

This activity will help students explore their time management and organizational skills. Complete each section by following the instructions below.

Teacher Led	X	Requires Computer	*	Requires myBlueprint.ca	*
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\*NOTE: Extension activity requires myBlueprint.ca

**LEARNING GOALS:**

Students will identify current time management strategies used and identify new strategies that can be used to improve overall personal organization skills.

**MATERIALS:**

- Writing tools
- Handout [A] - My Time Management Skills
- Handout [B] - Time Tracker: Planning an Ideal Way to Spend Your Time
- Handout [C] - Reflection Questions
- Peer Evaluation Rubric

**INSTRUCTIONS:**

1. Provide students with the **My Time Management Skills - Handout [A]** to complete individually
2. After students answer the questions, discuss their strengths and weaknesses as a class
3. After discussion, provide students with the **Time Tracker - Handout [B]** and **Reflection Questions - Handout [C]** to complete individually

**\*\* See below for the *Peer Evaluation Rubric & Extension Activity***

**Peer Evaluation Rubric**

Name of Evaluator: \_\_\_\_\_

Name of Student: \_\_\_\_\_

<b>CATEGORY</b>	<b>Level 4</b> (80 – 100%)	<b>Level 3</b> (70 – 79%)	<b>Level 2</b> (60 – 69%)	<b>Level 1</b> (50 – 59%)
<b>Content (/5)</b>	Writer goes above and beyond in the amount of detail in answers. Ideas are clear and easy to understand.	Writer provides average amount of detail in answers. Ideas are fairly clear and easy to understand.	Writer provides some detail in answers. Ideas are not very clear and somewhat difficult to understand.	Writer provides limited detail in answers. Ideas are not clear and cannot be understood.
<b>Understanding (/5)</b>	Writer has a clear and detailed understanding of their own abilities and is able to explain them with ease.	Writer proves to have an understanding of their own abilities and is almost always able to explain with ease.	Writer has some understanding of their own abilities and explains them with some difficulty.	Writer has limited understanding of their own abilities and has great difficulty explaining them.
<b>Application (/5)</b>	Writer is able to make a strong connection between their abilities and how they will impact their life.	Writer makes a connection between their abilities and how they will impact their life.	Writer makes some connections between their abilities and how they will impact their life.	Writer makes limited connections between their abilities and how they will impact their life.
<b>Grammar &amp; spelling (conventions) (/5)</b>	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.

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**Evaluator Comments:**

**HANDOUT [A]: MY TIME MANAGEMENT SKILLS**

Take some time to reflect and answer the questions below:

1. Do you think you have “good” time management skills? What are you good at?

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2. What’s working?

- A. I can always find my \_\_\_\_\_
- B. No matter how busy I get, I always find time for \_\_\_\_\_
- C. Do your time management skills need improvement? \_\_\_\_\_
- D. My goals are well defined when it comes to \_\_\_\_\_

3. Reflect back on how you spent the last five days. Do you think you spent your time “wisely”? Why or why not? Support your answers with specific examples.

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4. What’s not working?

- A. I can never find my \_\_\_\_\_
- B. I have no place to put my \_\_\_\_\_
- C. I don’t have enough time for \_\_\_\_\_
- D. I procrastinate whenever I have to \_\_\_\_\_

5. Are there activities/tasks that you should have completed in the last five days that you did not complete? If so, why did you not complete these activities/tasks?

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6. Are there activities/tasks that you completed in the last five days that you are proud of? If so, was it easy or difficult to find the time to complete these activities/tasks?

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**HANDOUT [B]: TIME TRACKER – PLANNING AN IDEAL WAY TO SPEND YOUR TIME**

Create your “Ideal” five-day schedule in the chart below. Your goal is to make optimal use of your time to attain all your daily activities/tasks.

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
5am – 6am					
6am – 7am					
7am – 8am					
8am – 9am					
9am – 10am					
10am–11am					
12pm – 1pm					
1pm – 2pm					
2pm – 3pm					
3pm – 4pm					

<b>4pm – 5pm</b>					
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<b>5pm – 6pm</b>					
<b>6pm – 7pm</b>					
<b>7pm – 8pm</b>					
<b>8pm – 9pm</b>					
<b>9pm – 10pm</b>					
<b>10pm-11pm</b>					
<b>11pm-12am</b>					

**HANDOUT [C]: REFLECTION QUESTIONS**

1. Is this “ideal” schedule very different from the way that you currently spend your time?

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2. What do you need to modify in your life in order to make this schedule become a reality?

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3. What will be the pay-off? What are the reasons why it will be worthwhile to get organized?

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4. Looking at your ideal schedule, how are you currently living your life day by day? What needs to change so that you are more on track?

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## EXTENSION ACTIVITY

Once students have completed Handout [A] and [C], have students type their responses into a journal entry in their 'My Individual Profile' Portfolio on myBlueprint. Students will add their journals to their portfolio so that they may be assessed remotely by their teacher.

### INSTRUCTIONS:

1. Have students visit [www.myBlueprint.ca](http://www.myBlueprint.ca), and enter their email and password to log in.  
**Forgotten password?** Students can reset their passwords by clicking on the 'Forgot your password?' link in the green **Existing User** box.  
**Forgotten email?** As a teacher/counsellor, you can reset your students' emails and passwords in your **Student Manager** or **My Classes**.
2. In the left hand navigation menu, click **Home**.
3. On the homepage, select **Portfolios**.
4. Click on 'My Individual Profile' portfolio.
5. Click **+ Add Box** and select **+ Journal**.
6. Add the title 'My Time Management Strategies'
7. Enter your final draft in the journal fields as indicated.
8. Click **Save**.