# Basic Planning

Lesson Plan | Middle and High School

Lesson Time: 20-25 minutes

# What's on Your Schedule?

## Objectives & Outcomes

**Lesson Objectives:** Given graph paper and sticky notes, students will create a grid for a block schedule of required activities and free time.

**Lesson Outcomes:** Students will be able to ...

- analyze a block schedule and resolve time
- conflicts
- coordinate their schedule to meet priorities

**Subject Area Connection:** Language Arts

## Getting Ready

**Teacher Preparation:** With an accurate block schedule, it is possible to find unused pockets of time for studying, volunteering, socializing, or other activities. In this lesson, you will show the students a visual representation of how to find free time even in a full schedule.

**Materials Required:**

- magazines
- tape
- graph paper
- colored pencils
- ruler or straight edge
- small colored sticky notes

## Key Vocabulary

**time conflict:** two things scheduled simultaneously.

**prioritize:** put things in order of importance.

**coordinate:** to work together harmoniously.

## Background

Time management is one of the most important skills for students to learn if they are to juggle busy school and personal schedules. Using a blocking system on a grid can help them visualize where pockets of time can be found that might be used productively.

Many students think their schedules are full, but they are spending a great deal of time on activities that are no productive. Television, surfing the Internet, video games, and social media can all result in lost productivity. However, they can schedule time for these activities if they enjoy them, and still meet their priorities such as schoolwork, chores, and extracurricular obligations.

In this lesson, students will see where they have time to spare and where they may have time conflicts. They will see where and how they may change their activities to create more time for priorities. They will learn how to coordinate their schedules with others to work together. Getting everything done is simply about planning and sticking to a schedule.

> "Getting everything done is simply about **planning** and sticking to a **schedule.**"

## Introduction and Modeling

Tear out a selection (5–10) of images from a magazine. Tape a piece of paper on the board and ask for volunteers to come to the board and tape an image onto the paper. After all the images are taped up, ask students to look at the paper. Are there blank spaces where more images could be added? If not, are any of the images hanging off the edge?

Explain that the images represent tasks, and the paper they're taped to represent their day. If there is more time (blank space) than activities (images) then they have extra time to add things in, but if there are more activities than there is day, then something has to be rescheduled. Share that it's hard to see what your time looks like unless you create a schedule so you can see, like the collage, how much or how little time they have to do everything they need and want to do in a day.

Explain that finding unused pockets of time in their schedules can help them get all their priorities done and have time for fun.

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### Procedure

1. Hand out twelve sticky notes and a sheet of graph paper to each student.
2. Cut four sticky notes in half. Label them with each school subject and one with "before school."
3. Students will lay the cut sticky notes on the left side of a piece of graph paper, evenly spaced, beginning with the one labeled "before school."
4. Place one full sticky note on the bottom of the page and label it "after school and homework."
5. Lay another piece of graph paper next to the first, open book style. Along the top of the two papers, have them put seven sticky notes evenly spaced, and label them with the days of the week.
6. Use a ruler to create a grid on the graph paper.
7. Have the students write one week's schedule on their grid.
8. In the bottom section labeled "after school and homework," have them draw colored blocks for different activities. For example, if they have sports practice from 4 p.m.–6 p.m., they may put a green box around that time slot in the days of practice, blocking out that time.
9. Have them block out their class schedules and their after school responsibilities with color. They should find there are some white areas left over. These are the unused pockets of time they may fill with other activities.
10. Have students use the grid they just created to record their after school activities for one week. Write down how many hours they spend on things such as television, social media, video games, or other unproductive activities.

### Discussion Questions

- Explain how using a block schedule helps you manage your time.
- What should you do if you have a time conflict?
- How could you coordinate your schedule with a friend who has a different schedule?
- How would you reorganize your schedule to create more pockets of time for things you enjoy?

### Evaluation

Have the students write a short paragraph describing what they discovered about their weekly schedule when they blocked out time for each activity. Answer the following questions:

- How will I use block scheduling to help me stay
- organized?
- How can I use the free time I found?
- Is it possible to overschedule?
- Is there anything I can do to make more time in my schedule?

### Tips for Tailoring This Lesson

#### For Higher Grade Levels

- Use a computer or tablet to create a table for a weekly schedule.
- Have two students work together to coordinate time to study for a big exam.

#### For Lower Grade Levels

- Create the grid paper ahead of time and have the students add the colors.
- Have students schedule time to care for and play with their pets, plants, or other responsibilities.

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### Alignment to Standards and Frameworks

**Common Core State Standards:**
**College & Career Readiness**

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**Anchor Standards for Language**

**CCRA.L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Anchor Standards for Writing**

**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.

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