

Lesson Two: Time Management Skills

The purpose of this lesson is to practice time management, negotiation, communication and critical thinking skills.

STANDARDS ALIGNMENT

- North Carolina Essential Standards Guidance
- RED.CR.1 Understand the meaning and importance of career self-awareness and career goals.
- **North Carolina Professional Career Development Coordinator Standards**
- Standard III: Career development coordinators understand and facilitate the implementation of a comprehensive career development program.
- **North Carolina Essential Standards Grades 9-12, Information and Technology Essential Standards**
- HS.TT.1.1 Use appropriate technology tools and other resources to access information (multi-database search engines, online primary resources, virtual interviews with content experts).
- **NC Community College System College and Career Readiness Adult Content Standards**

R.3 The student will develop and demonstrate knowledge of a variety of comprehension strategies to derive meaning from literary, functional, and informational text.

S.1 The student will develop and apply skills to demonstrate comprehension and collaboration of oral and aural information.

WORKFORCE DEVELOPMENT STANDARDS

20 CFR Parts 676, 677, and 678: Workforce Innovation and Opportunity Act is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Programs are based on eligibility.

STUDENT OBJECTIVES

At the close of the lesson, learners will be able to say... I can:

- Manage my time wisely
- Negotiate with team members
- Think critically
- Communicate effectively with team members

MATERIALS NEEDED

- Chart paper
- Markers
- List of tasks and scores

DELIVERY SUGGESTIONS

The suggested time for the following lesson is 30 minutes depending on group size.

The following lesson is appropriate for:

- middle school students.
- high school students.
- adult learners.

INSTRUCTIONS

1. State purpose of session and post within the room for reference. (above)
2. Share the “I can” statements and post within the room for reference. (above)

You may wish to share the steps below in printed format with job seekers, as you walk them through the following:

3. Make a list of tasks on chart paper, assigning a point value for each job. For example: Do 25 jumping jacks (5 points); make up a nickname for each member of the group (5 points); get every person in the class to sign a piece of paper (15 points); form a conga line and conga from one end of the room to the other (5 points, 10 bonus points if anyone joins you); etc. Make sure you list enough tasks to take up more than 10 minutes.
4. Divide your participants into groups of five or six and give them 10 minutes to collect as many points as they can by deciding which tasks to perform.

5. A debriefing session is essential with this game. Guide your participants to think about how they made decisions, which group dynamics came into play, and how they determined the value of each task.
6. Reflect on the “I can” statements, asking learners to give a “thumbs up” or “thumbs down” if they feel the objective was met.
7. Next Steps: Participants can understand how to better manage their time and how to effectively work as a team to make decisions.

Adapted from: <https://www.weareteachers.com/9-awesome-classroom-activities-that-teach-job-readiness-skills/>