Lesson# **4** Identify Your Priorities
Layer 1: Collect Prior Knowledge

Scorecard Preview

Directions: Rate yourself on the following scale.

Note: The ratings below do NOT have to *exactly* match to the Scorecard completed at the beginning of the course.

#	Do you…	Pre-Score Always Sometimes Never
7	Feel homework and studying take up too much of your free time?	1 2 3 4 5
8	Struggle to balance schoolwork with personal time for hobbies and socializing?	1 2 3 4 5
9	Often delay starting homework or studying until the last minute?	1 2 3 4 5

Investigation

Directions: Follow the prompts in the course to fill in the boxes, below.

Ⓐ

Ⓑ

Ⓒ

Ⓓ

Lesson# **4**

Identify Your Priorities
Layer 2: Connect New Information

Key terms
The following terms and concepts are introduced in this lesson:

- **jar metaphor** - A visual metaphor to illustrate priorities. The jar represents time, and rocks, pebbles, and water symbolize different types of priorities.

- **priorities** - Tasks or details that matter most to an individual.

- **intentional** - Making decisions based on personal priorities rather than external pressures.

- **"rock" priorities** - Crucial tasks with serious consequences if neglected; must be handled first.

- **"pebble" priorities** - Important tasks that enhance life quality but are less critical than rocks.

- **"water" priorities** - Distractions or activities that fill spare time without adding value.

- **anti-priorities** - Distractions that waste time and divert focus from important tasks.

- **efficient** - Achieving maximum productivity with minimal wasted effort or expense.

- **nuance** - subtle difference or distinction in meaning.

Sections
This lesson includes the sections below. Use this information to guide your note-taking and track your progress through the lesson.

	A. What's the point of the jar?
	B. What are "priorities"?
	C. "How can I balance my priorities for work *and* fun?"
	D. Zoom in on "anti-priorities"

Name: _____ ID#:_____ Date: _____

Identify Your Priorities
Layer 3: Confirm Understanding

Apply + Practice   **How do you spend your time?**

Directions: In the chart below, follow the prompts to list everything you must do and everything you want to do with your time. Finally, add tasks/activities you'd like to make more time for.

How I spend my time obligations, tasks, activities, events that fill my time	minutes per day (average)	hours per week (average)

I would like more time for…	desired minutes per day	desired hours per week

Lesson# **4** Identify Your Priorities
Layer 3: Confirm Understanding

Apply + Practice | **What are your priorities?**

Directions: Follow the prompts below to identify your rock and pebble priorities and your water anti-priorities; reference your list of obligations/tasks/activities from the previous activity, "How Do I Spend My Time?"

Rock Priorities
Obligations/tasks/activities that you HAVE to do

Pebble Priorities
Obligations/tasks/activities that you WANT to do

Water Anti-Priorities
time/energy-wasters to reduce, remove, or block from your life

Lesson# **4**

Identify Your Priorities
Layer 3: Confirm Understanding

Scorecard Review

Directions: What solutions have you learned to resolve each problem, below?

For each statement: rate yourself post-lesson, briefly describe a solution you learned, and calculate the difference from your pre-score.

#	Do you…	Solution	Post-Score Always Sometimes Never	+/- change from pre-score
7	Feel homework and studying take up too much of your free time?		1 2 3 4 5	
8	Struggle to balance schoolwork with personal time for hobbies and socializing?		1 2 3 4 5	
9	Often delay starting homework or studying until the last minute?		1 2 3 4 5	

Rubric: Apply + Practice

Directions: This rubric is to help you and your teacher evaluate your progress on the Apply + Practice activity.

CRITERIA	EXCELLENT (4)	SATISFACTORY (3)	NEEDS IMPROVEMENT (2)	POOR (1)
Completeness	Fully completed with detailed entries for all priority categories.	Mostly complete; some details missing.	All categories filled, but lacks depth.	Incomplete sections and missing information.
Understanding	Deep understanding, clear distinction between priority categories.	Good understanding, minor confusion between categories.	Basic understanding, some incorrect categorizations.	Poor understanding, many items misplaced.
Realism and Practicality	Realistic entries reflecting thoughtful priority consideration.	Mostly realistic with minor impractical elements.	Some unrealistic entries; lacks practicality.	Unrealistic and impractical entries.
Organization and Clarity	Clear and logical organization; neat handwriting or typing.	Well-organized with minor clarity lapses; mostly neat.	Somewhat organized, could be clearer; passable neatness.	Poor organization and clarity; messy.

Total points: _____ /_____

Name: _____ ID#:_____ Date: _____

Lesson#

4 Identify Your Priorities
Skill Demonstration Form

The purpose of this activity is to apply the information from this lesson to "real life" situations. It can be a stand-alone assessment and/or used as preparation for the end-of-course Exit Presentation.

Directions	Complete the prompts below, in writing or with multimedia tools.
	NOTE: As an alternative to this form, a digital portfolio is provided throughout the curriculum

Section #: _____   Section Title: _____

Chapter #: _____   Chapter Title: _____

1. What is the skill or topic you learned?
   (For example: taking notes, using a planner, communicating with teachers, etc.)

2. What is the name of the evidence and a short description?
   (Examples of evidence: a page of notes, a page from a planer, an email to a teacher, a photo of your organized binder or bedroom, etc.)

3. How does this evidence illustrate what you learned about this skill or topic?

4. How/why/when do you expect to use this skill or information in the future?

Rubric	Evaluation guidelines are below.
	(Your teacher will determine the total number of points possible.)

SCORE	POINTS POSSIBLE	PERFORMANCE INDICATOR
		The evidence provided demonstrates an <u>understanding of the concept/strategy</u>.
		The evidence provided demonstrates <u>appropriate application to a current setting</u>.
		The description of a future application demonstrates an understanding of the <u>potential use</u> for this concept/strategy.
		COMMENTS:
_____	_____	