TOPIC: Time Management

FOCUS QUESTION: Do students know how their time is spent?

MATERIALS: Paper, writing utensil, handouts

GRADE LEVEL: Middle/Secondary

TIME: 45 minutes

BASIC INFORMATION: Members of the guidance team will teach a classroom lesson on time management and resource availability.

CURRICULUM LINKS:

ASCA NATIONAL STANDARDS:

Please align with ASCA Mindsets and Behaviors

MA CURRICULUM FRAMEWORKS

*Mathematics core concept:* Analyzing change in various contexts. A1-1, A2-2

*Mathematics Guiding philosophy*: Emphasis on problem solving, communicating, reasoning and proof, making connections and using representations. A2-2

*Arts guiding principle*: skills and understanding of creating, performing and responding.A2-3

*Arts core concept*: Understand the value of reflection in creative work. A4-1

*ELA guiding principles*: Strategies necessary for gaining academic knowledge and attaining academic standards. W1-1

*Science and Tech engineering core concept*: Drawing on skills, habits and knowledge for the informed participation in American Society. W3-4

*Health guiding principles:* Work in a positive manner to create a safe working environment. W4-2 , healthy habits for self management. PS1-3

MA CDE BENCHMARKS:

A1-1: Flexible, high order thinking

A2-2: Mathematical life skills for time management (make reasonable estimates)

A2-3: Organizational skills for career and life management

A4-1: Knowledge of the benefits of education for career and life management

W1-1: Skills in the planning process

W3-4: Knowledge and skills necessary for employment, retention and advancement

 -Habits for civic life in American Society

W4-2: Skills in managing competing life roles at home, school, work, and in the community

PS1-3: Attitudes and skills-personal responsibility and self determination

DISTRICT/SCHOOL LINKS: Study Skills

PLANNING REFLECTION: Students are asked to disclose the amount of time they presently believe is available for them to spend on schoolwork. This data will be compared with the districts recommended time spent studying. Students will be asked questions regarding their thoughts on the topic. Student activity handouts will be analyzed and compared to prior data regarding knowledge of available study time.

TEACHER PERFORMANCE OBJECTIVES: The teacher will

* help the students will gain the knowledge and skills necessary to properly manage their time between academics, work and any extracurricular activities they may be involved with.
* lead the discussion providing a brief synopsis on the importance of proper time management.
* guide students through the activities to assist them to learn accountability and responsibility.
* be made available for questions pertaining to the lesson

STUDENT PERFORMING OBJECTIVES

**Cognitive:** As a result of this lesson, the students will

-Fill in a chart with their weekly schedule of responsibilities

- Identify the hours and days that are available for schoolwork

-List at least 3 resources available for extra help/tutoring

-List at least 2 other students who are available to study/complete work with

**Affective:** As a result of this lesson, the students will

Think about how to demonstrate prioritization of activities.

-Reflect on their study charts to become aware of when and how much time is available for study.

**Behavioral:** As a result of this lesson, the students will

* Complete the lesson questionnaire
* Complete the pre/post test
* Complete their weekly charts with all school, work and home responsibilities
* Design a personal weekly study chart that balances academics, work, extra-curricular, and sleep
* Demonstrate application of learning by completing assignments during identified study times.

MODIFICATIONS FOR DIFFERENTLY ABLED STUDENTS: Lesson is relevant to all grade levels and can be made available to differently abled physically, mentally or sensory impaired students. Instructor is intentionally left openly available to implement any modifications necessary as per individual student accommodations.

* scribe assist filling in the chart
* questionnaire read to the student
* translated into other languages

PRE ASSESSMENT: Assessment of student’s knowledge of time available to spend on school work and where to go for extra help.

DESCRIPTION: Students will be assigned to disclose the amount of time they presently believe is available for them to spend on school work. Students will list their class schedules according to the time they meet. They are also to list any other extracurricular activities they are currently involved with (See handout-10 minutes). Students will then be able to reflect on their chart to become aware of the hours available to them when they will be able to study and/or complete homework assignments (5 minutes). From the available study times, they will decide the best time for them to complete their school work (to be approved by instructor-10 minutes). Instructor will indicate the available options either during or after school where extra help can be made available (10 minutes). Students will then compare available study times with classmates, and discuss study groups if desired. An instructor led open discussion forum will follow for any questions the students may have (10 minutes).

ASSESSMENT: Using data from the pre and post-tests, 100% of the students will be

* identify personal study time (Indicate actual time available to complete schoolwork)
* Indicate available options or resources for assistance in completing their work.

REFLECTION: Students will learn of the importance of properly managing their time at crucial points in their academic careers. Consulting with their peers regarding potential group study sessions will enable academic assistance and motivation to be formed within the group. Students will be given imperative knowledge about how to manage their academics in a high school environment.

-The amount of hours and number of days that are available to them is expected to increase.

-The number of resources students are aware of for extra help is expected to increase.

--100 percent of students were able to identify the hours available to them to complete school work. 58% of students found they have more time available.

--All students were able to identify more/new resources available to them for extra help.

RESOURCES:

 <http://ascamodel.timberlakepublishing.com/files/NationalStandards.pdf>

Bureau of Labor Statistics [www.bls.gov/eag/eag.**ma**.html](http://www.bls.gov/eag/eag.ma.html)

<http://www.daytimer.com/Time-Management-Resources/High-School-Students>

**STUDENT QUESTIONAIRRE**

PRE/POST ASSESSMENT

How many hours a day do you have free to complete your schoolwork?

What days do you have the most open time?

Where can you go for extra help? (before, during or after school)

Who is available to assist you with study and work completion?

**Time Management Study Chart**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Time of day**  | **Activity** | **Study time (Y/N)** |
| 12:00 a.m. |  |  |
| 1:00 a.m. |  |  |
| 2:00 a.m. |  |  |
| 3:00 a.m. |  |  |
| 4:00 a.m. |  |  |
| 5:00 a.m. |  |  |
| 6:00 a.m. |  |  |
| 7:00 a.m. |  |  |
| 8:00 a.m. |  |  |
| 9:00 a.m. |  |  |
| 10:00 a.m. |  |  |
| 11:00 a.m. |  |  |
| 12:00 p.m.(noon) |  |  |
| 1:00 p.m. |  |  |
| 2:00 p.m. |  |  |
| 3:00 p.m. |  |  |
| 4:00 p.m. |  |  |
| 5:00 p.m. |  |  |
| 6:00 p.m. |  |  |
| 7:00 p.m. |  |  |
| 8:00 p.m. |  |  |
| 9:00 p.m. |  |  |
| 10:00 p.m. |  |  |
| 11:00 p.m. |  |  |

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