

7:30	Channel surf	Channel surf	Channel surf	Channel surf	Channel surf	Channel surf	Channel surf
10:00	Go to bed	Go to bed	Go to bed	Go to bed	Go to bed		
12:00	Wake up and go back to sleep	Wake up and go back to sleep	Wake up and go back to sleep	Wake up and go back to sleep	Wake up and go back to sleep	Go to bed	Go to bed

Name: T. Landers_

Date: 8 January 2020

Activities List:

1. I would wake up
2. I would eat
3. Slip on my JROTC uniform
4. I would finish getting ready
5. I would go to the bus to get to school
6. I would wait out in the lunch room
7. I would go and visit my teacher
8. I would go to Mrs. Bostic for business and tech.
9. I would go to my T.B or my Advisement
10. Go on to JROTC for second
11. Go on to math class
12. Move on to 3rd lunch
13. Move on to physical science for my last class
14. I would go to drill after school if it is that day
15. I would go to FBLA if it was that day
16. I would get home
17. relax for 30 odd minutes
18. wash dishes
19. clean off the table
20. take out the trash
21. feed the animals
22. watch Jeopardy
23. practice drill at home
24. play the Xbox
25. take a shower
26. help cook
27. eat dinner
28. (optional) have dessert
29. Watch a movie
30. Sleep
31. Wake up in the middle of the night
32. Go back to sleep

STUDENT NAME T. Landers

CLASS PERIOD 2nd Block

Rubric for Calendar Setup in Word-Table Format

Description	Point Value	Points Earned
Calendar includes the following: <ul style="list-style-type: none">• Wake up-Grooming• Classes• Work Schedule• Study Time	25	25
Entries are readable (appropriate size and font)	25	25
Calendar is attractive and organized	25	25
Correct Spelling, Grammar, Punctuation- 5 points for each error	25	25
Total Points	100	100

Time Management-Job Skills
Self-Management-Employment and Communications Unit BMA-06
Sharonda Bostic
Lamar County High School-Business Spring 2020



Lamar County School System
Lesson Plan Template



Students will use this worksheet similar to the one above.

<https://docs.google.com/spreadsheets/d/1ML63jJWc2CVpCGUGhi03BHmlccoq-RZACLndGJrt7o/template/preview>

As a High School student, you know the demands that classes, homework, work and family place on your time. Some days you probably wonder how you'll ever get everything done. One key to managing your time is developing a schedule. Here are some hints for making a schedule.

1. Make a list of all your weekly commitments for the term. Include classes, homework, reading, studying, work, regular meetings, extracurricular activities, even family obligations such as laundry, regular workouts, grocery shopping, etc.
2. Estimate the time needed for each item on the list. Also make a note of how often you will need to do each item.

3. In HW #1, part A you are asked to block out a typical week on the schedule grid given. Start with items with fixed time slots like classes and work.

4. Next, include the items on your list with flexible time slots. Think carefully about how best to schedule some items such as study time.

5. Don't fill up every time slot on the schedule. Remember that you need to allow time for eating, sleeping and relaxing! You should also allow a little extra time for the unexpected.

6. If you find that your weekly schedule is too full for you to handle, you may need to make some changes in your workload, class load, or in other areas of your life. You may want to talk to your advisor, manager or supervisor at work, your guidance counselor for help with such decisions.

Weekly Schedule Lesson Plan

Plan Purpose:
to studies?

Do your students have trouble realizing how much time they need to dedicate

to studies?
Do your students regularly have excuses as to why they didn't get their work done? This lesson can be done the first week of classes to help students plan a realistic schedule that allows them time to be successful in the courses they enroll.

Description:

Students work in groups to discuss which activities fill their schedules. They are then taught to distinguish between static-time activities and flexible-time activities to help realize how to schedule better. Then students are directed to fill out their weekly schedules. Finally students are informed that they need to plan for 2 hrs of study for every 1 hour of class and asked to fit this into their

already packed schedule. What will they need to sacrifice if they want to succeed in school?

Materials: Weekly Schedule (1 copy for each student) How to fill out weekly schedule (1 copy for each student) Monthly Schedule (1 copy for each student) Large Paper (11 x 17 preferable) Markers

Objective: Student will learn how to plan STUDY/HW time for their classes and prioritize ATTENDING class via creating a usable a weekly/monthly schedule that allows for planning other important aspects of their life.

Procedure: 1. Place students in groups of three or four
2. Give each group 1 large paper and 3-4 markers.

Stage I: Introduction (3 min)

3. Explain to the students that they will now have 3 minutes to come up with as many items as they can think of that take up their time during a week. When you say "Go," they are to write these down on the large paper that is in the middle of their group. They can all write at once or they can designate a writer and have the rest direct what is written. They should skip self-maintenance items like: personal hygiene and sleeping. **** Certain self-maintenance items include a social component. For example, eating that is a scheduled event because there is more than one person involved. Do include this type of event.**

4. During the three minutes encourage them to come up with the most of any group. If they appear to be stuck remind them to think of things like: dropping children off at school, riding bus to school, classes, exercising, playing video games,...

5. Stop the groups.

Stage II: Categorizing Activities (5 min):

6. Explain that there are different types of activities that are on their paper so we are going to categorize them. For example there are items that are at set times that can't be changed (dropping children off at school, class meeting times,...)

7. Provide them with a new large piece of paper. Have them write the categories: Static time frame: amount of time is exact and always occurs Flexible time frame: amount of time takes varies Important but can be rescheduled: must be done, but can choose when Not important- can be rescheduled: can put off till later ***** Note: items can show up in more than one category.**

8. Have students pick one writer for each group. The rest of group needs to direct the writer as to which item goes in which categories

T. Landers Schedule
T. Landers Activity List
T. Landers Lesson Plan Rubric
Time Management Lesson Plan
Stage III: Writing Activities on board (8 min)

13 January 2020

9. The instructor writes the categories across the top of several blackboards, leaving large space in between.

10. Assign each group to a category – have a person that wasn't the writer put the list from their group for that category on the board. It is ok that more than one group will be working on a category. (5 minutes)

11. Talk to the class as a whole and see if they have suggestions to add to any of the categories (i.e. items they thought of that aren't up there yet). Stage IV: Filling out personal schedules (8 min) Explain to students: There are 24 hours a day x 7 days a week = 168 hours per week. Every person must take care of certain self-maintenance needs (sleeping, eating, etc.) These take up a minimum of 10 hours a day x 7 days = 70 hours. This leaves only 98 hours of "other time."

12. Have students fill out their actual weekly schedule using these categories:

*** Self-maintenance (sleeping, hygiene, etc.) block this time off first.**

*** Next start with the static time frame items.**

*** Then add ones that are important but can be rescheduled.**

*** Then flexible time frame items that haven't been added.**

*** Finally non-important items....**

Stage V: Studying for Classes – Did you plan for enough time?

13. Inform the students that for every hour they are in class they should be spending 2-3 hours out of class studying doing work for that class.

14. Have them calculate the number of class hours they have this semester and multiply the number of class hours by 2.

15. Now that they have fit into their schedule that many hours of study time. If they can't fit it in then they need to reconsider the amount of classes they are taking, or other options to remove from their actual weekly schedule. What can they realistically sacrifice?

Discussion topics good during this process: * Taking grandma to the doctors – set time frame but can be scheduled AROUND your class time. Let her know your availability schedule BEFORE!!! * Should I plan study time DURING another class? Should I plan to study all on one day for 10 hours straight? * Do I have time to work 40 hours a week. Gaming 20 hours a week and classes 10 hours a week? Remember 10 hours of classes = + 20 hours, i.e. 10 hours of classes is really 30!!!!

Assessment:

Option 1: Have students put this in their notebook and keep it there for notebook grading.

T. Landers Schedule

13 January 2020

T. Landers Activity List

T. Landers Lesson Plan Rubric

Time Management Lesson Plan

Option 2: One week later, ask the students "How has the schedule worked out for you? Are you following it?" Have students write a brief paragraph. (Grade on honesty not success.) Or, for quick assessment have them give thumbs up/down.

Option 3: Teach 32-day commitment lesson and have students pick something from their weekly schedule for this.

Work Schedules

Activity Plan Warm Up: Ss share their current or past work schedules with the class by answering the following questions:

When do they get their work schedule? Who gives it to them? What are their working hours?

Introduction: Ask Ss what they like and don't like about their work schedules.

Tell Ss that today's class will focus on reading and understanding a work schedule. Presentation: Write a few work schedule vocabulary words on the board. e.g. shift, overtime.

[workschedulevocabularymatching.doc](#)

Review with Ss the work schedule vocabulary on the board.

Ask Ss to match the vocabulary words to the work schedule words of a salon. Select the link below

http://www.web-esl.com/84R/wrksch_mtch.htm

Have students answer the following question by reading the attached work schedule.

<http://www.web-esl.com/job/sch.htm>

Have students complete the work schedule activity below

[workscheduleactivity1.doc](#)

Sample Work Schedule Dialogue

[workscheduledialogue2.doc](#)

T. Landers Schedule
T. Landers Activity List
T. Landers Lesson Plan Rubric
Time Management Lesson Plan

13 January 2020

Have Ss load their school/work schedule into their phones in their calendar.

Sources & resources: Christy Daniel Degregorios, Human Development 10 Homework Packet

<https://docs.google.com/spreadsheets/d/1ML63jJWc2CVpCGUGhi03BHmlccoq-RZACLndGJrt7o/template/preview>

<https://www.planday.com/blog/employee-scheduling-guide/>

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