Financial Wellness Curriculum

The Financial Wellness Curriculum provides students with information and financial tips for reducing personal debt and developing smart money management skills. The goal is to help students avoid defaulting on their student loan(s) and other obligations and, ultimately, plan for a lifetime of financial well-being.

The Financial Wellness Curriculum consists of several presentations that can be used individually or combined to cover a larger selection of topics. Ultimately, these presentations can be customized to meet the needs of your students, from freshmen to seniors.

Financial Wellness Curriculum Presentation Topics

1. Introduction to Financial Management
2. Understanding Financial Aid
3. The Budgeting Process
4. Time Management
5. Good Credit: Get It
6. Consolidation
Financial Wellness Curriculum: Time Management
Presenter’s Guide

This Financial Wellness Curriculum presentation called Time Management is designed for students in their 1st through 4th year of college. This presentation outlines the relevant information students need to understand to manage their time wisely and organize their day. This presentation also offers tips on staying motivated and overcoming procrastination. It is intended to stimulate audience participation and interaction.

Objective

- Teach students that effective time management allows them to be in control of their lives through planning and organization.

Using the Presenter’s Guide

In this Presenter’s Guide, you’ll find notes to accompany each topic, sample questions, activities to engage the audience, information about online resources, and available handouts. Take advantage of the slide transitions as you move through the PowerPoint.

This presentation will take approximately 45 minutes.

Materials Needed

- Flip chart or black board
- Internet access
- An LCD projector
- Printed copies of the Time Management Student Workbook
Title Page (Slide 1)

- Read the following aloud:
  - Time management enables you to be successful in school and still have time for all of the other things you want to do. It is as much a stress management tool as an organizer.
  - Time management is the process of planning the best way to achieve goals in the most effective and efficient means possible.
  - Many of you are probably procrastinators when it comes to completing school assignments. Learning to better manage your time will help you improve your study habits and find greater success in your schoolwork.
  - Time is a limited commodity; only you can decide on how best to spend it.

Slide Transition: Today we are going to share some of the tips and techniques that will help you de-stress your every day lives and maximize your time. Time management enables you to have a plan for each day, week, or month. Being organized and on schedule will help you to feel in control and relieve the stress that comes along with having a hectic and unorganized life.

Objectives (Slide 2)

- Review the topics that will be covered in this presentation.
- Explain there is not just one right way to manage time. However, it is important to identify time wasters and develop a plan to make good decisions about how to use time.

Slide Transition: The key to effective time management is literally being your own boss. By developing your time management skills, you enable yourself to make the most of your time and increase your efficiency.

Objectives (Slide 3)

- Review slide.

Activity

- Have students give some examples of how they feel about time, or lack of it. Have a volunteer record the responses.
  - Examples---
    - I’ll never get this all done. (Anxious)
    - There are never enough hours in the day. (Overwhelmed)
    - My friends want to go out, but I have a big test. (Stressed)
    - Everything is due today. (Rushed)
    - I don’t know where to start. (Frustrated)
Next have students give some examples of things they feel they don’t have enough time for or things they would do if they had more time.

- **Examples**---
  - Friends
  - Sleep
  - Social activities
  - School work
  - Volunteer

Point out that by having good time management skills, students can reduce the stressors listed and actually find more time for the things they want to do.

**Slide Transition:** Now that you have identified how you feel about time, can you identify which type of time manager you currently are?

**What Type of Time Manager Are You? (Slide 4)**

- Review slide
- Talk about time management types using the corresponding notes below:
  - **The Fireman**---You are so busy putting out fires that you have no time to deal with anything else---especially boring, mundane things such as time management. Tasks pile up around you while you rush from fire to fire all day.
  - **The Overcommitter**---All anyone has to do is ask, and you will chair another committee, take on another project, or organize yet another community event. You are so busy you don’t even have time to write down all the things you do!
  - **The Ostrich**---It’s not good to be too laid back, especially when it starts interfering with your ability to finish tasks. Getting to things when you get to them isn’t time management; it’s simple task avoidance.
  - **The Chatty Kathy**---You have astounding oral communication skills and can’t resist exercising them at every opportunity. Every interaction becomes a long, drawn out conversation---especially if there’s an unpleasant task dawning that you’d like to put off.
  - **The Perfectionist**---Exactitude is your watchword, and you feel that no rushed job can be a good job. Finishing tasks to your satisfaction is such a problem, you need more time zones, not just more time.

**Slide Transition:** You may find you change from one type to another throughout the day. Think about the different ways you currently manage or mismanage your time. Let’s identify some things that take up your time.

**How Do You Spend Your Time? (Slide 5)**

- Review slide.
Ask students if they can add additional ways they spend their time.

- **Examples**---Studying, watching TV, surfing the web, eating, getting ready, shopping, paying bills

Read the following aloud:

- Of the 168 hours available in a week, 84 hours are used up for the “basics,” including sleeping, eating, and commuting.
- It is not possible to create more time. However, if you plan to use time wisely, it will help cut down on the stress in life. Use the following analogy to understand time as a valuable resource---something that is very important and can never be replaced.

**Analogy**

Imagine you are in the desert with just one canteen of water. Think of time like a canteen full of water. Once you drink it all, it is gone forever.

Ask the class by a show of hands:

- How many of you will be thirsty immediately?
- How many of you will save most of it for later?
- How many will drink it all at once?
- How many will divide it up evenly so that you can enjoy it all day long and never feel thirsty?

**Slide Transition:** Just as you would divide your water to fit your individual needs, each of you divides your days differently. Let’s look at a typical day in the life of a college student.

**How Do You Spend Your Time? [Slide 6]**

**Day in the Life of a College Student**

- Review slide.
- Instruct students to keep the following in mind when they chart their time:
  - For every hour you spend in the classroom, spend 2 hours studying to reinforce what you learned.
  - Try to get 8 hours of sleep each night.
  - Always eat three meals a day.
  - Exercise 1 hour a day to stay in shape.
- Ask students how this compares to their average day.

**Activity**

The best way to manage your time is by accounting for every hour of the day and/or week and by knowing the amount of time it takes to accomplish your goals and tasks.

- Distribute the Time Management Student Workbook and have each student complete the exercise called “Day in the Life of a College Student.”
- Have students fill in estimated times spent on activities.
- Encourage students to track the actual time spent on these activities for an entire day.

**Slide Transition:** Everyone has only 24 hours in a day, yet it seems that some people have more than others. By setting goals and budgeting your time, you can get it all done and still have time to do the things you want to do. You need to understand what you want before you can make it happen. Let’s look at some sample goals.

**Set Goals (Slide 7)**

- Review slide.

- Read the following aloud:
  - A long-term goal is the objective or vision for the future. Usually it takes 1--5 years or possibly longer to accomplish. In this example, the immediate goals are intended to help achieve the long-term goals.
  - It’s well known that individuals who set goals and commit to them in writing will be inclined to follow through and accomplish their tasks.

- Instruct students to:
  - Map a plan to achieve your goals and outline what routes you must take to get from here to there.
  - Always keep long-term goals in sight.

- Explain again that students should write down their goals, add them to their computer screensaver, or post them on the fridge for a daily reminder.

**Activity**

- Have students do the exercise called “Setting Goals” in the Time Management Student Workbook. They should write a statement or two that describes exactly what their long-term goal is for the future.

- Next have them break it down into manageable tasks. What short-term goals (3 months to 1 year) and immediate goals (1--3 months) support their vision?

- Call on one or more students to share their goals with the class.

**Slide Transition:** Now that you know what you want, you need an organized plan to get there.

**Get Organized (Slide 8)**

- Review slide.

- Instruct students to:
- **Use a calendar or planner.** A calendar or planner should include class schedule, due dates, study time, social events, meetings, exercise time, and any other time necessary to achieve goals.

- **Create “to-do” lists.** To-do lists help maintain focus on what needs to get done so that more time is available to do the things you want to do. Try to spend 5--10 minutes each day planning activities with a daily to-do list. Start the day with it. Or, every evening, write a plan for the next day. It is important that you write your tasks down.

- **Use your syllabus.** Go over the syllabus as soon as you receive it. Make notes of all projects and tests in a calendar or planner so that upcoming assignments and exams will not be a surprise.

- **Use different colored binders or folders for each class.** Have you ever grabbed the wrong notes for class? Different colored binders will help you be prepared on those busy days when you are rushing to class.

Slide Transition: Remember, only you can manage your time, and you can always adjust your schedule. The first thing is to set your goals and get organized. Here are a few more tips to help you along the way.

**Get Organized (Slide 9)**

- Review slide.

- Instruct students to:
  - **Find the right time.** Many of you will find you work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, you should get your math work done during this productive time instead of waiting until late at night.
  - **Find the best space.** Keep the clutter at a minimum. If you have a messy desk, you will spend on average, 1.5 hours per day either being distracted by things in your view or looking for things. That’s 7.5 hours per week.
  - **Make time to take care of yourself.** Sleep is often an activity (or lack of activity) that students use as their time management “bank.” When you need a few extra hours for studying or socializing, you withdraw a few hours of sleep. Withdrawing too much makes the time you spend studying less effective because you will need a couple hours of clock time to get an hour of productive time.
    - College is more than studying. You need to have a social life, but remember not to let it be at the expense of individual goals, such as graduating college on time and ultimately working toward a good career.
  - **Multitask using the “twofer” method.** Many of you spend a lot of time waiting in lines---at the library check-out, waiting for the bus, waiting for the light to turn green at an intersection, buying tickets, and even waiting for the professor to arrive at class. Make the most of this time by using the “twofer” method.
    - Take a book to the laundromat to get laundry and studying done at the same time.
    - Record lectures and listen to them while performing other tasks like exercising.
  - **Don’t cram.** Review your notes every day. It will reinforce what you’ve learned, so you’ll need less time to study and will be ready if the professor calls on you or gives a pop quiz.
Prioritize (Slide 10)

- Review slide.
- Explain that students need to be realistic and evaluate how many goals they can actively pursue at one time.

Activity

- Have the class do the exercise called "Prioritizing" in the Time Management Student Workbook.
- Ask students to read the time management issue and write down their possible solutions.
- Ask for several volunteers to share their solutions with the class. Explain that there is no right or wrong answer. Everyone will attack the issue differently based on goals and personal priorities.

Example

In order to operate in a time efficient manner, you need to group your to-do list into tasks that can be accomplished while doing something else, or on the way to do something (the "twofer" method).

First, prioritize the list:

- Review taped lecture for test tomorrow.
- Go to library across town to get book needed for research paper.
- Go to the bank.
- Meet a friend for lunch.
- Cancel cable and electric because of upcoming move.
- Buy a card for Dad’s birthday.
- Call Mom.

Next, group items on the list using the "twofer" method.

Sample Solution

Call your friend and suggest meeting someplace close to the library for lunch. On your way to the library, listen to your taped lecture. Pick up the book at the library. Afterwards, head to the restaurant for lunch. Call the utility companies while you are waiting for your friend to arrive. After lunch, head over to the bank and the card store. If you have not finished listening to your lecture yet, continue listening on the way. Arrive to class a few minutes early, set your books down, and step outside to call Mom.

Wow, by organizing your to-do list, you can really get a lot done in 1 day!
accomplishment go hand and hand. Here are some helpful tips to assist you in making the most of your study time.

Study Tips (Slide 11)

➢ Review slide.
➢ Instruct students to:

  o Find the right place. Most likely, the right study place will be different for each of you. For many, the library is a good place to study. If there are reasons you choose not to use the library, try to find another location that provides a good study environment and is relatively free of distractions.

  o Use time in between classes. What do you do with your time in between classes? Do you use it wisely?
    ▪ Think about eating lunch, taking a study break, or reading a book for leisure---everyone needs some down time.
    ▪ Or use the time between classes to work on school assignments to allow more time to rest, relax, and enjoy the weekend.

  o Study difficult subjects first. Study subjects that are more of a challenge first, when you’re not so tired. Save subjects that are easier for later. When you are tired, it’s easier to find the motivation to study something you find enjoyable.

  o Study in shorter time blocks with short breaks between. This helps you avoid getting tired or bored and “wasting time.” This type of studying is efficient because while you are taking a break, your brain is still processing the information.
    ▪ Experts say studying should be done in 20-minute intervals. Cramming is not learning; it is only temporary memorization. Internalize information and cut your study time in half.

  o Avoid distractions. Try to avoid distractions by preventing them. This includes music, phone calls, friends, email, and instant messaging.

Activity
See the Distraction Activity Instructions located at the back of the Presenter’s Guide. Have the class do the exercise called “Time Management” on the last page of the Time Management Student Workbook. Give the class 2--5 minutes to complete the activity.

➢ Take note of how many students acknowledged the distractions.
➢ It is important to note the reaction of the class to the distractions.
➢ Here are a few questions to get the discussion going.

   o How many of you lost your train of thought?
   o How many of you felt agitated or frustrated?

Ask the class who was able to come up with the most words for TIME MANAGEMENT. Forty-nine possible answers are listed below.

<table>
<thead>
<tr>
<th>age</th>
<th>gate</th>
<th>main</th>
<th>men</th>
<th>net</th>
</tr>
</thead>
<tbody>
<tr>
<td>aim</td>
<td>gem</td>
<td>mama</td>
<td>met</td>
<td>taint</td>
</tr>
<tr>
<td>am</td>
<td>gent</td>
<td>man</td>
<td>mime</td>
<td>tame</td>
</tr>
</tbody>
</table>
Variations: Create your own distractions like dropping something, slamming the door, leaving the room for a few seconds, or talking to someone in the room.

Slide Transition: Now that the distractions are out of the way, you’re ready to get started---first thing tomorrow... or next Monday... or next semester. Don’t let procrastination be your stumbling block.

Avoid Procrastinating (Slide 12)

- Review slide.

- Instruct students to:
  
  - **Start small.** Break a larger task into small manageable pieces. For example, read two pages now and two pages later.
  
  - **Advertise your plans.** Let peer pressure work for you. “I told everyone I would study tonight.”
  
  - **Use the 10-minute plan.** Tell yourself you will work on something for just 10 minutes. You may find that you become involved enough to keep going.
  
  - **Use a study group.** Having a set time and study buddies that are counting on you to study can be habit forming.

- Read the following aloud:
  
  - In a survey of university students, 40% say procrastination is a major problem.
  
  - Experts believe that procrastination often emerges as a means of distancing oneself from stressful activities. For instance, people tend to spend more time on what they think is easy than on what they believe to be hard.
  
  - Stick to a schedule and don’t put tasks off until tomorrow. Doing so will only cause stress.
  
  - By having solid goals and a list of priorities, you will be less likely to procrastinate.

Slide Transition: We’ve just discussed how difficult it can be to start working, but keeping yourself motivated and moving forward is sometimes even more difficult.

Motivation Tips (Slide 13)

- Review slide.
Instruct students to:

- **Keep your goal in sight.** Knowing that each task will put you one step closer to your goal can be a great motivator.
- **Track your success.** Cross off each task completed. Small accomplishments feel great and can be just what you need to motivate yourself toward the next small accomplishment.
- **Reward your success.** Plan to reward yourself with a change of scenery or a social event after you complete an important task.
- **Breathe deeply and forcefully.** Oxygen is energizing.

Read the following aloud:

- Sometimes students just don’t feel motivated. Motivation isn’t a prerequisite to action; it is a result of it! Don’t stop and think about it, just do it.
- Oftentimes just the mere action of taking action... doing something... motivates you to do even more.
- Keeping oneself motivated and moving forward is sometimes one of the hardest things to do.

**Slide Transition: Recap.**

**Objectives (Slide 14)**

- Review slide.
- Ask for questions.
**Distraction Activity Instructions**

Cut out the distraction cards below. For every 10 students you will want to have at least three distractions. For example, if you expect 25 students, you should have eight distractions. Prior to class, select the appropriate number of workbooks and tape a distraction on the last page of each workbook.

During the class, you will instruct students to turn to the last page of the Time Management Student Workbook and follow the instructions. Give the class a time limit of 2--5 minutes to complete the activity.

<table>
<thead>
<tr>
<th>You have been secretly selected to be a distraction.</th>
<th>You have been secretly selected to be a distraction.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please hum.</strong></td>
<td><strong>Please walk out of the room, count to five, and come back in.</strong></td>
</tr>
<tr>
<td><strong>Please cough loudly.</strong></td>
<td><strong>Please tap your foot throughout this exercise.</strong></td>
</tr>
<tr>
<td><strong>Please tap your pencil or pen on your desk throughout this exercise.</strong></td>
<td><strong>Please ask a neighbor to borrow a pen or pencil.</strong></td>
</tr>
<tr>
<td><strong>Please walk out of the room, count to five, and come back in.</strong></td>
<td><strong>Please yawn loudly.</strong></td>
</tr>
<tr>
<td><strong>Please use your desk as a drum kit throughout this exercise.</strong></td>
<td><strong>Please drop something on the floor.</strong></td>
</tr>
</tbody>
</table>