

**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 and Counseling Domain:**

AD.4: Applying skills needed for educational achievement.

**Grade Level Standard (GLS):**

AD.4.B.10.a.i: Assess and apply a self-management system to meet increased academic demands.

**American School Counselor Association (ASCA) National Standard:**

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
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	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 Measurable Learning Objectives:**

The student will apply the concept of time management by identifying his/her top four priorities/commitments; creating list of priorities/commitments; and identifying strategies for making sure priorities/commitments are scheduled.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLS's.**  
**Assessment can be question answer, performance activity, etc.**  
 Students will create a list of their top 4 time priorities/commitments.

**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**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. After the hook, ask students how the conflict could have been avoided.	1. Group discussion about ways the conflict could have been avoided.

<p>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.</p> <p>3. Put all responses in a hat and pull out a 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> <p>4. Discussion Questions: How did it feel to have the time conflict? How did the person decide which time demand to honor?</p> <p>5. Have students list their top 4 time priorities/commitments (e.g. family time, study time)</p> <p>6. The priority/commitment lists may be collected and assessed. If collected, make copy and return copy to the students.</p>	<p>2. Students will write a description of their situations and the action taken to resolve time conflict.</p> <p>3. Students participate in/observe/discuss skits.</p> <p>4. Group discussion, regarding priorities, commitments and decision-making.</p> <p>5. Make list of priorities/commitments and strategies for making sure priorities/commitments are met.</p> <p>6. Students will turn in the list of their top 4 priorities.</p>
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### Teacher Follow-Up Activities

Discuss specific class, work, family, and/or other time priorities.

### Counselor reflection notes (completed after the lesson)