

REACHING NEW HEIGHTS

Advisor's Guide to personal growth and leadership development

Lesson Number: **RNH.1.3**

Managing Time and Stress

Purpose:

The purpose of this lesson is to help students understand how to manage their time and stress in positive ways.

Quick Reference:

Time Required:

50 minutes

Objectives:

After completing this lesson, students should be able to:

1. Discuss the importance of time management.
2. Make and prioritize a daily task list.
3. Define stress.
4. Implement behaviors that reduce stress.

Materials:

- ✓ Writing surface
- ✓ List of important FFA and or school dates for calendar activity
- ✓ RNH.1.3.AS.A – one per facilitator
- ✓ RNH.1.3.AS.B – 12 per student
- ✓ RNH.1.3.AS.C – four per student
- ✓ RNH.1.3.AS.D – one per student
- ✓ RNH.1.3.AS.E – one per student

Directions:

Time management and stress management go hand in hand. Many times when we're overstressed, it's because we have overcommitted ourselves or wasted time and don't feel like we have enough time left to do all that we're supposed to do or would like to do. One sign of a good leader is someone who manages their time well. Many times students who have not completed this activity do not fully understand how much of their time is pre-planned. They should understand that their other time is very precious and should be seen as a hot commodity.

Note that while some stresses in our life are normal, too much stress can cause great problems in our lives. As an example, stress can motivate us to work harder to achieve our goals. But too much stress can cause us to worry so much that we don't accomplish much, or it can cause us to simply shut down, sometimes even resulting in physical sickness.

1. Ask students how many of them use a planning tool such as a day planner or weekly scheduling calendar. Ask for a show of hands.
 - a. If several students raise their hands, ask them what type of planner they use and why they selected it.
2. Indicate that a planning tool can empower people to manage their time and be more effective. Tell students to think of time as a bank account. Every morning a 24-hour deposit is made in each of our accounts; we all have the same 60 minutes in an hour and 24 hours in a day. Yet some people seem to be much more productive than others—they seem to get a “better return on their time investment.”





3. Why is that so? Why do some get a better return on their time investment? Solicit answers from students.
4. Ask students to take out a sheet of notebook paper. Have them write across the top of the paper the major roles they play (e.g., student, son/daughter, athlete, employee, FFA member, etc.).
5. Then have them write down some of the things they would like to accomplish under each role (e.g., get an “A” on a math test, keep room clean, become a member of an all-conference sports team, be promoted, etc.).
6. Next have them list some things they’ll have to do to accomplish each of their goals (e.g., study math for half an hour every day, pick up clothes every day, practice sports for an hour every day, practice job skills, etc.).
 - a. Indicate that as they grow older and accept more responsibilities it will become very difficult to keep track of all of their commitments in their heads. Using a planning tool can help them think through what they have to accomplish each day and schedule it in advance so that they will make progress toward their goals.
7. Distribute a planner, RNH.1.3.AS.B, RNH.1.3.AS.C, and RNH.1.3.AS.D. Write in major school events such as FFA activities, athletic events, upcoming tests or quizzes, and other organizational meetings and activities (have these dates already posted to use for this activity).
8. Then have students go through and put in major family events and dates such as birthdays, anniversaries, reunions, vacations, weddings, etc.
9. Ask students to find tomorrow’s date in their planner and make a list of all the things they must accomplish for tomorrow.
 - a. Items do not need to be in any order.
 - b. Encourage students to record all major tasks but to exclude minor ones such as “eat lunch.”
10. Next, have students prioritize their list using A, B, and C. A being critically important to finish today, B being likely to accomplish today but not imperative, and C being low priority and should not be done unless all As and Bs are completed.
11. After assigning A, B, and C, have students rank each of those three areas by order of importance. Students should see by the end of this exercise that they have just created a master priority list.
12. Note the following four areas that stress can cause major problems in our lives:
 - a. **Physiological effects:** increased heart rate, high blood pressure, hot and cold spells, headaches, indigestion, skin disorders, fatigue and, in some cases, ulcers and heart attacks.
 - b. **Psychological effects:** anxiety, depression, aggression, guilt, boredom, low self-esteem, alienation, loss of concentration, and feeling of inadequacy.



- c. **Behavioral effects:** use of drugs or alcohol, over- or under-eating, pacing, emotional outbursts, sleep disorders, aggression, and poor relations with other people.
 - d. **Organizational effects:** absenteeism increases, productivity decrease, conflict, accidents, and overall dissatisfaction.
13. Ask students if they ever feel “stressed out.” Most will probably raise their hands. Tell them that when people are experiencing too much stress they tend to become upset, nervous, overly excited, and /or defensive.
 14. Ask them to volunteer what causes stress in their lives and what they typically do to relieve it.
 15. Indicate that stress occurs when people feel nervous or frustrated, or when they are in pressure situations. Distribute RNH.1.3.AS.E and have students fill out the worksheet. Finish by reviewing some things they like to do as stress relievers and come up with a Class Top Ten List.

Connection Questions:

1. Describe some techniques that people use to stay organized.
2. What are some of the negative and positive aspects of stress in your life?
3. What are some personal stresses that you deal with? Now name five ways you can reduce this list or how you can better manage the stress in your life.

LifeKnowledge Connections

Precept(s) addressed:

Character:

D5. Practice self-discipline.

Action:

A3. Plan effectively

LK Lesson Suggestion:



HS.41 – Understanding the Use of Time

HS.42 – Life Balance

HS.43 – Strategies for Efficient Time Use



Managing Stress

- Establish long-term goals so that you have a target at which to shoot.
- Establish short-term goals so that you can evaluate progress and celebrate small achievements.
- Organize your day; include some time for relaxation.
- Include exercise in your schedule several times a week.
- Make a conscious effort to eat well.
- Accentuate the positive; always look for the bright side.
- Laugh a little; exercising your sense of humor is important.
- Get plenty of rest; give your batteries time to recharge.



Name: _____

Date: _____

Monthly Calendar

Month _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Write the appropriate number in the upper corner of each box to signify each day of the current month. Then write in your major events, appointments, etc.



Name: _____

Date: _____

Weekly Calendar

Month _____ Week of _____

SUNDAY	
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	



Name: _____

Date: _____

Daily Calendar

Date _____ Month _____ Week of _____

	PRIORITY LIST	APPOINTMENT SCHEDULE
		early
		8
		9
		10
		11
		noon
		1
		2
		3
		4
		5
		6
		late



Name: _____

Date: _____

Managing Stress

Fill in the blanks.

- Establish long-term goals so that you have a _____ at which to shoot.
- Establish short-term goals so that you can evaluate _____ and celebrate small _____.
- Organize your day; include some time for _____.
- Include _____ in your schedule several times a week.
- Make a conscious effort to eat well.
- Accentuate the positive; always look for the _____ side.
- Laugh a little; _____ your sense of humor is important.
- Get plenty of rest; give your _____ time to recharge.

List one effect of stress in each of the following areas:

- Physiological: _____
- Psychological: _____
- Behavioral: _____
- Organizational: _____

List your favorite “stress-busters.”

- _____
- _____
- _____
- _____
- _____