

Learning About Time Management



Grade Level:

 6, 8

Domain:



Social Emotional Learning

TIME:

 45 Minutes

This lesson is designed to teach students about the importance of prioritizing tasks and activities and managing time.

Objectives

Students will:

1. Recognize the ability to manage their own time.
2. Learn about the importance of prioritizing tasks/activities and creating schedules to manage their time.
3. Learn time management strategies and skills to manage their time better.

MEFA Pathway Activities

- My Journal
- My Documents

Materials Needed

- Internet connection
- *Robert's Activities* handout (attached)
- *My Schedule* handout (attached)

Vocabulary

- Time Management
- Priorities
- To-Do List

Future Ready Skills

- Time Management
- Decision Making
- Organizing

PART 1

CONTENT KNOWLEDGE



Start by having students think about the concept of time. How many minutes have passed since class started? How many minutes have passed since they woke up this morning? Much can happen in a short amount of time, even 1 minute.

Distribute copies of the *Robert's Activities* handout to the class and have a student read it aloud. Tell the class that Robert has a full weekend ahead and that he will be accountable for what he promised to fulfill. Explain to students that they are going to help Robert manage his responsibilities and his time to see if he will be able to get everything accomplished.

Define and discuss "time management": time management is the ability to coordinate and plan out tasks and activities effectively and efficiently to get things done.

Define and discuss "priorities": a priority is something that is important and must be completed before other things. Ask students to review the pairs of tasks/activities below and decide which they would do first and why. Also add that sometimes identifying priorities may be challenging but may be clearer if they think about their values and what is important to them.

- Complete math homework due tomorrow or work on a book report due in 2 weeks.
- Play your favorite video game or offer to help with dinner prep

Define "to-do list": a to-do list is a list of tasks/activities and/or tasks that need to be completed.

PART 2

APPLYING INFORMATION

Next, students will recognize the importance of prioritizing tasks/activities to manage time effectively and efficiently and create a to-do list and schedule for Robert.

Instruct students to:

1. Write down all of the tasks/activities Robert wants to complete this weekend on the *Robert's Activities* handout under *To-Do List*.
2. Under *Priority/Rating* on the *Robert's Activities* handout, rate each to-do list item using a rating system 1-3 based on the following:

1 means the activity absolutely needs to be done

2 means the activity could be put on hold for another time if needed

3 means the activity does not really need to be completed this weekend

3. List the task/activities under either Saturday or Sunday and put a star next to those that have been prioritized with a 1.

Ask students to share the tasks that they came up with for the *To-Do List* column and write these on the board. There should be eight (cut 3 lawns, go to movies, clean room, vacuum living room, wash car, babysit, shop for gift, and write essay for school).

Have students share their ratings and explain how they came to those decisions. Try and reach a general agreement for the class ratings. Ask students if they think Robert could tackle all eight things on his list without being stressed.

PART 3

EVALUATING INFORMATION

Now, students will apply what they have learned about time management to their own schedule. Give each student a copy of the *My Schedule* handout and have them pair up. Explain that they are going to do the same for themselves that they did for Robert. Students will tell each other what they have planned for the upcoming weekend. One person should share first while the other writes down the tasks/activities and then the students should switch. These tasks/activities can include social commitments, chores, sporting events, studying/schoolwork, watching TV, going to a job, etc.

Using the 1-3 rating system they used for Robert, students should prioritize each activity. Then they should list each activity under either Saturday or Sunday. When they have finished, ask students if they think they will be able to fit in everything they have planned for the weekend. If not, have them identify the tasks/activities that can be completed at another time (#3 priorities).

PART 4

CRITICAL THINKING/CREATIVE APPLICATION

Have students log in to MEFA Pathway and click on **My Journal** under the *About Me* tab and write a journal entry outlining the activities planned for the weekend, prioritized using the rating system.

Encourage students to make an effort to fill out their *My Schedule* list every week to ensure that they are developing a good habit of managing tasks/activities effectively.

Have students take a picture of their weekly sheets and upload them to their MEFA Pathway account by clicking on **My Documents** on the *Home* page.

Robert's Activities

Robert is 13 years old and is running a yard-care service this summer in his neighborhood. He already has 3 customers he promised to cut lawns for this coming Saturday. Robert charges \$25.00 to mow a lawn, which takes about an hour and a half per yard.

This weekend, Robert has a few other commitments as well. On Saturday night, he has plans to go to the movies at 6:00 p.m. with two of his friends. He's also promised his mom that he would clean his room, wash her car, vacuum the living room, and babysit his little brother for a few hours on Sunday.

At some point, Robert needs to bike downtown and buy a present for his best friend's birthday next week. Also, his English teacher told him that he can get extra credit on a quiz he didn't do so well on if he writes a short essay and passes it in on Monday. Robert is getting a little stressed that he won't be able to fit everything in.

Can he get everything done this weekend?

[illegible]

My Schedule

To-Do List	Priority/Rating
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

GRADING RUBRIC FOR JOURNAL ENTRIES

CATEGORY	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
	4	3	2	1
Description	Offers a vivid, detailed, and insightful description of the experience, setting the stage for deeper reflection.	Provides a clear and detailed account of the experience, including relevant details.	Clearly describes the experience, event, or learning.	Offers a limited description of the experience.
Analysis	Engages in critical thinking, questioning assumptions, and demonstrating a thorough understanding of the learning.	Connects the experience to personal learning and raises some insightful questions.	Attempts to analyze the experience but may lack depth or clarity.	Superficial analysis, lacking deeper thought.
Future Application	Formulates clear, actionable plans for utilizing new insights and knowledge in future learning and experiences	Identifies specific ways to apply the learning to future situations or goals.	Suggests some possible connections to future learning or practice.	Makes no clear connection to future learning/action.

Email any questions to: k12support@mefa.org