
UNIT: MANAGEMENT

TOPIC: Management
TIMELINE: 3-4 days

OBJECTIVES:

1. Discuss basic information concerning the resources of time, energy and money.
 2. Apply principles of management in each area.
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MOTIVATOR/INTRODUCTION:

RESOURCES--Display a variety of items such as thread, a library book, a bus pass, a calculator, baseball cards, scissors, sheet music, a basketball, a camera, a dollar bill, a watch, an encyclopedia, food, etc. Ask which type of resource each object represents, then categorize each as to whether it is human or non-human.

INFORMATION:

RESOURCES:

1. **RESOURCES**--Define the term resources (what you have or what you can use to achieve your goals). There are two categories of resources, human and non-human. As a class, list the resources they can identify under each category. For example:

HUMAN	NON-HUMAN
time	money
energy	equipment
interests	clothing
skills	transportation
abilities	food
talents	community facilities
knowledge	
community people	

TIME:

2. **TIME SCHEDULES**--Some people do not want to follow time schedules because they feel that they bind and limit them. Actually, following a time schedule makes you free. By using it wisely, you become the master, rather than the victim of your work. As a class, list the advantages of having a time schedule. Some examples are: you do not spend time thinking what to do next, you do not waste time on projects that are not really important, you can accomplish more, it helps you achieve your goals, etc.
3. **TIME MANAGEMENT TECHNIQUES**--Present various techniques for managing time to the class:
 - A. Monthly calendar
 - B. To Do lists
 - C. Work toward a goal
 - D. Group similar activities together
 - E. Reward difficult tasks with fun tasks
 - F. Dovetail--combine two tasks together when possible
 - G. Avoid interruptions

MANAGEMENT OVERVIEW CONTINUED

4. **PROCRASTINATION**--Discuss the devastating effects that procrastination can have. For example, what if you postpone studying for a test? What if your parents postpone balancing their checkbook, etc.? Have students share personal experiences involving the results of procrastination.
5. **ENERGY**--Energy is the power or ability to accomplish your goals and tasks. It is influenced by your strength, endurance, and mental state. Unlike time, not everyone's energy is equal. Not everyone has the same amount of energy each day. Some people are morning people and are very alert and energetic early in the morning. Other people are night people and seem to accomplish much more during the evening hours. What is your own personal energy cycle? In scheduling your jobs, you should schedule difficult tasks requiring more energy and brain-power during your peak energy periods. Your attitude toward the task to be accomplished will also influence your energy level. Have you ever been too tired to do homework, but not too tired to enjoy a sport with a friend? We seem to have more energy for activities that we enjoy. You can improve your energy level by improving your general health. Have you ever noticed that when you have a cold or do not feel well, that you do not have much energy? To remain in optimum health, it is important to eat nutritiously and wisely, avoid harmful substances, get plenty of rest at night, and exercise regularly. If you do these things, they will allow you to have maximum energy.
6. **WORK SIMPLIFICATION**--Work simplification means to find the easiest, fastest and simplest means of accomplishing a task. These steps can be taken to simplify tasks:
 - A. Analyze the job you have to do. Think about each individual step in the task and analyze its importance. Could it be omitted? Could it be combined with another task to be more efficient?
 - B. Avoid unnecessary motions. Make each motion count, and avoid any unnecessary motions. If you have several items to carry, use a box or basket to avoid needless trips.
 - C. Organize your space so that necessary items are readily accessible and easy to see. Store items where they are most frequently needed. Use containers to organize storage areas, drawers and shelves. Place the most frequently used items at eye level where they can easily be seen.
 - D. Use the most efficient tool or utensil for the job.
7. **BUDGETS**
 - A. Define budget (a spending plan). Explain to the class that managing money is a skill that needs to be developed. Have the class list the advantages of budgeting (to meet your needs, to save for wants, prevents wasting money).
 - B. Have the class define income (the amount of money available to spend or save). Discuss where the students get their income. As a class, brainstorm ways for them to earn extra income.
 - C. Define expenses (the cost of goods or services on which we spend our money). Explain the difference between flexible and fixed expenses. Have each student list his/her expenses and classify them as fixed or flexible.

GUEST SPEAKERS:

1. **COMMUNITY RESOURCES**--Have guest speakers from community resources come and talk to the class about the services they provide. They should explain the benefits of their organizations to the community and any costs involved with the service they provide.
2. **FINANCIAL EXPERT**--Invite a guest speaker to discuss budgeting with the class. This speaker could be a banker, financial planner, 4-H specialist, or someone you know is good with budgeting money.
3. **HEALTH CONCERNS**--Invite a nutrition specialist or physical therapist to come speak to the class about how caring for your body correctly can increase your energy level.
4. **MANAGEMENT SKILLS**--Invite a parent with good management skills to come discuss how he/she accomplishes the many tasks that are required each day.

INDIVIDUALIZED ACTIVITIES:

1. **NON-HUMAN RESOURCES**--Students will select one non-human resource that is important to them and write an essay on how this resource improves his/her lifestyle. (see page 7)
2. **UTILIZING RESOURCES**--Students will select a resource available to them which they could better utilize and write a short paper on how they plan to accomplish this. (see page 8)
3. **TIME RECORD**--Students will keep a record of everything they do for 24 hours, then categorize activities as explained on the worksheet. (see page 9)
4. **MONTHLY CALENDAR**--Students will keep a monthly calendar and then evaluate the results of its usefulness. (see page 10)
5. **TO DO**--Students will keep a to do list for one week, prioritizing the jobs for each day, then evaluate its usefulness. (see page 11)
6. **ADVERTISING**--The teacher will prepare a display of ten different advertisements that appeal to students. The students will evaluate the advertisements. (see page 12)
7. **BUDGETING**--Students will keep a record of the money they receive and how they manage it (spend or save) for two weeks. (see page 13)
8. **PURCHASES**--Students will identify the last five items they purchased. They will evaluate if the purchase was necessary. (see page 14)

MANAGEMENT OVERVIEW CONTINUED

9. SAVING MONEY--Students will list ideas for saving money. (see page 15)
10. CLICHÉS--Students will write an essay explaining their feelings regarding a cliché about money. (see page 16)

GROUP ACTIVITIES:

1. CASE STUDIES--Have students respond to the following case studies:
 - A. Janet had planned to clean and organize her bedroom after the football game on Wednesday night. As she began her work, Marcy called her on the telephone to chat. What does Janet need to do in order to be successful at her task? How can she tactfully tell Marcy that she cannot talk to her?
 - B. Chad knows that he has a long to-do list and that he needs to work quickly in order to accomplish everything. However, three of Chad's favorite television programs are on tonight and he just cannot seem to pull himself away from the television. What is the problem? What can Chad do to deal with this problem? What advice would you give Chad?
 - C. Todd played basketball after school with his friends, then went to the mall and out for a hamburger. When he arrived home he was tired, so he relaxed in front of the television for an hour. At nine o'clock that night Todd was just beginning his math assignments and a history report. The math assignments took longer than Todd had anticipated and he discovered that he did not have the time or the energy to write his history report. What is the real problem? What does Todd need to do differently in the future? What advice would you give Todd concerning time management?
2. UNWISE PURCHASES--Bring an example of a purchase which you have made, but did not really want or do not use. Show it to the class and tell them about your experience. Have the class share examples of purchases they have made that they did not need or want. Discuss the reasons that the items were purchased, and how the unwise purchase could have been avoided. Discuss how advertising influences the purchases we make.
3. TYPES OF STORES--Discuss the various types of stores that are available in your community (include flea markets, garage sales, thrift stores and consignment shops). Bring one or two items purchased from the latter and discuss the amount of money saved and your satisfaction with the item.

MANAGEMENT OVERVIEW CONTINUED

4. **WASTED MONEY**--As a class, discuss the amount of money that is wasted through loss and carelessness. Bring items from the school lost and found to class. Estimate the value of each item. Discuss the importance of caring properly for items which we now have. If possible, bring an example of an item which was not cared for properly and as a result must be replaced. Have them estimate their family loses each year because of improper care of items. This would also be a good time to talk about waste. Bring a food item to snack on while you are talking. After eating a few bites, tell the class that you are full and throw the rest of the food in the wastebasket. Then discuss more appropriate ways of dealing with leftover food. Discuss ways that they could help their families save money by avoiding unnecessary waste. Have students write short essays discussing how loss, carelessness, waste and improper care of items costs money. Have them include any personal experiences which they may have had.
5. **SAVING MONEY**--As a class, brainstorm ways to save money individually, at home, and at school.
6. **COMMUNITY RESOURCES**-- Divide the class into small groups. They should have a contest to see which group can list the most community resources.
7. **PUBLIC SERVICE MESSAGES**--Divide the class into small groups to prepare two-minute public service messages. The messages should educate others about managing resources, time or money. The messages may be done as skits, videotapes, or cassette recordings.
8. **DOVETAILING**--Divide the class into small groups to brainstorm jobs that can be dovetailed.
9. **SAVING TIME**--In small groups, have the students make a list of tips for saving time.
10. **HOW SHALL WE SPEND THE MONEY?**--Divide the class into small groups. Each group is to plan a skit about two different teenagers who were each given \$100.00. How did each teenager use the money?
11. **WORK SIMPLIFICATION SKITS**--Have students work in small groups and prepare two skits to present to the class. The first skit should be a teenager completing a task not using work simplification techniques. The second skit should be the same task, only utilizing work simplification techniques.
12. **PRICE COMPARISONS**--In small groups, have the students prepare a list of the ten most commonly used items the group purchases. Assign each student to go to a different store and find the prices of all ten items. As a group, compile the lists on the chalkboard and compare the prices of the items. Students should complete the questions on the worksheet. (see page 17)

MANAGEMENT OVERVIEW CONTINUED

CHALLENGE PROJECTS:

1. **MANAGEMENT GOALS**--Students will select a goal in each of the three management areas and make specific plans to achieve each goal. (see page 18)
2. **FAMILY CALENDAR**--Students will make a family calendar to correlate all family activities for the month. (see page 19)
3. **STORE VISIT**--Students will visit stores they have not visited before and complete the accompanying worksheet. (see page 20)
4. **PURCHASING GOAL**--Students will identify an item they would like to purchase then make a savings plan to help them reach their goal. (see page 21)
5. **WORK SIMPLIFICATION**--Students will analyze their daily routines and apply work simplification techniques to be more efficient. (see page 22)

SUMMARY:

The management of personal resources is most useful in making one's life successful and happy.

RESOURCES:
