

Task: Manage your time!

<https://sisuloome.e-koolikott.ee/node/18735>

Name of the creator of the material	Lya Männiste
Title of the lesson plan / task sheet	Manage your time!
Targeted 21 st century skill	Critical thinking; Self-direction; Responsibility
Brief description of the competences the students will learn (including, for example, which scientific theory is based on)	The learner increases awareness of the perception of time, including the relationship between chronotype and efficiency in the daily rhythm; realizes the importance of thoughtful use of time.
Specialty/target group (if applicable)	All specialities
Learning outcome(s) for the vocational profession	Student: <ul style="list-style-type: none"> • is aware of and knows how to monitor and analyze his own time use • can use time-related knowledge to more meaningful planning of his life and activities
Tools needed for this lesson plan/ task sheet (if applicable)	Computer, projector and screen for frontal work; If it is possible: Each student has a computer for individual work. An opportunity to write down thoughts on paper or on a computer is recommended.
Approximate time to complete the task	The task can be solved as a whole (approx. 60-90 min depending on the methodology chosen by the teacher) or in parts (approx. 15-20 min per part)
Suggested more comprehensive methodical guide for doing / carrying out the task (for the teacher or student)	The teacher can use the task as an independent lesson topic, as a part of it, or between other topics of vocational education (e.g. between practical works of the painting specialty, when the work needs to dry before continuing, etc.), if there are time breaks. If the learner is able to use internet searches, he can look for information on certain topics by himself, in a complicated prison-education system it is necessary that the teacher searches for background information himself beforehand if necessary.
- Recommended literature:	Stefan Klein: „The Secret Pulse of Time“
- Warming up	For adjustment, learners can talk about their problematic experience, when they themselves or someone else has been late and this has caused inconveniences. Some of the parts of the task can also be used for tuning.
- Task description for the students	In the case of a frontal theme approach, the task buttons can be opened and solved in order, or lots can be drawn to decide which order to open them. Also, when working individually or in pairs, learners can get a task button or buttons that they are working on. Using the same method, the task is also suitable for the learner's independent work.
- Explanation for the students at the start	Open and solve the task buttons one after the other or in the order you like. Discuss them with other students or take notes individually to share later.
- Additional activities for the students	Make reminder cards of the most important knowledge or thoughts for you, you can also use posit-it'es and place them in a place where you can remember what you have learned.
- Extra resources for learners	Writing facility, post-it papers.
- Self-reflection for students	Share or write down individually which knowledge-experiences will support you in the future

- Feedback on the solution (if applicable) / Possibility to check	-
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