

# Module 2

## Self-Management

Self-management means taking responsibility for your own behaviour and well-being.

In this module you will look at improving how you organise yourself for school and other activities.

Good self-management will allow you to prioritise, set goals, deal with setbacks and develop emotional awareness. It will help you become confident, adaptable and able to work independently – all important life skills.

The key areas are:

- 1 Organising yourself
- 2 Organising your work at home and at school
- 3 Goal setting
- 4 How to achieve balance in your life



# 1. Organising yourself



## Comparison

Sometimes it is easier to look at how organised other people are before you look at how organised you are yourself. So this is where we will start. First read how Alex and Emily prepare for their school day, and then answer the questions that follow.

### ACTIVITY

#### 1 Case Study



Alex has forgotten to set his alarm clock and doesn't wake up until 8.00 a.m. He is supposed to meet his friend Karen at 8.15 a.m. He jumps out of bed, washes himself, gets dressed and grabs his schoolbag before leaving the house. He doesn't have time for breakfast or to make his lunch. He realises on the way to school that he has forgotten his football gear for his match. Also, he has not packed the ingredients he needs for his Home Economics class as he didn't have time to prepare them this morning.



The alarm goes off at 7.30 a.m. and Emily jumps out of bed and prepares herself for school. She had packed her bags the evening before. But as she has to bring her PE gear and her art portfolio, she checks she has everything she needs before having breakfast. She will be in trouble if she forgets these extra things. She has her breakfast and packs her school lunch. Her best friend Louise calls to the door and both girls head off at 8.30 a.m.

(a) What challenges could Emily experience during her day in school today?

---



---



---

(b) What challenges could Alex experience during his day in school today?

---



---



---

(c) How will Emily's and Alex's choices this morning influence their well-being for today?

---



---



---

(d) Let's try to help Alex prioritise what he needs to do. First, look at the list of what Alex has to do to get ready for school. Write down how much time it might take to get each item ready. Put a number beside each item on the list to show the sequence (i.e. the order) in which each task needs to be done: first, second, third etc.



| Task                           | Time Allowed | Sequence | Task                                    | Time Allowed | Sequence |
|--------------------------------|--------------|----------|---|--------------|----------|
| Make sure schoolbag is packed  |              |          | Get breakfast ready                     |              |          |
| Set alarm                      |              |          | Lay out uniform                         |              |          |
| Have a shower                  |              |          | Prepare school lunch                    |              |          |
| Buy Home Economics ingredients |              |          | Watch film                              |              |          |
| Eat breakfast                  |              |          | Clear away breakfast things             |              |          |
| Wash and dry football gear     |              |          | List Home Economics ingredients         |              |          |
| Brush teeth                    |              |          | Put football gear where it can be found |              |          |
| Do homework                    |              |          |   |              |          |

“Did you know SMART stands for Specific, Measurable, Attainable, Relevant and Time-bound?”

**ACTIVITY**

4 7 5  
2 3 8  
9 6

**2 Time-management: To-Do list**

Now create your own plan for going to school on a Tuesday. List what you need to do, how long each item will take and prioritise them from 1 to 5, with 1 being the most important.



| Action         | Time      | Priority |
|----------------|-----------|----------|
| Get out of bed | 2 minutes |          |
|                |           |          |
|                |           |          |
|                |           |          |
|                |           |          |



**Remember!**

Time plans are something you will continue to develop throughout your life – the one you have in First Year in school will be very different to the one you will have when you are in college or working.

4 7 5  
2 3 8  
9 6

**3 Skills**

Which of the following skills do you think are the most important for self-management? Circle whichever number you think represents the right level of importance.

1 = very important, 2 = important, 3 = quite important, 4 = not very important.

|  |   |   |   |   |
|--|---|---|---|---|
| Organisation                                 | 1 | 2 | 3 | 4 |
| Communication                                | 1 | 2 | 3 | 4 |
| Managing information and thinking (see note) | 1 | 2 | 3 | 4 |
| Being creative                               | 1 | 2 | 3 | 4 |
| Staying healthy                              | 1 | 2 | 3 | 4 |
| Working with others                          | 1 | 2 | 3 | 4 |

**NOTE**

As we have access to a lot of information through the Internet it is important to be able to manage the information you find for a project or an assignment by only using what is relevant to that particular task.

# 2. Organising your work at home and at school



## ACTIVITY

### 1 Timetable

In the table, list some school activities from your own timetable for which you need to be organised.

|       | Mon     | Tues    | Wed       | Thurs     |
|-------|---------|---------|-----------|-----------|
| 9.15  | English | Irish   | Geography | History   |
| 9.50  | PE      | Maths   | Woodwork  | English   |
| 10.25 | French  | History | Art       | Geography |
| 11.00 | Break   | Break   | Break     | Break     |

| Activity | Organisation needed                     |
|----------|---|
| Irish    | Bring dictionary and download from TG4. |
|          |   |
|          |   |
|          |   |
|          |   |
|          |   |

### 2 Schoolwork

Being ready for school activities is really only half the battle. It's also very important to sort out how you can keep on top of schoolwork – here are some tips to help. We have left out some key words. Can you fill in the blanks from the list of words below? Report your answers back to the class.



- phone calls
- homework journal
- completed
- table
- homework
- weekend
- chair
- time
- timetable
- 5-minute
- study

- (a) Always write your homework in your \_\_\_\_\_ after each class period.
- (b) Keep a copy of the \_\_\_\_\_ at home and on your locker door.
- (c) Make a \_\_\_\_\_ plan for each day of the week and follow it.
- (d) Study at the same \_\_\_\_\_ every day during the week.
- (e) Have a comfortable \_\_\_\_\_ and \_\_\_\_\_ for doing your homework.
- (f) Take a \_\_\_\_\_ break every 20 minutes when doing your homework.
- (g) Mark completed \_\_\_\_\_ in your journal.
- (h) Do not answer \_\_\_\_\_ from friends until your homework is \_\_\_\_\_
- (i) Select times at the \_\_\_\_\_ for study.

### In summary

To get organised:

- List what needs to be done each day.
- List what you need to do in order of importance.
- Keep on top of schoolwork by following the above tips.
- Make sure that you build in some time for rest and relaxation.