



Workshop Schedule Blended Learning

Day 3 – Time Management



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Schedule of the 3rd Workshop Day – Time Management

On the following pages you will find detailed descriptions of all the activities created for the third day of the workshop. As mentioned before, the workshop times and therefore the times of the activities are only recommendations and can be adapted individually.

The third day is primarily focused on the fourth learning unit on bit EU academy “Time management”. The teachers/trainers can choose from the proposed activities to ensure the various methods of blended learning.



09:00 – 09:20 ICEBREAKER – STORYTELLER

WORKSHOP SESSION	09:00 – 09:20 Icebreaker
ACTIVITY NAME	Activity 1 – Icebreaker – Storyteller
OBJECTIVES	<ul style="list-style-type: none">• To get to know each other• To be warmed up• To ice break the group atmosphere
DESCRIPTION	<ol style="list-style-type: none">1. Explain the activity to the students (briefing)<ul style="list-style-type: none">• Explain what students can expect from the next 20 minutes.• Create a pleasant and positive atmosphere.2. Run the activity<ul style="list-style-type: none">• The aim of the game is to write a story in a group.• One person begins by writing an opening sentence, for example, "I was once awakened in the middle of the night by a loud bang." Then the other players add another sentence. The last person writes the last sentence.



	<p>3. Evaluation (debriefing)</p> <ul style="list-style-type: none"> • Finally, the teacher/trainer reads the story to the group. • You can ask the participants about their feedback.
TIME FOR THE ACTIVITY	<p>Total time: 20 minutes (+ preparation time)</p> <p>-----</p> <p>Briefing time: 5 minutes Activity time: 10 minutes Evaluation time: 5 minutes</p>
SETTING OF THE ACTIVITY	<p>This activity is led by the teacher/trainer and done in groups in class (or via video conference).</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> • Explaining the running of the activity • Continuous organisation of the activity <p>Learners' role:</p> <ul style="list-style-type: none"> • The students are listening to the explanations, and actively working (in groups, in the plenum)
MATERIALS FOR THE TEACHER	/
MATERIALS FOR STUDENTS	<ul style="list-style-type: none"> • Papers, pencils



09:20 – 09:50 REFLECTION OF THE SELF-LEARNING SESSION AT HOME

The teacher/trainer asks for feedback of the participants from the self-learning session. There are some tips for questions:

- Did you work through the subchapters of this learning unit?
- Did you challenge any obstacles during your self-study?
- Did the learning content meet your expectations?
- What was your personal highlight (key information/topic) of the obtained learning content?
- Did you miss any interesting topic for you?
- Do you think that the learning content is useful for next study of the whole methodology?
- Do you need any clarification to the topic of motivation?

The teacher/trainer can facilitate a discussion and support participants in sharing their experiences and completed educational successes.



09:50 – 10:30 LEARNING SESSION I: QUADRANT OF URGENCY

This activity follows the homework from the end of day 2 – the participants should prepare the time snapshot of their day.

WORKSHOP SESSION	09:50 – 10:30 Quadrant of urgency and importance
ACTIVITY NAME	Activity 2 – The Quadrant of Urgency and Importance
OBJECTIVES	<ul style="list-style-type: none"> • Identifying important and urgent tasks
DESCRIPTION	<p>1. Preparation</p> <p>The trainer prepares a quadrant of importance template (4 quadrants - important / important & urgent / urgent / unimportant). He/she divides this activity into quadrants to demonstrate good practice to the participants. Annex 6b can be</p>

	<p>used as base for this. He/she writes the activities of his/her “Snapshot of the day”- form into these quadrants. He/she prints this worksheets for all students.</p> <p>2. Explain the activity to the students (briefing)</p> <ul style="list-style-type: none"> • Show participants the quadrant of importance template. • Show the way for participants to access the digital version of the template. • Show your completed quadrant of urgency and importance where you have placed the activities from the time snapshot of the day. • Explain to the participants which activities belong to which quadrant. • Emphasis is placed on all quadrants. • Explain to the participants that the output of this individual activity will be the basis for the next activity in setting up effective time management. <p>3. Run the activity</p> <ul style="list-style-type: none"> • All students receive the worksheet with the four quadrants of urgency and importance. • They have a look at the activities they wrote down during the learning session “Snapshot of the day” and assign each activity to one of the four quadrants. <p>4. Evaluation (debriefing)</p> <ul style="list-style-type: none"> • Ask participants if they have any questions. • Briefly go over the understanding of the assignment with each participant individually. • Check that participants have assigned activities to each quadrant. • Together, compare the proportion of activities in each quadrant (for a properly set up time management, the proportion of activities in the quadrant is 40% important, 30% important to urgent, 20% urgent, 10% 0).
<p>TIME FOR THE ACTIVITY</p>	<p>Total time: 40 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 10 minutes Briefing time: 5 minutes Activity time: 30 minutes per day Evaluation time: 5 minutes</p>

SETTING OF THE ACTIVITY	<p>This activity is led by the teacher/trainer and done individually and then in the plenum in class (or via video conference).</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> • The teacher/trainer briefs the participants at the beginning, explains the assignment and gives space for questions. • The teacher/trainer finalises these quadrants with all students. <p>Learners' role:</p> <ul style="list-style-type: none"> • Participants listen to explanations and ask questions if they have any • They work through the exercise during the workshop
MATERIALS FOR THE TEACHER	<ul style="list-style-type: none"> • Importance quadrant template, filled in as a model example (Annex 6b) • Paper, pencils • Store the results - Input for the next activity in Learning session 2
MATERIALS FOR STUDENTS	<ul style="list-style-type: none"> • Importance quadrant template in Annex Nr. 6b • Own time snapshot of the day from Day 2 • Paper, pencils



Annex 6b: Quadrants of urgency



10:30 – 10:45 COFFEE BREAK



10:45 – 11:20 ICEBREAKER – TWO FACES

WORKSHOP SESSION

10:45 – 11:20
Time management

ACTIVITY NAME	Activity 3 – Icebreaker – Two faces
OBJECTIVES	<ul style="list-style-type: none"> • To get to know each other • To be warmed up • To ice break the group atmosphere
DESCRIPTION	<p>1. Explain the activity to the students (briefing)</p> <ul style="list-style-type: none"> • Explain the game to the students. • Create a pleasant and positive atmosphere. <p>2. Run the activity</p> <ul style="list-style-type: none"> • Everyone finds a quiet place at the table and describes his/her person with two glances at each other. One as positive as possible and one as negative as possible. He/she can include everything he/she has done, failed to do, all his/her qualities and characteristics that come to mind. He/she may focus on both the material and the spiritual side of his/her personality. <p>3. Evaluation (debriefing)</p> <ul style="list-style-type: none"> • Ask some of the questions below: <ul style="list-style-type: none"> ○ Which of the perspectives did you find better to describe? ○ Which face did you describe more based on the past? ○ Which face do you show to the people around you? Do they know both? ○ Do people notice the difference between your faces? ○ In what setting did you set the descriptions of your faces? Was it the same setting or different each time? (e.g., school, work, personal life) ○ Which face do you prefer and how do you work with it? • Then there can be a joint reflection where everyone tells what they have written down and what they have realised during the game.
TIME FOR THE ACTIVITY	<p>Total time: 35 minutes (+ preparation time)</p> <p>-----</p> <p>Briefing time: 5 minutes Activity time: 10 minutes Evaluation time: 20 minutes</p>

SETTING OF THE ACTIVITY	<p>This activity is led by the teacher/trainer and done individually and in the plenum in class.</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> • Explaining the running of activity • Continuous organisation of the activity • Facilitation of the discussion and evaluation <p>Learners' role:</p> <ul style="list-style-type: none"> • The students are listening to the explanations, actively working (individually, in the plenum).
MATERIALS FOR THE TEACHER	/
MATERIALS FOR STUDENTS	<ul style="list-style-type: none"> • Papers, pencils



11:20 – 12:30 LEARNING SESSION II: DEFINING THE MOST COMMON TIME THIEVES

This activity follows the previous activity with the quadrant of importance.

WORKSHOP SESSION	<p style="text-align: center;">11:20 – 12:30 Time thieves</p>
ACTIVITY NAME	<p>Activity 4 – Defining the Most Common Time Thieves</p>

OBJECTIVES	<ul style="list-style-type: none"> Defining the most common time thieves
DESCRIPTION	<p>1. Preparation</p> <p>The trainer prepares a list of the most common "time thieves" in the following areas:</p> <ul style="list-style-type: none"> Realisation of some activity in common life (i.e. study, work task etc.) <ul style="list-style-type: none"> Process, system Inputs, information Competence, Expertise Communication Motivation, responsibility, will, self-discipline (personal competences) Objective, output of the activity <p>2. Explain the activity to the students (briefing)</p> <ul style="list-style-type: none"> Explain the activity to the participants. Explain that they need their quadrants of urgency and importance that they created before. <p>3. Run the activity</p> <ul style="list-style-type: none"> Use a flip, white board, and write down the areas of the most common "time thieves". The participants select from their completed quadrants of importance the causes of ineffective time management, namely from the quadrant – urgent and quadrant – 0. Each participant assigns a "time thief" to each area, choosing the area as they see fit. <p>4. Evaluation (debriefing)</p> <ul style="list-style-type: none"> Ask participants if they have any questions. Correct erroneous causes, complete all areas. Open a discussion on whether the causes can be addressed and how.

	<ul style="list-style-type: none"> • Explain to the participants the possibilities of setting habits and changing current habits. • Each participant sets 1 habit change/new habit that will lead to the elimination of one of the causes of ineffective time management.
TIME FOR THE ACTIVITY	<p>Total time: 70 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 5 minutes Briefing time: 15 minutes Activity time: 35 minutes Evaluation time: 20 minutes</p>
SETTING OF THE ACTIVITY	<p>This activity is led by the teacher/trainer and done individually and then in the plenum in class.</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> • The teacher/trainer briefs the participants at the beginning, explains the assignment and gives space for questions. <p>Learners' role:</p> <ul style="list-style-type: none"> • Participants listen to explanations and ask questions, if they have any, and then work through the exercise during the workshop.
MATERIALS FOR THE TEACHER	<ul style="list-style-type: none"> • List of the most common time thieves, divided into the respective areas (Annex Nr. 6c) • Importance quadrant template (previous activity) • Flipchart or white board, paper, pencils, markers
MATERIALS FOR STUDENTS	<ul style="list-style-type: none"> • List of the most common time thieves, divided into the respective areas (Annex Nr. 6c) • Paper, pencils



Annex 6c: Time thieves



12:30 – 13:30 LUNCH



13:30 – 15:00 SELF-STUDY SESSION IN CLASS (BIT EU ACADEMY)

UNIT 4 – TIME MANAGEMENT

- The participants will go through the first subtopics by themselves with the possibility of teacher’s support
- Questions, discussion, feedback from the participants

WORKSHOP SESSION	<p style="text-align: center;">13:30 – 15:00 Self-study session in classroom – Time management</p>
ACTIVITY NAME	Activity 5 – Self-study on bit EU academy – 1 unit/first chapters
OBJECTIVES	<ul style="list-style-type: none"> • Getting an overview of the 4th unit “Time management” • Developing the basic skills from the unit “Time management”
DESCRIPTION	<ol style="list-style-type: none"> 1. Preparation <ul style="list-style-type: none"> • The teacher/trainer asks about the progress in the bit EU academy self-learning study and gives an opportunity again to share some successes, problems, or challenges. 2. Explain the activity to the students (briefing) <ul style="list-style-type: none"> • Explain what students can expect from this session. 3. Run the activity <ul style="list-style-type: none"> • Show the students the whole structure of unit 4 “Time management”. • Ask students if they have some questions. • Ask students to start individually studying of the first subchapter “Planning learning process” on their own laptop/computer.

	<ul style="list-style-type: none"> • Continuously check all students in the group during self-studying and individually ask everyone, if they need some support or have a question. • Respect the individual pace of the students. If someone finished the first subchapter, ask him/her to go to another one. <p>4. Evaluation (debriefing)</p> <ul style="list-style-type: none"> • Ask learners for feedback to their self-study: <ul style="list-style-type: none"> ○ Do you understand the logical frame of bit EU academy? ○ Do you need any clarification? ○ What was difficult for you? ○ Do you need any support for self-study at home? • Ask your learners if they have some questions.
<p>TIME FOR THE ACTIVITY</p>	<p>Total time: 90 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 5 minutes Briefing time: 5 minutes Activity time: 70 minutes Evaluation time: 15 minutes</p>
<p>SETTING OF THE ACTIVITY</p>	<p>This activity is led by the teacher/trainer and done individually in class.</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> • The teacher/trainer is briefing the students at the beginning. • The teacher/trainer is presenting the bit EU academy platform and its structure, and the fourth unit about time management. • The teacher/trainer is leading the evaluation. <p>Learners' role:</p> <ul style="list-style-type: none"> • The students are listening to the explanations and ask questions if they have some. • The students individually go through the first subchapter of the content unit.
<p>MATERIALS FOR THE TEACHER</p>	<ul style="list-style-type: none"> • Bit EU academy instructions • Laptop • Data projector • Connection to Internet

MATERIALS FOR STUDENTS	<ul style="list-style-type: none"> • Laptop/PC • Connection to Internet
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15:00 – 16:00 CASE STUDY “SEARCH FOR TIME THIEVES”

WORKSHOP SESSION	<p>15:00 – 16:00</p> <p>Case study: Searching for time thieves</p>
ACTIVITY NAME	Activity 6 – Search for the time thieves
OBJECTIVES	<ul style="list-style-type: none"> • Learning to find and understand time thieves. • Learning to propose the effective solutions to remove time thieves.
DESCRIPTION	<p>1. Preparation</p> <p>The trainer prepares a sample of worksheet with the case situation in printed and digital form so that he/she can explain to the participants how to work with it. The trainer asks the participants to read the text in worksheet individually. After reading the participants should reply to the questions below the text.</p> <p>2. Explain the activity to the students (briefing)</p> <ul style="list-style-type: none"> • Explain to the participants what they will be doing in the next 60 minutes. • Give the participants a worksheet with the case study or show the way for participants to access the digital version of the form. <p>3. Run the activity</p> <ul style="list-style-type: none"> • Ask the participants to read a text individually (5 minutes). • Ask the participants to answer the questions below the text (10 minutes).

	<ul style="list-style-type: none"> • Ask the participants to discuss their answers and proposals of solution in pairs. (10 minutes). <p>4. Evaluation (debriefing)</p> <ul style="list-style-type: none"> • The pairs should present their solutions and advice to the whole group. The teacher/trainer writes the summary of proposals and solution on the flipchart/board (30 minutes). • Ask participants if they have any questions.
<p>TIME FOR THE ACTIVITY</p>	<p>Total time: 60 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 10 minutes Briefing time: 5 minutes Activity time: 45 minutes Evaluation time: 10 minutes</p>
<p>SETTING OF THE ACTIVITY</p>	<p>This activity is led by the teacher/trainer and done individually and then in the plenum in class (or via video conference).</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> • The teacher/trainer briefs the participants at the beginning, explains the assignment and gives space for questions. • The teacher/trainer leads the evaluation part. <p>Learners' role:</p> <ul style="list-style-type: none"> • The participants listen to the explanation and ask questions if they have any and then work through the exercise.
<p>MATERIALS FOR THE TEACHER</p>	<ul style="list-style-type: none"> • Worksheet "Search for time thieves" (Appendix Nr. 6d) • Paper, pencils • Flipchart/board
<p>MATERIALS FOR STUDENTS</p>	<ul style="list-style-type: none"> • Worksheet "Search for time thieves" (Annex Nr. 6d) • Paper, pencils



Annex 6d: Search for time thieves



16:00 – 16:15 COFFEE BREAK



16:15 – 17:00 1-2 CASE STUDIES/ PRACTICAL EXAMPLES

For closing this workshop day, one of the following activities that will be done in pairs can be chosen:

WORKSHOP SESSION	16:15 – 17:00 Case study: Performance curve
ACTIVITY NAME	Activity 7 – Performance curve
OBJECTIVES	<ul style="list-style-type: none"> • to understand that there are differences in one’s own learning performance • to identify reasons for these differences • to find out what one’s own best times for learning are
DESCRIPTION	<p>1. Preparation</p> <p>The teacher/trainer prints the worksheet (Annex Nr. 6e “Performance curve”) or puts it on an online drive so that the learners have access to it during this activity.</p> <p>2. Explain the activity to the students (briefing)</p> <ul style="list-style-type: none"> • Explain to the learners that they should read through the case study that can be found in the appendix together with a partner and answer the questions below. <p>3. Run the activity</p> <ul style="list-style-type: none"> • Divide the participants into pairs. • Hand out one worksheet per pair or share the worksheet with your learners digitally.

	<ul style="list-style-type: none"> • Each pair reads the story on the worksheet, answers the questions, and writes down the findings. • Afterwards, the findings are discussed with the whole class. <p>4. Evaluation (debriefing)</p> <ul style="list-style-type: none"> • As it is important that each learner reflects on his/her own performance curve, some reflection questions could be asked at the end of this activity. Examples are: <ul style="list-style-type: none"> ○ Think of your own performance curve. When is your best time for learning? When are you most productive? ○ When you think of a moment when it was very difficult for you to concentrate on learning, is it possible that this was related to your performance curve? ○ What could you change in your life to make use of the advantages of this performance curve?
<p>TIME FOR THE ACTIVITY</p>	<p>Total time: 45 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 5 minutes Briefing time: 5 minutes Activity time: 30 minutes (20 minutes elaboration + 10 minutes discussion) Evaluation time: 10 minutes</p>
<p>SETTING OF THE ACTIVITY</p>	<p>This activity is led by the teacher/trainer and done in groups and then in the plenum in class (or via video conference).</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> • The teacher/trainer is briefing the students at the beginning. • The teacher/trainer is supporting the students during the activity. • The teacher/trainer is leading the discussion and evaluation. <p>Learners' role:</p> <ul style="list-style-type: none"> • The students elaborate on solutions for the case study. • The students discuss their findings with the others. • The students answer the reflection questions.

MATERIALS FOR THE TEACHER	<ul style="list-style-type: none"> • Worksheet “Performance curve” (Annex Nr. 6e) • Paper, pencils • Flipchart/board
MATERIALS FOR STUDENTS	<ul style="list-style-type: none"> • Worksheet “Performance curve” (Annex Nr. 6e) • Paper, pencils



Annex 6e: Performance curve

WORKSHOP SESSION	<p>16:15 – 17:00</p> <p>Case study: Planning a stress-free exam day</p>
ACTIVITY NAME	Activity 8 – Effective time management to have a stress-free exam day
OBJECTIVES	<ul style="list-style-type: none"> • to get to know ways how to ban stress from an exam day • to know how to manage time before an exam
DESCRIPTION	<p>1. Preparation</p> <p>Print the worksheet “Stress management” (Annex Nr. 6f) for your students, or, if you do this activity digitally, share it on an online drive.</p> <p>2. Explain the activity to the students (briefing)</p> <ul style="list-style-type: none"> • Explain to the learners that they should read through the case study together with a partner and answer the questions below. • Explain to the learners why banning stress from the exam day is important.

	<ul style="list-style-type: none"> • Explain the students that they should read through the case study (Annex Nr. 6f “Stress management”) and try to answer the questions below. • The learners should write down their findings. • If you want to use a digital tool (e.g. Google Jamboard) for this activity, explain the tool before the learners start to work. <p>3. Run the activity</p> <ul style="list-style-type: none"> • Divide the participants into pairs and hand out the worksheet. • The learners have 20 minutes to answer the questions of the worksheet. • They should collect their ideas digitally (e.g. with Google Jamboard) or write them down on a flipchart paper. • After collecting their ideas, each pair has some time to present their jamboard or flipchart sheet. <p>4. Evaluation (debriefing)</p> <ul style="list-style-type: none"> • After presenting all findings, the trainer can ask some evaluation questions to the learners, for example: <ul style="list-style-type: none"> ○ Do you have the feeling that your previous exam days were stressful? ○ Could you find some ways how to make an exam day a bit easier and more relaxing? ○ Do you think you will be less nervous before an exam if you improve your time management for this day?
<p>TIME FOR THE ACTIVITY</p>	<p>Total time: 45 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 5 minutes Briefing time: 5 minutes Activity time: 30 minutes (20 minutes elaboration + 10 minutes discussion) Evaluation time: 10 minutes</p>
<p>SETTING OF THE ACTIVITY</p>	<p>This activity is led by the teacher/trainer and done in pairs and then in the plenum in class (or via video conference).</p> <p>Teacher’s/Trainer’s role:</p> <ul style="list-style-type: none"> • The teacher/trainer is briefing the students at the beginning.

	<ul style="list-style-type: none"> • The teacher/trainer is supporting the learners if they have some questions during the activity. • The teacher/trainer leads the presentation and evaluation part. <p>Learners' role:</p> <ul style="list-style-type: none"> • The students write down their ideas in pairs and present them in the plenum afterwards. • The students answer the evaluation questions.
MATERIALS FOR THE TEACHER	/
MATERIALS FOR STUDENTS	<ul style="list-style-type: none"> • Worksheet in Annex Nr. 6f "Stress management" • Jamboard/flipchart sheet • Pencils



Annex 6f: Stress management



17:00 – 17:30 EVALUATION OF THE THIRD DAY

The teacher asks the participants for their feedback about the fourth day and realised activities.

Proposal of questions:

- Did the third day fulfil your expectations?
- Was the main topic useful for you?
- What did you miss?



17:30 – 18:00 SCHEDULE FOR THE NEXT DAY OF THE WORKSHOP - GOODBYE



FOLLOW-UP AT HOME

This follow-up depends on the setting of the workshop. If the workshop is for example one day per week (each Monday), the learners could complete this self-learning task at home before the next lesson. If the workshop is done within one week, follow up activities will be running after realisation of all days of workshop and adult learners can study by individual pace.



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