

Unit 1 Title: TEAMS: Together Everyone Assures My Success

Lesson Title: So Much to Do, So Little Time: How Do I Tie All of the Loose Ends Together?

Lesson 2 of 3

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
 PS.1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

Grade Level Expectations (GLEs):
 PS.1.B.06: Identify and develop personal planning strategies to manage individual, family, and school responsibilities.
 PS.1.C.06: Demonstrate skills needed to participate in team building.

American School Counselor Association (ASCA) National Standard:
 Personal/Social Development
 A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

Materials (include activity sheets and/ or supporting resources)

How Do I Tie It All Together? activity sheet (counselor may want to project the activity sheet in larger form to work through with students)
Assessing My Time Management Skills assessment worksheet
 Pencils, pens, or markers

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	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. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 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	4. Writing formally (such as reports, narratives and essays) and informally (such as outlines, notes)
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	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 Measurable Learning Objectives:

The student will construct a daily schedule with obligations and leisure activities.
 The student will reflect his/her understanding of how responsibility and time management skills are related by completing the *Assessing My Time Management Skills* Worksheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 Students will complete a weekly schedule and answer questions regarding responsibilities and time-management.

Lesson Preparation

Essential Questions: How do people manage all the responsibilities of their life roles? How can a person’s actions contribute to the community?

Engagement (Hook):

Say, “Previously we discussed the ways in which we are part of various groups: family, friends, teams, clubs, classrooms, etc. How do we tie up any loose ends that might cause us stress as we try to keep our relationships together?”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Review web activity from Lesson 1. Discuss all the groups with which the student may be involved, such as family, friends, teams, clubs, classes, etc.</p> <p>2. Say, “Today, we are going to brainstorm ways that we can work to keep things tied together. In other words, how do we manage individual, family, school, and community responsibilities?”</p> <p>3. Hand out <i>How Do I Tie It All Together</i> activity sheets. Class discussion might be as follows:</p> <ul style="list-style-type: none"> • If we plan things that we <u>must</u> do, then we have more time for the things we <u>want</u> to do. This activity can help you with keeping your commitments” • First of all, block out time for sleep. You should get at least 8 hours of sleep each night in order to be properly rested for your day. • Now, block out time for breakfast, lunch, and dinner. Do you eat three meals a day? Why is proper nutrition important? • When do you shower/bathe? Block out the time that you normally use. • Block out your time on the bus or otherwise spend getting to and from school. • Fill in your class schedule. • Fill in regularly scheduled activities, such as team practices, after-school tutoring, piano lessons, Scout meetings, church activities, chores that you have at home, etc. • Put in time for homework and study. • How much time do you have left? What are some things that you enjoy doing in your free time? Write in those activities. <p>(Monitor student progress, helping those who have difficulty. The counselor may also want to pair up students who need</p>	<p>1. Students will participate in small group (no more than 6 per group) discussion.</p> <p>2. Students will suggest time management strategies that can balance their various responsibilities. Counselor will write strategies on the board as students mention them.</p> <p>3. Students will participate in discussion and fill out the activity sheet “Assessing My Time Management Skills” as the class goes through their daily and weekly schedules.</p>

<p>help with other students to complete this activity.)</p> <p>4. Counselor says, “As a counselor, I have to keep track of my time and appointments. I have to plan my day and week in order to meet the commitments to my family, students, and community. In other words, personal planners, schedules, and calendars aren’t just for students. How do adults in your lives keep track of their commitments? How many of you have planners that you use regularly? Do you keep track of classroom assignments, or do you use it to keep track of other commitments as well?”</p> <p>5. Offer this suggestion to the students: “Your challenge is to follow your plans on the activity sheet and to determine whether planning and scheduling your time can help you get the most out of your time. Once you have completed the week, review how you might want to change the schedule in order to best suit your “have-to” activities with your “want-to” activities.</p>	<p>4. Students participate in discussion.</p> <p>5. Students will follow their plans and review how and why the plan worked or didn’t work. Discuss what changes must be made for the plan to work?</p>
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Teacher Follow-Up Activities

Teacher will work with students to maintain planners. The teacher may want to refer students who have difficulty with planning their time to the counselor for remediation of the skill.

Counselor reflection notes (completed after the lesson)

How Do I Tie It All Together

Time	Friday	Saturday	Sunday	
6:00-7:00 a.m.				
7:00-8:00 a.m.				
8:00-9:00 a.m.				
9:00-10:00 a.m.				
10:00-11:00 a.m.				
11:00-Noon				
Noon-1:00 p.m.				
1:00-2:00 p.m.				
2:00-3:00 p.m.				
3:00-4:00 p.m.				
4:00-5:00 p.m.				
5:00-6:00 p.m.				
6:00-7:00 p.m.				
7:00-8:00 p.m.				
8:00-9:00 p.m.				
9:00-10:00 p.m.				
10:00-11:00 p.m.				
11:00-Midnight				
Midnight-1:00 a.m.				
Time	Monday	Tuesday	Wednesday	Thursday
6:00-7:00 a.m.				
7:00-8:00 a.m.				
8:00-9:00 a.m.				
9:00-10:00 a.m.				
10:00-11:00 a.m.				
11:00-Noon				
Noon-1:00 p.m.				
1:00-2:00 p.m.				
2:00-3:00 p.m.				
3:00-4:00 p.m.				
4:00-5:00 p.m.				
5:00-6:00 p.m.				
6:00-7:00 p.m.				
7:00-8:00 p.m.				
8:00-9:00 p.m.				
9:00-10:00 p.m.				
10:00-11:00 p.m.				
11:00-Midnight				
Midnight-1:00 a.m.				

Assessing My Time Management Skills

NAME: _____

Take a moment to think back on today's lesson. Share what you have learned about yourself.

1. How do you plan out your day?

2. How do you feel when you plan out your day and do not accomplish your plan? What do you do when your plans are changed by others? What positive changes, if any, could you make to how you react to failed goals?

3. What did you learn about yourself by doing the activity? Will this activity affect the way you plan your day and how you manage your time?

4. Write a sentence using words that tie together "my time" and "my responsibilities."
