



Managing Time and Setting Priorities

This lesson is designed to help students learn to manage and prioritize their time and use a planner to organize assignments and dates.

Essential Question

How can using effective strategies help me take charge of my learning, in class and out?

Guiding Question

How can I use a planner to help me stay organized while managing my assignments and tasks?

Objectives

- Students will learn to organize and maintain a daily schedule
- Students will learn to prioritize and sort tasks to be completed

Advance preparation

- Advise students to bring their daily agenda book to class. (If students do not have agenda books, a notebook or a sheet of loose-leaf paper can work for today's activities.)
- Prepare student handouts.

Materials/Resources

- Lesson slideshow

Student Materials

- Paper for Do Now and Exit Ticket
- “Organizing Two Student Schedules” activity
- “Daily Log” handout
- Daily planner, notebook, or loose-leaf paper

Vocabulary

- Prioritize

Do Now

5 min.

Students complete the following sentences on a piece of paper:

- Three things that I want to spend more time on are...
- Two things that I want to spend less time on are...

After they finish, click to give them 30 seconds to share answers with a partner. Then, ask one to three volunteers to share their answers with the class.

Introduction (Framing/Overview)

3 min.

1. Slide 3: Student Dedication
2. Slide 4: Point out to students that as they prepare for high school, they will have more and more responsibilities to take care of. These will not only include increased schoolwork and academic obligations but may also include clubs, sports, extracurricular activities, greater family responsibilities, and a social life. As they strive to manage all of these they will need to be able to identify tasks, complete them in an orderly manner, and keep them all organized in a planner. Today's lesson will help them develop these skills and organize a planner that they can begin to use today.

Activity 1: Organizing Activity

10 min.

3. Tell students they will begin by considering some of the challenges that can come with organizing a busy schedule.

Have students turn to the activity "Organizing Two Student Schedules" (slide 5). Each pair of students should pick one of the student schedules. They will then read through the paragraph and plan the student's week out, using the schedule provided. If some students finish quickly, encourage them to read the paragraph they did not choose and try the activity for that student for extra practice.

**Partner
Activity**

4. Lead a class discussion using the following questions:

- How is this similar or different from your life?
- What challenges do you notice?
- What is helpful about the schedule?

**Whole Class
Discussion**

Activity 2: What do you all day?

10 min.

5. Explain that the next step is understanding what time management looks like for oneself. Have students take the next 3 minutes to fill out the “Daily Log” handout entering yesterday’s activities (slide 6). Make sure they do their best to fill out what they were doing during each hour of your day. If they do not remember perfectly that is okay, but the purpose of this activity is for them to see how they are spending their time.
6. When all students have filled out their schedules, ask them to turn and discuss their schedule with their neighbor. Click twice to display the following guide questions:
 - Did anything surprise you?
 - How much of your schedule can you control? How much of it is already set for you?
 - Are there things that you would like to make changes to?
7. Then discuss these questions as a class. Highlight for students:
 - There are only so many hours in a day; no one can do everything
 - Some things are more important than others.

Individual Reflection**Pair and Share****Whole Class Discussion**

Ask students, “What are some strategies that you already use to organize your time?”

Activity 3: How to build your planner

5 min.

8. Tell students that now that you’ve discussed some of the many activities and challenges that they as students must manage, you will take some time to discuss strong organizational habits (slides 7-9). Display these using the slideshow, or a white board, poster, or similar large format.
 - Have ONE place to write/record ALL scheduling items, such as:
 - Notebook
 - Planner
 - Google doc/ calendar
 - Phone app
 - Sort activities into daily, weekly, monthly tasks
 - Include important personal dates such as:

Direct Instruction

- Birthdays of friends and family members
 - Holidays
 - School activities
 - Sports events, concerts, club meetings, etc.
- Write down homework assignments as soon as they are assigned.
- Check your schedule:
 - Each day before going home (to make sure you have all materials needed for homework)
 - Each night before going to bed (to make sure you have completed all assignments for school the next day)

Add other ideas as needed for your school or classroom context.

Activity 4: Practice Time

9 min.

9. Now, ask students to complete a daily, weekly, and monthly schedule.

**Hands-on
Practice**

If students already have a planner, encourage them to use it for this planning exercise. If they do not have a planner, encourage them to dedicate a notebook to it, or provide them with scheduling worksheets. During this time, walk around and answer questions students may have. Encourage students to work together to discuss coming assignments to help build a sense of community.

Closure/ Exit Ticket

3 min.

Students complete the following sentences:

- Using a planner can help me to _____
- One thing I hope to change as a result of today's lesson is _____

Extensions

Follow up with students over the next several weeks on how their organization is going. Provide time at the end of each lesson for them to check their planners and make sure their homework is up to date.

Organizing Two Student Schedules

Eighth grade is going to be a busy year for students at Northbrook Middle School. The school day starts at 8:30 and runs until 2:30. Most students walk or take the bus, and spend about half an hour each way commuting to or from school.



Anthony has decided to play on the soccer team, which practices Monday, Wednesday, and Friday afternoons from 3:00-5:00. Games will also be scheduled during those times. It takes him half an hour to get home on the bus. Every Saturday he works at his uncle's store from 9:00-4:00. On Tuesdays and Thursdays, he has to come straight home after school to watch his nine-year-old sister until his mom gets home from work at 7 p.m. He knows that he has a research paper due in November. He'll have to block out several extra hours a week in October to research, write, and revise the paper. He also plays guitar and practices 30 minutes a day. He thinks he'll usually have two hours of regular homework every night.



Jasmine is also in the eighth grade at Northbrook Middle School. She has landed a role in the school play, which holds rehearsals Monday, Tuesday, and Wednesday from 3:00-5:00 during October. She takes voice lessons from her drama teacher on Thursday from 4:00-4:30, and practices singing for 30 minutes four times a week. For exercise, she plays basketball with friends on Saturday and Sunday at 2:00. She usually babysits on Saturday nights, and has a sleepover or hangs out with her friends on Friday nights. She has to do chores at home for two hours on Saturday, and goes to church from 9:00-12:30 Sunday morning. She also has the same English language arts teacher as Anthony, and has to turn in the research paper due in November, just as he does. She generally has two hours of homework a night.

Can you help Anthony and Jasmine organize their October schedules? Use the blank schedule sheet on the next page.

_____’s October Schedule

Help Anthony or Jasmine organize their schedules by using the sample appointment book page below. Fill in the appropriate spaces with his or her weekly activities.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:30 a.m.							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
11:00							
11:30							
12:00 noon							
12:30 p.m.							
1:00							
1:30							
2:00							
2:30							
3:00							
3:30							
4:00							
4:30							
5:00							
5:30							
6:00							
6:30							
7:00							
7:30							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							

Daily Log

For each half hour write down what you did yesterday. If you don't remember, that's okay; just give your best approximation.

7:00 a.m.	_____
7:30 a.m.	_____
8:00 a.m.	_____
8:30 a.m.	_____
9:00 a.m.	_____
9:30 a.m.	_____
10:00 a.m.	_____
10:30 a.m.	_____
11:00 a.m.	_____
11:30 a.m.	_____
12:00 p.m.	_____
12:30 p.m.	_____
1:00 p.m.	_____
1:30 p.m.	_____
2:00 p.m.	_____
2:30 p.m.	_____
3:00 p.m.	_____
3:30 p.m.	_____
4:00 p.m.	_____
4:30 p.m.	_____
5:00 p.m.	_____
5:30 p.m.	_____
6:00 p.m.	_____
6:30 p.m.	_____
7:00 p.m.	_____
7:30 p.m.	_____
8:00 p.m.	_____
8:30 p.m.	_____
9:00 p.m.	_____
9:30 p.m.	_____
10:00 p.m.	_____
10:30 p.m.	_____