

HELPING STUDENTS PLAN PRODUCTION TIME

BACKGROUND:

Executive Function: Executive function (EF) is a broad term used to describe the complex processes that people use to accomplish their goals. EF processes include: organizing, prioritizing, shifting flexibly (cognitive flexibility), accessing working memory, and self-monitoring. Success depends on students' ability to plan, organize and prioritize tasks, materials, and information, separate main ideas from details, think flexibly, memorize content and monitor their progress. It is important to help students to understand how they think and learn, and to teach them to use strategies to break down challenging tasks in school and in their daily lives. You can help your students learn to use EF strategies by modeling how to use strategies successfully and helping students reflect on their strategy use.

HOW TO TEACH STUDENTS TO ORGANIZE THEIR TIME

Time management is a critical component of successful organization. Students who do not organize their time often find themselves rushing to complete projects at the last minute, so that they feel overwhelmed. Teach students about systems, such as planners, that they can use to help organize their time. Despite the fact that many schools require students to use planners, students are not taught explicitly how to use them to manage their time effectively. For planning shorter time frames (e.g., a week or a day) consider the following:

- **Production time:** Production time is a specified chunk of time during which all distractions are removed and work is the priority. Planning production time can be challenging for many students who struggle to maintain focus, have difficulty turning off their phones or the Internet, or have very busy schedules.
- **Using planners and agendas**—Agenda books and planners are a great way for students to review both their monthly and weekly schedules. Discuss with students how their monthly and detailed day-to-day schedules are critically important for managing time.
- **Personalize calendars**—Although teachers may prefer that their students use a paper-and-pencil calendar, students should be encouraged to use, and personalize, the calendar that is most useful for them (e.g., electronic Google calendar, a calendar app).

In the following activities, students employ these strategies to practice short-term planning and then apply them for use in their own planners/calendars.

In the Metacognitive Activator section, students analyze two different schedules and evaluate how planning helps get work done more efficiently.

If you are pressed for time, jump straight to the Guided Instruction and Independent Practice activities. Students will practice creating a daily calendar for a hypothetical student before making their own.

Don't forget to reflect! Ask students, did they like the calendar? Did it help them get their work done? How would they do it differently next time?

LESSON 4.5: PLANNING PRODUCTION TIME**Metacognitive Activator**

1. Distribute the "A Busy Weekend" handouts A and B. Explain to students that these schedules represent how two different students completed their homework during a very busy weekend.
2. Ask them to analyze how each student got their work done. Have students use a highlighter or colored pencil to outline all the times that Student A or Student B were working.
3. Ask the following questions:
 - a. "What time of day does Student A like to work? Student B? Why do you think they choose to work then?"
 - b. "What is the longest amount of time that Student A worked? Student B? How do you think they decide how long they will work for?"
 - c. "Besides homework, what other activities did each student do this weekend? How did these activities affect their homework?"
4. Explain that Student A and Student B have very different approaches to production time. Explain to students that production time is the amount of time that people spend working without distractions getting in the way. Discuss how important it is for students and adults to identify production time.

**Guided Instruction**

1. Explain to students that you will now practice identifying production time for a hypothetical student.
2. Cut up the "Hypothetical Weekly Planning Production Cards" and work with your student to decide where they will place their production time card on the planner. They should discuss how long each task will take and how to juggle all of the tasks to make sure they fit.

**Independent Practice**

1. Tell students that they will now identify their own production time using the "My Weekly Planner – To-Do List" handout.
2. Have students begin by listing the various tasks they have to do this week. When students are done, they can begin adding tasks to the "My Weekly Planner" calendar. Begin by writing down activities that cannot be moved (e.g., dinner, bedtime, deadlines for assignments)
3. When students are done, have them highlight their "Have To's" in one color (production time) and their "Want To's" in another color using a highlighter or a colored pencil.

A BUSY WEEKEND – STUDENT A

Student A did a lot of things this weekend! Does it look like they took time to plan out all their activities and work?

Saturday	
9:00 - 9:30am	Science reading
9:30 - 10:00am	Watched dog videos on YouTube
10:00 - 10:15am	Science worksheet
10:15 - 10:30am	Watched cat videos on YouTube
10:30 - 11:00am	Ate a snack
11:00 - 11:15am	Math homework
11:15 - 11:30am	Get ready for piano lesson
1:00 - 3:00pm	Piano lesson
5:00 - 6:00pm	Rehearsed lines for play
7:45 - 8:00	Math homework

Sunday	
9:00 - 9:15am	Finished math homework
10:00 - 11:00 am	Get ready for opening day of play
1:00 - 2:00pm	Dress Rehearsal
2:30- 4:30am	Performance
6:00 - 9:00pm	<ul style="list-style-type: none"> • History reading • History worksheet • 30 minutes of reading • Write a summary of reading

A BUSY WEEKEND – STUDENT B

Student B did a lot of things this weekend! Does it look like they took time to plan out all their activities and work?

Saturday	
9:00 - 9:30am	Fill out History test study guide
9:30 - 9:40 am	10 minute break
9:40 - 10:10am	Math homework
10:20 - 10:50am	Watch videos for science
10:50 - 11:20am	Science worksheet
2:00 - 4:00pm	Soccer Practice
7:00 - 7:30pm	Check math homework with Mom

Sunday	
10:00 - 10:30am	Study for history test
10:30 - 10:40 am	Study for science test
10:40 - 11:10am	30 minutes of reading
1:00 - 1:30pm	Science worksheet
7:00 - 9:00pm	Family movie night!

HYPOTHETICAL WEEKLY PLANNING PRODUCTION CARDS



Soccer practice
Tuesday & Thursday after school

Soccer Game
Saturday morning

Dentist Appointment
Monday 4:30 PM

30 Minutes of Reading
Every Night

History Worksheet

Math Quiz Friday

Skateboarding with Friends

Violin Lesson
Tuesdays 4:00 - 5:30 PM



Name: _____ Date: _____

HYPOTHETICAL WEEKLY PLANNER

Time	Days of the Week (fill in the date in the space provided)				
	Monday _____	Tuesday _____	Wednesday _____	Thursday _____	Friday _____
6:00 am					
7:00					
8:00					
9:00					
10:00					
11:00					
12:00 pm					
1:00					
2:00					
3:00					
4:00					
5:00					
6:00					
7:00					
8:00					



Name: _____ Date: _____

MY WEEKLY PLANNER – TO-DO LIST

Before you plan your week, let's make a list of all the things you need to do!

Let's start with homework:

Subject	My Homework	Time it Will Take
English		
Math		
History		
Science		
Other		

Activities:	Time it Will Take

Appointments:	Time it Will Take



Name: _____ Date: _____

MY WEEKLY PLANNER

Time	Days of the Week (fill in the date in the space provided)				
	Monday _____	Tuesday _____	Wednesday _____	Thursday _____	Friday _____
6:00 am					
7:00					
8:00					
9:00					
10:00					
11:00					
12:00 pm					
1:00					
2:00					
3:00					
4:00					
5:00					
6:00					
7:00					
8:00					