



An Introduction to Your Planner Program

Welcome

Dear Educators,
Welcome to the Canada Matters planner!

The Canada Matters planner helps students learn about and work on developing important planning, organization, and time-management skills. It also aims to help students see the impact of planning on Canadian history.

About the Planner

The planner will help your students:

- Track and prioritize assignments, homework, and tests
- Set and work toward goals
- Develop an understanding of planning, organization, and time-management concepts
- Consider ways planning affects personal success

The planner will help you:

- Keep students organized and accountable for their responsibilities
- Share students' learning with families and maintain home-to-school communication
- Support students' inquiries and explorations of effective planning techniques
- Support students as they learn ways time management and organization affect personal success

Take a look at the topics you can look forward to discussing throughout the year:

Developing Habits for Success
Getting Organized
Being Prepared
Being an Active Listener
Setting Goals
Prioritizing
Estimating Time
Using Time Wisely
Doing Group Projects
Completing Long-Term Projects
Staying Motivated
Learning to Adapt

Included in the Planner

The student planner has a wealth of information just waiting to be discovered. Take a look below to learn how to uncover and implement the valuable content found in the planner.

Planning

The planning process included in the student planner is a four-step method that teaches students how to think, record, act, and check for planning and time-management success.

Explore the planning process in the student planner for more information on ways to support the development of students' planning and time-management skills.

Planner Content

Themes: Each monthly theme offers learning opportunities that focus on an element of planning, organization, or time management.

Engaging Activities: Interesting activities encourage students to dive deeper into the themes presented each month.

Historical Connections: Monthly themes are tied to important Canadian events to show students the large-scale impact of planning, organization, and time management.

All-Canadian: In addition to being written and designed in Canada, the planner's Canadian references and touch of history ensure content is Canadian down to the smallest detail.

Familiarize yourself with the main ideas, themes, and features covered in the student planner. Keep reading for in-class activities that help students expand and apply their understanding of the concepts presented.



Implementing Your Planner Program

Incorporating the planner into your busy schedule was designed to be easy and flexible. Review the steps below at your convenience to get started!

STEP 1: Familiarize yourself with the materials

Review the sections in this guide and additional resources online. Together, they provide a quick orientation to the planner's content and features.

- An Introduction to Your Planner Program (page 1)
- Planner Scope & Sequence (page 3)

STEP 2: Define your purpose and goals

Review the list below to help define your goals for using the planner in your class, and add some goals of your own.

<input type="checkbox"/> Improve academic performance	<input type="checkbox"/> _____
<input type="checkbox"/> Improve home-school communication	<input type="checkbox"/> _____
<input type="checkbox"/> Track homework	<input type="checkbox"/> _____
<input type="checkbox"/> Encourage accountability	<input type="checkbox"/> _____
<input type="checkbox"/> Improve test-taking skills/results	<input type="checkbox"/> _____
<input type="checkbox"/> Teach goal setting	<input type="checkbox"/> _____
<input type="checkbox"/> Teach time management	<input type="checkbox"/> _____

STEP 3: Plan how and when you will engage students in the planner's content

The planner is flexible and provides many options for implementation. The content can be broken into sections and examined daily, weekly, or monthly. You also have the option of leading students through the content, or asking them to work through it at their own pace.

Ideas for how and when to use the planner's features and page sections are outlined below.

Monthly InFocus Pages: Spotlight the planner's monthly themes throughout the year. Monthly implementation can be achieved all in one lesson or day, or may be assigned weekly or semi-weekly.

Weekly Activities: Deepen students' understanding of the theme through the weekly activities. Have students complete the activities once a week as a warm up, an early-finisher activity, or as homework.

Planner Resource Pages: Highlight these pages, located at the back of the planner, for students at the beginning of the year as a tool they can use in various classes. They provide students a handy reference for quick reminders on math, language arts, science, and more.

The following pages provide you with an overview of the planner's learning outcomes and suggest activities you can use to extend learning about the planner's themes in your classroom. The activities are designed to be used in a classroom setting. While it's recommended time be set aside regularly to encourage planner use and engage with the content covered, the activities can be used as classroom time permits. As a warm-up or sponge activity, during classroom transition times, or even as an emergency lesson are just a few examples.



Planner Scope & Sequence

This Scope & Sequence chart provides an overview of the monthly themes as they are presented in the student planner.

	THEME	LEARNING OUTCOME
AUG.	Developing Habits for Success	Students will examine habits that foster success at school and enable them to take responsibility for their learning.
SEP.	Getting Organized	Students will explore the importance of organization, as well as their responsibility to stay organized.
OCT.	Being Prepared	Students will explore the role preparation plays in their academic success and will identify strategies for managing materials and staying organized.
NOV.	Being an Active Listener	Students will explore active listening as an effective tool for learning and communication, and for building relationships with teachers and others.
DEC.	Setting Goals	Students will explore the benefits of defining their path and setting goals, and will identify how knowing their goals will help them achieve their goals.
JAN.	Prioritizing	Students will examine prioritization strategies that will help them meet deadlines/ goals.
FEB.	Estimating Time	Students will explore methods of estimating time to help them define how long tasks take to complete in order to prioritize work.
MAR.	Using Time Wisely	Students will explore ways to make a plan and create a schedule by using skills they learned for prioritizing. They will apply problem-solving skills to make a plan and overcome obstacles.
APR.	Doing Group Projects	Students will define successful teamwork by exploring collaboration, positive attitudes, and synergy.
MAY	Completing Long-Term Projects	Students will examine strategies for completing long-term projects, such as breaking a large task into smaller, manageable steps and assembling the necessary materials in advance.
JUNE	Staying Motivated	Students will explore the importance of personal responsibility and balance when trying to stay motivated and avoid procrastination.
JULY	Learning to Adapt	Students will examine useful strategies such as examining priorities, thinking positively, and re-evaluating goals in order to adapt to change and address challenges.



Extend the Learning of Your Planner Program

Monthly tips and ideas help advance the goals of the planner and make the planner content come alive in the classroom. All tips and ideas are simple, adaptable, and require little-to-no prep time.

For Lower Grade Levels

REINFORCE: Developing Habits for Success

- Share with students that using a planner is a great habit for success. Have students review the onTRAC® planning process pages in their planner. Put them in groups and have them design a poster showing how their planner can help them Think, Record, Act, and Check for planning success.

REINFORCE: Getting Organized

- Put students in small groups and have them brainstorm ways their planner helps them stay organized. After students finish, assemble as a group and determine the top five ways planners help students get and stay organized.

REINFORCE: Being Prepared

- Have students imagine their planner as a superhero character. Ask them to create a comic strip featuring the character. Have them focus on ways the planner can help students be prepared for school each day.

REINFORCE: Being an Active Listener

- As a class, play a game of telephone. Whisper a sentence to the first student, and then have that student pass on the message. After the last student shares the message out loud, discuss how your sentence might have changed.

REINFORCE: Setting Goals

- Have students work together in small groups to define the difference between short- and long-term goals. Then, have them decide as a group which type of goals are more likely to need to be revised and why. Discuss group conclusions as a class.

REINFORCE: Prioritizing

- Ask students to create collages of words or images, depicting the most important things or people in their lives. Have students write a short paragraph to accompany their collages, sharing ways they show these things or people are a priority to them.

REINFORCE: Estimating Time

- As a class, come up with several short activities (e.g., do 25 pushups, answer 50 math problems, etc.). Then, put students in pairs and have them estimate how long each activity will take. Next, have students take turns timing their partners doing the activities to verify their estimates.

REINFORCE: Using Time Wisely

- Survey the class to find out when students like to complete their homework. Have students work in small groups to chart the findings. As a class, talk about the benefits of doing homework at the times students charted.

REINFORCE: Doing Group Projects

- Brainstorm problems students might encounter when they're doing a group project. Break students into small groups, giving each group a problem. Ask them to create role-play scenarios showing how the problem could be resolved.

REINFORCE: Completing Long-Term Projects

- Tell students you're going to plan an imaginary research project. As a class, list the steps of the project. Talk about ways students can break the project into smaller pieces and schedule them in their planner for completion.

REINFORCE: Staying Motivated

- Write the following quote on the board: Procrastination is a thief of time. –Charles Dickens. Discuss the meaning of the quote as a class. Ask students to draw a picture showing a way time can rob them.

REINFORCE: Learning to Adapt

- As a class, brainstorm times students must adapt to change. Discuss how they feel when facing changes and strategies that make transitions as smooth as possible.



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For Higher Grade Levels

REINFORCE: Developing Habits for Success

- Have students create brochures for new students, sharing the top habits students should develop for success at school. Urge students to include “using a planner” as one of their habits. Let students share their brochures with school counselors and devise a plan to have the brochures readily accessible to new students.

REINFORCE: Getting Organized

- Put students in groups. Have them research a significant event in Canadian history that required a lot of planning and organization. Have students prepare their findings in a short presentation (e.g., skit, PowerPoint, video) to share with the class. Then, have students discuss which event utilized the best planning efforts.

REINFORCE: Being Prepared

- Pick a variety of common classroom items and hold them up one at a time for a few seconds each. After going through about 20 objects, have students name all the items from memory. Then, have students try again, writing down things they see. Compare results. Use this to lead into a discussion about writing important information down in order to be prepared.

REINFORCE: Being an Active Listener

- As a class, discuss the importance of listening carefully in class. Talk about the consequences one might face for daydreaming or tuning out. Have students share a time when they were poor listeners. Discuss how the outcome might have been different if better listening skills had been utilized.

REINFORCE: Setting Goals

- Have students reflect on a goal they have set this year. Have them review their goal steps to see if any need to be broken into smaller steps, check to see if the time frame is realistic, identify the people or things they’ll need to complete each step, and schedule the steps into their ACT sections.

REINFORCE: Prioritizing

- Discuss the different connotations of the word priority with students. Ask questions such as: How is setting priorities for what to study during a study session different than someone’s priorities in life? Or Even if studying isn’t listed as one of your main priorities, could it still be a priority the week before a big test?

REINFORCE: Estimating Time

- Put the class in two groups. Ask one group to estimate the time needed to complete a book report. Have the other group estimate the time needed to read a book, take notes, write an outline for a book report, write a first draft, edit/proofread, and write a final draft. Once both groups are finished, compare the results.

REINFORCE: Using Time Wisely

- Write this quote on the board: The definition of insanity is doing the same thing over and over and expecting different results. Ask students how the quote (which is attributed to various people) relates to using time wisely. Have students think about times in their lives when they were doing this instead of modifying their plans.

REINFORCE: Doing Group Projects

- As a class, brainstorm the different roles people play in group projects, such as the scribe or the presenter. Discuss whether it’s best for students to take on a role that is suited to their personality or if they should tackle roles that force them to develop new skills.

REINFORCE: Completing Long-Term Projects

- Ask students to think about their life goals and consider them long-term projects. Have students create a timeline, outlining the steps they will take to reach their ultimate life goals.

REINFORCE: Staying Motivated

- As a class, discuss reasons students often feel unmotivated to complete a task or project. Brainstorm ways they can overcome these obstacles in order to stay motivated and on track to reach their goals.

REINFORCE: Learning to Adapt

- As a class, brainstorm times students must adapt to change. Discuss how they feel when facing change and strategies that make transitions as smooth as possible.