

UNIT 4: MANAGING YOUR TIME



INTRODUCTION

Managing Your Time is the fourth unit in the *Habits of Work* curriculum, and the first unit in part three, *Keeping Your Job*. The pick-and-choose lesson activities are designed to suit the needs and interests of your students. See Appendix A in *Keeping Your Job* for a short summary of the full curriculum.

LEARNING OUTCOMES

Students will be able to:

1. Describe their personal time-management strengths and weaknesses.
2. Apply new strategies for balancing work, and social- and school-life demands.
3. Communicate the importance of being on time at a job or during their internships.

BACKGROUND INFORMATION FOR INSTRUCTOR

Being timely and completing the most important tasks first are skills many of us work on for a lifetime. Different strategies work for different people at different times. This unit provides your students the opportunity to examine their own styles and strengths and experiment with more tools, tips, and tricks.

Readings

This link is an interesting read about the two ways people view time. It introduces the concepts of monochrones (people are usually on time) and polychrones (people see time as fluid and are often late).

<http://lifelearningtoday.com/2007/07/30/failure-to-transition/>

Other Resources

Download RescueTime, a time-management tool. It tracks where you spend your time on the computer, both on the Internet and your local computer. There is a free simple version or a fancier paid version. The paid version allows you to temporarily block yourself from distracting sites (like Facebook.) You can try a 14-day free trial of the paid version – long enough for your students to experiment with the blocking feature. Check out the short



video tour (1:27 minutes) on “Voluntarily Blocking Distracting Sites”: www.rescuetime.com/tour#solo.

UNIT PREPARATION CONSIDERATIONS

Tasks

If you plan to introduce RescueTime, be sure to download and install it on your computer **at least a week ahead** of when you plan to introduce it. It needs to run in the background and accumulate data over several days before it will show you any results.

If students will be interviewing employees about time management, talk with the students’ supervisors about the intent of the assignment and to get suggestions of people to interview.

Pie charts. Several of the activities involve students tracking and then charting how they spend their time. You may want to provide templates for tracking:

- a grid chart with headings: time, task, purpose
- a pie chart marked off in hour increments

Consider teaching this unit around a school vacation, as vacation provides opportunities for students to practice time-management strategies in different settings.

Prior Knowledge

You may need to preteach some of these concepts depending on the lessons and activities you select:

- multitasking
- making a pie chart

SUMMATIVE ASSESSMENT IDEAS

Following are ideas for a summative assessment for this unit:

- I. Use the CROWN technique to help students reflect on the unit (learning outcomes 1, 2).
 - C – Communicate to another student what you learned about your personal time management.
 - R – React to the other student’s learning.
 - O – Offer one sentence that sums up what managing your time means for you.
 - W – What are some situations where you will use ideas from this unit?
 - N – Note how useful this unit was for you, and one idea to improve it for future students.



2. Paper bag skits. Fill grocery bags with 10 miscellaneous objects. Give small groups 10 minutes to each develop a skit showing what they learned about balancing work, and school and social demands. Put on the skits for each other (learning outcome 2).
3. Make a “MANAGE YOUR TIME” acrostic poem that includes four strengths, two weaknesses, and eight time-management strategies. Include at least one strategy that will help you get to your internship on time (learning outcomes 1, 3).

UNIT KICKOFF

Watch this humorous 3:56-minute time-management video during which a college student encounters the time-management fairy, “Time Management Fairy”: <http://www.youtube.com/watch?v=se8Xncrpn24>

LESSONS

This unit is divided into the following lessons. The lessons contain choices for activities and are organized into an instructional sequence around a workplace assignment.

1. Analyze time
2. Manage time
3. Attendance

Lessons	Instructional Sequence	Activities
I. Analyze time	Introduction – individual	<p>Time study:</p> <ol style="list-style-type: none"> 1. Track your time for a few days. Write down what you are doing throughout the day, and for how long you did it (e.g., classroom, homework, work, hanging out with friends, sports, Facebook, instant messaging, email, TV, chores, sleeping). 2. Make two pie charts that show your typical 24-hour weekday and a typical 24-hour weekend day, showing the portion of a day spent on each major activity. 3.  In a journal entry, comment on anything that surprised you, anything you liked, anything you disliked. <p>Beeping watch. Some watches or cell phones have a countdown timer. If yours does, set it to</p>



Lessons	Instructional Sequence	Activities
<p>Analyze time, continued</p>		<p>go off every 43 minutes (to randomize the data) for a couple days. Record what you are doing each time. What can you conclude from examining the results?</p>
		<p> Journal. Read the tips on this blog: http://www.lifehack.org/articles/productivity/how-to-be-on-time-every-time.html Try one suggestion from his 10 Ways to Make Yourself More Punctual list. Write a journal entry about the experience.</p>
		<p>Write an entry about how you decide what to do and when to do it. When are your decisions conscious and when are they unconscious? How do you organize your homework and home chores?</p>
		<p> Journal. Write an entry about the importance of being on time for you personally. Are you more of an on-time person or a late person?</p>
	<p>Introduction – classroom</p>	<p>Track your time for a couple of days as above. With a partner, make pie charts showing a typical 24-hour weekday and a typical 24-hour weekend day. Share your interpretations with each other.</p>
		<p>Story circle. Each person shares a personal anecdote with a bad result, starting with “Once when I was late ...” Go around again with a good result, starting the story with “Once when I was on time (or early) ...”</p>
	<p>Workplace activity</p>	<p>Mental notes. Notice the pace of the day. Going fast all day? Slow? At your own pace? Do you prefer a particular pace?</p>
		<p>Mental notes. Observe the culture of your work place regarding time. Do meetings start on time? Do people notice the time?</p>
<p>Follow-up – individual</p>	<p> 3-2-1 Journal. Write an entry that includes:</p> <ul style="list-style-type: none"> • three key words from what you have 	



Lessons	Instructional Sequence	Activities
<p>Analyze time, continued</p>		<p>analyzed about your use of time</p> <ul style="list-style-type: none"> • two ideas you would like to explore further • one skill you think you have mastered
	<p>Follow-up – classroom</p>	<p>Quick talk: In exactly 30 seconds, share with the whole class everything you have learned about yourself and time.</p>
<p>2. Manage time</p>	<p>Introduction – individual</p>	<p> Journal. Write an entry about how you decide what to do and when to do it. When are your decisions conscious and when are they unconscious?</p>
		<p> Journal. It's usually easier to make a list of the important tasks than to get them done. Describe five things that make it hard for people to actually complete the tasks on their lists.</p>
		<p> Journal. List the time-management tools you have already used in your life (e.g., assignment book, to-do lists, online reminders). Which ones work for you and which ones don't?</p>
		<p>Download this free time-management tool: http://www.rescuetime.com/tour_family Experiment with the Focus Time feature, which lets you block yourself from distracting websites like Facebook for a period of time that you determine.</p>
	<p>Introduction – classroom</p>	<p>Class discussion. What are the social demands on your time? What are the work demands? What are the school demands? How do you fit everything in? How do you decide what is important?</p>
<p>Grab bag. Fill paper bags with a pad of paper, sticky notes, watch, highlighter, calendar, timer, piece of candy, and a few other random objects. Small groups brainstorm how they could use the objects, individually or in combinations, to better manage their time.</p>		



Lessons	Instructional Sequence	Activities
<p><i>Manage time, continued</i></p>		<p>Groups share their three favorite ideas with the whole class.</p>
	<p>Workplace activity</p>	<p> Interviews. Ask three people to describe their favorite time-management strategies. How do they balance work and social time demands? How do they set priorities?</p> <p>Plan how you will continue your internship during a school vacation (if possible). Implement your plan. At the end of each day, make some notes about what worked and what you could improve about your time management.</p>
	<p>Follow-up – individual</p>	<p> Journal. Pick one new time-management strategy and try it out for a week. Write a journal entry each day about the experience. What did you do? What were the results? What will you change tomorrow?</p> <p>Make some observations about multitasking. When is it effective for you? What tasks are suitable for multitasking? Which ones are not?</p>
	<p>Follow-up – classroom</p>	<p>Group share. Compare time-management experiences from your vacation week. Develop a list of lessons learned.</p>
		<p>Role-play. Multitasking – when is enough, enough? Role-play what happens when you can successfully multitask two things. What happens when you add more? And even more? Ask for a volunteer, give him or her one thing to do, then two, three, four, etc., and talk about how and when it becomes impossible to do everything efficiently.</p>
		<p>Group share. Share workplace interview results with each other. Make a class list of all the strategies and agree on some to try out.</p>
<p>3. Attendance</p>	<p>Introduction – individual</p>	<p>Mental tour. In your head, drive around your town noticing the different stores and businesses. Make two lists. For what jobs is it very important to be on time? For what jobs would it matter less? You could also do this</p>



Lessons	Instructional Sequence	Activities
Attendance, continued	Introduction – classroom	activity with occupation picture cards or as a collage.
		Activating prior knowledge. Being on time means being present and ready to work at a designated time. Where do you as a consumer count on people being on time (e.g., hospital shift change, bank teller line)? What would happen if these people were not on time? Are there any places it doesn't matter?
		Small group wisdom. Make a symptom chart listing what it means to be too sick to go to work versus simply not feeling well. Compare your results with another group's.
		Review the school attendance policy in detail. Speculate about the reasons behind the rules.
		Make time cards for your internship.
	Workplace activity	 Find out the attendance policy at your work place. What is the policy for attendance and timeliness?
		 Find out how absenteeism and tardiness are problems for the business. Find out how an employer deals with such problems. Find out appropriate actions to take when you will be late or absent.
		Time card: Keep a chart at work and log time in and out. Compare your time in every day with the time you are expected to be there. You could also do this with a regular school or volunteer activity.
	Follow-up – individual	 Journal. Restate your workplace's attendance policy in your own words.
		 Journal. Review your internship time card. If you need to improve, write down what prevented you from being on time and what you could do to change next time.
		 Journal. What could happen if you were not on time for your job?



Lessons	Instructional Sequence	Activities
Attendance, continued	Follow-up – classroom	Compare/contrast. Use the diagram format at this link to compare and contrast the impact of being late or absent at school versus being late or absent at work. http://www.siue.edu/MLTE/LA%20Modules%20DONE/compare_and_contrast1.htm

CONNECTIONS TO NH CAREER DEVELOPMENT CURRICULUM

The NH Career Development Curriculum Framework (October 2006) establishes seven curriculum standards “that define what New Hampshire students should know and be able to do relative to career development” at the end of grades four, eight, 10, and 12. Listed below are the End of Grade 10 and End of Grade 12 proficiency standards addressed in this unit, some more intensely than others. *Habits of Work* provides practice toward these standards. Student competence will depend on the activities you choose and the depth of student practice. You may need to develop individual activities in order for students to achieve competence.

End of Grade 10

- 1.1 Access information from multiple sources and information-retrieval systems.
- 1.3 Demonstrate the ability to summarize ideas and information.
- 1.4 Demonstrate the ability to use a variety of organizational structures such as cause-and-effect patterns, paraphrasing, and charts and graphs to communicate ideas and information.
- 1.5 Demonstrate the ability to effectively and logically support individual ideas.
- 1.6 Use cross-referencing while gathering information.
- 2.2 Identify the issues involved in making a decision or solving a problem.
- 2.3 Gather and use appropriate materials and resources in making individual and career decisions, including printed materials, human resources, and information accessed through technology.
- 2.4 Use logic to draw conclusions from available information.
- 2.5 Develop a plan that reflects research and builds on relevant precedents.
- 2.6 Evaluate an event or activity in terms of expressed purposes.
- 2.7 Generalize rules or principles (underlying patterns and relationships) from a set of conclusions, objective data, written text, or system’s review, and apply those rules and principles to a new situation.
- 2.8 Devise strategies for improving the performance of a system.
- 2.9 Test the effectiveness of the strategies employed.
- 3.2 Demonstrate an understanding of how courses of study relate to the selection of college majors, further training, and/or entry to the job market.



- 3.3 Describe how skills developed in academic and vocational programs relate to career goals.
- 4.1 Demonstrate the ability to use peer and adult feedback.
- 4.2 Demonstrate an understanding of how individual characteristics relate to achieving individual, social, educational, and career goals.
- 4.3 Demonstrate the importance of responsibility, dependability, punctuality, and integrity in school, the workplace, and adult life.
- 4.5 Apply decision-making skills to career planning and career transitions.
- 5.3 Develop the ability to use constructive criticism.
- 6.1 Locate, evaluate, and interpret career information.
- 6.4 Demonstrate the use of a range of resources to gather information about careers.
- 6.5 Identify individuals in selected occupations as possible information sources, role models, or mentors.
- 6.6 Consult with and observe adult role models at work to identify elements of their work and determine the need for specific knowledge and skills.
- 6.7 Demonstrate skills and behaviors necessary for a successful interview.
- 7.1 Evaluate the relationship between individual interests, abilities, and skills, and achieving individual, social, educational, and career goals.
- 7.2 Demonstrate a positive attitude toward work and learning.
- 7.4 Apply employability and job-readiness skills to internship, mentoring, shadowing, and/or other world-of-work-related experiences.

End of Grade 12

- 1.1 Utilize others' critiques as a resource in achieving goals.
- 1.2 Demonstrate the ability to analyze how well evidence supports a conclusion or thesis.
- 1.3 Present, explain, and defend positions, using visual aids when appropriate.
- 1.4 Demonstrate the effective use of the conventions of the English language in communications.
- 1.5 Demonstrate the ability to adjust communication style and language so that it's appropriate to the situation, topic, purpose, and audience.
- 2.1 Apply decision-making skills in a wide variety of situations.
- 2.2 Analyze the design and management of a system.
- 2.3 Develop a systemic plan and communicate the plan clearly.
- 2.4 Develop and test strategies to optimize the performance of a system.
- 2.5 Demonstrate how to analyze the interrelationships of events/ideas from several perspectives.
- 3.1 Evaluate the processes used to achieve goals and improve the qualities of resulting products.
- 3.2 Show evidence of effective time management.
- 4.1 Demonstrate behaviors that maintain physical and emotional health.
- 4.2 Demonstrate knowledge of how individuals grow and develop throughout their lives.
- 4.3 Describe the contribution of work to a productive life.
- 4.4 Demonstrate the ability to make decisions consistent with one's own belief system.



- 5.2 Demonstrate the ability to respect the rights of, and accept responsibility for, oneself and others.
- 5.3 Demonstrate effective and flexible team skills as a team member or leader.
- 6.1 Use their analyses of role models to improve the planning and implementation of projects.
- 6.9 Demonstrate an understanding of the ways in which work, family, and leisure roles are interrelated.