



## Lesson 20: Prioritising Effectively

To enable learners to think about how they manage their time and encourages students to think about themselves, what motivates them and how this links to stronger time management.

**Level:** Pre-intermediate +

**Time:** 60-90 mins

**How to use this lesson:**

This lesson can be done in class but if you are short of time, parts of the lesson can be done at home as a written exercise. Try to allow time in class for students to discuss the different exercises. This will give them useful practice with asking and answering questions, as well as an opportunity to use the lesson vocabulary.

## Worksheet A

**Lead-in 15 - 25 minutes – \$86,400**

1. Tell participants they have \$86,400.00 to spend anyway they wish. The only restrictions are that they cannot bank any money and if they do not use any of the money they lose it.

Give students 5 minutes to brainstorm what they would spend the money on.

Start a discussion on why and how they spent the money the way they did. Did any consider spending the same amount on the same items/in the same way?

2. Tell them that 86400 are the number of seconds we have each day.

Ask students to complete table 1 with the things they feel they must/want to/ like/put off doing in each day.

Example:

86400 seconds	must	want to	like	put off
28800	8 hours sleep			
7200			playing on the computer	

3. Ask students to think if they consider spending their time on things that are important to them, as they did with the money.

### Exercise 1: 10 mins

- A. Tell the students they're about to hear part of a Youtube clip on the subject of time management. Ask them to list 3 things they expect to hear.
- B. Next have students focus on the true/false questions and play the clip.  
<http://www.youtube.com/watch?v=1rFMWRYnT18>  
 (If you are using an IWB/computer it's easier if you embed the clip in your slides)

Note: stop the clip when the speaker starts to talk about his influences (approx. 06:50).

Ask students to compare their answers in pairs to the T/F statements on worksheet 1 and then in the whole group. This is a good opportunity to discuss personal experiences here.

[Answer: 1 true; 2 true; 3 true; 4 false; 5 false; 6 false]



## Lesson 20: Prioritising Effectively

### Exercise 2: 20 mins

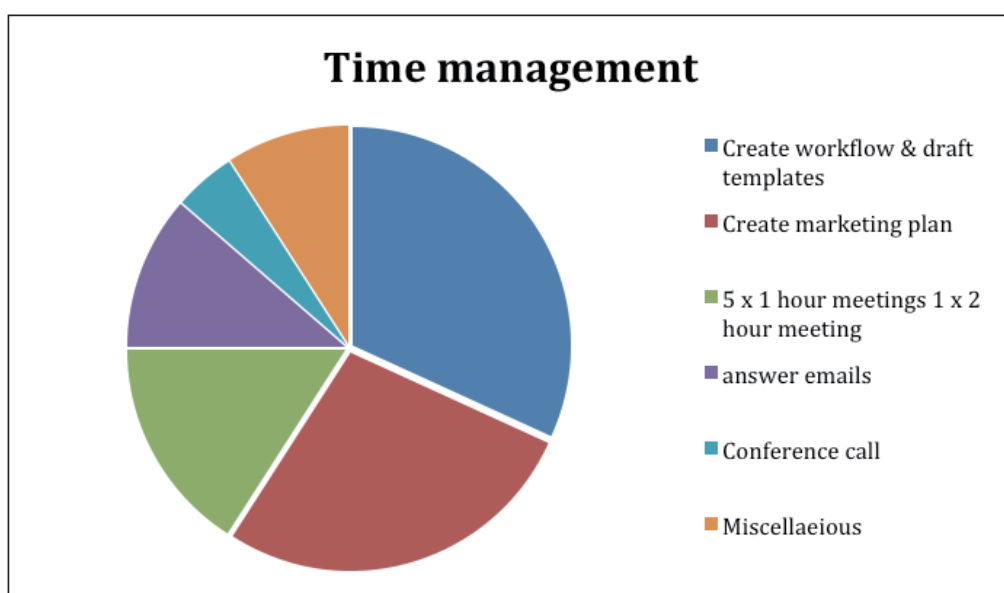
1. Have students individually write down five keys tasks/activities they need to engage in at work (on a typical day), e.g. taking part in a conference call. Then get them to prioritize these tasks/activities – from highest to lowest priorities.
2. Split the class into small groups. In each group Student A shares the 5 tasks/activities he/she needs to get done BUT NOT the order they have put them in. The other members of the group rank them as they would see their order of priority.
3. Student A reveals the order they have chosen and justify their choices.
4. Continue round the group with Student B, C, etc.
5. Ask students
  - a. were any of the priorities the same?
  - b. were some items a higher priority to one and a lower priority to another?
  - c. did anyone want to change their priorities during discussion with the group?

### Exercise 3:

1. Ask each student to draw a pie chart, indicating how they *could* spend their time in a typical day by charting the five tasks/activities from Exercise two *in appropriate proportions*. Tell them also to leave one part of the chart free for 'miscellaneous activities' (so they will have six sections in total). (This can be done on flipcharts)
2. Ask volunteers (depending on how much time you have) to come to the front and to talk through their charts.
3. Get whole class to help specify what steps they can take to ensure that they prioritise effectively. Encourage questions from the floor!

If you like you can create this pie chart for them to demonstrate

### Example





## Lesson 20: Prioritising Effectively

---

### Exercise 4:

1. Brainstorm with whole class typical “time-wasters” – these could be anything from being distracted or interrupted, social media use, inability to focus, multi-tasking and should encourage a good discussion around productivity – you can also introduce the idea that multi-tasking actually makes you less productive i.e flitting from email to working on a project to responding to a text etc.
2. Split into pairs. Revisit the chart from Exercise 3 and get pairs to pinpoint typical timewasters that prevent them from spending their day as outlined and to find solutions to help each other deal with the time-wasting.

Exercise 3 & 4 can be done as homework and reviewed in the next lesson or Exercise 4 can then be extended into a homework activity where individuals endeavour to put these ideas into practice and record their progress over a certain period and share experiences with the rest of the group.

Teacher's notes



## Lesson 20: Prioritising Effectively

### Lead-in

86400 seconds	must	want to	like	put off

### Exercise 1

A. The 3 things I expect to hear are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

B. As you listen to the clip, mark each of these statements 'true' or 'false'.

1. People often feel they would like to have more time.
2. People need to focus on their KRA (Key Result Area).
3. This means doing what we are hired to do.
4. There is no point in looking too far ahead in the future.
5. It's a waste of time considering best/worst case scenarios.
6. It's advisable to leave unpleasant tasks to other people.

Check your answers in pairs before checking in the whole group.



## Lesson 20: Prioritising Effectively

### Exercise 2

5 keys tasks/activities I need to engage in at work (on a typical day)

---

---

---

---

---

How I spend my time

A large, empty circle with a thin pink outline, intended for a student to draw or write within it.

Student's copy