



High School

National FFA Organization

Lesson HS.41

UNDERSTANDING THE USE OF TIME

Unit. Stage One of Development—ME

Problem Area. How Do I Begin to Grow?

Precepts. I4 Balance personal and professional responsibilities.

National Standards. NSS-EC.9-12.1 — Productive Resources — Understand choices made by individuals, forms, or government officials have long run unintended consequences that can partially or entirely offset the initial effects of the decision.



Student Learning Objectives. As a result of this lesson, the student will...

- 1 Define time management.
- 2 Identify the benefits of effective time management.
- 3 Identify and apply time management strategies.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Blanchard, Kenneth & Johnson, Spencer. *The One Minute Manager*. New York, New York. Berkley Books, 1981.
Covey, S.R, et al. *First Things First*. New York, New York. Simon & Schuster, 1994.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector
- ✓ Transparencies
- ✓ Copies of Assessment HS.41.Assess—one per student
- ✓ Copies of Activity Sheets HS.41.AS.A–B—one per student
- ✓ 24 small items, such as seeds, macaroni, or, paper pieces, etc., per student
- ✓ A cup or small container for each student



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Management
- ▶ Time
- ▶ Time Management



Interest Approach

Prior to class, place 24 of the small items, such as seeds, macaroni, or, paper pieces, etc., in a cup or container for each student. If small items are unavailable, an alternative is to have students number a piece of paper from 1 to 24 and cross off a number for each hour used, however, the small items are recommended.



Think of all the things we must accomplish each and every day. How many of us feel like we have too many things to accomplish and just not enough time to do them? How do you decide what jobs or task we should complete and which should be put off to another time? What steps do we take to help identify the tasks we will complete in a day? This is a common problem for many of us in trying to decide how to effectively fill our day with tasks.

Each of us will receive a small cup filled with 24 items. Each of these items represents an hour. When we look at a 24 hour period of time we notice that most of our time is used for very specific task. Separate your small items into piles that represents the activities that are listed on the board..

On the writing surface, write the following: Sleep—8 Hours, School—7 hours, Eating—3 hours, Bathroom, showering, etc.—2 hours





Now that we have separated our day how many hours do we have left?

The students will be left with four pieces indicating four hours of time remaining in our day.



We only have four hours left in our day to fill with activities. Let's develop a list of potential activities that can fill our remaining time.

Write those activities on the writing surface. Possible answers include sports, homework, socializing, and play.



As we can see we have a lot of activities to fit into a very small amount of time.

Using the Me-You-Us Moment pose the following questions. Write the questions on a writing surface.



How do we decide on which activities we do? What do we need to know to better manage our time?

Anticipated answers include: knowing what time management is, knowing the benefits of time management, and knowing strategies to help better manage time.



Each of us value our four hours of time in very different ways. We can tell this by the activities that we have chosen to fill our time and the reasons why. Today's let's explore some strategies to help better manage our time.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define time management.

Using an Eye Witness News Moment , give the pairs a total 3 minutes—1 minutes each—to define the terms: Time, Management, Time Management.

Invite several groups to share their definitions of the terms. Write key terms from each definition on the writing surface.



Now, we will compose our work into definitions accepted by the whole class.

Provide the following on the writing surface or use HS.41.TM.A and instruct students to capture the definitions in their notebooks. Relate key terms given in student definitions to the definitions given below.



I. The following terms are important for time management:

A. **Time** —the measurable period during which an action exists.

B. **Management** —the act or art of managing

C. **Time Management** —the act or art of managing time

Review this information using a Choral Response Moment.

Objective 2. Identify the benefits of effective time management.



Now that we have developed a working definition of terms time, management, and time management it is important to see how to effectively use our time. To do this we will need to listen carefully, apply what we learn, use our creativity, and communicate our ideas to the class

Break class into four groups. If the class is large, a case study may be used more than once.

Using a copy of HS.41.AS.A, provide each with a case study. Give each group a few minutes to have one member read the case study to the rest of the group. As a group, have the students extract the main theme from the case study. Remind them that the theme must pertain to time management.



Each group will need to select one member of the group to read the case study. As a group, identify the common theme found in the case study.

Next, use a Picasso Moment and have the group draw a picture that represents the main theme from the case study.



Now create a picture or drawing that symbolizes the theme the group found.

Have each group share the case study and pictures with the class.



Now that each of our groups has had a chance to draw the main theme of the case study, each group will share with the class.

After each group has displayed their pictures, summarize their themes by writing the following benefits of time management on the writing surface or use HS.41.TM.B. Have students copy this information into their notebooks.

II. Benefits of time management.

A. Be more productive—by effectively planning the way you use time, you are able to accomplish more each day. Being more productive will allow you to finish assigned tasks and perform your duties better.

B. More time for other things—by effectively planning the way you use time, you will have time to try things that you may not have otherwise been able to do. When you have



time to try new things, you can focus time on other tasks or on bettering yourself as a leader.

C. Less stress—by effectively planning the way you use time, you will have less stress caused by impending deadlines. Having less stress will allow you to have a healthier lifestyle.

D. Balance in your life—by effectively planning the way you use time, you will be able to devote time to other areas of your life. As noted in previous lessons, there are many arts of premier leadership, personal growth, and career success that you will have time to address.

Review this information using a Choral Response Moment.

Objective 3. Identify and apply time management strategies.



We have all seen how managing our time can be very beneficial and can help to balance our lives. However, we must apply this knowledge and use it to help manage our time. When you receive your paper take 3 minutes to write down everything you did from the time you woke up to the time you went to bed yesterday.

Pass copies of HS.41.AS.B to each student. Note that using a school day will work best for this activity.



Allow students another five minutes to complete the next activity.

Great, now that we have all of our tasks listed lets take 3 minutes to write the amount of time that it took to complete each of the activities.

On the writing surface or using HS.41.TM.C write the following priority codes: A—very important, B—important, C—not important.



Finally, using the code provided take 3 minutes to prioritize each of our tasks or activities. Once all of our activities have a code, add up the amount of time we spent on each of the code areas: Very Important, Important, and Not Important activities.

Once students have completed their addition, say:



Take a moment to reflect on the amount of time you spent on each activity. Ask yourself did I spend my time appropriately? Could I have managed my time more effectively? What will I need to do to use my time more



effectively?

After a few moments, instruct students to capture HS.41.TM.D in their notebooks.



Let's capture some strategies in our notebooks to help effectively manage our time.

On the writing surface, or using HS.41.TM.D, write the following strategies for managing time.

III. Strategies for managing time:

A. Develop a prioritized to-do list. This will allow you to identify what needs to be done and to identify which things should be done first.

1. To accomplish this, first a list of everything that must be done and the date that is must be completed by is created.

2. Then, using the priority codes, each item is assigned a priority code. The items with the greatest importance are started first.

B. Utilize a planner. Planners can take many forms, from as simple as sheets of paper, to a store bought planner, to a Personal Digital Assistant (PDA), such as a Palm/Handspring/Pocket PC.

1. This will allow you to keep track of when activities must take place.

2. Allocate time towards each activity.

3. It will also prevent you from volunteering for or attempting activities for which you do not have time

Review this information using a Choral Response Moment.



Review/Summary

Have the students compose a letter to themselves establishing some goals and strategies they will use to help manage their time.



Today we have discovered some strategies to help manage our time effectively. The skills that we gained today will help us as we start to evaluate the tasks and activities that we select to fill our free time. Compose a “Dear Me” letter stating the strategies and goals you hope to achieve to help effectively manage your time next week.

Collect the letters that the student wrote and return the letter to the students at the end of next week to have them evaluate their progress in managing their time.



Application

►Extended Classroom Activity:

Using HS.41.AS.C, have students keep a daily planner for a month, or longer.



► **FFA Activity:**

Using an upcoming FFA activity, have students create a to-do list and prioritize the items.

► **SAE Activity:**

Have students create a to-do list for their SAE project and prioritize the items.



Evaluation

A written test, HS.41.Assess, is included to measure Objectives 1, 2, and 3.

Answers to Assessment:

Part One: Matching

1. c.
2. b.
3. a.

Part Two: Short Answer

1. Be more productive, more time for other things, less stress, and balance in life.
2. Use a prioritized to-do list and use a planner



DEFINITIONS

♦ **Time**—the measurable period during which an action exists

♦ **Management**—the act or art of managing

♦ **Time Management**—the act or art of managing time



BENEFITS OF TIME MANAGEMENT

- ◆ **Be more productive**
- ◆ **More time for other things**
- ◆ **Less stress**
- ◆ **Balance in your life**



ACTIVITY PRIORITY CODES

- ◆ **A—Very Important**
- ◆ **B—Important**
- ◆ **C—Not Important**



STRATEGIES FOR MANAGING TIME

◆ Develop a prioritized to-do list

➔ Identify what needs to be done and when it must be done by

➔ Identify which things should be done first

◆ Utilize a planner

➔ Keep track of when activities are scheduled

➔ Allocate time to each activity

➔ Prevents you from volunteering for or attempting activities for which you do not have time



CASE STUDIES

1. Travis works for a large company. As part of his job, he must accomplish many tasks during a typical day at work. Each day, Travis attempts to accomplish a series of tasks, yet he usually falls short of getting all his work done. His co-workers have little problem accomplishing their work. Travis usually wastes time each day trying to decide what to do next.
2. Curt is extremely efficient. At the beginning of each day, he sets his priorities for the day and estimates the amount of time required. He finishes the most important activities first and then works on the less important activities. Curt usually finishes his activities early and has time to try out new ideas.
3. Rick works very hard, yet never seems to be caught up on his work. He feels as if he is always pressured by fast approaching deadlines. He is very stressed and does not enjoy his work.
4. Michael manages his time very well. He easily accomplishes his assignments each day and he never brings work home. As a result, he is able to spend a lot of time with his family and on other activities he enjoys.



►Directions:

Write everything you did yesterday in the activity column. Estimate the amount of time used for each activity in the time column. Code each activity using the priority codes below in the code column.

Activity	Time	Code
Priority Codes: A—Very Important, B—Important, C—Not Important		



HS.41.AS.C Name: _____

► **Directions:**

This sheet is for one day. Record each activity in the appropriate time slot. Be sure to place it in the appropriate column based on what the activity relates to.

Date: _____				
	School	Clubs/Sports	Job/Personal	Family/Personal
<i>Example:</i> 3:00 PM	<i>Algebra Class</i> 3:00–3:50			
<i>Example:</i> 4:00 PM		<i>Football Practice</i> 4:00–5:00		
Before 7:00 AM				
7:00 AM				
8:00 AM				
9:00 AM				
10:00 AM				
11:00 AM				
12:00 PM				
1:00 PM				
2:00 PM				
3:00 PM				
4:00 PM				
5:00 PM				
6:00 PM				
7:00 PM				
8:00 PM				
9:00 PM				
After 9:00 PM				

