

MODULE 3

Class Title: Time Management – part 3- Habit 3: Put First Things First
(3rd part of a 3 lesson series)

Aims of the Lesson: To learn how to put first things first

Categories: Personal Development

Lesson format: Power point presentation with narration

Greeting to students) *AssalamalaikumwaRahmatullahiwaBarakatuh*

(Ta'awwudh) Aoodhubillahi min AsShaytanirRajeem

(Tasmiyah) BismillahirRahmanirRaheem

(Du'a) Rabbishrahlisadriwayassirliamriwahluluqdatummillisaniyafqahuqawli(Surah At Ta-Ha
20: Verse 25-28)

Slides 2-3:

Do you all remember what we have been talking about? We were talking about how to make good use of time and for that we looked at two habits. The first one was 'being proactive', thinking before doing anything. And the second habit was to 'begin with the end' in mind. Whatever you do, you plan for it. And you decide before hand as to 'what is the end that you want to have for that thing?' Ok. *Inshallah* today we are going to do the third habit.

Slide 4:

The first habit that we did, teaches us that I can plan. I'm capable of doing that and the second habit teaches us that you have to plan but you must have the end in mind first. That is something that you should be very clear about. Today we are going to see the third habit which is going to tell us how to put that plan into action, how the execution should be done.

Slides 5-6:

Execution basically is time management. And time management is basically a balance between time and work. It's a relationship between the two things. So how should we balance our time and our work?

Slide 7:

If we look at our lives what happens is that with time our work tends to increase, when you were small you used to have less work and now that you're growing up you have more work to do. Isn't that so? So work increases, but what about time? Time is a constant thing. It doesn't happen that one day you wake up and you find out that ok today I'm going to have three hours more. Does it ever happen that way? It doesn't, so time is a constant thing.

Slides 8-10:

Ideally we would like both of the things to increase together, won't we? We would like it. It would have been really helpful if we could get time from somewhere and pour it in our 'hour glasses'. And have more and more of time. Work should be proportionate to time but unfortunately we don't live in an ideal world.

Slides 11-16:

We all use some kinds of machines around us. Hair dryers, egg beaters, mixers etc but if you overuse anything what happens? It gets heated up. The same thing can happen to us. We might also get heated up! We might get exhausted and when can that happen? When we over work ourselves. Absolutely, just like any machine if we push ourselves too much we might get heated up. We are always sort of racing against time trying to balance out things. And every individual has some kind of a threshold. There are certain things in which after sometime we just feel that, ok, this is it! This is my limit I can't go further than this.

So work increases but time doesn't. And if you have too many responsibilities then you can get over worked. Do you get that feeling when you look at your moms?

Students: Sometimes.

Slide 17:

We can see that there is a constant war between the work and time.

Slides 18-19:

Taking an analogy of 'the bull' as 'the time', what would you like to do? You would like to harness the bull and be behind it? Who would like to be behind the bull? Sana? No? Who would like to pull the bull? Would you rather be behind it or in front of it? Ok, how many people feel that it is better to be in front of the bull? Ok, what about the rest? You think you should be behind the bull? No, then why didn't you raise your hand?

Student: Because it is dangerous either way.

Teacher: Because it is dangerous either way. We are comparing the bull with time so imagine that the bull is the time. Are you still scared of it? No? So where would you like to be, behind the bull or in front? Ok, how many in front? Most of you!

Alhamdulillah! Because you see if you are behind the bull that means the bull can pull you. But if you are in front of it then you are pulling the bull.

Slide 20:

The reason why we need to be in front is because we want to control the time. We want to be in charge so we need to learn to control time rather be controlled by it. And that is what we are going to talk about today *Inshallah*.

Slide 21:

The first habit that we did, teaches us that we can control our time. This is what we are going to talk about. And we need to make some extra effort for it now. This is the time to make that effort.

Slides 22-23:

The third habit teaches us to put first things first. It teaches us to prioritize whatever we do in the right order.

Slide 24:

But before we learn to prioritize, there are certain words that I need you to understand very clearly. There should be no confusion about these words in your mind. I want you all to tell me what do you think is the definition of the word 'important'?

Student: Something which is important and of value to us.

Teacher: Something that is very significant and of value to you. *Alhamdullillah*. Anyone else? Yes?

Student: A necessary thing.

Teacher: A necessary thing. Ok can anybody give me an example of something that is very important?

Student: Food.

Teacher: Food. Ok *alhamdullillah*, fine. Anyone else?

Student: Education.

Teacher: Education. Fine, does everybody agree with the definition she gave? No one else has any other definition for important? No? *Alhamdulillah* that's very good.

Slide 25:

Teacher: Now how do you define the word 'urgent'? Yes?

Student: Of more importance.

Teacher: Something that is of more importance than others. Ok.

Student: Something you need to do as soon as you can.

Student: Something crucial.

Teacher: Something crucial. Alright, anyone else?

Student: Something that is of high priority.

Teacher: Something which is high priority. Ok. Does everyone agree with that? Now let me see, so are you saying that something which is high priority, whatever is urgent is important? Is that what we are saying?

Student: Not necessarily.

Teacher: But you just said that it is high priority. So what do you mean?

Student: It can be important to you but not to others.

Teacher: It can be important to you and not to others. Ok, but can you use these words interchangeably? Can you use 'urgent' for 'important' and 'important' for 'urgent', can we do that? Why not? But the definition that you just gave of 'urgent', high priority, something of significance...

Student: Urgent is more about specific time.

Teacher: Urgent is more for that specific time. *Alhamdulillah*. Very good

Slides 26-27:

MashaAllah, you see, that is the thing. There is a certain overlap of these definitions in our minds. That's why we need to understand certain things about these two words; the first thing is that 'important' does not mean that it is 'urgent'.

Slide 28:

And in order to get rid of this confusion what we are going to look at the technical definitions so that we are on the same plane, you and me ok. So that whenever we say the word 'important' we are very clear about it.

Slide 29:

Alhamdulillah most of the people who define important were on the right track. The work that takes us towards a worthwhile goal is important. Anything that takes you to the right end that you have in mind is an important thing. And the work that takes us away from a worthwhile goal is an unimportant thing.

Slide 30:

Now if I ask you, how will you define a worthwhile goal? What would you say?

Student: Something of benefit.

Teacher: Something that benefits you in the end. Anyone else?

Student: Something that benefits others.

Teacher: Something that benefits others as well, absolutely.

Student: Something that you would like to achieve.

Teacher: Something that you would like to achieve, something that adds value to this life and the life of the 'hereafter'. This is a very important point and like you said that it should be something that you really want to go for. It has to mean something then it becomes a worthwhile thing for you.

Slide 31:

So the important thing that we have concluded from all this discussion is that there is no time factor in the definition of important. Something will be important but it does not necessarily have to be urgent. You understand this. Like when I asked you the examples for important, what were the examples that you came up with? Food and education, is there any time factor in that? No, there isn't, food is always important and education is always important.

Slide 32:

Somebody pointed out that different people have different worthwhile goals. What is important for one person may not be important for the other person. Like maybe, it is important for me to lose 25 lbs but it may not be important to you.

Slide 33:

Another misconception that we have is that 'pleasurable' is equal to 'important'. We think that if we really like something then it must be something very important to us. Actually it might seem important to us but maybe it is not taking us to a worthwhile goal. If it is not taking you to a worthwhile goal then it does not fit the definition of important. It might be pleasurable, it might be something that you really like, but it's not taking you towards any goal, so technically speaking it is not important. And we also tend to think that what is not pleasurable is not important. And again that is not true.

Slide 34:

If we take the example of smoking, some people find it pleasurable but is it an important thing? No. it does not lead to anything worthwhile. It only leads to bad health. So how can bad health be worthwhile? It cannot.

Slide 35:

Similarly we all love junk food. But is it really good for our health? It doesn't take us to any worthwhile goal. And vegetables are things which we don't like; then again it does take us to a worthwhile goal, which is good health.

Slide 36:

So Allah (swt) says in the *Qur'an*:

--- وَهُوَ كُرْهُ لَكُمْ وَعَسَى أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَكُمْ وَعَسَى أَنْ تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَكُمْ
وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ

(Surah Al-Baqarah: Verse 216)

“It is quite possible that something which you do not like is good for you, and that something which you love is bad for you. Allah knows and you do not know.”

And that is the reason why Allah (swt) is the one who tells us what are the things which we should like, things we should be doing. Ok.

Slides 37-38:

The western concept is that if you like something just go ahead and do it. Just go ahead and do it and don't worry about anything else. But the Islamic concept is that even if you don't like it, do it for your *akhira*. You have to keep your end in mind. And what is a *momin*'s end? Last time we talked about it. There are two things we should always keep in mind. What were those two things? Does anybody remember?

Student: Pleasure of Allah (swt) and...

Teacher: Pleasure of Allah and?

Student: And *jannah*.

Teacher: And *jannah*... Isn't that very simple? It is! *Alhamdulillah*.

Slide 39:

So now the work that takes us towards our goal is important, this is the definition of important. We are all clear on it? Ok. We all understand it and we will not forget it *inshaAllah*.

Can you all please read it out once, loudly? Read it loudly. Come on everyone.

Students: “The work that takes us towards our goal is important.”

Teacher: Is it clear to everyone? Now similarly we will come to a technical definition of ‘urgent’ so that there is no confusion *InshaAllah ta’ala*.

Slides 40-41:

Urgent can be defined as the work that must be done now. It is something which must be done now or else it will be too late. You will not be able to do it again. If your ice cream cone melts, can't do anything about it. It's just gone! You can't have the ice cream. You can have the custard, you can have whatever is left of it but it will not be the ice cream and you know it. So that's an urgent thing and if you do it later you will not be getting the desired end result. The melted ice cream cone is not an ice cream

cone anymore so you are just having custard! So we are all clear on this definition of urgent as well?

Slide 42:

The basic thing to remember is that for anything important the key word is 'a worthwhile goal' and for anything urgent the key word is 'the time factor'. There is no 'time factor' in important things whereas for urgent issues it's there, the time factor is there. This is a difference between important and urgent.

Slide 43:

Now if you want to determine if something is urgent or not, how do you do that? Just play around with the definition in your mind? How can you judge if something is urgent or not?

Student: If we don't do it right now it will..

Teacher: Absolutely, you ask yourself, 'Can I delay this work? If I delay it will I be able to do it later and still get the desired result?' You just ask yourself this question.

Slides 44-45:

But if the answer is that no you cannot delay it that means it is an urgent thing it has to be done right now.

Now if we take the example of a 'sale', but the sale is on children's clothes, little children's clothes and you don't have any children in your house. So what will it be? It will be an

Student: Unimportant activity.

Teacher: Ok, but is it urgent or not?

Students: It is urgent.

It is urgent because the sale is there for a few days only. It is an urgent thing. But it can be unimportant for you since you don't have any kids. Do you understand this? You have to understand the difference between important and urgent. Ok. We'll quickly go through some of the differences so that we are absolutely clear about it and we learn to apply this to various activities in our daily routine.

Slide 46:

Now the first thing is that 'urgent' can be unnecessary at times, it can be necessary as well as unnecessary whereas 'important' things are always necessary. That's the first thing.

Slide 47:

Then urgent can produce thoughtless reactions. Because it is urgent you have to do it right there and then, therefore at times you just do things without thinking. How many of you have gone to sales and then ended up buying too many things and after coming back home you realize, 'Oh my God! Why did I buy this?' Does it ever happen to you? Yes it happens. Or you go to some place and it says buy three and get one free and you are like, 'I just have to buy three because I want that one free thing!' We tend to do that but what is that? That is a reckless action, We do that because we get carried away. We get into the heat of the moment. Ok.

On the other hand 'important' matters require pro-activity. You have to really sit down and think about them whereas 'urgent' matters, you have to do on the spot, without thinking.

Slide 48:

Urgent comes in focus when important work is not clearly identified. When you are not clear about what are the things that are your priorities, then you tend to get caught up in with the urgent things. And when things are identified clearly, they'd help you to save time. You don't end up doing things which you would rather not do.

Slide 49:

'Urgent' might not be related to your vision; the planning that you have worked out for yourself, for your life and the 'end result' that you have in your mind. Ok. And 'important', it always takes you towards your vision.

Slide 50:

'Urgent' can be something that cannot be delayed. And 'important' is something that should not be delayed. That's a very basic difference between the two.

Slide 51:

Now we are going to put all of this information in the form of quadrants. You all know what are quadrants? So we'll put them in quadrants and see what kinds of activities we have. Let's see...

We can have a quadrant which will have urgent and important. This will be our Q1 so these will be our Q1 activities, things which are important as well as urgent. Can anybody give me an example? Something which is important and urgent?

Student: *salah*.

Teacher: *Alhamdullillah* very good. *Salah*. If we take the '*asr salah*', when will it become important and urgent so that you have to do it right now?

Student: Few minute before the time finishes.

Teacher: Absolutely, few minutes before the time finishes. Or if somebody has to go for *jama'at*, the time for the *jama'at* is fixed, right? So it's important as well as urgent. It has to be done at that particular time only. Very good!

In the next quadrant we can put things which are important but not urgent. Can you think of something? This is your Q2 activity. Can anybody give me an example? Q2 activity for something that is important but not urgent.

Student: Going shopping.

Teacher: Going shopping. Ok, what is the 'important' aspect, what's the worthwhile goal here?

Student: To get clothes.

Teacher: To get clothes because you don't have any?

Student: How about you want new clothes.

Teacher: You want new ones. What's the worthwhile goal here? To get more clothes, ok maybe it is a worthwhile goal for her. Ok and it is not urgent. Why is it not urgent?

Student: Because it can be delayed.

Teacher: Alright. Now we come to the third quadrant, when something is not important but it is urgent. Can anybody give me an example? This is a Q3 activity. Something which is not important but urgent, we talked about one example in the beginning. Does anybody remember?

Student: Eating a chocolate which is melting.

Teacher: Yes, eating a chocolate which is melting. It is not important to have it but it is urgent. Very good!

Student: A TV show which is on at that time only.

Teacher: A TV show which is on at that time only. Absolutely, it's not important but it is urgent. Very good. And now for the fourth quadrant, not important and not urgent, this is our Q4. It's not important and it's not urgent. Can you think of something?

Student: Listening to music.

Teacher: Listening to music. You all agree? It's not important and it's not urgent. Absolutely, very good examples.

Slide 52:

Do you know that in a day Allah (swt) has given us 1444 seconds? Let's think about how we can get the most out of them.

Slides 53-54:

Now that we know about all these quadrants, I want you to think of things that are very important to you. Think of them as rocks and first of all decide what your rocks are. Can anybody tell me what your rocks could be? In any given day. Things that you know are very important, and they have to be done during the day at certain time.

Student: Your prayer.

Teacher: Your prayer. Absolutely, five times. Five times a day, *fajr*, *zuhr*, *‘asr*, *maghrib*, *‘isha*. We have that thing, absolutely! *Mashallah*! If these are your rocks then put in your pebbles now; things which are other than those, because in between you have your slots. What are the other important things that you need to put in?

Student: Eating.

Student: Time with your family.

Student: School.

Teacher: Very good, anything else?

Student: Sleep.

Teacher: Good, now thinking of your quadrants, start putting in your sand. Things which are important but not urgent. And then you put in your water. Hopefully you will not have time, nor space for the water. If we think about all these things, and we look at these quadrants, the first quadrant where we put in the rocks (the important and urgent one), your *salah* can be your rock. It will define your day for you and then your pebbles come in the second quadrant (where we have the important with the non urgent). And then the sand comes in the third quadrant (urgent but not important). And then water (neither urgent nor important). Hopefully your Q3 and Q4 should be very small. And Q4 is something you would rather not have!

Slide 55-56:

Now I'm going to give you some activity. I want you to tell me what category these fall into. What kind of an activity they are, Q1, Q2, Q3 or Q4? Is everyone clear about that? Tell me about breathing?

Student: Q1.

Teacher: It's a Q1, *Alahmdulillah* absolutely. But is it something that we do consciously?

Student: No.

Teacher: *Alhamdulillah*. But we can't stop it, right? It is something very very important and very urgent. Eating ice cream, for someone who wants to lose weight.

Student: Q4.

Teacher: It's a Q4. Very good. What about back biting?

Student: Q4.

Teacher: Why is it a Q4?

Student: It's not important to us.

Teacher: Can it be urgent at times? Something has just happened so can it be urgent? Well it can be, it can actually be very urgent at times! But yes... it's not important at all! It does not take you to any worthwhile goal. Where it actually takes is the place where you definitely do not want to go. So this is something that you can put in Q3 as well. Ok, Channel switching? Or surfing?

Students: Q4.

Teacher: Q4? Are you sure?

Student: Q2.

Teacher: Why do you say that?

Student: You said it's urgent and it's not...

Teacher: What is Q2?

Student: It's not urgent and...

Teacher: Not urgent and important. So you feel that it is not urgent but important? Ok how many for 'Channel switching' in Q2? Why do you feel that?

Student: Because you get tired of watching all that.

Teacher: So it is important to you because you are relaxing while watching the TV. Ok, alright. Why is it that most of you said it is Q4? Yes?

Student: It is not important because it won't help you, and you're just doing it because you're, you said you are relaxing, so...

Teacher: So relaxing is not important?

Student: But is it necessary to change the channel, you wanna surf, how important is it to change the channel?

Teacher: So you see in the beginning we said that important can vary from person to person, right? Each one of us needs to define what is important for them. It is possible that what is important to you might not be important to me. And what is important to me might not be important to you. That's possible. The reason why I'm asking this question is that I just want to make you think that whatever you are saying and

whatever you are doing, is it really leading you to a worthwhile goal or not? That is my only purpose. And each one of you needs to do it individually, like you said that it can be relaxing for some people. Somebody finds it relaxing somebody doesn't and maybe there are other ways of relaxing as well. We need to see individually. So channel switching and surfing for majority is Q4 and some people feel it is Q2, right?

Next activity: prayer just at the end of time?

Student: Q1.

Teacher: It is Q1. Absolutely. Responding to parents when they call?

Student: Q1.

Teacher: Why?

Student: Because it is urgent and it is important.

Teacher: Yes it is important and urgent. But do we do that? How many times our mother has to call before we give her an answer? Honestly how many times?

Student: Thrice.

Teacher: Thrice, ok.

Student: Twice.

Teacher: Ok, so please... next time when your mother or your father, in fact I would say anyone who's older than you calls, please think about it. Think about what kind of activity it is, alright?

Now for 'Chatting', what is it?

Student: It can be important and urgent.

Teacher: It can be important and urgent so it can be Q1?

Student: I find it Q3.

Teacher: Or Q3... it is urgent and unimportant depending on what you are talking about. Because if you are gossiping about something what is it then?

Student: Q4.

Teacher: It's a Q4 or a Q3. It is urgent but not important. And if you are discussing your assignment maybe, then it is?

Student: Q1.

Teacher: Yes it can be Q1 or even Q2. If you are not doing it in the last minute then it can be Q2 as well.

What about 'Exercise, Working out'?

Student: I think for obese it is Q1.

Teacher: Ok and for yourselves?

Student: Either Q1 or Q2. It's not urgent but it is important.

Teacher: Q2 Ok. What is the worthwhile goal here?

Student: You remain healthy.

Teacher: Yes absolutely. Your fitness level is good and you stay healthy.
Responding to another student during exams? What is it?

Student: Q3.

Teacher: It's Q3 because it is urgent, it has to be done there and then, but it is absolutely unimportant. And what will happen if you start responding to that person.

Student: It depends upon what they are saying.

Teacher: Yes, it will depend on what they are saying. What do you think they will be saying?

Student: They might be wanting to know the time.

Teacher: She is saying what if they are asking for the time?

Student: They are still not supposed to talk.

Student: It could be a medical emergency.

Student: You can notify the teacher.

Student: Or your paper might have fallen on the floor.

Teacher: But you are working on it so how can it fall on the floor?

Student: Not your answer paper, it's your question paper.

Teacher: Ok, not your answer sheet but your question paper has fallen down. Yes that is possible but then what is the right way to do it?

Student: Just tell the teacher.

Teacher: Yes, just tell the invigilator who is there, that this is the situation so she or he can handle the situation. That's the right way of doing it. So yes you are right and yes there are always some emergency situations. But there is always a safer way of doing things and a thoughtless way of doing things. Depends on what you choose.

Preparing for upcoming test?

Student: Q4.

Student: Q1.

Student: Depends on how far the exam is....

Teacher: Absolutely, very good, it depends on how far the test is. If it is a week before you are preparing then, what is it?

Student: It's a Q2.

Teacher: It's a Q2, but if you are preparing for it just a day before then it's a....?

Student: Q1.

Slide 57:

Teacher: Very good. Now has anyone heard about Murphy's Law?

Student: No.

Teacher: It says if anything can go wrong it will go wrong! What does that tell us? What do you learn, what comes to your mind when you hear that? What can go wrong will go wrong! So what are you suppose to do, just sit there and wait? Wait to let everything go wrong, what should you be doing?

Student: Make sure that there is no possibility of things going wrong....

Teacher: What if it is possible?

Student: We try.

Teacher: Yes absolutely.

Student: We should prepare for it.

Teacher: We should try to prepare for it, so what is the best way of preparing to save time?

Student: Do things before hand.

Teacher: Do things before hand. Yes. This means that you choose which quadrant you would like to be in most of the time. You would like to spend your time in which quadrant?

Student: Q1.

Teacher: Q1. You are always doing the important and urgent, important and urgent is that where you want to be?

Student: Q2.

Teacher: Important and?

Student: Not urgent.

Teacher: Not urgent. Why is that?

Student: You don't know if you can do things in the last moment.

Teacher: Yes because you don't leave things for the last moment, you stop things from becoming too urgent.

As we discussed earlier, the best thing to do is to sort out your stones. The rocks that we talked about, cater to them first and then your pebbles. And try to do them ahead of time, before they start becoming very, very urgent.

Slide 58:

How many of you have ever timed yourself? Like when you come to this class, have you ever timed yourself? How long does it take you?

Student: Ten minutes.

Student: Two minutes.

Teacher: Two minutes? Really... two minutes, where do you live?

Student: Five minutes.

Teacher: You said two minutes. Have you really timed yourself or are you just saying it is two minutes?

Student: No, three or four minutes.

Teacher: Ok, today I really want you to time yourself. Seriously, and everyone please remember! Everyone remember, I just want to make sure that you really time it and tell me about it in the next class. Is it clear? You are the only one for whom it takes two minutes, so I really want you to time yourself. And in the next class I want everyone to please remind me.

Student: Well it depends upon traffic.

Teacher: That's fine but still do that, you said ten minutes and who else?

Student: Three minutes.

Teacher: Both of you are going to time yourself today. Ok how long does it take you?

Student: Twenty minutes.

Teacher: Twenty minutes. You?

Student: Five minutes.

Teacher: Five minutes, alright. Everyone, today please make sure to time yourself when you go back home. Some say it is ten minutes. What time do you leave your house?

Student: 3:10.

Teacher: 3:10. Ok you're supposed to be here at 3:20.

Student: 3:30. If you are later than that, you cannot come inside the class.

Teacher: But actually you should be here by 3:20. You see that's how our mind works. We know that these ten minute are the buffer that the teachers have kept, we know that so what do we want to do? We want to push it; we want to be there at the last minute. This is how we tend to do it, all of us! We all do that so we need to be more aware about these things, be more conscious about things *InshaAllah*. What about you, what time do you leave?

Student: Me? 3:15.

Teacher: 3:15? Because it takes you two minutes to get here and how many times have you been late?

Student: Not once.

Teacher: *Alhamdulillah*. Ok, has anyone ever been late to 'Perceptions'? Yes? Is it a frequent thing? Is it a frequent thing or very rarely...

Student: Only once.

Teacher: Only once? *Alhamdulillah*, that's fair enough I guess.

How far is your house? Have you timed yourself? Now you're supposed to be here at 3:20 so if for some person it takes fifteen minutes then what time do you think they should be leaving their house?

Student: 3:05.

Student: 3:00.

Teacher: Why 3:00?

Student: Because it takes time to get into the car...

Teacher: It takes a little time to get into your car and you might experience some traffic then how much buffer do you want to keep for that?

Student: Five minutes.

Teacher: Ok, let's say you keep a margin of five minutes, then how many traffic signals do you meet on your way?

Student: Two.

Teacher: That does take some time so we keep another five minutes for that. This makes a total buffer of ten minutes so what time shall she leave? According to this calculation, this person should actually be leaving the house at 2:55. Ok? Because then you are keeping a buffer, you are trying to save yourself from getting into a Q1 situation and you are remaining in the Q2 situation. That way you can reach your 'Perceptions' class in time, you might be five or ten minutes early but there is no harm in that.

Slides 59-65:

Now, let's do a quick recap of what we have learnt today.

1. We first looked at the relationship between time and work and
2. We decided that we want to be in control of our time rather than be controlled by it.
3. So we learnt the third habit: which is about learning to put first things first or prioritizing.
4. In order to apply this habit, we learnt three important definitions:
 - a. The definition of the word "Important" itself
 - b. The definition of "Urgent"
 - c. The definition of "Worth while goal"
5. And lastly we learnt the basic tool of Time Management, that is the quadrants and also applied it on some situations to clear the concept in our minds.

May Allah (swt) make its application easy for all of us, *aameen*.

(Du'a for end of a gathering) *SubhanaRabbikaRabbulzzati 'ammayasifunwasalamun 'alalmursaleen, walhamdulillahiRabbil 'alameen*
(Parting salutation to students) *AssalamalaikumwarahmatullahiwaBarakatuh*

Bibliography:

- "The 7 habits of highly effective people", by Stephen Covey, Publisher: Simon & Schuster UK Ltd, 1989, Revised in 1992, ISBN 0-684-85839-8
- The Sunnah of Planning in Islam, By Faysal Burhan and Michael D. Berdine, Ph.D. (attached)