

# Lesson Plan 4: Time Management

**School Counselor:** Mrs. Nicash Krublo

**Date:** 11/14/19

**Topic & Title:** Time Management: Prioritizing My Time

**Grade:** 4th grade

## **Learning Objective:**

Students will be able to:

- Define time management and prioritizing
- Summarize the idea behind “big rocks,” “small rocks,” “pebbles,” and “sand.”
- Differentiate between a “Need to Do,” “Important to Do,” and “Want to Do”
- Identify a plan on how their time can be used more effectively

## **ASCA Mindsets & Behavior:**

- B-LS3: Use time-management, organizational and study skills
- B-LS1: Use critical thinking skills to make informed decisions
- B-SMS8: Demonstrate the ability to balance school, home and other activities.

## **Materials:**

- Priorities chart (Appendix A)
- Youtube video- [https://www.youtube.com/watch?time\\_continue=29&v=F5Jl\\_6nsgaM](https://www.youtube.com/watch?time_continue=29&v=F5Jl_6nsgaM)
- Copies of student’s previous week (Lesson #3) personal SMART goal
- Copies of lesson pre/post-surveys
- Highlighters (pink, yellow, green)

## **Procedure/Lesson Outline:**

1. Welcome & Check-in:

- a. Welcome students back to group (1 minute)
- b. Quickly review group norms from Lesson 1 (2 minutes)
- c. Group check-in (8 mins):
  - Ask students how they are feeling by holding up a finger with the number 1-5 (1 = “I am having a horrible day” to 5 = “today is amazing!”)
  - Let students know that they are able to share more about their number if they would like.
  - Be sure to check in privately with students after group who report lower than a 3 in this activity
  - Administer and collect lesson pre-survey
- d. Previous Lesson Review:
  - Give students’ their personal SMART goal (that students set for themselves during week #3) and allow student to turn to a partner to share any updates (are they taking steps to reach their goals?). Explain to students that in order to meet our goals, it is important to use our time well. (1 minute)

## 2. Lesson

- a. Purpose:
  - Ask students: ***“Does anyone know the meaning of the word time-management?”*** Provide students time to respond. If students cannot answer, explain that ***“time-management means the way we manage our time.”*** (2 minutes)
  - Ask students: ***“How about prioritizing? Does anyone know what this word means?”*** Provide students time to respond. If students cannot answer, explain ***“prioritizing means we put our activities in order from most important to least important.”*** (2 minutes)
  - Explain that the purpose of the lesson is for students to:
    - identify their priorities in life
    - explore how they are currently using their time

- discuss ways that their priorities may relate to their current use of time how to manage their time more effectively. (3 minutes)

### 3. Lesson Process:

#### a. Video and Recap Discussion:

- Begin by showing video link to demonstrate the idea of prioritizing by using big rocks, small rocks, pebbles and sand. (4 minutes)

[https://www.youtube.com/watch?time\\_continue=29&v=F5Jl\\_6nsgaM](https://www.youtube.com/watch?time_continue=29&v=F5Jl_6nsgaM)

- After showing the video, recap with students about their thoughts and main points below: (2 minutes)

- **“If you don’t put the big rocks in first, you’ll never get them all in”**
- **If you fill your jar up first with the sand or pebbles, there won’t be any room for the rocks**
- **We need to figure out what our priorities are first (big rocks) and work on those first because those are the things that move you towards your goals.**
- **Once your goal-related activities are scheduled, then you can fill the rest of your schedule with activities that are less important, but still need to get done**

#### b. “Need to Do, Important to Do, Want to Do” Discussion: 5 minutes

- Ask students if there is a difference between activities that they “Need to Do,” “Important to Do,” and “Want to Do”.
- Explain **“a ‘Need to Do’ activity is something that you must do for survival (such as eating, sleeping, and hygiene etc).”**
- Explain that **“ an ‘Important to Do’ activity is something that is a priority for you and your values (ie: chores, homework, family obligations, etc). These are things that help you to reach your goals.”**
- Explain that **“a ‘Want to Do’ activity is something that is you would like to do (such as video games, tv, playing, etc). These activities do not necessarily help you meet your goals.”**
- Give the students an example of each and ask them to raise their hand to answer which category (“Need to, Important to, Want to Do”) the example from.

Examples- Playing with my friends (Want to Do), taking a shower (Need to Do), studying for my math test (Important to Do.”

- Ask students if they are spending more time doing things they “Want to Do” than doing things they “Need to Do” or are “Important to Do”. If the answer is yes, discuss with students why it is important to complete the “Need to Do” and “Important to Do” activities before the “Want to Do” activities.
- c. “How I Spend My Time” worksheet (see below, appendix A): 10 minutes
  - Hand out one worksheet per student and ask them to take out a writing tool.
  - Read the examples with the students and ask them to list any other activities that they do in a typical day.
  - Ask the students to highlight:
    - “Need to Do” activities from the list in pink
    - “Important to Do” activities from the list in yellow
    - “Want to Do” activities from the list in green
  - Ask the students to turn to their partner and discuss if they:
    - Have more pink and yellow activities highlighted than green
    - Have more green than pink and yellow activities highlighted
  - If they are not, ask them if the green areas are helping them to reach their S.M.A.R.T. goal (reviewed during the check-in).
- d. **Closure:** (5 minutes)
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  - Inform the students that at this time, they can sign the back of their PBIS tickets for a chance to enter the raffle for the three winners who will get the opportunity to pick from the prize box.
  - Reinforce with the students that since they completed all the group session tasks successfully, as mentioned, they earned “free play time.” Put the allotted amount of time on the projector.

- Give a warning minute for the students to clean up and come back to the circle. Once the time is up and students are back in the circle, thank the students for attending the first group and express excitement for the rest of the future sessions.
- Use the bottom portion of “How I Spend My Time” worksheet as a ticket out the door. Have students circle one “Important to Do” activity that they commit to doing more throughout the next week. Ask students to also select a “Want to Do” activity that they can commit to doing less over the next week.
- Thank students for coming and participating.
- Reinforce to students that time management and prioritizing will also be addressed in the next lesson. (2 minutes)
- Remind the students that as they are dropped off to their classrooms, they need to mirror the same positive behavioral expectations they did as they left for group, as they return from group.
- Walk students back to class

**Plan for Evaluation:**

**Process Data:**

Who: Two group of students of 6 to 8 4th grade students

What: Lesson on time management and prioritizing time

When: 11/14/17 at 1:30pm

**Perception Data:** Pre/Post Survey

**Outcome Data:** Improvement in Work Habits section of the report card

**Follow Up:** School counselor will review time-management lesson during check-in and ask how they utilized throughout the week.

**Reference:** [Video](#)

## Lesson #4: Time Management & Prioritizing Pre/Post-Survey

Please circle the best answer.

1. I believe it's important to manage my time.
  - a. Strongly Agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
  
2. If you had a jar and wanted to fit in the following items, which would you put in first, to make sure everything will fit?
  - a. Sand
  - b. Little rocks
  - c. Big rocks
  - d. Water
  
4. When should your "Want to Do" activities be scheduled?
  - a. a Last
  - b. Second
  - c. First
  - d. Not at all
  
5. Putting our activities in order from the most to the least important is called
  - a. Goal Setting
  - b. Decision Making
  - c. Homework
  - d. Prioritizing
  - e. None of These
  
6. Help Johnny prioritize the following activities:
  - a. Do homework, go outside to play, eat, talk to a friend
  - b. Go outside to play, eat, do homework, talk to a friend
  - c. Talk to a friend, eat, do homework, go outside to play
  - d. Eat, do homework, go outside to play, talk to a friend

