

Student Activity Workbook

LIFE SKILLS:

Managing Your Time

Curriculum That Matters, Inc.

Bakersfield, California

Address editorial correspondence to:
Curriculum That Matters, Inc.
3200 Larson Lane #43254
Bakersfield, CA 93304
Sales@CurriculumThatMatters.com

Copyright © 2017 by Curriculum That Matters, Inc.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photography, recording, or any information storage or retrieval system, without permission in writing from Curriculum That Matters, Inc.

Table of Contents

Looking Forward	6
Setting Goals for Success	8
Establishing Priorities	10
Creating a Schedule	12
Putting It All Together	14
Lesson Reflection	28



Accessing the Lessons

This workbook has been designed to go hand in hand with the **Life Skills: Managing Your Time** course material which is available online. To access that material, go to:

Lesson Website:

<http://www.mobibrix.com/3V86Q9>

OR

Scan the QR Code:



3V86Q9



Looking Forward



Watch the presentation **Looking Forward**.

Use the following hints to help you develop an image of your future self:

Where do you live?

Large City Small City Rural Isolated Traveling Other: _____

What type of housing do you live in?

Apartment Condo House Farm Trailer Other: _____

What type of yard do you have?

Large Small No Yard Pool Farm Other: _____

What type of car do you drive?

Sports Car Mini Van Truck SUV Commuter Other: _____

What do you wear at work?

Business Suit Jeans Skirt Hard Hat Uniform Other: _____
Steel Toe Heals Sneakers Boots Sandals Protective Gear

Where do you work?

In an Office At Home Outdoors At a Job Site Out of a Car Other: _____
In a Cubicle In a Factory Traveling

What training do you have?

On the Job Certificate Degree Apprentice None Other: _____

How many other people are doing the same job as you?

Very few people I work with a I am the expert. Anyone can do Other: _____
can do the job I team of people. People call me the job I do.
do. for help.

How much money do you make?

On Welfare Minimum \$50,000/year \$100,000/ \$1,000,000/ Other: _____
Wage year year year

[illegible]

Setting Goals for Success



Watch the presentation **Setting Goals for Success**.

“A goal without a plan is just a wish!”

If your goal is to become a surgeon, what steps do you have to put in place to make it happen



What smaller steps would make it possible to get good grades?

- _____
 - Learn how to take Cornell Notes.
 - Slow down and write neatly.
 - Compare notes with your neighbors to make sure you didn't miss anything.
- _____
 - Learn how to schedule my time better (You are doing this one right now!)
- _____
 - Clean desk so I have a place to study.
 - Join, or start, a study group to prepare for tests.
 - Finish all assignments.
 - Review missed answers on assignments and tests.



Assignment

Map out four of your long-term goals and what it would take to achieve those goals.

Long-Term Goal 1:

Goal Map:



Short-term goals needed to reach long-term goal 1:

Long-Term Goal 2:

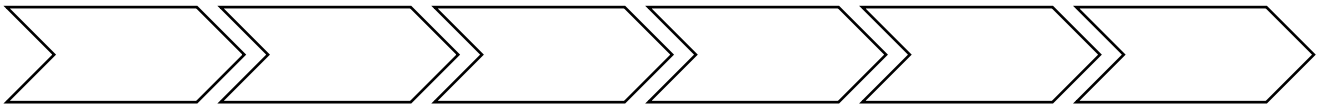
Goal Map:



Short-term goals needed to reach long-term goal 2:

Long-Term Goal 3:

Goal Map:



Short-term goals needed to reach long-term goal 3:

Long-Term Goal 4:

Goal Map:



Short-term goals needed to reach long-term goal 4:

Establishing Priorities



Watch the presentation **Establishing Priorities**.

Take a moment and write down up to 10 things you need to do, or want to accomplish, under the “To Do List” column. Include some of the short-term goal steps you identified on the previous page.

A, B, C	1, 2, 3	To Do List

Next, in the first open space, write either A, B, or C for each item on your list.

A= _____

B= _____

C= _____

Now, in the second open space, order all of the A items in order of importance beginning with the number 1 and continuing with 2, 3, and so on until all A items have been assigned a number order.

Do the same thing for the B items and then for the C items.

Finally, rewrite your list in order with “A1” followed by “A2” and so forth all the way down until your last “C” item.

A, B, C	1, 2, 3	To Do List
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Putting your to-do list in order of importance helps you recognize which one you should focus on first. When you are ready to work, start with item A1 and work on it until it is done. Then move on to item A2. When you finish with the A items, move on to the B items.

Some days you will get a lot done on your list. Other days it will look like you haven’t made any progress, but you will know that the items which were most important had your attention and are that much closer to being done because of it.

My To-Do List:

<u>A</u> <u>1</u> Homework	<u>A</u> <u>4</u> Deposit Paycheck	<u>C</u> <u>1</u> Go Skydiving
<u>A</u> <u>2</u> Pay Bills	<u>B</u> <u>1</u> Laundry	<u>C</u> <u>2</u> Run a Marathon
<u>A</u> <u>3</u> Grocery Shopping	<u>B</u> <u>2</u> Wash Car	<u>C</u> <u>3</u> Learn to speak German

Creating a Schedule



Watch the presentation **Creating a Schedule**.

Your To-Do List helps you recognize what needs to be done first. A schedule helps you plan when you will do it. Take notes as you go through the lesson.

First, write in the items _____

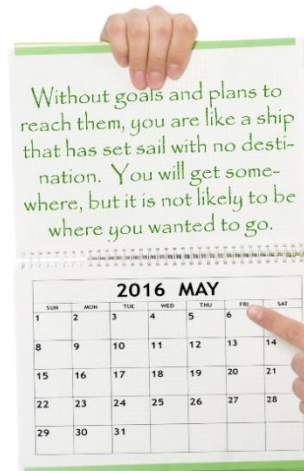
6 AM	
7 AM	
8 AM	School
9 AM	7:30-2:30
10 AM	
11 AM	
12 PM	
1 PM	
2 PM	
3 PM	
4 PM	Soccer Practice
5 PM	2:45-5:00

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

Second, schedule _____

6 AM	Shower and Breakfast
7 AM	
8 AM	School
9 AM	7:30-2:30
10 AM	
11 AM	
12 PM	
1 PM	
2 PM	
3 PM	
4 PM	Soccer Practice
5 PM	2:45-5:00

6 PM	Dinner
7 PM	
8 PM	
9 PM	
10 PM	Play Guitar
11 PM	Sleep
12 AM	10:00-6:00
1 AM	
2 AM	
3 AM	
4 AM	
5 AM	



Third, schedule time to work on your _____

6 AM	Shower and Breakfast	6 PM	Dinner
7 AM		7 PM	To-Do List
8 AM	School	8 PM	6:00-9:00
9 AM	7:30-2:30	9 PM	
10 AM		10 PM	Play Guitar
11 AM		11 PM	Sleep
12 PM		12 AM	10:00-6:00
1 PM		1 AM	
2 PM		2 AM	
3 PM		3 AM	
4 PM	Soccer Practice	4 AM	
5 PM	2:45-5:00	5 AM	



Practice

Using your routine of a normal weekday for practice, fill in the schedule below for practice.

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

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

Journals



Watch the presentation **The Importance of Journals.**

Why use a journal:

- _____
- _____
- _____

How to Use a Journal:

- _____
- _____
- _____
- _____

Putting It All Together



Watch the presentation **Putting It All Together**

This is the part where you take what you have learned and practice it in a real-world setting: [Your Life](#).

Day 1 Morning:

- Fill out your To-Do List and schedule the week's activities.

Day 1 Night:

- Review how your day went and record your thoughts in your daily journal. Make any needed adjustments to your schedule

Days 2-6 Morning:

- Write day 2's To-Do-List. Only move the items from day 1 that still need to be done.

Days 2-6 Night:

- Review how your day went and record your thoughts in your daily journal. Make any needed adjustments to your schedule

Day 7 Morning

- Fill out the To-Do-List. Only move the items from the previous day that still need to be done.

Day 7 Night:

- Look over the week and see what you accomplished!



Assignment

Use the following calendaring pages to schedule your upcoming week. At the end of each day write a journal entry for how well your schedule did, or did not work that day and adjust your schedule for the next day accordingly.

Day 1: _____

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

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

A, B, C

1, 2, 3

To Do List

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

A, B, C

1, 2, 3

To Do List

Daily Journal

Day 2: _____

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

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

A, B, C

1, 2, 3

To Do List

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

[illegible]

Day 3: _____

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

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

A, B, C

1, 2, 3

To Do List

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Day 4: _____

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

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

A, B, C	1, 2, 3	To Do List

[illegible]

Day 5: _____

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

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

A, B, C	1, 2, 3	To Do List

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Day 6: _____

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

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

A, B, C	1, 2, 3	To Do List

[illegible]

Day 7: _____

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

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

A, B, C

1, 2, 3

To Do List

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

This image shows a single page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson Reflection

What did you learn while working on this lesson? What stood out to you? What information was the most helpful, what was the least helpful? What would you do differently if you were to start this lesson over?

[illegible]