

Sophomores
January 3, 2017

Objective: In order to engage students in useful tips about time management, they first need to have an understanding of how they spend their own time.

Resources Needed for this Activity:

- Paper copies **Time Management Grid Worksheet**

Assignment(s):

Assignment	Standard(s)	Points	Assigned	Due
How do you spend your time?	CS.PM.03 Take responsibility for decisions and actions and anticipate consequences of decisions and actions.	5	1/3/17	1/3/17

Opening: 5 minutes – The advisor begins by asking students what comes to their mind when you say the words “Time Management.” The students are allowed just to respond openly for about a minute. They are asked if the concept of “Time Management” has a positive or negative connotation to them. The advisor acknowledges that some people may see it as positive, because they perceive themselves good at it, while others may see it as something that they do not do well, or adults harp on them about.

Activity: 20 minutes – The advisor passes out the worksheet **Time Management Grid Worksheet** and tells students that this is not going to be collected. It is only for them to think about how they spend their time. If the previous day was a normal school day, they can fill it out for that day. Students generally need to identify what they did and then try and think of the purpose of that activity as seen in the examples on the worksheet (school, athletics or activity, work, socializing, family). Students are given about 5 minutes to complete their worksheet. The advisor may need to prompt them with questions like, what do you do when you wake up? What do you do after school? Once students appear to be done, tell them to get together with a partner and see what activities they had in common and where they differed. When they identified all of the things in their **Time Management Grid Worksheet**, what were things that they had in common that they would identify as procrastination activities or things they may have done to avoid things that perhaps should have been doing–like homework.

Closure: 5 minutes – The advisor asks the students to think about the activity they just did. They are not alone in this, and that as they get older, they have more freedom and less supervision, so the ability to engage in these procrastination techniques becomes easier. In the next session they will learn 7 tips for time management, but to end this session, this is an entertaining reminder that they are not alone in the distractions that lead to procrastination.