

TIME MANAGEMENT



Time Required: 30-45 minutes

Principles:

- Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

Objectives (Students will...):

- Utilize management skills to control anxiety, **increase productivity and improve school success.**
- Analyze their time-use and make plans for revision as needed.

GOAL: Students will learn to manage their own time in order to prepare and organize themselves for academic success.

Activity Statements:

1. Students will use a time-management schedule.
2. Students will set goals for themselves to improve their grades.
3. Students will utilize a calendar and assignment sheet for setting academic goals.

Materials:

1. Handout 1 -- "A Time Management Quiz"
2. Handout 2 -- "How To Study: Manage Your Time"
3. Handout 3 -- "Weekly Assignments"
4. Handout 4 -- "Calendar"
5. Handout 5 -- "Agenda"

Procedures and Discussion:

1. Say to students: *"Our purpose today is to help you improve your grades and to inform you of several time management strategies that will help you plan ahead for assignments and tests. Some people shudder when they think about using a time management schedule. They think that by using a schedule they will lose their freedom. These people fear they can no longer be spontaneous if they are committed to an inflexible schedule. Schedules can restrict you. But they also can free you by making your time go further. Imagine how much extra time you will have to spend with your friends, watch TV, listen to music, or do other things that you enjoy if you can learn how to use your time efficiently. A schedule helps you to balance your time. It permits you to decide how much time you need to do the things that must be done. Once you organize your time, you will be surprised at how much free time you can have."*

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2. Write these 6 items on the board:
 - a. Your dad is out of town so you have to watch your younger brother from 3:30–5:30, when your Mom comes home.
 - b. Test in Biology tomorrow.
 - c. You have an evening meeting from 7:00–8:30 tonight.
 - d. Tuesday night movie of the week 8:00–10:00, which you have been dying to see.
 - e. Straighten your room before going out this weekend (a requirement from your mother).
 - f. You have a project due in 2 days but you are required by your group to go to the store to purchase the supplies they will be using in class the next day.
3. Have each student write the order of how these tasks would be accomplished. Have them make a time schedule of how each item will get done and how much time each will take.
4. After allowing time for this activity, let the students discuss the order they set to accomplish all of these tasks. Also, have them give suggestions as to other means they could use to accomplish these goals.
5. Say: *“In planning your time, you have to ask yourself if this is something I need to do or just want to do. Which activities from the above list are a “want to do” and which are a “have to do?”*
6. *In time management there are several strategies you can use to help you meet your goals. One method is to put the “have to do” before the “want to do” in order to accomplish your goals. For example, on your last test you made a D in Biology. Your goal is to make a higher grade. What do you need to do now?”* (Possible answers: You need to devote more time to studying and possibly change your study methods. Studying just during the commercial of a movie or your favorite TV show may not be the best way to improve your grades.
7. *“Secondly, you can group tasks together—e.g., baby-sitting your brother with cleaning your room.*
8. *Lastly, use outside resources, such as asking one of your buddies to get your project supplies for you.*
9. *As you can see time management is not always easy. The purpose of a time schedule is to provide you with a framework for using your time efficiently. Once you begin using your time more efficiently, you will find that you are achieving more and enjoying more free time than you did before.”*
10. Give students Handouts 1-6. Complete and discuss those that time permits. Assign any incomplete handouts to be used outside of class as extension activities.

Additional Resources:

Lindsay, Norene. *Dream Catchers: Developing Career and Educational Awareness in Intermediate Grades.*
Romanek, Elizabeth. *Communication Skills that Work—A Functional Approach for Life and Work, Book Two.*
Greene, Lawrence J., and Leigh Jones-Bamman. *Getting Smarter: The Study Skills Improvement Program.*
Time Management Website <http://www.studygs.net/timman.htm>

