

3. "Container of time" drawing activity

Aim: The group members consider how they conceptualise *time* and how to effectively manage their time.

1. To provide a starting point for the "Container of time" drawing activity consider an alternative metaphor for *time*

Metaphor for time

We often think about balancing or juggling our time; a traditional metaphor. As teachers we may describe how we balance our school day, weighing up how time will be spent on work, perhaps at the expense of some not being done. Time cannot be stretched as there are limited hours in a day. A different perspective is to consider time as a container, as a container is a more flexible metaphor. Like the fixed number of hours in a day, a container metaphor emphasises the finite nature of time because it has external boundaries that cannot be altered. It has a fixed capacity which cannot change, however the contents can be varied. A choice can be made about what is placed into the container, a number of small items, one very large item, a combination of both small and large items or it can be left empty (Thompson & Bunderson, 2001).

2. Instructions

Each member of the group is **to create** their own 'container' to represent time.

They can select from the supplied drawn shapes or draw a personal design.

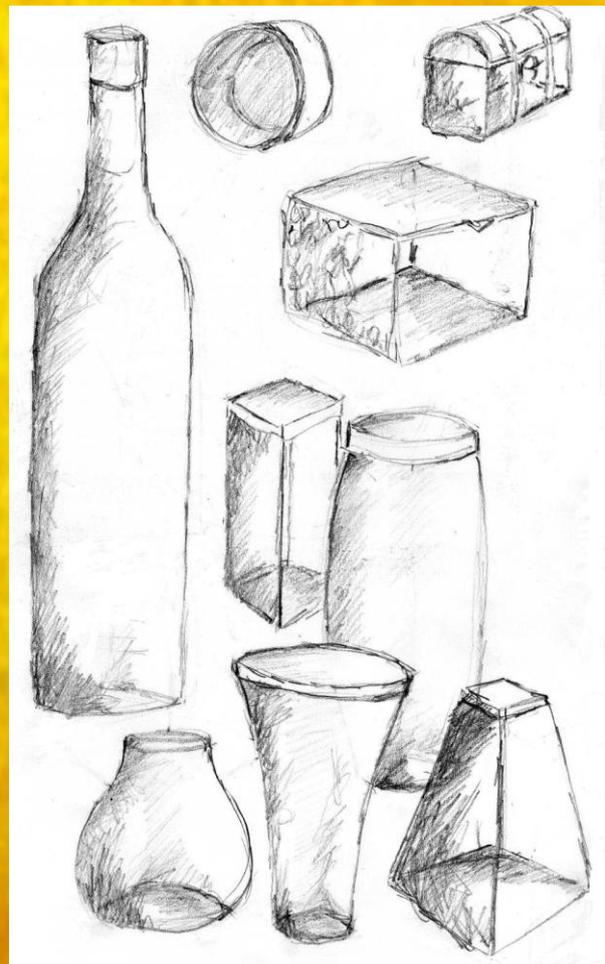
Then consider the tasks that are planned to be completed within a time frame for example, today, this week, month or term.

Put them as items into the drawn "Container of time" image.

Minimal materials required:

A 2B pencil

A4 White sheet of paper



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Group reflection

The questions are a guide. If working within a group allow the discussion to take on a direction of its own.

3. Reflect/discuss the drawings.

What does the image reveal?

Describe the energy of the image?

Is the drawing complete? Is there room in each group member's container?

How does each group member's image differ to the others in the group?

4. Reflect/ discuss the contents of the "Container of time"

- a. Which of the items placed into the "Container of time" are being done for others such as a supervisor and thus are out of group member's control?
- b. Which of the items have to be completed within the selected time frame, i.e. day, week, month or term?
- c. Why are the items important for the time frame in question?
- d. Which items are flexible and can be changed to another time frame?
- e. How much *real time* is needed to complete these items? What is meant by real time is actual release time from teaching that is available to do the items placed into the "Container of time"?
- f. How much time does each item in the "Container of time" require to be completed? Best to over-estimate the time needed.
- g. How does each member of the group organise uninterrupted time during the school day, week etc., in order to complete the items in their "Container of time"?
- h. Consider the other things in one's life those that are not school related. Now add these to the "Container of time" for the time frame selected.

5. Conceptualisation of time

Consider as a group how the contents of each member's "Container of time" can be varied?

What has each person in the group learnt about their personal conceptualisation of time?

Ideas for personal reflection

Commit yourself to responses to each of the questions by writing them down annotated around your image. This can be done in a reflective journal.

Further Reflection and/or Discussion

Use the "Rocks, pebbles and sand data collection sheet" to prioritise the items in the "Container of time" and/or the "Rocks, pebbles and sand as visual representations" to reflect upon feelings related to the use of time.