## Title: Personal Time Management: Creating a Weekly Schedule



## Materials

- Sample student schedule worksheet.
- Weekly schedule sheet (sample student)
- Weekly schedule sheet (personal) downloaded from http://www.vertex42.com/ExcelTemplates/weekly-schedule.html
- Colored pencils or pens
- Optional: If students prefer to complete a schedule using a computer, students may open/complete the lesson documents using Excel.


## Learner Prior Knowledge

Basic understanding of what a schedule is

## Activities

Step 1 Make a personal connection to the topic. Ask each student to think of five things they will do this week (examples: grocery shopping, work, doctor's appointment, class, and visit grandmother). Students share with the class. Set the purpose for the lesson: As adults, we are often busy keeping up with all of our responsibilities and it is easy to become overwhelmed or feel stress. Managing our time with a weekly schedule can enable us to achieve balance and achieve our goals.

Step 2 Introduce vocabulary: commitment, priority, responsibility, optional.
Step 3 Distribute sample student schedule worksheet. Students review the sample student's ("Eric") goals and tasks for the week. Students work in pairs to determine what is high priority (most important) or another important commitment.

Step 4 Student-pairs complete the sample weekly schedule based upon the importance of each event. Put high priority events on the weekly schedule first. Use the color red to indicate that these are the events that must be
attended to. Then, add other events and activities that "Eric" should complete during the week to his schedule. Use the color blue to indicate that these are also important events.

Step 5 Next, pairs review the sample student's remaining tasks and select several to add to the schedule. Use the checklist on the sample student schedule worksheet to be sure that the schedule is balanced and achievable.

Step 6 The teacher shows a balanced sample schedule and students share any different ways to balance commitments, explaining the choices that they made.

Step 7 Students complete a personal weekly schedule that includes their own commitments and responsibilities (work, family, school). As students are working, the teacher will walk around the room to assist as needed.

Step 8 Review. Ask students to state in their own words the meanings of commitment, priority, and optional tasks and to identify at least one benefit of using a weekly planner.

## Assessment/Evidence

Students will classify events on a sample schedule as commitments, priorities, and optional.
Students will create a personal weekly schedule that balances work, family, and school commitments.

## Adaptations for Beginning Students

Beginning students may complete the tasks in a small group with an aide or teacher.

## Adaptations for Advanced Students

More advanced students may wish to complete a weekly schedule that includes schedules for all family members. More advanced students may wish to create an online calendar using www.google.com/calendar/

## Teacher Reflection/Lesson Evaluation

This lesson was created by Middletown ABLE.

## Meet Eric.

Eric is forty years old. He lives in Middletown, Ohio. Eric has been attending Adult Education classes for six months. He wants to earn his GED before the end of the year so that he is eligible for a promotion (and raise) at work. Eric is divorced, but he shares custody of his twelve-year-old daughter, Abby, with his ex-wife. Eric picks Abby up on Friday afternoons and she stays with him until Sunday afternoon.

- Eric works 8:00-4:00 Monday through Friday.
- Eric's boss has asked if he can cover a night shift at work, Friday 4:00-12:00.
- Adult Education classes are offered in his area Monday, Wednesday, and Friday mornings from 9:30-12:00 and Tuesday and Thursday evenings from 6:30-9:00.
- Eric's daughter plays soccer on Saturday mornings. Games are at 10:00 AM. This week's game is in Oxford, Ohio. It takes 45 minutes to drive from his house to the Oxford soccer fields.
- Eric wants to go to the grocery, get an oil change in his car, and mow the lawn.
- He also wants to prepare for his GED test. There is a practice test at his center on Monday evening from 6:308:30.

What are Eric's goals?

With a partner, complete the following chart and help Eric plan his schedule.
(*Answers will vary.)

| Commitment (must <br> be done) | Priority (should be <br> done) | Optional (could do, if <br> time allows) |
| :--- | :--- | :--- |
|  |  |  |
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|  |  |  |
|  |  |  |

On the following page, please complete a weekly schedule planner for Eric this week.

- Use red to indicate a commitment.
- Use blue to indicate a priority
- Use yellow to indicate an activity that is flexible or optional.

1. Did you remember to include travel time (when applicable) for Eric's activities and events?
2. Explain how Eric's schedule will permit him to work toward his goals.
3. Is Eric's schedule balanced to allow him family time and personal time?
4. Which events or activities did NOT become a part of Eric's schedule for the week? Why were they eliminated?

Application:

What do you hope to accomplish next week?

Prioritize your list and complete the chart:

| Commitment (must <br> be done) | Priority (should be <br> done) | Optional (could do, if <br> time allows) |
| :--- | :--- | :--- |
|  |  |  |
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## Meet Eric.

Eric is forty years old. He lives in Middletown, Ohio. Eric has been attending Adult Education classes for six months. He wants to earn his GED before the end of the year so that he is eligible for a promotion (and raise) at work. Eric is divorced, but he shares custody of his twelve-year-old daughter, Abby, with his ex-wife. Eric picks Abby up on Friday afternoons and she stays with him until Sunday afternoon.

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- Eric's daughter plays soccer on Saturday mornings. Games are at 10:00 AM. This week's game is in Oxford, Ohio. It takes 45 minutes to drive from his house to the Oxford soccer fields.
- Eric wants to go to the grocery, get an oil change in his car, and mow the lawn.
- He also wants to prepare for his GED test. There is a practice test at his center on Monday evening from 6:308:30.


## What are Eric's goals?

- To earn his GED
- To apply for a promotion and raise

With a partner, complete the following chart and help Eric plan his schedule.
(*Answers will vary.)

| Commitment (must <br> be done) | Priority (should be <br> done) | Optional (could do, if <br> time allows) |
| :--- | :--- | :--- |
| Work M-F 8:00-4:00 | GED classes | Oil change |
|  | GED practice test | Mow lawn |
|  | Abby's soccer game | Night shift |
|  | study for test | Grocery shopping |
|  |  |  |

On the following page, please complete a weekly schedule planner for Eric this week.

- Use red to indicate a commitment.
- Use blue to indicate a priority
- Use yellow to indicate an activity that is optional.

Examine your work.

1. Did you remember to include travel time (when applicable) for Eric's activities and events?
2. Explain how Eric's schedule will permit him to work toward his goals.
3. Is Eric's schedule balanced to allow him family time and personal time?
4. Which events or activities did NOT become a part of Eric's schedule for the week? Why were they eliminated?

Application:

What do you hope to accomplish next week?

Prioritize your list and complete the chart:

| Commitment (must <br> be done) | Priority (should be <br> done) | Optional (could do, if <br> time allows) |
| :--- | :--- | :--- |
|  |  |  |
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## Sample Weekly Schedule

|  | Sun | Mon | Tues | Wed | Thur | Fri | Sat |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{array}{ll} \hline 5 & \mathrm{am} \\ & : 30 \\ \hline \end{array}$ |  |  |  |  |  |  |  |
| $\begin{array}{lll} 6 & \mathrm{am} \\ & : 15 \\ & : 30 \\ & : 45 \end{array}$ |  |  |  |  |  |  |  |
| $\begin{array}{ll} 7 & \mathrm{am} \\ & : 15 \\ & : 30 \\ & : 45 \end{array}$ |  |  |  |  |  |  |  |
| $\begin{array}{ll} 8 & \mathrm{am} \\ & : 15 \\ & : 30 \\ & : 45 \end{array}$ |  |  |  |  |  |  |  |
| $\begin{array}{cc} 9 & \mathrm{am} \\ & : 15 \\ & : 30 \\ & : 45 \\ \hline \end{array}$ |  |  |  |  |  |  |  |
| $\begin{array}{cc} 10 & \mathrm{am} \\ & : 15 \\ & : 30 \\ & : 45 \end{array}$ |  |  |  |  |  |  |  |
| $\begin{array}{ll} 11 & \text { am } \\ & : 15 \\ & : 30 \\ & : 45 \end{array}$ |  |  |  |  |  |  |  |
| $\begin{array}{ll} 12 & \text { PM } \\ & : 15 \\ & : 30 \\ & : 45 \\ \hline \end{array}$ |  |  |  |  |  |  |  |
| $\begin{array}{ll} 1 & \text { PM } \\ & : 15 \\ & : 30 \\ & : 45 \\ \hline \end{array}$ |  |  |  |  |  |  |  |
| $\begin{array}{ll} 2 & \text { PM } \\ & : 15 \\ & : 30 \\ & : 45 \\ \hline \end{array}$ |  |  |  |  |  |  |  |
| $\begin{array}{ll} 3 & \text { PM } \\ & : 15 \\ & : 30 \\ & : 45 \\ \hline \end{array}$ |  |  |  |  |  |  |  |
| $\begin{array}{ll} 4 & \text { PM } \\ & : 15 \\ & : 30 \\ & \end{array}$ |  |  |  |  |  |  |  |


http://www.vertex42.com/ExcelTemplates/weekly-schedule.html

## Sample Weekly Schedule



| $\begin{aligned} & : 30 \\ & : 45 \end{aligned}$ |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{array}{ll} 5 & \text { PM } \\ & : 15 \\ & : 30 \\ & : 45 \end{array}$ |  |  |  | oil change |  |  |
| $\begin{array}{ll} 6 & \text { PM } \\ & : 30 \end{array}$ | study | Practice Test | Class |  | Class |  |
| $\begin{array}{ll} 7 & \text { PM } \\ : 30 \end{array}$ |  |  |  |  |  |  |
| $\begin{array}{ll} 8 & \text { PM } \\ & : 30 \\ \hline \end{array}$ |  |  |  |  |  |  |
| http://www.vertex42.com/ExcelTemplates/weekly-schedule.html |  |  |  |  |  | LLC |

## My Weekly Schedule




