



Planning Basics

Description:

Practicing the basics of short-term and long-term planning will help students feel more comfortable using their agendas. In this activity, students will plan a few hypothetical assignments over a week's period.

Objectives:

Students will:

- practice recording assignments
- practice both short-term and longer-term planning, and simple prioritization

Procedure:

1. Photocopy and hand out the generic weekly planning page (facing), or have students complete the exercise in their agendas. You may want to make an overhead of the handout, to model the steps for your students.
2. a) Review the following fictional assignments with the class. Decide as a group where each task should be recorded, and have students write them down in the appropriate days' spaces. Students may use their own abbreviations.
 - Science test on Thursday. (Note: If this were a real assignment, they would also want to record what material the quiz would be covering.)
 - Math homework due Wednesday. (Again, if it were a real assignment, they would need to record the specific questions/pages assigned.)
 - English writing assignment due Friday. (Details would benefit a real assignment.)
 - Project assigned on Tuesday, and due next week. (Should be recorded on the day assigned and on its due date.)b) Based on the information they've just recorded, have students create daily tasks lists for the week. Guide students toward the following decisions:
 - Science test: suggest that review and study be planned for Monday and Wednesday.
 - Math homework: suggest that students complete no later than Tuesday.
 - English writing assignment: can be completed over several days (breaking up tasks, such as choosing a topic and writing the outline, is a good strategy).
 - Project: initial steps (research, outline) could be listed toward the end of the week, with notes to continue the project's steps into the next week (to practice breaking a larger task into smaller steps).c) Now that their daily tasks are laid out, have students quickly prioritize each day's work by simply numbering each day's tasks in order of importance. Discuss the logic behind their choices, noting that while the English assignment might have a lower priority near the beginning of the week, it should be well on its way to completion by Wednesday.
- d) Show students how to check off completed tasks, use arrows to indicate that they are transferring unfinished ones to different days, and enter the unfinished assignments on the new dates.



Name:

Date:

Assignments:

- **Science test:** Thursday
- **Math homework:** due Wednesday
- **English writing assignment:** due Friday
- **Project:** assigned Tuesday, and due next week

MONDAY		✓
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		



What's Important to Me?

Description:

Discovery of self, and the journey to become who we want to be, is strongly tied to what we value in life. Therefore, it's important for students to discover what is important to them and what they value. The answers to the question "What's most important to me?" aren't always so clear. This exercise helps students clarify those answers in a relaxed, fun environment. Students will enjoy and remember this activity.

Objectives:

Students will:

- learn to decide what's most important in their lives
- practice establishing priorities in their lives
- learn one way of prioritizing things that are important to them
- be motivated to plan

Procedure:

1. Photocopy and hand out the facing sheet.
2. Give students a few minutes to write in the six boxes.
3. Then ask them to cut out or tear apart the six boxes.
4. Tell students to determine which of their six items is least important, and ask them to crumple it up and throw it in the recycling bin/garbage.
5. Continue with the second least important, etc., and ask students to record the order in which they throw away their items. This order demonstrates the priority students place on things that are important to them.
6. Hold a class discussion on what students discovered about themselves in this exercise.



Write the six most important things in your life in the boxes below.

Take your time. Try to be completely honest with yourself. No one needs to know the results but you.

Examples:

- grades
- family
- friends
- integrity
- respect
- spirituality
- nutrition
- creativity
- fitness
- honesty
- self-esteem
- music
- relationships
- sports
- popularity



Go deeper in discovery! Ask your teacher for more activities located in Section 3 of the Program Manual.

Things that matter most must never be at the mercy of things that matter least. - Goethe



Smart Thinking

Description:

Goals help students succeed—but only if students know how to set them!

Lead students in a discussion on goal setting, showing them how it's really done.

Great goals are:

- **S**pecific - are detailed, not vague or confusing
- **M**easurable - can be evaluated for progress
- **A**ction-oriented - include a plan
- **R**ealistic - are possible, achievable
- **T**imely - include an appropriate target date

Objectives:

Students will:

- be motivated to set goals
- demonstrate the elements of an appropriate goal
- work through and test sample goals

Procedure:

1. Ask each student to write down a goal on a scrap piece of paper.
2. Ask the following questions of the class.
 - What is a goal?
 - What makes a goal successful or not?
 - Identify a well-constructed goal, and a goal that won't work. Why will one work and the other not?
3. Hand out photocopies of the facing sheet and explain S.M.A.R.T. For further details, see the agenda's In Focus section on goal setting and time management, before the calendar pages (*discover agendas* only). Have students complete the work sheet.
4. Ask for volunteers to share their goals.
5. Diagnose the goals that were shared. Are they S.M.A.R.T. goals?
6. Ask students to formulate two long-term goals that satisfy the S.M.A.R.T. criteria.



Fill in the definitions for the S.M.A.R.T. acronym:

S	_____
M	_____
A	_____
R	_____
T	_____

WHAT'S IMPORTANT TO ME?
 Example: Grades



LONG-TERM PERSONAL GOALS
 Make the honor roll by next term

Try it yourself-get SMART!



Set an interpersonal goal in the weekly goals section of your agenda.

Setting a goal is not the main thing. It is deciding how you will go about achieving it and staying with that plan. - Tom Landry



Plan for Success

Description:

To plan for academic success students need to set academic goals. Why?

- ensure being on course
- celebrate achievements
- motivate further efforts
- know where they stand academically

Objectives:

Students will:

- understand the importance of setting academic goals for each class
- learn how to complete their Records of Achievement

Procedure:

1. Explain the purpose of the Record of Achievement (see Description above).

Suggestion: make an overhead of handout on facing page.

2. Show students how to set up and use their Records of Achievement.

Note: some students like to use the third column to set a goal for each test/project.

Others prefer to use the third column to keep track of their (estimated) average grade.

Suggest that students complete the Record as it makes most sense to them.

3. Pass out copies of the handout on the facing page; have students practice filling out a sample Record of Achievement, and respond to the handout questions.
4. Ask students to turn to the Record of Achievement section in their agenda (in the study guide), where they will find a number of charts to record and keep track of their success.



What course is this for?

What's your goal?

SUBJECT		Grade Goal
<i>How grade will be calculated</i>		

What's the date?

What's the grade?

What's the grade for?

**WHY SET ACADEMIC GOALS FOR EACH COURSE?
WHY RECORD YOUR ACHIEVEMENTS?**



Tonight, set a goal for each class in your Record of Achievement.

To succeed, you need to find something to hold on to, something to motivate you, something to inspire you. - Tony Dorsett



Weekly Goals

Description:

The purpose of weekly goals is to keep students on track with what they want to accomplish in school and in their lives. The key to effective goal-setting is taking baby steps which, put together, achieve a larger purpose.

Objectives:

Students will:

- learn how to set weekly goals
- learn how to use the weekly goals feature in their agendas

Procedure:

1. Photocopy and pass out sheet on facing page.
2. a) Explain how weekly goals help students achieve their long-term goals.
b) Ask students to open to a weekly calendar page in their agendas, and introduce the weekly goals space.
c) Engage students in a discussion about their agenda as a life-planning tool that can help them not only in school, but also in relationships with others and nurturing themselves. Research has shown that even the simple act of writing something down (such as a goal statement) increases your ability and impetus to do what is written, on a subconscious level.
3. a) Give students five minutes to practice setting weekly goals on the handout.
b) Ask students to open their agendas and write down at least two goals for this week based on the long-term goals they completed for the Smart Thinking activity.



Weekly goals are stepping stones to achieving longer-term goals.

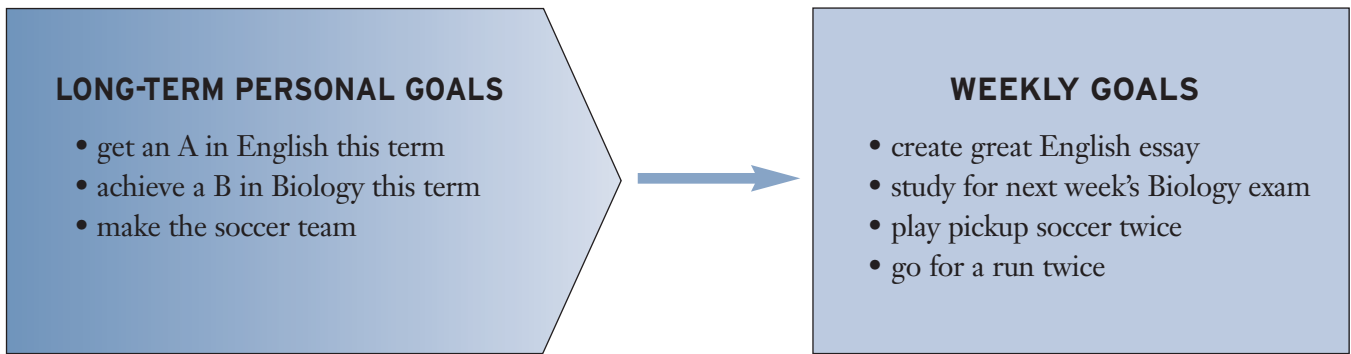
For example, if a long-term goal of yours is to be physically fit, a weekly goal might be:

- bike three times this week

Or, if one of your long-term goals is to be on the honor roll by the end of this term, another weekly goal might be:

- get 90% on Wednesday's science test

Simple, huh?



Try it yourself - get SMART!



Turn to next week in your agenda and set a few Weekly Goals.

Failing to plan is a plan to fail. - Effie Jones



TimeBank, Inc.

Description:

Your students will think differently about time after this activity!

This lesson demonstrates the value of time in a very concrete way, by relating it to something most students are very interested in—money.

Objectives:

Students will:

- understand the value of time
- be motivated to spend their time wisely

Procedure:

1. Photocopy and hand out the TimeBank, Inc. handout.
2. Read it aloud with the class.
3. Ask students to spend five minutes quietly thinking about what "investing time" means to them. Ask them to jot down a few activities that they believe are worth investing time in.
4. Hold a class discussion about investing time, and student responses to this new way of thinking about each and every minute of our days.



Imagine: You own a bank. Yes, you. Guess you didn't know that, huh?

At your bank, you have an account—a very special account. This account, the only one of its kind in the world, cannot be deposited into. It can only be withdrawn from.

You might think that an account like that would very quickly become empty, and you'd be right. But since you own the bank, the bank itself has agreed to deposit money into the account. In fact, you are so valuable to the bank that \$86,400 will be deposited into your private account each and every morning, for the rest of your life. Wow! What's the catch, you say.

Well, surprise surprise, there is a catch.

The catch is that every night the account is emptied. You can come into your bank at midnight, and your balance will be nonexistent. Nada. Zilch. Zippo. Nothing.

So what's your plan?

Isn't it obvious? Withdraw every last cent each day! Take the money out! You can't save it, so you may as well spend it!

Well, guess what. You DO have a bank. It's called the TimeBank, Inc. Every morning you get 86,400 seconds. Every night you end up with zero. If you don't withdraw your seconds and invest them in worthwhile activities, you lose them forever. There's no such thing as carrying a balance. And you can't borrow based on tomorrow's share. So what are you doing with your seconds?

Invest the present to get the maximum return in the future!

What I want to invest my time in:



List your top three choices for investing time in the Weekly Goals section of your agenda for this week or the next.

I wasted time, and now time doth waste me. - Shakespeare, in *Richard II*



Taking Stock of Time

Description:

To improve performance, you first assess current effectiveness.

This activity will help students take stock . . . assess . . . understand how they use their time now. That will give them insight on how they might improve, which is the focus of the next lesson.

Objectives:

Students will:

- record how time is currently spent
- graph how the hours of the day are spent, on average
- analyze time use

Procedure:

1. Photocopy and hand out the facing sheet.
2. Ask students to track their time use for the next week. As a homework assignment, have students total the hours they spent on each activity throughout the week. Then they can divide by seven to arrive at their daily averages.
3. Also as part of their homework assignment, ask students to graph their average day. A bar graph would be good; a pie chart would be better. Students can use the reverse side of the handout for this, if you wish.



Name: _____

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
A.M. 12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
P.M. 12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							



Set as one of your weekly goals to complete this time use survey accurately.

Slaying the dragon of delay is no sport for the short-winded. - Sandra Day O'Connor



Planning For Improvement

Description:

In the previous activity, students assessed how they currently used their time.

Now it's time for students to take that data and decide what to do with it. Students should ask themselves: On what activities do I spend too much time? On what activities do I spend too little time?

Objectives:

Students will:

- analyze the graph created in the last activity
- cooperatively establish recommended guidelines for time use
- set goals for improvement in time management skills

Procedure:

1. Photocopy and hand out the facing sheet.
2. Ask students to fill out Column A, based on the results of the previous activity.
3. Then break your class into groups of 3-5 students and ask them to discuss where time could be saved. Have them cooperatively fill out column B.
4. Ask students to set time goals for the categories based on the group's suggestion and their own input. They can record these new goals in column C.
5. You may wish to hold a brief class discussion on this activity, and the previous activities on goal-setting and time management. What did students learn? Were there any surprises? What was most valuable?



Name: _____

CATEGORY	A Actual Time Used Presently	B Time Suggested By My Group	C My Time Management Goal
1. Sleeping/ Resting	_____ Hrs.	_____ Hrs.	_____ Hrs.
2. Dressing/ Hygiene	_____ Hrs.	_____ Hrs.	_____ Hrs.
3. Eating	_____ Hrs.	_____ Hrs.	_____ Hrs.
4. Travel	_____ Hrs.	_____ Hrs.	_____ Hrs.
5. Classes	_____ Hrs.	_____ Hrs.	_____ Hrs.
6. Extra Curricular	_____ Hrs.	_____ Hrs.	_____ Hrs.
7. Work	_____ Hrs.	_____ Hrs.	_____ Hrs.
8. Chores	_____ Hrs.	_____ Hrs.	_____ Hrs.
9. Appointments	_____ Hrs.	_____ Hrs.	_____ Hrs.
10. Study Time	_____ Hrs.	_____ Hrs.	_____ Hrs.
11. Homework Time	_____ Hrs.	_____ Hrs.	_____ Hrs.
12. Volunteering	_____ Hrs.	_____ Hrs.	_____ Hrs.
13. Down Time	_____ Hrs.	_____ Hrs.	_____ Hrs.

TOTAL	24 HRS.	24 HRS.	24 HRS.
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Write your time management goals in your agenda. Are they S.M.A.R.T.?

I must govern the clock, not be governed by it. - Golda Meir



Time Management Matrix®

Description:

Cramming is a common problem for students. Too often, studying for an important test is left to the last minute. Also too often, students won't work on a major assignment or project until a few days before it is due. In other words, what is important is not done until it becomes urgent. But when urgency rules our actions, quality often suffers. Test scores decline; projects are substandard. This activity is designed to help students understand the difference between important and urgent. Understanding and applying the difference will help them Put First Things First.®

Objectives:

Students will:

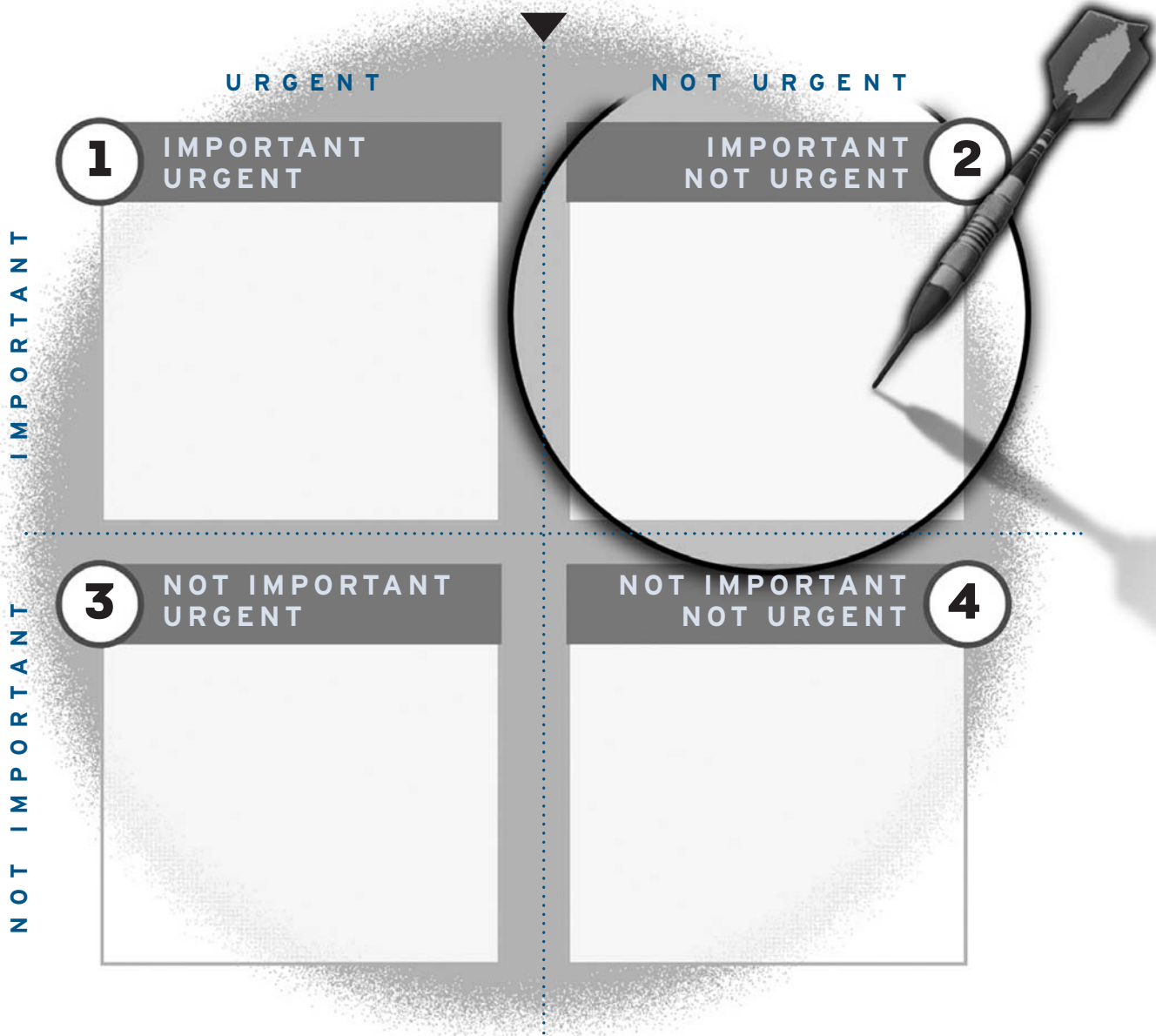
- learn the difference between important and urgent
- learn to consciously choose to work on more important tasks over attractive but trivial activities

Procedure:

1. Ask students to name activities that they engage in every day. Write as many on the board as you can.
Examples: • school • travel • watching TV • homework
2. Talk about the words "Important" and "Urgent." Help your students define them.
 - Important: your goals, your most important things, activities that contribute toward your mission.
 - Urgent: things that you think can't wait and that need to be done immediately.
3. Hand out the activity on the facing page. Break students into groups of 3-5 and ask them to fit all of the activities on the board into the four quadrants on their sheet.
4. Hold a class discussion on the results. There are not necessarily right or wrong answers here, but allow students to defend their opinions.
5. Ask students to prioritize today's assignments A, B, C . . . in order of importance.
Encourage students to prioritize their work on a daily basis.



The Time Matrix®



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Prioritize today's homework!

I don't wait for moods. You accomplish nothing if you do that. Your mind must know it has got to get down to earth. - Pearl S. Buck



Think It; Ink It

Description:

As students progress through their school career, each new year may seem to them busier and more hectic than the last, with homework, exams, sports, after school activities, maybe a part-time job, and at-home chores, to name just a few of students' activities. Regular use of student agendas can help to alleviate the stress of trying to remember (let alone juggle!) their commitments. This activity will bring home the value of writing down important school and personal tasks.

Objectives:

Students will:

- understand the value of writing down what's important to them
- be motivated to record school work and personal tasks in their agendas

Procedure:

1. At the beginning of a class, tell your students that you are going to write down ten items on the board or overhead. Whoever remembers them—in correct order—at the end of the class will win a prize (whatever you can supply).

Note: emphasize that no one can write them down! Allow them to see the items for approximately 30 seconds.
2. At the end of class, ask for the list of items.
3. Reward anyone who can remember each item in the exact order, asking them how they did it. Since this will not be the majority, suggest the development of one habit that will help them sharpen their memories: "If you think it, ink it."
4. Hand out the facing activity sheet. Discuss the recording tips, and give students a homework assignment for practice.



WEDNESDAY JANUARY

6 DAY

- *Socials wksht. #2 (due Jan. 8)*
- *Eng.: rd. The Mockingbird (due Jan. 10)*
- *Math pg. 45: do questions 1-5 (7:30-8)*
- *Dad's birthday Buy gift!*
- *Basketball practice after school*

Record all homework tasks on the date they're assigned.

Make a note of the due date.

Don't forget extra-curricular activities! They're part of your schedule.

Write down personal tasks - they're important too!

Recording Tips:

- check out your agenda's section on time management for more details.
- be sure to record not only the assignment, but also when it is due.
- record daily homework tasks on the date they are assigned—that way you always have a record of what was assigned every day.
- record assignments as soon as they are given...that way you won't forget!
- if you have no assignment for a particular class, write the name of the class (Eng., Bio., Sci.) and NH for No Homework. Consider reading ahead for this class tonight.
- it's a really good idea to include an estimate of the time it will take you to complete each task.

For tests and long-term projects:

- record the assignment both on the date assigned and on the date due.
- a reminder in between dates would also be helpful. Consider scheduling specific intermediate steps.



Record today's homework!

Knowledge itself is power. - Francis Bacon



Scheduling Homework and Daily Tasks

Description:

Prioritization is not the only thing students should do with their tasks. There's a vital next step. Now that students know what they need to do and how important each task is, the question remaining is . . . WHEN will they actually do the work?

Whenever homework is assigned, students should schedule when they will complete it, then . . .

Commit to it!

Note: this is easiest to do if students set up a regular "homework period" each night.

Objectives:

Students will:

- learn how to schedule tasks in their agendas
- be motivated to set up and maintain a regular "homework period"

Procedure:

1. Hand out activity sheet on facing page.
2. Ask students to schedule the listed tasks into the generic weekly overview.
3. Discuss how students scheduled the tasks. Note: there aren't necessarily right or wrong answers—only more and less effective solutions.
4. Encourage students to schedule their work right after school every day.



This is your work for today:

- study for major Social Studies test on Friday (1/2 hr.)
- do Math pg. 45 #s 1-8 by tomorrow (15 min.)
- read T.S. Eliot poem (pg. 23) tonight (15 min.)
- talk to Mom about field trip money
- call Teri and talk to her (about 1/2 an hour)

—————→
Practice here

This is today. When will you do the work?

Fill in the times, and prioritize.

JANUARY

WEDNESDAY

6

DAY

• *Socials: study for Friday's test*

• *Math pg. 45 #1-8 (due tomorrow)*

• *Eng.: rd. Eliot (p.23) for tomorrow*

• *Talk to Mom re: field trip \$!*

• *Call Teri*



Schedule when you'll do today's tasks.

We must ask where we are and whether we are tending. - Abraham Lincoln



Check and Review . . .

Description:

The last step in the planning cycle is crucial to those students who want to achieve high levels of success.

When a student finishes working on a task, the work should be checked. Is it accurate? Is it done well?

If so, it should be checked off in the agenda.

Is there anything left incomplete? If so, any remaining work should be forwarded to (and re-entered on) a future date. The original record should be marked with an arrow to reflect this.

Objectives:

Students will:

- understand the importance of checking work for accuracy and completeness
- learn how to forward unfinished tasks to a future date

Procedure:

1. Discuss the importance of checking and reviewing work:
 - When you finish working on a project or a homework assignment, are you finished?
 - Not quite! Check it to make sure it's done well. Is it quality work? Did you miss anything?
 - If you don't have enough time to finish, plan it forward in your agenda. Re-record the same task on the date when you plan to complete the work.
2. Ask students to check if there's any work that they had planned to do in the last week that was not finished. Ask them to re-record it for some time in the next few days.

WEDNESDAY		JANUARY
6	DAY	
• Socials wksht. #2 (due Jan. 8)	2	✓
- do it tonight 7:00 - 7:30		
• Eng.: rd. <i>The Mockingbird</i> (due Jan. 10)	4	→
- Saturday		
• Math pg. 45: do quest. 1-5 (due Jan. 8)	3	✓
- tonight 8:00-8:30		



Weekly: When you check to ensure that students are recording their homework and tasks, also see if they are Checking and Reviewing.