

# Learning About Time Management

This lesson is designed to teach students about the importance of prioritizing activities and tasks and managing time.

## OBJECTIVES

Students will...

1. Recognize the ability to manage their own time.
2. Learn about the importance of prioritizing activities and creating schedules to manage their time.
3. Learn time management strategies and skills to manage their time better.

## ACTIVITIES

### PART 1

#### Content Knowledge

Class discussion:

- Start by having students think about the concept of time. How many minutes have passed since class started? How many minutes have passed since they woke up this morning? Much can happen in a short amount of time---even 1 minute.
- Distribute copies of "Robert's Activities" to the class and have a student read it aloud. Discuss that Robert has a full weekend ahead and that he will be accountable for what he promised to fulfill. Explain to students that they are going help Robert manage his responsibilities and his time to see if he will be able to get everything accomplished.
- Define and discuss "time management." Time management is the ability to coordinate and plan out tasks & activities effectively and efficiently to get things done.
- Define and discuss "priorities." A priority is something that is important and must be completed before other things. Ask students to decide from the below pairs of activities/tasks which they would do first and why. Also add that sometimes identifying priorities may be challenging, but may be more clear if they think about their values and what is important to them.
  - Complete math homework due tomorrow or work on a book report due in 2 weeks
  - Play your favorite video game or offer to help with dinner prep
- Define "to-do" list. A list of activities and/or tasks that need to be completed

Grade Level: 6

MEFA PATHWAY LINKS FOR THIS LESSON:

- My Journal
- My Documents

DOMAIN:

- Social Emotional Learning

TIME:

- 45 minutes

MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website

FUTURE READY SKILLS:

- Time Management
- Decision Making
- Organizing

VOCABULARY:

- Time management
- Priorities
- To-do list

Email any questions to:  
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# LESSON PLAN

## PART 2

### Applying Information

Students will recognize the importance of prioritizing activities to manage time effectively and efficiently.

Students will create a to-do list and schedule for Robert. Instruct them to:

1. Under "To-Do List" write down all of the tasks/activities Robert wants to complete this weekend
2. Under "Priority/Rating" use rating system 1-3
  - 1 being if it absolutely needs to be done
  - 2 if it could be put on hold for another time if needed
  - 3 if it does not really need to be completed this weekend
3. List the task/activities under Saturday and Sunday and put a star next to those that have been prioritized with a 1 to enough time to complete the sheet.

Class activity:

- Ask students to share the tasks that they came up with for the "To-Do List" column and write these on the board, there should be 8 (cut 3 lawns, movies, clean room, vacuum living room, wash car, babysit, shop for gift, essay for school).
- Have students share their ratings and explain how they came to that decision. Try and reach a general agreement for the class ratings. Ask students if they think Robert could tackle all 8 things on his list without being stressed

## PART 3

### Evaluating Information

Now, students will apply what they have learned about time management to themselves. Give each student a copy of "My Schedule" and have them pair up. Explain that they are going to do the same for themselves that they did for Robert. Students will tell each other what they have planned for the upcoming weekend; 1 person shares first while the other writes down the answers and then switches. These activities include social commitments, chores, sporting events, studying/schoolwork, watching T.V., job.

Using the 1-3 rating system they used for Robert, students will prioritize each activity. When they have finished, ask students if they were able to fit in everything on their list. If not, have them identify the activities/tasks that can be completed at another time (#3 priorities).

## PART 4

### Critical Thinking/Creative Application

- Have students log into MEFA Pathway and go to "My Journal" under the "About Me" tab. Create a journal entry listing the 3 steps toward good time management
- Encourage students to make an effort to fill out their "My Schedule" list every week to ensure that they are developing a good habit of managing activities and tasks effectively.
- Have students take a picture of their weekly sheets and upload them to the "Document Library" in MEFA Pathway. (will this be called "My Documents" and will they only be able to access it via the Dashboard?)

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Robert's Activities

Robert is 13 years old and is running a yard-care service this summer in his neighborhood. He already has 3 customers he promised to cut lawns for this coming Saturday. Robert charges \$25.00 to mow a lawn, which takes about an hour and a half for each yard.

This weekend, Robert has a few other commitments as well. On Saturday night, he has plans to go to the movies at 6:00pm with two of his friends. He's also promised his mom that he would clean his room, wash her car, vacuum the living room, and babysit his little brother for a few hours on Sunday. At some point, Robert needs to bike downtown and buy a present for his best friend's birthday next week. Also, his English teacher told him that he can get extra credit on a quiz he didn't do so well on if he wrote a short essay and passes it in on Monday. Robert is getting a little stressed that he won't be able to fit everything in. Can he get everything done this weekend?

Robert's Schedule

| Priority/Rating | To-Do List: |
|-----------------|-------------|
|                 |             |
|                 |             |
|                 |             |
|                 |             |
|                 |             |
|                 |             |
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|                 |             |
|                 | Schedule    |
| Saturday        |             |
|                 |             |
|                 |             |
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|                 |             |
|                 |             |
|                 |             |
| Sunday          |             |
|                 |             |
|                 |             |
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My Schedule

| Priority/Rating | To-Do List: |
|-----------------|-------------|
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|                 |             |
|                 |             |
|                 |             |
|                 | Schedule    |
| Sunday          |             |
|                 |             |
| Monday          |             |
|                 |             |
| Tuesday         |             |
|                 |             |
| Wednesday       |             |
|                 |             |
| Thursday        |             |
|                 |             |
| Friday          |             |
|                 |             |
| Saturday        |             |
|                 |             |

# Learning about Time Management Grading Rubric

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| CATEGORY                                                             | EXCELLENT<br>4                                                                                    | GOOD<br>3                                                        | SATISFACTORY<br>2                                                                                    | NEEDS<br>IMPROVEMENT<br>1                                       |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Sequencing of Information                                            | The information is organized in a clear, logical way.                                             | Most information is organized in a clear, logical way.           | Some information is logically sequenced.                                                             | There is no clear plan for the organization of information.     |
| Effectiveness                                                        | The entry includes all material needed to give a good understanding of the topic.                 | The entry is lacking one or two key elements.                    | The entry is missing more than two key elements.                                                     | The entry is lacking several key elements and has inaccuracies. |
| Font Choice & Formatting                                             | Font formats (size, bold, italic) have been carefully planned to enhance readability and content. | Font formats have been carefully planned to enhance readability. | Font formats have been carefully planned to complement the content. It may be a little hard to read. | Font formatting makes it very difficult to read the material.   |
| Conventions. Student uses proper grammar, punctuation, and spelling. | The entry has no misspellings or grammatical errors.                                              | The entry has 1- 2 misspellings, but no grammatical errors.      | The entry has 1- 2 grammatical errors but no misspellings.                                           | The entry has more than 2 grammatical and/or spelling errors.   |