

## TIME MANAGEMENT & PRIORITIZATION

### SLIDE 1: Introduction Slide

**SAY:** “Today we will be revisiting a topic that we discussed last year during StS: Time Management. We will quickly review what we learned last year and also learn a new strategy as well as new tips and tricks for managing our time effectively.”

### SLIDE 2: Materials & Prep.

**SAY:** “Right now you need a pencil or something to write with. While you get your supplies ready I am going to pass out a handout. Please place this handout face down on your desk.”

*As students gather their supplies, give each student a copy of the Eisenhower Box handout that was placed in your mailbox. Instruct students to put the handout face down on their desks. Students do not need to write or read anything just yet, but they will later on in today’s lesson.*

### SLIDE 3: What Did We Learn Last Year?

**SAY:** “As I mentioned earlier, we talked about time management last year. Does anyone remember the lesson activities that we used?” *Wait for student responses. Ask students to share before moving to slides 4-7.*

### SLIDES 4-7: Revisit Last Year’s Slides

*Briefly show students slides 4-7. SAY:* “When we talked about time management last year, your sixth period teacher asked you to write down all of your activities and put them in the circles. You then color-coded the activities to see how much time you spend in a typical day doing each activity, including free time activities like playing video games, watching TV or reading.”

### SLIDE 8: Time Management Reminders

**READ** slide 8 to your students.

### SLIDE 9: Time Management Tips

**SAY:** “Last year we went over several time management tips. Here are 8 new tips.” *Read over the tips out loud or invite students to read each of the tips.*

**SAY:** “Turn to a shoulder partner and share one of the tips that you already use to better manage your time.” *Give your students time to talk in pairs or groups of three. Ask if anyone would be willing to share with the class.*

**SAY:** “Now turn to a shoulder partner and share one of the tips that you would like to commit to using over the next quarter.” *Give your students time to talk in pairs or groups of three. Ask if anyone would be willing to share with the class.*

*Optional: You might want to share which tip you already use as a teacher to manage your time and one tip you would like to commit to using over the next quarter.*

### **SLIDE 10: How Much Are You Juggling?**

**SAY:** “Now that you are in 8th grade, we want to revisit this question we asked you last year: ‘How much are you juggling?’ On the back of your handout, write down all of the tasks you need to accomplish this week. Don’t just think about homework, also consider studying, going to a sporting event or practicing an instrument, etc.”

*Give students time to write down their tasks. Continue to brainstorm other possible tasks they might need to accomplish this week (both inside and outside of school) if they need help.*

### **SLIDE 11: The Eisenhower Box**

**SAY:** “One of the tips we shared earlier is being a master of your time, or learning how to prioritize tasks. We used the circle charts last year to help with this time management skill. We are going to try a different technique to help with prioritization this year: The Eisenhower Box. Dwight Eisenhower was the 34th President of the United States, serving two terms from 1953 to 1961. He lived one of the most productive lives you can imagine. His most famous productivity strategy is known as the Eisenhower Box and it’s a simple decision-making tool that you can use right now. Let’s talk about how to be more productive and how Eisenhower’s strategy works.”

### **SLIDE 12: Example**

*Read over the Eisenhower Box example on Slide 12 with your students. You will want to point out that this is an example for an adult with a business, rather than a student. Highlight the 4D’s: Do, Decide, Delegate and Delete.*

### **SLIDE 13: The Eisenhower Box (continued)**

**SAY:** “On the front of your handout, separate your tasks based on 4 possibilities:

1. Urgent and important (tasks you should do immediately).
2. Important, but not urgent (tasks you will schedule to do later).
3. Urgent, but not important (tasks you will ask someone else to do).
4. Neither urgent nor important (tasks that you will get rid of).”

*Allow students time to separate their tasks into the 4 possibilities. Offer support to those students who might not be sure where a task should go.*

### **SLIDE 14: How Much Am I Juggling?**

**SAY:** “As we continue with this quarter, remember the time management tips we talked about today. Don’t forget to commit to using one of these tips throughout the quarter. If you get overwhelmed with tasks, take a deep breath and prioritize. Remember: Use an Eisenhower Box to help you! Finally, before taking on a new task, always remember to ask yourself: How Much Am I Already Juggling?”



