

Name: _____ ID#: _____ Date: _____

Lesson#

6

Schedule Time to Take Action

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		
13	Struggle to manage time or feel homework takes too long?	1	2	3	4	5
14	Have trouble remembering due dates and/or test dates? Do you often have late/missing work or are unprepared for taking quizzes/tests?	1	2	3	4	5
15	Feel that your parents nag too much or fail to give you advance notice about events and tasks?	1	2	3	4	5

Investigation

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

(A)	(B)
(C)	(D)
(E)	(F)

Schedule Time to Take Action

Layer 2: Connect New Information

Key terms

The following terms and concepts are introduced in this lesson:

- **time-management:** Planning to allocate time efficiently across tasks and events.
- **think forward:** Consider your future needs and demands of time.
- **last-minute syndrome:** Procrastinating tasks, often resulting in rushed and inefficient work.
- **Im = 2x:** tasks done last-minute take twice the time as those pre-planned.
- **time-management tools:** Resources that make time and tasks visible, helping one organize and plan their time.
- **monthly calendar:** Tool that tracks future events scheduled for specific dates/times.
- **to-do list/task manager:** List serving to remind of future tasks.
- **weekly schedule:** Layout displaying the hours in a week, for planning the week's events, tasks, and due dates.
- **planner:** A tool that consolidates all scheduling information into one visual format.
- **time-management blockers:** Obstacles that hinder and prevent effective time planning.
- **reactive:** Responding to situations, events, and notifications (versus proactively planning time and tasks).
- **proactive:** Anticipating future tasks and preparing for them in advance.
- **anchor points:** Routine times for reviewing and updating time-management plans.
- **Seven-Minute Sunday Session:** Brief, weekly planning session for organizing the upcoming week.

Sections

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

A. What is time-management?

B. Optimal time-management tools

C. What are time-management blockers?

D. Time-management tools: digital vs paper

E. How and when to manage your time

F. What is the most critical anchor point?

Schedule Time to Take Action

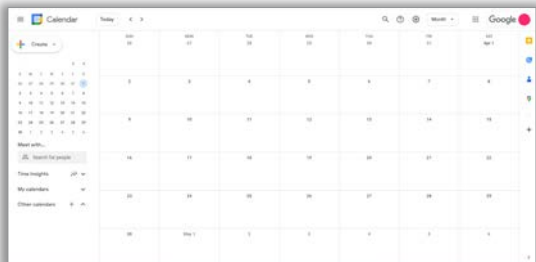
Layer 3: Confirm Understanding

Apply + Practice

Set up your calendar and planner

Directions: Follow the prompts below to set up your monthly calendar and weekly planner.

1. Set up your monthly calendar.



a. Will you use a digital or paper calendar?

- Check with a parent or teacher to determine which type of calendar you will use.
- If you are using a digital planner, use an app that can sync across all devices, such as Google Calendar.

b. Add dates from your school's annual calendar.

c. Add known due dates or other future events.

Fill in the spaces, below:

Type of planner: _____ If digital, name of app: _____

Describe what you have done to set up your monthly calendar:

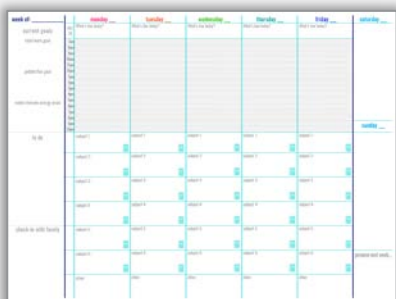
2. Identify your sources of information.

Where will you find all the information needed to manage your time:

- Software apps/websites?
- Class syllabi?
- Parents/guardians?
- Schedules for jobs/extra-curricular activities?
- Teachers?

List all your sources of information here:

3. Set up your weekly planner.



a. Will you use a digital or paper planner?

- Check with a parent or teacher to determine which type of planner you will use.
- If you use the [layout provided](#), keep the copy for the current week in the front, inside pocket of your binder. For future use, keep several blank planner sheets in the back, inside pocket.

b. Review the process for the 7-Minute Sunday Session; set up your weekly planner for the next full week.

Show your weekly planner to your teacher. It should include the following: weekly goals, homework for all classes, hourly schedule filled in with scheduled events, evidence of consulting all sources of information noted in step #2.

Schedule Time to Take Action

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			+/- change from pre-score		
			Always	Sometimes	Never			
13	Struggle to manage time or feel homework takes too long?		1	2	3	4	5	
14	Have trouble remembering due dates and/or test dates? Do you often have late/missing work or are unprepared for taking quizzes/tests?		1	2	3	4	5	
15	Feel that your parents nag too much or fail to give you advance notice about events and tasks?		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)
Choice of Planner	Justified choice with clear, thoughtful reasons.	Adequate justification; some reasons given.	Minimal justification; unclear reasons.	No justification provided.
Integration of Dates	All relevant dates added; sources well integrated.	Most dates added; sources mostly integrated.	Some key dates/sources missing or incorrect.	Many dates/sources missing or incorrect.
Weekly Planner Setup	Complete, organized, and clear weekly setup.	Mostly complete with minor omissions.	Missing details; lacks clarity.	Incomplete and unorganized.
Use of Sources	All sources listed accurately and extensively.	Most sources listed with minor omissions.	Incomplete or inaccurate source listing.	Major omissions in sources listed.
Process Understanding	Thorough understanding and application of Sunday Sessions.	Good understanding, minor details missed.	Basic understanding; key aspects missed.	Poor understanding of the process.

Total points: _____ / _____

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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 understanding of the concept/strategy.

The evidence provided demonstrates appropriate application to a current setting.

The description of a future application demonstrates an understanding of the potential use for this concept/strategy.

COMMENTS:

How to Manage Time – for Students

Get started...

Avoid last-minute syndrome and stress. Be confident: meet due dates and get good grades with plenty of time for fun!

1. Get supplies.

MONTHLY CALENDAR

- For tracking:
- all scheduled events.
 - all due dates and reminders beyond current week.

*Digital calendar is optimal; easily accessible, syncs across devices.

WEEKLY PLANNER

- For tracking current week's:
- scheduled events.
 - assignments and tasks.

*Paper planner is optimal; best for seeing a full week in one view.

2. Identify your sources of info.

INFORMATION

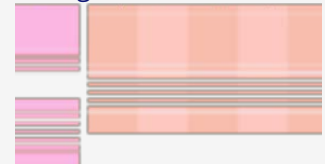
- school events
- class schedule
- due dates
- assignment details
- appointments
- work schedules
- personal goals

EXAMPLES OF SOURCES

- school's annual calendar
- School's LMS
- Instructions from teacher (in class)
- parents/guardians
- family calendar
- online portal for job
- action plan for goals

3. Every week and day, "think forward" to determine:

- What do I have scheduled?
- What do I have to do?
- What time do I have available to do it?
- When should I get each assignment/task done?



Anchor points: routine times to pause & plan

Start of New Transitions

Enter in your digital calendar at the...

BEGINNING OF THE SCHOOL YEAR

Find the school's annual calendar; post dates on your personal calendar.

Identify all sources of information. (See Step #2, above.) Enter all due dates in your digital calendar.

BEGINNING OF A NEW TERM

Identify all new sources of information. (See Step #2, above.) Enter all due dates in your digital calendar.

BEGINNING OF A NEW ACTIVITY

Transfer all scheduled events (practices, games, meetings, etc.) to your personal calendar.

Weekly/Daily

Write on your weekly planner....

ON SUNDAY EVENING/ START OF WEEK

Check your digital calendar; transfer all events and due dates to your weekly planner.

Check all other sources of info. (Per Step #2, above.) Add all events and tasks to a planner.

Check last week's planner page; what is left to be done? Add to this week's page..

AT SCHOOL: DURING CLASS

Record all homework and due dates, as soon as they are announced in class.

NOTE: If a test or due date is beyond this current week, record it in your digital calendar.

Record all books you will need to take home.

AT SCHOOL: END OF DAY

Double-check that you have all books/supplies that you will need at home.

Plan your homework time.

AT HOME: AFTER SCHOOL

Stick to your schedule! But if you get off-track, don't fret! Focus on your rock priorities.

Power down. Stay on schedule by silencing all notifications and setting aside all digital devices not necessary for homework.

AT HOME: BEFORE BEDTIME

Check your planner one more time; is everything complete?

Gather everything you need for the next day. Pack up backpack, pick out clothes, find shoes, etc.