



Review Card 14



How to ...

...use Chronology and Timelines for efficient time management?

SLD's and Chronology

Chronology and time management are two skills that children with learning difficulties often find challenging. For example, those troubles can include: organizing daily activities, keeping order and sequence of tasks, or in reading, perceiving and understanding time.

Chronology is a key component to an efficient self-organization and time management. The relation from cause to effect is very important, which is why it is important to teach this concept early on, so that the child can learn how to prioritize, situate themselves in time, estimate the time needed for tasks and come up with the most efficient organization possible.

What tools can we use to promote efficient time management?

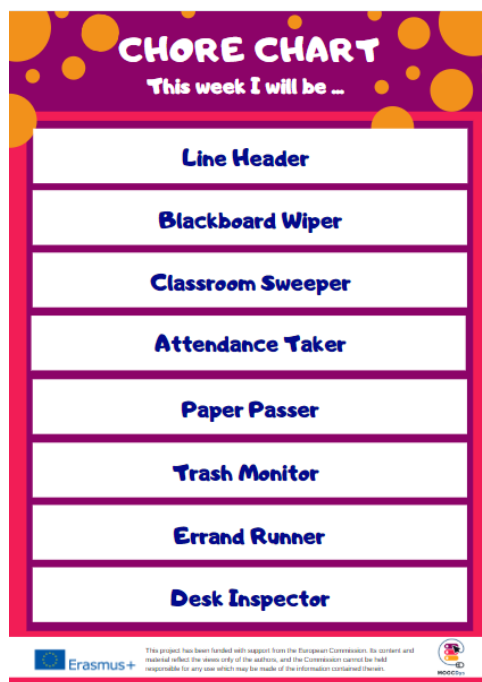
Daily Class Timeline

In the classroom, you can write the outline of the lesson on the blackboard before the children enter. If they need to do something immediately; prepare their homework/ get their books out, you may write that as well. The child with organisation problems will be able to know what is expected of him quickly and prepare for it despite the initial small chaos at the beginning of class.

Chores/Daily Tasks chart to check/fill

Assigning simple everyday class tasks is a way to teach children responsibility and care for their work area/room. You may put a chart with all the different chores to do on a metal sheet on the wall and have magnets written "To do" or "done" that you will put on the chores during the day.

Instead of “to do” and “done”, you may have magnets with the names of the children in red or green, red meaning “to do” and green meaning “done”. That way, you may know who did what and rotate the children so that everyone does everything at least once.



You may do a rotating chore chart as well with the names of the children and rotate it regularly. That way, the children always know what they need to do and when, and they keep each other accountable for it.

An easy way to do it is to print out the example we made here, and to write the names of all the pupils on laundry pins and attach them to the chore you want them responsible of.

You may want to rotate each week so that the pupils get use to the chore and have the time to learn it correctly but vary the pupils so that everyone gets to do each task. Should you have different chores than the ones listed here, feel free to print the second page only and fill it in yourself. Some teachers appreciate to have as many different roles as there are pupils, or to affect several pupils to the same task so that no one feels left out. For durability, you may want to laminate the chart before using it.

On the website the “cornerstone for teachers” a teacher explains how she did her own class job system and why in details. Should you want to get inspiration from it, it can be very useful and does not require a lot of materials. For the explanation, you may click [here](#).

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Class Calendar

To have a class calendar or timetable is also very useful so that everyone can see clearly the lessons that are going to take place, where (if the room changes, for PE for example) and when. That allows them to prepare the right materials for the next day and always be aware of what is going to be expected of them. Keeping a class calendar on the wall, with the hours of the lessons but also reminders of the homework could be very useful. You can print and laminate the example in A3 or bigger, in “notes” you can write the homework down every week with a dry-wipe marker. You can cross out the days of the week everyday so that children keep track of the remaining days before homework is due for example.

CLASS CALENDAR

WHAT ARE WE DOING THIS WEEK?

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	NOTES
Morning <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Morning <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Morning <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Morning <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Morning <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Afternoon <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Afternoon <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Afternoon <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Afternoon <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Afternoon <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

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Erasmus+ MOOCs

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JANUARY

WEEKLY GOALS

SUN	MON	TUE	WED	THU	FRI	SAT
✓	✓	✓	BACK TO SCHOOL WELCOME DAY	2	3	4
5	6	7	MATH TEST	9	10	11
12	HISTORY TEST	14	15	ENGLISH HOMEWORK	17	18
PARENTS DAY	20	21	GEOGRAPHY HOMEWORK	23	24	25
26	27	28	hand in field trip permission slip	FIELD TRIP	31	1



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You may print out the month calendar and indicate any big events; school trip, tests, school festival, holidays, etc. And similarly, you can cross out the days that are over with.

Here is a link towards a free agenda / calendar maker. It is more oriented toward older students if they want to make theirs themselves.

Illustrated timer use

If the child has trouble estimating time itself, the use of a timer for certain activities can be put in place. Best type of timer would be a round clock visual timer, in order to visualise the amount of time left better.

You may find example of these visual timers here.

You can find a couple of examples from the website pasted down under:



They allow for a good visual indicator of the time left. The first one helps getting used to reading time on a clock as well, while the second one uses a colour code to let the child know when their time is almost over.

For example, when you are doing a test in class. Write an estimation of the amount of time needed for each question down on the quiz.

Example; Question 1: Explain your weekend. (+/- 5 minutes)

On the side, use a visual timer so that the pupil may see if he is taking up too much time for the question or not. If you do that, they are less likely to remain stuck at a single question when they could have answered the rest.

For slightly older children, you may use a countdown system to keep track of the remaining time in minutes, hours or days before an important deadline. You can make a countdown visible in one place in classroom or have apps on your smartphone that keep track of the different countdown you may set. That may be useful in tracking the remaining time before an important exam for example.

Here is a website offering information on several of them.