

Managing your time

LEARNING OUTCOMES

- To understand why it is important to keep appointments
- To be able to plan how to keep an appointment by using a calendar or some form of diary



RESOURCES

- Copies of Resources 1–5
- Examples of real calendars and diaries
- Dates and appointments on small cards to be devised by teacher (Activity 3)
- Highlighter pens (Activity 4 Support)
- Copies of calendar pages for the current and next month (Action activity)

RELATED THEMES

- What are you like? (pages 196–203)
- Positive thinking (pages 204–211)
- What gets you up in the morning? (pages 212–218)
- Getting involved with things (pages 219–233)

HEALTH SKILLS

Some people have problems in organising themselves and remembering to keep appointments or prepare for future events. If a person is already feeling stressed, this inability to keep track of time and events – particularly medical appointments – can increase stress levels. A chaotic lifestyle combined with stress can begin to make a person feel out of control.

SKILLS FOR LIFE

In order to use structured systems which help to organise time and reduce stress levels brought on by missing appointments, etc., learners need to:

- read and record information in calendars and diaries (electronic and paper-based)
- plan and calculate time.

Core curriculum

Activities in this theme will contribute to learning in the following curriculum areas:

- be able to read the different formats used in calendars and diaries (L Rt/E3.5)
- know the days of the week and months of the year in full and abbreviated forms (N MSS1/E2.4)
- read, measure and record time (N MSS1/E3.3)
- record information in note form (L Wt/E2.1; L Wt/E3.1).

- To stimulate discussion, verbally give learners a list of three events which will interest them (real or made up), including places, dates and times. At this stage discourage them from writing anything down.
- Discuss how much of the information they can remember.
- Invite learners to share experiences when forgetting something or turning up late had a knock-on effect for them and / or caused them stress. Give some personal examples to start them off, for example: missed dental appointment – next one now in three months; arrived at airport too late for flight – had to take hotel room and flight next day – lots of extra cost; missed doctor's appointment – unable to get repeat prescription without check-up, etc.
- Point out that everyone needs to find ways to plan for getting to appointments on time and to remember important occasions such as birthdays.
- Ask learners to think of their own lives and volunteer examples of things they need to remember and plan for.
- Discuss with learners any techniques they already use to help them plan and remember things. If someone already uses their mobile phone or has a PDA (personal digital assistant – a hand-held mini computer / organiser), invite them to show or tell the group how it works and to explain the advantages of using one.

What things are important for you to remember?

What can help you remember things?

What's good about having a calendar on the wall at home or a diary in your pocket or bag?

ACTIVITY 1

Discuss the usefulness of diaries and calendars

- Show learners examples of paper-based calendars and diaries. Take suggestions as to why these are good ways of remembering details about events or appointments (you can see at a glance what's going on in relation to the rest of the year / month / week; other people in the house can also see what's going on; it is easy to write notes into a diary and to forward plan; you can write all sorts of other details as well in a paper diary; it doesn't run out of power; and is cheap!).
- Record and display some of their ideas.
- Hand out Resource 1. Discuss the statements with learners and, as a group, decide which pictures they refer to. (Some of them refer to more than one picture.)
- Encourage learners to add statements of their own on two of the methods of recording information and keeping track of events. One of them should be an electronic method (e.g. mobile phone, computer or PDA).

Support

- Ask learners to identify the one statement that refers only to electronic methods, and sort the others into points that could apply to paper calendars on one hand and paper diaries on the other.
- If necessary cut out the statements so that learners can physically move them around and match them to the pictures or to real diaries and calendars.

ESOL

Attitude to time keeping varies between cultures. Draw from learners' experience of similarities and differences in different aspects of life (e.g. pre-arranged appointments, social events, etc.).

ACTIVITY 2

Recognise abbreviations for days and months

- Remind learners that because so much information is often squeezed into a small place – show some diary entries and calendar layouts – it is necessary to shorten or abbreviate some words. This usually means the days of the week and months of the year.
- Write 'Mon 5 Mar' on the board. Ask learners what this means. Show how the abbreviations are made using the first three letters of the day and month.
- If many learners use a mobile phone, ask for volunteers to write a message on the board or flipchart in text messaging code, for example 'R U OK?', 'Had a gr8 time', etc. Point out that people have adapted how they write to suit the space available. The use of abbreviations and note form, even code, is fine providing it can still be understood days later!

Support

- List the full versions of days and months and ask learners to fill in the abbreviations, using the calendar / diary as a guide where possible.
- Ask learners to spot any exceptions to the rules (May, June, July), asking: 'Can you find a month name that is not shortened?', 'Why do you think that is?' (already short enough).

ESOL

- Encourage learners to keep a list of days and months in date order with their abbreviations, for example 'Monday – Mon', 'Thursday –Thu', 'November – Nov'.
- Check that learners are able to pronounce days and months correctly.

ACTIVITY 3

Use calendars and diaries

- Use the two styles of calendar shown in Resources 2 and 3 to compare and contrast the format / layout. Discuss the difference in the way you track the information, for example, reading downwards or across.
- Give learners practice in finding given dates as quickly as they can, using the calendar layouts.
- Prepare some cards showing special occasion dates and appointments relating to the dates shown on the calendars in Resources 2 and 3. Ask learners to work in pairs to write them into one of the calendars, as appropriate (for example, if the dates 30th / 31st July or September 1st / 2nd are given, they will need to use Resource 3).
- Ask questions which use 'time' words, for example:
 - 'What date is the last Saturday in the month?'
 - 'If you've got to make an appointment for a **week from today**, which day will it be?'
 - 'So how many days **between** now and next Thursday do we have to get the carnival ready?'
- Hand out Resource 4 and ask learners to find given days and dates on the diary page. Make sure learners understand where the month and year are written.
- Note: the above activities can be repeated or replaced using real calendars and diaries.

Do you use text abbreviations?

TIP

When trying to make out what someone has written using text messaging code, read it **aloud**.

Why does this calendar include some days at the end of July and the beginning of September?

Support

Suggest that learners use a straight edge to help them track down or across the information.

ESOL

- Review prepositions of time: 'on Monday', 'on 14 May / May 14th', 'in June'.
- Check understanding of time phrases (e.g. 'today', 'tomorrow', 'the day after tomorrow', 'this Saturday', 'next Tuesday', 'a week from today', 'in two weeks' time', 'on Tuesday week'), calling them out and demonstrating with a blank diary page. Give out Resource 2 with a date (Aug 2nd) marked as 'now'. Ask learners to write the time expressions in the correct places on the calendar.

ACTIVITY 4

Understand and practise writing in note form

- Emphasise that you can write information in a diary in any way you like providing you can read it. It can be a drawing or graphic as long as it serves as an effective reminder.
- Discuss spelling and point out that it is generally not important, providing you can understand what is written. Ask learners when they think spelling might be important (proper names of people and places, e.g. hospital name, doctor's name, road names, in order to ask for the right doctor, find the right place, etc.).
- Discuss how just **key words** are needed for diary and calendar entries. With notes, only the information is included; unnecessary words are left out.
- Model this by writing two or three sentences on the board and then rubbing out all but the most important words, e.g. 'Karen will meet me at the clock tower at 10:00 on Thursday this week, even if it's pouring with rain. – **Karen 10:00 am clock tower**'. Discuss the purpose of this message as a reminder: it needs to contain what it is important to remember, in this case the person, the place and the time.
- Reverse the process by writing some notes and asking for volunteers to say what the original message may have been, for example: '**party 9:00 pm Angie's house "King Kong"**' – 'There's going to be a wild party at Angie's house, starting at 9:00 on Saturday 12th, and the theme is going to be "King Kong"' (anything is of course fine providing the key words are used). Remind learners that the date and day are not going to be included in note form because the note is written into the appropriate diary / calendar space.
- Suggest that learners work in two groups, with flipchart, paper and pens. One group writes three sentences which are to be reduced to note form, and the other writes three messages / appointments in note form to be expanded into sentences. Get each group to work on each other's task.
Note: if anyone in the group uses text messaging, ask if they could prepare a text message for the other group to read.
- Pin up the sheets and discuss whether each group succeeded in conveying their messages. Ask for volunteers to read out any text messages. If necessary, discuss with the group whether any more words could be deleted from the notes without losing the essential

Does it matter how you've spelt something in your diary or calendar?

When is it important?

What are the key words when noting down an appointment?

*What information do you **not** need to write if using a calendar or diary?*

message. For example, is it wise to cut out the 'am' or 'pm' when writing the time in 12-hour format? (It helps to identify time of day, although sometimes this will be obvious – a party is more likely to be at 9:00 at night than 9:00 in the morning, but the time of a train or plane could be morning or night.)

- Ask learners to practise making diary entries using a real diary page or several copies of Resource 5 (they will need to add the dates in a similar style to the dates on Resource 4). They can give each other made-up or real appointments or social events to record in their diaries.

Support

- Explain the use of abbreviations such as 'pm': 'Does 7 o'clock pm mean 7 in the morning or 7 in the evening?'
- Encourage learners to use a highlighter pen to pick out key words.
- Learners should use real diaries rather than Resource 5 to avoid the extra burden of working out and recording the dates.

ESOL

- Demonstrate how in notes some words are missed out but still give the gist. For example, discuss which words have been left out in this sentence: 'Meet Jane 1:00 in town by river bridge' ('at', 'the').
- Give more practice by providing full sentences about arrangements which learners can rewrite as notes by highlighting key words. Point out that if notes are written for calendars or diaries, they will mainly involve nouns (chiefly the names of people and places) and times.

Why do we use am or pm when we write the time?

Action

- Provide copies of a calendar for the current month and the next in a range of styles so learners can choose one that suits them. Encourage them to fill in dates important to them, such as birthdays, festivals, bank holidays or other nationally recognised dates.
- Suggest that learners with mobile phones show others how they use the calendar in their phone.
- Over the next few sessions encourage learners to check and update these calendars – particularly for appointments. This will emphasise that it is fairly easy to write something into a calendar or diary, but it must become part of a daily routine to check them!

What is your preferred method for remembering dates?

Managing your time

RESOURCE 1

Busy days mean that there is a lot to remember. It's easy to forget things.

You can use calendars or diaries to help you. These can be in paper form or electronic.

It can beep to remind you.

Offers extra places to write names and addresses or notes.



Small enough to fit into a pocket or handbag.

Lets you see a whole month on one page.

You can hang it on the wall.



More room to write details.

What else?

REMEMBER!

Using a calendar or diary can help you to remember important dates and avoid confusion so you will feel in control.

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RESOURCE 2

AUG		
1	Tue	
2	Wed	
3	Thu	
4	Fri	
5	Sat	
6	Sun	
7	Mon	
8	Tue	
9	Wed	
10	Thu	
11	Fri	
12	Sat	
13	Sun	
14	Mon	
15	Tue	
16	Wed	
17	Thu	
18	Fri	
19	Sat	
20	Sun	
21	Mon	
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25	Fri	
26	Sat	
27	Sun	
28	Mon	
29	Tue	
30	Wed	
31	Thu	

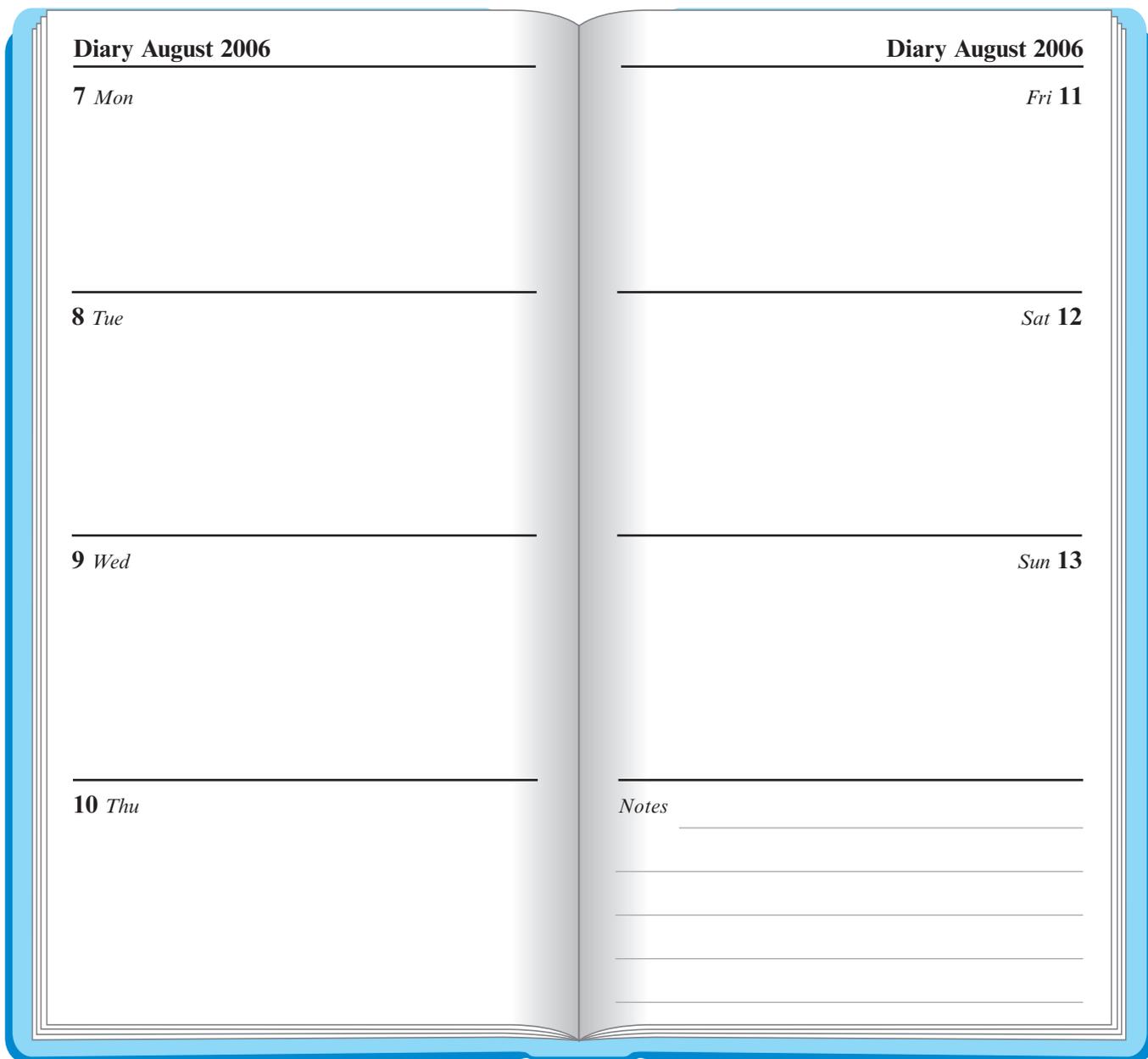
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RESOURCE 3

AUGUST 2006						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
July 30	31	August 1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	September 1	2

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RESOURCE 4



Managing your time

RESOURCE 5

Diary	Diary
Mon	Fri
Tue	Sat
Wed	Sun
Thu	Notes _____ _____ _____ _____ _____