

HELP! I NEED FIVE MINUTES TO STUDY

OUTCOMES

Students will practice ways to better manage their time by keeping track of their current use of time, by prioritizing and scheduling events, and by using a daily planning calendar.

GED DESCRIPTORS

Language Arts-Reading
Social Studies
Science
Mathematics
Language Arts-Writing

ROLES

Family Worker Community

PROGRAM TYPE

ABE Urban
GED Rural
ESOL Homeless
Family Literacy Institutional
Workforce Corrections

LEARNER LEVEL

2-6

KEYWORDS

419: Math > time
415: Math > calendar

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STANDARD Use Math to Solve Problems and Communicate

COPS

Understand, interpret, and work with pictures, numbers, and symbolic information.

Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.

Define and select data to be used in solving the problem.

Determine the degree of precision required by the situation.

Solve problem using appropriate quantitative procedures and verify that the results are reasonable.

Communicate results using a variety of mathematical representations, including graphs, chart, tables, and algebraic models.

ACTIVITY ADDRESSES COMPONENTS

Using time grids and planning calendars to schedule events.

Calculating how much time students need for different activities so they can plan and make choices.

Date will be units of time including days, hours, and minutes.

Some estimation may be used to plan time for activities.

A variety of procedures may be used including: addition and subtraction of hours spent in activities, how much time is left during the day, and percentages of time.

Students will use time grids, planning calendars, and charts or graphs of how time is spent and write in their journals about their experiences.

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| <p>OUTCOMES Students will practice ways to better manage their time by keeping track of their current use of time, by prioritizing and scheduling events, and by using a daily planning calendar.</p> | <p>STUDENT GOALS Once students begin classes they may need help adding "one more thing" to their already busy schedules.</p> | <p>MATERIALS <i>Time Grid</i> Handout <i>Steps to Plan Your Time</i> Handout <i>Evaluation of Time Grid</i> Handout <i>10 Tips for Time Management</i> Resource Planning calendars (see note) Colored pens, pencils, highlighters</p> <p>NRS EFL 2-6 TIME FRAME 3-4 hours [Outside class: 3-5 days]</p> |
| <p>STANDARD <i>Use Math to Solve Problems and Communicate</i></p> | <p>LEARNER PRIOR KNOWLEDGE Ask how students keep track of appointments, plan activities, and manage their time or if they do. Record responses. Discuss responses including benefits, drawbacks, and improvements. Discuss relationship of time management to goals.</p> | |
| <p>COPS Understand, interpret, and work with pictures, numbers, and symbolic information.</p> <p>Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.</p> <p>Define and select data to be used in solving the problem.</p> <p>Determine the degree of precision required by the situation.</p> | <p>ACTIVITIES/CURRICULAR RESOURCES [REAL-LIFE APPLICATIONS]</p> <p>Step 1 - Conduct a time study by giving students copies of the <i>Time Grid</i> handout. Ask them to keep track of how much time they spend each day on their activities. Have them include the time they spend eating, sleeping, watching TV-everything. Tell them to be honest because they are going to use this information to make more time in their day. Students should keep track of their time for at least 3 days.</p> <p>Step 2 - When students bring their completed time grid back to class, they will receive the <i>Steps to Plan Your Time</i> handout and complete the <i>Evaluation of Time Grid</i> handout. Then they can journal about their experiences by thinking about the following questions:</p> <ul style="list-style-type: none"> • What did you find out about how you spend your time? Were you surprised? • Was this a typical week for you? • Can you identify any time wasters or interruptions? What are they? • What part of the day do you feel was most productive? Least productive? • Which activities are most rewarding to you? • Are there activities you think you could eliminate? How might you do that? <p>Step 3 - Using more blank time grids, have students think about how they would like to rearrange their time. Have students block out time for activities according to their priorities, blocking out non-negotiable times first. Examples of non-negotiable time would be hours a student is at a job or at school, time for sleeping and meals, and other activities that cannot be re-arranged. Encourage students to color code their blocks of time to make them easier to tell apart.</p> <p>Step 4 - Students can perform some mathematical calculations using their time grids: how much time (in hours and minutes) and the percentage of time they spend on various activities; differences in amounts of time spent on various activities between the two time grids; constructing a pie graph for each time grid and comparing them, and comparing the time spent on activities with other students. A chart or graph could be constructed showing how the class as a whole spends its time.</p> | <p>ASSESSMENT/EVIDENCE Completed Time Grids</p> <p>Journal entries</p> <p><i>Evaluation of Time Grid</i> handout</p> <p>Time management plan</p> <p>Planning calendars</p> |

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| <p>Solve problem using appropriate quantitative procedures and verify that the results are reasonable.</p> <p>Communicate results using a variety of mathematical representations, including graphs, chart, tables, and algebraic models.</p> | <p>Step 5 - Students use <i>10 Tips for Time Management</i> and internet resources to find ways to manage their time more efficiently. Using this information, students can write a plan for what they need to do to reorganize their time.</p> <p>Step 6 - Distribute planning calendars. Discuss the three steps of time management (see handout) and how a planning calendar can help at each step. Have students begin filling in their planning calendars based on their second time grid and any activities they have planned in the future.</p> <p>TEACHER NOTE: Planning calendars can be made on the computer using a calendar program or they may be donated by a local business.</p> | |
| <p>REFLECTION/EVALUATION <i>not yet completed</i></p> <p>NEXT STEPS</p> | <p>PURPOSEFUL & TRANSPARENT Students lead busy lives and may need ways to better manage their time.</p> <p>CONTEXTUAL Students will use their own lives to practice new time management skills.</p> <p>BUILDING EXPERTISE Starting with how students already manage their time, students will use new tools and strategies to manage their time.</p> | |

TIME MANAGEMENT WEBSITES

Personal Time Management Guide <http://www.time-management-guide.com/>

Information on many aspects of time management. Includes inspirational quotes.

Thirteen Timely Tips for More Effective Personal Time Management <http://ianrpubs.unl.edu/homemgt/nf172.htm>

From the Nebraska Cooperative Extension

Time Management <http://www.organized-living.com/articles/timemgmt.html>

Includes tips that can be used at home or at work

Time Management Tips <http://www.gmu.edu/gmu/personal/time.html>

Some tips prepared by the Self Development Center at George Mason University. Includes a Personal Time Survey.

Fixed Commitment Calendar

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---------|--------|---------|-----------|----------|--------|----------|--------|
| 5:00 AM | | | | | | | |
| 6:00 | | | | | | | |
| 7:00 | | | | | | | |
| 8:00 | | | | | | | |
| 9:00 | | | | | | | |
| 10:00 | | | | | | | |
| 11:00 | | | | | | | |
| 12:00 | | | | | | | |
| 1:00 PM | | | | | | | |
| 2:00 | | | | | | | |
| 3:00 | | | | | | | |
| 4:00 | | | | | | | |
| 5:00 | | | | | | | |
| 6:00 | | | | | | | |
| 7:00 | | | | | | | |
| 8:00 | | | | | | | |
| 9:00 | | | | | | | |
| 10:00 | | | | | | | |
| 11:00 | | | | | | | |
| 12:00 | | | | | | | |
| 1:00 AM | | | | | | | |
| 2:00 | | | | | | | |

10 Tips for Time Management

1. Make a list, prioritize and check things off as you get them done.
2. Review your list from time to time. IS everything on that list necessary?
3. Ask yourself, "What's the best use of my time right now?" Then do it!
4. Be willing to sacrifice "perfection" to get things done.
5. Learn to say "no" to demands that don't benefit you.
6. Whenever possible, delegate!
7. Don't waste time on minor decisions.
8. Arrange your work time to keep interruptions to a minimum.
9. Be realistic about what you can accomplish during a given period.
10. When is your energy at its peak? Plan your work for those times and use your less energetic times for leisure or a nap.

Evaluation of Time Grid

1. I did not realize how much time I spent
2. I did not realize how little time I spent
3. I now wish I had spent more time
4. I now wish I had spent less time
5. Between activities, I often spend my time
6. My most productive part of the day is _____. I used this time mostly for
7. I see myself wasting time when I
8. If I could change one thing about the way I spent my time during this week, I would
9. One thing I would not change is
10. The most interesting/helpful thing I learned about how I manage my time is
11. The activities that are most rewarding to me are
12. I can eliminate/add the following activities in order to help me achieve my goals

Steps to Plan Your Time The TAP System

MATERIALS: 2 BLANK TIME GRIDS

STEP 1: TRACK

Track all your activities for 3 days on one of the weekly time grids. Be honest. If you watch a movie for two hours, go bowling, or play solitaire record the total time that you spent in these activities.

STEP 2: ANALYZE

When you have tracked your time for three days, you are ready to **analyze** how you spend your time. Use the *Evaluation of Time Grid* questions below. Be honest in your analysis. The purpose of this step is to determine how you spend your time compared to how you think you spend your time. Thinking and doing are different actions, particularly in time management!

STEP 3: PLAN

On a separate blank time grid, plan your time for the next week. To do this, consider the following in the order listed:

- a. all fixed time activities (work schedule, class)
- b. other regular activities (eating, sleeping, grooming, recreation)
- c. any unusual activities you have already scheduled (doctor appointments, lunch with friends, birthdays/other occasions, meetings, children's activities)
- d. class time and study tasks for the week

If you follow the TAP (Track, Analyze, Plan) system regularly, you will find that it will become a part of your routine. Soon YOU will be controlling your own time!!