Management of Energy, Money & Tasks

Media Type: Microsoft® PowerPoint® Presentation
Duration: 94 slides

Goal: To examine the importance of resource management and discuss methods for effective and efficient resource management.

Description: Sometimes it can be difficult to juggle all the demands of life. This presentation examines how effective and efficient resource management can contribute to goal attainment. Energy and the factors contributing to energy are discussed, as well as methods of managing energy. The importance of a budget is emphasized and methods of maintaining money are explained. Techniques for managing tasks and time are also analyzed, as well as tools for effective time management.

Objectives:
1. To examine the importance of resource management.
2. To define energy and identify factors contributing to energy.
3. To discuss the importance of budgeting, bank statement reconciliation and credit management.
4. To incorporate time and project management techniques in management of tasks.

College & Career Readiness Anchor Standards for Speaking and Listening

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<thead>
<tr>
<th>Comprehension &amp; Collaboration</th>
<th>Speaking &amp; Listening Standards</th>
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<tbody>
<tr>
<td></td>
<td>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</td>
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<td>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
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<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</td>
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<tr>
<td>9-12.1</td>
<td>Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
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<tr>
<td>9-10.2</td>
<td>Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.</td>
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<td>9-10.3</td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
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<tr>
<td>11-12.2</td>
<td>Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</td>
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<tr>
<td>11-12.3</td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</td>
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### Writing Standards

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<th>Text Types &amp; Purposes</th>
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<tr>
<td><strong>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</strong></td>
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<tr>
<td><strong>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</strong></td>
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<td><strong>9-12.1</strong> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
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<td><strong>9-12.2</strong> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
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<td><strong>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</strong></td>
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<tr>
<td><strong>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</strong></td>
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<tr>
<td><strong>Draw evidence from literary or informational texts to support analysis, reflection, and research.</strong></td>
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<tr>
<td><strong>9-12.7</strong> Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
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<tr>
<td><strong>9-10.8</strong> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</td>
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<tr>
<td><strong>11-12.8</strong> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</td>
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<tr>
<td><strong>9-12.9</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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Management of Energy, Money & Tasks

Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Hand out or have students access the Action Plan. The Action Plan provides a list of tasks for students to perform to complete the lesson.

Class 1: Begin class by distributing the Management of Energy, Money & Tasks Vocabulary Handout. Show Management of Energy, Money & Tasks - Introduction. Follow the segment with its Assessment. Have students begin the Opportunity Costs Activity. Have students begin the Managing Tasks Project.

Class 2: Remind students to utilize the Vocabulary Handout. Show slides 18 to 31 of Management of Energy, Money & Tasks - Energy. Introduce the Work-Life Balance Project and allow students to begin working.

Class 3: Remind students to utilize the Vocabulary Handout. Show slides 32 to 45 of Management of Energy, Money & Tasks - Energy. Follow the segment with its Assessment. Allow students to continue working on their Projects.

Class 4: Remind students to utilize the Vocabulary Handout. Show slides 46 to 62 of Management of Energy, Money & Tasks - Money. Have students begin the Budget Activity.

Class 5: Remind students to utilize the Vocabulary Handout. Show slides 63 to 73 of Management of Energy, Money & Tasks - Money. Follow the segment with its Assessment. Allow students to work on their Projects.

Class 6: Remind students to utilize the Vocabulary Handout. Show Management of Energy, Money & Tasks - Tasks. Follow the segment with its Assessment. Distribute the Practice Time Management Activity and allow students to work.

Class 7: Administer the Management of Energy, Money & Tasks Final Assessment. Students should share their Opportunity Costs Activity with the class and turn in their completed Projects/Activities.

Lesson Links

MyMoney.Gov
- http://www.mymoney.gov

Task Management Guide
- http://www.taskmanagementguide.com/

Career & Technical Student Organizations

DECA
- Financial Literacy Promotion Project

FCCLA
- Life Event Planning

FBLA
- LifeSmarts
- Management Decision Making
- Management Information Systems

Career Connections

Using the Career Connections Activity, allow students to explore the various careers associated with this lesson. See the Activity for more details. If student licenses have been purchased: Students will select the interviews to watch based on your directions. If only a teacher license is purchased: Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50351, Jacque Garcia, Financial Planner, MassMutual Financial Group
- iCEV51126, Jasenka Sabanovic, Life Coach
- iCEV51112, Malea Parker, Wedding Planner, MGM Grand Hotel & Casino
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Lab Activities

Opportunity Costs
Directions:
Students will consider situations in their lives in which they have to make decisions regarding scarcity and opportunity cost. They should answer the provided questions regarding the situation, their decision and the outcome. Then, allow students to share their situations with the class.

Budget
Directions:
Students will consider their income and will make a budget for expenses. Instruct students to be as realistic as possible. Then they should answer the provided questions.

Practice Time Management
Directions:
Using the list of “to-do”s provided, students will identify and organize ways in which they may complete each task within an eight-hour day. They should include the time each event will take and the traveling time between each place they are scheduled to be.

Projects

Managing Tasks
Directions:
Students will use a day planner or personal information management system to prioritize, schedule and track their activities for a week. They should find a day planner or personal information management system they like. They should fill in the planner or system with every activity they are involved in, including sports, music, academics and social events. After a week of using the planner/system, have students participate in a class discussion about how the planner/system made a difference in their lives. Ask students if they noticed any patterns about when they were most productive or when they felt like they had wasted time. Have them go back, look through the week and highlight sections according to what tasks were and were not completed and how much time went unscheduled. See the Managing Tasks Project handout for more discussion topic suggestions.

Work-Life Balance
Directions:
Students will perform brief interviews with adults regarding work-life balance. First, they will consider the two questions provided, and develop two additional questions of their own. Then, they should select at least five adults whom the student believes do a good job of juggling multiple commitments. They will ask each adult the questions and record answers on paper and/or through voice recording. Finally, students will consider the information they gathered and write a blog post at least 800 words long about what they learned about work-life balance and strategies they consider useful for effectively balancing multiple commitments.