

Lesson 1: Time Management Facilitator Guide

Overview and Purpose

10-12 minutes invested in planning your day will save at least 2 hours of wasted time and effort throughout the day. Learning how to manage time effectively is an important skill for students to master, for both now and their future career. This lesson aims to help students to plan their day effectively and eliminate distractions, to support their current studies and develop good practice for the meeting deadlines for their future employment. At the end of the session students will reflect on the skills and knowledge they have developed and their potential next steps.-
Approximate delivery time is one hour.

Objectives

Students will:

- Understand what time management is and why it's important
- Understand how to prioritise their tasks to work as an effective team member
- Learn about setting SMART goals
- Understand strategies for effective time management

Agenda

Getting Started (10 min)

- What is time management?
- What does effective time management look like?

Time Management (45 min)

- Strategies for managing time
- Prioritising tasks
- SMART goals
- Organising your day

Wrap-up & Reflection (5 mins)

Preparation / Materials Needed if delivered face-to-face

- Chart Paper
- Marker pens
- Download the session PowerPoint

Vocabulary

Time Management: it is about planning and controlling the amount of time you spend on specific tasks.

Goal: is an idea of the future or desired result that a person or a group of people envision, plan and commit to achieve.

SMART goals: is a well-established tool that you can use to plan and achieve your **goals**.

Procrastination: is the act of delaying or putting off tasks until the last minute, or past their deadline.

Teaching Guide

Section 1: Getting Started (5 minutes)

Share the agenda for the session on the screen (slide 2).

Slide 4: Each table will have a big piece of paper. Ask each group to spend **2 minutes** doing a very quick brainstorm of what they think time management is, as well as any other words that they associate with time management, and some examples of what good time management might look like.

If they have extra time, ask them to think about what the consequences of managing time poorly might be.

Debrief the whole class back together for **3 minutes** asking each table in turn their thoughts. This is simply an introduction to the topic - the session will go into each of them in more detail later.

Section 2: Time Management (45 minutes)

Time Management Definition

Talk through slide 6, which outlines the importance of good time management, and the skills that are needed to develop it (**2 minutes**). Follow on with slide 7, which lists some strategies for managing time. Ask the students if they can think of any additional strategies.

Strategy 1: prioritising tasks

Slide 9 shows an example of a prioritisation matrix. This is a strategy for organising the order in which you will complete your activities. Tasks are ranked on a sliding scale according to two criteria: **importance** and **urgency**. Tasks that are both important and urgent should be done first, as they are high priority tasks. Tasks that are urgent, but less important, should be addressed next. Tasks that are important, but not urgent, need to be done at some point, but should be of lower priority. Finally, tasks that are neither urgent nor important should be of lowest priority, and addressed once higher priority tasks have been completed.

Activity: Have the students sort the sample tasks (slide 10) into their own prioritisation matrices on chart paper (**5 minutes**). If students have extra time, ask them to come up with their own examples of high, medium, and low priority tasks in their own lives. Feedback as a class and discuss before showing the answers (slide 11).

Strategy 2: goal setting

Now we're going to think more about setting goals to help us to manage time efficiently. Setting goals helps you to understand what you want to achieve in the short-term and long-term. They can help you to trigger new behaviours, guide your focus and sustain momentum in life. Goals also help align your focus and promote a sense of self-mastery. In the end, you can't manage what you don't measure, and you can't improve upon something that you don't properly manage.

Once you know what steps you need to take in the short and long term, you can use your time management skills to achieve your goals.

Talk through slide 13, explaining what SMART goals are and how to set them. This tool provides clarity and focus to goal setting, and helps you to set clear, realistic goals.

Activity: have the students create their own SMART goals, using the example shown on slide 15. Ask them to share their goals with their partners after they have spent **10 minutes** on this task.

Strategy 3 - Organising your day

Talk through slide 16, which outlines the importance of creating a schedule for your day, and establishing a routine.

- Setting **time constraints** for completing tasks helps you to be more focused and efficient. Making the small extra effort to decide on how much time you need to allot for each task can also help you recognise potential problems before they arise. That way you can make plans for dealing with them.
- **Rewards** can be a great motivator for good **time management**. Give yourself a small **reward** for every task you accomplish in the day. For instance, you could celebrate finishing up a piece of work by taking a 15-minute walk outside, or watching a 15 minute Youtube video. Rewards keep you motivated on the job and can help you achieve a better work-life balance.
- Building in time for **breaks, rewards, preparation** and **recovery** is essential to maintaining your wellbeing, and making sure that you perform effectively.

Section 3: Wrap Up & Reflection (5 minutes)

Time for students to reflect on what they have learnt from this session and what employability skills they have developed. Ask the students to provide a brief summary of what they have learnt, using the questions on slide 18 as a reference point or discussion starter.

Ask the students to each pick at least one of the reflective questions on slide 18 to answer. Ask them to share a key learning with a partner. If time allows, ask for volunteers to share their answers with the wider group.