

Preparation for the Job Market

Time Management and Organization Lesson Plan Ideas

Submitted by

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THE MAYO JAR



Subject: Preparation for the Job Market

Training Path: PWT or TST

Topic: Work/Life Balance

Lesson Focus/Goals

- * The importance of work/life balance.

Materials Needed

- ✓ Large glass container
- ✓ Different sized materials to fill the jar (e.g., rocks, stones, gravel, sand)

Learning Objectives

- Gains an understanding of the job market
 - Consider the impact of working conditions on their personal and work life

Structure/Activities

1. Divide the group into teams and give them each a large glass container.
2. The mayo jar is to be filled with as much material as possible. The material can be rocks, stones, gravel, sand etc. (But you can use anything.)
3. The larger materials should be placed in the container first and then followed by the next to the largest, and so on. In this order you should be able to fit the most into the container.
4. You can come to your own conclusion for the activity based on your need. The rocks (due to size) would be the most important items to complete. (Can be home activities...work/life balance.) Then stones would be every day have-to finish items. Gravel can be the projects that need completed. Sand could be the extra work that was just assigned to you.

Follow-up:

- Fill out a chart of their personal rocks, stones, gravel, and sand
- Discussion about work/life balance and why it is important to leave a little room at the top of their jars.

Notes

I allow the groups to fill their own container without detailed instructions. I tell them to fill their containers with as much materials as they can; then we talk about the order they selected (if there is one) and why (if any).

Assessment

- Relevance of his/her thoughts on his/her future as a worker.

\$86,400



Subject: Preparation for the Job Market

Training Path: PWT or TST

Topic: Work/Life Balance

Lesson Focus/Goals

- * The importance of work/life balance.

Materials Needed

- ✓ Time Budget Sheet

Learning Objectives

- Gains an understanding of the job market-
- Consider the impact of working conditions on their personal and work life

Structure/Activities

1. Tell students they have \$86,400.00 to spend any way 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.
2. Discuss why and how they spent the money the way they did.

I then tell them that 86,400 are the number of seconds we have each day and that as often as possible they should consider spending their time on things that are important to them and meaningful to their futures, as they did with their money. They can't get time back and if you don't use it well and productively (all day video gaming instead of going to your job, doing a school project, or even making an important phone call), then you lose that time.

Follow-Up:

- Have them fill out a time budget sheet for a week (168 hrs)
Includes: school, work, family, friends, activities, volunteering, travel time, eating, shopping, sleep etc.
- They reflect if each is a HAVE TO or WANT TO
- How much free time do they have left (if any) and what are they spending the rest of their time on.

Assessment

- Relevance of his/her thoughts on his/her future as a worker.

“Big Picture” Puzzle Challenge



Subject: Preparation for the Job Market

Training Path: PWT or TST

Topic: Planning

Lesson Focus/Goals

- * The importance of having a plan.

Materials Needed

- ✓ Puzzles (similar levels of difficulty)

Learning Objectives

- Carries out a sociovocational integration plan
- Use other resources to overcome difficulties encountered
 - Evaluate their plan
 - Examine the effectiveness of the means used and make the necessary adjustments
 - Exercise critical judgement when examining their experiences

Structure/Activities

1. Divide your group into teams.
2. Give each team a puzzle with similar level of difficulty. Don't give them the “Big Picture” of what it will look like when completed.
3. Push them to complete the puzzle as quickly as possible. Interrupt the process after about 3 minutes and ask, “What’s missing? What’s making this difficult?” Likely they will identify the absence of the completed “Big Picture” to use as a guide. Time their finishing times.
4. Switch puzzles clockwise to different groups, but you give them the big picture this time and ask them to complete the puzzle. Note the times again.

Follow-Up:

- Explain that having the perspective and clarity of the “Big Picture” helps one to plan weekly and day-to-day activities much more effectively. If NO “Big Picture” is available, then time is spent on urgencies, likes and what others want you to do.
- They fill out a target of: this year, 5 years, 10 years, or long term
- Targets (e.g., bullseyes), and what we would like the “Big Picture” to resemble
- Optional: bucket lists

Assessment

- Determination of the steps involved in the sociovocational integration plan.
- Management of his/her plan.
- Relevance of his/her reflections on his/her plan

Ace of Spades



Subject: Preparation for the Job Market

Training Path: PWT or TST

Topic: Organizational Skills and Time Management

Lesson Focus/Goals

- * The importance of organizational skill/time management

Materials Needed

- ✓ Two decks of playing cards

Learning Objectives

- Establishes his/her personal and occupational profile
- Describe what strategies they use and recognize why they are effective
 - Judge the appropriateness of these strategies to other work-related activities

Structure/Activities

1. Give one deck of cards to each volunteer and then have them race to find the Ace of Spades. What they don't know is that one deck is in order Ace – King, in the correct suits, and all facing the same direction. The other deck is all mixed up and some cards are facing forwards and some backwards making it a lot harder to find the Ace of Spades. They have fun racing, but usually the person with the mixed deck gets frustrated or complains that it's not fair.

Follow-Up:

In the left column, list their daytime routines from rise to rest.

- Discuss how being disorganized can slow you up starting from the morning until bedtime. List them on the board.
- What can be done ahead of time?
- What are some of the emotional and physical aspects of being disorganized? (Stress, anxiety, frustration, etc.)

Notes

It's fun and a good way to relate good organization skills to time management.

Assessment

- Appropriateness of his/her reflection on his/her profile.
- Coherent connections between his/her personal and occupational characteristics.

Time is Money



Subject: Preparation for the Job Market

Training Path: PWT or TST

Topic: Organizational Skills and Time Management

Lesson Focus/Goals

- * The importance of organizational skill/time management

Materials Needed

- ✓ Time is Money Handout

Learning Objectives

- Establishes his/her personal and occupational profile
- Describe what strategies they use and recognize why they are effective
 - Judge the appropriateness of these strategies to other work-related activities

Structure/Activities

1. Form student teams (minimum 2 groups).
2. Teams get 5 minutes to complete as many tasks as possible.

Follow-Up:

Reflect on the following questions:

How did you decide the order of tasks? Did you divide tasks? Which did you decide to do and why? Which did you not get to and why? What would have made this activity easier? Can you relate this to your life?

Notes

If you organize your time and delegate the tasks to team members, you can complete a lot of the tasks, if not all of them.

This shows students that they can delegate tasks and organize their time to be as efficient and effective as possible.

Assessment

- Appropriateness of his/her reflection on his/her profile.
- Coherent connections between his/her personal and occupational characteristics.



Time is Money Handout Created by Angela Croteau

Write your name on the side board.	5K	Write your name on the side board.	5K
Sing ABCs out loud as a group.	20K	Sing ABCs out loud as a group.	20K
Draw a picture of a lion.	10K	Draw a picture of a lion.	10K
Write 1-100	10K	Write 1-100	10K
Put all teammates standing in alphabetical order A-Z	10K	Put all teammates standing in alphabetical order A-Z	10K
Put all teammates standing in height order short to tall.	10K	Put all teammates standing in height order short to tall.	10K
Act like a chicken with noises.	10K	Act like a chicken with noises.	10K
Do the YMCA as a team.	20K	Do the YMCA as a team.	20K
Do 10 jumping jacks.	5K	Do 10 jumping jacks.	5K
Count out loud as a team from 20 to 1 (backwards)	20K	Count out loud as a team from 20 to 1 (backwards)	20K
Write all team member names down, shortest to longest name.	10K	Write all team member names down, shortest to longest name.	10K
Write all team member names down, youngest to oldest member.	10K	Write all team member names down, youngest to oldest member.	10K
Walk backwards around the classroom.	5K	Walk backwards around the classroom.	5K
Sing out loud and do Head, Shoulders, Knees and Toes song	10K	Sing out loud and do Head, Shoulders, Knees and Toes song	10K
Balance 3 books on your head and sit down.	5K	Balance 3 books on your head and sit down.	5K

3 Day Weekend To-Do List



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Training Path: PWT or TST

Topic: Organizational Skills and Time Management

Lesson Focus/Goals

- * The importance of organizational skill/time management

Materials Needed

- ✓ 3 Day weekend fact sheet

Learning Objectives

- Establishes his/her personal and occupational profile
- Describe what strategies they use and recognize why they are effective
 - Judge the appropriateness of these strategies to other work-related activities

Structure/Activities

1. Tell students that they have 3 days to complete their to-do list.

Hints:

Do the ones you HAVE to do first (Urgent)

- Then find out how long they will take and fill them in the chart on the appropriate day first.
- Then tackle the other tasks, remembering to check how long they will take as well.
- Cross off the tasks as you go.
- Do not take more than 8 hours on each day to complete the tasks.

Notes

Materials created by Angela Croteau

Assessment

- Appropriateness of his/her reflection on his/her profile.
- Coherent connections between his/her personal and occupational characteristics.



Here are some facts about tasks you should do on your weekend:

Task	How long task will take
You have no food in your house and your partner's parents are coming over for supper Sunday night.	Grocery Shop (2 hours)
You have an assignment to hand-in first period on Tuesday.	Assignment (2 hours)
Gym is closed Monday.	Gym (1 hour)
You have a Birthday party to go to Monday afternoon, but all stores are closed on Monday.	Buy Birthday Present and Card (1 hour)
The shirt you want to wear to supper on Sunday night is dirty.	Laundry (2 hours)
Your phone bill is due Monday.	Pay bills online (1 hour)
Karate sign-up date is Wednesday.	Sign-up for Karate (1 hour)
You need to take out cash to pay for your masks.	Go to bank (1 hour)
You have bird poop all over your windshield.	Car Wash (1 hour)
Your aunt's birthday is Saturday.	Call chatty aunt for birthday (2 hours)
Going sledding Sunday morning!	Replace old winter boots (1 hour)
Ripped a hole in the crotch of your only good uniform pants.	Sew holes and repair uniforms (1 hours)
You want to give your partner's mom flowers at dinner.	Pick up flowers (1 hour)
Your bathroom is quite dirty.	Clean bathroom (1 hour)
You ran out of your prescription on Friday.	Renew prescription (1 hour)
The lady that made your masks is away for the weekend and will only be back Monday.	Pick up customized masks (1 hour)
Your mom asked you to watch your younger siblings Saturday morning.	Help watch siblings (2 hours)
Your car's oil light is on.	Change Oil Car appt. (2 hours)



SATURDAY	SUNDAY	MONDAY

= 8 hours

= 8 hours

= 8 hours