

Work, Rest & Play

Students explore how everyday activities can be grouped into work, rest, and play. Through a shared classification activity and individual routine mapping, learners reflect on how they use their time across a day. The activity builds early awareness of balance, energy, and intentional time use.

ACTIVITY TYPE Experiential learning · Reflection	DURATION 45 min	PARTICIPATION Whole class · Pairs · Individual
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OBJECTIVES

By the end of this activity, learners will:

- Identify and classify activities as work, rest, or play
- Reflect on how their time is distributed across daily life
- Recognize the importance of balance between work, rest, and play
- Begin connecting time use to energy and well-being

MATERIALS

- Flashcards with common daily activities (e.g. brushing teeth, homework, soccer, video games, sleeping, cooking, reading)
- Blank routine handouts:
- Pencils, crayons, markers
- Extra blank cards for student-created activities, Visual Aids (See Appendix A) (*nice to have*)
- Large poster or board space divided into WORK – REST – PLAY (See Appendix B) — [B · Venn Diagram](#)
- Whiteboard or wall space
- Tape or magnets for attaching cards
- Timer or visual clock (*nice to have*)

PROCEDURE

OPENING

3 minutes

1.

PRE-ACTIVITY

5-10 minutes

1. Ask students:

- "What is work?"
- "What is rest?"
- "What is play?"

1. Collect a few responses without correcting them. Explain that some activities may fit more than one category. The Visual Aids can be used to support this step (See Appendix A)

2. Explain the three categories on the board:

- Work: things we must do
- Rest: things that help us recover
- Play: things we choose for fun

Objective In Student's Words

- "Explore out what I do for work, rest, and play, and see if I have a good balance."

ACTIVITY

30 minutes

Setup

1. Prepare the poster or board with three clear overlapping sections (*See Appendix B*):
 - WORK
 - REST
 - PLAY
1. Place the activity flashcards where all students can see them.

Model

1. Choose one card (e.g. "sleeping" or "homework") and think aloud:
 - "I might put this in 'REST' because it helps my body recover."
1. Place the card
2. Ask students if they agree or would place it somewhere else.

Round One: Collaborative Classification

1. Students take turns selecting a flashcard and placing it under WORK, REST, or PLAY.
2. Teacher prompts:
 - "Why did you choose that category?"
 - "Could this fit somewhere else?"
1. Optional variation:
 - Students vote before placement
 - Memory-style matching before classification

Checkpoint

1. Review the completed poster together.
2. Ask:
 - "Does anything belong in more than one group?"
 - "Do we all agree?"
1. Reinforce that categories can overlap.

Round Two: My Routine (20 minutes)

1. Students complete one or more routine handouts:
 - Daily routine
 - Weekly routine
 - Yearly routine
1. They fill in activities from their own lives.
2. Discussion prompts:
 - "Where do you see work in your routine?"
 - "When do you rest?"
 - "What play happens every day, week, or year?"

Reflection

Optional deeper discussion:

- "What happens if there is too much work?"
- "What happens if there is no rest or play?"

FOLLOW-UP

5 minutes

1. Summarize key ideas:

- Everyone needs work, rest, and play
- Balance matters
- Different people have different routines

1. Connect forward:

- These choices affect energy, health, and learning.

1. Optional home extension: Students ask a parent or caregiver what work, rest, and play looked like when they were the same age.

CLOSE

1. Collect flashcards and handouts
2. Remove or clear the poster if needed
3. Thank students for participating
4. Final wrap-up message to students: "Everyone's routine looks different, but balance matters."

NOTES

Classroom management

- Encourage respectful disagreement
- Allow students to change their minds

Extensions & Sponge Activities

- Redo the activity for weekends vs school days
- Compare routines across seasons and holidays

Differentiation

- Older students: Students can write their own cards using sticky notes.
- ELL/Accessibility: use icons and gestures
- Safety: supervise movement around the board