**GLS10/40 TIME MANAGEMENT – SELF-ASSESSMENT and APPLICATION**

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

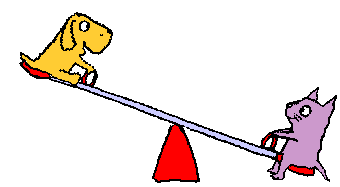


**Part 1:** The first step in developing your time management skills is knowing how you spend your time. Complete the following questionnaire, checking the appropriate column. Be honest.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **QUESTION** | **YES** | **SOMETIMES** | **RARELY** | **NO** |
| 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? |  |  |  |  |
| 1. Do I complete and hand in assignments on time? |  |  |  |  |
| 1. Other: |  |  |  |  |

**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.

**GLS10 TIME MANAGEMENT**

**Planning Your Time Smartly and Balancing Your Time **

**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 time set aside for homework |  |
| 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 |  |
| 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**: **** 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. Even adults struggle to maintain this balance. You should ask your teachers 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**:

Select and use strategies to improve performance in school.

Identify personal-management skills 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 reflection Thoughtful, detailed reflection