

Time Management

ESTIMATED TIME

1-2 class periods

PREREQUISITES

- This lesson can be completed any time, but it is best used after students have developed some habits for the year and before it is too late in the year to make significant changes to their schedules. Doing this lesson in the first quarter or semester is helpful to students to set better habits.
- Projector for the *Managing Your Time* presentation

RESOURCES AVAILABLE

- *Time Management Rubric*
- *Time Management Self Assessment*
- *Managing Your Time* presentation
- *Time Management Daily Calendar Ranking*
- *Time Management Daily Calendar*

ACROSS THE CURRICULUM

Developing and encouraging good time management strategies are applicable to all areas of life. Classroom teachers can encourage students to maintain planners on a daily basis, develop a classroom calendar with a schedule of assignments, events, etc. for the class, or check the students' use of a calendar to keep them on-track for their classes. Advisors can help facilitate these activities by providing resources and support.

LESSON GOAL

Use time-management strategies to accomplish goals.

Essential Question

How can I manage my time to meet my goals?

Student Expectations

1. Participate in discussions about time management.
2. Complete a self assessment of time management.
3. Complete a daily time log.
4. Distinguish between time priorities and desires.
5. View a time management presentation.
6. Begin to use a daily calendar.
7. Write a reflection about time management.

LESSON OBJECTIVES

1. Analyze how time is spent.
2. Use time-management strategies to meet goals more efficiently and effectively.

RATIONALE

One of the primary objectives of school is to help students learn about and control their environments. Students are often lacking in executive functioning skills, such as time management. This lesson should help students break their days down into priorities and desires so that they can start to plan for and control their time more effectively. This knowledge should help empower students to better understand their time and how to make the most efficient use of it.

Time Management Rubric

Time Management Self-Assessment

Daily Calendar Ranking

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Distribute the *Time Management Rubric* to introduce the lesson and explain how students will be evaluated. Then start a discussion about time management by asking these questions. Explain that it is possible to accomplish what you want to if you organize your time effectively.
 - a. Have you ever not completed something because you ran out of time?
 - b. Who do you know who manages their time well?
 - c. How do they do it?

ASSESSMENT

Time Management Discussion Participate in a discussion about time management.

2. **INDIVIDUAL** Have students fill out *Time Management Self-Assessment*, being as honest as they can. Have students tally the number of checks in each section. Explain that having more than 4 checks in any section is a indication that time management skills may need to be addressed.

ASSESSMENT

Self-Assessment Complete the *Time Management Self-Assessment*.

3. **INDIVIDUAL** Have students fill out *Time Management Daily Calendar Ranking*. This has four parts.
 - a. Have students log what they did yesterday from 7am until 9pm. If students are having difficulty remembering, or would prefer to keep that private, they can fill it out for the current day.
 - b. Once students have filled in the daily calendar with sufficient details, have them list ten activities that they did during the day. These activities can be everything from sports, clubs, class, job, or lunch.
 - c. Have students rank these activities from most important to least important. Explain that importance is personal and they will have different criteria for identifying what is important.
 - d. Now ask students to break that list down into two smaller lists: *Priorities* and *Desires*. Ask students if they know what these words mean in this context. Correct any misunderstandings and be sure that all students have a good definition of priority and desire. A *priority* is anything that must be done; a *desire* is anything that is wished for or wanted. Ask students to fill in the PRIORITY and DESIRE section of the calendar. They should take activities from the above list and designate those activities as either *desires* or *priorities*.
4. **WHOLE GROUP** When students have finished the *Daily Calendar Ranking*, discuss the following questions.
 - a. What were your criteria for ranking?
 - b. How did you determine whether something was a priority or a desire?



Managing Your Time Presentation



Daily Calendar



Student Pages

c. Did anything surprise you about your time management analysis?

ASSESSMENT

Calendar Ranking Complete the *Time Management Daily Calendar Ranking*.

5. WHOLE GROUP Show the *Managing Your Time* presentation. Have students take notes and respond to the prompts and questions in the presentation.

ASSESSMENT

Presentation Engage in viewing the *Managing Your Time* presentation.

6. WHOLE GROUP Distribute *Time Management Daily Calendar* for all students to have. Have them fill out a page of this calendar to plan the next day. Then follow-up the following day to see how well they met their plan. Have more copies of this calendar available in the classroom, at the front office of the school, and/or available in *Sakai* for students. Encourage students to maintain a daily calendar in a three-ring binder so that they can keep track of all of their homework, internship responsibilities, and personal responsibilities.

ASSESSMENT

Daily Calendar Complete a daily calendar and analyze it.

REFLECTION

Have students write a reflection about time management that addresses the following questions. Have them use the *Sakai* Assignments Tool to submit their reflection for evaluation.



ASSIGNMENT

1. What does this quote mean to you? *"You may delay, but time will not."* Benjamin Franklin
2. How can you apply the time management strategies to your daily and weekly schedule?
3. Which strategy is most effective for you?
4. What one piece of advice would you give to others to use their time more effectively?

ASSESSMENT

Reflection Complete a time management reflection.

ASSESSMENT

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

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

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

- 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

English Language Arts

Grade 10 Writing Processes

Prewriting

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

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Be prepared for students with IEPs who may have difficulty remembering their previous day's activities. Ask them what they accomplished so far that day and what they expected to do the remainder of the day. Also be prepared if they need additional time or writing assistance.

GIFTED AND TALENTED

Gifted and talented students may already keep a daily calendar, so a possible extension may be for them to write a ½ page reflection on how they use their daily calendar or how a calendar has helped them in the past. These reflections can be posted, with the student's permission, around the classroom or anonymously on Sakai. Another possibility would be to have the students design a good looking, student friendly daily, weekly, or monthly calendar that students could access on *Sakai*.

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

Access these sites for additional tips on time management.

- <http://randaclay.com/how-to/6-time-management-strategies/>
- <http://sas.calpoly.edu/asc/ssl/time.mgt.strategies.html>
- <http://www.arc.sbc.edu/timeschedule.html>
- <http://coewww.rutgers.edu/osp/MoI/TimeManagement.pdf>

BOOK SOURCES

Use these books to learn more about activities for developing appropriate behavior, dress and language.

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