encourage recruits to answer.) I'm going to give each of you a rock and I'd like you to write on it what you want to have first place in your life.

DO: Give the recruits the rocks and markers and allow a few moments for them to write on their rocks.

SAY: Now that you've decided what should have first place in your life, let's tell God about it.

DO: Have the recruits hold the rocks in their hands, and then encourage a few recruits to pray and ask God to help each of them to put Him first in their lives before anything else.





Mission Uplink 3



YouTube: Play "Kingdom Living Today (S1) Episode 4 (4/4)". Pause the video when the FIELD MISSION CARD appears on screen and remains as you and your recruits complete the Field Mission Project.

PPT: Click to advance to next slide. Pause video when FIELD MISSION CARD appears on screen and remains as you and your recruits complete the Field Mission Project.



Field Mission Project



Supplies Needed

- Blank daily schedule that students can use to track their time (seven copies for each recruit are needed) (See attachment pages 8 and 9)
- Pencils or Pens



NOTE Squad Leader, you will find printable schedules - both in grid form and pie graph form attached. You can decide which one will provide the best visuals for your students.

Mission Project

SAY: It looks like the Recon Team members have all taken a closer look at how they spend their time and decided what they might do differently. Like how Sarai is going to cut back on how much TV she watches, and Simon and Kate are going to limit their computer time. Here's our final mission for today, (reading mission card from satellite uplink), "Recruits, join the Recon Team on the Time Challenge. Determine how you will use your time this week." What a great idea for our field mission project!

SAY: I have a booklet for each of you that have blank daily schedules for each day of the week. Each section (block or pie slice) represents a half-hour of the day.

DO: Pass out the booklets and pens or pencils to recruits.

SAY: Let's go through and put the names of the days of the week at the top of each page, so you know when to fill each one out.

DO: Lead your students through labelling each page of their booklet (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday). You may also choose to label the times together OR have that copied on in advance.

SAY: Here is an example of how you might fill it in. You can choose to just use words (*school, lunch, walked dog*) or you may want to colour code each section (*blue- sleeping, red- computer, etc.*) It will help you see more clearly what you spend most of your time on.

DO: Show an example of how students might fill in the schedule.



SAY: What is one thing that you think is a time taker or waster in your day? (*TV, video games, computer, etc.*)

SAY: When you get home today, I want you to sit down with your family and decide what “time taker” you think needs to take up less of your time. Then with your parents’ help, figure out what amount of time is okay for this activity and write out a plan. For example, you may decide you are only going to watch one TV show a day, you may even pick the shows ahead of time, so you aren’t tempted to watch more. As you go through this week, I want you to pay close attention to your activities and see just how much time is being taken from your day. At the end of each day or first thing in the morning, sit down with your family to look at how you spent your time. Have them sign the bottom of the page, to show me that you met with them, and talked with them about how you can better use your time. By the end of the week, you may begin to see some wonderful wise changes in how you spend your day! God bless recruits and remember: “Be very careful then, how you live - not as unwise, but wise, making the most of every opportunity...!” Ephesians 5:15-17

NOTES





My Daily Schedule

Day of the Week: _____

Fill in each hour of your day starting with when you'll get up and finishing with when you'll go to bed. Write the time in the outer circle and the activities in the inner circle.

A large circular 24-hour clock face divided into 24 one-hour segments. The clock face consists of two concentric circles. The outer circle is divided into 24 equal segments by radial lines extending from the center to the outer edge. The inner circle is also divided into 24 equal segments by radial lines extending from the center to the inner edge. This creates 24 identical wedge-shaped sections, each representing one hour of the day. The sections are currently blank, intended for the user to write the time in the outer ring and activities in the inner ring.



MY DAILY SCHEDULE

Day of the Week: _____

Fill in the time and activities of your day beginning with when you will get up and finishing with when you will go to bed.

Time	Activity