

Keeping Track: Time Management 101

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Time Frame 60 minutes

Essential Question(s)

- Are we aware of how we spend our time?
- Do we spend our time in ways that are valuable to our life goals?

Summary

Planning time requires thinking ahead about how long tasks take and making decisions about prioritizing how time is spent. Students have some experience doing this daily, but in their college and career lives they will be expected to estimate and balance their own time more and more to achieve their goals. An optional Extend makes this an appropriate one-time session for students preparing for their transition to post-secondary education (PSE) in which they examine model syllabi to see how they will need to plan their time to succeed in college.

Learning Goals

- Estimate with accuracy how long everyday tasks take to complete.
- Prioritize how to spend time to achieve desired outcomes.

Standards

College and Career Preparation Standards 6–12 (6th -12th)

12.4 (S): Students will develop and apply self-management strategies?such as effective time management, stress regulation, and a focus on optimism?to persevere toward their personal and academic aspirations.
10.11.1: Students will pinpoint at least two areas in need of improvement (e.g., time management, teamwork) and develop a plan to address these gaps, incorporating specific action steps or resources.

Attachments

- It Takes as Long as It Takes—Keeping Track - Spanish.docx
- It Takes as Long as It Takes—Keeping Track - Spanish.pdf
- It Takes as Long as It Takes—Keeping Track.docx
- It Takes as Long as It Takes—Keeping Track.pdf
- Paired Texts H-Chart—Keeping Track.docx
- Sample College Syllabi—Keeping Track.docx
- Slide Presentation—Keeping Track.pptx
- Time Log—Keeping Track - Spanish.docx
- Time Log—Keeping Track - Spanish.pdf
- Time Log—Keeping Track.docx
- Time Log—Keeping Track.pdf
- Time Spent Pie Chart—Keeping Track - Spanish.docx
- Time Spent Pie Chart—Keeping Track - Spanish.pdf
- Time Spent Pie Chart—Keeping Track.docx
- Time Spent Pie Chart—Keeping Track.pdf
- Wheel of Time—Keeping Track - Spanish.docx
- Wheel of Time—Keeping Track - Spanish.pdf
- Wheel of Time—Keeping Track.docx
- Wheel of Time—Keeping Track.pdf

Materials

- Activity Slides (attached)
- Stopwatch (optional)
- Materials for your choice of Minute to Win It games (cookies, inflated balloons, cabbage)
- It Takes as Long as It Takes handout (attached; one per student)
- Time Log handout (attached; one per student)
- Time Spent Pie Chart Template (attached; one per student when using Extend option A)
- Paired Texts H-Chart handout (attached; one copy per student or partner pair when using Extend option B)
- Sample College Syllabi (attached; one copy per student or partner pair when using Extend option B)
- Wheel of Time Handout (attached; one per student)

Preparation

This lesson is best completed over several days. Completing the “It Takes As Long As It Takes” handout, for example, requires students to track activities outside of the school day.

20 minutes

Engage

Teacher's Note

This activity can be completed as a whole group or in small groups depending on the size of the class and how many turns you want each student to have. Decide which games you would like for students to try from the options below and have materials ready for those tasks.

Several students can compete to finish the activity at once so that students do not feel put on the spot or on display as they try the challenges.

Display **slides 3-4** and share the Essential Questions and Learning Objectives for this activity. Often students may not think about how long a task will take and end up pressed for time, rushing to get things done.

Move to **slide 5** and explain to students that Minute to Win It is a game that challenges them to complete a task in less than a minute. Choose one or more of the following games and give as many students as possible a chance to compete so they can reflect on what happens when we feel rushed.

1. Face Cookie: Provide each student with a cookie (Oreo size is best). Each student places the cookie on their forehead. They need to move the cookie to their mouth using only their face muscles before time is up.
2. Balloon Juggle: Give each player 3 balloons. They work alone to keep all of the balloons in the air for a minute.
3. Cabbage Roll: Using just their nose, roll a cabbage from a starting line to a finish line across the room in under a minute.

Use the timer on **slide 6** to start and end each round.

After students have had a chance to compete, move to **slide 7** and ask the group the following questions:

- How does time pressure affect your performance?
- Did some tasks take more or less time than you thought?
- Were there unexpected challenges to the task that made it harder?

Sample Responses

1. When there isn't much time, you get stressed and it makes finishing harder to do.
2. The cabbage took longer than I thought because I thought it would be easier to roll.
3. I didn't think the cookie would fall so many times.

Explain that in the next few activities students will consider how long tasks take in an effort to get better at planning ahead so that they don't have to feel that everything they do in life is a Minute-to-Win-It Challenge. Instead, they can have time to think and plan to see better results.

15 minutes

Explore

It can be surprising to learn how long it takes to complete a task. Just like with the Minute-to-Win-It Challenges, things that seem simple can end up being much more complicated and taking more time. With this task, students think about how long things take to complete that are part of their regular routines. Display **slide 8**. Hand out the **It Takes as Long as It Takes** chart to each student. Have them predict how long they think it takes to complete each of the everyday tasks listed in the chart.

Teacher's Note

There is space on the It Takes as Long as it Takes handout to fill in tasks of your own or tasks of the students' choosing. If you are concerned about the practicality of students returning with this information, you can choose some club-related activities to write into the blank rows on the handout and do those instead. The ones to be done from home can be optional or done for an incentive. Have students guess the time each activity will take them before they do the activity. Then, during the club meeting time, have them track their actual time on task for comparison.

Remind students we can't really live our lives at a constant fast pace as if we are constantly competing in a Minute-to-Win-It challenge, so they shouldn't view it as recording their "best time," but how long they think things usually take.

Have students take their charts home and record how long it actually takes them to do these tasks. Have them return with a completed chart in the next session.

Teacher's Note

Have students record time in minutes. If they track time in hours, have them convert to minutes before reporting their results.

15 minutes

Explain

After students have had time to record their time, discuss how long tasks actually took compared to their estimates. Display **slide 9** and ask:

- Did some things take longer than you thought? Less time?
- How did it feel to finish more quickly than you thought, or did it actually take longer?
- Do you think tasks in college or a career will take *more* planning than the ones you tracked today?

Sample Student Responses

1. Getting done faster gives you time to relax.
2. It is better to overestimate the time you think it takes because then you feel good if you finish fast and you don't feel as rushed.

Explain that now since they are experts on how long it takes to do what they have to do, how about the unexpected things? Show **slide 10** and introduce the **Time Log** handout.

Tech Option

Students could also record times using an app like Toggl Track, or a stopwatch to keep track digitally.

Ask students to record what they did and how long they did it. Have them note in the category column whether it was fun, school, work, etc.

30 minutes

Extend A

Teacher's Note

This lesson has two Extend options from which to choose. Select either Extend A or Extend B, not both. Extend B is preferred when presenting this resource as a one-time session.

Display **slide 11**. Have students look over their time logs and add up the times for each category they have identified, tabulated in minutes. Supply the **Time Spent Pie Chart handout**. Have students total up the time They can use the Time Category Totals section.

Tech Note

This activity is to be done digitally. If students did their time log on paper, they will open a copy of the following Google doc and record their totals using a computer. Have students use this Time Spent Pie Chart to create their own copies in Google.

After students have recorded their totals, have them create a pie chart. They can paste their totals into a Google Sheet and follow the instructions in this video on **slide 12**: "Create a Pie Chart in Google Sheets."

Embedded video

https://youtube.com/watch?v=7vNLa9IiJkY

They can follow the instructions on **slides 13-17** to insert a pie chart into their document and update the information using their Category Totals table.

After students have successfully created a pie chart, move to **slide 18** and provide them with time to reflect and discuss the following questions:

- Do you feel your pie chart represents how you spend your time?
- Are there things about how you spend your time that you would like to change?
- Are there things you ought to change to manage your time better?

Sample Student Response

"I'd like to spend more time playing video games."

Note: The last two questions are not necessarily the same—"I may want to change my time to play more video games, but I may need to change my time to read more."

30 minutes

Extend B

Teacher's Note

Hide slides 11-18 and unhide slides 19-23 when presenting **Extend B**.

Display **slide 19** and distribute the **Wheel of Time** handout. Have students list their time usage "categories" in relation to their time log entries.

Transition to **Slide 20** and present the Fold the Line strategy. Ask students to line up according to how much knowledge they have about college syllabi, 1= Unfamiliar to 5= Expert.

Begin by having participants identify a number 1–5 on a sticky note to rank their personal level of knowledge about course syllabi, with 1 representing no knowledge and 5 representing the most knowledge. A participant at 1 doesn't know anything about course syllabi. A participant at 5 could tell you everything you need to know about course syllabi.

After everyone has identified their number, have participants make a straight line and place themselves in order from 1–5. Ask participants to discuss the topic with one of the people standing next to them. This provides support for their stance.

Once everyone is lined up 1–5, have participants split in half and fold the line. To begin, have a participant at one end of the line walk over to the other end. Participants should follow the leader so that, when they stop, each participant is across from a partner with a number different from their own. For example, a participant at 5 walks to the other end of the line and is across from a participant at 1; they will be partners. However, participants at 3 may end up partnering with another 3.

Display **Slide 21**. Pass out copies of the Sample College Syllabi and a Paired Texts H-Chart handout to each partner group, **explaining that a syllabus is one of the best tools for figuring out how much time a college course will actually demand each week.** Hand out the **Paired Texts H-Chart** handout to each partner group. Explain the Paired Texts H-Chart strategy and have partners complete the chart. The left side of the H-Chart should be the main ideas from the English Comp syllabus. The right side of the H-Chart should be the main ideas from the College Algebra syllabus. The bridge of the H-Chart should answer the question, "What are the expectations of a college course?" Remind partners to include academics, deadlines, and classroom participation.

Display **slide 22**. Returning to the Wheel of Time, ask participants if they would adjust the time in any of their categories based on the review of the two syllabi and discuss.

Go on to **slide 23** and invite students to reflect and discuss the following questions:

- Are there things about how you spend your time that you would like to change?
- Are there things you ought to change to manage your time better?

30 minutes

Evaluate

Teacher's Note

If **Extend B** was chosen, jump to **slide 25.**

Move to **slide 24**. Have students reflect on their satisfaction with how they spend their time by creating a Wheel of Time chart.

Have students follow the steps below to create their Wheel of Time chart:

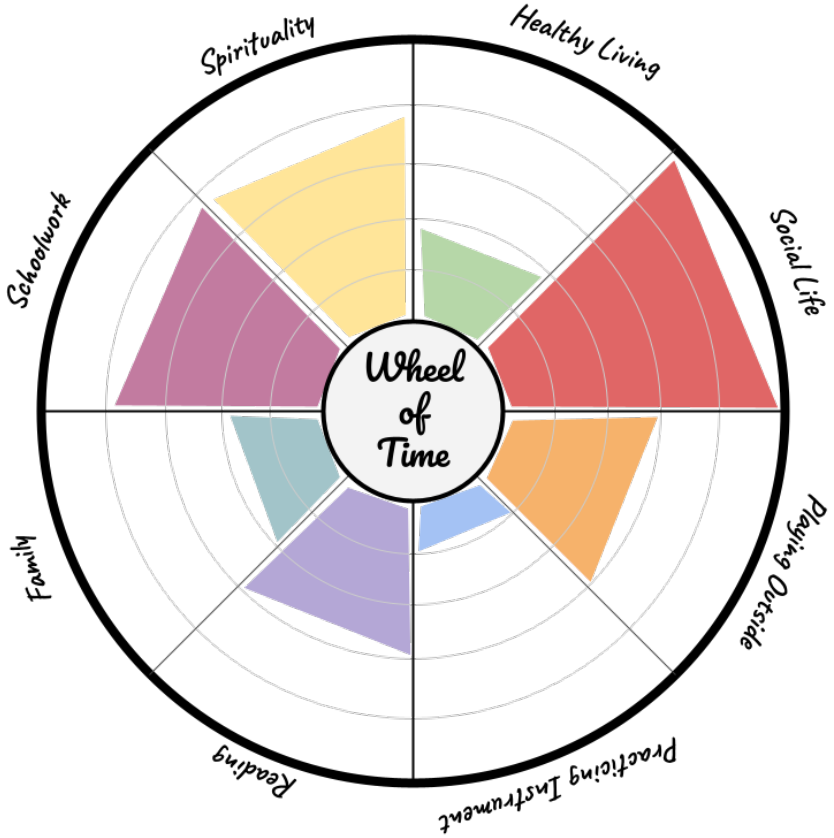
- Ask them to choose 4–12 categories that reflect how they want to spend their time.
- Ask them to consider what kinds of time they need to reach their personal goals in life.
- Advise them that these may not be the same ones they used to label how they currently spend their time.
- Inform them that this is the time to consider whether there are some categories that they would like to spend their time on that aren't represented in how they currently use their time.
- Ask them to label the Wheel of Time sections for the categories they have chosen.
- When they have completed their selections, invite them to spend some time reflecting on how they currently spend their time in each of these areas.
- Instruct them to score each category 0–5 based on whether they feel they are giving enough time to this area.
- Have them shade in that section up to the line 0–5 based on the score each student has given that area.

Ask them to reflect on this activity:

- Does their time use have a balance between work and play?
- Does their time use align with what they want to accomplish?

Display **slide 25**. Have them choose one area that they feel they are neglecting and write a goal for how they will spend more time on that area in the coming week. Alternatively, pose the question, "What strategies can you use to best manage your time?"

Ask them to revisit and recolor a Wheel of Time every week or two so they can continue to reflect on whether they are balancing their time according to their needs and goals. It's more important to balance their time than to have a perfect score in each category.


Wheel of Time
Spirituality
Healthy Living
Social Life
Playing Outside
Practicing Instrument
Reading
Family
Schoolwork

Research Rationale

Regardless of the focus of the extracurricular activity, club participation can lead to higher grades (Durlak et al., 2010; Fredricks & Eccles, 2006; Kronholz, 2012), and additional benefits are possible when these clubs explore specific curricular frameworks. Club participation enables students to acquire and practice skills beyond a purely academic focus. It also affords them opportunities to develop skills such as self-regulation, collaboration, problem-solving, and critical thinking (Allen et al., 2019). When structured with a strong curricular focus, high school clubs can enable participants to build the critical social skills and "21st-century skills" that better position them for success in college and the workforce (Allen et al., 2019; Durlak et al., 2010; Hurd & Deutsch, 2017).

Supportive relationships between teachers and students can be instrumental in developing a student's sense of belonging (Pendergast et al., 2018; Wallace et al., 2012). These support systems enable high-need, high-opportunity youth to establish social capital through emotional support, connection to valuable information resources, and mentorship in a club context (Solberg et al., 2021). Through a carefully designed curriculum that can be implemented within the traditional club structure, students stand to benefit significantly as they develop critical soft skills.

Resources

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