

Time Management

ESTIMATED TIME

3 class periods and some out of class time

PREREQUISITES

- Prepare comics or videos about procrastination to introduce time management

www.youtube.com/watch?v=4P785j15Tzk
Tales of Mere Existence "procrastination" by Lev Yilmaz is a funny animation of how the character procrastinates (1:19 minutes).

www.youtube.com/watch?v=xjqLHpD1WxM
How Not to Study explains how students procrastinate at Boston University (2:57 minutes).

- Duplicate the **Time Cards** to represent the 168 hours in a week on the second day of the lesson.

RESOURCES AVAILABLE

- *Time Management Rubric*
- *Time Log*
- *Time Cards*
- *Time/Task Management Assessment Sheet*
- *Evaluating My Study Place*
- *Time Wasters Activity*
- *Things to Do Today*

ACROSS THE CURRICULUM

Good time management skills can benefit and be reinforced by all curricular areas. Encourage fellow teachers to give students information about how long to study or how long homework will take, so students can use that information. Other subject teachers may also check the students' planners (if they are used and expected in the school) to see that assignments have been recorded and organized.

LESSON GOAL

Develop strategies and practice effective time management skills and attitudes.

Essential Question

How can I use time management to be more productive?

Student Expectations

1. Participate in introductory time management activities.
2. Self assess personal time management skills.
3. Analyze study environments.
4. Make recommendations to improve time management.
5. Identify flexible and inflexible tasks.
6. Complete a weekly time management log.
7. Identify time wasters.
8. Summarize time management skills and strategies.

LESSON OBJECTIVES

1. Demonstrate self-awareness regarding time/task management.
2. Demonstrate self-direction regarding time/task management.
3. Prioritize and allocate time on task.
4. Evaluate time use.
5. Analyze how to make time management more productive.

RATIONALE

In this lesson students will practice documenting their use of time throughout the day and the week. Ninth grade students are often very bad at time management. This lesson requires students to self-evaluate their time during a week and their study place and peer-evaluated time logs. The skills taught and/or reinforced in this lesson are ones that they can carry into other areas of their life. In addition, this lesson can be further assessed at later class sessions by having the students submit their planners for review or turn in their **Things to-do Today** list on a weekly basis to keep on top of their organization and time management.



Time Management Rubric



Time/Task Management Assessment Sheet



Evaluating My Study Place

PROCEDURES: WHAT TO DO

STUDY PLACE

1. **WHOLE GROUP** To introduce the lesson, hand out the *Time Management Rubric* and explain how students will be evaluated.
2. **WHOLE GROUP** Show a cartoon or short video about procrastination. Then discuss the following.
 - Can you identify with this?
 - What is procrastination?
 - What is time management?
 - What is task management?
 Explain that time management is a skill for now and for your future.
3. **INDIVIDUAL** Have students complete the *Time/Task Management Assessment Sheet*. Give students 5-10 minutes to check all that apply and tally each section.
4. **WHOLE GROUP** After students have completed the assessment, discuss the following.
 - a. How many have more than 4 in Study Motivation? What gets in your way of your motivation to study?
 - b. How many have more than 4 in Study Organization? What might be causing problems with your study organization?
 - c. How many had more than 4 in Skill Techniques? What might be causing problems with your study skills?
 - d. How important is a good study environment?

ASSESSMENT

Time Self Assessment Self assess motivation, study organization, study skills, and time management.

5. **INDIVIDUAL** Have students complete *Evaluating My Study Place*



ASSIGNMENT 1

using the key at the bottom to interpret the study space they use. Give students 5 minutes to write a reflection of their study space using the data from the evaluation. Have them explain why their space is adequate or how they could improve it. Have students use the Assignment Tool in *Sakai* to submit their reflections.

6. **WHOLE GROUP** Discuss the following.
 - a. What makes a study space work?
 - b. What makes a study space difficult to use?
 - c. What can you do to improve your study space?
 - d. What is a distraction? Is music or tv a distraction or a necessity?

ASSESSMENT

Study Space Self Assessment Self assess the effectiveness of study environment and study space.

TIME MANAGEMENT STRATEGIES

7. **WHOLE GROUP** Discuss how students improved their study environments.
8. **WHOLE GROUP** Brainstorm two lists on the board or on chart

The image shows a worksheet titled "Time Cards" with a grid of 16 squares. The top row has two squares labeled "1/2 Hour" and "1 Hour". The second row has two squares labeled "1/2 Hour" and "1 Hour". The grid is used for tracking time spent on various activities.

Time Cards

The image shows a worksheet titled "Time Log" with a table for recording activities. The table has columns for "Date", "Activity", and "Hours". The rows are numbered 1 through 168, representing the hours of a week.

Time Log

The image shows a worksheet titled "Time Wasters Activity" with sections for identifying time wasters and strategies to reduce them. It includes a list of common time wasters and a section for students to write their own strategies.

Time Wasters Activity

paper: *Flexible Tasks* and *Inflexible Tasks*. First list the things students would rather do than study. Circle the top three. These represent favorite procrastinators that typically can be done at other convenient times. Then list the things students have to do under *Inflexible Tasks*. Discuss the following.

- a. Which of these tasks should we take care of first?
 - b. What are some strategies for rewarding yourself for completing an inflexible task?
- 9. WHOLE GROUP** Ask for a volunteer to analyze time spent in a week. Hand the volunteer the 168 *Time Card* hours. Explain that there are 168 hours in a week and each square represents either 1/2 hour or 1 hour. Have the volunteer approximate how many hours a week they spend on the following and allocate the time cards under appropriate categories on the board or wall.
- a. School
 - b. Studying
 - c. Eating
 - d. Sleeping
 - e. Hygiene
 - f. Other Inflexible Tasks

Have the volunteer give the remainder of the cards back. These represent the number of hours they have to do the flexible tasks, or the things they *want* to do.

ASSESSMENT

Flexible and Inflexible Tasks Identify and analyze flexible and inflexible tasks.

- 10. INDIVIDUAL** Have each student complete the *Time Log* as diligently as they can throughout the week. Give students 5 minutes to record things they have to do each day (school, church, work). As they go through each day, they should fill out what it is that they did by the end of the day. At the end of the week they will submit the Log. Personal time will be counted as flexible tasks.

TIME MANAGEMENT EVALUATION

- 11. WHOLE GROUP** At the end of a week, have students tally and calculate the totals on their *Time Logs*. On the board, tally the total of free time hours the class has and then figure out the average number of hours the class has to do the flexible tasks they want to do.
- 12. PAIRS** Have students complete the *Time Wasters Activity* to help them identify ways they can reduce or eliminate time wasters. Have them review each other's *Time Log* and identify time wasters and then discuss how those could be reduced or replaced.

ASSESSMENT

Time Management Log Complete and assess *Time Management Log* for priorities and time wasters.



Things to Do today



Student Page

- 13. WHOLE GROUP** Discuss the following.
- What are some common time wasters you have observed?
 - What are ways you can reduce, eliminate, or replace time wasters?
 - What helps you control or manage your time?

- 14. INDIVIDUAL** Have students complete the *Things To Do Today* by

 **ASSIGNMENT 2**

writing five things they have to do today. Discuss what some of these things are and how students will accomplish them. Have them prioritize the list and make a plan for accomplishing the tasks. The next day, have students complete the worksheet by evaluating their plans and then use the *Sakai* Assignment Tool to submit their worksheets. Discuss the importance of planners or organizers to help focus on tasks that need to be accomplished.

ASSESSMENT

Things To Do Today Create a to do list and plan and evaluate effectiveness.

REFLECTION

Have students discuss what they have learned about time management and what has been useful and practical. Then, have students use the Assignment Tool in *Sakai* to submit the following documents along with the following reflection.



ASSIGNMENT 3

- What are three lessons you learned from these activities about time management?
- Why did you choose these three lessons?
- What difficulties do you foresee for yourself in keeping up with these time management techniques?
 - Time Management Time Log
 - Time Management Time Cards
 - Time/Task Management Assessment Sheet
 - Evaluating My Study Place
 - Time Waster Activity Worksheet

ASSESSMENT

Documentary Reflection Reflect on ways to improve time management.

ASSESSMENT

Use the *Time Management Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Grade 9 Language Arts

Reading Applications: Informational, Technical and Persuasive Text

5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.

Writing Processes

5. Use organizational strategies. (e.g., notes and outlines) to plan writing.

Grade 9 Social Studies

Social Studies Skills and Methods

Communicating Information

4. Develop and present a research project including:
- a. Collection of data;
 - b. Narrowing and refining the topic;
 - c. Construction and support of the thesis.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with IEPs are often some of the students who are best served by these lessons. In the past we have invited the IEP specialist/coordinator into the classroom to help our IEP students out during these lessons. They then continue the lesson with the students on an individual basis during their learning center time. Other strategies may include giving copies of all materials to the IEP coordinator/specialist for their copying and filing and having the IEP coordinator/specialist review the lesson with the student during an individual session.

GIFTED AND TALENTED

Gifted students may be expected to be strong leaders within the various groupings throughout all lessons. They may provide written examples of using time management skills.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- Use this College Board site for Time Management Tips for High School Students www.collegeboard.com/student/plan/college-success/116.html
- Use this Mayo Clinic site for Time Management: Tips to Reduce Stress and Improve Productivity www.mayoclinic.com/health/time-management/WL00048
- Use this Dartmouth College Academic Skills Center site for a host of videos, resources, and tips for student time management. www.dartmouth.edu/~acskills/success/time.html

BOOK RESOURCES

Use these books to learn more about activities for time management.

- Brown, Sallie A., and Douglas E. Miller. *The Active Learner: Successful Study Strategies*. Third. Roxbury Publishing Company, 2000.