Time Management Lesson Plans

Group 5: Time Bandits

Bill Bennett, Elizabeth Horan, Jenny Kellogg, Jean Young

MSIDT 535

June 26, 2010

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Lesson 1: What is time management, in general?

Lesson Goal:

• Students will identify what time management is, how it can be used in their role as a student and some tools to help them implement time management.

Lesson Objectives:

- Recognize time management skills and tools
- Explain why time management is important for a student to use

Pedagogy:

- Advance Organizer is the instructional strategy used for this lesson
- Cooperative Learning is used also

Phase One:

Presentation of Advance Organizer

Instructor Choreography	Discussion Prompts and Q&A Suggestions
Introduce time management. The aim of the lesson is for students to understand time management, to see how they currently use it in their lives and to see what ways they can improve their time management skills.	How have you used (or not used) time management in the past? • Previous assignments • Applying to college • Planning an event (wedding, birthday, shower, Super Bowl game)
Before we start to look at the history of time management I want each student to think about how they have (or have not) used time management in the past. (Discussion) Explain how time management started in the business world and then moved into other areas of people's lives. Identify defining attributes of time management including working efficiently and relieving stress. Show how time management helps students and saves time.	

Phase Two:

Presentation of Learning Task or Material

Instructor Choreography

Present time management materials.

Divide class into pairs. Ask each pair to come up with a list of tools they can use to manage their time. Encourage them to be creative, even ridiculous. Have them think about tools for students, business professionals, congressmen and practically anybody. Let them know they will need to have a logical explanation for each tool they list.

The class will compile a master list together and organize it by professions. We will look at the tools and narrow down which ones can help students with time management. Ask students which ones they have used in the past. Were they helpful?

Discussion Prompts and Q&A Suggestions

- Divide class into pairs.
- Each pair comes up with a list of tools used in time management.
- Compile master list of tools organized by profession.
- Narrow down tools students can use.
- Link tools to previous experience with time management. What tools have students used? Were they helpful?

Phase Three:

Strengthening Cognitive Organization

Instructor Choreography	Discussion Prompts and Q&A Suggestions
Review time management attributes. Ask students to critically evaluate the concept of time management. Have each student think of tools they will use for the time management in this class. Have students think of time management tools they will use outside of class. Clarify any questions students have. In groups of four, students will explain time management and why it is important for student use.	In groups of four, students will explain time management and why it is important for student use.

Transitions Statement

Now that we have a basic understanding of time management and some tools we can use let's look at Stephen R. Covey's *Habit 3: Put First Things First*.

Lesson 2: Principles of Time Management

Lesson Goal:

• Students will read, discuss, and present the major concepts of Stephen R. Covey's *Habit 3: Put First Things First*.

Lesson Objectives:

- Students will write what they deem to be the major concepts of Habit 3.
- Student groups, through collaboration, will arrive at a 100% consensus of the major concepts of Habit 3.
- Student groups, through collaboration, will draft their summation of the major concepts of *Habit 3* in a clear and concise manor.
- Each member of each student group will take part in a presentation of their group's summation of the major concepts of Habit 3 to the class.

Pedagogy:

- Group Investigation
- Direct Instruction

Grading:

• See rubric

Materials Checklist:

• Stephen R. Covey's Time Management Matrix in PDF format.

Total Time:

• 5 hours

Phase 1

Students encounter puzzling situation (planned or unplanned).

Instructor Choreography	Example Assignments
 Assign reading of <i>Habit 3</i> of Stephen Covey's <i>7 Habit</i>. Direct students to post written assignments to a group discussion forum. 	 Type a list of what you believe to be the key concepts of the chapter. Write a personal mission statement? Make a copy of the Time Management Matrix and fill it in with examples that are specific to your life. Write out a weekly schedule for yourself using the example on pages 180-181.

Phase 2

Students explore reactions to situation.

Instructor Choreography	Discussion Prompts and Q&A Suggestions
Organize students into small groups (3 to 5) and have them discuss their ideas about what the key concepts are with each other.	 Covey says that effective time management lies in the balance of Production (P) and Production Capability (PC), give an analogy of each. How important is it to write out a personal mission statement? What time management activities are similar or are different?

Phase 3:

Students formulate study task and organize for study (problem definition, role, assignments, etc.).

Instructor Choreography	Discussion Prompts and Q&A Suggestions
 Pick a name for your group Pick a leader of the group Assign each student group write out a consensus of what they believe the key concepts to be. 	 What are the differences between each of your lists of key concepts? Are they any that everyone can agree is a key concept?
Phase 4:	

Independent and group study.

Instructor Choreography	Discussion Prompts and Q&A Suggestions
 Decide what format the group will use to make their class presentation Students should work together and independently to complete presentation materials 	Which person should perform which task in the class presentation?

Phase 5:

Students analyze progress and process.

Instructor Choreography	Discussion Prompts and Q&A Suggestions
 Have each group present their list of key concepts to the class. Entire class discusses and arrives at a list of the key concepts. 	 Covey says that effective time management lies in the balance of Production (P) and Production Capability (PC), give an analogy of each. How important is it to write out a personal mission statement?

Phase 6:

Recycle activity.

	Instructor Choreography	D	iscussion Prompts and Q&A Suggestions
,	 Encourage students to incorporate the time management principles they learned in class into their own lives. 	•	Identify a quadrant II activity you know has been neglected in your life – one that, if done well, would have a significant impact in your life, either personally or professionally. Write it down and commit to implement it.

The Time Management Matrix

	Urgent	Not Urgent	
	I	II	
	Activities:	Activities:	
	Crises	Prevention, PC activities	
	Pressing Problems	Relationship building	
_	Deadline-driven projects	Recognizing new opportunities	
	III	IV	
	Activities:	Activities:	
-	Interruptions, some calls	Trivia, busy work	
F	Some mail, some reports	Some mail	
	Some meetings	Some phone calls	
)	Proximate, pressing matters	Time wasters	
	Popular activities	Pleasant activities	

Source: Stephen R. Covey, The Seven Habits of Highly Effective People

Important

Not Important

Student Time Management Matrix

	Urgent	Not Urgent
ıt	I	II
Important	Activities:	Activities:
odı		
In		
L	III	IV
ant	Activities:	Activities:
Not Important		
lmp		

Transition Statement

Now that we have an understanding of Seven Covey's *Habit 3: Put First Things First*, we'll begin to understand some specific ways to implement time management skills in aspects of life, beginning with learning about task prioritization.

Lesson 3: Prioritizing Tasks

Lesson Goal

Learn how to prioritize tasks.

Lesson Objectives

Students will:

- Understand the value of prioritizing tasks.
- Demonstrate knowledge about how to order tasks based upon importance.

Pedagogy

- Direct Instruction, a highly structured learning approach that breaks material into organized learner goals and tasks.
- Cooperative learning is also employed.

Materials Checklist

- Erasable calendar or planner
- 2 White Boards
- 100 cards with different tasks.



Phase 1. ORIENTATION

Teacher provides information on new topic: How to prioritize tasks to audience of 2nd year college students in a study skills class.

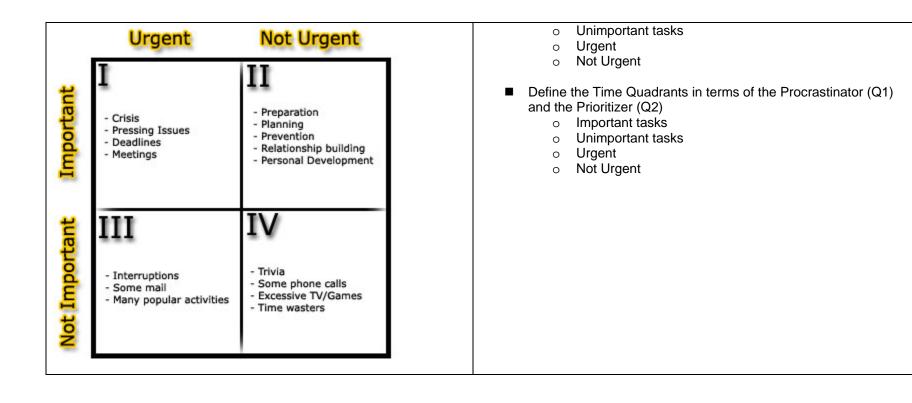
Instructor Choreography	Discussion Prompts and Q&A Suggestions
 Instructions: Tie the lesson to Lessons 1 and 2 and learners previous knowledge. Anchor this instruction by reinforcing key take-aways from Lessons 1 "What is Time Management" and Lesson 2. "Principles of Time Management". Use short videos to summarize where students have been and what they have learned about time management 	 What We have Learned ■ Time is our Most Valuable Resource. ■ Why Managing Time is Important. What We Will Learn ■ Determining your purpose. ■ Establishing immediate, reachable goals. ■ How to set priorities. Ask class to describe the most important concepts they gathered from Lessons 1 and 2. Have student scribe on white boards.
 Time is our Most Valuable Resource. Why Managing Time is Important. Identify clearly defined learning outcomes Provide clear instructions about learning materials. How to set priorities. Determining your purpose. Setting immediate reachable goals. Prioritizing tasks. 	Show 3 short videos about time management behavior patterns and consequences:: A student "slacker" overwhelmed by too much TV, endless phone calls, and other time wasters. (Consequences: reputation as pleaser, lack of discipline, feels like a doormat) A swamped "yes man" who can't say no to unimportant phone calls, interruptions, other people's small problems, peers. Consequences: reputation as pleaser, lack of discipline, feels like a doormat) A procrastinator – exam's tomorrow, just started studying, late for work again, project due today. (Consequences: stress and burnout, mediocre performance, high anxiety) Use question & answer to provoke thoughtful class discussion of why time is our most valuable resource and why managing time is important.

Transition Statement: Now that we understand why time management is important, let's help you reach your goals by exploring the elements required to prioritize.

Phase 2. PRESENTATION

Teacher explains the concept of setting priorities and provides demonstrations and examples.

Instructor Choreography	Discussion Prompts and Q&A Suggestions	
 Transmit new information or demonstrates the skills needed. Lay out the steps of the new skill with examples of each step. Demonstrate the significant steps in the skill. 	 Have students define their personal time bandits. Too much TV Endless phone calls Excessive computer games Internet surfing Teacher has two students tag team to write on white board. Have students identify their own situation and recognize 	
Present information in multiple examples, providing accurate demonstrations, restate the information often, and use visual models or illustrations.	priorities. Develop list of 5 things you must accomplish today, this week, this month. Rent a movie Drop library book due tomorrow Wash work uniform Study for Trig III final Take cat to the vet	
	 Have student narrate on whiteboard. Describe the Time Quadrants and how to distinguish Important tasks 	



Phase 3. STRUCTURED PRACTICE

Teacher profiles "The Prioritizer" and describes key ingredients for success in prioritizing. This is combined with a non-threatening activity that gets learners thinking about setting priorities.

Discussion Prompts and Q&A Suggestions Instructor Choreography -Teacher Builds Profile of "the Prioritizer." o Someone who plans ahead. Doesn't wait until the last minute. Teacher leads the students through structured practice, o Can say no with a smile working through each step, to confirm that the students Resists peer pressure. understand the concepts and can generate each step. Teacher describes how to become a prioritizer: Break learners into groups and "play plan". Create cards with Q1, Q2, Shrink Q1 by procrastinating less. Do important things Q3, Q4 activities. Have participants select cards for activities they want early. to engage in for one week, balancing Q1-Q4 activities, while setting Say no to Q3 activities. Don't get pulled away by priorities to get important and urgent things done, yet maintaining time unimportant things. for exercise, family and friends. Allow barter and swap of cards o Cut down on Q4 Slacker activities. Determine between between groups until each player has the right mix of Q1-Q4 activities relaxation (Q2) and excessive goof off (Q4) to fill their week. Prompts Learners for Consequences: Have two groups select a leader and describe their mix of activities and o Control of your life. why it is right for them. Record the significant ideas on a white board. Balance. High performance. ■ Learners practice identifying tasks with Q1 through Q4 characteristics and ordering them based upon good time management practices.

Phase 4. GUIDED PRACTICE

Teacher has learners work with a planner to experience writing down appointments, assignments, to do lists and goals.

Instructor Choreography

Teacher provides guided practice by having students work independently on their own weekly plan.

Illustrate making everything fit by filling a bucket with pebbles first, then big rocks. It does not fit. Try the opposite, place the big rocks in first, followed by the pebbles. It works. The big rocks represent your most important things.

Teacher projects their own weekly plan – dipping into different key roles in their life – the Big Rocks – as mother, daughter, student, educator, and business owner.

Teacher works with each student as they put in place a weekly plan. If some feel it is too complicated or awkward for some, he/she encourages" planning light," were learner only schedules two or three big rocks for the week, just to get into the groove of planning.

Discussion Prompts and Q&A Suggestions

Students sit independently with their own planner and write down appointments, assignments, to do lists and goals in their weekly plan.

Teacher, in turn, defines her priorities, setting an example for the students and projecting the result.

Teacher's Big Rocks

- Complete Annotated Bibliography
- Finish reading Chapter 12. Dyads, Drucker Challenges
- Attend Julian's play.
- Fly to San Francisco for 4 day WellPoint meeting.
- Exercise 3 times
- Finish SCE proposal.
- Get Grammie a new rollator.

Teacher shows different types of planners from feather weight to book type, calendar to on-line schedule managers.

Phase 5. INDEPENDENT PRACTICE

Teacher partners "Prioritizers" and "Procrastinators" for self-training, practice and mentoring.

Instructor Choreography

Teacher uses cross spectrum of students to facilitate student planning sessions to create ownership and involvement. Create Thursday Breakfast Club to plan for the following week.

Teachers couple students in matched pairs of Prioritizer and Procrastinators.



Discussion Prompts and Q&A Suggestions

- Students train and mentor other students in setting priorities.
 - o Show me your planner.
 - Describe your biggest time wasters last week
 - o What are your Big Rocks for the week?
 - o How are you blocking out time to accomplish each one?
- Students dialog about what worked and what got in the way of achieving weekly goals.
 - o Fears
 - Successes
- Buddy up Prioritizers and Procrastinators and track results over a year.

Transition Statement

As we segue into Lesson 4, Time Management Implementation Skills, the instructor will reiterate and reinforce the skills learned in Lesson 3. Prioritizing tasks and activities by identifying your weekly "rocks," and developing a balanced action plan.

Lesson 4: Time Management Implementation

Lesson Goal:

• Students will learn several practical methods for improving one's time management.

Lesson Objectives:

• Respond to 10 simulated situations of time management challenges with a suggestion of a practical skill to meet the challenge.

Pedagogy:

- Simulations
- Direct Instruction
- Cooperative Learning

Phase One:

Orientation

Instructor Choreography	Sample Instruction
Present a short lecture using direct instruction on time management skills/methods/tricks. Distribute a document containing the information presented.	 To do lists Break things down into small steps Do the ugliest thing first Paperwork/e-mail Touch each thing only once Good file system is essential Focus on one thing at a time Clutter causes thrashing Scheduling "You don't find time for important things, you make it" Learn to say "No" Defend creative/thinking time Use "dead" time, for example "schedule" a fake "class" in the potentially wasted time between classes Interruptions MUST reduce interruptions during focus times Turn off "alerts", do not respond Time Journals

- Monitor yourself in 15 minute increments for 3 days to 2 weeks
- Learn what doesn't need to be done, what can be delegated, done more efficiently, and how you waste others' time
- Avoid Procrastination
 - Establish personal deadlines
 - · Identify why you aren't enthusiastic
 - Fear of embarrassment
 - Fear of failure
- Delegation
 - When possible, get help
 - Grant authority with responsibility
 - Concrete goal, deadline, and consequences
 - Treat your people well
 - Challenge people
 - Communication Must Be Clear: "Get it in writing" -- Judge Wapner
- General Advice
 - Turn of the TV
 - Eat, sleep and exercise, above all else
 - Never break a promise, but re-negotiate them if need be
 - If you haven't got time to do it right, you don't have time to do it wrong
 - Recognize that most things are pass/fail

Phase Two:

Participant Training

Instructor Choreography	Discussion Prompts and Q&A Suggestions
Divide the class into pairs. Instruct the teams that they will work together to respond to several situational simulations regarding time management skills/methods.	Review the simulated scenarios presented and discuss them with your partner. Summarize your responses or agreed upon thoughts about the scenario in a brief paragraph for each scenario.
The situations will be made up of descriptions of scenarios, photos of example situations (e.g. a picture of a desk or office), audio clips if multimedia is available (e.g. a request for scheduling requiring a response), etc. Teams will write a description of their agreed upon response to the scenario/simulation.	

Phase Three:

Simulation Operations

Instructor Choreography	Sample simulations
Monitor the progress of the partner team's interactions while discussing the scenarios.	See attached photos and worksheets for reference and sample scenarios.
Suggest ideas or alternatives relating to presented material when teams seem to be struggling.	
Encourage original ideas and suggestions for time management skills and tricks.	

Phase Four:

Participant Debriefing

Instructor Choreography	Discussion Prompts and Q&A Suggestions
After sufficient time allowing pairs to discuss and write responses to simulated scenarios, gather the attention of the entire group for a discussion of the results. Review each scenario and ask for volunteers to discuss thoughts and responses with large group. When volunteer response is limited, ask guided questions of specific students. Offer ideas referring back to presented material to reinforce learning of time management strategies.	Sample student schedule – note the breaks in between classes which might otherwise be wasted, but can be scheduled as fake "classes" and used for studying regularly. Photo of clear desk – suggests focusing on one thing at a time, paperwork is perhaps filed after having been looked at once. Photo of seemingly "cluttered" office – actually each person has different methods of organization. This picture shows productive assistant's office, where papers are stacked (organized) such that anything is within arm's reach. Empty Inbox – avoiding "clutter", look at message and move to another folder. This is one method of organization for
	to another folder. This is one method of organization for time management.

Lesson 4: Time Management Implementation Grading Rubric

CATEGORY	3 points	2 points	1 point	0 points
Cooperative Learning	Initiated discussion with partner. Offered suggestions for responses to scenarios. Listened to partner's contributions to discussion.	but in a limited manner	Offered few contributions to discussion, or did not cooperatively discuss scenarios with partner.	Did not participate, or did not allow partner to participate in discussion.
Written Responses to Scenarios	Responses are clearly written with original ideas and reference to the presented material.	Responses are short, somewhat unclear, with no original ideas.	Responses are incomplete (up to 40% missing) or inaccurately represent presented material.	Responses are 50% or more incomplete/missing.
Participation in Discussion	Offered multiple contributions to large group discussion of results.	Offered 1 or 2 contributions to large group discussion of results.	Offered 1 contribution to large group discussion of results.	Did not participate in large group discussion of results.

Illustration 1: Sample student schedule.

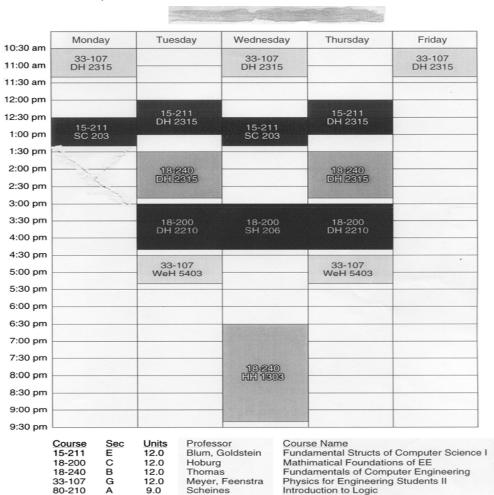




Illustration 2: Clean office - only one paper on desk to focus on.



Illustration 3: Assistant's office - a different way to organize.

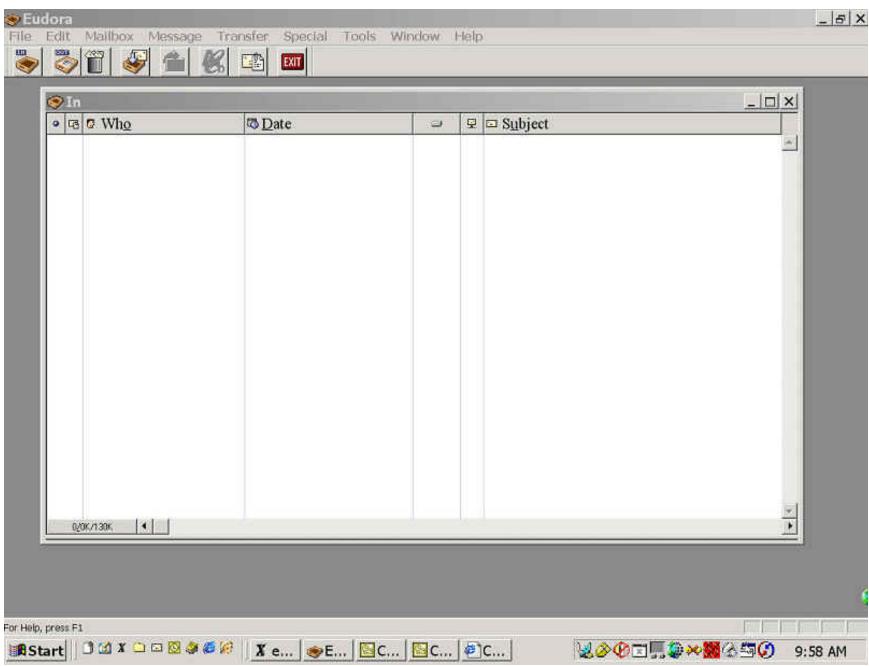


Illustration 4: Empty Inbox

References

Covey, S. R. (2004). Seven Habits of Highly Effective People: Powerful Lessons in Personal Change.. New York, NY: Free Press.

Pausch, R. *Time Management* [PDF Document]. Retrieved from http://www.cs.virginia.edu/~robins/Randy/Randy/PauschTimeManagement2007.pdf