

T.O.O.L.S. for Work Supplement 1

Using Calendars

Materials: Calendars of various types and sizes. There are two blank monthly calendars in Session 1 of participants' binders. These can be reproduced for practice in this class. Have drawn on the board a large, empty generic calendar, grid only.

Prerequisite: After completion of Session 1 or during Session 1

Lesson Duration: 30-50 minutes

I. Introduction

A. Ask participants how they remember to come to their TOOLS class. Ask if this is the same way they remember to get to other classes, doctors' appointments, their childrens' school events, pay bills, etc. Write their answers on the board.

B. Ask if there are problems with any of these approaches. Write answers on the board.

C. Ask if anyone promises to be in two different places at the same time, is frequently late, or forgets they have made an appointment to be somewhere.

1. Ask what happens.

2. Ask about the consequences. Write answers on the board.

D. Refer participants to the blank calendars in their binders in Session 1. Suggest they save one blank as a master so they can make more calendars for themselves later.

1. Ask if anyone already uses a calendar. If so, ask what types of things they put on their calendars. List answers on the board. Ask if anyone might add to this list, writing on the board.

2. Demonstrate how to enter the month and year at the top of the calendar.

Demonstrate how to enter the days of the week across the top.

Demonstrate how to enter the actual dates in the top right corner of each day's "box".

3. Using the TOOLS class meeting days and times as an example, ask the class how an entry might be made to record the "appointment".

II. Basic Points

A. Make sure participants understand the following guidelines and tips for calendar use. Demonstrate several examples as you go along.

1. Use pencil or whatever can be erased, depending on the type of calendar you use.

2. Write horizontally. Do not scrawl diagonally across the entire day for one entry.

3. Point out that some calendars have time slots preprinted on them. Make your entry in the correct timeslot. If your doctor's appointment begins at 10am, make the entry on the 10am line.

4. Write the time the event starts, and if possible the probable stop time, for example, 10am - 11am.

5. Enter the event, appointment or meeting.

6. Use your calendar only for scheduling activities, and not recording other things in the margins such as telephone numbers, or your grocery list.

B. Ask the class for possible events and have everyone practice entering them on their calendars.

C. Once the participants get the idea, and you have several entries on the board calendar, lead the group to fit in new activities onto an already full calendar.

1. Make sure they think about including travel time when scheduling back-to-back activities.

2. Point out the advantages to pocket calendars that can be carried with you, vs. wall calendars that might also hold an entire family's activities on it.
3. Point out the advantages to looking at the next day's events the night before.
4. Ask what questions the participants might have.