

Calendaring: You can't make time

Suggested Grades: 4-12. / **Subject:** Interdisciplinary. / **Time:** Teacher Discretion.

Suggested Materials



Instructions



Booklet



Worksheets



Internet



Pencils



Markers

Lesson Overview: Students will learn how honoring their commitments and keeping promises requires effective time management skills. Through planning a trip, they will understand the preparation required to fulfill a promise. Given time constraints and limitations, students will utilize a calendar, also known as calendaring to identify which goals can still be obtained. Students will reflect on their planning experience through the *because I said I would* Elements of Accountability, Contemplation, and Sacrifice.

- 4-9 grade students will plan a trip.
- 9-12 grade students will watch the “Calendaring: Time Management Pro Tips” video and plan for a trip



Goals and Objectives

Students will learn the importance of using a calendar in order to help manage time. Students will understand that they cannot rely on their own memory to be able to fulfill all of their commitments and or promises.

1. Identify “point of no return” recognition using the *because I said I would* philosophy.
2. Understand how to force a “true recognition of time” and account for external factors when planning a trip.
3. Recognize how managing time will help improve relationships and help hold themselves accountable to their commitments. and help hold themselves accountable to their commitments.



Anticipatory Set

At the beginning of the lesson introduce the idea that calendaring is the most important component of being good with your word. Ask students to go through the official school calendar or class calendar to find important dates. Ask students to find examples of planning/preparing in their own daily planners. Ask students to brainstorm a list of all items to consider in planning for a trip (you may consider geographic climate). Ask students to talk about the time required to pack, rent a car, get to the airport early, etc. For grades 9-12, show the “Calendaring Pro Tips” video.

The Process

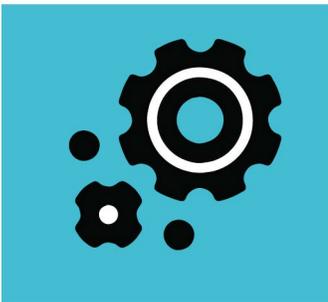


The Task

After introducing the importance of calendaring, reinforce the lesson through an activity: Ask students about a time in their life something didn't go right and ask why (was it perhaps because lack of planning?). Discuss with students a time they said they were going to do something, but they didn't. Why didn't they follow through? Have students ever missed an assignment? Why?

4-9 grade students will plan a trip

- Review the “planning a trip” instructions worksheet
- Students complete the written activity
- Participate in a reflection activity at the conclusion of the lesson
- 9-12 grade students will plan a trip
- Watch “Calendaring Pro Tips” video as a group
- Decide trip parameters (if you're learning about a certain geographic area) and if this is a solo or partner project (partners can force students to make more sacrifices)
- Review the “planning a trip” instructions worksheet, and plan a trip the “*because I said I would*” way
- Students share their plan with the class and discuss any threats to their plan



Process

Upon completion of the activity and group reflection, students will write individual reflections, even if the planning was done with partners.



Evaluation

Teachers will review student task and reflection sheets. Teacher can evaluate accuracy of their calendar and the reflection worksheet.

The Process (continued)



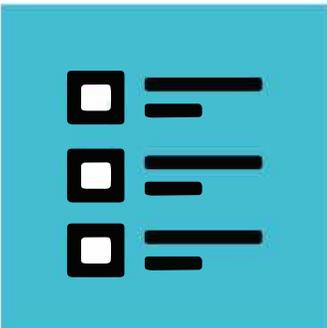
Impact

Students will learn that in order to accomplish a goal, it takes careful consideration and planning. They will understand how to keep accountability to others while making personal goals. They will use contemplation to think about promises before, during, and after the process. They will think about sacrifices they have to make, or what sacrifices others have to make, when aiming to complete a goal.



Conclusion

By the end of this lesson, students will have a new understanding for the preparation required to complete a complex goal. They will have a better understanding of accountability, contemplation, and sacrifice. They will be more adept to prepare for and fulfill promises in their own life.



Appendix

Links

- Calendaring: Time Management Pro Tips:
<https://becauseisaidiwould.com/calendaringprotips>
- Time Management: You vs The Clock:
<https://becauseisaidiwould.com/timemanagement>

Planning a trip

1. Pick four states that you'd like to travel to. They must be contiguous/adjacent/neighboring/adjoining/touching/connected. On the front page of your booklet, draw a colored map of the four states with the capitals labeled.

2. Plan the day before. Identify at least four things you have to do before leaving, and determine how much time it will take to accomplish each task. Things to consider:

- What time of year will it be, and what is the weather like? What type of clothing do you need to pack?

How much time do you need to pack?

- Is it close enough to drive? If so, use google maps to figure out how long it will take to drive.
- Do you need to fly? Have will you get to the airport, and how long will it take? Did you plan time to get to the airport early, so you can check-in? Find a flight from your hometown, and state how long you will be flying.
- Do you own a pet? If so, you need to arrange for a pet-sitter. Do you need to drop off the pet at daycare or a friend's house? How long will it take to drive to the pet-sitter?
- Will you be missing school? If so, have you talked to your teachers about what you need to do? Plan time to get your homework done.

3. For each state, you will plan to visit the capital city. In each capital, you will research three activities to do. Some ideas include: museums, concerts, sports events, monuments, or famous buildings. The activities must fit into the calendars provided, so pay attention to what times the activities start or what time the building closes and how long it takes to get from each building. If you find an event on April 8, make sure that your other city's dates are the day's right before or after (ex: April 7 or April 9).

4. Contemplate about what you learned while trying to plan this trip.

Reflection Activity:

Accountability: Describe how you thought about school/family/pets or extracurricular activities in your planning.

Contemplation: How much time did it take you to determine where you wanted to go? How easy or difficult was it to determine your schedule in order to get to your 4 destinations? How much did you have to change your original plan to fit to the calendar?

Sacrifice: What sacrifices did you have to make to fit the time-constraints? What sacrifices would others have had to make to ensure that you get to your destinations according to your schedule? Did you have to rely on other people to ensure you made it to your destinations?

What did you learn from this activity that can help you when planning your school work or any other activity you do on a regular basis? Explain how calendaring can better help you keep your commitments and promises.

***Modifications:** Have students pick one destination or dream vacation that they want to take. For example, perhaps they have always wanted to go to Disney World. Have them plan their trip to Disney World or Disney Land.

***Teach students how to use an electronic calendar, such as Google calendar.**

Planning a trip (continued)

Date: _____

8:00 am	
9:00 am	
10:00 am	
11:00 am	
12:00 pm	
1:00 pm	
2:00 pm	
3:00 pm	
4:00 pm	
5:00 pm	
6:00 pm	
7:00 pm	
8:00 pm	
9:00 pm	
10:00 pm	

City 1: _____ State: _____

Date: _____

8:00 am	
9:00 am	
10:00 am	
11:00 am	
12:00 pm	
1:00 pm	
2:00 pm	
3:00 pm	
4:00 pm	
5:00 pm	
6:00 pm	
7:00 pm	
8:00 pm	
9:00 pm	
10:00 pm	

City 2: _____ State: _____

Planning a trip (continued)

Date: _____

8:00 am	
9:00 am	
10:00 am	
11:00 am	
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3:00 pm	
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8:00 pm	
9:00 pm	
10:00 pm	

City 3: _____ State: _____

Date: _____

8:00 am	
9:00 am	
10:00 am	
11:00 am	
12:00 pm	
1:00 pm	
2:00 pm	
3:00 pm	
4:00 pm	
5:00 pm	
6:00 pm	
7:00 pm	
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City 4: _____ State: _____

Planning a trip (continued)



What I learned about planning

Accountability

Contemplation

Sacrifice

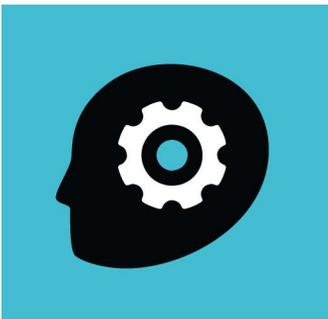
Reflection Worksheet

Please take time to review the *because I said I would* 7 Elements of Honor. Focusing on accountability, contemplation and sacrifice.



Accountability:

- Describe how you thought about school/family/pets or extracurricular activities in your planning.



Contemplation:

- How much time did it take you to determine where you wanted to go?
- How easy or difficult was it to determine your schedule in order to get to your 4 destinations?
- How much did you have to change your original plan to fit to the calendar?



Sacrifice:

- What sacrifices did you have to make to fit the time-constraints?
- What sacrifices would others have had to make to ensure that you get to your destinations according to your schedule?
- Did you have to rely on other people to ensure you made it to your destinations?



Essay Question:

What did you learn from this activity that can help you when planning your school work or any other activity you do on a regular basis? Explain how calendaring can better help you keep your commitments and promises.

Acknowledgements

Because I said I would's Character Education Lessons were created by a dedicated committee of educators and counselors in addition to the staff at *because I said I would*. We would like to acknowledge and thank the committee who volunteered their time and expertise to help create the *because I said I would* Character Education Lessons.

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because
I said
I would.