

Teacher’s Manual for 2B:

Strategies for Time Management and

Dependability

Module Key Learning Target:

- I can identify ways to be dependable and professional.

Learning Target for 2B:

- I can identify ways to be dependable and professional.

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*This lesson runs longer than an hour. We advise you to choose one of the two comparable, **highlighted** activities to best serve your students in the timeframe available.

What Do You Think: What Would You Do?

Suggested Timing: 5 to 10 minutes

Facilitation Steps:

1. Instruct students to read the two multiple-choice questions and circle the response that best fits what they would do.
2. Allow 3 - 4 minutes for students to complete the questions.
3. Go over each of the questions and ask volunteers to share their response and reasoning **or** have students share their responses with a partner.
4. Explain to students that they are going to spend more time today exploring time management behaviors and strategies to handle the time demands of work, school and life.

Learning Target

- I can identify ways to be dependable and professional.

Plus 1 additional slide

Tips for Successful Implementation:



Literacy/Accommodation:

Estimated Reading level: Seventh Grade
Number of Words on Page: 185

- If reading is a concern, read each of the questions aloud and pausing to allow time for students to think.
- Go over key words like: prioritize, consult, versions, considering, and impression



Organization/Class Management:

- This activity is to help students get started with the time management styles activity. It allows students to preview what will be next..

WHAT DO YOU THINK: What Would You Do?



DIRECTIONS Read each choice and circle the option that sounds most like you.

1. When you have to work with a group on a long-term project, you are most likely to:
 - A. Focus on daily work first and get to the project close to the deadline
 - B. Volunteer to take on lots of responsibility for the project
 - C. See what others do and follow their lead
 - D. Meet with your group members and talk about each part
 - E. Go through many versions until it is perfect

 2. When you are headed to an important event, you are most likely to:
 - A. Realize that there are a lot of other things you want to do before getting ready
 - B. Need to rush from another event or commitment
 - C. Arrive casually late because, "Why not?"
 - D. Call all your friends to find out what they are going to wear to the event
 - E. Spend time looking for the perfect outfit or how to make a great impression
-



Assessment:

- Look to see if students are completing the work.
- Ask yourself if it sounds like they understand the question and choices based on their comments?

Group Activity: Time Management Styles

Suggested Timing: 20 to 30 minutes

Materials: Time Management signs

Facilitation Steps:

1. Explain to students that this activity will explore their current time behavior patterns.
2. Explain that in this activity, you are going to read out a situation and some options. Students will go to the sign for the option that most closely matches their opinion. Make sure they know that there is not a right and wrong answer.
3. Show students where all the **signs** for A, B, C, D and E choices are in the room.
4. Read each situation and ask students to go to the part of the room that best matches their opinion. Once everyone has picked a spot, ask them to discuss briefly in their group why they chose that response. Ask volunteers to report out their small group's thinking with the whole group.
5. Repeat step four with additional questions as time allows.
6. Ask students to return to their seats. Then, reveal the time management style that goes with each sign in the room.

Activity: Time Management Styles

In a moment, I am going to read some questions.

- Go to the part of the room that best matches you!

Plus 6 additional slides

Tips for Successful Implementation:

 <p>Dig Deeper/Extension:</p> <ul style="list-style-type: none">• Consider having students end the activity by standing by the station with which they most connect. Then, allow time for each group to discuss what they think the strengths and challenges are of this particular style.	 <p>Organization/Class Management:</p> <ul style="list-style-type: none">• If students have a hard time starting the activity, consider having a few students model for the first round.• With larger groups, consider having half the group move and half sit. Skip small group talk time, and take whole group shares. Switch halfway.
 <p>Accommodation:</p> <ul style="list-style-type: none">• There is an alternate version with fewer time management styles available at the end of the manual. This version includes PowerPoint slides.• Make sure that any students with mobility issues are able to engage in the activity by providing a set of signs for them to choose and hold up as their option. Students with the same option can move from the wall sign to engage that student in discussion.• Make sure that students clearly understand what you mean with each situation. Consider asking someone to share it back in their own words before having students make their choices.	

Time Management Styles Activity

DIRECTIONS Your instructor will read different options for each question. Go to the part of the room that best matches you! After the activity, spend a few moments answering the questions below.

1. Which time management style best describes you?
2. What are the **advantages** of this style?
3. What are the **disadvantages** of this style?



Assessment:

- Are students able to connect their own behaviors to the different options?
- If students are having trouble connecting to the options, how can you encourage them to share their own observations?

Presentation: Time Management Strategies

Suggested Timing: 5 to 10 minutes

Facilitation Steps:

1. Explain to students that we are going to go over some strategies that can help them manage their time better.
2. Review the following strategies adding details from your own knowledge and experiences.
3. Ask students to share their own experiences or opinions. Be sure to ask volunteers to talk about which strategies would be less or more effective for them and why.

Time Management Strategies

- **Make a plan** — Using lists and planner tools can help you be strategic.
- **Prioritize/Say No sometimes** — You can't do everything. Make sure to decide what matters.
- **Get Sufficient Sleep** — You will be able to get more done.

Plus 2 additional slides

Tips for Successful Implementation:

 <p>Organization/Class Management:</p> <ul style="list-style-type: none"> • Encourage students to take notes and add their experiences. • Ask volunteers to do a quick, timed Think-Pair-Share at the end to discuss which strategies seem most useful. 	 <p>Time Management:</p> <ul style="list-style-type: none"> • If time is an issue, limit the amount of detail for each strategy.
 <p>Accommodation:</p> <ul style="list-style-type: none"> • To help those students who struggle with note-taking, decide ahead of time the key characteristics of each strategy and emphasize these. Consider writing these on the board as you present to model what you want students to write down. • There are alternative ELL slides for these notes. 	 <p>Dig Deeper/Extension:</p> <ul style="list-style-type: none"> • Share a situation from your own life with the students about your own struggles with time management. See if they can make suggestions as to which strategies might be most applicable and why.

Time Management Strategies

DIRECTIONS Use the space below to take notes about what you learn during the presentation on time management strategies.

Key Information

Strategies for Managing Time

Make a Plan:

It's OK to say, "No":

Sleep:

Exercise:

Be Flexible:

Don't Put Things Off:

Set Goals:

One question I have: _____

 **Assessment:**

- Are students aware of more strategies?
- Can they reflect on which strategies appeal to them and why?
- Are they able to analyze why a strategy might work?

Group Activity: Dependability Dilemmas

Suggested Timing: 25 to 40 minutes

Materials: Dependability Dilemma situations, scissors

Facilitation Steps:

1. For this activity, place students in groups of 3 - 5. Let students know that everybody is going to have to complete a role play in front of the whole group.
 - a. This means all students should be involved in scripting, not necessarily standing in front of the class.
2. Go over the “Dependability Dilemma” planning sheet, and help students understand what they need to do in each step: Steps 1 - 3 involve planning their presentation, and Step 4 is tracking and note-taking during other groups’ presentations.
3. Hand out situation slips to each group and give students about 10 - 15 minutes to complete the planning and practicing.
4. Then, have groups take turns presenting. The other students should listen carefully to the presentations and use the tracking sheets.
5. Be sure to go over the concept of **Glows and Grows** before soliciting feedback from students.
6. Once all the presentations have been given and the feedback shared, have students answer the three reflection questions following the tracking chart.

Dependability Dilemmas

- Step 1: SUMMARIZE
- Step 2: BRAINSTORM
- Step 3: ANALYZE
- Step 4: GET READY to present your solution.

Plus 2 additional slides

Tips for Successful Implementation:



Time Management:

- You may choose to only use one or two situations and have students present variations.
- Set check points for skit preparation and performances. Dividing these steps, setting time allotments, and having groups move forward at about the same pace will help this run more smoothly.



Accommodation:

- For students who may struggle with presentation anxiety, volunteer to read what they have written instead of making them present in front of others. The scripting portion meets the goal of having students think through a situation.
- With so many pieces to this activity, it will be easy for students with disabilities to become overwhelmed. Find the steps or components that play to their strengths and have individuals focus on those different pieces. Maybe someone can do all the drawing for the group’s storyboards, or be a lead actor, rather than struggling through all the reading and writing.
- During the listening portion, help struggling students to pick two or three elements of dependability to look for in the other presentations and offer Glows when they see those.

Dependability Dilemma

DIRECTIONS With your group, follow the steps on this worksheet to create a thoughtful response to the dependability dilemma.

Step 1. Read your dependability dilemma and write a brief summary of it.

Step 2. Brainstorm the best way to show a high level of dependability in this situation. Once you agree, use the template below to make a storyboard of your solution.

Beginning	Middle	End

Step 3. Analyze your solutions. Place a check by each element of dependability that you think is important in your group's solution. Explain which element is the most important.

Analyze	<p style="text-align: center;">Elements of Dependability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Honesty <input type="checkbox"/> Problem-solving Skills <input type="checkbox"/> Hard Work <input type="checkbox"/> Organization Skills <input type="checkbox"/> Focus & Perseverance <input type="checkbox"/> Other: _____ 	<p style="text-align: center;">Most Important Element of Dependability</p>
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Step 4. Get ready to share your situation and your solution with one or two other groups.



Assessment:

- Circulate as students plan skits and help struggling groups.
- Can students understand how this exercise relates to dependability?
- Do the skits illustrate a grasp of how dependability plays out in the workplace?

Dependability Dilemma Presentation Tracking

DIRECTIONS While the other groups are sharing, listen carefully and complete the chart below.

Dilemma (Summarize the problem.)	Identify the Elements (Place a check next to the top two elements.)	Glow and/or Grow (Write notes about what you liked and ideas for improvement.)
	<ul style="list-style-type: none"> o Honesty o Problem-solving Skills o Hard Work o Organization Skills o Focus & Perseverance o Other: _____ 	
	<ul style="list-style-type: none"> o Honesty o Problem-solving Skills o Hard Work o Organization Skills o Focus & Perseverance o Other: _____ 	

DIRECTIONS: Read and answer the following questions.

1. Were there any elements of dependability that were used in most, or all, of the solutions? Which ones?

2. Which solution did you think was the best or most creative? Why?

3. Based on your group and others, which elements of dependability do you think are the most important?



Assessment:

- Are students correctly identifying elements of dependability as presented in the skits?
- Do the Glows and Grows offer supportive accolades and feedback?
- Do students have a sense of which elements of dependability seem most common or important?

Intentionally Blank

Mini-Interview Practice: Dependability

Suggested Timing: 5 to 10 minutes

Materials: Mingle Cards

Facilitation Steps:

1. Remind students that this activity provides an opportunity to practice building communication skills on employment related topics
2. Let students know that you will give them a card with a picture, number or symbol and their task is to find the person with the matching card. Once they have found that person, they should shake hands, introduce themselves, and then share a little about their own dependability.
3. Distribute cards face down and let students mingle. Announce when the time is halfway through to remind students to switch speakers if they have not done so.
4. Now, have them reintroduce themselves to their partner as if on an interview or college visit. Ask them to present themselves more formally or professionally.
5. Try to circulate during this activity. Shake hands with different pairs, and look for groups who may need help moving the conversation along or could use modeling of what role-switching looks and sounds like.

Mini-Interview Practice 
Round 1 (90 seconds):

Find your partner (person with matching card)

Discuss:

- Who do you depend on, and for what?
- Who depends on you?
- What specific stories can you share with others as evidence that you are dependable?

Plus 1 additional slide

Tips for Successful Implementation:

 <p>Organization/ Class Management:</p> <ul style="list-style-type: none">• Invite students to jot down a few notes before starting the activity. This will help students who may need a few moments to process before beginning.• Consider using the sentence-starters for students who may struggle with beginning conversation.	 <p>SEL/Noncognitive Connection:</p> <ul style="list-style-type: none">• Mini-Interview practice activities provide a foundational SEL experience in active listening, communication, empathy and respect.
 <p>Accommodation:</p> <ul style="list-style-type: none">• In addition to those accommodations listed above, be prepared to use alternate strategies. If you have students with mobility issues, setting up seats facing each other and having students move to the left or right (like “speed dating”) can work.	

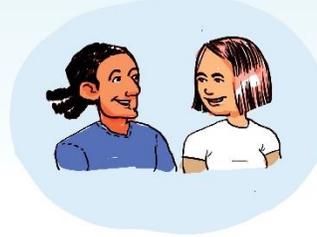
Mini-Interview Practice

DIRECTIONS Your instructor will give you a card with a picture, number or symbol. Find the person whose card matches your card and have a conversation based on the information below.

Round 1 (1.5 Minutes):

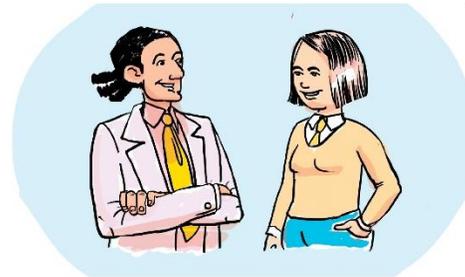
Find your partners and discuss:

- Who do you depend on and for what?
- Who depends on you?
- What specific stories can you share with others as evidence that you are dependable?



Round 2: Role-Switching (1.5 Minutes):

- Re-approach your partner and do your best to communicate in a more formal and professional manner.
- Shake hands.
- Introduce yourself.
- Imagine your partner has asked you to describe a time when you were dependable.



You could say ...

- I depend on _____
- I depend on _____ to _____
- My _____ depends on me.
- _____ depends on me for _____



Assessment:

- Do the students appear to be more comfortable with this activity?
- Are any students continuing to struggle with initiating or maintaining a conversation?
- Are students able to role-switch and become more formal in their self-presentations?

Reflection: Section Wrap-Up

Suggested Timing: 5 to 10 minutes

Facilitation Steps:

1. Review the learning target.
2. Highlight the goal of this module and have students think about time management and its connection to dependability.
3. Have students assess themselves with the Target Check-In; remind them that this reflection is private and that no one will be asked to share their responses, and that there is no best answer. Rather, this is an opportunity for a genuine assessment of where they are in terms of this skill.
4. Finally, encourage them to be specific in their reason(s) for rating their skill level as they did.

Learning Target

- I can identify ways to be dependable and professional.

Plus 1 additional slide

Tips for Successful Implementation:

 <p>Dig Deeper/Extension:</p> <ul style="list-style-type: none">• Discuss the value and use of reflection in terms of workplace learning, personal relationships, schoolwork and goal-setting.• Invite students to share their experience with reflection and its effect on their performance or mastery of a new skill.	 <p>Accommodation:</p> <ul style="list-style-type: none">• Some students will require support. Give them a few examples to help them feel comfortable. Encourage them to focus on one statement at a time in order to keep it manageable.
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Session Wrap-Up

Target Check-In				
Read the learning target and check the rating that best matches how you feel.				
	1 Not sure ...	2 Working on it ...	3 Almost there ...	4 I can do it!
I can identify ways to be dependable and professional.				

I feel this way because ...

 **Assessment:**

- Circulate around the room checking for understanding and clarifying what the ratings might feel like.
- Are students able to explain their rating?

Resources in Teacher's Manual

	Standard Resources	Page
1.	Dependability Dilemma Situations	17
2.	Time Management Signs	18

	English Language Learner Accommodation	Page
1.	Time Management Style Cards (ELL version)	36

Dependability Situations

Your internship starts at 2 p.m. but the bus is running late and you are worried that you will not make it in time. What do you do?

You are at work and realize that you've made a mistake doing inventory. You don't want to get in trouble but are worried that your mistake will affect their data. What do you do?

You have a day off from work when you get a call from a coworker. He explains that he is sick and doesn't think he can go to work, so he has to find a replacement. When he asks if you will cover his shift, what do you do?

You have a project closing out tomorrow but you were also invited to a concert with a friend. You really want to go to the concert but know that you won't have time to complete the project. What do you do?

Your friend asks you to hang out Friday. You already have plans with another friend but don't want to hurt anyone's feelings. What do you do?

You have to leave work 20 minutes early today to go home and help your mom. Your coworker offers to clock you out at the end of your shift, so you don't lose 20-minutes-worth of pay. What do you do?

Time Management Styles Activity

(For the instructor to read)

1. When you have to work with a group on a long-term project, you are most likely to:

- A- Prioritize daily work first
- B- Volunteer to take on lots of responsibility
- C- See what others do, and follow
- D- Consult your group and talk about it
- E- Try many versions until perfect

2. When you are headed to an important event, you are most likely to:

- A- Realize there are other things you need to do first
- B- Rush from another commitment straight to the event
- C- Arrive casually late because, "Why not?"
- D- Call your friends to find out what they are going to wear
- E- Want to make the perfect impression

3. On a morning when you have an interview, you are most likely to:

- A- Realize your resume needs updating
- B- Risk being late because you have to help a loved one
- C- Feel calm and assume that you will get there just fine
- D- Want to spend time asking advice
- E- Spend lots of time practicing answering questions

4. When hosting a get together at your place, you are most likely to:

- A- Be rushed for time because you also have to do laundry
- B- Be willing to rush your setup to help a friend with a last-minute request
- C- Have plenty of free time because your guest will bring enough food and drink
- D- Text all your guests to see what they would like
- E- Get up super-early to make sure that you can get everything just right

5. When faced with a day full of tasks, you are most likely to:

- A- Run out of time because of all the other tasks that get in the way
- B- Try and get all your work done while helping a new coworker who is confused
- C- Stay calm and not rush. You can only do so much!
- D- Get advice from your boss and coworkers about how best to prioritize
- E- Plan to stay late to get everything done exactly the right way

(To cut and tape to the walls! **If you prefer not to you can just hang the letter signs.**)

1. When you have to work with a group on a long-term project, you are most likely to:

A – Prioritize daily work first

2. When you are headed to an important event, you are most likely to:

A – Realize there are other things you need to do first

3. On a morning when you have an interview, you are most likely to:

A – Realize your resume needs updating

4. When hosting a get together at your place, you are most likely to:

A – Be rushed for time because you also have to do laundry

5. When faced with a day full of tasks, you are most likely to:

A – Run out of time because of all the other tasks that get in the way

1. When you have to work with a group on a long-term project, you are most likely to:

B – Volunteer to take on lots of responsibility

2. When headed to an important event, you are most likely to:

B – Rush from another commitment straight to the event

On a morning when you have an interview, you are most likely to:

**B – Risk being late
because you have to help
a loved one**

3. When hosting an get together your place, you are most likely to:

**B – Be willing to rush
your setup to help a
friend with a last-
minute request**

4. When faced with a day full of tasks, you are most likely to:

B – Try to get all your work done while helping a new coworker who is confused

When you have to work with a group on a long-term project, you are most likely to:

C – See what others do, and follow

1. When you are headed to an important event, you are most likely to:

C – Arrive casually late because, “Why not?”

2. On the morning of an interview, you are most likely to:

C – Feel calm and assume that you will get there just fine

3. When hosting a get together at your place, you are most likely to:

C – Have plenty of free time because your guests will bring enough food and drink

4. When faced with a day full of tasks, you are most likely to:

C – Stay calm and not rush. You can only do so much!

1. When you have to work with a group on a long-term project, you are most likely to:

D – Consult your group and talk about it

2. When you are headed to an important event, you are most likely to:

D – Call your friends to find out what they are going to wear

3. On a morning when you have an interview, you are most likely to:

D – Want to spend time asking others for advice

4. When you are hosting a get together at your place, you are most likely to:

D – Text all your guests to see what they would like

5. Faced with a day full of tasks, you are most likely to:

D – Get advice from your boss and coworkers about how best to prioritize

1. When you have to work with a group on a long-term project, you are most likely to:

E – Try many versions until perfect

2. When you have an important event to go to, you are most likely to:

E – Want to make the perfect impression

3. On a morning when you have an interview, you are most likely to:

E – Spend lots of time practicing answering questions

4. When hosting a get together at your place, you are most likely to:

E – Get up super-early to make sure that you can get everything just right

5. When faced with a day full of tasks, you are most likely to:

E – Plan to stay late to get everything done exactly the right way

A

B

C

D

E

What Would You Do?

Directions: Read each choice and circle the one that sounds like you.

1. When I work on a group project, I:

- A. Start it after other work
- B. Do most of the work myself
- C. See what others do and do the same
- D. Talk about each part
- E. Try to make it perfect

2. When I go to a party, I:

- A. Think of all the things I need to do to get ready
- B. Plan other things before and after
- C. Don't worry if I am late
- D. Call my friends to ask what they are wearing
- E. Think about the perfect outfit

Time Management Styles Activity

Directions:

Your teacher will give you a set of cards with questions. Each question has three choices that your teacher will read aloud.

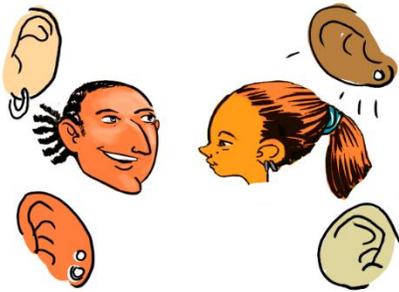
1. Choose the answer that sounds like you.
2. Turn that card over to see the style.
3. After you finish, answer the questions:
 - A. Which style did you choose the most?
 - B. What do you think is good about this style?
 - C. What do you think is bad about this style?



“Stretch” – Too busy!



“Cool Cucumber” – Always relaxed!



“The Connector” – Talk about it!

<p>A. When I work on a group project, <u>I do most of the work myself.</u></p>  <p>1</p>	<p>B. When I work on a group project, <u>I do what others do.</u></p>  <p>1</p>	<p>C. When I work on a group project, <u>I talk about it first.</u></p>  <p>1</p>
<p>A. When I go to a party, <u>I plan other things before and after.</u></p>  <p>2</p>	<p>B. When I go to a party, <u>I don't worry if I am late.</u></p>  <p>2</p>	<p>C. When I go to a party, <u>I call my friends to ask what they are wearing.</u></p>  <p>2</p>
<p>A. On the morning of a job interview, <u>I risk being late because I am helping my family.</u></p>  <p>3</p>	<p>B. On the morning of a job interview, <u>I don't worry because I will get there on time.</u></p>  <p>3</p>	<p>C. On the morning of a job interview, <u>I ask friends for advice.</u></p>  <p>3</p>

<p>"The Connector"</p> 	<p>"Cool Cucumber"</p> 	<p>"Stretch"</p> 
<p>"The Connector"</p> 	<p>"Cool Cucumber"</p> 	<p>"Stretch"</p> 
<p>"The Connector"</p> 	<p>"Cool Cucumber"</p> 	<p>"Stretch"</p> 

A. When I plan a party, I set up quickly so I can help a friend.



4

B. When I plan a party, I don't worry because my guests will bring everything.



4

C. When I plan a party, I text all my guests to ask what they want.



4

A. When I have a lot of deadlines, I do my work and help a friend too.



5

B. When I have a lot of deadlines, I stay calm and don't rush.



5

C. When I have a lot of deadlines, I ask what to do first.



5

"The Connector"



"Cool Cucumber"



"Stretch"



"The Connector"



"Cool Cucumber"



"Stretch"

