

# PC 101 Life Skills

## Gathering Agenda for Week 05

### Gathering Purposes

- Discuss the BYU-Pathway Worldwide devotional
- Teach one another about time management

### Preparation

- For *face-to-face Gatherings*, arrive early to setup the room, prepare any visual aids, and greet students as they arrive.
- For *virtual Gatherings*, start the meeting early, share your screen with a message welcoming them to the gathering and letting them know you'll start soon.
  - When the Gathering Agenda asks that students meet in small groups, use [Breakout Rooms](#).
  - When the Gathering Agenda asks you to display things on “the board,” you can use the [whiteboard](#).

Min.	Activities	Teaching Tips
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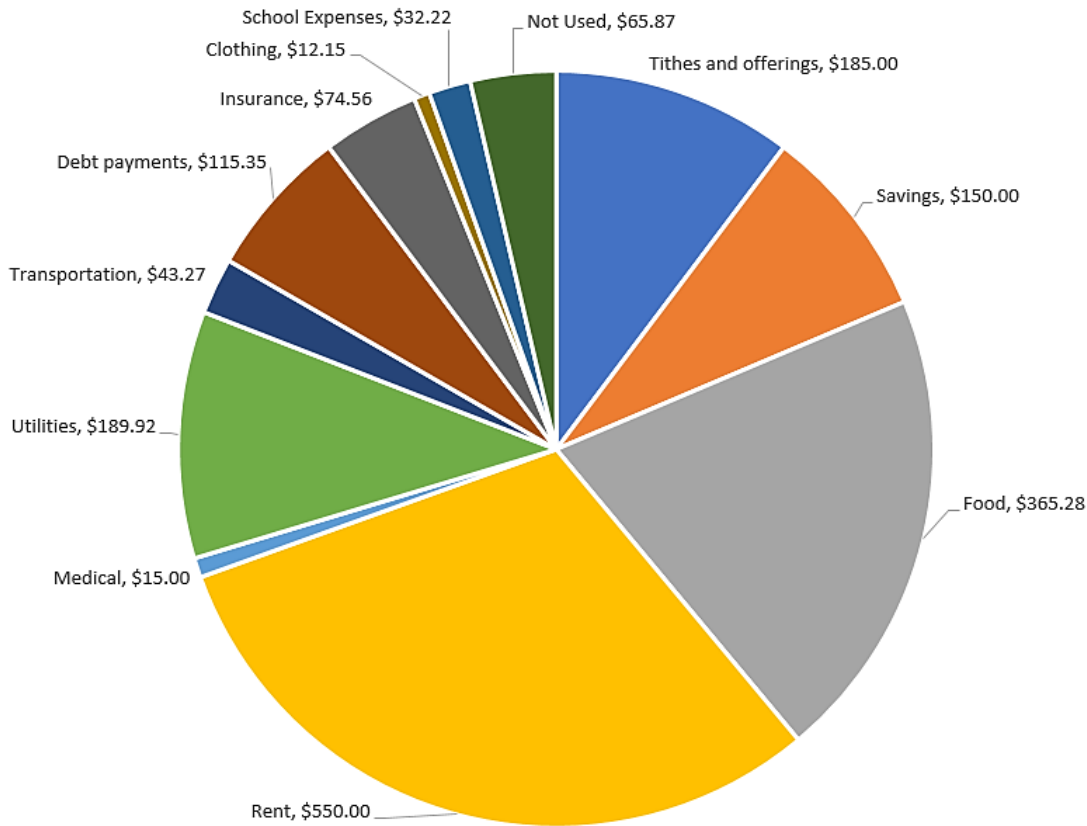
### Welcome and Devotional

10	Welcome	Welcome, announcements, and housekeeping	
	Hymn or Thought, Prayer	Please sing one or two verses of a hymn. If you meet with a virtual gathering, the lead student or another student should be invited to share a brief spiritual thought. A volunteer will then give an opening prayer.	
	BYU-Pathway Worldwide Devotional	Students were asked to watch the BYU-Pathway Worldwide devotional this week, as contained in the course. They should have done this prior to the gathering. As a class discuss the devotional using the discussion questions provided in the course.	Look up the questions in advance so you are ready.

### Math Gathering Activity

10	Read and Discuss	<p><i>As you learned last week, from here on out our Gatherings will traditionally begin with a brief Math Exercise so we can all practice and apply the Math concepts we are learning. Hopefully you all had a chance to review it before coming to class tonight. It can be found every week at the bottom of the Math Lesson page as well as within the Math Exercise quiz.</i></p> <p><i>Here is this week’s math problem:</i></p> <p>Assume the following pie chart below represents your spending for one month. The total income for the month is \$1798.62. The “Not Used” category is money left over.</p>	<p>Read this section aloud to the class.</p> <p>Write or project this math problem onto the board for the class to see or bring printed copies of this problem to hand out to the class if physically gathering.</p>
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### Your Imaginary Budget



1. Of all the monthly expenses, which one is the largest percentage of the total?

Answer: Rent. The largest wedge in the pie chart is for rent, so it is the largest percentage of the total.

2. What percentage of the month's income is rent? (Round to the nearest tenth.)

Answer:  $(550 / 1798.62) * 100 = 30.6\%$  (Rounded to the nearest tenth.)

3. Assuming your monthly planned budget estimates you will spend 25% on food. Did you stay within budget this month?

Answer: Yes. 25% of 1798.62 is 449.66. Since you only spent 365.28 on food, you are well below your budgeted amount for food this month. We can also see this by looking at the food wedge in the pie chart. 25% would be  $\frac{1}{4}$  of the pie chart, and the wedge for food looks a little smaller than that.

Invite the class to take five minutes to answer the three questions. Ask the class to share their answers and/or ask questions.

Reveal the correct answer to the class

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### Object Lesson: Jar of Life

10	Object Lesson	<p>This object lesson will illustrate the importance of doing the most important things first.</p> <ol style="list-style-type: none"> <li>1. Place a jar on a table and tell everyone that it represents all the time you have in a day.</li> <li>2. Then show the large rocks and explain that they represent the most important things we need to do.</li> <li>3. Then show the pebbles and say that they represent the small tasks and responsibilities you have each day.</li> <li>4. Then explain that the sand represents the distractions and time wasters.</li> </ol> <p>Put the sand in the jar and then the pebbles, and then the large rocks (there should not be enough room for the large rocks) Explain that when we start the day with time wasters, and tasks it doesn't leave enough time for the most important things.</p> <p>Now empty the jar and refill it by putting the rocks in first then the pebbles and finally the sand. This time everything should fit inside of the jar. Discuss why it is important to do the most important things first.</p>	<p>Make sure you've practiced this before the gathering to make sure it works right.</p> <p>Make comments that refer back the four quadrants of activities, and Elder Wirthlin's habit of prioritizing these daily tasks on cards.</p>
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### Things That Matter Most

30	Read	<p>Read the following quote from President Thomas S. Monson, given in the October 2009 General Conference.</p> <p><i>"We become so caught up in the busyness of our lives. Were we to step back, however, and take a good look at what we are doing, we may find that we have immersed ourselves in the 'thick of thin things.' In other words, too often we spend our time taking care of the things which do not really matter much at all in the grand scheme of things, neglecting those more important causes."</i></p>	
	Discuss	<ul style="list-style-type: none"> <li>• What are some examples of the "thin things" you sometimes focus too much of your time on?</li> <li>• What are some examples of the more important things you should be focusing more of your time on?</li> </ul> <p>Explain that the class is going to look at this topic more carefully by applying the Covey Time-management Matrix to their own lives, so they can learn to better prioritize how they are spending their time.</p>	<p>Consider making two columns on the whiteboard—one labeled "less important," one labeled "more important. Have students first suggest some of the "less</p>

		<p>Draw or display on the whiteboard lines that divide the board into four sections (two squares up top and two on bottom like the time-management matrix attached).</p> <p>Ask the class:</p> <ul style="list-style-type: none"> <li>• What are the four Time-management Matrix categories?</li> <li>• What types of events/activities belong in each category?</li> </ul>	<p>important tasks they get caught up in. Then have a discussion on the more important tasks they wish they made more time for.</p> <p>Display/write-in the correct answers above each box as they are given.</p>
	Small Group Activity	<p>Hand out (or display) blank copies of the time-management matrix. In small groups (or breakout rooms, if virtual) have students share examples from their own lives of events/activities that fall into each of the four boxes in the Time Management Matrix. Invite groups to assess whether the results of those activities are positive or negative in their own lives. Also invite them to pay particular attention to activities that might be missing from the 2<sup>nd</sup> (Visionary) quadrant.</p>	
	Large Group Activity	<p>If time, ask each group to share their insights with the class.</p>	<p>Write their responses on the board underneath each quadrant.</p>
	Testimony and Prayer	<p>Bear a 30-90 second testimony of the importance of being good stewards of time. End with a prayer by invitation.</p>	

## Time Management Matrix

	URGENT	NOT URGENT
IMPORTANT	<i>Quadrant 1: The Procrastinator</i>	<b>Quadrant 2: The Visionary</b>
NOT IMPORTANT	<i>Quadrant 3: The Yes-Man</i>	<i>Quadrant 4: The Slacker</i>