



Junior Time Management

Student Activity Pack

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Activity 1 – Creating an effective timetable

In the *Junior Time Management* seminar, your presenter showed you how to create an effective study timetable to help you get more study done, and also give you more time to do things you enjoy doing each week. There are a few steps here to go through which you will probably remember from the seminar. The most important step is to work out when you won't be able to study well, by identifying times you would usually be doing other things you enjoy. This activity will help you create a weekly planner that you can easily stick to – just follow the next few steps!

Step 1: Work out when you won't be able to study

Have the 'Where am I spending time now' worksheet on the following page in front of you. Start to go through each category one by one and add in your extracurricular activities but also the things you love doing. Remember that it's important to have a balanced lifestyle meaning that you can get your homework and revision completed but also have fun! Here's an example of what it might look like for you:

Where am I spending time now?

| Type of Activity | What is the specific activity? | What day and time do you do it? |
|------------------|----------------------------------------|--------------------------------------------------------------------|
| Sport | (e.g. netball training, netball game) | Training: Tues & Thurs 3-4:30pm Carnival: Saturday 9-10am |
| | Swimming training Swimming carnival | |
| Hobbies | (e.g. cycling, gaming) | Reading: each night 8pm |
| | Reading | |
| TV shows | (e.g. Modern Family, Family Guy) | Home and away: 7:30-7:30 each night |
| | Home and away | |
| Socialising | (e.g. heading to friends house) | Once a week at least, usually Friday night or Saturday night |
| | Hang out at friends house | |

Step 2: Attach a timeframe to the activity

Next to where you've listed your activities for the different categories, go back to the top and list the day and times that those activities usually occur. Remember to keep the times realistic (not on the computer for 2 hours a night).

Step 3: Update regularly

As your presenter would have acknowledged your schedules are constantly changing! It's for that reason that you can come back and reuse this template when your sport changes or you pick up a new hobby.

Where do I spend time now?

| Type of Activity | What is the specific activity? | What day and time do you do it? |
|--------------------|----------------------------------------------|---------------------------------|
| Sport | <i>(e.g. netball training, netball game)</i> | |
| | | |
| Hobbies | <i>(e.g. cycling, gaming)</i> | |
| | | |
| TV shows | <i>(e.g. Modern Family, Family Guy)</i> | |
| | | |
| Socialising | <i>(e.g. heading to friends house)</i> | |
| | | |

Activity 1 (continued)

One of the biggest challenges for students is trying to fit all our activities and homework into our already busy week. A timetable works ensures students are completing their work and maintain a healthy balance, as we spoke about when you completed the previous activity. Your presenter explained that the first thing students will usually do is put in all their homework first and often forget to add in their other extra-curricular activities. The research shows that these students are most likely to stop using their study timetables because they take out all the things they enjoy, become bored and unhappy, and therefore go back to what they were doing before.

In this activity we are going to implement the processes your presenter explained and create an effective timetable – one you can actually stick to!

Step 1: Add in activities from “Where’s my time now?” worksheet into the weekly planner

Have your Where is my time now worksheet and the weekly planner template (found on page) in front of you. You now will have a pretty clear idea of where you *aren't* going to be doing homework or revision so add these into your weekly planner first. Have a look below for some inspiration:

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------|-------------|-------------------|-------------|-------------------|-----------------|
| 3:00 | | SWIMMING TRAINING | | SWIMMING TRAINING | HANG WITH TOMMY |
| 4:00 | | ↓↓↓ | | ↓↓↓ | ↓↓↓ |
| 5:00 | | | TV | | ↓↓↓ |
| 6:00 | DINNER | DINNER | DINNER | DINNER | |
| 7:00 | HOME & AWAY | HOME & AWAY | HOME & AWAY | HOME & AWAY | DINNER |
| 8:00 | READING | READING | READING | READING | ↓↓↓ |
| 9:00 | BED | BED | BED | BED | |
| 10:00 | | | | | BED |

Step 2: Put in revision and homework (taken from the Revision Planner and your school diary)

Now that you have exposed when you won't be doing work, you can fit in times where you can do revision activities from your revision planner or homework, in the gaps between other commitments. This means that each day, you have at least one activity they enjoy doing which won't be distracting you from homework or study. You may even find that you have more time than you originally thought so you could do another revision activity or get a head-start on some homework due in the future. Have a look on the next page to see how you can do this.

Example: putting study into your timetable

| Subject | Revision Activities | Deadline | Checklist |
|-----------|--------------------------------------------|----------|-----------|
| English | mind map notes on 'Lockie Leonard' | 11/3 | ✓ |
| Geography | get bromer to test on scaling | 13/3 | |
| History | finish notes on mummification | 18/3 | ✓ |
| Science | draw a flow chart for a typical food chain | 15/3 | |
| Music | practice playing a piece on the flute | 20/3 | |
| Maths | mum to test on fractions | 12/3 | |

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|-------|-------------|-------------------|-------------|-------------|-----------------|-----------------------|---------|
| 3:00 | HOMWORK | SWIMMING TRAINING | HOMWORK | SWIMMING | HANG WITH TOMMY | | |
| 4:00 | HOMWORK | ↓ ↓ ↓ ↓ | REVISION | ↓ ↓ ↓ ↓ | ↓ ↓ ↓ ↓ | | |
| 5:00 | REVISION | HOMWORK | TV | | | SWIMMING CARNIVAL | HOMWORK |
| 6:00 | DINNER | DINNER | DINNER | DINNER | | ↓ ↓ ↓ ↓ | ↓ ↓ ↓ ↓ |
| 7:00 | HOME & AWAY | HOME & AWAY | HOME & AWAY | HOME & AWAY | DINNER | | |
| 8:00 | READING | READING | READING | READING | ↓ ↓ ↓ ↓ | | |
| 9:00 | BED | BED | BED | BED | | | |
| 10:00 | | | | | BED | | TV |
| 11:00 | | | | | | | ↓ ↓ ↓ ↓ |
| 12:00 | | | | | | | |
| 13:00 | | | | | | | |
| 14:00 | | | | | | | |
| 15:00 | | | | | | | |
| 16:00 | | | | | | | |
| 17:00 | | | | | | PARTY AT SOPH'S HOUSE | DINNER |
| 18:00 | | | | | | ↓ ↓ ↓ ↓ | ↓ ↓ ↓ ↓ |
| 19:00 | | | | | | | READING |
| 20:00 | | | | | | | |
| 21:00 | | | | | | | |
| 22:00 | | | | | | | |
| 23:00 | | | | | | | |

Step 3: Put timetable up on walls

Once you have completed your timetable place it up on your wall at home, or at the front of your diary – somewhere that you can see it regularly. Because each week is different with various activities changing, continue to refer back to the template on page 3 and fill the sections out, following the same process.

Weekly Study Planner

When are you going to get your revision and homework done?

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

| | | | | | | | | |
|--------------|--|--|--|--|--|--------------|--|--|
| 3:00 | | | | | | 6.00 | | |
| 4:00 | | | | | | 7.00 | | |
| 5:00 | | | | | | 8.00 | | |
| 6:00 | | | | | | 9.00 | | |
| 7:00 | | | | | | 10.00 | | |
| 8:00 | | | | | | 11.00 | | |
| 9:00 | | | | | | 12.00 | | |
| 10:00 | | | | | | 13.00 | | |
| 11:00 | | | | | | 14.00 | | |
| 12:00 | | | | | | 15.00 | | |
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| | | | | | | 21.00 | | |
| | | | | | | 22.00 | | |
| | | | | | | 23.00 | | |

Activity 2 – Revision and how to get it done

In the seminar, your presenter explained what effective revision looked like and how to get it completed, as well as finishing all your homework. Remember that everything you learn in class will be tested at some point so it is crucial that you continuously revisit the work to build a long-term memory. This way, you won't need to freak out and cram everything in when you realise you've forgotten a lot of information before a test. Here are some steps to help you identify revision activities and make a plan for getting them done.

Step 1: Complete worksheet titled Elevate Revision Planner (on the following page)

Add each one of your subjects into the table below and start to think about the different types of revision you could do for that subject. Remember this can be making extra notes, mind maps, or getting a brother or sister to test you on your notes. Try to do multiple types of revision so it makes things more interesting! Remember these tasks shouldn't take longer than 15-30 minutes.

Step 2: Attach deadline to revision tasks

Once you have assigned a revision task to each one of your subjects, add in a realistic deadline. Try to keep in mind what other homework you have that week or assignments you have due so that you don't overwhelm yourself with too many revision tasks at the same time. Look below for an example of what the planner might look like:

| Subject | Revision Activities | Deadline | Checklist |
|-----------|--------------------------------------------|----------|-----------|
| English | mind map notes on 'Lockie Lenoid' | 11/3 | ✓ |
| Geography | get brother to test on scaling | 13/3 | |
| History | finish notes on mummification | 18/3 | ✓ |
| Science | draw a flow chart for a typical food chain | 15/3 | |
| Music | practice playing a piece on the flute | 20/3 | |
| Maths | mom to test on fractions | 12/3 | |

Step 3: Add tasks to your study timetable

Once you've got your tasks nailed down in the planner on page 8, add them to your study timetable as seen in the previous activity. This helps you to keep track of them every day when you check for homework and other tasks you need to get done.

Step 3: Check – off

When you go away and complete each revision activity, make sure you come back to your revision planner and tick them off. It will be a great feeling of accomplishment, especially if you can get all activities checked off!

Elevate Revision Planner

| Subject | Revision Activities | Deadline | Checklist |
|---------|---------------------|----------|-----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Activity 3 – Creating an Assignment Planner

One of the hardest challenges going into senior school is dealing with multiple long term deadlines for assignments and tests. It can often be overwhelming so we decide to put it off until the last minute. Consequently we rush and hand in something of a lower quality. This activity gives you a step by step guide to breaking down your tasks into smaller pieces, making them easier to complete!

Step 1: Assignment/ Exam Planner Template

Look at a copy of an upcoming assignment or test you have due in the next few weeks. Use the template provided to break tasks up into 3 sections. In the **Junior Time Management** seminar your presenter brainstormed with you the types of work that would fall into each category. Refer back to your manual if you are having trouble remembering what these are.

Step 2: Add in tasks

Write down the subject of your assignment or exam in the heading. Down the left hand side of the sheet circle which category applies to it (either assignment or exam). Start to list the specific tasks you would need to have completed in each section. Work your way through each section.

Step 3: Write in assignment due date

The next step is to go down to the bottom of the worksheet and fill in when your assignment is due or when your exam/test is occurring. This date is obviously a non-negotiable therefore you will need to work backwards from this date.

Step 4: Allocate timing to each task

Once we you written down the due date, allocate a rough time to how long you think the task may take. You should be familiar with this process having gone through it with your presenter in the seminar. Work from the due date backwards from the bottom of the sheet. Continue to work up the sheet and allocate dates to each task.

Assignment and Test Planner

| |
|----------------|
| SUBJECT |
|----------------|

| CATEGORY (Circle either the assignment or exam option for each section) | SPECIFIC TASK | Time (Days) |
|----------------------------------------------------------------------------|-------------------------|-------------------------|
| STEP 1: Assignment : Research OR Exam/Test : Prepare Notes | <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> |

| CATEGORY (Circle either the assignment or exam option for each section) | SPECIFIC TASK | Time (Days) |
|----------------------------------------------------------------------------|-------------------------|-------------------------|
| STEP 2: Assignment : Write OR Exam/Test : Memorise | <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> |

| CATEGORY (Circle either the assignment or exam option for each section) | SPECIFIC TASK | Time (Days) |
|----------------------------------------------------------------------------|-------------------------|-------------------------|
| STEP 3: Assignment : Presentation OR Exam or Test : Practice | <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> |

| | |
|--------------------------------|--|
| Total Days To Complete Tasks = | |
|--------------------------------|--|

Due/Exam Date : _____

Total Time Needed to Prepare : _____

Date I Need to Start My Preparation: _____

Activity 4 – Using your planner and diary

Now that you have completed your assignment planner you need to transfer this information into your school diary. Most students, once they receive an assignment or notice about a test, put the due date/ test date straight into their diary and move on to something else. For an assignment due a few weeks away, it is common for students to sometimes even forget they have an assignment due until a few days before. This is often due to the fact that students will only ever look at the current week in the school diary. Within the *Junior Time Management* seminar your presenter emphasised the importance of looking ahead in their diary to make sure you aren't missing out preparation time for an assignment or test. The purpose of this task is to transfer information from Activity 3, where you have broken down your assignment/test tasks down into smaller pieces, into your school diaries. As you have already assigned deadlines you simply need to enter these straight into it.

Step 1:

Have both your assignment planner from Activity 3 as well as your diary in front of you. Place the due date of the assignment or test date into the diary first.

Step 2:

Once you have entered the deadline the next step is to enter the last task due and continue to work backwards until all the tasks are entered into the diary.

Step 3:

Look over your timetable that you created in Activity 2 for the week and see where you have time to allocate to preparing for the assignment.