Unit Plan - Time Management

**Grade:** High School

**Content Area:** *CTE/Employability Frameworks*

*3.1 Resource Management*

*Resource management is often a component of project-based learning and collaborative group work but can also apply to how an individual student manages class time.*

**Benchmark**:

**3.1.1 Manages time**

Students demonstrate time management when organizing and planning project activities with a team or when organizing and managing themselves and individual class assignments and homework. Time management is inherent in almost all assignments.

*This benchmark is met through the Agile resources for benchmark 3.4: Systems Thinking.*

# Supplemental Lessons:

**Unit/Lesson:**

Time management

Resource management is often a component of project-based learning and collaborative group work, but can also apply to how an individual student manages class time.

**Description of Unit:**

During this unit students will complete activities that relate to Time Management. Students will be able to prioritize their tasks in order to complete them in a timely manner.

**Essential Questions:**

* Why is prioritizing a task list important?
* How do you know which tasks need to be completed and in what order?
* Why is it that some people achieve so much more with their time than others?
* How often do you find yourself running out of time?
* How much time do you spend at work doing things that don’t contribute to your success?
* Do you often feel overwhelmed by the amount of work you have to do?
* Do you find yourself missing deadlines?
* Do you sometimes just forget to do something important?

**Student Background Knowledge:**

* They will have background knowledge or teamwork, team building, and will have a basic understanding of how their workday is scheduled.
* They will know how long the work day is and what is expected of them during their shift.

**Academic Language:**

Time Management

Structure

Organization

Content Specific Language:

Task Lists

Productive

To-do-lists

**Learning Intentions:**

* Define what Time Management is and provide examples of productive time management.
* Prioritize task lists from an employer by collaborating and negotiating with others.
* Use critical thinking skills to negotiate which tasks to perform in what order.
* Give examples of mistakes in time management, and how to creatively fix these mistakes.

**Pre-Assessments:**

**Key Ideas**

[**How Good is You Time Management?- Questionnaire**](https://www.mindtools.com/pages/article/newHTE_88.htm)

**Have students complete the activity without being timed and without asking them to prioritize the list.**

**Formative Assessments:**

After each activity have students complete an exit ticket with the following questions:

1. Do you feel this activity will help you at your job? Why or why not?
2. If you could add an activity to help teach Time Management what would you add and why?
3. Is there a method or way you would change this activity to make it better or more valuable to you?

**Summative Assessment:**

After teaching the activities in the unit have student complete the questionnaire:

[**How Productive Are You?**](https://www.mindtools.com/pages/article/productivity-quiz.htm)

Have a rubric to show how well a student demonstrates time management.

**Instructional Strategies:**

Pair Share- This activity is helpful when it is necessary to have small group discussions of individual issues. After completing assigned reading, students should share their responses to open-ended questions with a partner. A whole-class discussion should follow

**QuickWrites** - Quickwrites involve asking a question, giving people a set amount of time for responding (usually between one to ten minutes), and either hearing or reading the responses. Quickwrites encourage critical thinking warm-ups: use the quickwrite at the start of a class to get students focused on a new concept, or the material from last class, or preparatory reading material, etc. Student-directed quickwrites: have students lead the quickwrite session, having prepared a question in advance and thought through a method for fielding the responses. Class-closers: as with the warm-ups, use the quickwrite to prompt reflection through summary, synthesis, explanation, a question.

**Web Resources:**

https://www.mindtools.com/pages/article/newHTE\_00.htm

## I can explain what time management is and complete a task list given to me by my employer, by using my time wisely.

**Time management** is the process of organizing and planning how to divide your time between specific activities. Good time management enables you to work smarter – not harder – so that you get more done in less time, even when time is tight and pressures are high. Failing to manage your time damages your effectiveness and causes stress.

It seems that there is never enough time in the day. But, since we all get the same 24 hours, why is it that some people achieve so much more with their time than others? The answer lies in good time management.

When you know how to manage your time you gain control of what you achieve.

Have students complete the activity without being timed and without asking them to prioritize the list.

[**Time Management**](https://docs.google.com/document/d/1HuGnMDfF4-VP-ZUm2I0omcNz3NYdvXwS2vwSmD_g65Y/edit)

## I can prioritize a task list by collaborating with others in order to complete the tasks in a timely manner.

Student will re-do the Time Management activity after working with the whole class on way to make the task list easier and organizing the list in a prioritized method in order to get the most points.

## I can collaborate and discuss with others in the class ways to complete the task list in a quick and easy method while managing my time.

Students will use their notes from collaborating to complete the Time Management activity while being timed. Student will not be informed how long they have to complete the tasks. By not knowing the amount of time they have to do the task, when the time runs out they can discuss with the whole group if their ideas they came up with helped and which ideas didn’t help, so that when they are given a list of tasks they will be able to complete them easily and quickly.

## I can explain the common time management mistakes.

Help Students understand the [10 Common Time Management Mistakes.](https://www.mindtools.com/pages/article/time-management-mistakes.htm) Have students watch short clip. Then Discuss why these mistakes cause poor time management and have them give an example to relate it to their job.

## I can create and use To-Do Lists effectively.

“To-Do List.” These are prioritized lists of all the tasks that you need to carry out. They list everything that you have to do, with the most important tasks at the top of the list, and the least important tasks at the bottom.To-Do Lists are essential if you’re going to beat work overload. When you **don’t** use them effectively, you’ll appear unfocused and unreliable to the people around you.

When you **do** use them effectively, you’ll be much better organized, and you’ll be much more reliable. You’ll experience less stress, safe in the knowledge that you haven’t forgotten anything important. More than this, if you prioritize intelligently, you’ll focus your time and energy on high-value activities, which will mean that you’re more productive, and more valuable to your team.