“Take responsibility for your learning.”

### WEEK THREE

#### LIFELONG LEARNING

### W E E K  3

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Time Management

Overview: This lesson is taught to help adult learners reach their goals and priorities. This is a developmental lesson that will be reviewed again as part of the lesson on test-taking strategies.

Educational Goal: The goal of this lesson is for each learner to (1) comprehend the importance of time management skills and (2) value time management as it relates to the student life, family, citizen, and worker roles.

Objective:
Cognitive: — Define time management.
— Take a time inventory.
— Summarize strategies to improve test-taking skills.
— Explain how they can use time management to reach their goals.
Affective: — Describe why time management is important.

Skill Standard Connection: This lesson has connections to the Tennessee KSA – Manage Time and to the EFF Standards – Plan and Take Responsibility for Learning. (Appendix II)

Teaching Strategy: The lesson will be taught using a Read, Write, Discuss format. Learners will read the Scriptographic Booklet, “Managing Your Time.” They will discuss the information in the booklet and use the information to fill out a daily appointment log for the day. Give learners time to think and talk about their own time-management style. They will take a time inventory, identify their priorities and set time-management goals.

Lesson Plan

Introduction

Homework Review: Note-Taking Skills and Research Paper

Thought for the Day
“Look at a man the way that he is, he only becomes worse. But look at him as if he were what he could be, and then he becomes what he should be.” —Goethe
Allow others to be better. Don't limit others’ potential. Expect that others can become excellent.

**Attention:** How many of you try to manage time? How successful are you? (Listen for learner answers and build your discussion from their answers.)

**Motivation:** Why is time management important to you?

Overview: Today we discuss time management, what it means, and how we can use it to help us meet our goals. What is time? It is the amount of hours we have available each day, each week, each year. We measure it by our watches, birthdays, holidays, and events. Webster’s dictionary defines time as “a continuum in which events succeed one another from past through present to future.” So now we know that time is a series of events. If we can learn to better manage those events, then maybe we can be more successful. Let’s look in our booklet on page 2 and read the description of time management. (Have students turn to page 2 in “Managing Your Time” and read the page. Discuss with the learners the definition of time management and why it is important.)

**Body of Lesson**

**Main Point 1: Take a Time Inventory**

(Ask learners to read pages 2-4 and discuss as a group. Show them how to take a time inventory and give them a handout to take home and one to use at school. Be sure that each learner understands how to keep a time log. Give them the time log for school and ask them to keep the log for the rest of the day, while they are at school. Assign the home time log for homework.)

**Main Point 2: Setting Goals to Manage Time**

What were your goals when you came back to school. (They will have been in class long enough to have completed an assessment and a goal-setting lesson. Some learners may have changed their goals or made more specific goals during this time. List the learners’ goals on the board. After all learners have responded, ask each person to identify their goal as a long-term goal or a short-term goal. Place an L or an S beside each person’s goal.) Read pages 6-7. What is the definition of long and short term? Does anyone need to change his or her goal definition. (For example, if a learner has a goal of getting a GED, but her scores indicate that she is at a
literacy level, then this goal would be designated long term. Discuss with the learners what would be short-term goals to work toward that long-term goal. Remind learners of the stair steps and how we have to move forward one step at a time.) Write your long-term and short-term goal on your Note Taker.

Read page 7. How can we choose our priorities? Look at your goals and answer the following questions: Is this goal really important to me? Will I spend time to reach this goal? What will I give up to achieve this goal? (These types of questions will help them determine whether the goals they have listed are priorities. Encourage learners to be honest and ask questions or talk about any doubts they have. Remind them that there are no stupid questions and that it is important to be honest with themselves.) It is okay to discover that the goal you wrote down is not really a goal because it is not that important to you.

Now that you have your priorities, it is time to plan how to go from where you are to achieving your goal.

Main Point 3: Planning to Reach Your Goals
(Have the class read pages 8-9 and discuss as a group. Be sure to cover the three main points; the rewards of good planning, aids to good planning, and tips to good planning.)

Let’s practice planning. Gather the following tools: calendar, daily planner sheet, list of goals, and paper. You can use the Shewhart Cycle to begin the planning process. The purpose of using the Shewhart Cycle (PDSA) is that it provides adults with a tool to monitor progress toward a goal. While the other tools are helpful in keeping on track, the Shewhart Cycle provides the monitoring and readjusting that is sometimes needed when working toward a goal.

Choose one goal and using the PDSA plan how you will work toward that goal. When you have completed the PDSA take out your calendar and write in your class schedule for the month. Make a list of activities that you need to do today. After you have completed the list, prioritize each task by placing a 1, 2 or 3 beside each activity. Look at the daily plan sheet and mark out the time you will be in class. Now look at the hours remaining and schedule when you will do today’s activities. If you have scheduled too many activities you may have to put them on the to-do list for the next day.

Teaching Tip
Make your own list of questions. There are many time-management books to use as resources. Choose some easy to read books and place them in the classroom for learners to use.
Look at your lists. Where are the activities relating to your goals? If you did not include an activity specifically related to your goal you need to ask yourselves if this goal is really important. If not, take it off the PDSA and choose a goal that is important. In order to reach your goals you should include some activity daily that pushes you toward that goal.

Main Point 4: Time Thieves
All of us are probably guilty of saying, “I’m going to do…someday.” Or maybe you are one of those people who are always saying, “If I only had more time…” (Read out loud the following story by an unknown author to the learners.)

If you had a bank that credited your account each morning with $86,400 that carried over no balance from day to day, allowed you to keep no cash in the account, and every evening cancelled whatever part of the amount you failed to use during the day, just what would you do? Draw out every cent, of course.

Well, you have such a bank, and its name is TIME. Every morning it credits you with 86,4000 seconds. Every night it rules off, as lost, whatever part of this sum you have failed to invest to good purposes. It allows no overdrafts. Each day it opens a new account for you; each night it burns the record of the day. If you fail to use the day’s deposits, the loss is yours. There’s no going back; there’s no drawing against tomorrow. You must live in the present...on today’s deposits. Invest it so as to get from it the utmost in health, happiness, and success.

Now, ask yourself: How—exactly how—am I using my time in relation to my personal goals and the goals of my family? Read pages 10-11 and look at the time thieves. After reading the pages ask learners to list other time thieves that are not in the book.

Main Point 5: Time Tips
Read the remainder of the book. How can we manage our time? Look back at the list of activities that you have to do today. Are there things on the list that you could delegate to family members? Do you need to ask your family or a friend for help? What rewards have you planned for yourselves when you achieve results? Rewards should not wait until the goal is met; rewards can and should be planned all along the journey.
Conclusion

**Summary:** We may fool ourselves into thinking that time does not matter. But it is the only thing that matters. If you set a goal to get a GED because you can get a better job, yet you put off doing what needs to be done to get the GED, then you are fooling yourself. Learning to manage your time is one of the most important skills that you can develop. It will help you get the things that really matter to you.

**Re-Motivation:** Why is time management important? The world around you is changing. This is nothing new except today it is happening faster than ever before. If you continue to do what you have been doing to this point you will let precious minutes pass that you will be unable to make up for. In fact, your opportunity may pass you by and you will be one of those people who say, “If only…”

**Close:** Only you have the ability to make a change and take control of your life. Make it happen today by taking one small step. Learn to manage your time and you will learn to manage your life.

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**Teaching Tip**

The time thieves in the book may not relate to your learners' lives. Be ready to assist them in identifying time thieves in their lives. Ask learners to identify time thieves at school.