Basic Planning

Lesson Plan | Middle and High School

Lesson Time: 15-20 minutes

Budget Your Time

Objectives & Outcomes

Lesson Objectives: When given 24 manipulatives, such as sticky notes, students will be able to create a 24-hour time budget.

Lesson Outcomes: Students will be able to ...

- divide activities for a typical school day into whole and partial hours
- adjust their schedules to meet all their obligations

Subject Area Connection: Math, Language Arts, Health

Getting Ready

Teacher Preparation: To prepare for the lesson, gather all necessary materials. Think about how to guide students into making realistic estimates of time spent in everyday activities.

Materials Required:

- sticky notes, 24 per student
- notebook paper
- pencils
- ruler or straight edge

Key Vocabulary

time budget: a tool to manage time.

nonrenewable asset: a limited resource.

prioritize: arrange in order of importance.

Background

Time management is a critical skill in today's fast-paced world. Students can quickly become overwhelmed with multiple projects, due dates, and extracurricular activities. Learning to manage and budget time will help them be more productive, procrastinate less, and get things done ahead of schedule.

Just as financial managers do more than create expense reports, successful time managers do more than make to-do lists. They analyze how time is spent, and find ways to prioritize what needs to be accomplished, put it on a schedule, and find time for pleasurable activities.

This lesson will give students a concrete example of where their time goes in a typical 24-hour weekday. If a student has more things to do than hours in the day, they will decide where to change the schedule and what activities to cut back. If they find they have extra time left over, they can use it for fun or relaxing activities.

"**Time management** is a **critical skill** in today's fast-paced world."

Introduction and Modeling

Many students feel stressed over all the things they need to do each day. By a show of hands, determine how many students wish they had more time in a day. Also by a show of hands, ask students how many of them wish they had more money. Tell them time is like money; there is only so much of it. We may earn more money, but our time is a nonrenewable asset.

To manage our money we need a financial budget. To manage our time, we need a time budget. Tell the students today's activity will teach them how to budget their time. They will find out how they spend time in their daily life and identify time-wasters. Through this activity, students learn how to prioritize different tasks in their life, which will help them in school and beyond.

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Procedure

1. Survey the students to find out how many feel stressed about all the things they need to do every day. Ask the students how many would like more hours in a day. Tell them that creating and using a time budget can help them feel as if they have more time to do the things they like.

2. Hand out 24 sticky notes to each student. Each sticky note represents one hour. Each student will also need notebook paper, a pencil, and a straight edge.

3. Have students divide their paper into two sections, one for a.m. and one for p.m. Using a straight edge, have them subdivide each section into twelve boxes.

4. The students will now place sticky notes in each box, and write an activity on the sticky note. For example, there should be seven or eight sticky notes labeled "sleep." There should be six or seven sticky notes labeled "school." They may cut the sticky notes in half to create 30-minute time periods.

5. Give the students several minutes to create their time budgets. If they say they do not have enough sticky notes, they must look at their time budget and make changes. They will see that giving up some activities may be necessary. If they have extra sticky notes, they may use them for pleasurable activities, such as socializing with friends.

6. Have partners compare and contrast their time budgets and collaborate to discover modifications to the schedule.

7. Have students write a new daily schedule using their time budget.

Discussion Questions

- What activities besides sleeping and school did you discover use the most time?
- Explain some of the changes you found necessary to make in order to meet all of your priorities.
- Describe the benefits of using a time budget.
- Describe the most difficult part of creating your time budget.

Evaluation

Students should write a short paragraph describing the process they used to decide how and where to place their sticky notes. They should write a second paragraph describing how they plan to stick with their time budget. What will they do if unexpected activities or responsibilities arise?

Tips for Tailoring This Lesson

For Higher Grade Levels

- Have students extend their time budget to one full week.
- Have students use the weekly time budget and extend it to the current month and the current year.

For Lower Grade Levels

- Have students time budget only the hours before and after school.
- Have students organize their tasks by color using different colored sticky notes or colored pens or markers.

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Alignment to Standards and Frameworks

Common Core State Standards:
College & Career Readiness

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Anchor Standards for Reading

CCRA.W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Anchor Standards for Speaking and Listening

CCRA.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CCRA.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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