

Unit #1 Title: Learning for Life
Lesson Title: Prioritizing Time Lesson: 4 of 6
Grade Level: 10
Length of Lesson: 50 minutes
Missouri Comprehensive Guidance Standard: AD.4: Applying skills needed for educational achievement.
Grade Level Expectation (GLE): AD.4.B.10.a.i: Assess and apply a self-management system to meet increased academic demands.
American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across a lifespan.

Materials (include activity sheets and/ or supporting resources)

Student planners Index Cards

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
X	Social Studies 7. The use of tools of social science inquiry (such as

		surveys, statistics, maps, document)
X	Science	7. Processes of scientific inquiry (such as formulating and testing hypotheses)
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.
 Observation of discussion and group activities on handling and avoiding time conflicts.
 Student's list of priorities. These lists may be collected, photocopied and then returned to the students. This information may be used to help individual students who need additional support.

Lesson Preparation

Essential Questions:
 How do I avoid time conflicts in my daily schedule? What are my priorities?

Engagement (Hook): Role play an argument between the teacher and counselor in which one of them plays the role of the student and one plays the role of the teacher. The argument will center on the following scenario:

The student approaches the teacher wanting to miss a very important club/activity meeting after school due to the student having to work. The teacher will inform the student that missing the meeting means he or she will be kicked out of the club/activity due to too many absences. The student will get upset and storm away from the teacher.

This hook is designed to show students how lack of planning may set them up for conflicts.

Procedures

<p>Counselor Procedures:</p> <ol style="list-style-type: none"> 1. After the "hook", ask students how we could have avoided the conflict. 2. Ask students to recall and write (on an index card) a situation in which they were supposed to be in two places at one time and what they did. 3. Put all responses in a hat and pull out a 	<p>Student Involvement:</p> <ol style="list-style-type: none"> 1. Group discussion about ways the conflict could have been avoided. 2. Students will write a description of their situations and the action taken to resolve time conflict. 3. Participate in/observe/discuss skits.
--	--

<p>situation, volunteers will act out the situation. Alternative: Put students in groups of four. Each group has a different situation that is acted out before the other groups.</p> <ol style="list-style-type: none">4. Discussion Questions: How did it feel to have the time conflict? How did the person decide which time demand to honor?5. Have students list their top 4 time priorities (e.g. family time, study time)6. The priority lists may be collected and assessed. If collected, make copy and return copy to the students.	<ol style="list-style-type: none">4. Group discussion. re: priorities and decision-making.5. Make list of priorities and strategies for making sure priorities are scheduled.6. Students will turn in their top 4 priorities.
--	---

Teacher Follow-Up Activities

Discuss specific class time priorities.

Counselor reflection notes (completed after the lesson)