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| **Lesson Title**: Time Management  **Created by: Jennifer Schreier** | | | **NRS Level of Lesson:**  **3-6**  **30-40 min.** |
| **Intended Modality:** (check all that apply)  x In-person □ Virtual □ Hybrid | | | |
| **Content Area(s)** | **Targeted** [**IL ABE/ASE Content Standards**](http://www.excellenceinadulted.com/resources/abease-curriculum-project/) | | |
| **Reading** | **4.R.CI.10** Use informational texts, internet web sites, and/or technical materials to review and apply information sources for occupational or educational tasks. | | |
| **Writing** | **5.W.WL.8** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting in a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | |
| **Speaking and Listening** | **5.S.CC.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on texts, topics, and issues appropriate to skill level, building on others’ ideas and expressing their own clearly and persuasively. | | |
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| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) | | | |
| □ Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* | | □ Teamwork *(Critical Thinking, Effective & Cooperative Work)* | |
| x Work Ethic *(Dependability, Professionalism)* | | Communication *(Active Listening, Clear Communication)* | |
| **Lesson Objectives *(Students will be able to)****:*   * Fill out a weekly schedule to assess when they have time to study and complete homework for the course * Write a reflection on time management * Share information learned in class with classmates | | | |
| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:**  **Facilitating reflection skills and collaboration through reflection and sharing**   * **Students are able to choose the way they interact with the reading assignment. In step 3 students are able to read aloud, in small groups or read silently.** * **Students are given the option to work on the handout in a group, with a partner or by themselves.** | | | |
| **Key Vocabulary**:  Prioritize, commitment, looming, mundane, optimal, time management | | | |
| **Instructional Materials:**  **Time management website, Cengage Learning:**  [**https://todayslearner.cengage.com/build-your-students-time-management-skills/**](https://todayslearner.cengage.com/build-your-students-time-management-skills/)  **9 tips for managing your time worksheet:**  [**https://docs.google.com/document/d/1-RCUybD\_Uhi7XbhnfvAYwp\_gr3q\_PUgTZrVBC0fjvRw/edit?usp=sharing**](https://docs.google.com/document/d/1-RCUybD_Uhi7XbhnfvAYwp_gr3q_PUgTZrVBC0fjvRw/edit?usp=sharing)  **Time Management Worksheet:**  [**https://docs.google.com/document/d/19bV1lAy9ZQy0aU6U1-OQZB2M2ZOChyQ8slRkrGOqnlo/edit?usp=sharing**](https://docs.google.com/document/d/19bV1lAy9ZQy0aU6U1-OQZB2M2ZOChyQ8slRkrGOqnlo/edit?usp=sharing)  **Rubric for grading assignment:**  [**https://docs.google.com/document/d/1lfNTeKVffiKStzAYR0Ol4DP-TTCCXRGKGKRs1bC\_71o/edit?usp=sharing**](https://docs.google.com/document/d/1lfNTeKVffiKStzAYR0Ol4DP-TTCCXRGKGKRs1bC_71o/edit?usp=sharing) | | | |
| **Lesson Activities:**   1. **Introduce the topic, time management: Have you ever said there is not enough time in the day? Or come to class without your assignments completed because you didn’t have the time?** 2. **Share this website link:** [**https://todayslearner.cengage.com/build-your-students-time-management-skills/**](https://todayslearner.cengage.com/build-your-students-time-management-skills/) 3. **Students can read aloud, read in small groups, or read silently.** 4. **Students will take notes using the handout entitled 9 tips to time management:** [**https://docs.google.com/document/d/1-RCUybD\_Uhi7XbhnfvAYwp\_gr3q\_PUgTZrVBC0fjvRw/edit?usp=sharing**](https://docs.google.com/document/d/1-RCUybD_Uhi7XbhnfvAYwp_gr3q_PUgTZrVBC0fjvRw/edit?usp=sharing)   **This can be done in small groups, with a partner or done individually.**   1. **Ask the class what tip they found helpful?** 2. **OPTIONAL -Discuss daily planners- If your college provides free planners, hand one out to each student. Encourage students to use the planner instead of their phone calendar to write down important dates and events. Explicitly state that when you use a planner you are able to see what is happening at a week at a time vs. only a day. This will assist you when planning multiple events in a week or laying out time to study.** 3. **Students will complete a weekly calendar.** 4. **Ask the question, How many of you have a hard time finding time to complete homework? Today we are going to fill out a worksheet that will assist you when determining when you have time to block off for important events such as studying, down time, or time to have coffee with a friend.** 5. **Use the worksheet entitled, Time Management Worksheet:** [**https://docs.google.com/document/d/19bV1lAy9ZQy0aU6U1-OQZB2M2ZOChyQ8slRkrGOqnlo/edit?usp=sharing**](https://docs.google.com/document/d/19bV1lAy9ZQy0aU6U1-OQZB2M2ZOChyQ8slRkrGOqnlo/edit?usp=sharing) 6. **Look at the example as a class, explain that it is important to cross out every hour you already have something scheduled.** 7. **Walk around the room to ensure students are completing the worksheet properly.** 8. **Once the students are done completing the worksheet, bring the class together. Did this exercise help? What did you notice that you didn’t realize before? This is 1 strategy you can use when making school and homework a priority.** 9. **Discuss the reflection piece.** 10. **Have students share their ideas about the reflection piece one-on-one, in groups, and/or it can be teacher-led. Be sure to record the ideas on the board or have a student take notes if meeting in small groups. Instructor will capture notes (by picture or projector) and share digitally via LMS.** 11. **Assign the reflection piece for homework, remind students to include an introduction and concluding sentence when writing their reflection.** 12. **Optional: Rubric to grade the assignment:** [**https://docs.google.com/document/d/1lfNTeKVffiKStzAYR0Ol4DP-TTCCXRGKGKRs1bC\_71o/edit?usp=sharing**](https://docs.google.com/document/d/1lfNTeKVffiKStzAYR0Ol4DP-TTCCXRGKGKRs1bC_71o/edit?usp=sharing) | | | |
| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:**   * **Students can choose how to reflect. In step 6 letter g students are given multiple ways to reflect on what was learned.-move to multiple means of action and expression** * **Students have options in modality of reading** * **Resources provide platform to highlight patterns in behavior** * **Digital and print copies available** * **Notes captured on board and shared digitally** | | | |
| **Performance Tasks:**  \* Students will read and take notes on the 9 tips for time management  \* Students will complete a time management table with their weekly schedule.  \* Students will analyze the information in the time management table and write a reflection on what was learned. | | | |
| **Learners best express what they know in different ways. Click on** [**Multiple Means of Action & Expression**](https://udlguidelines.cast.org/action-expression) **to explore ways to offer options for learners and explain how you are doing this below:**   * **Students are able to share their ideas about the reflection in groups, with a partner, or can be instructor led** * **Managing and planning skills are explored and practiced giving students skills to continue to do so** | | | |
| **Notes:**  **This mini-lesson can be done in a computer lab or classroom without computers.**  **Provide a planner for each student. Many community colleges offer free yearly planners/calendars to students. By using planners in your course, you will begin to instill time management habits on a weekly basis** | | | |