



KEY CONCEPTS

- Calendars
- Setting priorities
- To-do lists
- Time management tools
- Short- and long-term goals



CLASSROOM MATERIALS

- Handout 8.1
- Handout 11.3
- Handout 11.4
- Handout 15.1
- Monthly calendar
- College application forms **or** Baccalaureate transfer forms

For Additional Activity 4:

- Handout 15.2



CAREER COACH WEBSITE LINKS

- None in this module

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Understand the challenges of time management
- Learn strategies for time management such as setting priorities
- Use planning tools such as to-do lists, calendars, and schedules
- Understand short- and long-term goals

LESSON SET-UP

For this lesson you will need:

ACTIVITY 1

- Enough six- or twelve-month calendars for each student in your class. Calendars should have a page for each month and can be printed from Outlook™ or Publisher™ computer programs.

ACTIVITY 2

- A college admissions form from Module 14, Activity 2
- The filled-in calendar from Activity 1

Note: For college settings in which students are already accepted to the college credit program, a university baccalaureate transfer form or other type of form may be substituted.

ACTIVITY 3

- Students to take **Handouts 8.1, 11.3, and 11.4** out of their portfolios
- Enough copies of **Handout 15.1** for each student in your class

ADDITIONAL ACTIVITY 4

- Enough copies of **Handout 15.2** for each student in your class

FYI

For more information on:

- College survival skills, see <http://www.clemson.edu/collegeskills/sec2pg1.htm>
- Time management problem resolution guides, see <http://www.members.aol.com/rs/lts/tmmmap.html>
- Control your time, see <http://www.businessstowen.com/time/time-control.asp>
- Five strategies for kicking the procrastination habit, see <http://www.businessstowen.com/time/time-5reasons.asp>
- Values-based time management, see <http://www.businessstowen.com/time/time-living.asp>

Introduction (10 minutes)

1. Review the last module. Students chose colleges or training programs to apply to, learned to fill out application forms, and previewed financial aid applications. Students already accepted into a college learned about their potential majors or concentrations.

FOR STUDENTS WHO HAVE NOT YET BEEN ACCEPTED INTO A COLLEGE OR TRAINING PROGRAM

The students answered two questions in their notebooks. Ask for one to two volunteers to read their answers. If more students want to read their answers, allow it.

- *What school or schools will I apply to and what are the deadlines?*
- *What information do I need to obtain for my school applications?*

Remind students that one of their assignments was to bring in at least one completed school application. Ask if students had problems filling out the forms.

- *What types of information gave you problems?*
- *Do you have any ideas about how you will get the information you need?*
- *Does anyone else have suggestions?*

FOR STUDENTS WHO HAVE ALREADY BEEN ACCEPTED INTO A COLLEGE, BUT ARE EXPLORING MAJORS OR CONCENTRATIONS

The students answered two questions in their notebooks. Ask for one to two volunteers to read their answers. If more students want to read their answers, allow it.

- *What program do I want to enter?*
- *What requirements do I need to meet?*

2. Introduce the main point of the lesson. Students will:
 - Learn about strategies and tools that they can use to help them manage their time
 - Begin brainstorming their short- and long-term career goals
3. Ask students to write two questions in their notebooks. They will answer them after the class.
 - *What three strategies can I use to manage my time?*
 - *What is one goal I want to accomplish this year?*
4. Write the number 168 on the board. Ask: *What does the number 168 represent in your life?* Answer: *The number of hours in a week.*
5. Discuss that people say “There are not enough hours in the day” or “I wish I had more time.” The fact is that everyone has the same number of hours in the week—168. No one has more than 168 hours, but people who manage their time well get more done.
6. Explain that the people who get the most done are not the ones who work the hardest or get the least sleep. They are the people who know how to set priorities. When you set priorities, you do the more important things before you do the less important.

Introduction (cont.)

7. Tell students that a simple tool for managing their time is to sort their priorities with an “ABC system.”

- A – activities that are the most important
- B – less important
- C – least important – ones that you could do without or could be rescheduled

8. Explain to students that the most important activities are those that:

- Lead to an important goal
- Must be finished before other important activities can be finished
- Have a time deadline

Using a Monthly Calendar

ACTIVITY 1: Using a Monthly Calendar (10 Minutes)

SELF-MANAGEMENT TOOLS In this activity, students will use a monthly calendar as a tool to plan and manage their schedules. Tell students that a monthly calendar provides:

- An overview of upcoming activities – school, work, personal activities, and appointments, etc.
- A way to make sure that you don’t plan two things at the same time
- A method to stay focused on what needs to be done



Pass out Calendars

1. Pass out the calendars. Have students fill out the calendars for the current month and the next month.
2. Encourage students to write small but neatly enough to read. As a class, have students record, with times, their:
 - Class and lab schedule – for this class and other classes
 - Homework and study schedule – for this class and other classes
 - Work schedule – hours that they are at work
 - Personal or family obligations
 - Appointments – personal, family, and friends
 - Deadlines for important tasks – such as due dates for school applications – they should star these
3. Explain to students that it is important to consider all of their obligations when they plan their schedule. If their schedules are unrealistic, they may try to schedule more than they can possibly complete, leading to frustration and disappointment. Tell students that travel time and homework time are two areas that many people often underestimate. Explain that in college-level courses they should expect one and a half hours of homework or reading for each hour of class time.

ACTIVITY 1: Using a Monthly Calendar (cont.)

- Point out that the calendar provides a visual of when they need to put aside time to get important tasks done. Give them an example of how their ABC system will help them to manage their time.

Example

The deadlines for submitting their college applications should be an "A" priority. This should take priority over a "B" priority, such as going to see a friend.

Explain that one way to meet deadlines is to schedule the deadline on their calendars and then "work backwards," allowing enough time for each task. This concept can help them complete important tasks for school, work, and life in general.

- Ask students to put their calendars into their portfolios.

Working Backwards**ACTIVITY 2: Working Backwards (5 minutes)**

SELF-MANAGEMENT TOOLS Have students imagine that their college applications or university baccalaureate transfer applications are due six weeks from now.



Have students take out a college admissions form and their filled-in calendar

Optional: pass out university baccalaureate transfer forms

- Have students take out a college application form or university baccalaureate transfer form, **and their calendar from Activity 1**.
- Have students look over the instructions for the application and brainstorm the steps that they need to do.

Sample Tasks

Get application – How? Print out? Pick up at school?

Get all relevant information

Get transcripts – How? Visit or call high school or other schools? Give enough time for it to be mailed?

Get scores, if needed (ACT, SAT) – How? Visit or call high school or other schools? Give enough time for it to be mailed.

Get recommendations if needed – Who needs to be contacted? What information do they need?

Submit application – How? Online? Mail? In person?

Pay – How? Cash, check, or credit card?

- Have students make a plan by working backwards to assign deadline dates to each action step.
 - Have students look at their calendars and take into account days that may not be useful. For example, they may not be able to make long phone calls on days that they work all day.
 - Point out to students that they need enough time in case things don't go smoothly. For example, if their high school says allow five business days to get their transcript, they should allow a couple of extra days.

To-Do Lists



Finally, another valuable time-management tool is a “to-do” list. This is a daily list of what needs to be done that day. It can include:

- Small tasks – return phone calls, pick up dry cleaning, etc.
- Regular tasks – paying bills, etc.
- Scheduled tasks – going to class, appointments, etc.
- Deadlines

Students can use the ABC system to prioritize their “to-do” lists. They can cross off tasks as they finish them.

Explain to students that these time-management tools can help them create their short- and long-term career plan. Tell students that their career plan will include specific goals they must complete to reach their target career.

Tell students that for this class, short-term goals are those that will take less than a year to complete. Explain to students that short-term goals are often stepping-stones to completing long-term goals.

Tell students that for this class, long-term goals are those that will take more than a year to complete.

Example

Raquel has taken a GED class, but hasn't taken her test yet. She would like to become a computer support specialist. In order to become a computer support specialist, she needs to get one or two certifications, get a bachelor's degree, and get some experience working with computers.

Raquel's short-term educational goals are to take and pass her GED test, apply to a college certificate program, and begin working on her first certification. One of her short-term goals is to get a starter job in the computer field. Two of her long-term educational goals are to complete three certifications at the local community college and then complete her bachelor's degree in information technology.

ACTIVITY 3: Setting Short- and Long-Term Goals (10 minutes)

WORKSHEET Students will prepare for short- and long-term planning by organizing their goals.



Students take out a Handouts 8.1, 11.3, and 11.4



Pass out Handout 15.1

1. Explain to students that they will begin the first steps of short- and long-term planning using their career educational goals.
2. Ask students to take **Handouts 8.1, 11.3, and 11.4** out of their portfolios.
3. Tell students that they will be using the educational goals at the bottom of **Handout 11.3** to fill the buckets in **Handout 15.1: Short- and Long-Term Goals**. Ask students to write each of their short-term educational goals in the first bucket.
4. Remind students that preparing for their careers will take other steps as well. Ask students to write short-term goals that develop their career in ways other than education.

Example

Develop employability skills

Develop experience in their target field by working in a starter job

ACTIVITY 3: Setting Short- and Long-Term Goals (cont.)

5. Tell students that long-term goals may be found on **Handout 11.3**, or they may be part of their mission statement on **Handout 11.4**. Explain that long-term goals may also include the job-specific skills needed for their target career found at the bottom of **Handout 8.1**. Ask students to write their long-term educational goals in the second bucket in **Handout 15.1**.
6. Ask students to think of other types of long-term goals and write them in the second bucket.

Example

Get a job as a _____

Get licensed as a _____

7. Ask students to put **Handouts 8.1, 11.3, 11.4, and 15.1** in their portfolios. Tell students that in the next class they will develop detailed action plans for their short- and long-term goals.

Wrap-Up and Assignments (5 minutes)

1. Review that time management is an important factor in succeeding and staying in school. Encourage students to use the strategies that they learned in the class in college or at work, including using the calendar that they were given. Encourage students to make a to-do list for this week.
2. Tell students that in the next class they will learn how to develop detailed action plans to help them accomplish their career goals. Ask students to use **Handout 8.1** to fill in the Building Skills section of **My Career Plan** and bring them to the next class.
3. Remind students that they wrote two questions in their notebooks. Have them write the answers to the questions and bring them to the next class:
 - *What three strategies can I use to manage my time?*
 - *What is one goal I want to accomplish this year?*

Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

Additional ACTIVITY 4: Where Does the Time Go?

WORKSHEET Discuss that people say “there are not enough hours in the day” or “I wish I had more time.” The fact is that everyone has the same number of hours in the week—168. No one has more than 168 hours, but people who manage their time well get more done.



Pass out **Handout 15.2**

1. Pass out copies of **Handout 15.2: Where Does the Time Go?**
2. Have students fill out the worksheet.
3. Ask if any students ended up with zero or negative free time.
4. Ask: *Are you surprised about how you spend your time? What would you like to spend more time on? Less time on?*
5. Tell students that if they found they had less available time than they thought, they should look over their list and prioritize those that are most important, and consciously spend less time doing less important activities. They may also want to look for ways to economize their time, such as doing homework while they do laundry or ride the bus to work.
6. Tell students that on their own time they may want to spend a week keeping track of how much time they spend on each activity to get a really accurate picture of how they spend their time.

Additional ACTIVITY 5: Handling Interruptions

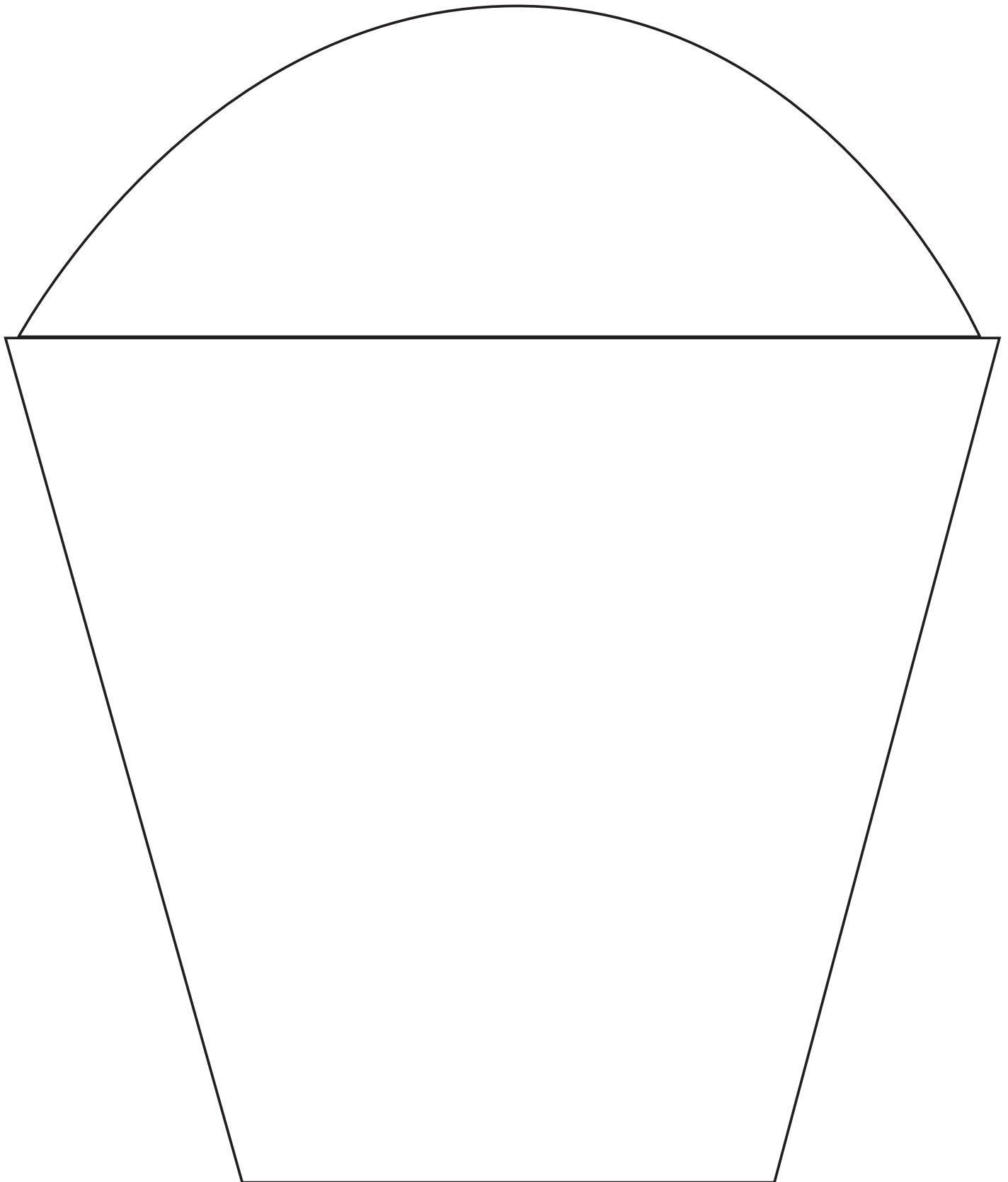
PAIR AND SHARE Have students divide into pairs. Read the following scenario and have students brainstorm suggestions and then share them with the class.

Anitra has just returned to school and is studying for her A.A. degree in business administration. She works full-time and attends class two nights a week at the local community college.

She plans to study on Tuesday and Thursday nights when she is not in class and three hours on Saturday morning. But her husband who wants a snack, her kids who need her attention, and her cell phone constantly interrupt her.

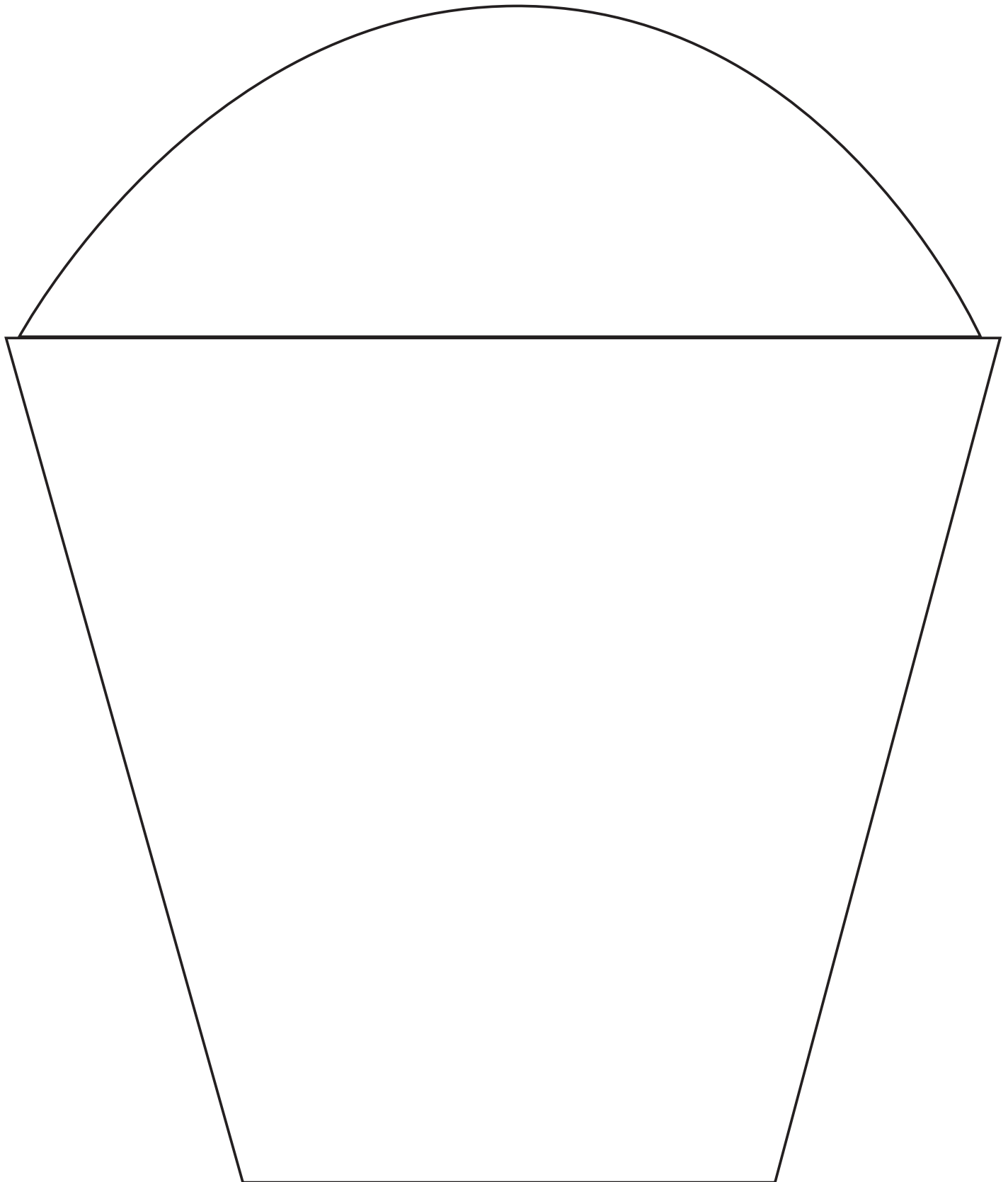
What three suggestions would you make to Anitra to handle the interruptions so that she can get her studying done?

Handout 15.1: Short- and Long-Term Goals



Short-Term Goals

Handout 15.1: Short- and Long-Term Goals (cont.)



Long-Term Goals

Handout 15.2: Where Does the Time Go?

Use this handout to figure out how you spend your time.

WORK

List the number of hours you work each week. _____

SCHOOL AND HOMEWORK

List the number of hours you spend in class. _____

List the number of hours you spend doing homework. _____

FAMILY/FRIENDS

List the number of hours you spend with family/friends each week. _____

OTHER COMMITMENTS (e.g., volunteer, church, etc.)

_____	_____
_____	_____
_____	_____

TOTAL OTHER COMMITMENTS

RECREATION

COMMUTING TO AND FROM WORK/SCHOOL

SLEEP, CLEAN, COOK, EAT, GROOM 7 x _____ hours per day

ADD THESE UP TO GET A TOTAL

**SUBTRACT THE TOTAL FROM 168 HOURS/WEEK
TO CALCULATE THE REMAINING FREE HOURS YOU HAVE
AVAILABLE EACH WEEK.**
