

Walking The Path: Lesson 6

168 Hours to Success

“A journey of a thousand miles begins with a single step.”

Lao-tsu, philosopher

Guiding Question:

How long will my journey take?

Lesson Goal

Students will understand that planning for the journey to college starts with good time management skills and prioritizing the importance of activities in their lives.

Short Summary

In this lesson, students will become aware of how time management can have a positive influence on academic success and personal success. They will analyze the hours spent per week on different tasks and activities and will assess their activities vs. priorities and learn how to put priority activities first.

Skills Emphasized

- Time management
- Prioritizing

Materials Needed:

- Time Management Scenario
- 168 Hours a Week Worksheet
- Weekly Commitment Calendar
- Markers, colored pencils

Lesson Design:

Begin the lesson by displaying a watch, cell phone, alarm clock, planner, calendar, timeline, and other objects related to time. Ask students what the objects all have in common. Expand the discussion with questions such as the following:

- What do you use to organize your time?
- What do your parents and friends use to organize their time?
- How many of you have ever used the excuse that you didn't have time to do your homework?
- How many of you have ever procrastinated on your homework and then couldn't finish?

Remind students they do indeed have time to get everything done during the week with effective planning. Start by asking students to list the major activities they do in a week. Then ask them to rank them by importance. Lists will vary. Some students will prioritize school and family, while others prioritize work and friends.

Next, hand out the *Time Management Scenario* and ask small groups to help Tim plan his schedule. Have them create a weekly chart using different colored markers for Tim's various activities. Ask a spokesperson from each group to report out on the group's thinking.

Next, have students think about their own schedules. Hand out the *168 Hours in a Week* worksheet where they'll write down the number of hours they spend on daily activities and multiply by 7 (or 5 for their hours in school). Make sure they are using an average, as their work schedules may vary.

(Alternately, you can use this as a homework assignment to fill out a 24-hour time audit sheet for a week and add up hours spent on each activity.)

Have them share their results in their small groups. Then, review with the class by finding out

- How many of you had more hours in a week to spend?
- How many of you had negative hours?
- If you have more hours in a week than you need, how many of those could you use to do your homework?

Next, hand out the *Weekly Commitment Calendar* and tell students, "Now that you've set your priorities and know how many hours a week you have to fulfill your obligations, you can schedule out your week to maximize your school success." Ask them to schedule their week by filling in all homework assignments, work obligations, extra-curricular obligations, and even free time.

To reinforce the habit, check student's calendars for several weeks. A daily to-do list could be assigned as well.

Finally, have students reflect on today's lesson in their journal.

Day Six

Our journey may be long, but today we learned it starts with small steps each week. I learned...

My priorities on my journey to college are...

One change I will make in my weekly schedule is...