Active Classroom Guide for Managing Time

Managing Time Module Overview 3

Section 1: Overview 4

Lesson Plan 5

Activity: Determining Your Priorities 9

Additional Activities 10

Section 2: Overview 12

Lesson Plan 13

Activity: Evaluating and Choosing Routines to Support Your Academic Goals 19

Additional Activities 21

Section 3: Overview 23

Lesson Plan 24

Activity: Discovering Your Personal Focusing Secrets 30

Additional Activities 31

Class Discussion 33

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Foundations for Student Success Module Overview

Overviews

Section 1 Overview 4

Section 2 Overview 12

Section 3 Overview 23

Lesson Plans:

Section 1 Lesson Plan 5

Section 2 Lesson Plan 13

Section 3 Lesson Plan 24

Activities:

Section 1 Activity: Determining Your Priorities 9

Section 2 Activity: Evaluating and Choosing Routines to Support Your Academic Goals 19

Section 3 Activity: Discovering Your Personal Focusing Secrets 30

Additional Activities:

Section 1 10

Section 2 21

Section 3 31

Class Discussion 33

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Return to first page

MANAGING TIME Module Overview

This module focuses on developing effective time management skills for students' academic, professional, and personal life. The goals of this module include helping the student:

1. Understand how linking tasks with time turns plans into results.
2. Learn how routines can improve effectiveness.
3. Explore ways to plan for and manage change.
4. Identify and practice specific scheduling skills.
5. Understand the benefits of staying focused and how to maintain focus.
6. Develop strategies for avoiding procrastination.

First Section: Students explore how to plan and prioritize in order to prepare for obstacles and effectively manage their time, which is applied in an activity that has students prioritize their weekly activities and responsibilities.

Second Section: Students examine how to manage change by developing new routines, and this new skill is put into practice in an activity that has students choose new routines to support their academic goals.

Third Section: Students evaluate the benefits of staying focused and avoiding procrastination, including an activity that has students discover their personal focusing secrets.

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Return to first page

Managing Time, Section 1

In this section, students explore how to plan and prioritize in order to prepare for obstacles and effectively manage their time, which is applied in an activity that has students prioritize their weekly activities and responsibilities.

LESSON OVERVIEW

SECTION 1: MAKING THE CONNECTION BETWEEN TIME AND TASK		
Learning Outcomes	1. Understand how linking tasks with time turns plans into results.	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 1: The Difference between Plans and Results
		  • Lecture/Activity
		  • Discussion
		• Student Activity: Determining Your Priorities
		• Lesson Review, Wrap-Up and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 5–8 for lecture/discussion notes • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on page 10 in the textbook—Determine Your Priorities
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pp. 1–11 • PowerPoint slides 1–14 • Detailed class notes for activity	

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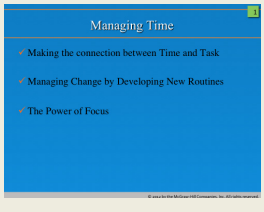
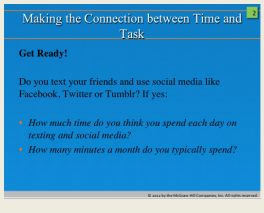
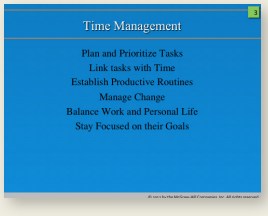
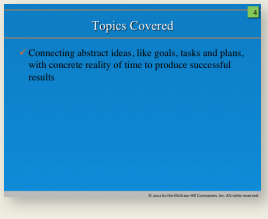
Return to first page

Managing Time, Section 1 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline • Get Ready! Exercise • Reflection • Section Overview	**Lesson Notes** Open up PowerPoint, present the module to the class, and then continue with a warm-up exercise.	**TRY IT** Put the following quote on the board for inspiration:
Resources PowerPoint slides 1–4 *Slide 1, Managing Time*  	*Provide students with a few moments to **reflect** on the following:* Do you text your friends and use social media like Facebook, Twitter, or Tumblr? If yes: • How much time do you think you spend each day on texting and social media? • How many minutes a month do you typically spend on these activities?	*"If you want to make good use of your time, you've got to know what's most important and then give it all you've got"*- Lee Iacocca, Former President and CEO of Chrysler Corporation
Slide 2, Get Ready  	**Elaborate:** Time management is crucial while attending college. **Time management** is the skills and habits used to structure tasks and make efficient use of them. **Explain** that successful people do the following things in order to make sure their time is managed effectively: • Plan and Prioritize Tasks • Link Tasks with Time • Establish Productive Routines • Manage Change • Balance Work and Personal Life • Stay Focused on their Goals	**TRY IT** The topic of social media will undoubtedly cause excitement with your students. Allow time for them to respond and get a chance to participate. Your students will be actively engaged.
Slide 3, Time Management  	**Section Overview:** Introduce **topics covered** in this class session: • Connecting abstract ideas, like goals, tasks and plans, with concrete reality of time to produce successful results	**TRY IT** Ask students if they use any of the follow things to help make sure their time is managed effectively.
Slide 4, Topics Covered  		

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Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 1: THE DIFFERENCE BETWEEN PLANS AND RESULTS (10 MIN.)

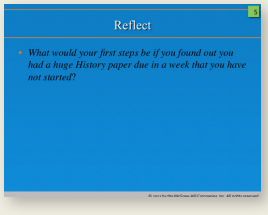
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

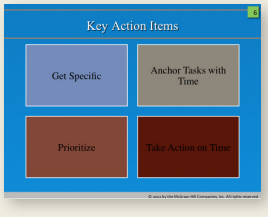
Resources

PowerPoint slides 5–12

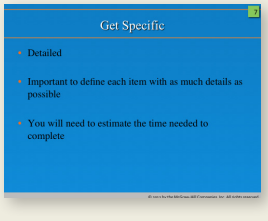
Slide 5, Reflect



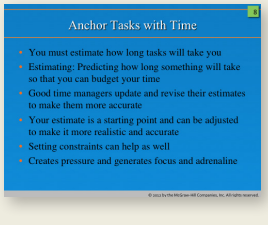
Slide 6, Key Action Items



Slide 7, Get Specific



Slide 8, Anchor Tasks with Time



Lesson Notes

Introduction: Making a plan is crucial for finishing papers and other projects in college.

Build on Background: ***Ask*** *students to reflect on the following question:*

What would your first steps be if you found out you had a huge history paper due in a week that you have not started?

Connect: Creating a **plan** for completing the project should be your first step.

Explain: There are four key action items you should start with when trying to compete a paper, or project, or any task for school:

- Get specific.
- Anchor tasks with time.
- Prioritize.
- Take action on time.

Elaborate on each step to planning:

Get Specific

- Detailed.
- Important to define each item with as much details as possible.
- You will need to estimate the time needed to complete.

Anchor Tasks with Time

- You must estimate how long tasks will take you.
- Estimating: Predicting how long something will take so that you can budget your time.
- Good time for managers to update and revise their estimates to make them more accurate.
- Your estimate is a starting point and can be adjusted to make it more realistic and accurate.
- Creates pressure and generates focus and adrenaline.

Prioritize

- No time budget is complete without prioritizing.
- Prioritizing—determine which things are most and least important to you.

Extend: Ask students to explain what they think about when they hear the word *plan.*

TRY IT

These action items will work with presentations, papers, or any other large assignment for class.

TRY IT

Encourage students to participate and give examples from their lifetimes when they have planned out a project/paper or times they have not.

TRY IT

Encourage your students to come to either or another instructor for help finding tasks that take top priority

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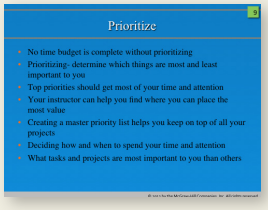
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 1: THE DIFFERENCE BETWEEN PLANS AND RESULTS (10 MIN.)

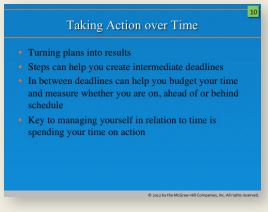
Slide 9, Prioritize



- Top priorities should get most of your time and attention.
- Your instructor can help you find where you can place the most value.
- Creating a master priority list helps you keep on top of all your projects.

Tip: Have students make a list of thing they need to do. Help them put items in priority.

Slide 10, Taking Action Over Time



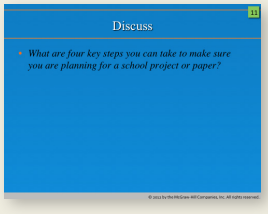
Taking Action Over Time

- Turning plans into results.
- Steps can help you create intermediate deadlines.
- In-between deadlines can help you budget your time and measure whether you are on, ahead of or behind schedule.
- Key to managing yourself in relation to time is spending your time on action.

TRY IT

Taking action over time is where the plans turn into results. This is a very important step. Encourage students to participate and get their feedback on this step

Slide 11, Discuss



Discussion

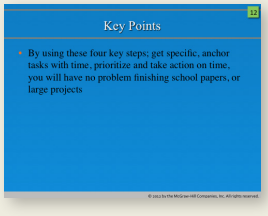
Small group: *Give students a brief moment to share answers to the following discussion question with someone near by:*

- What are four key steps you can take to make sure you are planning for a school project or paper?

GOT TIME?

If time permits, have students share their answers out loud to the whole class, or in pairs or triads.

Slide 12, Key Points



Conclusion: *Share these **key points** with the class:*

- By using these four key steps: get specific, anchor tasks with time, prioritize and take action on time, you will have no problem finishing school papers, or large projects.

TRY IT

Ask students to participate by giving examples of key points they are taking away from this lesson

ACTIVITY: DETERMINING YOUR PRIORITIES (25 MIN.)

Resources

Textbook, page 10

Activity

Introduction: *Since your students are now equipped with the knowledge to effectively prioritize, **tell** them that they will have the opportunity to start prioritizing their life with this activity.*

Use the Detailed Activity Notes to conduct this activity. *Prepare students to locate page 10, and continue with directions from the instructor guide.*

WEB RESOURCES

Additional Instructor Resources/Activities:

1. Effectively Managing Time in the Workplace

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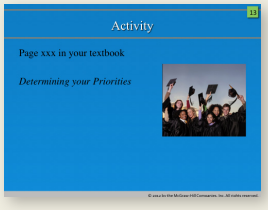
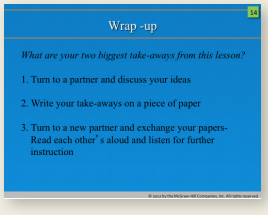
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
ACTIVITY: DETERMINING YOUR PRIORITIES (25 MIN.)		
Detailed Activity Notes PowerPoint *Slide 13, Activity*  	**Activity Wrap-Up** *After the activity, ask students the following questions:* • How closely do your priority lists reflect the order in which you actually do things on a given day or week? • How difficult was it to assign a ranking to your lists? What made it difficult? • How will prioritizing these lists impact your decisions in the next week? In the next month? • If you were to make one list that included all four of your smaller lists, what would be the top five items, in priority order? • How has school affected your list of priorities?	**ONLINE EXTRA** Your students can complete this exercise online in the Connect program.
LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)		
Slide 14, Wrap-Up  	**Lesson Wrap-Up** *Have the class come together as a whole group, and ask students to share with a partner their two biggest takeaways from this lesson.* *Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.*	Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Return to first page

Section 1: Detailed Activity Notes

DETERMINING YOUR PRIORITIES

This activity asks students to prioritize their major daily and weekly activities and responsibilities pertaining to their home, school, work, and social life.

Classroom Management: This activity should be completed individually with students recording the information in their textbooks. Once everyone is finished, you will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that they will be determining their priorities when it comes to their home, school, work, and social life.	• Students should be following along to the activity directions in their textbook.
• **Tell** your students that they will list the five most important things they can think of that they do on a daily or weekly basis for each category in the spaces provided in their textbook. • **Elaborate** that next to each item, they will mark whether it is something they do daily or weekly. • As students fill out their priorities, **offer** any assistance or clarity.	• Students should be writing the five most important things they do on a daily or weekly basis in each of the categories, as well as marking each item as daily or weekly.
• Once everyone has finished, **explain** to your students that they will now rank their priorities, with 1 as the most important item and 5 as the least important. • **Emphasize** that they will write these ranking numbers next to each priority, in each section.	• Students should be ranking each priority from 1 to 5 by writing the appropriate number next to the priority in each section.
• Then **refer** to the discussion questions on page 8 of the lesson notes in the: Lesson Review and Wrap-Up Discussion 1 Ask your students the following discussion questions: ***How closely do your priority lists reflect the order in which you actually do things on a given day or week?*** ***How difficult was it to assign a ranking to your lists? What made it difficult?*** ***How will prioritizing these lists impact your decisions in the next week? In the next month?*** ***If you were to make one list that included all four of your smaller lists, what would be the top five items, in priority order?*** ***How has school affected your list of priorities?***	• Students should be rejoining their classmates for a class discussion.

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Return to first page

Section 1 Additional Activity: Planning and Prioritizing

EFFECTIVELY MANAGING TIME IN THE WORKPLACE

Web Research Activity

This activity prepares students for how to effectively manage their time in the workplace by researching the time management expectations of their intended career field.

Preparation: This activity requires students to have access to computers with Internet connectivity.

Classroom Management: This activity should be completed in pairs with both partners recording the information in their notebooks. Once the pairs have finished, hey will reconvene as a class for a discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that successfully managing their time in the workplace is imperative in order to effectively balance their responsibilities. • To ensure that they do not struggle with time management in their career, it is important to examine the type of environment they will be working in and the expectations of their position.	• Students should be following along to the activity directions.
• **Ask** your students to identify their intended career title in their notebooks. • Then **ask** them to identify their future working environment.	• Students should be writing their intended career title in their notebooks.
• **Encourage** them to use the example for guidance. • But how do they know what the expectations of their career are going to be?	• Students should be writing the environment they see themselves working in, using the example as a guide.
• **Recognize** that they may have some insight into their future responsibilities, but it is important that they have a more precise outlook of these expectations to develop the appropriate time management skills. • **Ask** your students to partner with a classmate who has the same intended career as them (if students do not have a classmate with their intended profession, they may complete this activity on their own).	• Students should be partnering with a classmate who shares the same intended career.

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Return to first page

INSTRUCTOR GUIDE	STUDENT ACTIONS
• Once everyone is in pairs, **explain** that they will go online to conduct research. • What will they research with their partner? • **Explain** that they will be looking up the answers to the following questions: 1. What are the typical work hours of your position? 2. Do you need to track your own time or report your activity to a supervisor throughout the workday? 3. Are you in charge of the activity or progress of a group of workers, or are you only responsible for your own productivity? 4. Does your workplace require you to use a certain time management method? (for example: Microsoft Office)	• Students should be logging into a computer, opening an Internet browser, and researching the answers to these questions.
5. What training programs, workshops, or seminars could you complete or attend on your own time to assist with developing your time management skills?	• As they find the answers, they should be recording them in their notebooks.
6. If you encounter any challenges managing your time on the job, who will you be able to go to for advice in your place of employment?	• Students should be asking for any assistance.
• **Tell** your students that as they locate the answer, they should write it in their notebooks. • **Encourage** your students to ask for help if they get stuck or need help. • After all of the pairs have completed their research, **explain** that with their partner, they will create five time management strategies to excel in prioritizing and balancing the responsibilities in their career.	• Students should be creating five time management strategies in order to excel in prioritizing and balancing their responsibilities in their career.
• **Remind** your students to consider their responses to the research questions to assist with brainstorming their strategies. • Once they have created five time management strategies to assist them with balancing everything they will need to do in their intended professions, **ask** them to reconvene with the class to discuss this experience: ***What are some important time management issues you will need to take into consideration in your future careers?*** ***What are some of the strategies you developed to better handle your responsibilities in this position?*** ***What can you do now in school, to begin to work on these time management strategies?***	• Students should be rejoining their classmates for a discussion.

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Return to first page

Managing Time, Section 2

In this section, students examine how to manage change by developing new routines, and this new skill is put into practice in an activity that has students choose new routines to support their academic goals

LESSON OVERVIEW

SECTION 1: MAKING CHANGE BY DEVELOPING NEW ROUTINES		
Learning Outcomes	2. Learn how routines can improve effectiveness. 3. Explore ways to plan for and manage change. 4. Identify and practice specific scheduling skills.	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 2: The Stabilizing Influence of Routine
		  • Lecture/Activity
		  • Discussion
		  • LO 3: Taking Charge of Change
		  • Lecture/Activity
		  • Discussion
		  • LO 4: Scheduling Your Time
		  • Lecture/Activity
		  • Discussion
		• Student Activity: Evaluating and Choosing Routines to Support Your Academic Goals
		• Lesson Review, Wrap-Up and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 13–18 for lecture/discussion notes • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on pages 18–19 in the textbook: Evaluating and Choosing Routines to Support Your Academic Goals.
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pp. 11–19 • PowerPoint slides 15–32 • Detailed class notes for activity	

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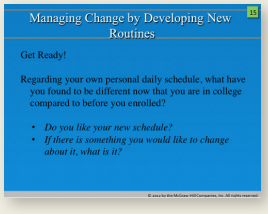
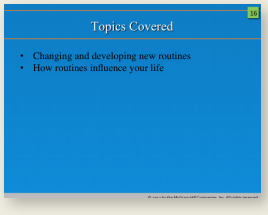
Return to first page

Managing Time, Section 2 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline • Get Ready! Exercise • Reflection • Section Overview **Resources** PowerPoint slides 15–16 *Slide 15, Get Ready!*  *Slide 16, Topics Covered*  	**Lesson Notes** *Open up PowerPoint and begin class with a warm-up exercise. Provide students with a few moments to reflect on the following:* *Ask students to **reflect:*** Regarding your own personal daily schedule, what have you found to be different now that you are in college compared to before you enrolled? • Do you like your new schedule? • If there is something you would like to change about it, what is it? **Elaborate:** Change is enviable, and always happens, and can throw us off course as we work toward our goals. **Explain** that change can be difficult. We get used to our old ways and routines **Section Overview:** • Changing and developing new routines • How routines influence your life	**TRY IT** Encourage students to participate and give examples from their life. If they do not participate, prompt them with an example from your life. **TRY IT** Ask students to reflect on why we sometimes don't like change.
LO 2: THE STABILIZING INFLUENCE OF ROUTINE (10 MIN.)		

Outline
• Lesson Notes
  • Introduction
  • Background
  • Connect
  • Discussion
  • Conclusion
	Introduction: Having a routine can tremendously help you manage your time.
	
	Build on Background: Ask students the following question:
	• *Do you brush your teeth?*
	• *How regularly?*
	Connect: Brushing your teeth is an example of a routine that should be in your life.
		Tip: Encourage your students to take notes on this important information on routines.
		
		TRY IT
		Ask students what other activities they do daily, or weekly, like every Monday or Sunday.

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Return to first page

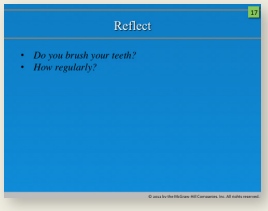
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 2: THE STABILIZING INFLUENCE OF ROUTINE (10 MIN.)

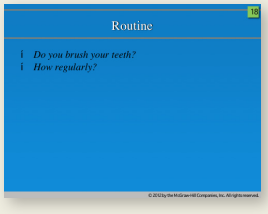
Resources

PowerPoint 17–22

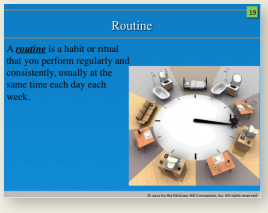
Slide 17, Reflect



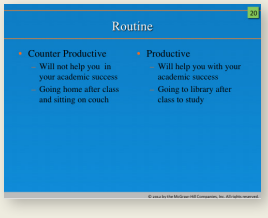
Slide 18, Routine



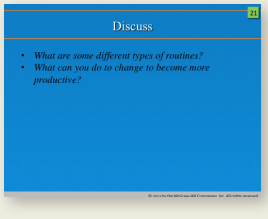
Slide 19, Routine



Slide 20, Counterproductive, Productive



Slide 21, Discuss



Elaborate: A routine is a habit or ritual that you perform regularly and consistently, usually at the same time each day each week.

Reinforce *that routines can provide great comfort and stability to our lives.*

Routines also prevent us from having to make difficult choices again and again. It allows our brain to go on autopilot.

Explain that this is why change can be so painful. We are unfamiliar with something that is not part of our routine, and it can be difficult.

Routines can be by chance, and some routines by choice. Some can be counterproductive, and some can be productive.

Ask *students:*

Raise your hand if any of you go home after class, sit on the couch and relax by watching TV.

Explain that this routine is counter productive and will not help them reach their academic goals.

If students went to the library after class and spent the time studying that they would normally watch TV, it would help them complete their academic goals.

A routine can help you develop productive habits. It will take time to develop these habits.

Ask students to ***examine existing routines*** *in their lives:*

Think about if there are by chance or by choice. Think about if these routines support your goals.

Explain that developing new routines will help students reach their academic goals. Attending college and being academically successful is a new routine that you will have to work on and change.

Discussion

Small group: *Give students a brief moment to share answers to the following discussion question with someone nearby:*

- What are some different types of routines?
- What can you do to change to become more productive?

TRY IT

Ask students: What routines provide comfort and stability in your life? e.g., going to yoga, getting a babysitter, etc.

TRY IT

Ask students: What do you do after class? Is it productive? Counterproductive?

TRY IT

Encourage students to participate and give examples from their life. If they do not participate, prompt them with an example from your life.

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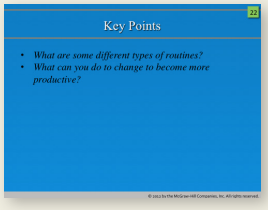
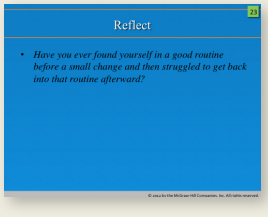
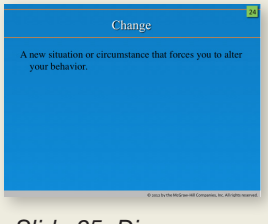
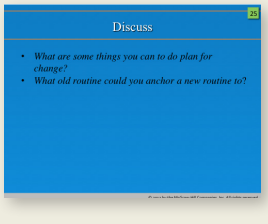
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO 2: THE STABILIZING INFLUENCE OF ROUTINE (10 MIN.)		
Slide 22, Key Points  	**Conclusion:** *Share these* ***key points:*** • Attending college can be a change in your life that may be difficult. • Changing your counterproductive routines into productive routines can help you in your academic success.	**TRY IT** Have students share out loud their answers to discussion questions. If there is not enough time, have students switch partners and share their answers.
LO 3: TAKING CHARGE OF CHANGE (10 MIN.)		

Outline
• Lesson Notes
  • Introduction
  • Background
  • Connect
  • Discussion
  • Conclusion
 	
Resources
PowerPoint slides 23–26
Slide 23, Reflect
 
 	
Slide 24, Change
 
 	
Slide 25, Discuss
 
 	
	Introduction: Planning to create change can help you while attending college.
	
	Build on Background *Ask students an informal survey question:*
	• Have you ever found yourself in a good routine before a small change and then struggled to get back into that routine afterward?
	Connect: You can't avoid change, but you can plan for it.
	
	Explain that change is a new situation or circumstance that forces you to alter your behavior.
	Change cannot be predicted, but it can be anticipated so you can prepare. Plan for change by **anchoring a new routine** into an old one.
	Anchor a new routine by identifying a habit that is already in place, and attach new routines to it.
	When you use your existing routines as anchors for new ones, you can make the changes more easily, to support your goals and plans.
	
	Discussion
	Small group: *Give students a brief moment to share answers to the following discussion question with someone nearby:*
	• What are some things you can do to plan for change?
	• What old routine could you anchor a new routine to?
		TRY IT
		Have students give examples of routines in their life, whether they are bad or good.
		
		TRY IT
		Share examples from your life of routines that you may have struggled with.
		
		TRY IT
		Give example of taking medicine at the same time every day for 10 days. If you can't remember, anchor it to something else that you already do, like after breakfast every morning, or after you brush your teeth.

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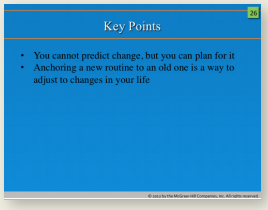
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 3: TAKING CHARGE OF CHANGE (10 MIN.)

Slide 26, Key Points



Conclusion: *Share these* ***key points:***

- You cannot predict change, but you can plan for it.
- Anchoring a new routine to an old one is a way to adjust to changes in your life.

TRY IT

Have students share their answers to the discussion question or share with a different partner or triad.

LO 4: SCHEDULING YOUR TIME (10 MIN.)

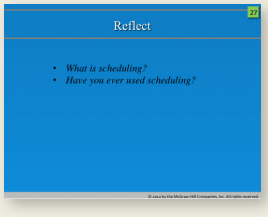
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

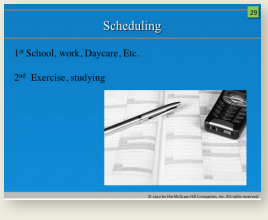
Resources

PowerPoint slides 27–30

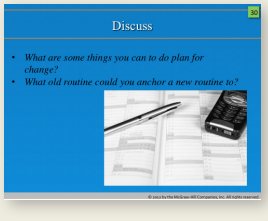
Slide 27, Reflect



Slide 28, Scheduling



Slide 29, Discuss



Lesson Notes

Introduction: Scheduling is a strategy that can help manage your time.

Build on Background: Ask students the following questions:

- *What is scheduling?*
- *Have you ever used scheduling?*

Connect: Explain to your students that they will need to use an organizer/calendar/planner that best suits their habits and needs.

Explain: There is no wrong or right way to keep a calendar. Students have to figure out what works for them.

- First, sit down with a calendar; it is best to start with your nonnegotiables—classes, work, etc.
- Next, you should add your priorities such as studying or exercise.
- Explain that once you have planned your week, look at it and make sure it's not too overwhelming. Remember, you make your own schedule, so you can change it.

Discussion

Small group: *Give students a brief moment to share answers to the following discussion question with someone nearby:*

- What are some things you can do to plan for change?
- What old routine could you anchor a new routine to?

GOT TIME?

Ask students to describe times in their life they've seen or used a schedule.

TRY IT

Have students think about their high school schedule or their college schedule. What is the purpose of making those schedules?

Tip: Encourage your students to practice working on their schedule when they get home.

TRY IT

It is important for students to understand that they are in charge of their own schedules. If their schedule seems too busy at the end of the week, then they need to eliminate something from their schedule.

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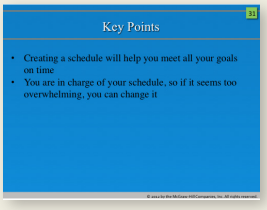
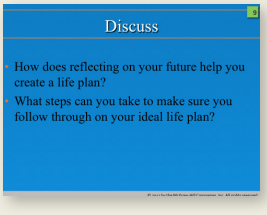
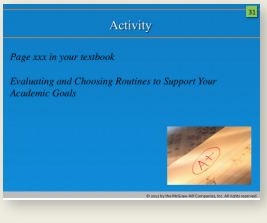
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO 4: SCHEDULING YOUR TIME (10 MIN.)		
Slide 30, Key Points  	**Conclusion:** *Share these* ***key points:*** • Creating a schedule will help you meet all your goals on time. • You are in charge of your schedule, so if it seems too overwhelming, you can change it.	**TRY IT** Have students share out loud any other key points they might take away from this lesson.

Outline
• Discussion
  • Small group
  • Whole class
• Conclusion
 	
Resources
PowerPoint
Slide 9 discuss
 
 	
	LO 1: Discussion
	Discuss: As students to think about their answers to these questions, then discuss with a neighbor:
	• How does reflecting on your future help you create a life plan?
	• What steps can you take to make sure you follow through on your ideal life plan?
	Come back together as a ***whole class*** *and call on students to answer the discussion questions*
	
	Key Points: *Share these important key points:*
	• Having a clear ideal life plan will help you reach the future you desire.
		Tip: Try to not get too involved discussing goals here. Use this discussion as a good transition into the next section.

ACTIVITY: EVALUATING AND CHOOSING ROUTINES TO SUPPORT YOUR ACADEMIC GOALS (25 MIN.)		
Resources Textbook, page 18 **Detailed Activity Notes** PowerPoint slides 31–32 Slide 31, Activity  	**Activity** **Introduction:** *Tell your students that they will have the opportunity to more closely evaluate their current routines in how they do or do not support their goals.* ***Use the Detailed Activity Notes to conduct this activity.*** *Prepare students to locate page 18, and continue with directions from the instructor guide.* **Activity Wrap-Up** *After the activity, ask students the following questions:* • What current routines did you realize you will need to stop because they did not support your academic goals?	**WEB RESOURCES** Additional Instructor Resources/Activities: 1. Preparing for Change in the Workplace

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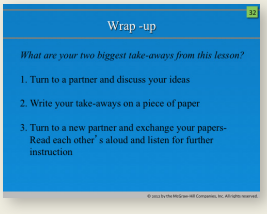
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
ACTIVITY: EVALUATING AND CHOOSING ROUTINES TO SUPPORT YOUR ACADEMIC GOALS (25 MIN.)		
	• What routines did you realize you will need to start in order to support your academic goals? • Which routines will be the most challenging to stop? Why? • Which routines will be the most challenging to begin? Why? • How will you stay committed to keeping up these changes to your routines?	**ONLINE EXTRA** @ Your students can complete this exercise online in the Connect program.
LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)		
Resources *Slide 32, Wrap-Up*  	**Lesson Wrap-Up** *Have the class come together as a whole group. Ask students to share with a partner their two biggest takeaways from this lesson.* *Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.*	Tip: Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Return to first page

Section 2: Detailed Activity Notes

EVALUATING AND CHOOSING ROUTINES TO SUPPORT YOUR ACADEMIC GOALS

This activity asks students to evaluate their current routines to determine which ones support their goals.

Classroom Management: This activity should be completed individually with students recording the information in their textbooks. Once everyone is finished, you will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that they will be evaluating their current routines to decide which ones they should stop and which ones they should start in order to support their academic goals.	• Students should be following along with the activity directions in their textbook.
• **Ask** your students to pick their two most important academic goals, and to write those two goals in the first open line of each box on page 18 of their textbooks. • Then **explain** that in the lines below each of their academic goals, they have the following three options: 1. Identify a current routine that does not support this goal that you will choose to stop. 2. Identify a current routine that does support this goal that you will choose to continue. 3. Identify a new routine that you believe will support this goal that you will choose to begin.	• Students should be writing their two most important academic goals in the spaces provided on page 18.
• **Elaborate** that for each academic goal, they will select two of the three options to complete for this activity. • However, if they would like to complete all three options, they may do so.	• Students should be selecting the two options they will complete for their two academic goals.
• As your students begin to fill out the chart about their routines, **remind** them to consider how they will avoid being tempted to continue a routine they decided to stop, as well as how they will motivate themselves to start and maintain a routine they decided to begin. • **Reinforce** that they can consider providing themselves with incentives for sticking to stopping or starting new routines.	• Students should be filling out the chart for the two routine options they selected.

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Return to first page

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Encourage** your students to ask questions as they work on their routines. • After everyone has finished, **refer** to the discussion questions on page 18 of the lesson notes in the: Lesson Review and Wrap-Up Discussion 2. **Ask** your students the following discussion questions: ***What current routines did you realize you will need to stop because they did not support your academic goals?*** ***What routines did you realize you will need to start in order to support your academic goals?*** ***Which routines will be the most challenging to stop? Why?*** ***Which routines will be the most challenging to begin? Why?*** ***How will you stay committed to keeping up these changes to your routines?***	• Students should be asking questions if necessary. • Students should be rejoining their classmates for a discussion.

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Return to first page

Section 2 Additional Activity: Managing Change by Developing New Routines

PREPARING FOR CHANGE IN THE WORKPLACE

This activity has students develop proactive strategies for how to successfully manage change in the workplace.

Preparation: This activity requires that students have read "Time on the Job" starting on page 8 of the textbook.

Classroom Management: This activity should be competed individually and as a class with students recording the information in their textbook. Once the class has finished, they will start the discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Tell** your students that they will examine change in the workplace. • Change in anyone's life can throw a curve in his or her routine. Change on the job can create obstacles to productivity and time management—their routine. • **Emphasize** that in order to overcome these obstacles, it is important for them to anticipate potential changes in their career, so they can develop proactive strategies to work through them.	
• **Ask** your students to turn to page 8 in their textbook and quickly review: "Time on the Job." • **Explain** that for this activity, they are going to expand on the exercise presented in "Change in the Workplace" with the entire class.	• Students should be quickly reviewing the reading "Time on the Job" on page 8.
• To begin, **tell** your students to list any negative changes that they could anticipate occurring in their future workplace.	• Students should be listing any negative changes they could anticipate occurring in their future workplace.
• Once everyone has finished, **ask** for one of your students to volunteer to be the "writer."	• One student should be volunteering to be the "writer."
• **Explain** that the "writer" will record information on the whiteboard.	• Students should be sharing the negative changes they wrote with the writer.
• After someone has volunteered to be the writer, elaborate that to assist the writer, the entire class will share the negative changes everyone wrote that they could anticipate occurring in their future workplaces.	• The writer should be writing these negative changes on the whiteboard.
• **Remind** your students to take turns sharing because the writer writes all of these changes on the whiteboard.	

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Return to first page

INSTRUCTOR GUIDE	STUDENT ACTIONS
• Once the writer has recorded all of the changes on the whiteboard, **explain** that he or she will need to find out the most challenging changes everyone could experience on the job. • In order to accomplish this task, he or she will go through each change and **ask** the class to vote on the most difficult changes. • **Explain** that after the vote, the writer will circle the top three changes that the class determined to be the most challenging to experience. • After these three changes have been identified, **tell** your students to record them in their notebooks. • **Tell** your students that as a class, they all will create three strategies to overcome each of the three changes, which means they will end up with a total of nine strategies. • **Ask** the writer to erase the whiteboard leaving only the top three changes. • **Tell** your students to begin offering strategies for overcoming these changes. • **Ask** the writer to add each of the strategies onto the whiteboard. • Once everyone has contributed, **ask** your students to select the three most effective strategies for each change. • Again, **ask** your class to vote. • The writer will erase the strategies with the least votes, leaving the top three strategies for each change on the whiteboard. • After the vote has ended, and only nine strategies remain, **tell** your students to list all nine in their notebooks. • Then as a class, **ask** your students to discuss the following questions: ***Was it difficult to limit potential work changes to only three? Why or why not?*** ***How difficult was it to brainstorm strategies to overcome these changes?*** ***Was it easier to consider possible strategies once you heard some ideas from your classmates? Why or why not?*** ***How did you decide which strategies were the most effective?*** ***Was it difficult to vote on only three strategies for each change? Why or why not?*** ***Are there any additional strategies that we should consider adding? If yes, what are they?*** ***How can you use some of these strategies to overcome obstacles caused by change in school?***	• Students should be voting on what they consider to be the most difficult changes from the ones listed on the board. • The writer should be writing the tallies of votes by each change, and then circling the top three changes the class determined to be the most challenging. • Students should be recording these three changes in their notebooks. • Students should be creating strategies for how to overcome each of the three changes. • The writer should be erasing the whiteboard, leaving just the top three changes. • Students should be sharing their strategies for overcoming the three changes with the writer. • The writer should be adding each strategy onto the whiteboard. • Students should be voting on what they consider to be three most effective strategies for each change. • The writer should be erasing the strategies with the least votes, leaving the top three strategies for each change on the whiteboard. • Students should be recording these nine strategies in their notebooks. • Students should be considering and responding to these questions.

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Return to first page

Managing Time, Section 3

In this section, students evaluate the benefits of staying focused and avoiding procrastination, including an activity that has students discover their personal focusing secrets.

LESSON OVERVIEW

SECTION 3: THE POWER OF FOCUS		
Learning Outcomes	5. Understand the benefits of staying focused and how to maintain focus. 6. Develop strategies for avoiding procrastination.	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 5: The Benefits of Staying Focused
		  • Lecture/Activity
		  • Discussion
		  • LO 6: Don't Procrastinate—Think Now, Not Tomorrow!
		  • Lecture/Activity
		  • Discussion
		• Student Activity: Discovering Your Personal Focusing Secrets
		• Lesson Review, Wrap-Up and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 24–29, lecture/discussion notes • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on pages 26–29 in the textbook
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 20–29 • PowerPoint slides 33–51 • Detailed class activity notes	

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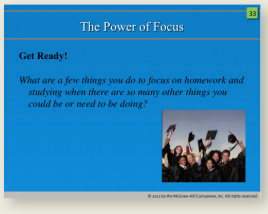
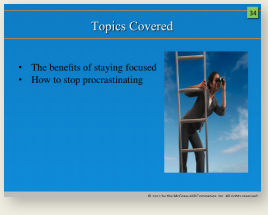
Return to first page

Managing Time, Section 3

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline • Get Ready! Exercise • Reflection • Section Overview **Resources** PowerPoint slides 33–34 *Slide 33, Get Ready*  *Slide 34, Topics Covered*  	**Lesson Notes** *Ask students to **reflect:*** Some students find studying alone to be one of the most challenging aspects of college. • What are a few things you do to focus on homework and studying when there are so many other things you could be or need to be doing? *Call on volunteers to share their answers.* **Explain:** There are many benefits to staying focused on your academic goals. **Focus:** The state of giving your full attention to a task. **Section Overview:** Introduce **topics covered** in this class session: • The benefits of staying focused • How to stop procrastinating	**TRY IT** Give students an example of what you do to focus, for example, turning off you cell phone while working. Tip: You may need to write the definition of "focus" on the board for students' reference.
LO 5: THE BENEFITS OF STAYING FOCUSED (25 MIN.)		

Outline
• Lesson Notes
  • Introduction
  • Background
  • Connect
  • Discussion
  • Conclusion
	Lesson Notes
	Introduction: Learning how to stay focused for the challenges that you face is a time management strategy that is important to achieving your goals.
	
	Build on Background: *Ask the class the following question:*
	• What does it mean to be focused?
		TRY IT
		Ask students where they can they go, besides the library, to stay focused.

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Return to first page

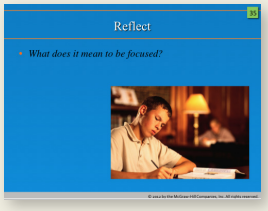
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 5: THE BENEFITS OF STAYING FOCUSED (25 MIN.)

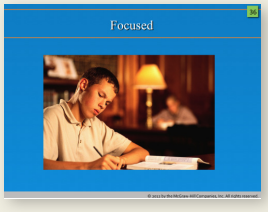
Resources

PowerPoint slides 35–44

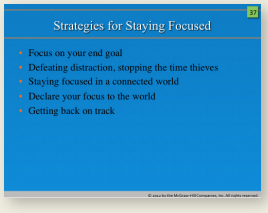
Slide 35, Reflect



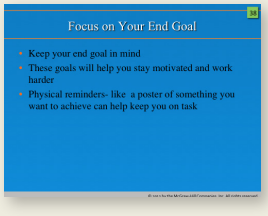
Slide 36, Focused



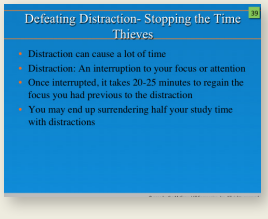
Slide 37, Strategies for Staying Focused



Slide 38, Focus on Your End Goal



Slide 39, Defeating Distraction



Connect: You may have a great routine of going to the library for a two-hour study session; however, it will be your ability to focus that will determine whether that study session is productive or not.

Elaborate that planning is important, but it's focus that turns into achievement.

Finding a balance on how we spend our time by focusing and planning allows us to have free time to do other activities.

Explain the five strategies for staying focused.

- Focus on your end goal.
- Defeating distraction, stopping the time thieves.
- Staying focused in a connected world.
- Declare your focus to the world.
- Getting back on track.

Elaborate on each one of the steps.

Focus on Your End Goal

- Keep your end goal in mind.
- These goals will help you stay motivated and work harder.
- Physical reminders, like a poster of something you want to achieve, can help keep you on task.

Defeating Distraction—Stopping the Time Thieves

- Distraction can waste a lot of time.
- Distraction: An interruption to your focus or attention
- Once interrupted, it takes 20–25 minutes to regain the focus you had previous to the distraction.
- You may end up surrendering half your study time with distractions.

Tip: Ask students to share any personal strategies to staying focused.

TRY IT

Have students share some distractions they have in their lives.

GOT TIME?

There may be different technology modes that could be distracting—phone, Facebook, too many windows open on the computer, e-mail, instant messaging. Have students come up with other examples of distracting technology.

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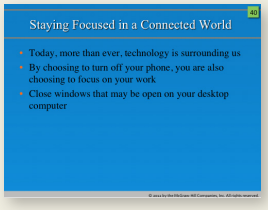
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 5: THE BENEFITS OF STAYING FOCUSED (25 MIN.)

Slide 40, Staying Focused in a Connected World

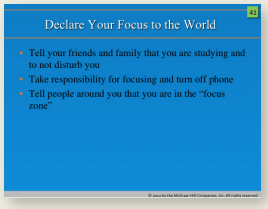


Staying Focused in a Connected World

- Today, more than ever, technology is surrounding us.
- By choosing to turn off your phone, you are also choosing to focus on your work.
- Close windows that may be open on your desktop computer.

Tip: Friends and family will be understanding and will appreciate your need to be in the focus zone.

Slide 41, Declare Your Focus to the World



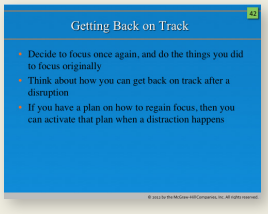
Declare Your Focus to the World

- Tell your friends and family that you are studying and to not disturb you.
- Take responsibility for focusing and turn off your phone.
- Tell people around you that you are in the "focus zone."

TRY IT

Have students explain how they get back on task after a disruption.

Slide 42, Getting Back on Track



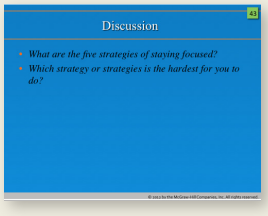
Getting Back on Track

- Decide to focus once again, and do the things you did to focus originally.
- Think about how you can get back on track after a disruption.
- If you have a plan on how to regain focus, then you can activate that plan when a distraction occurs.

TRY IT

Have students share their answers to the discussion question as a whole class activity or in different pairs or triads.

Slide 43, Discuss



Discussion

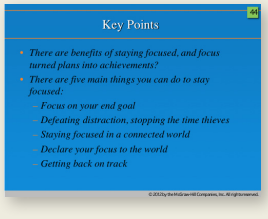
Small group: Give students a brief moment to share answers to the following discussion question with someone nearby:

- *What are the five strategies of staying focused?*
- *Which strategy or strategies is the hardest for you to do?*

TRY IT

Have students share their different key points that they will take away from this lesson.

Slide 44, Key Points



Conclusion: *Share these* ***key points:***

- There are benefits of staying focused, and focus turned plans into achievements.
- There are five main things you can do to stay focused:
- Focus on your end goal.
- Defeating distraction, stopping the time thieves.
- Staying focused in a connected world.
- Declare your focus to the world.
- Getting back on track.

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Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 6: DON'T PROCRASTINATE—THINK NOW, NOT TOMORROW! (10 MIN.)

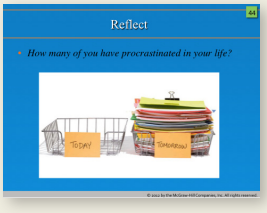
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

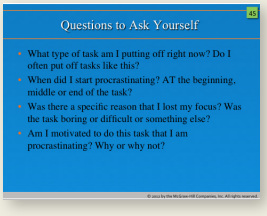
Resources

PowerPoint slides 45–49

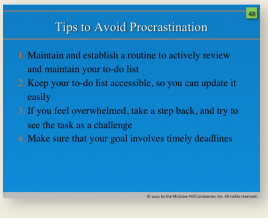
Slide 45, Reflect



Slide 46, Questions to Ask Yourself



Slide 47, Procrastination Tips



Lesson Notes

Introduction: Procrastination can cause you to lose focus and not complete a task to the best of your ability.

Building on Background: Ask students an informal survey question:

- *How many of you have procrastinated in your life?*

Connect: Procrastination is a state in which you continuously delay the performance or execution of a task.

Elaborate that it may lead you to lose your motivation in completing a task.

Explain that if you catch yourself procrastinating, there are a few things you can do. Ask yourself the following questions:

- What type of task am I putting off right now? Do I often put off tasks like this?
- When did I start procrastinating? At the beginning, middle, or end of the task?
- Was there a specific reason that I lost my focus? Was the task boring or difficult or something else?
- Am I motivated to do this task that I am procrastinating? Why or why not?

To stay focused, identify the reasons why you are procrastinating. Take action to help you steer clear.

Explain that once you have targeted the reasons you are procrastinating, you may need to boost your motivation to do the work.

Identify the following tips to avoid procrastination:

- Maintain and establish a routine to actively review and maintain your to-do list.
- Keep your to-do list accessible so you can update it easily.
- If you feel overwhelmed, take a step back and try to see the task as a challenge.
- Make sure that your goal involves timely deadlines.

TRY IT

Encourage students to be truthful and answer. Give an example from your life.

TRY IT

Show the PowerPoint slide to illustrate the concept of procrastination. Also, consider writing this question and your students' answers on the whiteboard. If they struggle with responding, consider writing the definition on the whiteboard: a state in which you continuously delay the performance or execution of a task.

TRY IT

If there is time, allow some students to share their responses to the procrastination questions.

GET CONNECTED

Encourage your students to share their own successful procrastination strategies with their classmates.

TRY IT

Encourage students to write down tips that they think they will use to avoid procrastination.

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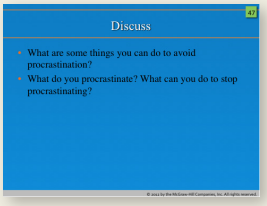
Return to first page

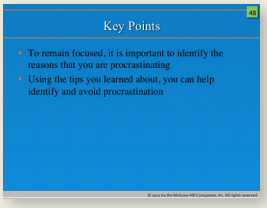
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 6: DON'T PROCRASTINATE—THINK NOW, NOT TOMORROW! (10 MIN.)

Slide 48, Discuss



Slide 49, Key Points



Discussion

Small group: *Give students a brief moment to share answers to the following discussion question with someone nearby:*

- What are some things you can do to avoid procrastination?
- What do you procrastinate? What can you do to stop procrastinating?

Come back together as a **whole class** and call on students to share their answers.

Conclusion: *Share the **key points** to implementing these concepts:*

- To remain focused, it is important to identify the reasons that you are procrastinating
- Using the tips you learned about, you can help identify and avoid procrastination.

TRY IT

If time permits, have students either share as a whole class their answers to the discussion questions, or in different pairs or triads.

TRY IT

Have students share any other key points they may take away from this lesson.

ACTIVITY: DISCOVERING YOUR PERSONAL FOCUSING SECRETS (25 MIN.)

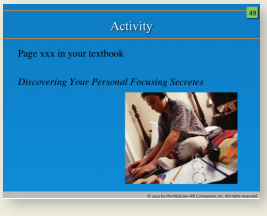
Resources

Textbook, page 26

Detailed Activity Notes

PowerPoint slide

Slide 50, Activity



Activity

Introduction: Tell your students they will need to examine the situations in which they are the most and least focused, during this activity. ***Use the Detailed Activity Notes to conduct this activity.*** *Prepare students to locate page 26, and continue with directions from the instructor guide.*

Activity Wrap-Up

After the activity, ask students the following questions:

- What did you notice about the differences between your two sets of answers (unfocused/focused)?
- What distractions did you avoid in your focused session?
- What distractions cause the most interruptions for you?
- How could you improve your next focused session?
- Overall, how will you benefit from being more focused?

WEB RESOURCES

Additional Instructor Resources/Activities:

1. Structured Study Plan
2. Class Discussion

ONLINE EXTRA

Your students can complete this exercise online in the Connect program.

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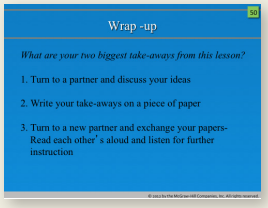
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)		
Resources *Slide 51, Wrap-Up*  	**Lesson Wrap-Up** *Have the class come together as a whole group and ask students to share with a partner their two biggest takeaways from this lesson.* *Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.*	Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Return to first page

Section 3: Detailed Activity Notes

DISCOVERING YOUR PERSONAL FOCUSING SECRETS

This activity provides students with the opportunity to examine their most and least focused study sessions in order to create more productive study habits.

Classroom Management: This activity should be completed individually with students recording the information in their textbooks. Once everyone is finished, you will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that they will evaluate their most and least focused study sessions in order to develop more productive study habits.	• Students should be following along with the activity directions in their textbook.
• **Tell** your students that the first-part questions are about their least focused study session. • **Elaborate** that they will respond to all questions in the space provided in their textbook. • Once they have finished the first-part questions, they may begin the second part.	• Students should be responding to the questions about their least focused study session.
• **Remind** students that the second-part questions are about their most focused study session.	• Students should be responding to the questions about their most focused study session.
• **Encourage** students to ask questions or for assistance as they complete this activity.	• Students should ask for any assistance or clarification as they complete this activity.
• After everyone has finished, **refer** to the discussion questions on page 28 of the lesson notes in the: Lesson Review and Wrap-Up Discussion.	• Students should be rejoining their classmates for a discussion.
Ask your students the following discussion questions: ***What did you notice about the differences between your two sets of answers (unfocused/focused)?*** ***What distractions did you avoid in your focused session?*** ***What distractions cause the most interruptions for you?*** ***How could you improve your next focused session?*** ***Overall, how will you benefit from being more focused?***	

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Return to first page

Section 3 Additional Activity: The Power of Focus

STRUCTURED STUDY PLAN

This activity has students apply the time management skills they have learned in this module to create a weekly, structured study plan to prepare for upcoming exams.

Classroom Management: This activity should be completed individually with students recording information in their textbooks. Once everyone has finished, they will reconvene as a class for a brief discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Remind** your students that in this section, they have reviewed the importance of focus and balance for achieving academic success. • Now they are equipped with the tools to put these principles into practice by creating a concentrated weekly study plan to eliminate procrastination and ensure effective test preparation.	• Students should be following along with the activity directions.
• To begin **ask** your students to select one of their classes that could most benefit from having a specific study plan. • Then **refer** your students to the list of studying options. • **Tell** your students to choose any of the strategies they would want to use for their study plan, but they must select a minimum of six. • **Emphasize** to your students that after completing the earlier sections of this time management module, they should have a clear understanding of how they spend their time throughout the week, as well as their available free time.	• Students should be writing the class in which they would benefit the most from having a specific study plan. • Students should be reviewing the list of studying options. • Students should be selecting a minimum of six strategies to incorporate into their study plan.
• **Tell** your students to select two or three days out of the week they would be able to dedicate as their study days. • Then **ask** your students to identify one-hour or two-hour periods of time in which they will be able to study on the days they chose.	• Students should be writing the two or three days out of the week they will dedicate to studying. • Students should be writing the hour or two-hour periods of time in which they will study on the days they previously selected.
• **Remind** students to use the example as a guide. • **Refer** your students to the first chart presented in this activity. • **Ask** your students to examine the completed example to assist them in creating your own. • **Explain** that they will follow the same format in the blank chart. • They will fill in the hours they will study on the appropriate days, as well as which study strategies they will use for each study period.	• Students should be reading the first, completed chart.

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Return to first page

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Remind** your students that they should have at least two to four study strategies for each day of studying, which you break down into specific time frames for completing, such as 10 minutes, 15 minutes, 20 minutes, 30 minutes, etc.	• Students should be completing their own study plan in the blank chart.
• **Encourage** your students to refer back to the instructions and the sample to ensure that they have included all of the required information.	• Students should be asking themselves these questions to ensure that they created an effective plan.
• **Reinforce** that they should double-check by asking themselves the following questions: • Did you list the times for the two to three days you chose to study? • Did you include a minimum of two study strategies per day? • Did you break down how much time you will spend on each strategy?	• Students should ask for the instructor to review their plan for accuracy.
• You will want to **review** everyone's study plan for accuracy and completion. • Once everyone has finished, **ask** them to respond to the following question as a class: ***How will your study plan improve your test performance and stop procrastination? Identify your specific reasons.***	• Students should be discussing this question in class.

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Return to first page

Class Discussion

This discussion has students examine how time management methods and planning ahead affect their lifestyle and academic success.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Ask** your class the following questions: ***What time management methods work best in the college setting?*** ***How can planning ahead in college impact your success?*** ***How can you best incorporate planning tools into your academic time management methods?*** ***What planning tools do you think work for you and your current lifestyle?***	• Students can use a separate sheet of paper to respond before participating in the class discussion, or students may simply share their answers verbally.

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