

Important, Urgent, or Later?

Choose real or fictional examples. Skip private details; never include passwords, medical information or contact details.

Learning goal: Sort tasks by importance and urgency, then schedule two next actions.

A loud reminder is not always the most important task. Urgent means a time-sensitive action; important means it supports a meaningful goal or responsibility. Some tasks are both. Use the fictional tasks first, then choose your own next actions.

Your steps

1. Read the six sample tasks and their deadlines.
2. Sort them into the four priority boxes.
3. Explain one choice; reasonable choices may differ.
4. Schedule two next actions with room for support.

1. Task cards

Write the letter of each card in the grid. You may give a different reasoned answer.

A · submit finished science work due today

B · practice for a presentation next week

C · answer an optional game alert now

D · rearrange decorative stickers someday

E · return a borrowed library book today

F · plan a long-term project due next month

2. My priority grid

Importance and urgency depend on the goal and deadline. Place A–F, then explain one choice.

IMPORTANT + URGENT · do / get support

IMPORTANT + NOT URGENT · schedule

NOT IMPORTANT + URGENT · limit / ask

NOT IMPORTANT + NOT URGENT · later

Important, Urgent, or Later? · Practice & next steps

Continue your ideas from page 1. Write, draw, use symbols or ask someone to scribe. Share only what you choose.

3. My next two actions

Turn a whole task into one next move. Add a realistic time and support if needed.

Priority task	Next action	When?	Support / buffer
First			
Second			

My next step

The choice I made because of a deadline or goal was...

Optional stretch · Grades 6–8

Re-sort a task when the deadline changes. Explain how a task moves between quadrants without becoming more meaningful.

Optional teacher / parent follow-up: Discuss differing priorities without calling choices lazy. Safety or urgent support needs always go to a trusted adult.