**GLS10 TIME MANAGEMENT – SELF-ASSESSMENT**

*Plan (verb) = decide before you do something*

 

**Part 1:** The first step in developing your time management skills is knowing how you spend your time. Complete the following questionnaire, checking the appropriate column. Be honest. Pick five questions to answer “how it affects my learning.”

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **QUESTION** |  **YES**  | **SOMETIMES** | **RARELY** | **NO**  | **How it affects my learning** |
| 1. Do I plan my time?
 |  |  |  |  |  |
| 1. Am I able to tell the difference between important and unimportant tasks?
 |  |  |  |  |  |
| 1. Do I prioritize (complete the most important things first)?
 |  |  |  |  |  |
| 1. Do I allow enough study time for each school subject?
 |  |  |  |  |  |
| 1. Do I have a special homework time?
 |  |  |  |  |  |
| 1. Do I leave enough (but not too much) time for friends?
 |  |  |  |  |  |
| 1. Do I leave enough time for myself (for things I really like)?
 |  |  |  |  |  |
| 1. Do I leave extra time for unexpected (surprise) events?
 |  |  |  |  |  |
| 1. Am I able to say ‘no’ to interruptions (phone calls, emails, texts, friends, etc.) during homework time?
 |  |  |  |  |  |
| 1. Do I add short breaks to my study/homework time and then return to work after the break?
 |  |  |  |  |  |
| 1. Do I complete and hand in assignments on time?
 |  |  |  |  |  |

**NEXT STEP:**If you answered ‘yes’ to many questions, you manage time fairly well. If you answered ‘no’ too many times, you may need to re-evaluate how you use your time. Everyone can benefit from improving their time management skills, because they are important for success in school, but also in everyday life. However, all of the above is premised on you answering honestly.

**GLS10 TIME MANAGEMENT**

**Planning Your Time Smartly and Balancing Your Time ![C:\Users\011068\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\E8BLPXNL\claudesegardsangatte128249401292_gros[1].gif]()**

**Part 2:** The next step in developing your time management skills is making a plan to adjust your habits and to work toward a goal.

a) You know the difference between a **long-term** **goal** and a **daily habit**. On the chart below, indicate which are goals (G) and which are habits (H).

|  |  |
| --- | --- |
| **Time Management Question** | **G**oal or **H**abit |
| 1. I plan my time
 |  |
| 1. I am able to tell the difference between important and unimportant tasks
 |  |
| 1. I prioritize (complete the most important things first)
 |  |
| 1. I allow enough study time for each school subject
 |  |
| 1. I have a special designated homework time each evening
 |  |
| 1. I leave enough (but not too much) time for friends
 |  |
| 1. I leave enough time for myself (for things I really like)
 |  |
| 1. I leave extra time for unexpected (surprise) events
 |  |
| 1. I am able to say ‘no’ to interruptions (phone calls, emails, texts, friends, etc.) during homework time
 |  |
| 1. I add short breaks to my study/homework time and then return to work
 |  |
| 1. I complete and hand in assignments on time
 |  |

b) From the list above, identify the two habits that are your **best** and write a few things about them that show they are your **strengths**.

c) From the list above, identify the two habits that are your **worst** and write a few things about them that show they are your **weaknesses**.

d) **Balance**: **![C:\Users\011068\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2DOW5PKF\8725703809_672e785fc3_b[1].jpg]()** One thing that helps with time management is balancing time. You may have heard of **work-life balance**; it’s something adults aim to achieve. They have to work hard, but if they work too hard they might miss out on important parts of their lives. Ms. Gluskin and Ms. Pandurevic both struggle to maintain this. You should ask them how they do it! If they do it?

**e) Make a list of the things you have to balance in your life. Put a smiley face if it is something you enjoy ☺ or a sad face if it’s something you don’t like doing. ☹**

|  |  |  |  |
| --- | --- | --- | --- |
| **At home** | **At school** | **Weekends** | **Other? (volunteering, sports outside of school, etc.)** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

f) Pick one thing from the chart above that you enjoy doing. Explain how it helps you achieve a balance in your life. Or, explain how you love it so much that it takes attention away from other important things in your life.

**Curriculum Expectations**:

Identify personal-management skills (e.g., time management) and describe how they affect learning performance.

 **/12 Thinking (2 marks per chart/question )**

0-6 7-9 10-12

Not much reflection Good effort at honest, detailed reflection Deep, meaningful, detailed, honest reflection

Filling up space