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168 Hours: Where Are You?

Laura Timmerman

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168 Hours: Where Are You?

Laura Timmerman

HONORS PROJECT

Submitted to the University Honors Program
at Bowling Green State University in partial
fulfillment of the requirements for graduation with
UNIVERSITY HONORS

DATE: April 24, 2013

Dr. Laura Landry-Meyer Family & Consumer Sciences (Program Development) Advisor

Typed Name and Department

Joanne Sommers Family & Consumer Sciences (Health Promotion) Advisor

Typed Name and Department

Information Session Lesson Plan Template

Student Organization: Open to all

Event Type: Workshop

Concept or Topic to Teach: Time Management and Stress Reduction

Event Title: 168 Hours: Where Are You?

Event Length: 120 minutes

Session Goals (3-5):

What do you hope to accomplish from the perspective of the instructor/facilitator/client?

1. Have fun
2. Students will be able to identify the personal values that they hold.
3. Students will see where they are actually spending their time on a daily basis.
4. Students will be able to create a time management plan based on personal values.
5. Students will be able to identify how time management can reduce personal stress.
6. Students will learn stress reduction techniques

Learning Outcomes (3-5):

As a result of attending this information session participants will be able to...

1. Students will be able to identify the top five values they have in their lives.
2. After completing the daily time sheet, students will be able to list where they spent their time.
3. During the presentation, students will be able to create a time management plan based on personal values.
4. At the end of the presentation, students will identify at least one way effective time management can reduce personal stress.
5. After the presentation, students will be able to identify at least one stress management technique to practice in their own environment to help reduce stress.
6. Assess their weekly time commitments against the 168 hours a week.

Session Format:

This is a detailed account of what will happen, minute by minute, and includes descriptions of activities, who is responsible for that component, what supplies will be used, and any related processing questions.

1. Introduction:

- a. Play music as the students are walking in. Relaxing Spa Music Long Time Mix by Spavevo
<http://www.youtube.com/watch?v=Fe8Y40pWTH0>
- b. SLA or presenter will introduce themselves and what the SLA and CFL consists of. (2 minutes)
- c. Icebreaker (6 minutes)
 - i. Students will go around the room; introduce themselves, where they are from, what they are studying, things they are involved in, and one thing that each student did during the day and how much time was spent on that activity.
- d. Introduce the presentation and what will be covered (2 minutes)
 - i. Identify the values students hold
 - ii. Activity
 - iii. List what one did during the day and how much time was spent on each activity
 - iv. Set a plan for how they want to spend their days based upon their values
 - v. Show how managing time will reduce on personal stress

2. Step by Step Procedures for Activities including Time Allotment:

- a. Values identification (15 minutes)
 - i. Define a value. Ask the group to define what they feel is a value.
 - ii. Hand out worksheet and have students fill out (Values Identification Worksheet)
 1. Ask a few students to identify one of their top 3 values.
 - iii. Values are backbone of actions.

1. Always, Sometimes, Never Activity.
 - a. Have Always, Sometimes, Never signs hung up.
 - b. Begin by telling students this is an activity by choice and does not have to be done if one feels uncomfortable.
 - c. Ask students the questions one by one giving them enough time to think and move based upon their response and answer.
 2. Reflection
 - a. What did students think of the activity?
 - b. Did anything surprise you or make you think twice?
 - c. Ask students how the activity can correlate with their values.
- b. Time Management**
- i. Ask students what they spend the most time on? What do you do on a daily basis?
 - ii. Farooq (2010) states that, "Time is a nonrenewable resource and managing it is a frame of mind that takes discipline, commitment, and reordering of priorities".
 1. \$1000 activity.
 - a. Ask for 1-3 student volunteers.
 - b. Tell the students that they are given \$1000 and are to spend that money in 3 ways, but it must be spent. Ask where they will spend it and how much for each?
 - c. This helps to correlate the priorities one has with the commitment they have to a specific value. Spending the money is like how we spend our time.
 - d. Depending upon where we spend our time (or money) can show where our priorities lie. But we can always change them with more or less discipline.
 - i. Discipline such as scheduling social media time, turning off the phone when studying, working in the library rather than in the living room or dorm room.
 - iii. Hand out sheet (front with Time Management worksheet: A weekly tally. The back being an open schedule for the week)
 1. Fill out time sheet based upon how you spend your weeks now.
 2. Calculate the number of hours
 3. Discussion
 - a. What's your number of hours you're committed to?
 - b. Did you have a listed number of extra hours or are you over-committed? Under-committed?
 - c. How do you decide what loses or gets taken out of your day when you are over-committed?
 - i. How does that correlate with your values?
 - d. Did anyone see they had a lot of spare time, but still seem to be overwhelmed on a daily basis?
 - e. Do your actions you listed correlate with the five top values you identified?
 - f. Is there anything you would like to see differently?
 4. Handout. (Back of worksheet)
 - a. If there is something you would like to see differently or know you need to do something different, here's your chance to start a change.
 - b. Take the sheet with you and take the time to fill out the time sheet based upon how you would like to see your time spent based upon what you need to do (school, work, organizations, etc.) and what you would like to do (workout, hobbies, spending time with friends, etc.)
 - c. Handout the tips
 - i. Tell students they can read through the tips to remember what is needed for an efficient time management schedule.

3. Plan for Independent Practice:

- a. Have students take the time sheet back with them to continue filling in to help them stay on track.

4. Adjustment for Varying Degrees of Cognitive Level:

- a. With more advanced cognitive level:
 - i. Discussion questions:
 1. What are some ways in which you have tried to apply time management to your lifestyle?
 2. Discuss with a few people how having a planned day can help or hurt you.
 3. How are you going to plan on applying a time schedule to your lifestyle?
 4. Compare and Contrast pros and cons of time managed.
 - a. Remember this question when you have used a schedule versus when you have not used a schedule and how it worked for you in both ways.

5. Possible Connections to Other Subjects:

- a. One can connect this to tension management, stress management, time management, or other relaxation classes.
- b. This can also be connected towards work out classes.

6. Closure/Reflection/Lesson Learned/Commitment:

- a. I hope you learned something today.
 - i. Having a schedule, according to research, is beneficial in a number of ways.
 1. Reduce on stress
 2. Keep up with work or things to do
 - a. Procrastination
 3. Self-discipline
 4. Coping strategies
 - ii. Please fill out the evaluation form and turn it into the back of the room when completed.

7. Outcomes Assessment (attach if applicable):

Presenters: SLAs

Supplies: Worksheets: Values, a weekly tally of time, weekly time schedule, master calendar tips, Powerpoint, Always, Sometimes, Never signs, tape

Take Away Item: Values worksheet, Weekly time schedule, Master Calendar tips.

Room Set-Up: N/A

A/V Needs: Yes: computer, Projector, Screen

Always, Sometimes, Never**Based upon some research from Annotated Bibliography**

1. I feel stressed.
2. I value my time.
3. I manage my time well.
4. I understand what it means to manage my time.
5. I spend at least an hour or two on some type of social media a day.
6. I spend any extra time on some type of technology.
7. I have to reply to a text or phone call as soon as I get one.
8. I wait until the day before or day of to finish a paper or project.
9. I go to a place with little distractions when I need to study or do homework.
10. I am willing to attend office hours if I do not understand an assignment or project.
11. I know what I need to do in order to relax.
12. I have positive coping strategies in regards to stress.
13. When I am over-committed, I tend to cut out hanging out with friends.
14. I fear failure.
15. I utilize time between classes.

16. I pick hanging out with friends rather than finishing an assignment for class due in a few days.

Time Management Workshop

A Weekly Tally

ACTIVITY:	TIME NEEDED PER DAY:	TIME NEEDED PER WEEK:
Credit Hours this Semester		
Study Hours		
Sleep/Naps		
Meals		
Hygiene (showering, doing hair/makeup, etc.)		
De-Stress Activities (exercise, reading, TV, video games, hobbies, etc.)		
Communication Activities (personal phone calls, e-mailing, text messaging, etc.)		
Work/Volunteering		
Regularly Scheduled Activities (church, lessons, meetings, sports, etc.)		
Commute/Travel Time		
Family Commitments		
Friend Commitments		
Household Duties & Errands (mowing the lawn, laundry, grocery shopping, etc.)		

1X7	7
2X7	14
3X7	21
4X7	28
5X7	35
6X7	42
7X7	49
8X7	56
9X7	63
10X7	70
11X7	77
12X7	84
13X7	91
14X7	98

Find Your Number

Total Number of Hours You Use in a Week:

Number of Hours in a Week:

_____ 168 _____

How Did you Do??

Under 168 Hours: You appear to have EXTRA TIME

OR

Over 168 Hours: You appear to be OVER-COMMITTED

You have 168 hours per week to utilize wisely or waste –the choice is yours!

TIME MANAGEMENT

Creating a Mast Schedule

Step 1: Learn what a master schedule is.

- What is a master schedule?
It is a type of schedule that reflects fixed and flexible events. It can be created just once a semester or can be done at the start of each new week. With this visual guide, you can devise any type of game plan that is do-able for YOU!
- Why should I schedule my time?
Students who intentionally map out their days usually have numerous commitments to juggle, and they want to maximize their time so as not to “give up” anything. Plus, a schedule helps to minimize decision-making on “what should I be doing right now?” –the result can lower stress and anxiety. Who doesn’t want that?!
- Where do I start?
A master schedule should include fixed priorities –which vary from person to person –as well as flexibility. A suggested format for the attachment blank grid is as follows:

Step 2: Fixed Times

Fixed times are those times that don’t generally change. Fill in...

- All regularly scheduled class and lab times.
- All regularly schedule work or volunteer times.
- All regularly scheduled activities (meetings, study groups, sports practice, piano lessons, church, etc.)
- Times for sleeping, eating, and personal hygiene (breakfast, lunch, dinner, shower, doing hair).
- Commute times to and from the above activities.

**If you are a parent, remember to schedule in your children’s activities.

Step 3: Flex Times

Flex times are those times that are not set in stone but more relaxed. Fill in...

- One important “fun for me” activity for the week (hobbies, reading, watching television or movies, etc)
- Time for pre-class and post-class mini-reviews (10-30 minutes each)
- Time for exercise & “de-stress” activities at least several times a week.
- Blocks for general study.
- Blocks for household duties & errands (vacuuming, dusting, grocery shopping, going to the bank, etc.)
- Leave open blocks for the “un-expected” (and use for extra studying when needed –like midterms and finals)
- And finally...times for a few more “fun for me” activities!

Final Tips:

- Maintaining a schedule is not a matter of “will power” but developing a positive and productive life-long habit.
- Exceptions to your schedule will occur, but afterwards, return to the plan.
- Make several copies of your schedule and place in visible areas.
- Don’t neglect the importance of weekend time.
- Try the “two-fer” approach by combining activities when possible –studying while you are doing laundry.
- Share or divide duties with other family members in order to free up extra time in your master schedule.
- When determining study time, figure 2 hours per credit each week.
- To keep motivated, remember your short and long term goals.
- Overestimate the time you need to complete a task in order to avoid stress later on.
- Break large, daunting tasks into smaller, manageable mini-tasks.
- Identify your times of peak energy and tackle the “toughies” when you are at your best.
- Try to study on campus in order to maximize your resources.
- Tell others about the importance of your plan –easier to say NO.
- Take care of yourself to keep up your energy and a positive attitude.
- Determine and minimize your distractions (Social media, people, etc.)
- Always have a book or flash cards with you.
- Don’t hit snooze on your alarm.
- If you aren’t sure where to begin, keep track of your activities on a blank grid for 1 week.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
12:00 AM							
1:00 AM							
2:00 AM							
3:00 AM							
4:00 AM							
5:00 AM							
6:00 AM							
7:00 AM							
8:00 AM							
9:00 AM							
10:00 AM							
11:00 AM							
12:00 PM							
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							
6:00 PM							
7:00 PM							
8:00 PM							
9:00 PM							
10:00 PM							
11:00 PM							

Pre-Survey

168 Hours: Where Are You?

To help us evaluate the time management seminar, please rate the following questions on a scale of 1-5.

5 = Strongly Agree 4 = Agree 3 = Neutral 2=Disagree 1=Strongly Disagree

- | | | | | | |
|----|--|---|---|---|---|
| 1. | I can identify my top three values. | | | | |
| 5 | | 4 | 3 | 2 | 1 |
| 2. | I am confident in my time management skills. | | | | |
| 5 | | 4 | 3 | 2 | 1 |
| 3. | In a majority of the time every day, I participate in activities that are related to my most important values. | | | | |
| 5 | | 4 | 3 | 2 | 1 |
| 4. | I am able to keep up with my commitments. | | | | |
| 5 | | 4 | 3 | 2 | 1 |
| 5. | I can handle my stress efficiently. | | | | |
| 5 | | 4 | 3 | 2 | 1 |
| 6. | I have gathered a relaxing technique that works for me. | | | | |
| 5 | | 4 | 3 | 2 | 1 |

Post-Survey

168 Hours: Where Are You?

To help us evaluate the time management seminar, please rate the following questions on a scale of 1-5.

5 = Strongly Agree 4 = Agree 3 = Neutral 2=Disagree 1=Strongly Disagree

1. I am able to identify the top three values I hold.

5 4 3 2 1

List the top three values _____

2. I understand how my values can correlate with the way I spend my time.

5 4 3 2 1

3. I can identify at least one way in which a lack of time management can relate to personal stress.

5 4 3 2 1

4. I can identify at least one stress management technique that I can use in my own environment.

5 4 3 2 1

List the technique you plan to utilize _____

5. I feel more confident in handling my stress efficiently.

5 4 3 2 1

6. I am more knowledgeable in the importance of time management skills.

5 4 3 2 1

What was the most helpful part of the workshop?

What would you suggest to improve the workshop?

Do you believe the handouts were helpful?

Facilitator Evaluation

The facilitator was engaging.

Strongly Agree Agree Neutral Disagree Strongly Disagree

The facilitator was knowledgeable about the topic.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I would recommend this facilitator present again.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I would recommend this topic as a future workshop.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Please Provide Any Other Comments or suggestions below.

When completed, you may turn the evaluations into the instructor on your way out by the door.

Thank you for your participation and attendance!!

168 HOURS: WHERE ARE YOU?

Laura Timmerman
Honors Project
Student Leadership Assistant

<http://www.youtube.com/watch?v=Fe8Y40pWTH0>

INTRODUCTIONS

- *State your name*
- *Where you're from*
- *What you're studying*
- *What you're involved with on campus*
- *Something you did during the day, and how long you spent on that activity*

PROGRAM OVERVIEW

- *Identify values*
- *Activity!*
- *List what you did during the day*
- *List time spent on each activity*
- *Set a daily activity plan*
- *Managing time vs. Stress*


DEFINITION: VALUES

- *Of relative worth, merit, or importance.*
- *The worth of something in terms of the amount of other things for which it can be exchanged*
 - *According to Dictionary.com*
- *What would you consider a definition of value?*



VALUES WORKSHEET!

*VALUES ARE THE BACKBONE
TO WHAT WE DO OR HOW WE
ACT.*

- *Activity!*
 - *Always, Sometimes, Never.*
 - *Activity by choice.*
 - *No mandatory participation, but recommended.*
 - *Reflection*
- 

- *Farooq (2010) states that, “Time is a nonrenewable resource and managing it is a frame of mind that takes **discipline, commitment, and reordering of priorities**”.*

VALUES ARE THE BACKBONE TO WHAT WE DO OR HOW WE ACT.

- *What do you do on a daily basis?*
- *Handout*
 - *Identify how you spend your time now.*
 - *Does that correlate with your values?*
 - *Is there anything you would like to see differently?*

YOU HAVE 168 HOURS
PER WEEK TO USE WISELY
OR WASTE.

WHICH WILL
YOU CHOOSE?

MANAGED TIME = LESS STRESS

- *Are you Over Committed?*
- *Are You Under-Committed?*
- *How do you decide what loses during the day?*
 - *Correlated with values?*
- *Do your actions correlate with your top values?*
- *Anything you'd like to see differently?*

MANAGED TIME = LESS STRESS

- *Study by Wei-Ching Wang*
 - *States there was “a positive relationship [in quality of life] if time was being managed”*

 - *Video:*
<http://www.youtube.com/watch?v=s93ywqFa6CM>

- *What do you think about it?*
- *What can you take away from the video?*

- *The goal is for you to take away tips for you to become a healthier person.*

FIND WHAT WORKS FOR YOU.

- *There are many ways in which you can maximize your time in order to reduce stressful situations later on.*
 - *Managing your time*
 - *Find a place you can study and get the most accomplished*
 - *Find someone to assist you in staying on track*
 - *Break up larger projects into small assignments*
 - *Have pre-made meals frozen and ready to go*
 - *Study in between classes or in the hallway waiting on classrooms to open, etc.*

A FEW RELAXATION TECHNIQUES

- *Coping Skills*
 - <http://cmhc.utexas.edu/stressrecess/how.html>
- *Meditation*
 - <http://www.mayoclinic.com/health/meditation/HQ01070>
- *Visualization Guided Imagery*
 - <http://www.youtube.com/watch?v=4BLlbnwMVto>
- *Deep Breathing*
 - http://www.cmhc.utexas.edu/stressrecess/Level_Two/breathing.html
- *Working Out*
- *Many, Many more!*

QUESTIONS??

THANK YOU FOR COMING!!

- *Laura Timmerman*
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- *Center for Leadership*
 - 301 BTSU
 - leadership@bgsu.edu
 - 419-372-9623



Annotated Bibliography

Farooq, S. (2010). Enhancing productivity and efficiency with time management. *European Journal of Scientific Research*, 43: 252-255.

This article begins with explaining that time is a nonrenewable resource and that managing it is a frame of mind that takes discipline, commitment, and reordering of priorities. Being able to manage time “provides the discretionary time in which the manager can find those solution, plan[s] for the future, and assess overall progress.” The authors noted that there are five different major areas needed to be accepted and worked on in which it becomes crucial to improve one’s managing of time which include: “the realization that the way we spend our time is largely habitual in nature, that setting personal goal is crucial to proper time management, priorities must be categorized and evaluated, proper communications are essential to good use of time, and procrastination which is probably the largest obstacle to time management.” One can first begin by figuring out how they currently spend their time; by making a list of the things one does for a week and the time spent on each task, they can clarify where their time is being spent. Then set goals about how you would like your time to be spent along with the time you plan to spend on each task. Prioritizing the tasks is also important because one can clarify the actions which need to be done first and which is of more importance. Having organization can also be a factor because this lets up on extra time trying to find specific things. Learning effective communication can decrease time spent in trying to find clarity in the tasks or projects. Finally, learning how to avoid procrastination by finishing the unpleasant tasks first, breaking difficult projects up into smaller steps, and making a decision by gathering all the information you can an go with the decision and dealing with possible problems as they arise.

Hanson, T. (2011). Cell phones, text messaging, and facebook: competing time demands of today’s college students. *College Teaching*, 59: 23-30. DOI: 10.1080/87567555.2010.489078

The current generation of college students grew up with technology at their fingertips and because of the early use of computers; they have brought the way of life into their college life. Many students believe they can multi-task when entering the college atmosphere. They also tend to use the internet or do more social media networking rather than working on homework assignments. Students stated that the most amount of personal time is spent communicating somehow, either face-to-face, over the phone, texting or through the internet. There are a few ways in which the professors can adapt to the different type of generation in order to help with the studying of the students as well. If there becomes more of a focus on the social interaction for studying, there might be benefits for the students. During this study, students were given diaries to specifically state the ways in which they spend their time in conclusion, a significant amount of it was spent in communication and technology with less focused on their academic work. There is increased difficulties in balancing the things college students need to do with what they would want to do.

Iglesias, S. (2005). A study on the effectiveness of a stress management programme for college students. *Pharmacy Education*, 5: 27-31.

It was stated that stress can interfere with learning and this study looked into the number and types of academic stressors, the extent that the students were stressed, and the degree to the academic skills and motivation to participate in a stress reduction programme. The type of belief in regards to the amount of studying, type of grade

needed to be a professional, fun or leisure, and control in one's life would increase or decrease the amount of stress in a student's life. Those that admitted and showed that they had high levels of stress were more willing to participate in a program and those that did were more likely to know techniques in how to reduce stress on a daily basis.

Ji, Hong. (2011). Research on college students' stresses and coping strategies. *Asian Social Sciences*, 7: 30-34. DOI: 10.5539/ass.v7n10p30

There are many stress factors within the lives of college students, and this article focuses on four various sources of these stresses. These stresses can be influenced by mental or physical stress, personal or social environmental stress, occupational and study stress but include stress from study conditions, employment situations, economic conditions, and personal factors. There are things listed with what college students and professors can do to lessen the amount of stress students are faced with on a daily basis.

Meer, J. (2010). 'It's almost a mindset that teachers need to change': first-year students' need to be inducted to time management. *Studies in Higher Education*, 35: 777-791.

Students entering higher education face many challenges as it is a big step to face. One of the challenges includes effective time management and self-study skills. There was a conclusion from the study that not much was known of the expectation for the students going into their college education. It was shown that it became difficult for these students to understand that there were different expectations for them as a college student. These new demands included the amount of independent study that was required, more independence and lack of assistance, and a lack of understanding time management skills. Through the questionnaires, many students did realize the difference in high school and college teaching, but many became confused by the lack of specific communication from the professors or the lack of understanding how to manage time during the day or between classes.

Ozer, B. (2009). Exploring academic procrastination among Turkish students: possible gender differences in prevalence and reasons. *The Journal of Social Psychology*, 149: 241-257.

There was obvious procrastination within specific schools and years students were in school. For this reason, these researchers wanted to look into the procrastination settings and determine if there is a difference within the gender of the student or the year they are in college. Following this study, academic advisors or faculty would be able to determine the students that should be targeted in response towards procrastination. Males tend to procrastinate more but females tended to in regards to fear of failure or laziness. The study concluded that more than half of students procrastinate nearly always or always when doing work for classes.

Seo, E. (2012). Cramming, active procrastination, and academic achievement. *Social Behavior and Personality*, 40: 1333-1340.

The study focused on the differences between active procrastinators and passive procrastinators. Passive procrastinators tend to wait until the last minute because they are unable to make the time to act in a timely manner. Active procrastinators on the other hand, intentionally leave work until the last minute so they change their schedule at

the time right before it is due. They had looked into how the active procrastinators correlated with the academic excellence, and how long before an exam these students began studying. And also the study looked into the correlation between active procrastinators and passive procrastinators. The results showed that “active procrastinators are at their best under extreme cramming circumstances.” This study along with one mentioned, says that there is an alternative view to procrastination because there is a type of procrastination that can have a positive outcome with their achievement.

Wang, W. (2011). Free time management contributes to better quality of life: a study of undergraduate students in Taiwan. *J Happiness Stud*, 12: 561-573. DOI: 10.1007/s10902-010-9217-7

Through the studying done in this piece, it was concluded that the way one spends their free time or the amount of free time they have, has a positive correlation with their quality of life. Having no plans for free time, though, can cause further problems and can make the person feel bored, cause a more sedentary lifestyle, and a feeling of being rushed to get things done due to the lack of time organization. Undergraduate students are the one group of people that tend to have the most autonomy in deciding how to spend their larger amount of free time. In being able to make good decisions during one's free time with leisure activities, it helps to improve the quality of life through physical and mental health in adolescents. With the factors of free time and management along with quality of life, the study showed there was a positive relationship if time was being managed. There were many students through this study that stated they were unsure how to manage their time, so the researchers recommended there be educational opportunities through the government, leisure services organizations, and campuses which will hopefully help students feel a better quality of life.