



COVET

**Continuing Professional Development
in Vocational Education and Training**

Career Counselling - Time Management

Inspiration for online teaching



In the COVET project, we have collected many great examples of teaching that have been transformed from the classic off-line version into a modern online learning method.

These sample lessons have been created by VET teachers from different EU countries. We present them to you as inspiration for your work.

The lessons are particularly suitable for vocational teachers, but can also serve as a training tool for teachers, trainers and lecturers in other educational settings.

All sample lessons, training materials as well as all information about the project are available at:

<https://www.covet-project.eu/>

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Career Counselling – Time Management

Offline version of the lesson

Goal

This lesson will offer an opportunity to reflect on how students would choose to spend their time and what they think a healthy and balanced way of spending time is.

Students will brainstorm and discuss strategies for time management.

These lessons will help your students learn how to prioritize and balance their commitments.

Students will identify opportunities to spend more time focused on self-care and the care of others in our school, home, and broader community.

Why is time management important at all ages?

There are only 168 hours in a week, and it is important for young people to reflect on how to use those hours in ways that lead to well-balanced, gratifying lives.

People often drastically overestimate the time they have for various commitments, leaving little time for self-care and care for others.

Students need to be more intentional about the way they spend their time, and they need strategies for aligning their activities with their intentions.

Opening of the lesson with a little debate on the time management of the students.

Incentive questions could be:

- How would you describe a typical day in your life – school and week-end day?
- What are your top three priorities on a day-to-day basis? What should they be?
- How much time do you spend “giving back” to others (including your family, school, or community)?
- When/how do you practice self-care? Is this enough time? Too little? Too much?
- If you could do anything with your time, what would it be?

Video and Reflections (15-20 minutes)

Students will then engage with a Ted Talk by Laura Vanderkam titled, “How to Gain Control of Your Free Time”

https://www.ted.com/talks/laura_vanderkam_how_to_gain_control_of_your_free_time/transcript?language=en&subtitle=ro

Students will have to take note of any strategy mentioned by the speaker.

Reflection questions:

- What can you do to plan your time so that it reflects your most important priorities and so that you feel good about the way you spend it?
- What might be difficult in doing so?
- Who can support you in managing your time well?

Small Group Work (10-15 minutes)

Students will discuss the benefits and challenges of using each strategy. They will work together to identify three strategies they will use to align their time with their priorities.

Students will share with the class those strategies they’ve identified either during their individual or group work.

Homework

Students will have to create a time log for themselves for the upcoming week. At the end of the week, they could identify similarities and differences between the actual log and their estimates.

Shift to online version of the lesson

Things to be considered

Initially I considered that the lesson could actually work in an online environment as well, sharing the video with the students in online class and having the common work either with the whole group or splitting it into smaller breakout rooms. After testing it 2 times, I considered it to be not so attractive and not involving enough for the students – some of the students were active but others didn’t interact at all. So I considered something different to attract their attention and multiply their involvement.

Materials:

- Tips and tricks for organizing your time and proper conditions for learning
- Methods to manage time – the 4 quadrants method
- Online Google form of circadian rhythm test

A flipped approach:

- Introducing the Online Google form of circadian rhythm test a priori to the lesson, without automated scoring. Students had to complete it and submit their responses. After that they had to wait for the results and interpretation via private message in the Classroom.
- Eliminating the video but introducing the 4 quadrants method – to be worked out in breakout rooms
- Introducing the topic of online learning and management of time during lockdown – as a priority for the students blocked home, especially in rural remote areas and without having family all together or, on contrary, having numerous members of the family sharing the same spaces in the house.

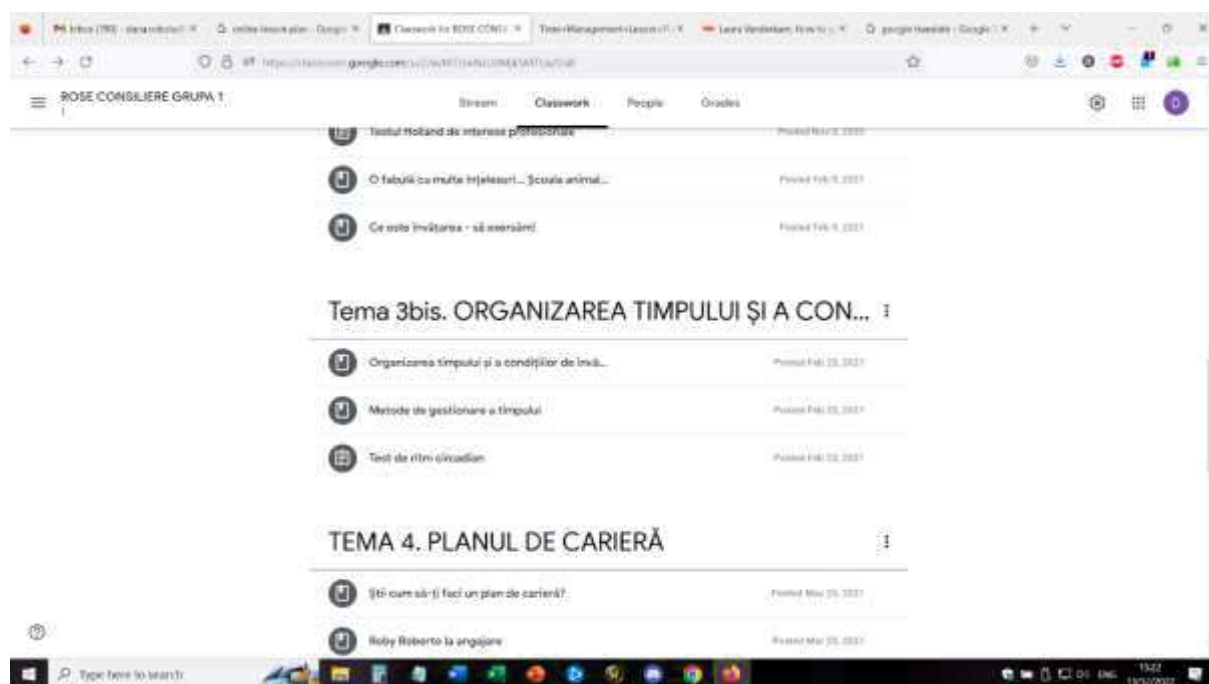
It was essential to have a safe online environment for students to participate in the online lessons. The school decided to use the Google Suite for Education – Google Platform and dedicated accounts have been created for both teachers and students.

First, I had created my classes in the Google Classroom Platform. First of all, the students had to roll-in into the class, using the code I provided for each one of them. Some of the students have been invited by the teacher directly to the class. The enrollment has been done prior to the beginning of the course, in September 2021.

Inside the class, in the Classwork section I created topics corresponding to the program and inside the Topics, I have uploaded all the materials necessary for each class, always 1 week in advance for the following class.

For the Time management, the materials uploaded included: Tips and tricks for organizing your time and proper conditions for learning, Methods to manage time – the 4 quadrants method, Online Google form of circadian rhythm test

Students have 1 week to go over the materials and get a general idea about the topic of the future class and it was compulsory to complete the Online Google form of circadian rhythm test.





Opening - online dialogue with students about the materials they had to checkout and their feedback on the test they had taken previously. Students could ask details about the response they received to their own test. Students could ask for an individual session of explanations and more details related to their own profile.

All participants CLOSE their camera and close eyes and stay for a minute. Immediately after the minute will pass, they will open the cameras.

- What can be observed? ... everyone has its own perception of time, time flow and a minute may be longer or shorter, depending on the perception

Incentive questions could be:

- How do you spend a typical day of your life – school and week-end day?
- What are your top three priorities on a day-to-day basis? What should they be?
- How much time do you spend “giving back” to others (including your family, school, or community)?
- When/how do you practice self-care? Is this enough time? Too little? Too much?

- Questions for everybody in the group:
- If you could do anything with your time, what would it be?
- If the day would have 1 extra hour, what would you like to do in that hour?

Introducing the 4 quadrants method – teacher sharing screen and explaining the method.

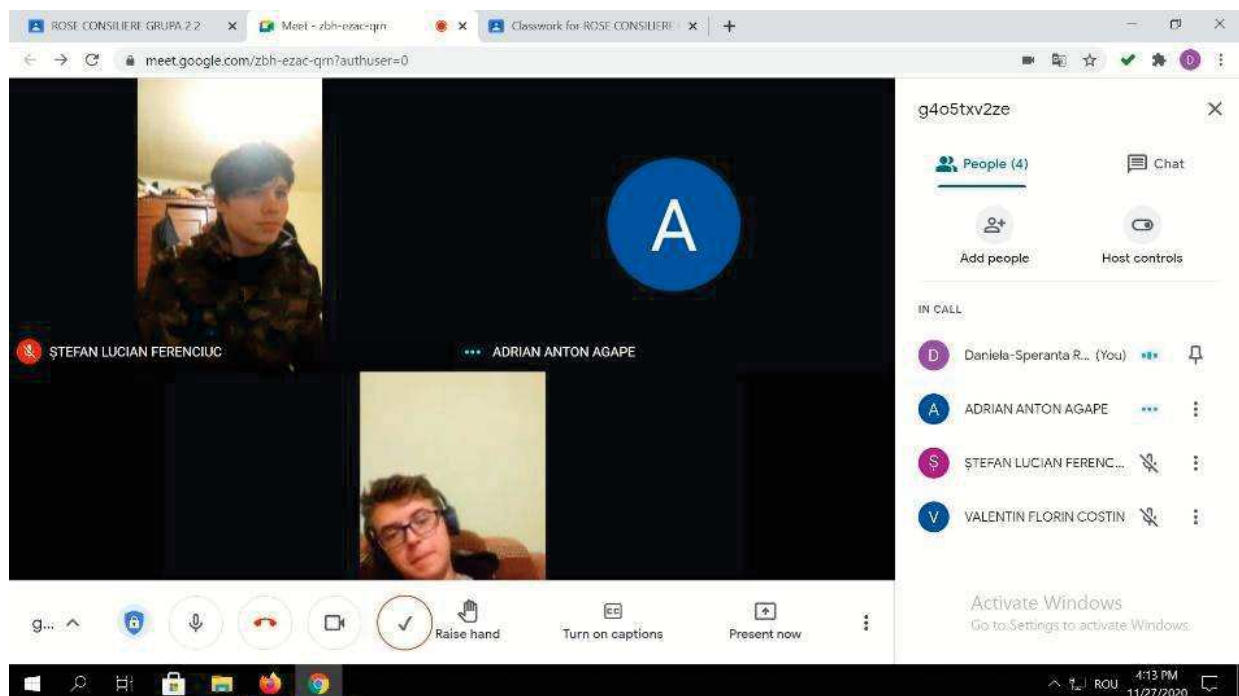
Students could give feed-back and ask questions

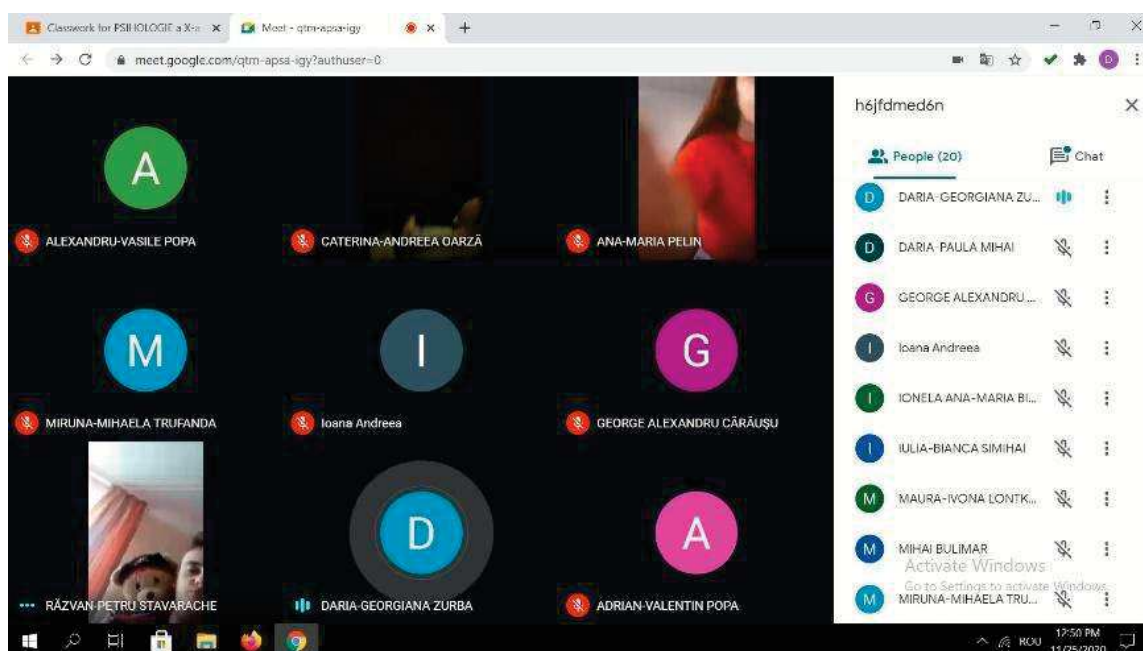
Students go into breakout rooms and will have the common task to create their own quadrant for the following day – for the following week.

I, as a teacher, supervised each room and encouraged students to be involved, answered questions and observed the activity.

After 10 minutes, the groups rejoined the whole class and the students could give their feedback on the activity. The students will have the task to implement the quadrant for the following week, until the next lesson.

Plenary talk about their organizing of time during the lockdown and the pandemic. Students explain their own context and give detail about their household organization – sharing space with others, organizing of their own learning, organizing online learning and working (is there a schedule, are the devices shared between family members, are the spaces shared during learning, what they do in their spare time, etc.)





Feedback from the lesson

Good equipment and good internet connection are absolutely essential in order to implement such an online activity. Students need to have access to cameras and microphones too. These need to have enough quality in order to provide good image and sound and ease the communication.

It is easier to participate in this activity if using a laptop/PC than using a phone or a tablet.

For the teacher, I would consider it almost impossible to hold the lesson from a phone or tablet.

Students and teachers should get comfortable with this kind of setup. If the platform and the set up are used for the first time, it may take longer for the students to adjust to the activity and participate actively.

Participating requires a proper space (quiet room, silent environment) in order to facilitate direct communication between the participants. Also for the teacher, it is necessary to be in a good environment in order to implement the lesson.

Teachers and students need to speak slowly and clearly and have patience for the communication to happen, in turns. Online communication is slower than face-to-face communication and this is an issue that needs practice in order to adapt.

The time management prove to be a hot topic for the online period of learning, because there were observed 2 extremes between my students: some of the students were having too much free time and being blocked in house and in village (those living in rural areas were heavily affected) and other students had a lot of housework to do (chores and other works given by the parents who considered that if they are at home, they can help with other duties).



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