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Time Management / Balanced Life

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Time Management / Balanced Life

Brenden Ingber

Katherine Graham

- **Topic choice**

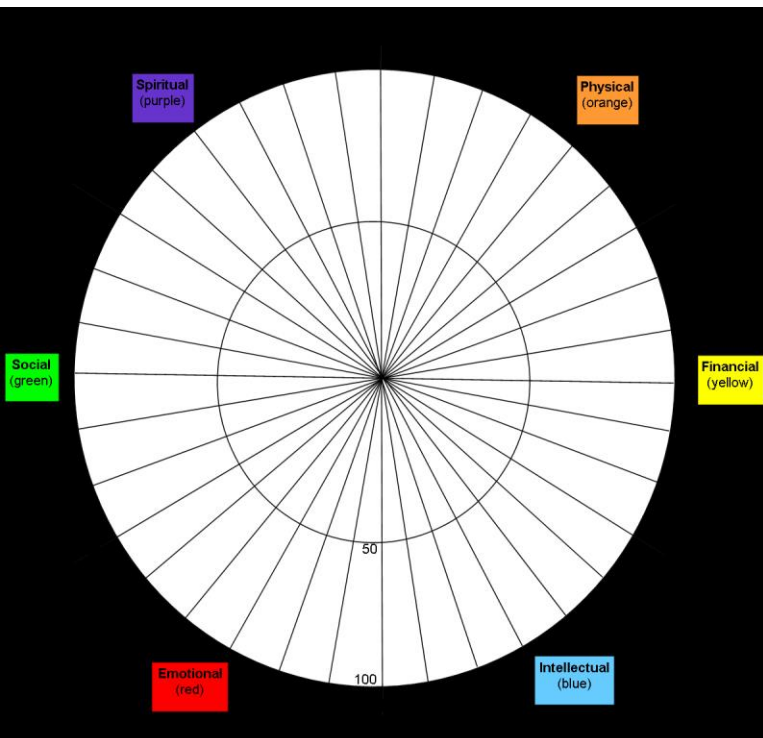
I chose to talk to my class about Time management and having a balanced life because this is something that can help the college experience become a little less overwhelming. Studies show that about 45% percent of college students have about average stress, 33% of students have average stress, and 12.79% of students undergo a tremendous amount of stress (ACHA, 2018). Becoming efficient in managing your time can reduce a large amount of this stress that many students feel throughout their college career. Having a healthy life balance can also take some of that stress off students. One example is to create a schedule of objectives that you will complete throughout the week while adding in activities that you will partake in to make sure that your whole week is not filled with just class and schoolwork. This can help in having that balanced social, mental, physical, spiritual, emotional, and financial life.

- **Preparation for this lesson**

While creating this PowerPoint I made sure I shared some of my own experiences and shared some techniques that I used to become efficient in managing my time and maintaining a balanced life here at Cortland, as a student, and an athlete. I mainly tried to add in things that I wish I had known when I was coming into college as a freshman, I figured this would be helpful since I was in their shoes not to long ago and there may be some things they can relate to and ask questions if they have any. I also tried to incorporate some different time management skills based off the three different surfaces of time management which are short range planning, long range planning, and time attitudes (Razali, SNAM, Rusiman, MS, Gan, WS, and Arbin, N)

• Methods

- Materials that were used was a PowerPoint slideshow, and an activity that the students completed in class during the PowerPoint
- After the first part of the activity was finished the students colored in their wheel and answered questions that were on the back of the sheet. Then I split them up into groups and they talked to each other about their results.
- The activity was to complete a worksheet of a Wellness Wheel, which consists of six different parts. The six parts are physical, emotional, financial, spiritual, intellectual, and social.



Objectives/Outcomes

- The slideshow was to show the students an example of what to put into the Wellness Wheel
- At the end of the PowerPoint groups were formed so that the students could discuss amongst themselves how they would fill out their Wellness Wheel and see how balanced they are, and maybe learn ways they could become more balanced from their fellow classmates or ask me

In Class Worksheets

Wellness Wheel

PLAN:

1. Read each statement and indicate the percent of the time that you feel you do what is indicated.
2. Color each of the 6 wedges in the corresponding pie-shaped section of the wheel to the percentage that you are achieving this concept

Physical Section (orange)

1. I eat a balanced nutritional diet. ____%
2. I exercise at least 3 times per week ____%
3. I choose to abstain from sex or sex is enjoyable and I practice safe sex. ____%
4. I do not use alcohol or use in moderation, am a non-smoker and avoid street drugs. ____%
5. I am generally free from illness. ____%
6. I am a reasonable weight for my height. ____%

STOP AFTER YOU FINISH ANSWERING 1-6.

Finance/Occupation Section (yellow)

7. I have a solid balance between saving for the future and spending for the present. ____%
8. My beliefs/values surrounding money are harmonious with my behavior. ____%
9. What I am doing with work/school has purpose. ____%
10. I use money positively, e.g., little or no gambling or excessive massing of goods. ____%
11. I have a balance between work/school and the other areas of my life. ____%
12. I have financial plans for the future. ____%

STOP AFTER YOU FINISH ANSWERING 7-12.

Intellectual Section (blue)

13. I have specific intellectual goals, e.g., learning a new skill, a specific major. ____%
14. I pursue mentally stimulating interests or hobbies. ____%
15. I am generally satisfied with my education plan/vocation. ____%
16. I have positive thoughts (a low degree of negativity and cynicism). ____%
17. I would describe myself as a lifelong learner. ____%
18. I commit time and energy to professional and self-development. ____%

STOP AFTER YOU FINISH ANSWERING 13-18.

NAME: _____

Students filled out the wheel based on the percentages they had written on the sheet during the presentation.

Personal Reflection

Which section of your wheel has the **least** color filled in?

Which section of your wheel has the **most** color filled in?

What changes or adjustments can you make in each section?

Red:

Orange:

Yellow:

Green:

Purple:

What are 2 major things you have learned you need to focus on in the future?

- 1.
- 2.

The students would fill in the appropriate percentages based on their feelings during the presentation.

Questions for students to reflect on after the color n their wheel.

Reflection

I think that my students responded well to the lesson that I had planned for them. They were quiet and focused their attention during towards my presentation which was a little intimidating at first, but after a couple minutes I settled in. The students took their time to during the breaks I gave them to really think about the questions they needed to answer in order to complete the wellness wheel. One thing that I had mentioned to my students was to make sure that they have a well-rounded social life while at school, because classwork can be overwhelming, and it can be hard if you are by yourself. Being surrounded with friends and people that you trust can help take some of that stress off you and make the experience of college a lot more fun and exciting. During the part of class where they were put into groups and reflected on some of the questions, they had to answer the students had some great and positive conversations which was nice to see and hear. While planning this lesson it has taught me new ways to talk about a specific topic to somebody or a group of people and look at it from different perspectives too. I also think that if I were to teach this again that I would speak slower. With experience it had given me more confidence for when I amount in the real world and must speak with other professionals about a specific topic that we needed to research or just presenting in front of a team or a group of people.

References

- *Fall 2018 - ACHA*. https://www.acha.org/documents/ncha/NCHA-II_Fall_2018_Reference_Group_Data_Report.pdf.

“Time Management Skills.” *SafetySkills*, 13 Apr. 2021, <https://safetyskills.com/time-management-skills/>.

Razali1, S N A M, et al. “IOPscience.” *Journal of Physics: Conference Series*, IOP Publishing, 1 Apr. 2018, <https://iopscience.iop.org/article/10.1088/1742-6596/995/1/012042>.