# Being Responsible & Time Management

**Materials:**

- Worksheet

**Brainstorm**

*What are some of the responsibilities you have in school, at home, in work, or in the community?* Encourage students to share their responses and make a list as they do so.

**Discuss**

*We all have responsibilities.* **Responsibilities** *are the tasks or behaviors you are expected to manage or complete. For example, you might be responsible for doing chores at home, like cleaning your bedroom or helping with dinner. You might also be responsible for behaviors, like going to bed at a specific time. Different jobs have different responsibilities. For example, your "job" at home has different responsibilities than your "job" at school, in the workplace, or in the community. Our responsibilities can change over time. The chores you have now are probably different from the chores you had when you were in elementary school. Being responsible means making sure that we do the things that are expected of us. There are consequences when we are not responsible. For example, we might let someone down. There can also be other consequences. For example, what are the consequences if you don't do your homework? Accept student responses and confirm or clarify as needed.*

**Dive in!**

*Most people want to be responsible. However, many of us are also dealing with a variety of different activities and priorities. One thing that can help us be responsible is prioritizing the things we have to do. Stephen Covey, the author of The Seven Habits of Highly Effective People, created the Covey Time Management Matrix to use as a way for prioritizing your time and tasks. By using the matrix, we can identify the things that are most important and prioritize those items over the things that are less important.* Draw or display the matrix on the board. *The Time Management Matrix has four quadrants. Across the top, you'll notice two boxes: Urgent and Not Urgent. On the left side, you'll see a category for things that are Important and those that are Not Important. Let's work together to fill each of these quadrants. What are some examples of things that are Urgent and Important?* Accept student responses and add them to the matrix as appropriate. Continue with each quadrant. *What are some examples of things that are Not Urgent but Important? What are some things that are Urgent but Not Important? Finally,*

*what are some tasks that are Not Urgent and Not Important?* When you've completed the matrix, ask students to identify which quadrant is most important to focus on (Urgent/Important) and which is least important (Not Urgent/Not Important). Point out that by deciding what's most important to focus on, you can begin to start your task list from there.

**Activity**

Distribute copies of the worksheet and have students work through the activity. Circulate around the room to assist as needed.

**Reflect**

Have students respond to the prompt at the bottom of the worksheet.Do you think using the Covey Time Management Matrix can help you to be more responsible? Explain your answer.

**Extend and Enrich**

Make multiple copies of the worksheet and have students prioritize their tasks for one week. Circle back with students and check in to see if using the Covey Time Management Matrix has had a positive impact on their ability to be responsible.

**For Further Study**

- Edutopia, *Guiding Students to Improve Executive Functioning Skills:* www.edutopia.org/article/guiding-students-improve-executive-functioning-skills
- Franklin Covey, *The 7 Habits of Highly Effective People:* https://www.franklincovey.com/the-7-habits/
- LinkedIn, *Covey's Time Management Matrix Explained:* www.indeed.com/career-advice/career-development/covey-time-management-matrix

**Professional Development**

Take 5 minutes and reflect on your time management skills. Are you satisfied or is this an area that you'd like to improve?