

Student Learning Plan

Unit 3: Foundations for Success

Time Management [U3C10L3]



Why this is important:

Every day you are given a new gift — the gift of time. But how do you use this gift? When you take responsibility for how you spend your time, by planning your day and building a schedule to achieve your goals, you are practicing time management. This learning plan will help you examine how you spend your time and execute a time management plan that will allow you to successfully meet your goals.



What you will learn to do:

(Competency)

Develop a personal time management plan

Linked Core Abilities

- C. Take responsibility for your actions and choices
- E. Apply critical thinking techniques



How you will know when you are succeeding:

You will show that you have learned the target knowledge and skills:

- by completing a personal Time Management Plan for a specified long-term goal.

Your performance will be successful when:

- Time Management Plan includes daily planner with specified times slated for achieving a goal
- Time Management Plan includes weekly calendar to include events and activities that support the stated goal
- Time Management Plan includes a monthly calendar to include events and activities that support the state goal
- Time Management Plan includes a written summary detailing the long-term goal, supporting short-term goals and how time management impacted attaining the goal(s)



Knowledge and skills you will learn along the way:

(Learning Objectives)

- a. Distinguish between time efficiencies and wasters
- b. Relate time management to your personal goals
- c. Develop daily, weekly and quarterly time management plans
- d. Define key words: agenda, procrastination, time management, time wasters



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

1. VIEW Video 1: Spending Spree and CONSIDER what you'd do if a large amount of money were given to you every day. THINK ABOUT how you would spend it. [Work independently] CREATE a

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T-Chart with one column suggesting how or what you'd spend your money on and the other column suggesting a corresponding personal value. [Work with a team of 3-6 cadets] COLLABORATE with other teams to show a relationship between the kinds of things that impact our values. WRITE down a reflective statement that defines the relationship between spending and values. SHARE your statements with others in the class. ADD answers to the reflection questions into your Cadet Notebook. [Work independently] Option: Use a Circle Map to brainstorm how money would be spent. Then create a Tree Map to show purchases and kinds of values reflected in the purchases.

- _____2. [SELF-PACED OPTION] CREATE a T-Chart showing how you would spend a given amount of money every day. COMPLETE one column with purchases made and another column showing how the purchase reflects a personal value. WRITE a reflective statement that shows how what you value has impacted your life. TAKE an example from your T-Chart. ADD answers to the reflection questions into your Cadet Notebook.] Option: Use a Circle Map to brainstorm how money would be spent. Then create a Tree Map to show purchases and kinds of values reflected in the purchases.
- _____3. COMPLETE Exercise 1: Daily Activity Matrix. [Work independently] SHARE your results with a partner(Pair, Share strategy) and CREATE a Double-Bubble Map (or Venn Diagram) to compare how time is spent wisely and or how time is wasted. NOTE where there are similarities between partners. PARTICIPATE in a discussion on how our values relate to how we spend our time. [Work with a large group] LEARN MORE by reading Section 3: Time Management from Chapter 10 of the student text. ANSWER any section review questions. [Work with a team of 3-6 cadets] ADD answers to the reflection questions into your Cadet Notebook. [Work independently]
- _____4. [SELF-PACED OPTION] COMPLETE Exercise 1: Daily Activity Matrix and CREATE a Tree Map classifying the activities completed with a day's time and whether activity is time well spent or wasted. ADD answers to the reflection questions into your Cadet Notebook.
- _____5. THINK ABOUT how time management can impact any goals you have for yourself. COMPLETE Exercise 2: Goal Management. [Work independently] PREVIEW the Gantt Chart, Flow Chart and Calendar time management tools presented in Section 3: Time Management from Chapter 10 of the student text. SELECT one of the time management tools to accomplish one or two long-term, mid-term or short-term goals established in Lesson 2: Goals and Goal Setting. USE Exercises 3, 4 or 5 with this activity. ILLUSTRATE your chart on large paper. [Work with a team of 3-6 cadets] SHARE examples with others in the class. ADD answers to the reflection questions into your Cadet Notebook.(Heads Together strategy)
- _____6. [SELF-PACED OPTION] THINK ABOUT how your goals might be impacted by how you spend your time. COMPLETE Exercise 2: Goal Management and READ more about Time Management Tools in Section 3: Time Management of Chapter 10 in the student text. SELECT one of the three time management tool examples provided in Exercises 3, 4 or 5 to help manage your time and attain a specific long-term goal identified in Lesson 2: Goals and Goal Setting. ADD answers to the reflection questions into your Cadet Notebook.
- _____7. CREATE a daily plan using Exercise 3: Daily Planner [Work with a partner]. INCORPORATE personal goals into your daily plans. PRIORITIZE entries in the Daily Planner by numbering the items from most important to least important. DISCUSS your priorities with your partner and GIVE and RECEIVE feedback. ADD answers to the reflection questions into your Cadet Notebook.
- _____8. [SELF-PACED OPTION] COMPLETE Exercise 3: Daily Planner and PRIORITIZE each activity from most important to the least important. ADD answers to the reflection questions into your Cadet Notebook.



Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

- _____1. COMPLETE the Time Management Assessment Task. Use the Scoring Guide to self-assess your work prior to submitting it to your instructor for evaluation.
- _____2. [SELF-PACED OPTION] COMPLETE the Time Management Assessment Task. Use the Scoring Guide to self-assess your work prior to submitting it to your instructor for evaluation.