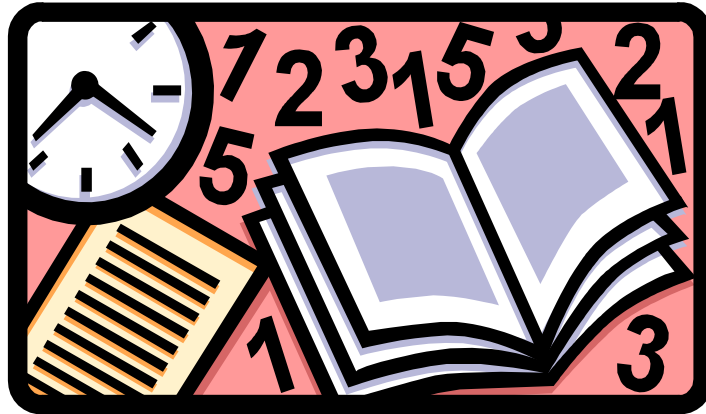


THERE IS NO SUBSTITUTE FOR TIME



**COMPETENCY
CATEGORY:** Work Place

**COMPETENCY
NUMBER:** H.72

COMPETENCY: Demonstrate an ability to prioritize and manage time effectively in the work place.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate an ability to prioritize and manage time effectively in the work place.



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INTRODUCTION

- State the module topic and review the module objective.
- Ask the following questions:
 1. What are the skills needed to manage time effectively?
 2. How can you establish priorities for all the things that have to be done?
 3. How can you effectively budget your time each day?
- We will address these questions and many others as we complete this module entitled “There is No Substitute for Time.”

Administer Pre-Assessment

OUTLINE

Note to Specialist: Review module C.17 (There Is NEVER Enough Time) as you use this module. It might be helpful to use some of the activities from module C.17 as an introduction/review for this module.

- A. What is time management?
1. How many times have you said to yourself, “If only there were more hours in the day!”
 2. It seems that 24 hours—minus eight or so for sleep—just aren’t enough. One way to get more done is through effective time management.
 3. Time management is about controlling the use of your most valuable (and undervalued) resource.
 4. The absence of time management is characterized by last minute rushes to meet deadlines, days that seem somehow to slip unproductively by, and crises that loom unexpected from

nowhere. This sort of environment leads to stress and low performance.

5. Time management is a systematic application of common sense strategies. It requires little effort, yet it promotes efficient work practices by highlighting wastage and it leads to effective use of time by focusing it on your chosen activities.
6. Time management does not solve your problems; it reveals them, and provides a structure to implement and monitor solutions. It enables you to take control of your own time – how you use it is then up to you.
7. By using time management skills you can learn to:
 - a. Determine which of the things you do are important, and which can be dropped
 - b. Use your time in the most effective way possible
 - c. Increase the time in which you can work
 - d. Control the distractions that waste your time and break your flow
 - e. Increase your effectiveness and reduce stress
8. By becoming more effective in your use of working time, you can reduce stress by:
 - a. Being more in control of what you do
 - b. Enjoying what you do
 - c. Giving yourself more quality time to relax and enjoy life outside work

B. Time management is a challenge.

1. Appreciating the value of time is difficult for everyone.

2. Wasting time is a problem for most everyone.
3. Time lost or poorly invested time cannot be regained.
4. Being organized by learning to manage time helps people in their work lives and their personal lives.

COMPLETE LEARNING ACTIVITY H.72-1
“PANEL DISCUSSION – TIME IS MONEY”

COMPLETE LEARNING ACTIVITY H.72-2
“TIME MANAGEMENT INTERVIEWS”

C. Facts about time

1. Effective use of time is a skill that can be learned and improved upon by almost anyone.
2. Time is one of the greatest resources that we have.
3. Since we all have exactly the same amount of time to spend each day, it is crucial that we use it well.
4. Individuals deal with time according to their personalities, priorities and skills.

COMPLETE LEARNING ACTIVITY H.72-3
“PERSONAL TIME LOG – A DAY IN MY LIFE”

D. Advantages of using time management strategies

1. Get much more work done in less time.
2. Successfully plan and prioritize each day.
3. Make confident decisions.
4. Reduce unnecessary stress.
5. Increase personal time for yourself.

E. Effective ways to save time

1. Establish goals.
 - a. Goals should be set every day to help eliminate the loss of important time in a given day.
 - b. Goal setting helps organize the flow of your day.
 - c. Goal setting also allows you to measure your accomplishments.
2. Plan the day before – look ahead at activities for the next day.
3. Get in the habit of writing a “To Do” list every day.
 - a. Be realistic and aware of your time limitations.
 - b. Don’t overload yourself. You’ll feel much better when you finish 10 out of 10 things to do during the day instead of 10 out of 20.
4. Allow a “time cushion” in your day.
 - a. Don’t cram every minute of your schedule with activities.
 - b. Provide for the unexpected such as projects or assignments that take longer than you expected.
5. Review your “To Do” list every morning.
 - a. Refer to it periodically throughout the day to keep your important goals in mind.
 - b. At the end of the day you can look back over your list and realize that you accomplished more than you originally intended.
6. Establish priorities

- a. Look at your list of tasks and decide on the most important actions. This will help determine where your efforts should be concentrated.
 - b. Indicate the importance of each item by giving it an:
 - A= Must be done
 - B= Should be done (could wait a day or so)
 - C= Could be done (nice, but not necessary)
 - c. Next, give the A's a logical numbered sequence (A-1, A-2, A-3, etc.). Finally, number the B's. The C's don't require numbering.
 - d. This process gives you a crystal clear picture of what you are going to do with your time. Complete the A's first.
 - e. Set deadlines. Make them specific.
 - f. Creating deadlines for yourself and exercising self-discipline in meeting them helps overcome indecision and procrastination.
 - g. Divide large tasks into small pieces.
7. Use a daily planner.
- a. Planners come in lots of different sizes and designs.
 - b. All planners contain a calendar.
 - c. Most planners have sections for making notes, goals, and daily tasks.
 - d. The purpose of a daily planner is to help you to organize your activities. This will help you to control your time.

F. Improving your time management skills

1. Concentrate on results, not on being busy.

2. Many people spend their days in a frenzy of activity, but achieve very little because they are not concentrating on the right things.
3. Before the beginning of each week, sit down and list all of the things you need to get done in the upcoming week. You may want to assign tasks to given days of the week if you have a tight schedule. Consult your master or weekly schedule if assigning tasks to given days. Be sure to check your month calendar to plan ahead for large tasks.
4. Set priorities
 - a. Begin by deciding what tasks must be done today, this week, or this month. If a project seems overwhelming or complex, break it down into manageable steps that can be handled one at a time.
 - b. Write up a “Things To Do” list. One way to organize your list is with the most important item at the top, the next most important beneath that, and so on.
5. Don’t procrastinate
 - a. Putting off unpleasant, routine, or difficult chores is human nature. But those who discipline themselves to tackle the things they dislike or fear, gain self-confidence and make better use of their time.
 - b. The following techniques may help you overcome procrastination:
 - i. Think about how great you’ll feel when the task is completed. Think positively about its outcome.
 - ii. If the project is complex or overwhelming, break it down into a series of steps to be entered on your “Things To Do” list. Then set up a specific time and date to begin working on the first step.

- iii. Create an incentive by promising yourself a special reward for getting the job done.
 - iv. Realize that the task doesn't have to be done perfectly. Some attempt is better than no attempt.
6. Delegate
- a. Are you spending time on tasks that could be handled by someone else? Gain precious hours by sharing appropriate work with peers or co-workers.
7. Avoid distractions
- a. Outside distractions can be a major time-waster, if you let them.
 - b. The key is to physically block out disturbances as much as possible, whether by shutting your door, turning your desk away from passersby, or by asking people to be quiet. Your mind can successfully tune out a great many signals if you tell it to.
 - c. If interruptions are a real problem, try setting aside a period every day during which you will work uninterrupted. Most people say they accomplish more when they work for a long period of time instead of many smaller, disconnected periods.
8. Adjust your schedule to your energy levels.
- a. Most of us have certain times during the day when we're more alert and perform better. Once you've determined your pattern of physical and mental energy levels, try to adjust your daily schedule to mesh with it.
 - b. By handling mentally demanding jobs during your peak energy periods, you can get more done in less time.

COMPLETE LEARNING ACTIVITY H.72-4
“TIME MANAGEMENT OBSERVATION ACTIVITY”

COMPLETE LEARNING ACTIVITY H.72-5
“TIME MANAGEMENT AND RESEARCH”

COMPLETE LEARNING ACTIVITY H.72-6
“PLANNING VERSUS REALITY”

COMPLETE LEARNING ACTIVITY H.72-7
“JOURNAL WRITING”

COMPLETE LEARNING ACTIVITY H.72-8
“SERVICE LEARNING”

COMPLETE READING ACTIVITY H.72
“THE DEADLINE”

COMPLETE MATH ACTIVITY H.72
“IT’S ABOUT TIME”

Administer Post-Assessment

LEARNING ACTIVITY H.72-1
“PANEL DISCUSSION – TIME IS MONEY”

OBJECTIVE: To demonstrate the importance of time management in business/industry

RESOURCES: Volunteer panel members

SUGGESTED TIME: 2 - 4 hours total (arrangements, panel discussion, question/answer session)

DIRECTIONS:

1. Have students contact business/industry representatives to participate in a panel discussion entitled “Time Is Money.” Students should contact panel members by phone and confirm details by mail.
2. Students should identify questions to be asked at the end of the panel discussion.
3. A timekeeper should be identified.
4. The panel discussion should focus on “Time Is Money,” or how the effective (or ineffective) use of time on the job benefits or deters business/industry.
5. Questions should follow from the students.
6. A discussion should then be facilitated by the Specialist focusing on “Time is Money In School” – how the effective (and ineffective) use of time affects success (and failure) in school.
7. Students should send thank you notes as a follow-up to this activity.

LEARNING ACTIVITY H.72-2
“TIME MANAGEMENT INTERVIEWS”

OBJECTIVE: To gain an employer’s perspective on time management and its effect on business/industry

RESOURCES: Employers from community

SUGGESTED TIME: 6 – 8 hours (develop questions, conduct interview, write report, present to class)

DIRECTIONS:

1. Have each student contact 3-4 employers in the community to request a 30-45 minute perspective on time management.
2. Before the interview students should design the questionnaire that they will use, discuss their questions in small groups, revise and prepare the forms. Questions should center around the importance of time management (employer, employees) and the impact on the business (e.g., people who come late to work, people who don’t come back on time from break, projects that don’t have a detailed timeframe, etc.).
3. Students conduct the interviews, record the responses on the forms, and compile the responses.
4. Have students write a summary report on the interview experience.
5. Have students present their report to the class and facilitate a discussion.
6. Class can create a flipchart list of “Time Management Effects on Business” as a compilation of the reports. This can be displayed in the classroom as a reminder.
7. Have students send appropriate thank you notes to participating employers.

LEARNING ACTIVITY H.72-3
“PERSONAL TIME LOG – A DAY IN MY LIFE”

OBJECTIVE: To show students where their time is spent during a day in their life

RESOURCES:

- Work Sheet – Learning Activity H.72-3
- Permission/cooperation from a supervisor at the student’s work site

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Contact the students’ supervisor at their work site. Explain that you are covering a unit on time management. Ask for permission/cooperation for the student to keep a 15-minute time log for a period of one day on three different days. The purpose would be for the student to record and analyze his/her utilization of time on and off the job. This analysis, hopefully, would lead to the development of more effective time management strategies.
2. Students should be assigned to three days. On each day they will complete a Personal Time Log.
3. Have students analyze their time logs to determine the use of their time.
4. Ask students to make a commitment to make specific changes in the use of their time in the future.
5. Have students make a report to the class about the current use of their time and their proposed changes.

LEARNING ACTIVITY H.72-3
“PERSONAL TIME LOG – A DAY IN MY LIFE”
WORK SHEET

DIRECTIONS:

1. Talk with your supervisor at work and determine three days during which you can record your activities.
2. On the three days that have been identified, complete one of the Personal Time Logs.
3. Every 15 minutes record the specific activities in which you have been involved.
4. After each day, analyze the day in relationship to how your time has been spent. Identify some things that you think you can do to improve your time management skills.
5. When you have completed the analysis of the three days, organize your thoughts and make a report to the class.

PERSONAL TIME LOG – A DAY IN MY LIFE

DATE _____

NAME _____

A.M.	ACTIVITIES
6:00	
6:15	
6:30	
6:45	
7:00	
7:15	
7:30	
7:45	
8:00	
8:15	
8:30	
8:45	
9:00	
9:15	
9:30	
9:45	
10:00	
10:15	
10:30	
10:45	
11:00	
11:15	
11:30	
11:45	
12:00 noon	

PERSONAL TIME LOG – A DAY IN MY LIFE

DATE _____

NAME _____

Afternoon	ACTIVITIES
12:00	
12:15	
12:30	
12:45	
1:00	
1:15	
1:30	
1:45	
2:00	
2:15	
2:30	
2:45	
3:00	
3:15	
3:30	
3:45	
4:00	
4:15	
4:30	
4:45	
5:00	
5:15	
5:30	
5:45	
6:00	

PERSONAL TIME LOG – A DAY IN MY LIFE

DATE _____

NAME _____

Evening	ACTIVITIES
6:15	
6:30	
6:45	
7:00	
7:15	
7:30	
7:45	
8:00	
8:15	
8:30	
8:45	
9:00	
9:15	
9:30	
9:45	
10:00	
10:15	
10:30	
10:45	
11:00	

PERSONAL TIME LOG – A DAY IN MY LIFE

DATE _____

NAME _____

A.M.	ACTIVITIES
6:00	
6:15	
6:30	
6:45	
7:00	
7:15	
7:30	
7:45	
8:00	
8:15	
8:30	
8:45	
9:00	
9:15	
9:30	
9:45	
10:00	
10:15	
10:30	
10:45	
11:00	
11:15	
11:30	
11:45	
12:00 noon	

PERSONAL TIME LOG – A DAY IN MY LIFE

DATE _____

NAME _____

Afternoon	ACTIVITIES
12:00	
12:15	
12:30	
12:45	
1:00	
1:15	
1:30	
1:45	
2:00	
2:15	
2:30	
2:45	
3:00	
3:15	
3:30	
3:45	
4:00	
4:15	
4:30	
4:45	
5:00	
5:15	
5:30	
5:45	
6:00	

PERSONAL TIME LOG – A DAY IN MY LIFE

DATE _____

NAME _____

Evening	ACTIVITIES
6:15	
6:30	
6:45	
7:00	
7:15	
7:30	
7:45	
8:00	
8:15	
8:30	
8:45	
9:00	
9:15	
9:30	
9:45	
10:00	
10:15	
10:30	
10:45	
11:00	

PERSONAL TIME LOG – A DAY IN MY LIFE

DATE _____

NAME _____

A.M.	ACTIVITIES
6:00	
6:15	
6:30	
6:45	
7:00	
7:15	
7:30	
7:45	
8:00	
8:15	
8:30	
8:45	
9:00	
9:15	
9:30	
9:45	
10:00	
10:15	
10:30	
10:45	
11:00	
11:15	
11:30	
11:45	
12:00 noon	

PERSONAL TIME LOG – A DAY IN MY LIFE

DATE _____

NAME _____

Afternoon	ACTIVITIES
12:00	
12:15	
12:30	
12:45	
1:00	
1:15	
1:30	
1:45	
2:00	
2:15	
2:30	
2:45	
3:00	
3:15	
3:30	
3:45	
4:00	
4:15	
4:30	
4:45	
5:00	
5:15	
5:30	
5:45	
6:00	

PERSONAL TIME LOG – A DAY IN MY LIFE

DATE _____

NAME _____

Evening	ACTIVITIES
6:15	
6:30	
6:45	
7:00	
7:15	
7:30	
7:45	
8:00	
8:15	
8:30	
8:45	
9:00	
9:15	
9:30	
9:45	
10:00	
10:15	
10:30	
10:45	
11:00	

LEARNING ACTIVITY H.72-4
“TIME MANAGEMENT OBSERVATION ACTIVITY”

OBJECTIVE: To provide an opportunity to observe the time management strategies of others in the workplace

RESOURCES:

- Permission to observe someone in the workplace
- Work Sheet – Learning Activity H.72-4
- Time Management Observation Form (4 copies)

SUGGESTED TIME: Assigned by JAG Specialist

DIRECTIONS:

1. Have students identify a place where people are involved in a variety of work-based activities (e.g., Wal-Mart, store at the mall, Home Depot, Starbucks, etc.).
2. Arrangements will have to be made with the store manager/supervisor in order for students to be able to observe an individual at work.
3. Using the Time Management Observation Form, students should spend the allocated amount of time assigned by the JAG Specialist (e.g., 60 minutes, 90 minutes, 120 minutes) closely observing the worker and recording the activities that the worker is involved in and the amount of time spent on each activity.
4. Each student should observe a minimum of 4 workers in different work settings.
5. Each Time Management Observation Form should be analyzed. Contrasts and comparisons should be made.
6. A report should be written and presented to the class.

LEARNING ACTIVITY H.72-4
“TIME MANAGEMENT OBSERVATION ACTIVITY”
WORK SHEET

DIRECTIONS:

1. Identify four different work sites in the community.
2. Obtain permission from a supervisor or manager at each work site to observe a worker in order to document the time management patterns of a specific employee.
3. Arrange for a date and time for the observation. The JAG Specialist should assign the time frame for each observation.
4. Use the Time Management Observation Form for each of the observation sessions.
5. When all observations have been completed, analyze them, and then prepare a report comparing and contrasting the observations.
6. Share your observations with the class.

TIME MANAGEMENT OBSERVATION FORM

DATE _____ **PLACE OF OBSERVATION** _____

TIME OBSERVATION BEGAN _____ **TIME OBSERVATION ENDED** _____

JOB TITLE OF WORKER OBSERVED _____

LEARNING ACTIVITY H.72-5
“TIME MANAGEMENT AND RESEARCH”

OBJECTIVE: To assign students a “hypothetical” long-range project which must be planned out using time management strategies

RESOURCES: None

SUGGESTED TIME: 5 – 8 hours

DIRECTIONS:

1. Identify a topic that must be researched. (Each student can be assigned a separate topic, or a team of students can be assigned a topic).
2. Give students a sufficient amount of time to complete the assignment.
3. Students should be told that they would not actually be researching the topic. Their assignment is to develop a pert chart (time chart) on which each step of the research project would be placed. The phases of the research project should include (feel free to expand list):
 - Background research
 - Key points
 - General organization of report
 - Writing report
 - Submitting report
 - Place the steps of the research process on the pert chart (time chart) identifying the projected beginning and ending dates for each step of the research process
4. Have students report to the class the estimated amount of time that they feel it would take to complete the research process for their

assigned topic. The outline and the pert chart (time chart) should be used in presenting to the class.

5. A discussion should be facilitated with the class to evaluate the feasibility of the plan. Both the outline and the pert chart (time chart) should be involved in the discussion.
6. The class could determine the:
 - Most detailed research plan
 - Most feasible research plan
 - Most detailed pert chart (time chart)
 - Most feasible pert chart (time chart)

LEARNING ACTIVITY H.72-6
“PLANNING VERSUS REALITY”

OBJECTIVE: To provide an opportunity for students to compare time management planning with the reality of how time is utilized

RESOURCES: None

SUGGESTED TIME: 10 – 20 hours (planning, implementing, evaluating)

DIRECTIONS:

1. Have students decide upon a program of work for a long-range project (e.g., community service project, fund-raising projects, career association project).
2. Have students plan the project with a detailed time chart that estimates the approximate amount of time that each task or step would take.
3. As students actually implement the project, have them keep a specific time log indicating exactly how much time each task or step actually took to complete.
4. When the project is finally completed, students should review the projected time chart with the actual time log to see how well they estimated how long the project would take.
5. Conduct a discussion around the comparison of the projected time chart and the actual time log.

LEARNING ACTIVITY H.72-7
“JOURNAL WRITING”

OBJECTIVE: Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. The Specialist can individualize this assignment by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY H.72-7
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY H.72-8
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity H.72-8

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See "Types of Support Linkages").
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See "Community Resources").
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the "Service Activity Action Plan."

TYPES OF SUPPORT LINKAGES		
Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

SERVICE ACTIVITY ACTION PLAN

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY H.72
“THE DEADLINE”

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity H.72

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity H.72 and distribute to each student.
2. Have students read “The Deadline.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

“THE DEADLINE”

“Welcome to the information session on college night,” announced Ms. Bezner. “I would like to overview the application process as well as answer any questions you have about State Technical Institute (STI). Our associate degree graduates in the areas of Health Science Technology and Information Technology have enjoyed a 100% placement rate over the past 5 years and the outlook for the future is equally as bright.”

“Health Science Technology graduates in the areas of pathophysiology and microbiology begin at starting salaries in the mid 30’s and Information Technology graduates start in the high 30’s,” continued Ms. Bezner.

After an hour of questions and a brief videotape overview about STI, Ms. Bezner reviewed the application process and financial applications. One of the points Ms. Bezner stressed was the importance of meeting all deadlines as proposed by STI and the government financial office.

Sarah and Sara were excited. They could hardly wait to get started at STI. Both young ladies had been best friends since junior high school and had been working a number of dead end part time jobs since they graduated from high school. This was their opportunity to “make it big time.”

Sarah reminded Sara that Ms. Bezner emphasized that all deadlines must be honored. Sara from time to time was a little late with things – like getting her car registered, paying her bills, turning in her schoolwork. Nothing major, but sometimes not always timely.

Sarah completed her STI application and ordered her high school transcripts the next day. Then she began her short essay required for admission to the Health Science Technology department.

With a little prodding, Sara got her application in at 4:30, 30 minutes before the 5:00 pm deadline. The admissions office assistant indicated that Sara’s application was incomplete because she had not submitted her essay. After a brief discussion, the admission’s office indicated that they would hold Sara’s application in the “pending” file if she would submit her application by 5:00 the next day. Sara agreed and both ladies headed out for a cup of coffee.

“Sara, I can’t believe you submitted your application without your essay. You know Ms. Bezner stressed the need to complete the STI application before the deadline!” exclaimed Sarah.

“Don’t worry about it, they took my application and gave me until tomorrow to turn in my essay,” remarked Sara.

At 4:50 Sara walked into the admission’s office with her essay in hand. At 5:30 she was meeting up with Sarah for a bite to eat.

Sarah was happy that Sara got her essay in and reminded her that the financial aid application was to be postmarked by Friday and that they would both be ready to start college in the fall.

Sarah finished her financial aid application and carried it to the post office on Tuesday. Sarah called Sara to “bug” her about getting her application in the mail. The deadline was Friday at 5:00 p.m. According to Ms. Bezner, if the application was not postmarked by the required date it would not be considered.

Sara worked all Friday afternoon on her application and finished up about 5:30 p.m. With application in hand, Sara headed to the post office. With a quick stop at the dry cleaners, Sara was on her way to the post office. It was about 7:00 p.m. when she arrived and dropped her application in the box and then it was on to Sarah’s house.

About two weeks later

Sarah’s letter of acceptance to STI arrived by early afternoon. She was on the phone to Sara the minute it arrived. She was screaming with excitement. While they were talking the mailman arrived at Sara’s house. Sara ran to the mailbox and found her letter. She was admitted to STI as well. Plans for rooming together and apartment hunting were being made for Saturday.

About one week later

Sarah was on the phone as soon as it arrived. The letter granting full financial aid for her two-year associate degree was the last piece of the puzzle. The grand plan was now complete. Sarah and Sara would put down their security deposit on their new apartment later this afternoon.

Sarah called Sara a number of times but the line was always busy. She just could not contain herself. She jumped in her car and made the 15-minute trip to Sara's house. As Sarah was driving up she noticed Sara's car in the driveway. Sarah walked to the door and rang the bell and walked in as she had done so many times before. Sara was sitting in the kitchen with the phone off the hook. She had been crying. Sarah tried to offer some comfort and to find out what the problem was. The answer was on the kitchen table. It was a letter just like the one Sarah had received. She picked it up and read the letter slowly.

"We regret to inform you that your application for financial aid has been denied because your application was not submitted by the posted deadline. We will be happy to reconsider your application next year if you will notify us of your intentions by..."

Sarah was sad and angry. All their plans for college together were gone because Sara missed another deadline. Her time management skills were horrible!

"I just need some time to think," Sarah stated as she walked out the door.

READING RECALL

PART I

DIRECTIONS: How well did you read? Complete the following sentences.

1. Ms. Bezner provided information about
 - a. ___ career opportunities.
 - b. ___ the application process.
 - c. ___ educational options.

2. Ms. Bezner stressed the
 - a. ___ importance of meeting all deadlines.
 - b. ___ challenges of majoring in health science technology.
 - c. ___ challenges of majoring in information technology.

3. Sara was
 - a. ___ a little late with things from time to time.
 - b. ___ Ms. Bezner's best friend.
 - c. ___ Sarah's best friend from elementary school.

4. Sara got her application in to STI
 - a. ___ a day early.
 - b. ___ a little late.
 - c. ___ without her essay.

5. Sarah reminded Sara that her financial aid application was
 - a. ___ due on Tuesday.
 - b. ___ to be postmarked by Friday.
 - c. ___ to be turned in to Ms. Bezner.

6. Sarah finished her application and carried it to the post office on
- a. Tuesday.
 - b. Friday afternoon.
 - c. Friday evening.
7. Sara finished her application and carried it to the post office on
- a. Tuesday.
 - b. Friday afternoon.
 - c. Friday evening.
8. Sarah and Sara's plans for apartment hunting were set for
- a. Friday evening.
 - b. Saturday morning.
 - c. Saturday.
9. Sarah was
- a. happy when her financial aid letter arrived.
 - b. crying after her financial aid letter arrived.
 - c. waiting at the mailbox for her financial aid letter.
10. Sara was
- a. happy when her financial aid letter arrived.
 - b. crying after her financial aid letter arrived.
 - c. waiting at the mailbox for her financial aid letter.

PART II

DIRECTIONS: Answer the following questions by circling T, if the statement is true and F if the statement is false.

1. T or F Associate degree graduates in the areas of Health Science Technology have enjoyed a 100% placement rate.
2. T or F Starting salaries for Information Technology graduates started in the mid 30's.
3. T or F Sarah, from time to time, was a little late with things.
4. T or F Sara reminded Sarah that Ms. Bezner emphasized that all deadlines must be honored.
5. T or F Sarah completed her STI application and ordered her transcripts.
6. T or F Sarah got her application in at 4:30.
7. T or F Sara did not submit her essay with her application.
8. T or F Sarah finished her financial aid application and carried it to the post office.
9. T or F Sarah worked all day on her financial aid application.
10. T or F Sara got her financial aid application to the post office at 7:00 p.m.
11. T or F Sara was happy when she got her financial aid letter.
12. T or F Sarah was crying when Sara arrived at her house.

MATH ACTIVITY H.76
“IT’S ABOUT TIME”

OBJECTIVE: To demonstrate the ability to calculate and graph units of time.

RESOURCES: Work Sheet—Math Activity H.72

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the work sheet for Math Activity H.72 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the Math Activity with your students.

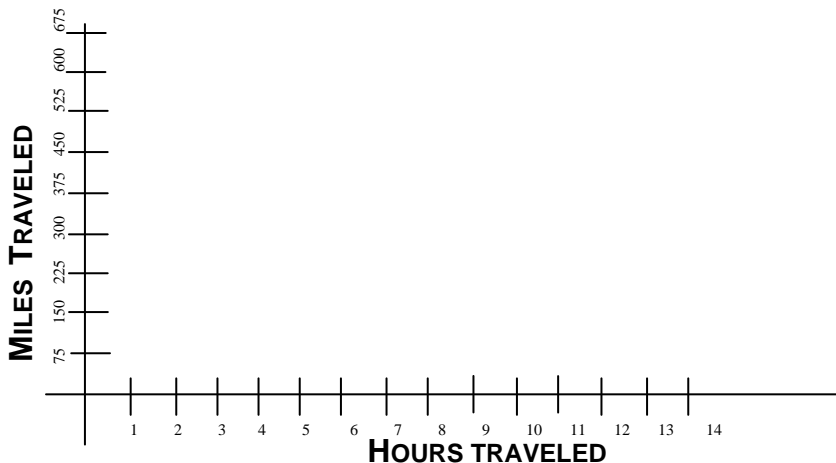
MATH ACTIVITY H.72
“IT’S ABOUT TIME”
WORK SHEET

DIRECTIONS: Below is a series of questions that require the ability to calculate time. Solve the questions to the best of your ability. Be certain to show your work and be able to explain your answers.

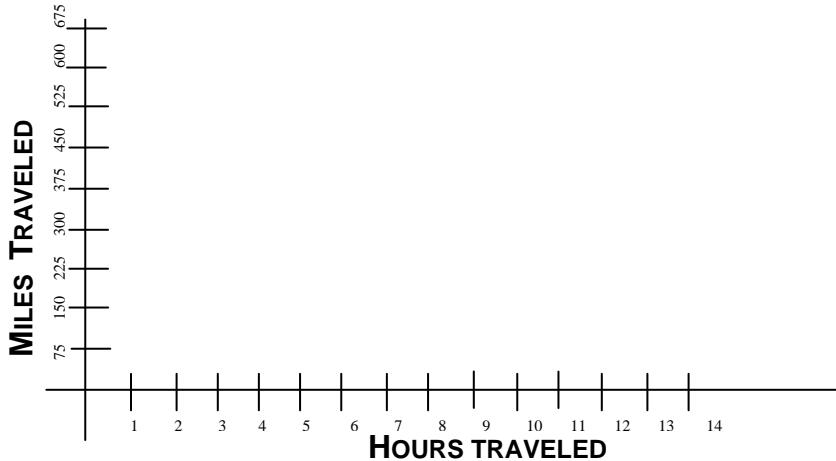
PART I

1. A nanosecond is one billionth of a second or .000000001 second. If light travels at the speed of 186,000 miles per second, how many nanoseconds does it take for light to travel 372 miles?

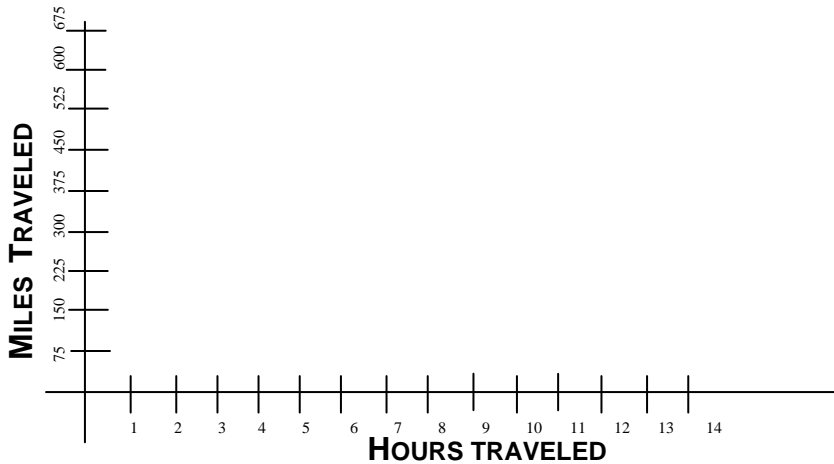
2. An experienced cross-country racecar driver can average 75 miles per hour. Use the following graph grid to plot and graph the driver’s progress:



3. An inexperienced cross-country racecar driver will be able to manage 150 miles every three hours. Using the same graph as #2, graph this driver's progress.



4. If the inexperienced driver is given a 150-mile head start, how long will it take the experienced driver to catch up with him? Use the same graph grid as in questions two and three. (Hint: Start plotting the inexperienced driver at 150 miles/0 hours)



PART II

1. If it takes five hours and twenty minutes to bake lasagna, and you started cooking at 10:45am, what time would it be done?

2. The face of an analog clock is usually a circle, which is 360° . How many degrees are in a twenty-minute section of a clock?

3. If an assignment is due in twelve calendar days and it was assigned September 24th, when is it due?

4. If a person was born November 25, 1975, how old are they today?

5. How many minutes are in a week?

6. A research project requires 4 stages:

Library research – 3 days

Note cards – 2 days

Rough draft – 3 days

Final report – 3 days

If the project is assigned February 2nd and is due February 28th, use the following calendar to plan start and end times for each of the four phases of the project so it will be completed on time.

February						
Sun	Mon	Tue	Wed	Thurs	Fri	Sat
		1	2 Project Assigned	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28 Project due					

Bonus:

How many degrees are in the angle created by the hour and minute hands of an analog clock at 9:30?

- a. 90
- b. 105
- c. 120
- d. 180

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. What is time management?

2. What can you learn to do by using time management skills?

3. How can you reduce stress by becoming more effective in your use
of working time?

4. State 4 facts about time.

5. Identify 5 advantages of using time management strategies.

6. List 7 effective ways to save time.

7. Name 8 ways to improve your time management skills.

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What is time management?
 - Time management is about controlling the use of your most valuable (and undervalued) resource
 - Time management is a systematic application of common sense strategies

2. What can you learn to do by using time management skills?
 - Determine which of the things you do are important, and which can be dropped
 - Use your time in the most effective way possible
 - Increase the time in which you can work
 - Control the distractions that waste your time and break your flow
 - Increase your effectiveness and reduce stress

3. How can you reduce stress by becoming more effective in your use of working time?
 - Being more in control of what you do
 - Enjoying what you do
 - Giving yourself more quality time to relax and enjoy life outside work

4. State 4 facts about time.
 - Effective use of time is a skill that can be learned and improved upon by almost anyone
 - Time is one of the greatest resources that we have. Most of us wish we had a time extension at the end of every day so that we could finish what we started
 - Since we all have exactly the same amount of time to spend each day, it is crucial that we use it well
 - Each individual deals with time according to his or her personalities, priorities and skills

5. Identify 5 advantages of using time management strategies.

- Get much more work done in less time
- Successfully plan and prioritize each day
- Make confident decisions
- Reduce unnecessary stress
- Increase personal time for yourself

6. List 7 effective ways to save time.

- Establish goals
- Plan the day before – look ahead at activities for the next day
- Get in the habit of writing a “To Do” list everyday
- Allow a “time cushion” in your day
- Review your “To Do” list every morning
- Establish priorities
- Use a daily planner

7. Name 8 ways to improve your time management skills.

- Concentrate on results
- Many people spend their days in a frenzy of activity, but achieve very little because they are not concentrating on the right things
- Before the beginning of each week, sit down and list all of the things you need to get done in the upcoming week
- Set priorities
- Don't procrastinate
- Delegate
- Avoid distractions
- Adjust your schedule to your energy levels

ANSWER KEY
READING ACTIVITY

PART I

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PART II

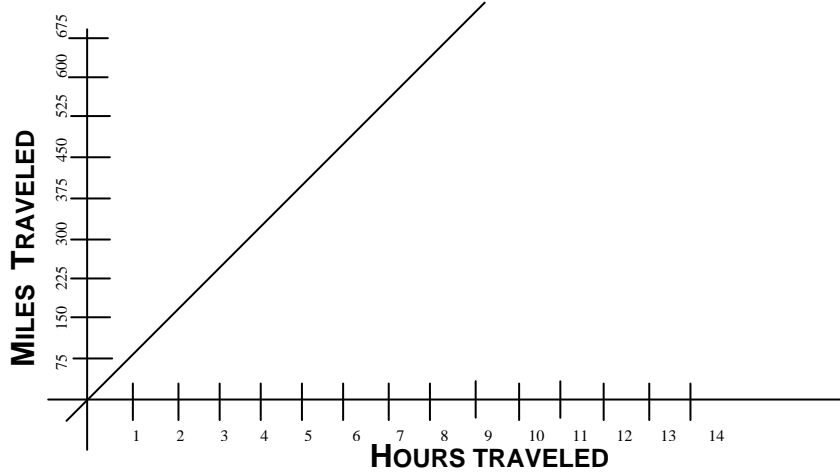
- | | | | |
|----|---|-----|---|
| 1. | T | 7. | T |
| 2. | F | 8. | T |
| 3. | F | 9. | F |
| 4. | F | 10. | T |
| 5. | T | 11. | F |
| 6. | F | 12. | F |

**Answer Key
Math Activity**

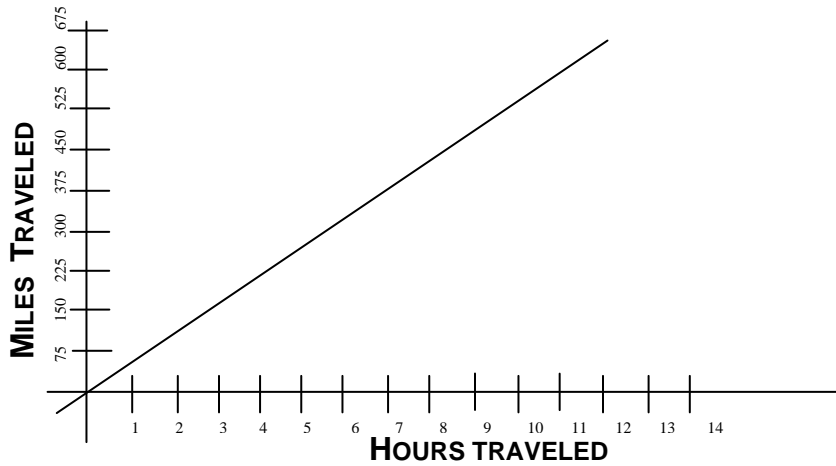
PART I

1. 2000

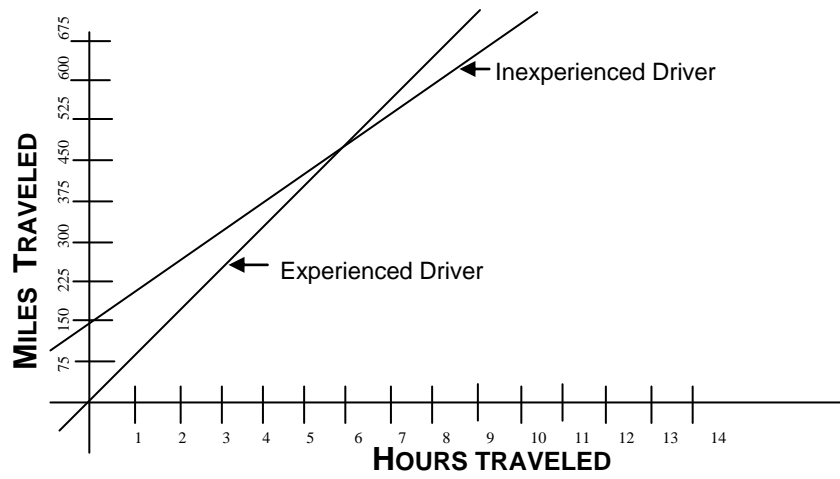
2.



3.



4.



PART II

5. 4:05 pm
6. 120°
7. October 6th
8. Answers will vary
9. 10.080
10. Answers will vary

Bonus: b