









Executive Functioning Time Management

A two week-long unit to develop executive functioning skills focused on time management and prioritization. Opportunities for differentiation and distributed practice so learners develop confidence while addressing their own time management needs.



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 Click the Google icons above to get the Google versions.


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Pro tips for rocking this curriculum



Navigation

- The table of contents is a great place to start
- Clicking on items in the table of contents will take you right to that page
- Anywhere there is [blue, underlined text](#) it is a hyperlink that can take you right to that item
-  Google icons take you to digital versions of each activity
-  Click the YouTube icon for links to YouTube playlists and videos
-  Blue arrows at the bottom of pages return you to the table of contents
- The week overview has all the helpful links you need for the week
- All the recommended videos are also linked from the weekly overview pages and table of contents.
- Check out the accompanying video playlist on our [YouTube channel](#) which includes all the recommended videos



Logistics

- This has been written with a week of 45 minute to 1 hour lessons in mind, however that's not the only way it could be used. These lessons could easily be chunked over a longer period of time to fit a homeroom or resource class. You could even place it into a content class as mini lessons over time.
- Lessons were written with classes or one-on-one instruction in mind. They can be used one on one with students with specific needs in this area, small groups or entire classes.



Trusting yourself

- We included the video content of this unit knowing that in some cases hands on demonstration items are not feasible. Choose the activity versions based on your own student's needs and preferences.
- Think of the lesson plans included as suggestions. The best way to deliver this content is the way you do it!
- Time management is really tough to learn. It is suggested that you include plenty of distributed practice time for students to hone this skill. Consider a weekly or bi-weekly time for students to practice this skill.
- If one of the videos doesn't work for your learners, just deliver the content through instruction.

Week 1 overview

Monday

Focus

- Learners will be able to identify what time management is, and determine what is within and outside of their control.

Materials

- [Reading passage: what is time management?](#) pp. 10 - 11
- [Is that in my control?](#) Cards pp. 12 - 14
- [What's inside and outside of my control?](#) pp. 15 - 16

Sequence

- Anticipatory discussion
- Read and annotate passage
- Inside / outside my control group card sort
- Independent work on activity sheet
- Closure activity

Tuesday

Focus

- Learners will be able to determine how much time tasks actually take for them to complete and make a schedule based on that information.

Materials

- [Lateness reflection](#) p. 19
- [Don't be late for the important date – scenarios](#) pp. 20 - 23
- [How long does that take?](#) pp. 24 - 25

Sequence

- Anticipatory activity
- Whole class scenario together
- Group work on scenarios
- How long does that take guesses
- Closure activity

Wednesday

Focus

- Learners will be able to determine their preferences for balancing wellness and daily tasks.

Materials

- [Exploring my time and energy](#) pp. 28 - 31
- [Planning my ideal day](#) pp. 32 - 33
- [Seasonal activities](#) p. 34
- [Special activities by month](#) pp. 35 - 36

Sequence

- Anticipatory discussion
- Whole class time and energy activity
- Group work on ideal day schedule
- Seasonal / monthly special events
- Closure activity

Thursday

Focus

- Learners will be able to analyze their time use and make decisions about how to use their time in ways that make them more able to meet their goals.

Materials

- [Video: machines and time management](#)
- [Machines and time management](#) pp. 39 - 40
- Our class time tracker p. 41 or p. 43
- My time tracker p. 42 or p. 44

Sequence

- Anticipatory video
- Machines and time mgmt reflection
- Model tracking time usage
- Group- in class tracker
- Time tracker key
- Closure activity

Friday

Focus

- Learners will be able to pick a planner / agenda that works for them.

Materials

- [Video: how to choose the perfect planner](#)
- [Or demo instructions](#) p. 47
- [Judging the planner systems](#) p. 48
- [Review planners](#) p. 49
- [Planner system reflection](#) p. 50

Sequence

- Anticipatory discussion
- Planner video or demo
- In groups / pairs complete judging or reviewing page
- Independent planner reflection
- Closure activity

Week 2 overview

Monday

Focus

- Learners will be able to place things in their planner and use a system for making that information visual.

Materials

- [Sample planner p. 53](#)
- [Planner tips reading passage pp. 54 - 57](#)
- [1-week planner p. 58](#)
- [Dot journal p. 59](#)
- [Planner systems p. 60](#)
- [Planner style reflection pp. 61 - 62](#)
- [Digital planning pp. 63 - 67](#)

Sequence

- Anticipatory discussion
- Read and annotate passage
- Group / partner planner practice
- Independent work planner reflection
- Closure activity

Tuesday

Focus

- Learners will be able to explain 3 different methods for prioritization.

Materials

- [How do you know what's important? p. 70](#)
- [Video: Eisenhower](#)
- [Video: ABCDE Method](#)
- [Video: Ivy Lee Method](#)
- [Video notes pages pp. 71 - 73](#)
- [Method cards pp. 74 - 75](#)
- [Method reflection p. 76](#)
- [3-question quiz p. 77](#)

Sequence

- Anticipatory activity
- Videos and notes
- Group / partner card sort review
- Independent work method reflection
- Closure activity

Wednesday

Focus

- Learners will be able to select a prioritization method that works best for them and use it to prioritize their tasks.

Materials

- [Prioritizing practice p. 80](#)
- [Eisenhower Matrix p. 81](#)
- [ABCDE organizer p. 82](#)
- [Ivy Lee organizer p. 83](#)
- [Prioritizing list p. 84](#)

Sequence

- Anticipatory discussion
- Read and annotate passage
- Group / partner planner practice
- Independent work planner reflection
- Closure activity

Assessment ideas

- Do daily or weekly planner checks.
- Do daily or weekly task prioritizations.
- Giving a large assignment? Have learners submit a time estimate for how they'll break it down, prioritize it and how long they think it will take them.
- Have learners do a time management case study. Ask them to pick something they used to struggle with completing and then have them present how they solved that problem. This could be done as presentations in front of the full class, or as gallery walk.
- Give a daily or weekly time management dilemma scenario. Have students make a plan to help that person accomplish all their goals.



Lesson plan 1 – understanding time management



Lesson objective

Date _____

Learners will be able to identify what time management is, and determine what is and outside of their control.



Unit outcome / standard

Learners will plan their time usage in order to make choices aligned with their goals and values, so they can complete all things that are important to them.



Materials / technology needed

- [Reading passage: what is time management?](#)
- [Activity: what's inside and outside my control?](#)
- [Activity: is that in my control? Cards](#)



Anticipatory set

Question: do you have enough time to do everything you want to? Why or why not? Have the learners think about this question and then have a class discussion about it.



Anticipatory set differentiation

Question: do you have enough time to do everything you want to? Why or why not? Have the learners write or draw their answers. Then, give them a few minutes to discuss with a partner. If they need a random partner or to move around the classroom, you can use Stand Up, Hand Up, Pair Up (Kagan structure) as a way to find partners.



I do (model)

As a class learners go through the reading. The educator selects a learner to read the paragraph and models annotating it on the board.



I do differentiation

Educator models reading and annotating with a partner. Partners take turns reading the paragraph aloud while the other annotates until the passage is complete.



Lesson plan 1 – understanding time management



We do (class / group task)

Groups of 4 use the fan and pick Kagan structure to go through the cards. They decide as a team if the card is inside or outside of their control.



We do differentiation

Partners pull a card from the pile and decide if that thing is inside their control or outside of their control.



You do (independent practice)

In partners, learners complete the activity sheet on what is inside and outside of their control.



You do differentiation

On their own, learners complete the activity sheet about what is inside and outside of their control for time management.



Closure

On the board, create a smaller inner circle. Learners should take a sticky note and put one of their ideas for inside or outside of their control on the board.



Reflection



Name

Class

Date



What is time management? – page 1

Time management is how you divide your time between different activities.

Does it ever feel like there is never enough time? Do you have lots of things you enjoy doing? Want to make the most of your day? Managing your time well help you enjoy your favorite activities and also do what you need to do.



Benefits of good time management

There are many benefits of time management outside of having your homework done. Managing your time well helps you with:

- Less stress
- Finishing your tasks
- Growth
- More time for you
- Making it easier to think
- Feeling happier



Ok, that all sounds great! Are you ready to start? Here's some skills to get you started.



Prioritize

Decide what's most important. Make sure you have time for these things. There are many different ways to do this. Explore options and pick one that's right for you.



Name

Class

Date



What is time management? – page 2



Set goals

How would you like your day/life to feel? Are there goals you are working toward? It's good to know where you're wanting to be / do when planning out your time. Time management can help you achieve these goals.



Organize your time

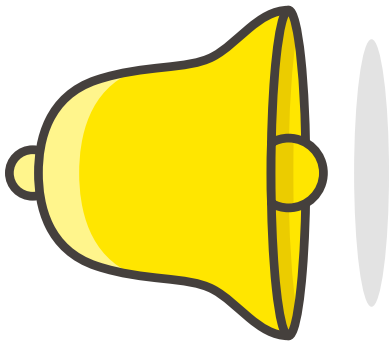
How you organize your time can make a big difference. Learn what works well for you. Are there times it's easier for you to focus? How often do you like to take breaks? Are there things on your calendar at set times that you have to work around? Plan your time, so you feel confident about what you are accomplishing.

Learn what is in your control to make changes to and what is not. For example, you cannot control what time school starts. However, you can decide what time to get up to have more or less time in the morning before school. If something is not in your control: you can't change it, and it can make you frustrated. If you try to change that thing you will be wasting your time. That's why it's important to know what is within your control, so you spend your time adjusting things that you can change.

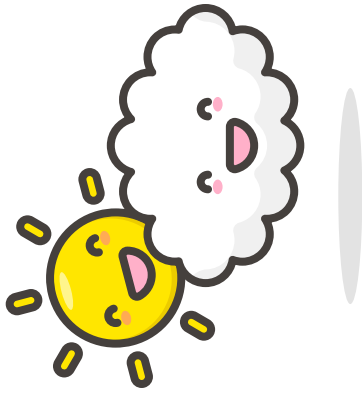


Practice

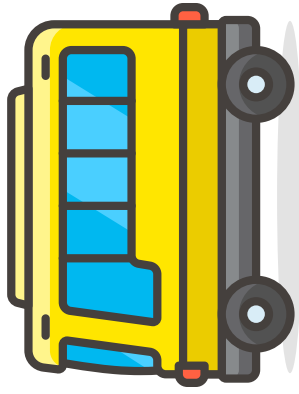
Figure out what works for you. Make changes. Try new things. Keep working on it. Time management is for you, so be sure it's helping you reach your goals and feel how you'd like to feel.



What time school starts



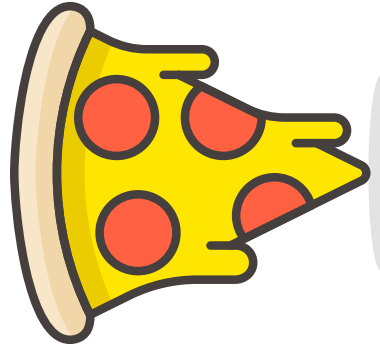
When I get up
in the morning



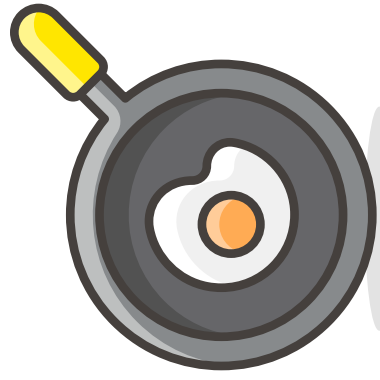
The bus running late



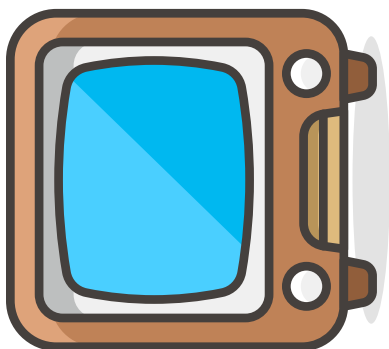
When I get to
the bus stop



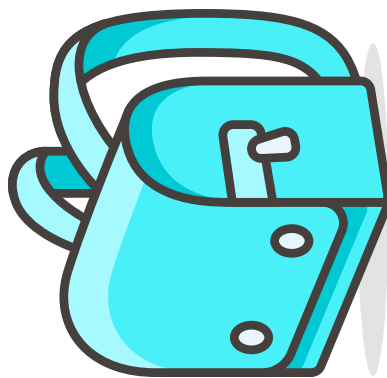
When I eat lunch



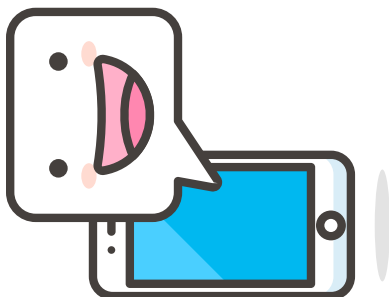
When I eat breakfast



How much time I
spend watching
shows / movies



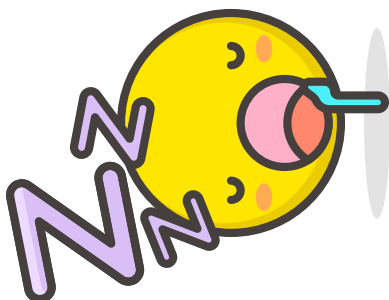
What homework I
have been assigned



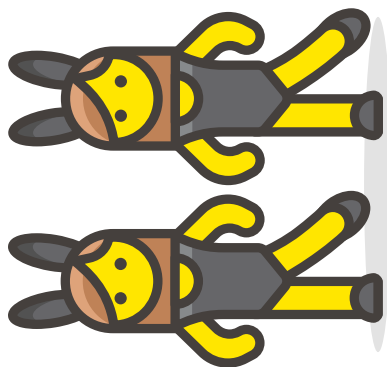
How time I spend
on social media



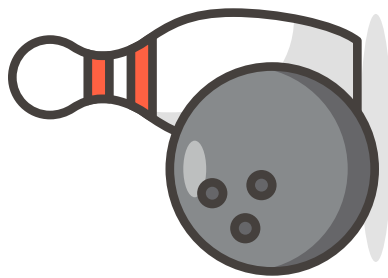
Which chores
to do on a
certain day



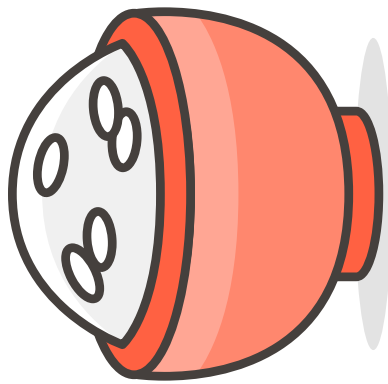
What time I go to sleep



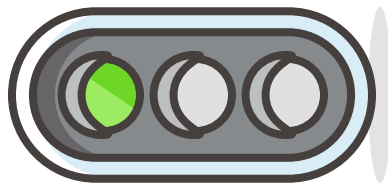
How much time I
spend with friends



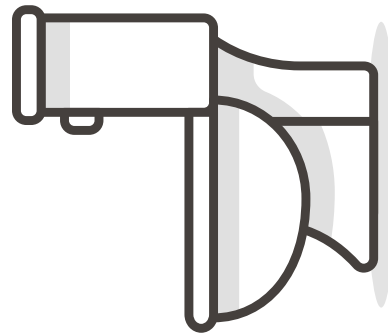
Joining a sport or club



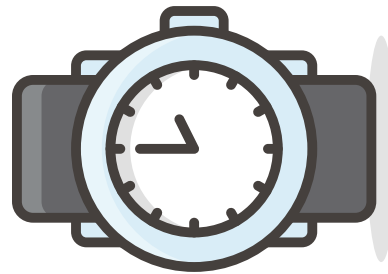
When I eat dinner



What time school ends



When I take
restroom breaks



How long it takes to
get to school and back



How much time I
spend practicing a skill



Name

Class

Date



What's inside and outside of my control? – page 1

When it comes to time management, there are things you can change and things you have to work around. Read the scenarios below and decide if that is in that person's control or if they would have to work around it.



The big game

Samir has a big basketball game on Wednesday, but it's also their grandfather's birthday and his family has special plans. Is this something that Samir can control? What would you suggest they do?

☐ Inside their control ☐ Outside their control



Semester finals

Hawika has a semester final for math coming up. She needs to study but she also wants to hangout with her friends. Is this something that Hawika can control? What would you suggest they do?

☐ Inside their control ☐ Outside their control



A new club

Lashawn is excited about starting a club at his school. He will need to pick the day they meet. He has orchestra practice on Tuesdays. Is this something Lashawn can control. What would you suggest they do?

☐ Inside their control ☐ Outside their control



The big brother

Kevin wants to meet with his study group after school, but he also picks his little sister up from school everyday. Is this something Kevin can control. What would you suggest they do?

☐ Inside their control ☐ Outside their control



Name

Class

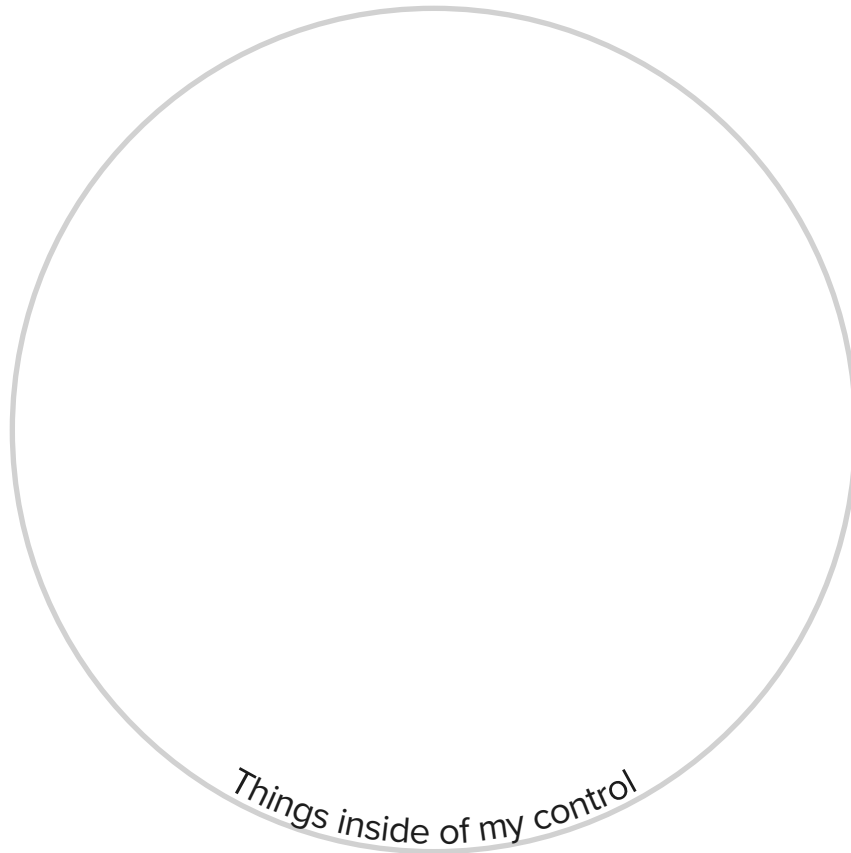
Date



What's inside and outside of my control? – page 2

Fill in the diagram with the things that apply to you and decide if you can control that or not.

Things outside on my control





Lesson plan 2 – being time aware



Lesson objective

Date _____

Learners will be able to determine how much time tasks actually take for them to complete and make a schedule based on that information.



Unit outcome / standard

Learners will plan their time usage in order to make choices aligned with their goals and values, so they can complete all things that are important to them.



Materials / technology needed

- [Activity: lateness reflection](#)
- [Activity: don't be late for the important date!](#)
- [Activity: how long does that take?](#)



Anticipatory set

Have learners complete the lateness reflection. Once they have completed it, take volunteers to discuss as a class.



Anticipatory set differentiation

Put the lateness reflection questions up. Have learners discuss each one with a partner.



I do (model)

The class should pick a scenario that they want to explore together on the choose your own adventure. Educator takes several guesses about when the person should start getting ready. The class completes the whole scenario together.



I do differentiation

This can be done as three small together if you have paraprofessional or co-teachers or even peer tutors to lead the groups that you are not. Otherwise, same as the whole class version.



Lesson plan 2 – being time aware



We do (class / group task)

The other 2 scenarios should be completed in pairs, using the same method as the whole group.



We do differentiation

The other two scenarios are done in learners' Kagan groups. They use rally coach to complete it together.



You do (independent practice)

Learners complete the “how long does that take” guessing portion by themselves. They will complete all the times for each task as “homework”.



You do differentiation

If your learners need more support, you can have them complete the “how long does that take” guesses and then give a lesson on using timers or phone timers.



Closure

On the way out the door, each learner will respond to the question: how are you completing this at home” and will share their plan for finishing the page.



Reflection



Name

Class

Date



Lateness reflection



How do you feel when someone is late to something that is important to you?



How do you feel when you are late to something important?



Why is being on time important to people?



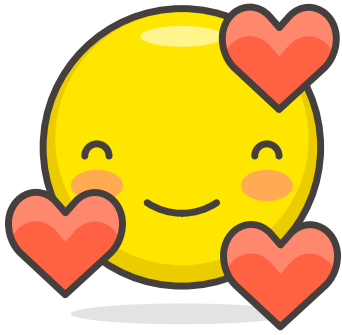
Name

Class

Date



Don't be late for the important date! Scenario 1



You have a big date with someone you've had a crush or a fun event with your best friend planned. **It's at 7pm.** Below, circle the things you'll need to do to get ready. Then decide how much time they'll all take, and write what time you need to start getting ready in order to not miss your date / special event.



Brush teeth



Deodorant



Hydrate



Do hair



Shower



Stretch



Pick out an outfit
and get dressed



Get directions
to the location



Rehearse
or practice



Meditate or
calm nerves



Grab keys,
wallet & phone



Pack a bag



Have a snack



Do laundry



Wash face



Travel time



Put on makeup



Lock up

Calculate how long doing all the things you circled will take here.

You should start getting ready at: _____



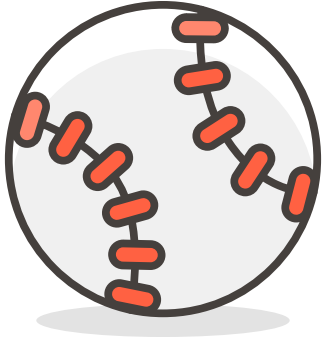
Name

Class

Date



Don't be late for the important date! Scenario 2



You have a big game or meet with your team after school today.

The game or meet starts at 5:00 PM. Below, circle the things you'll need to do to get ready. Then decide how much time they'll all take, and write what time you need to start getting ready in order to not miss the game or meet and let your team down.



Brush teeth



Deodorant



Hydrate



Do hair



Shower



Stretch



Pick out an outfit
and get dressed



Get directions
to the location



Rehearse
or practice



Meditate or
calm nerves



Grab keys,
wallet & phone



Pack a bag



Have a snack



Do laundry



Wash face



Travel time



Put on makeup



Lock up

Calculate how long doing all the things you circled will take here.

You should start getting ready at: _____



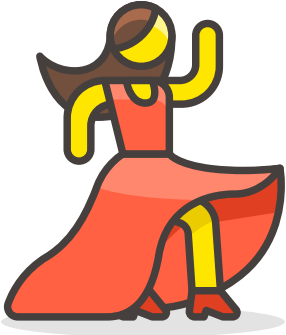
Name

Class

Date



Don't be late for the important date! Scenario 3



You are the star of a production at your school like a play, concert or dance recital. **The curtains open at 6:00 PM.** Below, circle the things you'll need to do to get ready. Then decide how much time they'll all take, and write what time you need to start getting ready in order to be on stage on time, so you get to keep the part.



Brush teeth



Deodorant



Hydrate



Do hair



Shower



Stretch



Pick out an outfit
and get dressed



Get directions
to the location



Rehearse
or practice



Meditate or
calm nerves



Grab keys,
wallet & phone



Pack a bag



Have a snack



Do laundry



Wash face



Travel time



Put on makeup



Lock up

Calculate how long doing all the things you circled will take here.

You should start getting ready at: _____



Name

Class

Date



Don't be late for the important date! Scenario 4



You are going on a school trip to a meet or competition a few hours away. **The bus is leaving the school at 6:00 AM.** Below, circle the things you'll need to do to get ready. Then decide how much time they'll all take, and write what time you need to start getting ready to make it to your bus for this exciting school trip.



Brush teeth



Deodorant



Hydrate



Do hair



Shower



Stretch



Pick out an outfit
and get dressed



Get directions
to the location



Rehearse
or practice



Meditate or
calm nerves



Grab keys,
wallet & phone



Pack a bag



Have a snack



Do laundry



Wash face



Travel time



Put on makeup



Lock up

Calculate how long doing all the things you circled will take here.

You should start getting ready at: _____

Name Class Date 

How long does that take? – page 1

Look at the activities on this page. In the first column, write how long you think each task takes you to complete. In the other column, using a timer on your phone or a stopwatch, write how long the task actually takes you to complete. If you don't do it, cross it out.

Activity

Guess

Actual time



Brushing your teeth



Shower / bath



Picking out clothes



Exercising / moving your body



Making and eating breakfast



Pack up your school things



Organize your school things



Making and eating a snack

Name Class Date 

How long does that take? – page 2

Look at the activities on this page. In the first column, write how long you think each task takes you to complete. In the other column, using a timer on your phone or a stopwatch, write how long the task actually takes you to complete. If you don't do it, cross it out.

Activity

Guess

Actual time



Being on social media



Doing chores at your home



Doing your hair



Watching media (TV, YouTube)



Travel time to / from school



Gaming





Use the spaces to write in your own frequent activities not on the list

Lesson plan 3: knowing my time preferences

Lesson objective

Date _____

Learners will be able to determine their preferences for balancing wellness and daily tasks.

Unit outcome / standard

Learners will plan their time usage in order to make choices aligned with their goals and values, so they can complete all things that are important to them.

Materials / technology needed

- [Activity: exploring my time and energy](#)
- [Activity: planning my ideal days](#)
- [Activity: seasonal activities](#)
- [Activity: special activities by month](#)
- Poster / butcher paper, pens, markers and tape for gallery walk

Anticipatory set

Discussion question: what would make the best day ever? Learners should write and/ or draw their response. At the end of the time the teacher is set, they can take volunteers to share their ideas.

Anticipatory set differentiation

Discussion question: what would make the best day ever? Learners discuss with a partner or their group what the best day ever would be like.

I do (model)

Educator models their own preferences on the page using a smart board or overhead projector.
Learners then complete it and the reflection on their own.

I do differentiation

Educator can select a fictional character to model their daily preferences (like spider man, be creative!)
Learners then complete it and the reflection on their own.

Lesson plan 3: knowing my time preferences

We do (class / group task)

The educator works with the class on putting those preferences that they modeled into a weekday and weekend schedule.
Learners then complete their own ideal schedules.

We do differentiation

The educator works with the class on putting those preferences for the fictional character that they modeled into a weekday and weekend schedule.
Learners then complete their own ideal schedules.

You do (independent practice)

Learners complete the paper version of the seasonal / monthly activities by drawing and /or writing.

You do differentiation

Learners complete the Google slides version of the seasonal / monthly activities by creating a photo collage with labels.

Closure

After learners complete their seasonal and special activities by month, they can do a gallery walk (educator has large pieces of paper or posters up for each month/season) sharing events/ideas that are relevant to the whole class - like birthdays, school events, etc.

Reflection



Name _____

Class _____

Date _____



Exploring my time and energy – page 1: daily energy

Many people find that they have times during the day when they feel better or worse, productive or sleepy. Read the prompt and then circle when you usually feel that way.



I feel **most** productive



other _____



I feel **least** productive



other _____



I feel **most** sleepy



other _____



I feel **happiest**



other _____



I feel **most** stressed / anxiety



other _____



I **most** want to move my body



other _____



I **most** want to socialize



other _____



I **most** want to chill / alone time



other _____



Name _____

Class _____

Date _____



Exploring my time and energy – page 2: daily routine times

When do you like to do things? We all have preferences for when we like to do daily tasks. Read the task and then circle all the times when you prefer to do that thing.



Shower / bath



or specific time _____



Wash your face



or specific time _____



Eat breakfast



or specific time _____



Eat lunch



or specific time _____



Eat dinner



or specific time _____



Do homework



or specific time _____



Move my body



or specific time _____



Play games



or specific time _____



Socialize



or specific time _____



Organize / clean



or specific time _____

Name Class Date 

Exploring time and energy – page 3: daily routine times

When do you like to do things? We all have preferences for when we like to do daily tasks. Read the task and then circle all the times when you prefer to do that thing.

**Sleep**

or specific time _____

**Watch media**

or specific time _____

**Read**

or specific time _____

**Journal**

or specific time _____

**Study**

or specific time _____

**Hobbies / activities / practice***Fill in your own below.*



or specific time _____



or specific time _____



or specific time _____



or specific time _____



Name

Class

Date



Exploring time and energy – page 4: reflection



What are some tasks that you have to do but don't want to do?



How can you place tasks you don't like in your day to help you finish them?



What can you do to help you have more energy during your low energy times or help support yourself during those times?



What did you learn anything about yourself during this activity?

Name Class Date 

Planning my ideal day – weekdays

Based on when you have the most energy for things or times prefer doing them, plan out what your ideal daily routine schedule would look like. Put in the tasks you'd like to do at those times.

4:00 AM 5:00 AM 6:00 AM 7:00 AM 8:00 AM 9:00 AM 10:00 AM 11:00 AM 12:00 PM 1:00 PM 2:00 PM 3:00 PM 4:00 PM 5:00 PM 6:00 PM 7:00 PM 8:00 PM 9:00 PM 10:00 PM 11:00 PM 12:00 AM 1:00 AM 2:00 AM 3:00 AM

Name Class Date 

Planning my ideal day – weekends

Based on when you have the most energy for things or times prefer doing them, plan out what your ideal daily routine schedule would look like. Put in the tasks you'd like to do at those times.

4:00 AM 5:00 AM 6:00 AM 7:00 AM 8:00 AM 9:00 AM 10:00 AM 11:00 AM 12:00 PM 1:00 PM 2:00 PM 3:00 PM 5:00 PM 6:00 PM 7:00 PM 8:00 PM 9:00 PM 10:00 PM 11:00 PM 12:00 AM 1:00 AM 2:00 AM 2:00 PM 3:00 AM



Name

Class

Date



Seasonal activities

What are some things that you only feel like doing at certain times of the year?
Fill them in here!



Spring



Summer



Fall



Winter



Name

Class

Date



Special activities by month

What are some things that you like to do monthly? Are there some special events / dates that happen in that month? Fill them in below.



January



February



March



April



May



June



Name

Class

Date



Special activities by month

What are some things that you like to do monthly? Are there some special events / dates that happen in that month? Fill them in below.



July



August



September



October



November



December



Lesson plan 4: how am I using my time?



Lesson objective

Date _____

Learners will be able to analyze their time use and make decisions about how to use their time in ways that make them more able to meet their goals.



Unit outcome / standard

Learners will plan their time usage in order to make choices aligned with their goals and values, so they can complete all things that are important to them.



Materials / technology needed

- [YouTube video: Ted Ed, "Time management"](#)
- [Video reflection](#)
- [Our class time tracker](#)
- [My time tracker \(print as many as days being tracked\)](#)

Optional

- [Pre-filled time trackers \(class and full day\)](#)



Anticipatory set

Learners watch video on time management for machines, and complete the reflection sheet. They discuss their answers with a partner. Teacher can call on learners to share their answers or something their partner said that they found insightful with the class.



Anticipatory set differentiation

Learners watch video on time management for machines, and complete the reflection sheet. Play music as they walk around the room with the answers. They walk around the room when the music stops, they discuss their answers with whatever student they are closest to. Repeat for each question.



I do (model)

Educator tells learners they are going to analyze how they are currently using their time. They will walk the learners through filling out the time usage form, using a smart board or overhead projector.



I do differentiation

Educator tells learners they are going to analyze how they are currently using their time. They will walk the learners through filling out the time usage form, using the Google slides version of this form.



Lesson plan 4: how am I using my time?



We do (class / group task)

Learners will work with their partner to fill out the in-class time tracker. They will decide on what should be in the key and complete the coloring and note taking.



We do differentiation

Learners will get a prefilled key with the activities from class and guidance on what color to make them. They will color in the key, then the time tracker and notes.



You do (independent practice)

Learners will create their own key for their time tracker. They will select the colors they want to use and add any sections for things they spend time on.



You do differentiation

Learners will color in the prefilled key for their time tracker. They can add sections if they want.



Closure

On the way out the door, each learners will tell the educator a category they added.



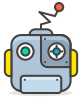
Reflection



Name

Class

Date



Machines and time management reflection – page 1



Do you ever find yourself losing track of time?

☐ Yes ☐ No ☐ Maybe / unsure



What are you doing when you lose track of time?



Why did the computer get overwhelmed?



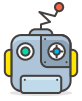
When can prioritizing be less helpful?



Name

Class

Date



Machines and time management reflection – page 2



Why is balance between productivity and responsiveness important?



How can grouping tasks help you?



Would you like more time for rest?

☐ Yes ☐ No ☐ Maybe



Name

Class

Date



Our class time tracker

How do we use our class time? Let's find out together! Fill in the color code on the right. The blanks are for things that are special to our class. Use the color code you chose to fill out what has already happened in class today and as the class goes on keep filling it in.

Color code key

Getting materials

Packing up

Working together

Reading

Watching

Working alone

Let's track it!

5 min	5 min	5 min	5 min	5 min	5 min	5 min	5 min	5 min	5 min	5 min	5 min
-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------



What did we spend the most time on?



What did we spend the least time on?



What would you like to see more time spent on?



What would you like to see less time spent on?

Name Class Date 

My time tracker

What do you spend your time on? We're going to find out! Fill out the key to the right with a color for each activity. You can fill in the blanks with things important to you. Then, color in the hour with what you did using the color key. The boxes next to the times are each 10 minutes.

Color code key

School / studying

Sleep / rest

Exercise

Personal care

Socializing / fun

Practicing

4 AM 12 PM 8 PM 5 AM 1 PM 9 PM 6 AM 2 PM 10 PM 7 AM 3 PM 11 PM 8 AM 4 PM 12 AM 9 AM 5 PM 1 AM 10 AM 6 PM 2 AM 11 AM 7 PM 3 AM



Name

Class

Date



Our class time tracker

How do we use our class time? Let's find out together! Fill in the color code on the right. The lines are for things we do in class and the boxes are for a color to match. Use the color code to fill out what has already happened in class today and as the class goes on keep filling it in.

Color code key

_____	<input type="text"/>	_____	<input type="text"/>
_____	<input type="text"/>	_____	<input type="text"/>
_____	<input type="text"/>	_____	<input type="text"/>
_____	<input type="text"/>	_____	<input type="text"/>
_____	<input type="text"/>	_____	<input type="text"/>

Let's track it!

5 min	5 min	5 min	5 min	5 min	5 min	5 min	5 min	5 min	5 min	5 min	5 min
-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------



What did we spend the most time on?



What did we spend the least time on?



What would you like to see more time spent on?



What would you like to see less time spent on?

Name Class Date 

My time tracker

What do you spend your time on? We're going to find out! Fill out the key to the right with a color for each activity. You can fill in the blanks with things important to you. Then, color in the hour with what you did using the color key. The boxes next to the times are each 10 minutes.

Color code key

_____	<input type="text"/>	_____	<input type="text"/>
_____	<input type="text"/>	_____	<input type="text"/>
_____	<input type="text"/>	_____	<input type="text"/>
_____	<input type="text"/>	_____	<input type="text"/>
_____	<input type="text"/>	_____	<input type="text"/>

4 AM 12 PM 8 PM 5 AM 1 PM 9 PM 6 AM 2 PM 10 PM 7 AM 3 PM 11 PM 8 AM 4 PM 12 AM 9 AM 5 PM 1 AM 10 AM 6 PM 2 AM 11 AM 7 PM 3 AM



Lesson plan 5: picking time and task tools



Lesson objective

Date _____

Learners will be able to pick a planner / agenda that works for them.



Unit outcome / standard

Learners will plan their time usage in order to make choices aligned with their goals and values, so they can complete all things that are important to them.



Materials / technology needed

- [Video: "how to choose the perfect planner"](#)
- [Activity: judging the planner systems \(print 6 copies per student\)](#)
- [Activity: reviewing the planner systems \(Print 3 copies per student\)](#)
- [Activity: planner system reflection](#)



Anticipatory set

Discussion question: how do you keep track of all the things you have to remember? Is that system working for you?



Anticipatory set differentiation

Select a famous person as a class. Brainstorm how they keep track of all the things they need to remember.



I do (model)

Teacher plays the video for the class. They may elect to show it between different types of planners covered so learners can complete their activity sheets.



I do differentiation

Teacher explains the steps the learners should take at every station for the kinds of planners. They also assign learners into groups if they are not already grouped.



Lesson plan 5: picking time and task tools



We do (class / group task)

Learners complete either judging the systems or rating the systems (whichever the teacher thinks works best for the learners). They can talk with their partners about each system when the teacher pauses for them to complete that section.



We do differentiation

In groups, learners go around the class from station to station looking over all the planner systems. They can complete either judging the systems or rating the systems (whichever the teacher thinks works best for the learners).



You do (independent practice)

Learners should complete the planner reflection for themselves.



You do differentiation

Learners discuss the planner reflection at their final station. After discussing, they return to their seats and complete it.



Closure

Class poll! On a poster board or the classroom board create a graph containing all 6 versions of the planners. Give each type a color of sticky note. Have learners stick their pick on the graph making a giant bar graph of student planner preferences. (You could also do this digitally with peardeck or Google survey or any other poll app)



Reflection



Lesson plan 5 – instructions for hands-on demonstration

Learners will get to really interact with different planner systems. This helps them visualize and plan a planner system that will work best for them. You will need to find at least one example of each kind. A few variations would be even better. You can even use recycled planners that are already filled in to show how they may work in action.

Station 1 – daily planners

- ☐ planners that focus on single-day views.

Station 2 – weekly planners

- ☐ Planners that go over one week at a time.

Station 3 – monthly planners

- ☐ planners that show a whole month at a time. You can also use calendars for this

Station 4 – bullet journals

- ☐ This is a journal with dot pages. It is used to create different, custom layouts

Station 5 – to-do lists

- ☐ This can be as simple as lined paper with check boxes or the fancy ones that are sold at stores.

Station 6 – journals / notepads

- ☐ This is more free-form. You can use spiral notebooks, blank journals or notepads.



Pro-tip

People get rid of their planners at the end of the school year and the end of the calendar year. Ask students and colleagues for theirs to use in this demonstration to make it more real. **Always read through the planners for content first!**



Name

Class

Date



Judging the planner systems



Type of system:



What would this system do well?



What would be hard with this system?



What kind of person would this system work well for?



What kind of person would this system not work well for?



Name

Class

Date



Leave a review



Below, write in the type of planner systems you saw today. For each fill in a star rating, a title for the review and 2-3 sentences telling what you thought of the system.

Name of system being reviewed: _____

Review title: _____

Star rating     

Review

Name of system being reviewed: _____

Review title: _____

Star rating     

Review



Name

Class

Date



Planner system reflection



Which planner do you think would work best for you?



Would you want to use a paper version or a digital version?



Would you use more than one of these planner systems? If so, which ones?



How will you know this system is working for you?

Lesson plan 6 – using time and task tools

Lesson objective

Date _____

Learners will be able to place things in their planner and use a system for making that information visual.

Unit outcome / standard

Learners will plan their time usage in order to make choices aligned with their goals and values, so they can complete all things that are important to them.

Materials / technology needed

- [Sample planner \(filled in\)](#)
- [Reading: tips for using your planner](#)
- [Instructions and scenario page](#)
- [Blank one-week planner pages \(4\)](#)
- Various writing / coloring tools
- [Activity: my planner style reflection](#)
- **Alternative**
 - [Reading: making digital planning work for you](#)
 - [Activity: choosing and trying my digital planning tool](#)

Anticipatory set

Learners will look over the plain planner. Ask them: is it easy to see what needs to be done everyday? What would they suggest to make the information stand out more? Have them discuss with their partner and write all the ideas they come up with on the board after calling on volunteers.

Anticipatory set differentiation

Learners will look over the plain planner. Ask them: is it easy to see what needs to be done everyday? What would they suggest to make the information stand out more? Using a shared document or service like padlet or peardeck, have learners put their ideas for improving the planner together in one place.

I do (model)

Learners read the passage: tips for using your planner (can be done in groups or pairs, or even as a class).

I do differentiation

Learners read the passage: making digital planning work for you. (Can be done in groups or pairs, or even as a class).

Lesson plan 6 – using time and task tools

We do (class / group task)

Learners read the scenario with their group or partner. They select one of the methods for making information in a planner standout and work on it together.

We do differentiation

Learners work with their partner or group to research what options they already have on their own devices and which they might like to try.

You do (independent practice)

Learners complete the other 3 planners with the remaining methods for making information more useful. They then complete the “my planner style reflection” indicating which method they’d like to use.

You do differentiation

Learners complete their “Choosing and trying my digital planning tool” reflection page to make a plan for which digital tool they may use and reflect on their experience with them.

Closure

Learners will hand in their reflection to the educator and tell them their favorite idea they got in class today.

Reflection

Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday	
1	READ CHAPTER 3 MATH TEST	2	ESSAY INTRO DUE TRACK PRACTICE	3	SCIENCE HW MATH HW TRACK PRACTICE	4	SCIENCE EXPERIMENT STARTS READ CHAPTER 4 BAND CHAIR TRYOUT	5	MATH HW TRACK PRACTICE	6	WORK @ LIBRARY	7	MY BEST FRIEND'S B DAY HANGOUT WITH FRIENDS
8	SCIENCE HW HISTORY HW	9	READ CHAPTER 5 ESSAY 1 ST BODY DUE TRACK PRACTICE	10	SCIENCE HW TRACK PRACTICE	11	MATH HW	12	READ CHAPTER 6 TRACK MEET AWAY	13	HANGOUT WITH FRIENDS WORK @ LIBRARY	14	COMMUNITY GARDEN VOLUNTEER
15	WATER COLOR PAINTING DUE	16	MATH HW TRACK PRACTICE	17	READ CHAPTER 7 ESSAY 2 ND BODY DUE TRACK PRACTICE	18	SCIENCE EXPERIMENT ENDS HISTORY HW MATH TEST	19	MATH HW TRACK PRACTICE	20	WORK @ LIBRARY	21	HANGOUT WITH FRIENDS
22	READ CHAPTER 8 MATH HW HISTORY HW	23	ESSAY 3 RD BODY DUE TRACK PRACTICE	24	SCIENCE HW MATH HW TRACK PRACTICE	25	BRO'S B DAY READ CHAPTER 9 SCIENCE PRESENTATION DUE	26	HISTORY HW BAND CONCERT TRACK PRACTICE	27	HANGOUT WITH FRIENDS WORK @ LIBRARY	28	COMMUNITY GARDEN VOLUNTEER
29	DOTS ART PROJECT DUE HISTORY TEST	30	READ CHAPTER 10 SCIENCE HW MATH HW TRACK PRACTICE	31	ESSAY CONCLUSION DUE TRACK PRACTICE								



Name

Class

Date



Tips for using your planner – page 1

You've picked a planner or task tool that works for you. That's great!

Now, it's time to make that tool work for you! We've got some tips that will help you love your planner.



Color coding

A very quick way to make some information stand out from other info is with color. Colors can group things that are similar. They can also make things stand out quickly from everything else.

Be careful. If you put too much color in or use color in a way that's distracting it could make your planner more confusing.

What should you color? How should you color? Here are some tips.

Ways to color code

There are many ways to color code.

One way to color code is when you write in the item. You can use different color pens or markers for different kinds of info. Like this:

SCHOOL WORK

FRIEND TIME

SPORT / CLUBS

FAMILY

JOB / VOLUNTEER

SPECIAL EVENT

Another way is to write everything in with the same pen or pencil. Then, use a highlighter or colored pencil to make some things stand out or group them together. This looks like this:

SCHOOL WORK

FRIEND TIME

SPORT / CLUBS

FAMILY

JOB / VOLUNTEER

SPECIAL EVENT

Some people like to write the item in. Then they put a colored box or circle around the item. That looks like this:

SCHOOL WORK

FAMILY

FRIEND TIME

JOB / VOLUNTEER

SPORT / CLUBS

SPECIAL EVENT

Try all these options out and pick which one is best for you.

What to color code

Now that we know how to color code, we need to know what to color code. Again, there are lots of options for you to try and decide on.

First, you can pick a color for certain kinds of tasks. For example, you can pick a color for family activities. You can pick different colors for sports / club events. You pick colors for homework, tests, and quizzes. Each thing you do has a color.

Name Class Date 

Tips for using your planner – page 2

You pick a color based on the type of tasks or activity it is. That is the kind of color coding we used in the examples for ways to color code.

Another option is to give the same color based on where those tasks come from. This is often used by students who have a color for each of their classes.

MATH**SCIENCE****ENGLISH****ART****SOCIAL STUDIES****BAND**

Another way to color code is to give things colors based on how important they are. You may give things that are due this week or are super important the color red. Red stands out and things that are not very important can get a chiller color like blue.

VERY IMPORTANT**IMPORTANT****DO LATER****NICE TO DO****NOT IMPORTANT**

You can also create your own way of color coding. That way, it works for you.



Symbols and pictures

Another way to make things easier to see at a glance is to add symbols.

You can have little symbols you put next to the task. Some people like an exclamation point or a star for things that are really important. You can use an

arrow pointing to the next day for things you plan on doing later. Here's a few ideas for symbols / drawings you may want to use in your planner:



Symbols mean different things to different people. You get to be creative in picking ones that feel right to you.

You can also draw little pictures in your planner to help you remember to do certain things. These little pictures can also make a certain day stand out as important.

Some people like to use stickers in their planners. They even make sets of stickers for planners if this is something that you'd enjoy.



Make a key

You might not remember your colors or symbol system right away. That's okay. This is why making a key is a good idea.

Name Class Date 

Tips for using your planner – page 3

Find a spot on your planner that has extra room.

Write what your colors and/or symbols mean.

Put this key on or near the pages you'll be filling in. If it's hard to find, it will be hard to use.

Here's an example of what a key may look like:

	SCHOOL WORK		FAMILY
	FRIEND TIME		WORK
	SPORTS / CLUBS		SPECIAL EVENT
→	DO LATER		IMPORTANT
✓	DONE		CANCELED

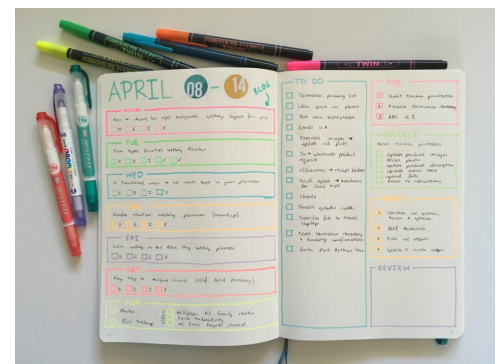
Over time you can change your key. Update it with what works for you. If there's a color you don't like - don't use it. If stickers are working better than symbols, get more stickers. Make it as fun as you can. You also may get so comfortable with your system that you no longer need a key because you know what everything means by heart.

It's a goal that someday you will know exactly what everything in your planner means.

While you're still learning and experimenting, it's a good idea to have a key.

This is where you can create your own pages that are meaningful to you.

Below are some custom layouts that people have made for their planners. If you feel creative and think that you would be more engaged by something like this, check out a dot journal or buying custom pages from places like Etsy.



Custom layouts

Color coding and adding a few meaningful symbols are great options. Some people find that they prefer a more exciting and creative planner.



Name

Class

Date



Tips for using your planner – page 4



Try it yourself

These are a few ways to make your planner work better for you. Like everything, you should discover what you're excited and motivated by and what helps you.

If a complicated dot journal is exciting to you, but you never have time to make the pages, you may want to try something else.

You may find that you don't like color coding, but you do like using symbols or vice versa.

You'll never know what works for you until you try it.



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



Name

Class

Date



Trying different planner methods



How do you like to write in a planner? We're going to find out by trying different things. Below is a week for this student. Use the one-week planner pages to put all of the tasks and important dates in and then try different color coding and / symbol methods to make the information stand out. If you're feeling very creative, use the dot page to create a custom layout.



What a very busy week! Angel has so much to do next week! Below is a list of all the things that they need to do as well as some things that they want to have time to do. Use the planner pages to enter this information in 3 different ways.

- Angel has math homework every day except Fridays (and the weekends)
- Angel has tennis practice on Mondays, Wednesdays and Fridays
- This Thursday is Angel's best friend's birthday
- In English, Angel needs to read two chapters in the class book by Friday and they have a paragraph about the book due on Friday
- It's the end of a unit in history, so Angel will have a test over it on Thursday
- In PE, Angel needs to do a food log on Tuesday and Wednesday
- In art class, Angel's recycled materials sculpture is due on Wednesday and the artist's intent paragraph for it is due on Thursday
- In science class Angel's research on the effects of climate change on animal populations is due on Friday
- On Sunday Angel and their family do a community park clean up at 10 AM - 12 PM
- Saturday, Angel's best friend is having a birthday party from 3 PM - 6 PM
- Also on Saturday Angel's brother has a dance recital from 7 PM - 9 PM



Name

Class

Date



My planner style reflection – page 1



Which color coding method do you think worked the best?



Which symbols would you use in your planner? Draw them in here.



How do you think stickers could be useful?



Would you try a dot journal to make your own layouts? Why or why not?



Do you think you'll use color coding in your planner?

☐ Yes ☐ No ☐ Maybe



Do you think you'll use symbols in your planner?

☐ Yes ☐ No ☐ Maybe



Do you think you'll use stickers in your planner?

☐ Yes ☐ No ☐ Maybe



Name

Class

Date



My planner style reflection – page 2



Something I'm excited to try
in my planner:



Something I'm not sure about
for my planner:



How I'm going to set myself up
for success:



Where I'm going to put my key:



Name

Class

Date



Making digital planning work for you – page 1

Are you the kind of person who finds that they work best with technology and not so much pen and paper? Do you like to get reminders that help you remember to do something? If so, you may prefer to work with a digital planner.

The problem is that there are so many options! How do you pick the right digital planner for you?

Here are a few steps you can take to make the decision that's best for you.



Step 1: pick the device you will be using

The first thing you have to decide is what device you'd like to use for your planner. This is usually deciding between your computer and your phone. It can be on both, but really you have to decide which one feels best typing the information into.

You should think about which one is with you the most often when you are getting tasks to do. You should also consider which one feels best for typing and navigating to you.

Picking a device is important. Apps made for phones/tablets and ones made for computers may look and function differently. Knowing which device you are using helps you pick a program / app that is made to be used with it.



Step 2: think about what kind of planner you want

Paper planners come in many varieties. There are daily, weekly, monthly ones to more task-focused, like checklists. Just like their paper planners, apps come in many varieties.



Name

Class

Date



Making digital planning work for you – page 2

There is your basic calendar program that comes with your device or you access with a service like Google. There are notepad apps and checklist apps.

There are reminders apps and there are full-on productivity apps. A productivity app may have many of these things together. It can have a calendar you can add tasks to and create to-do lists for those tasks.

Look a few over. Check out what came with your device. Decide what kind works best for your needs and likes / dislikes.



Step 3: try a few out

Now that you know what kind of digital planner you like, try a couple of that kind.

There are tons of free and paid versions of all of these planners. Pick some that you think you might like and try them.

Trying the apps can be as long or short as it needs to be. Maybe you only need to open an app up to realize you love or hate it.

The layout may be confusing or the colors too loud. Or it may be easy to use, nice to look at and you get it right away. If this step is this short, that's totally ok.

You may find that you kind of like 2 or 3 of the options. You may want to try them for a certain amount of time and at the that time pick one. Some people will use an app for as long as a month to see if it works for them.



Name

Class

Date



Making digital planning work for you – page 3

You may find that the one you like the best doesn't have everything you need. That's ok too. You can use more than one!

You may like to keep a calendar with all your important dates and due dates. You may also want a checklist where you prioritize all the things you need to do in a day. This is very common and if it meets your needs, using more than one app is a great idea.



Step 4: use it and make changes

As you use your app you might find that it has things that you like to use and things you don't. As you use it, make changes to it if you need or want to. Watch a few YouTube videos on that app to see if there are things it does that you didn't know about. Get comfortable using the app you chose.

If you find that you don't like it or are not using it, it's always ok to change your mind. If at any time you don't like the app that you're using, explore other ones and feel free to switch.

As we grow up sometimes we need different things than we used to. That's totally normal and natural. If you or your needs change it's ok to change your digital planner to meet those needs.



Go give it a try!

Have fun exploring your digital planning options! Go through as many as you need to before you pick on to use that fits your needs and style.

Remember, if nothing is working just right, you can always try pen and paper.



Name

Class

Date



Choosing and trying my digital planning tool – page 1



Which device do you think you'd like to use for planning?

- ☐ Phone
- ☐ Tablet
- ☐ Laptop / desktop computer
- ☐ Other: _____



What apps that you can use for planning are already on your device?

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____



Above, check the ones you think you'd like to try or have already tried and liked.



List 3 things you'd like your digital planner to be able to do.



Research some other planning and productivity apps. List the ones you looked up below.

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____



Above, check the ones you think you'd like to try or have already tried and liked.



Name

Class

Date



Choosing and trying my digital planning tool – page 2



Which apps had what you wanted / needed?



Which apps are in your budget?



Which apps felt the best to use?



Which app or apps do you think you'll use the most?

Lesson plan 7 – prioritization methods

Lesson objective

Date _____

Learners will be able to explain 3 different methods for prioritization.

Unit outcome / standard

Learners will plan their time usage in order to make choices aligned with their goals and values, so they can complete all things that are important to them.

Materials / technology needed

- [Activity: how do you know what's important?](#)
 - [Prioritization notes pages](#)
 - [Activity: method reflection](#)
 - [Activity: card sort](#)
- Prioritization method videos:
- * [Eisenhower Matrix](#)
 - * [ABCDE Method](#)
 - * [Ivy Lee Method](#)
 - [Prioritization methods mini quiz](#)

Anticipatory set

Give learners that “How do you know what’s important” activity page. Give them time to jot down their own ideas, then allow them to brainstorm with a partner or groups.

Anticipatory set differentiation

Put the “How do you know what’s important” activity page on your smart board or online classroom. Allow learners to add their ideas either by calling on them or allowing them to add their answers to the document.

I do (model)

Tell learners that they’ll be exploring different methods to prioritize, or know what to do in what order. Watch the videos as a class, taking time for learners to take their notes on their prioritizing methods notes pages.

I do differentiation

Tell learners that they’ll be exploring different methods to prioritize, or know what to do in what order. Put up the videos either at station computers or in your online classroom. Allow students to tackle them in any order and take notes at their own pace.

 These videos are available as a playlist with all of the other time management videos here.

Lesson plan 7 – prioritization methods

We do (class / group task)

In partners or in groups learners will do the card sort activity. They will read a card, and decide if it applies to one of the methods, all of them or none of them.

* This would be a good activity to use a Kagan structure with.

We do differentiation

In groups or partners, learners will review the card sort slides version activity. They will read the slide and at the bottom circle the method it is true for or all of them or none of them.

You do (independent practice)

Learners will work on their prioritization method reflection activity independently.

You do differentiation

Learners will get into groups with other learners who like the same method they do. The group will brainstorm about the reflection and then learners will complete it independently.

Closure

Learners will complete the 3-question quiz about these methods. It can be given on paper or as a Google survey or using another service like Peardeck. 2 quiz options available, pick the one right for your learners.

Reflection



Name

Class

Date



How do you know what's important?



Some ways that I know something is important are:



Some ways that I know something is NOT important are:



When two things are both important, how do you decide which one to do first?



Name _____

Class _____

Date _____



Prioritizing: the Eisenhower Matrix method



What are the two factors that define what we do?



What does urgent mean?



What is the first step to this method?



What does important mean?



Label the parts of the Eisenhower matrix below. In the boxes next to it, write an example of the kind of activity that would go in that box.

	_____	_____	
	<div>1 _____ & _____ Do it _____</div>	<div>2 _____ & _____ do it _____</div>	<div>1 _____ 2 _____ 3 _____ 4 _____</div>
	<div>3 _____ & _____ _____ or _____</div>	<div>4 _____ & _____ Do it _____ or _____</div>	



Name

Class

Date



Prioritizing: the ABCDE Method



What are the “**A**” tasks and how many should you have?



What are the “**B**” tasks?



What are the “**C**” tasks?



What are the “**D**” tasks?



What are the “**E**” tasks?



Write the quick names for each letter

A _____

B _____

C _____

D _____

E _____



Name

Class

Date



Prioritizing: the Ivy Lee Method



What is the first step?



What is the second step?



What is the third step?



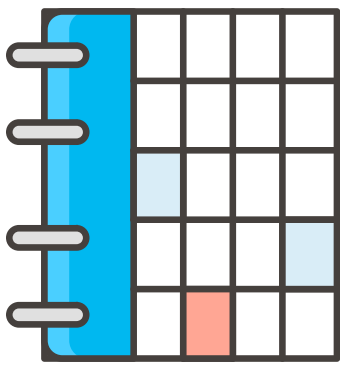
What is the fourth step?



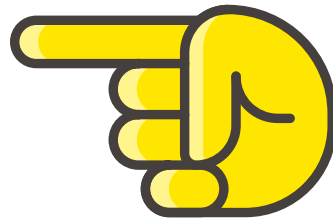
What is the fifth step?



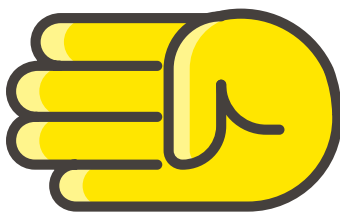
Why does this method work?



Needs to be done
every work day



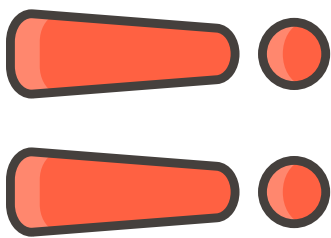
Helps you decide what
needs to be done first



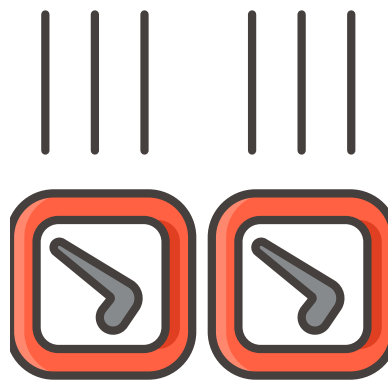
Has 4
quadrants



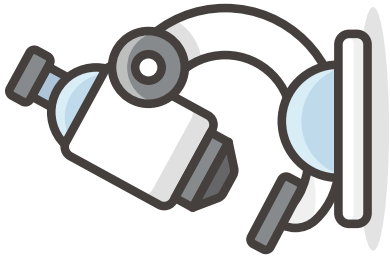
Ranks tasks based on
how urgent and how
important they are.



Ranks your tasks by
how important they are



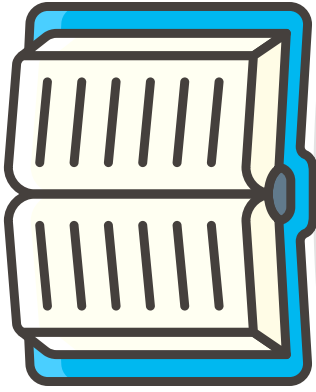
Makes you pick
your top 6 most
important tasks



Keeps you from
multitasking and
losing focus



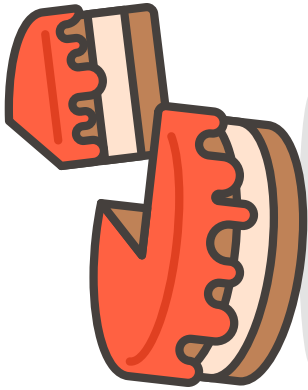
Uses simple daily steps



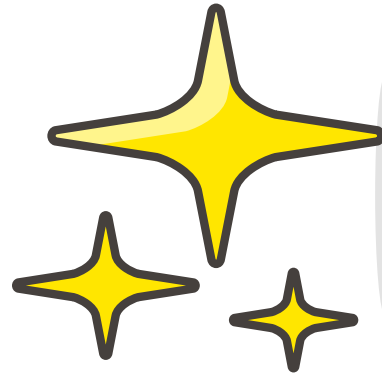
Uses the alphabet
to help you order
your tasks



Reminds you to
schedule time to do
things later



Breaks your tasks into
smaller parts for you



Makes you pick your 3
most important tasks to
do first



Name

Class

Date



Prioritizing methods reflection



How does prioritizing help you?



Which method did you like the best?



Which method did you like the least?



What tasks do you think you should prioritize?



What tasks do you think you should do less of?



Name

Class

Date



Prioritizing methods 3-question quiz – multiple choice



Which method has 5 levels of importance for tasks?

☐ Eisenhower Matrix ☐ ABCDE Method ☐ Ivy Lee Method



Which method puts tasks into 4 levels based on how urgent and important they are?

☐ Eisenhower Matrix ☐ ABCDE Method ☐ Ivy Lee Method



Which method makes you pick the top 6 most important things to do every day?

☐ Eisenhower Matrix ☐ ABCDE Method ☐ Ivy Lee Method



Name

Class

Date



Prioritizing methods 3-question quiz – matching



Draw a line connecting the features of the method with which one has those.



Has 5 levels of importance for tasks.

Ivy Lee Method



Puts tasks into 4 levels based on how urgent and important they are.

ABCDE Method



Makes you pick the top 6 most important things to do every day.

Eisenhower Matrix



Lesson plan 8 – prioritizing your tasks



Lesson objective

Date _____

Learners will be able to select a prioritization method that works best for them and use it to prioritize their tasks.



Unit outcome / standard

Learners will plan their time usage in order to make choices aligned with their goals and values, so they can complete all things that are important to them.



Materials / technology needed

- [Try it! Prioritizing practice list](#)
- [3 prioritization method pages](#)
- [Prioritizing list page](#)
- Make enough copies of each method that students can select one to use on their own list



Anticipatory set

Question: from yesterday's 3 methods, which one seemed like the best to you? Which one were you least interested in? Learners should discuss this question with their partner or group.



Anticipatory set differentiation

On the board or on poster boards, write the names of the three methods. Students get a green sticky note or sticker to vote for the method they liked the least and a red or pink one to vote for the one they like the least. Learners place their votes and the educator takes volunteers to explain their votes.



I do (model)

Using the prioritization practice activity, the educator will select one of the methods and walk the learners through how they would place the action items on it. (Can be done on a white board or smart board). Learners follow along on their own pages.



I do differentiation

The educator may pick the favorite method the class voted for and model using it so the learners can do all three with the practice list.



Lesson plan 8 – prioritizing your tasks



We do (class / group task)

Learners work with their partner or group to complete the remaining 2 methods of prioritization for the same sample list.



We do differentiation

Learners complete all three practices with the methods and prioritization sample list with their partner or group.



You do (independent practice)

Learners decide which method they like the best and pick up a blank list and blank prioritizing sheet. They should then use them to prioritize their upcoming tasks.



You do differentiation

Learners decide which method they like the best and pick up a blank list and blank prioritizing sheet. They should then use them to prioritize their upcoming tasks. They also find a place in their planner to devote to this method on a daily / weekly basis.



Closure

On a sticky note, learners write their highest priority and something that they will be doing later or eliminating. They give this sticky note to their educator on the way out of class.



Reflection



Name

Class

Date



Try it! prioritizing practice



Look at this list of to-dos that this student needs to complete. Use each of the three methods of prioritizing for these tasks.



To do

- ☐ History essay (due tomorrow)
- ☐ Clean backpack out
- ☐ Practice speed running video game
- ☐ Study for English test at end of week
- ☐ Get permission slip signed for club trip
- ☐ Sign up for talent show (to be done by the end of the week)
- ☐ Watch new video on YouTube
- ☐ Come up with ideas for club activities for next school year



Name

Class

Date



The Eisenhower Matrix Method of prioritization



Urgent



Later

DO

Things to do first.







DECIDE

Things to decide when to schedule them.







High importance



DELEGATE

Things to delegate to someone else.







Low importance



DELETE

Things that can be deleted or done if there's time.









Name

Class

Date



The ABCDE Method of prioritization

A

Must do

B

Should do

C

Nice to do

D

Ask someone to do

E

Shouldn't do



Name

Class

Date



The Ivy Lee Method of prioritization

Monday

Tuesday

Wednesday

Thursday

Friday



Name

Class

Date



Prioritizing list



List all of the things that you need to do on this page. Then, pick a prioritization method and use it to prioritize the tasks on your list.



To do

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

--

[illegible]



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