



**OALCF Task Cover Sheet**

**Task Title:** Learning and Time Management Tracker - Part A

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes ___ No ___	
<b>Goal Path:</b> Employment ___ Apprenticeship ___ Secondary School ___ Post- Secondary ✓ Independence ___	
<b>Task Description:</b> In this activity, the learner will track their learning and time management for a week, reflect on their findings, and then create an optimized learning and time management plan.	
<b>Competency:</b> B: Communicate Ideas and Information C: Understand and Use Numbers E: Manage Learning	<b>Task Group(s):</b> B2: Write continuous text B3: Complete and create documents C2: Manage time C4: Manage data E2: n/a
<b>Level Indicators:</b> B2.1: Write brief texts to convey simple ideas and factual information B3.2a: Use layout to determine where to make entries in simple documents C2.1: Measure time and make simple comparisons and calculations C4.2: Make low-level inferences to organize, make summary calculations and represent data E.2: Set realistic short- and long-term goals, use a limited number of learning strategies, and monitor own learning	
<b>Performance Descriptors:</b> see chart on last page	
<b>Materials Required:</b> <ul style="list-style-type: none"> <li>• Task sheets and Practitioner Notes</li> <li>• <i>Learning and Time Management Tracker</i> sheets, <i>Weekly Averages Tracker</i>, and <i>Optimized Learning and Time Management Plan</i></li> <li>• Calculator</li> <li>• Pencil, pen, extra paper</li> </ul>	



### **Practitioner Notes**

This task has two separate parts, Part A and Part B. You must complete Part A before Part B. Part B is a follow-up task for Part A.

Provide the learner with seven copies of the tracker sheet, which is enough for one week. This activity provides the learner with an overview of their day-to-day activities, therefore, it is recommended that the learner input their hours at the end of each day.

Review the Daily Activity list on the Tracker sheet with the learner. The learner may require a detailed explanation of these activities. For example, the ‘Personal Care, Grooming’ section includes having a bath or shower, using the toilet, doing your hair, putting on makeup, and shaving.

Most experts say that we require 6-8 hours of sleep a night. Are you getting enough sleep? If not, what are some reasons why? This task will help the learner answer these questions.



**Task Title:** Learning and Time Management Tracker - Part A

**Learner Information and Task**

Managing your time lets you to stay organized and prioritize tasks. This will reduce stress and allow you to accomplish more in your day. Look at the Learning and Time Management Tracker.

- Task 1:** Record the amount of time you spent on each activity each day to the closest  $\frac{1}{2}$  hour (for example, 1 hour 30 min or 2 hours) on the Learning and Time Management Tracker.
- Task 2:** Calculate the total “Other” hours by subtracting the total of all activities from 24 hours.

To analyze your results for the week you will need to calculate a weekly average. Look at the Weekly Averages Tracker sheet.

- Task 3:** Copy your Percentage of Total Hours per Day onto the Weekly Averages Tracker sheet under the appropriate day(s) for each Daily Activity.
- Task 4:** Calculate the average time spent on each activity by totalling the percentages and dividing by 7 days, and then enter into the Weekly Averages Tracker.

Analyze your data. Now that you have completed your Weekly Averages Tracker sheet, examine each activity and determine where your time is spent.

- Task 5:** What is the average hours of sleep you get per night?
- Task 6:** What activities do you spend the most amount of time doing, aside from work or sleep?
- Task 7:** What is the average hours you spend on Studying, Reading, Writing, and Skills Improvement?
- Task 8:** Where can adjustments be made to your schedule to give you more time to devote to learning, skill development, reading, or writing?

Once you have analyzed your current use of time, you can reorganize the hours spent on various activities. Look at the Optimized Learning and Time Management Plan.

- Task 9:** In the optimized plan, enter the amount of time that you would like to devote to each daily activity.
- Task 10:** Enter the times of day you plan on performing each daily activity.
- Task 11:** Review your plan. What strategies can you employ going forward to realize your Optimized Learning and Time Management Plan?



**Task Title:** Learning and Time Management Tracker - Part A

**Learning and Time Management Tracker**

**Date:** \_\_\_\_\_

Daily Activity	Time Spent on Activity	Average Hours per Day	Percentage of Total Hours per Day
<b>Example: Studying, Reading, Writing, and Skills Improvement</b>	<b>2 hours 30 min</b>	<b>2.50</b>	<b><math>2.50 / 24 \text{ hours} \times 100 = 10.42\%</math> or 10%</b>
Studying, Reading, Writing, and Skills Improvement			
School, Classes			
Family Commitments			
Sleeping			
Personal Care, Grooming			
Meal Preparation, Cooking, Eating			
Exercise, Sports			
Socializing ( <i>with friends or family</i> )			
Relaxing, TV, Video Games, Surfing the Web ( <i>alone time</i> )			
Transportation (to school, work)			
Work (paid), Volunteer Work			
Other (remaining hours)			
	<b>Total: 24 Hours</b>		<b>100% of Day</b>

Adapted from: *Study Guides and Strategies*, <http://www.studygs.net/schedule/>



**Task Title:** Learning and Time Management Tracker - Part A

**Weekly Averages Tracker**    **Dates:** Monday \_\_\_\_\_ to Sunday \_\_\_\_\_

Daily Activity	Daily Percentages							Weekly Average %
	M	T	W	Th	Fr	Sa	Su	
<b>Example: Mon. Sept 15 - Sun. Sept 21 Studying, Reading, Writing, and Skills Improvement</b>	7%	9%	8%	8%	6%	10%	13%	(8.7%) 9%
Studying, Reading, Writing, and Skills Improvement								
School, Classes								
Family Commitments								
Sleeping								
Personal Care, Grooming								
Meal Preparation, Cooking, Eating								
Exercise, Sports								
Socializing ( <i>with friends or family</i> )								
Relaxing, TV, Video Games, Surfing the Web ( <i>alone time</i> )								
Transportation (to school, work)								
Work (paid), Volunteer Work								
Other (remaining hours)								



**Task Title:** Learning and Time Management Tracker - Part A

**Optimized Learning and Time Management Plan**    **Start Date:** \_\_\_\_\_

Daily Activity	Time to Spend on Activity	Time of Day
<b>Example: Studying, Reading, Writing and Skills Improvement</b>	<b>3 hours</b>	<b>3:00pm - 4:00pm + 8:00pm - 10:00pm</b>
Studying, Reading, Writing, and Skills Improvement		
School, Classes		
Family Commitments		
Sleeping		
Personal Care, Grooming		
Meal Preparation, Cooking, Eating		
Exercise, Sports		
Socializing ( <i>with friends or family</i> )		
Relaxing, TV, Video Games, Surfing the Web ( <i>alone time</i> )		
Transportation (to school, work)		
Work (paid), Volunteer Work		
Other (remaining hours)		
	<b>Total: 24 Hours</b>	

**Task Title:** Learning and Time Management Tracker - Part A

Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
B2.1	• writes simple texts to request, remind or inform			
	• demonstrates a limited understanding of sequence			
	• uses sentence structure, upper and lower case and basic punctuation			
	• uses highly familiar vocabulary			
B3.2a	• uses layout to determine where to make entries			
	• begins to make some inferences to decide what information is needed, where and how to enter the information			
	• follows instructions on documents			
C2.1	• adds, subtracts, multiplies and divides whole numbers and decimals			
	• understands chronological order			
	• understands and uses common date formats			
	• reads time on analog and digital clocks			
	• identifies and performs required operation			
	• represents dates and times using standard conventions			
	• chooses appropriate units of measurement (e.g. hours, minutes, seconds)			

	<ul style="list-style-type: none"> <li>interprets and represents time using whole numbers, decimals (e.g. .25, .5) and simple common fractions (e.g. ½, ¼ hour)</li> </ul>			
	<ul style="list-style-type: none"> <li>follows apparent steps to reach solutions</li> </ul>			
	<ul style="list-style-type: none"> <li>rounds to nearest minute or hour</li> </ul>			
	<ul style="list-style-type: none"> <li>uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)</li> </ul>			
C4.2	<ul style="list-style-type: none"> <li>calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers</li> </ul>			
	<ul style="list-style-type: none"> <li>makes estimates</li> </ul>			
	<ul style="list-style-type: none"> <li>calculates averages (mean) and percentages</li> </ul>			
	<ul style="list-style-type: none"> <li>identifies medians and modes</li> </ul>			
	<ul style="list-style-type: none"> <li>collects, organizes and represents data using simple tables and graphs</li> </ul>			
	<ul style="list-style-type: none"> <li>chooses and performs required operation(s); may make inferences to identify required operation(s)</li> </ul>			
	<ul style="list-style-type: none"> <li>selects appropriate steps to solutions</li> </ul>			
	<ul style="list-style-type: none"> <li>recognizes patterns and begins to identify trends in data (e.g. population, crime, demographic, inventory, injury)</li> </ul>			
	<ul style="list-style-type: none"> <li>uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)</li> </ul>			
E.2	<ul style="list-style-type: none"> <li>sets realistic short- and long-term goals</li> </ul>			
	<ul style="list-style-type: none"> <li>identifies steps required to achieve goals</li> </ul>			
	<ul style="list-style-type: none"> <li>monitors progress towards achieving goals</li> </ul>			
	<ul style="list-style-type: none"> <li>identifies barriers to achieving goals</li> </ul>			





Task prepared for the Project “Using Technology to Facilitate Connections between Literacy and the Broader Community” (2014)

	<ul style="list-style-type: none"><li>• begins to adjust goals, activities, and timelines to address obstacles to achieving goals</li></ul>			
	<ul style="list-style-type: none"><li>• monitors own learning</li></ul>			
	<ul style="list-style-type: none"><li>• begins to identify ways to improve performance</li></ul>			

**This task:** was successfully completed\_\_\_ needs to be tried again\_\_\_

<b>Learner Comments</b>

\_\_\_\_\_  
**Instructor (print)**

\_\_\_\_\_  
**Learner Signature**