

Lesson Plan: Time Management

The following class session layout consists of suggestions with regard to timing and classroom/out-of-class activities to match student outcomes and course objectives.

Student Learning Lesson Outcomes	<p>1. Demonstrate an understanding of why they are here and what they hope to gain. 4. Acquire college or discipline-specific information and strategies for academic success as defined by the offering unit.</p>
Course Objectives addressed in this lesson	<ul style="list-style-type: none"> • Identify academic, personal and career goals • Apply learning strategies including time management, goal setting, test-taking, note-taking, and reading skills • Apply critical thinking and research skills • Understand how to use technology for real-world applications • Customize the academic journey to incorporate specific College requirements and residence life experiences
Text Topic	Managing Time and Staying Motivated: The Starting Line for Academic Success
Duration	50 minutes
Classroom Activities	<p><u>Preview</u> the class session, collect beginning of course surveys</p> <p>Activity: (5 min.) <u>Review syllabus quiz</u> – have students get in groups of 3-4 and quickly review syllabus quiz. Collect if desired.</p> <p>Activity: (20 min.) <u>Mini lecture on goal setting</u> – Provide information on setting goals for academic, career and personal issues, discussing making them specific and measurable, creating action plans with timelines, show some examples that are college specific with regard to academic and career goals if applicable. Access publisher provided powerpoints as desired.</p> <p>Activity: (15 min.) – <u>“Worst Case Scenario” Time Management Activity & Tips</u> – Have students read information about “Joe” in handout individually. Then in small groups, have them make a schedule for Joe using time grid in handout. After about 5 min., give each group a “worst case scenario” strip that they need to work into the schedule. Process this activity last five to seven minutes by talking about buffer time, unexpected issues, and other time management tips. If applicable, discuss how time management affects certain majors with regard to programs specifics and/or requirements. Access publisher provided powerpoints on time management if desired.</p> <p>Activity: (5 min.) <u>Introduce e-folio</u> – briefly talk about e-folio, what it is, that it will be incorporated into the course, assignments for it will be required in course, which students will complete and upload. Depending upon classroom venue, on screen, show students how to access and login. Let them know more information about each assignment will be provided during the semester.</p> <p><u>Review class session and assign out-of-class activities.</u></p>
Out-of-Class Activities	<ul style="list-style-type: none"> • Read text pages 14-23 in Step by Step text. • Complete “ How do you measure up?” page 15 in Step by Step text. • Complete “Try It: Goal Setting” in text page 16 • Complete a weekly schedule/plan for yourself using the handout with time grid • Access and login to efolio.
Instructor Notes	<p>Materials needed for this session: Syllabus quiz and beginning of course survey for any who missed session one. “Worst case scenario” handout for each student. Additional time grid handout for each student for homework.</p> <p>Review syllabus quiz activity – could be done aloud with whole class rather than in small groups. Alternatively, also could be just collected from students.</p> <p>“Worst Case Scenario” could be completed by students individually instead of in small groups.</p> <p>Use the time management activity given, refer to the BAJ website for additional time management activities, or use one of your own.</p> <p>You may also want to direct students to complete activities available for each chapter online on the textbook specific website: http://bcs.bedfordstmartins.com/stepbystep3e/default.asp</p> <p>Materials available include videos with questions, flashcards, try it! exercises, and self assessment quizzes.</p> <p>All activity timings given are approximate and can be used to gauge which activities you will want to do in the classroom.</p>