



United States
Department of
Agriculture

NIFA

National Institute
of Food
and Agriculture



[https://nifa.usda.gov/
program/4-h-positive-youth-
development](https://nifa.usda.gov/program/4-h-positive-youth-development)



National Aeronautics
and Space
Administration

EXPEDITIONARY
SKILLS **FOR LIFE**

A FEDERAL PARTNERSHIP FOR **STEM** EDUCATION

LESSON PLAN: ACTIVITY 3.1

PLANNING TIME

LESSON DETAILS

AGE/GRADE LEVEL

High School

PREP TIME

30 minutes

LEARNER OUTCOMES

Youth will assess what occupies their time, determine time efficiencies, and learn to use a time management tool..

ACTIVITY TIME

1 hour, 35 minutes (all activities combined)

SUCCESS INDICATORS

Youth will conduct and analyze their personal use of time and create a simple plan to improve their time management.

MATERIALS LIST

- Chart paper
- Markers
- Youth worksheet (Planning and Follow Through)
- Youth Worksheet (Time Management Worksheet)
- Blank Paper
- Pencils

LIFE SKILLS

Time management, personal accountability, critical thinking, self-awareness, personal credibility, problem solving, flexibility

SUGGESTED SPACE

Any

NATIONAL STANDARDS

21st Century: Life and Career Skills / INITIATIVE AND SELF-DIRECTION / manage goals and time, work independently, be self-directed learners

SUGGESTED GROUP SIZE

Any size

21st Century: Learning and Innovation Skills / CRITICAL THINKING AND PROBLEM SOLVING / reason effectively, use systems thinking, make judgments and decisions, and solve problems

REFERENCES

Time Management
[http://www.learningtogive.org/
units/be-change-life-skills/time-
management](http://www.learningtogive.org/units/be-change-life-skills/time-management)

Time Waster
[http://www.trainingcoursematerial.
com/free-games-activities/time-
management-activities/time-wast-
ers](http://www.trainingcoursematerial.com/free-games-activities/time-management-activities/time-wasters)

Time Management: Choose Priorities
[http://pbskids.org/itsmylife/school/
time/article4.html](http://pbskids.org/itsmylife/school/time/article4.html)

21st Century: Life and Career Skills / PRODUCTIVITY AND ACCOUNTABILITY / manage projects and produce results

INTRODUCTION

Choosing priorities, or deciding what to spend less time on or cut out of your budget completely, is one of the most important steps in managing your time. Sometimes we have to choose priorities over the long term, and sometimes we have to do it day to day. No matter how perfectly you have your time budget balanced, there will always be unexpected changes and new responsibilities to fit in. **To help you choose priorities when you need to, keep these ideas in mind:**

Remember the big things. There are big things in life, and there are little things, and you've got to do your best to tell them apart. Some things that may seem really important today, like getting to the hobby shop to buy a pack of collectible cards, might seem a lot less important in a few weeks or months. On the other hand, doing well on school assignments and completing your family responsibilities are always important. These are the "big things" that you should always consider first when making a time budget. Always reserve plenty of time for these priorities, and use "leftover" time for things that are less important.

Think about what's urgent. You've set aside time after school to do some research on your history paper, but you also have a big concert coming up and need to practice your cello. Which takes priority that day? Well, which deadline is coming up first? If the concert is next week, but the report's not due until the week after, there's your answer. Knowing which task is more urgent is an easy way to choose priorities.

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PLANNING TIME, CONTINUED

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Think about the consequences of NOT spending time on it. Can't decide whether something is worth your time? Ask yourself this: "What would happen if you DIDN'T do it?" For example, should you finish writing up a science project or watch a movie on DVD? What are the consequences of NOT doing your science work? What are the consequences of NOT watching the DVD?

Sometimes you know when you'll have to choose long-term priorities, like when you need to pick activities for the upcoming school year. Other times, you're forced to do this suddenly because your schedule has become too packed or you have a new goal, like putting in extra basketball practice because you want to get better at shooting. To help you make these tough choices on long-term priorities, ask yourself these questions:

- What do these things mean to my life?
- Is this a now-or-never situation?
- Am I doing this for me, or for someone else?

ACTIVITY INSTRUCTION

ACTIVITY: SPENDING TIME (60 MINUTES)

1. Do you ever wish you had more hours in the day to do everything you need or want to do? If you had no time constraints or obligations, like school or jobs, what are two things you would do with your time? Have the youth think about these questions, pair up with another person, and share their answer with the other person. After they have shared with their partner, discuss this idea as a class, sorting suggested activities by putting tallies into categories, such as sports/exercise, friends, volunteering, relaxing, art, and media. Discuss which categories most of the activities fall into.
2. Now, ask the youth if they can figure out how many minutes there are in a year and then how many minutes there have been in their lifetime (answers: 525,600 minutes in a year which averages out to 8,409,600 for a sixteen year old). Share with the youth that how they use their time can help them not only reach their goals but also have time for them-

elves and not get burned out.

3. Talk to the youth about the benefits of having time to do what they like to do. Tell the youth that today they will learn some strategies for time management that might just give them the time to do some of those things.
4. On chart paper, create a two-column chart with the title "Time." Label one side of the column "How I spend my time" and the other side "How I would like to spend my time." Model for the youth by filling in a few items on each side of the chart. Fill in examples, such as sleep, eat, school and shower on the first side. Under the second column give a few examples such as exercise and visiting friends. Have the youth give you examples and put them on the chart.
5. Handout the youth worksheet "How Do I Use My Time?" and explain that youth are going to work independently on all three sections of the worksheet and will have time to discuss the sections with a partner. This is going to help them understand how they spend their own time.
6. Instruct youth to complete Part I of the worksheet, which addresses how they spent their time yesterday, and Part II, which asks them to rate how well they manage their time in relationship to school and things like homework.
7. At this point, stop and have the youth share their data. How much time did they actually spend on video games, or watching TV? How much time did they spend with friends? How much time did they spend on things they wanted to do? Compare these items to the chart they had done before. Ask the youth to talk to their partner about where they wish they had spent their time when they look back from today. Ask the youth whether there are areas where they spend too little time or too much time?
8. Draw the youth' attention to Part III of the worksheet. Ask youth to work with their partner to determine what is most important and how much time it takes up in their day. What is next important and how much time will that get? And finally what is least important and how much time will it get.



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PLANNING TIME, CONTINUED

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9. After thinking about this, distribute a copy of the Time Management Handout. Read and discuss the steps of the action plan, and then give youth time to complete the page. Have them share this worksheet with their partner, discussing and adjusting their plan based on this discussion.
10. Discuss the value of making a to-do list from their time-management plan. Model making a "to do" list using your own personal goals. Show the youth how to assign a time frame and show them how to assign importance and prioritize. Pass out blank paper and give the youth a few minutes to create their own to-do list.

Discuss:

- How might adopting good time management skills affect your lives? What might be different?
- How does applying time management skills affect your energy?
- What are some "unnecessary activities" that take up your time that you wish you didn't spend time on because they distract you from your goals or take away your energy?
- What are some "unnecessary activities" that are positive and help you to be more productive because they energize you?
- How might today's work help you find time for things you want to do?

DEBRIEF ACTIVITY: ACTION REPLAY (15 MINUTES)

1. Everyone should sit down (typically on the floor or ground)
2. Suggest that everyone close their eyes and create a picture in their mind as the facilitator replays the activity. NOTE: add sufficient detail but don't take a lot of time
3. When you have finished recapping the activity, ask everyone to choose one thing that stood out them and consider why it stood out?

4. Allow youth to contemplate your question, if time allows you can have them break into groups of 3-5 and discuss what each person considered "the one thing" and why?

APPLIED CHALLENGE: NO TIME TO WASTE (20 MINUTES)

Choose four major time wasters that you discussed in your group and use them in this follow-up activity to reinforce learning and encourage youth to think of more creative ways to counter common time wasters. Some example time wasters can be: drop in visitors, travel time, telephone, and watching TV.

Directions:

1. Write down each time waster on the back of an envelope. (One time waster on each envelope.)
2. Add 4 blank index cards to each envelope.
3. Divide youth into 4 teams.
4. Issue one envelope to each group.
5. Point out to the groups the time waster written on the back of the envelope and the index cards inside.
6. In each round, each team is tasked to come up with as many ideas as possible to handle their time waster, write that on one of the index cards, replace it inside the envelope and pass the envelope to the next team.
7. Each round has a time limit of three minutes, so once time is up on each round, every team has to pass the envelope to the next team.
8. Go on for two or three rounds or as your time permits.
9. Ask each team to present the ideas for the time waster from the envelope they currently have in front of the whole group.

Variation: Hold an evaluation round of voting for which of the proposed strategies works best in terms of practicality and usefulness.



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PLANNING TIME, CONTINUED

HOW DO I USE MY TIME?

Part I.

Think back over the last 24 hours and calculate how time you have spent on the following activities. Blanks are provided for you to add other categories if needed.

I spent

_____ minutes on sleeping.	_____ minutes with my family.
_____ minutes eating	_____ minutes on TV or video games.
_____ minutes talking to my friends	_____ minutes on _____
_____ minutes on activities	_____ minutes on _____

Part II.

Now let's test how you spend your time on school. If your answer to the question below is always, put down a 3. If your answer is sometimes, put a 2. If your answer is probably not, put a 1.

1. I have a regular time for studying each day. _____
2. I write my assignments down and check the list regularly. _____
3. I always have the materials I need when I start to study. _____
4. I rarely distract myself with wandering away from the task when studying. _____
5. I do assignments in chunks to avoid last minute work. _____

Part III.

Reflect on how you answered the questions above and fill out the chart below.

What are the things that I could do only sometimes, certainly not every day?	
What are the things that I need to do regularly every day?	
What are the really important things that need more time?	



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LESSON PLAN: ACTIVITY 3.1

PLANNING TIME, CONTINUED

TIME MANAGEMENT

Do you feel you manage your time well? Vote Now!

- Yes, I'm good at scheduling my days and weeks.
- Sometimes I'm short on time, sometimes not.
- No, I am almost always short on time.

How much time do you set aside for homework every night? Take a guess at how much time it will take for you to get your work done. Write it down. Then, right before you get started, check the clock and see what time it is. You are going to time yourself and see how close your guess was. You may want to do this a few times to help you become aware of how long it actual takes to do your homework.

Do you have a routine? Routines are a great way to help you get everything done on time. Before doing anything, plan it and what you have to do first according to its importance. And no matter what happens; do not allow these distractions to become your priority.

How do you establish a routine?

1. Write down the things you need to accomplish
2. Every item written on your list must be given a time frame
3. Organize every item written according to its importance.
4. Make a plan on how to achieve your goals in the given time frame
5. Focus. This will help you accomplish every little thing you have to do for a day.

TIME MANAGEMENT ACTION PLAN

1. Clarify your goal. (Can you get a visual picture of the expected outcome? How can you see if you have reached your destination? What makes your goal measurable? What might be in the way, like the limits on time, money, or other resources?) On a blank piece of paper, clearly state your goal.
2. Write a list of actions. Write down all actions you may need to take to achieve your goal. At this step, focus on generating and writing as many different options and ideas as possible. List them under your goal.
3. Analyze, prioritize, and prune. Look at your list of actions. What are the absolutely necessary and best steps to achieve your goal? Mark them with a check mark. After that, what action items can be dropped from in the plan without significant consequences for the outcome? Cross them out.
4. Organize your list into a plan. Decide on the order of your action steps. Start from looking at your checked key actions. For each action, what other steps should be completed before that action? Rearrange your actions and ideas into a sequence of ordered action steps. Finally, look at your plan once again. Are there any ways to simplify it even more?
5. Monitor the execution of your plan and review the plan regularly. How much have you progressed toward your goal by now? What new information have you got? Use this information to further adjust and optimize your plan.



ACTIVITY 3.1: LEARNER ASSESSMENT

These questions are about things you learned during this activity. Please check the circle that best describes you.

Q1 I understand how to set priorities with my time.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q2 I can identify two things I do that are considered time wasters.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q3 I can identify three strategies to help me better manage my time.

- Not at all like me
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