
Slice of Life – modified for MGS/MSA use

- By:** G. Kenneth Fox, Ph.D. (modified version – Heather Garcia-Mendoza)
- Time:** 15 minutes
- Objective:** Participants graphically represent how their time is spent. Participants participate in group assessment, evaluating how their choices about how they spend their time relate to their job related priorities. Group brainstorms time management strategies.
- Materials:** Pencil
- Worksheets:** “Slice of Life”
- Set Up:** Participants are sitting where they are comfortable. They have the worksheet “Slice of Life”. There is an easel paper with a large circle drawn for a facilitator to model the activity. If time, it is helpful if the facilitator has a “model 8 hour day” pre-prepared on the easel paper.
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Description: Participants list the amount of time that they spend doing certain activities and develop a pie chart that represents how they spend their time. Students evaluate how they spend their time, how that reflects their priorities, and what choices they want to make in their role as an MGS/MSA.

Process: There is a brief discussion of each participant’s concept of the value of time. Participants are asked to consider what they do in a time frame that mirrors their work schedule (e.g. 8 hour, 6, hour, 4 hour, etc), and to identify about how much time they spend on each item. Participants then create a pie chart, representing where their time is now spent in an average day. There is an open discussion about participant’s thoughts on their use of time. Participants reflect on the activity, identifying when the activity would be helpful to them – use with their students, with their friends, or with thier family members

Facilitator Guide:

1. **Frame** the activity by sharing the name and objective.
 - a) *The name of this activity is “Slice of Life.” The objective is that each of us develops a graphic representation in the form of a pie chart, to demonstrate how our choices on the use of our time look on a time frame that mirrors your work schedule (e.g. 8 hour, 6, hour, 4 hour, etc). We will need to use some math, and be very honest!*
 2. **Draw** a circle like the one on the worksheet on a piece of easel paper, large enough for the participants to see.
 3. **Briefly** share with the participants the process to develop a pie chart representing the use of time for those activities identified on the worksheet (model provided).
 4. **Distribute** the worksheet: "Slice of Life".
 5. **Tell** the participants they will be analyzing their time, choices and priorities.
 6. **Have** participants individually complete their worksheet.
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Reflection:

Upon completing worksheet, ask the participants the following suggested questions:

- a) *What did you notice as you completed your time allocation pie chart?*
- b) *What can you learn from seeing how you spend your time?*
- c) *What good choices are you making that support you in prioritizing your activities to accomplish your MGS/MSA responsibilities in the allotted time (based on your FTE)?*
- d) *What activities are not supporting you in prioritizing your activities to accomplish your MGS/MSA responsibilities in the allotted time?*
- e) *What did you learn about yourself in doing this exercise?*
- f) *What will you the same or differently when you return to your schools this year?*
- g) *As an MGS/MSA, how could you use this activity when working with your migrant students?*

Slice of Life - "Slice of Life" Worksheet

1. Identify how many hours are in your workday. _____ hrs. How many hours are you funded to perform your MGS/MSA job functions (based on FTE). _____
2. Estimate the amount of time you spend doing each of these activities during your workday:

ACTIVITY	Minutes	% of work day hours	ACTIVITY	Minutes	% of work day hours
AG Supporting students in <i>development of high school and beyond plan unique to intended school of graduation</i>			CE/PP Supporting student participation in: <i>structured career awareness options, e.g. access to career role models, professions, interest surveys, career fairs, career and technical training programs</i>)		
AG Supporting students in <i>supplemental instruction to stay on track to complete graduation requirements in not more than 5 years of high school</i>			CE/PP Supporting student participation in: <i>formally structured training programs.</i>		
AG Supporting students in <i>transition from ESL to mainstream classes</i>			CE/PP Supporting student participation in: <i>college and campus visits.</i>		
AG Supporting students in credit accrual: <i>tracking of high school credit accrued across schools attended, analysis of credit accrual status; collaboration with counselors for appropriate placement, participation in alternative credit practices, receipt of credit for partial coursework.</i>			CE/PP Formally structured support for application to postsecondary educational institutions.		
Academic Guidance Total:			Career Education and Postsecondary Preparation Totals		
NAG Providing coaching on a one-on-one basis to expedite adjustment to and positive interaction with school, peers, and community such as: <i>guidance for setting personal goals and solving general problems; referral to other school resources, including counseling referrals to address crisis situations, and personal/emotional, school or family/lifestyle challenges.</i>			SW/O Coordination of activities with parents, other family members, teachers, service agencies, and others designed to ensure that migrant families receive full range of services available to them. (Excludes identification and recruitment process for determination of eligibility).		
NAG Providing coaching on a one-on-one basis to expedite adjustment to and positive interaction with school, peers, and community such as: <i>orientation and welcome for students who transfer midterm between schools</i>			Social Work/Outreach Totals		
			MGS/MSA Logging Logging the activities performed by the graduation specialist or student advocate as outlined in state developed job description.		
			MGS/MSA Logging Totals		

STUDENT LEADERSHIP PROGRAM

Choices

ACTIVITY	Minutes	% of work day hours	ACTIVITY	Minutes	% of work day hours
NAG Providing coaching on a one-on-one basis to expedite adjustment to an positive interaction with school, peers, and community such as: <i>individual support to improve likelihood of academic success in k-12 setting.</i>			Other:		
SL/E Formally structured small or large group activities to: <i>build supportive networks, develop personal and interpersonal skills to enhance feeling of belonging in the school, and lead to school engagement and academic achievement.</i> Project-based locally developed student activities that will foster home and school engagement and increase academic achievement.			Other:		
			Other:		
			Other:		
			Other:		
Student Leadership/ Engagement Totals			Other Totals		

3. Now divide the slices of your time-pie to represent the segments of the 24 hours that you spend on each activity (*Academic Guidance, Non-Academic Guidance, etc.*)

