

SUBJECT AREAS:

Social sciences

ACTIVITY DESCRIPTION:

Developing effective time management strategies as a learning resource

OBJECTIVES:

- To analyze the personal way of perceiving time;
- To identify personal mistakes in time management;
- To be actively involved in identifying one's own time management model;
- To establish some rules aimed at effective time management;
- To analyze the fact that time is the most precious exhaustible resource and it is necessary to we are constantly learning to manage it as efficiently as possible.

MATERIALS:

Worksheets, PPT presentation, sheets of paper, worksheets, cards, markers, colored pencils, smart board, video projector, cards with quotes about time;

GRADE/LEVEL:

Upper Elementary School (12-14)

DURATION:

Preparation time: 20 min.

Activity time: 50 min.

PLACE:

Classroom/online

AUTOR:

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Time, my precious resource!

INTRODUCTION:

Through a story of self-revelation story aimed to highlight experience of teacher in another moment of life, when learning resources required a different way of organization, the students' attention is captured to the importance of time, and to the way in which it is managed day by day, constantly having factors that can distract us and cause us to waste time.

The theme of the activity is announced: Time and learning resources.

As a way of extrinsic motivation for the subject of the lesson, students are made aware of the following aspect: the final year of high school is approaching, when at the end, the maturity exam - the BAC exam. In this sense, the second semester of the current school year, when they are students of the 11th grade, is the most suitable time to start preparing for the exam, in order to prevent possible stressful situations that can hardly be managed anymore later and which make it difficult for them to prepare for exams.

BACKGROUND:

In order to identify and establish the mode in which learning resources can be managed, the teacher will present the PPT material on the topic "Time and learning resources" in which they are presented, succinct and predominantly in graphic form the resources we need to learn, to prepare ourselves in the situation of future examination, participation in a competition, And so on For each aspect presented, they are ask students to find the answer to the questions: where can we procure? How cost? At the end of the material is presented a image that suggests time and in this situation, students are asked to say the source procurement and cost. Trying to establish a price for time, in the situation where this one might be worth buying!! By analogy – the theme of Romanian folk stories - Youth without old age and life without death – the absolute value of time! They will find that Time is a resource expendable, which is not for purchase and which priceless!

Procedure:

Outline:

There is the teacher's reading, on the topic of vital importance in regard to time management – PPT material.

Instruction:

Since it is known that students, just like adults do not have well-developed skills in what as far as time management is concerned, it goes to the practically applicative part of awareness in regarding the deficit in time management. In the first part, students are divided into 3 groups, according to the following criteria: I receive one each token on which is represented the image of a clock. Those whose card indicates on the clock an hour before lunch they will form a group; those who represented an hour after lunch constitutes another group; those who have time represented electronically, constitutes another group. In the group they will have topics for debate starting from the anchor questions.

Collaborative Process:

Then the "Thieves of time". The "purpose of the exercise" is presented: in any type of professional activity, these "time thieves" always act, leaving the feeling that time is "slipping through your fingers" and we fail to do everything we want or what we have planned so it is very important to identify practical solutions to manage their situation.

1. In the first part, students receive 5 each post-it notes: everyone in pairs must write on them an impactful "time thief" each on a school day;
2. Will be prepared on large sheets of paper some categories of time thieves by which they can be grouped: ex. phone, TV/Cable, Shopping, Internet, walks with friends, others (ex. care of a pet, missing order);
3. After the categories have been generated "time thieves", by consensus, it will identify 3-4 that are dominant
4. It is concluded that students must be very careful in time management according to each person's weak point as to what is dominant in wasting their time.

Formative Assessment

They are given feedback and the teacher responds to them questions.

Guided Practice

As anchors and practical solutions, they are offered students a concrete way in which they can manage time better – KEEP IN MIND AND APPLY. After being instrumented with this useful material, practical-applicative, easy to used, they are asked to keep it as a point of reference.

Independent Practice:

Students are asked to complete the worksheet time management - worksheet MY WEEKLY SCHEDULE. Then this is required to raise awareness each that time can be managed rationally, as long as we manage to identify correctly the problem of his pointless "leak". It is explained that they carried out an exercise of metacognition, through which they analyzed their own time management process. Then the last part of the PPT is presented – on POLITENESS and its value, as importance in terms of respect for everyone's time.

FUN FACTS:

Facts about the origin of conflict management:

- *Many societal developments in the period between the outbreak of World War I and the end of World War II were the precursors for contemporary conflict resolution. They include research and social innovations that pointed to alternative ways of thinking about and conducting conflicts, and ending them.*

ASSESSMENT:

The achieving of the established operational objectives is pursued through: direct observation in the classroom; questions and the answers given by the students to the questions:

1. What are the most common mistakes in time management?
2. What are the rules we can establish in effective time management?
3. How do you think we can learn to manage our time effectively?

EVALUATION:

Students are given feedback, the teacher answer to students' questions if they have any, and they are given time reflection cards as a reward. It concludes why time is the most valuable resource we have, irreplaceable, irreversible and priceless. Feedback is provided for the answers provided and for the involvement in the activity. Feedback is requested on the usefulness of the information and on the activity in general. Also for the purpose of awareness and growth motivation related to the proposed theme, the students are given cards on which several quotes and reflections of various authors on the theme of TIME are mentioned.