

# life clock activity

**Objective:** To give students the opportunity to look at their lives from birth to death, for purpose of goal-setting and career/postsecondary planning.

**Grade level:** grades 6 through 10

**Class time:** 20–30 minutes

**Materials:** Your Life Clock sheet (see next page)

## Framing the activity

Talk with students about the concept of time.

- Each of us has the same amount of time in a day, a month, a year, a century; so why do some of us feel we accomplish more in a given amount time than others do?
- Why does time seem to fly for some, while others feel it moves at a snail's pace?

Relate goal-setting to time and to the importance of *having* goals to work toward. Life Clock allows students to create a visual understanding of their own goals, past and future.

## Procedure

- Give each student a copy of the Your Life Clock sheet, which represents their lives from birth to death, in four 20-year spans (to age 20, age 40, age 60, and death or 80). Points around the circle can be labeled with different ages that fall between those spans.
- Have students draw a line from the center of the circle to a point along the edge that represents their current age. Discuss with students what they have accomplished from birth to this point, listing such milestones as learning to walk and talk, going to school, etc.
- Have students mark future accomplishments to which they aspire: high school graduation, college graduation, family, retirement, etc.

## Questions to use for processing

- In looking at your life clock, does college represent a large portion of your life?
- What will you spend most of your life doing?
- What is the importance of having a career that you enjoy (it represents more than half of your lifetime)?

This activity leads into the AVIP activity, which challenges student to discuss what is important to them when thinking about careers.

VSAC

### **NCDA guidelines for personal social development**

- develop an understanding of self to build and maintain a positive self-image

### **Vermont's Framework of Standards vital results**

#### Section 3 Personal Development Standards

3.7 Students make informed decisions.

3.16 Students develop a plan for current and continued education and training to meet personal and career goals.

### **VTSCA career standards**

**Career Development Domain Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self, and to make informed career decisions.

Competency A:1 develop career awareness

Competency C:A1.6 learn how to set goals

**Academic Development Domain Standard C:** Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Competency A:C1.3 understand the relationship between learning and work



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# your life clock

Name \_\_\_\_\_

Date: \_\_\_\_\_

