TIME IS OF THE ESSENCE

GUIDE FOR YOUTH WORKERS

PRACTICAL ACTIVITIES

https://projectbeyou.eu/

Erasmus+ Programme – Strategic Partnership

Proiect No: **2023-2-RO01-KA220-YOU-000183045**

Project coordinated by: **SMART EDUCATIONNAL PROJECTS Association**

59 Calea Severinului Street, Bl.1, Ap.1, TÂRGU JIU, ROMANIA

Partners

https://www.sep-ngo.eu/

https://dorea.org/

https://www.wellbeinglab.org/

https://www.larpifiers.com/

https://europe4youth.eu/

Contained

Introduction

The practical activities associated with Chapter 2, **"Time is of the essence",** involve two workshops: a skills training workshop and a workshop on implementing the LARP "**Time is of the essence."**

The skills training workshop "Time is of the essence" is intended for young people (20-30 participants) aged between 15 and 20. We designed it to last at least 5 hours. The space where face-to-face activities will occur must allow for teamwork and individual activities.

Resources needed: video projector, flipchart, markers, worksheets, Pomodoro stopwatch.

Workshop 1 has two modules separated by a 15-minute break. The sequences are separated by energizing exercises (10 minutes).

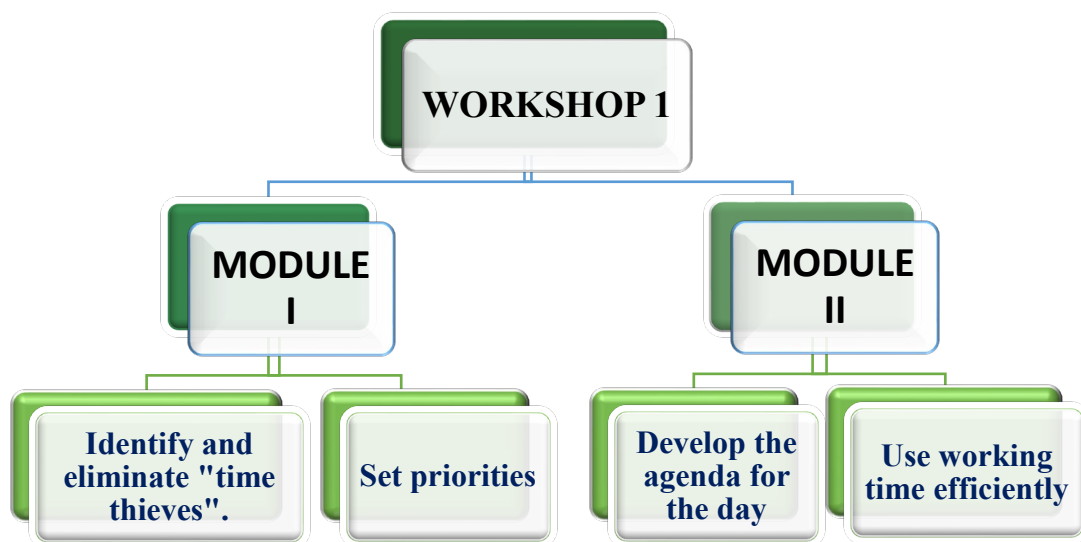**Module I** (140 minutes) consists of 2 sequences:

Sequence 1: Identify and eliminate time thieves (65 minutes)

Sequence 2: Set priorities (65 minutes)

Module II (145 minutes) consists of 2 sequences:

Sequence 1: Develop the agenda of the day

Sequence 2: Use your work time efficiently

WORKSHOP 1

1. MODULE I

1.1. Sequence 1. Identify and eliminate "time thieves"

**Sequence 1
(65 minutes)**

Presentation of structure and objectives (5 minutes)

Time thief identification activities (50 minutes)

Feedback (10 minutes)

Applications for home

Breaking the Ice (10 minutes)

Theoretical notions (15 minutes)

Applications (25 minutes)

OBJECTIVES

Identifying personal time thieves

Awareness of the impact of time management on personal goals

Materials needed

Video projector and laptop

Flipchart and markers

Worksheets with Time thieves

❖ **Present the sequence structure and objectives (5 minutes)**. Discuss with the participants the duration, structure, objectives, and their involvement.

❖ **Time thief identification activities (50 minutes).**

• <u>Breaking the ice</u> (10 minutes). Divide the participants into groups of 5 members and propose an activity (no matter the theme) that will take 2 minutes of intensive work. During these 2 minutes, they play the role of "time thieves": they constantly disturb some groups by preventing them from completing work tasks. You can also involve volunteers from among the participants without the rest of the group knowing their role. When these 2 minutes are over, you collect the results obtained by each group and analyse if all the groups have completed the activity. The goal is to make the participants aware of factors that consume their time, distracting them from their goals.

• <u>Theoretical notions</u> (15 minutes). It shows the importance of time management and the need not to accept that it is stolen from you. This information can be found in the theoretical part of the chapter.

• <u>Practical activity (25 minutes).</u> Keep the groups created during the breaking the ice activity. Provide each group with a worksheet with the image below to analyze how "time thieves" consume time. Ask them to find connections between these "time thieves."

❖ **Feedback (10 minutes).** Encourage participants to share their own experiences regarding these "time thieves":

➢ How often do you feel like you're wasting time on non-essential activities?
➢ What activities seem to consume your time without bringing you value?
➢ How do you think this analysis of time thieves helps you become more efficient?

❖ **Applications for home.** Encourage young people to solve the proposed activity for home, to reduce the time stolen by "thieves of time".
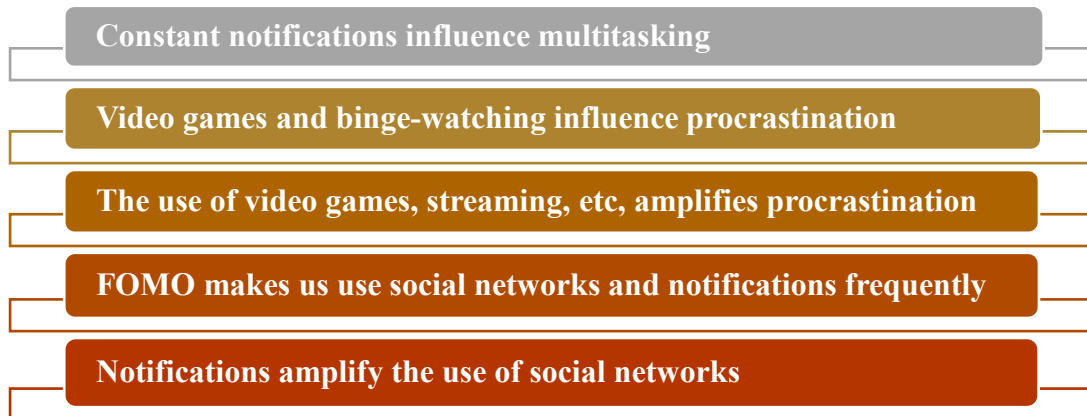
Worksheet

Time thieves

- *Analyse the "time thieves" and reflect on how they consume your time.*
- *Identify connections between time thieves.*
- *Write down next to each "time thief" a solution to reduce it.*

Examples of connections between time thieves

> Constant notifications influence multitasking

> Video games and binge-watching influence procrastination

> The use of video games, streaming, etc, amplifies procrastination

> FOMO makes us use social networks and notifications frequently

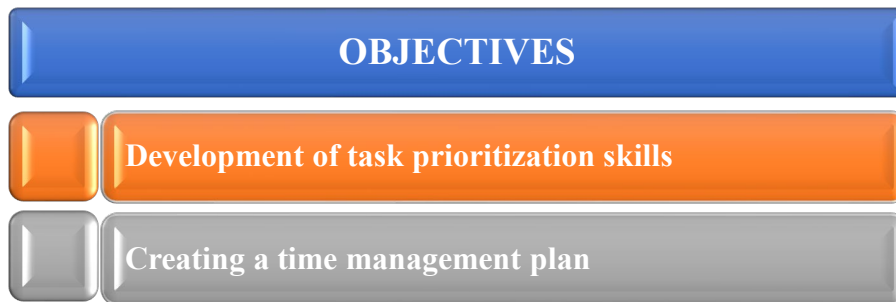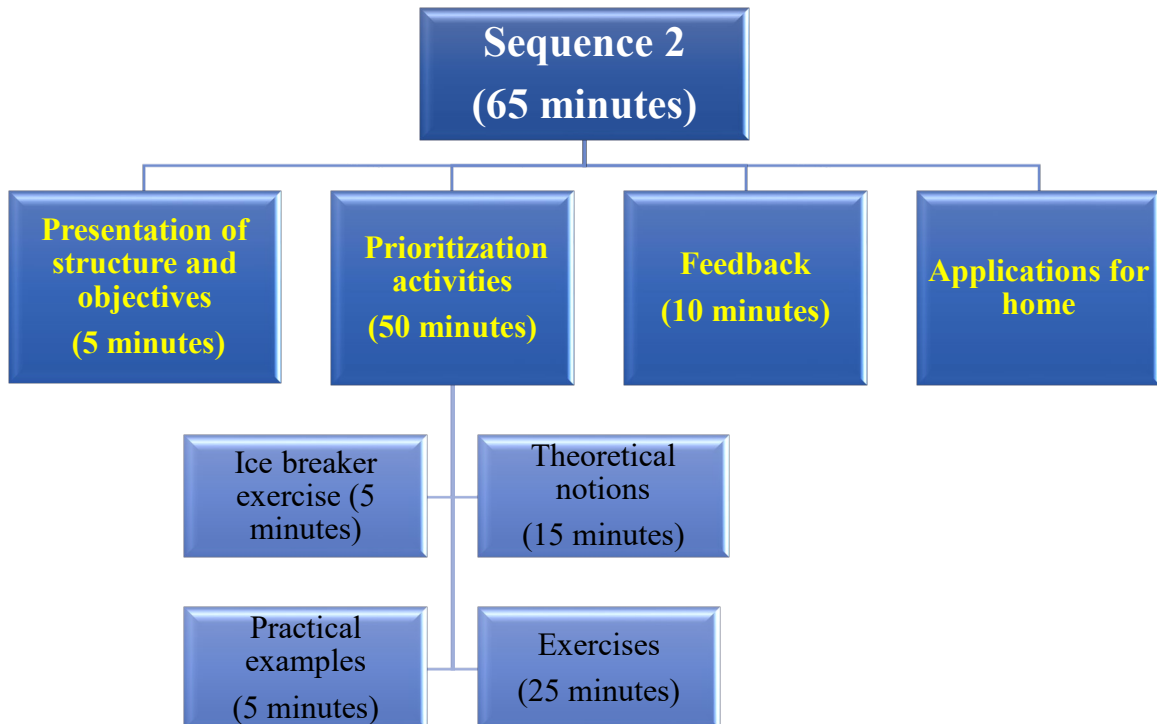> Notifications amplify the use of social networks

What you can do at home

Eliminate/reduce time thieves using the Pareto Technique

• For 3 days, monitor your time and write down all your activities, including those that seem insignificant (e.g., checking emails, chatting on social media, browsing the internet, interruptions caused by friends, acquaintances, colleagues, etc.). Also, write down the time you spend on these activities.

• Analyze which of these activities contribute the least to achieving your goals and bring you the least positive results.

• Apply the 80/20 principle: Identify those 20% of activities that are responsible for 80% of the waste of time. These are the major time thieves.

• Develop a plan to eliminate or reduce these activities. You can use methods like blocking time, eliminating distractions or delegating tasks.

Expected result: You will have more free time for productive activities and reduce the loss of time caused by unnecessary activities.

1.2. Sequence 2. Set priorities

```
                    ┌──────────────────────┐
                    │    Sequence 2        │
                    │   (65 minutes)       │
                    └──────────────────────┘
```

Presentation of structure and objectives (5 minutes)	Prioritization activities (50 minutes)	Feedback (10 minutes)	Applications for home

Ice breaker exercise (5 minutes)	Theoretical notions (15 minutes)
Practical examples (5 minutes)	Exercises (25 minutes)

OBJECTIVES

Development of task prioritization skills

Creating a time management plan

Materials needed

Video projector and laptop

Flipchart and markers

Worksheets

❖ **Present the structure and objectives (5 minutes).** Discuss with the participants the duration, structure of the sequence, objectives, and their involvement.

❖ **Prioritisation activities (50 minutes).**

I. <u>**Ice-breaking activity (5 minutes):**</u> Ask a few participants to identify a task that they have not been able to solve in the last week and why.

II. <u>**Theoretical notions**</u> **(15 minutes).** Introduce students to the importance of prioritization in achieving personal and career goals and the difference between important and urgent. Depending on the group's structure (age, education, profession), you can present a single prioritization method or several of those described in the theoretical part.

III. <u>**Practical example (5 minutes).**</u> Provides participants with the prioritization model specific to the chosen method(s). The model aims to familiarize them with the application of the method.

IV. <u>**Exercises (25 minutes).**</u> Depending on their availability, provide participants with one or more prioritization exercises. For a time allotted of 25 minutes, the structure can be 15 minutes of solving tasks and 10 minutes of discussing in pairs how they set priorities.

❖ **Feedback (10 minutes).** Encourage participants to share about the difficulty of setting priorities.

❖ **Applications for home.** Participants are asked to get involved in solving the activities suggested for home to form the habit of prioritizing tasks in their daily lives.

❖ **Post-implementation follow-up.** Offer participants mentoring sessions, during which young people can discuss specific issues and receive additional guidance on how to better apply the method.
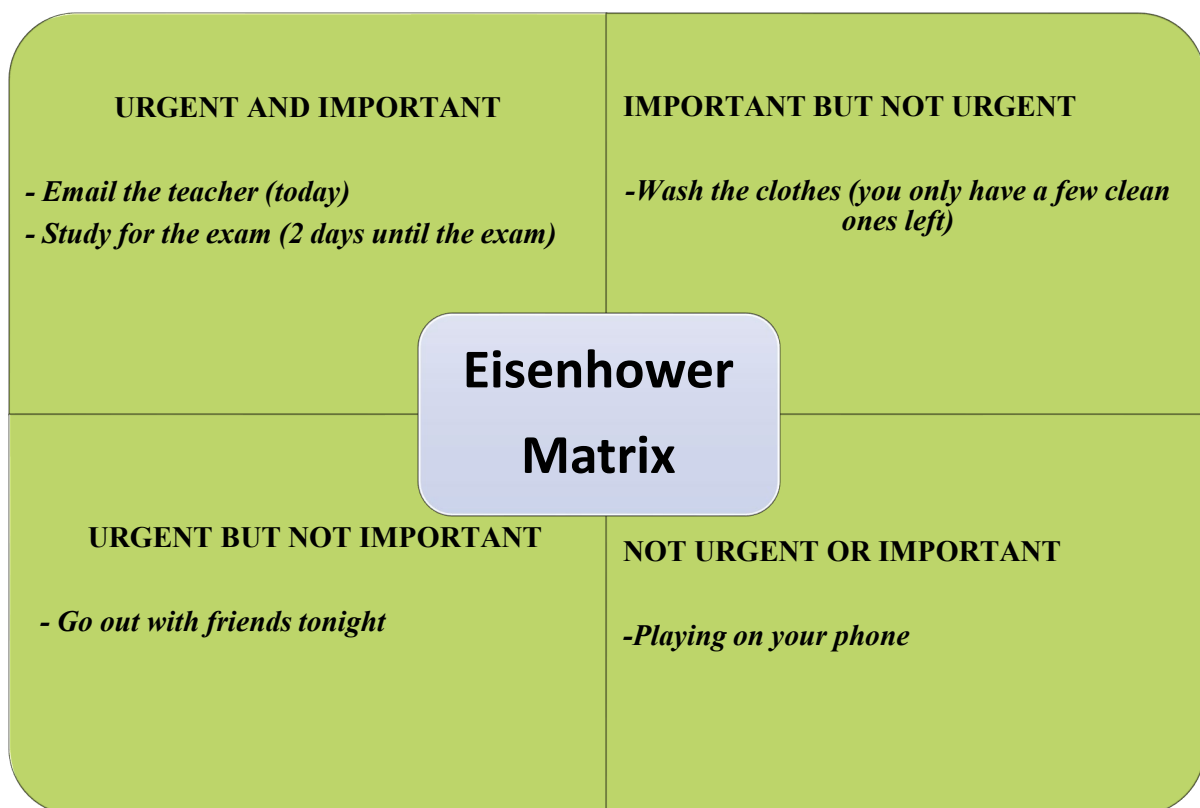
Prioritization using the Eisenhower Matrix

This part presents the ranking of priorities using the Eisenhower Matrix. The degree of detail is established according to the time you have available.

After presenting the theoretical concepts, suggest that students consider the following example of prioritization based on the Eisenhower Matrix. Provide your participants with an Eisenhower Matrix worksheet and a list of tasks they must arrange in the appropriate quadrant.

Example of using the Eisenhower Matrix

Task list

- *Study for the exam (2 days until the exam).*
- *Email your teacher (today).*
- *Wash clothes (you only have a few clean clothes).*
- *Play on your phone.*
- *Go out with friends tonight.*

URGENT AND IMPORTANT

- *Email the teacher (today)*
- *Study for the exam (2 days until the exam)*

IMPORTANT BUT NOT URGENT

-*Wash the clothes (you only have a few clean ones left)*

Eisenhower Matrix

URGENT BUT NOT IMPORTANT

- *Go out with friends tonight*
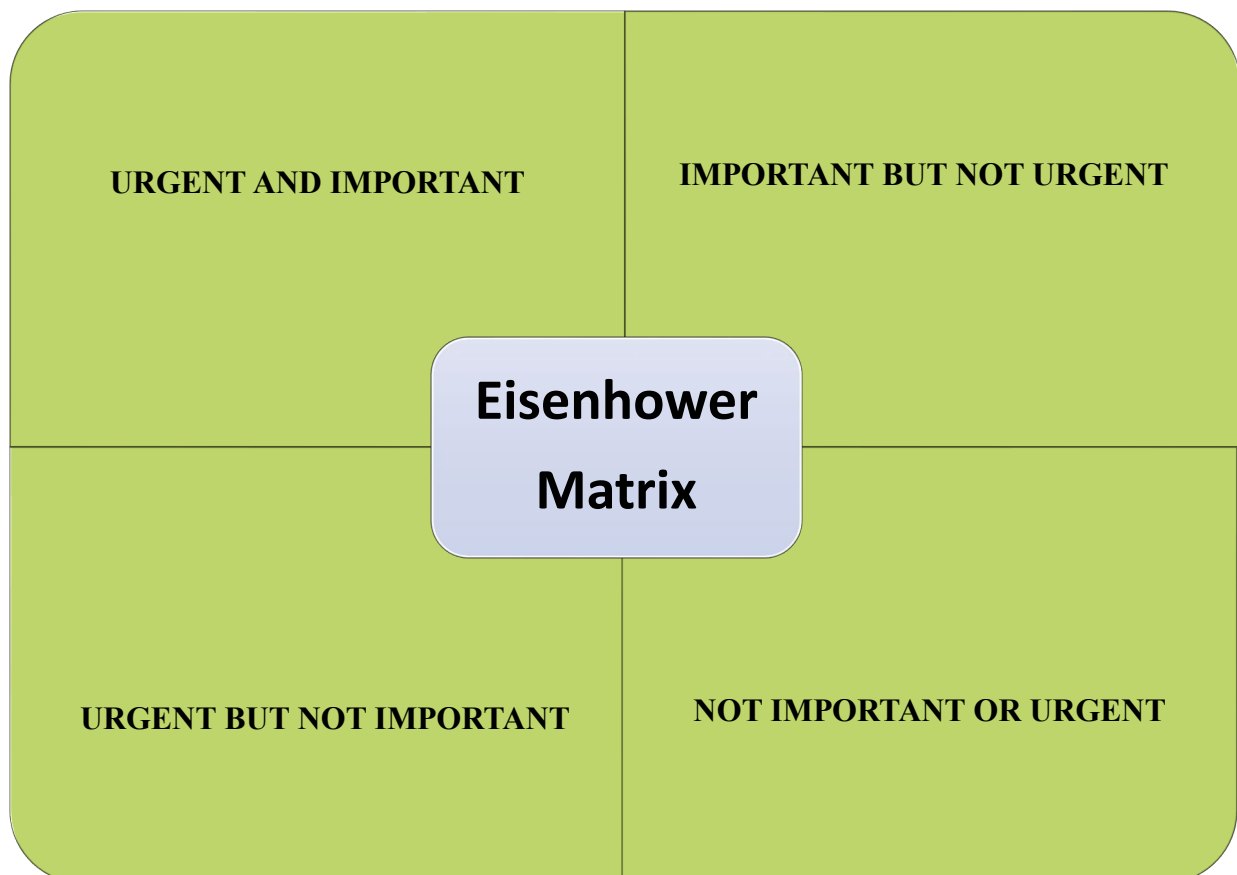
NOT URGENT OR IMPORTANT

-*Playing on your phone*

Worksheet 1
Education

Tasks:

- Constant learning in an area of interest.
- Preparing for an exam that is tomorrow.
- Reading materials that do not bring real value to studies.
- Solving a topic that is not very relevant to long-term goals but has a short-term one.
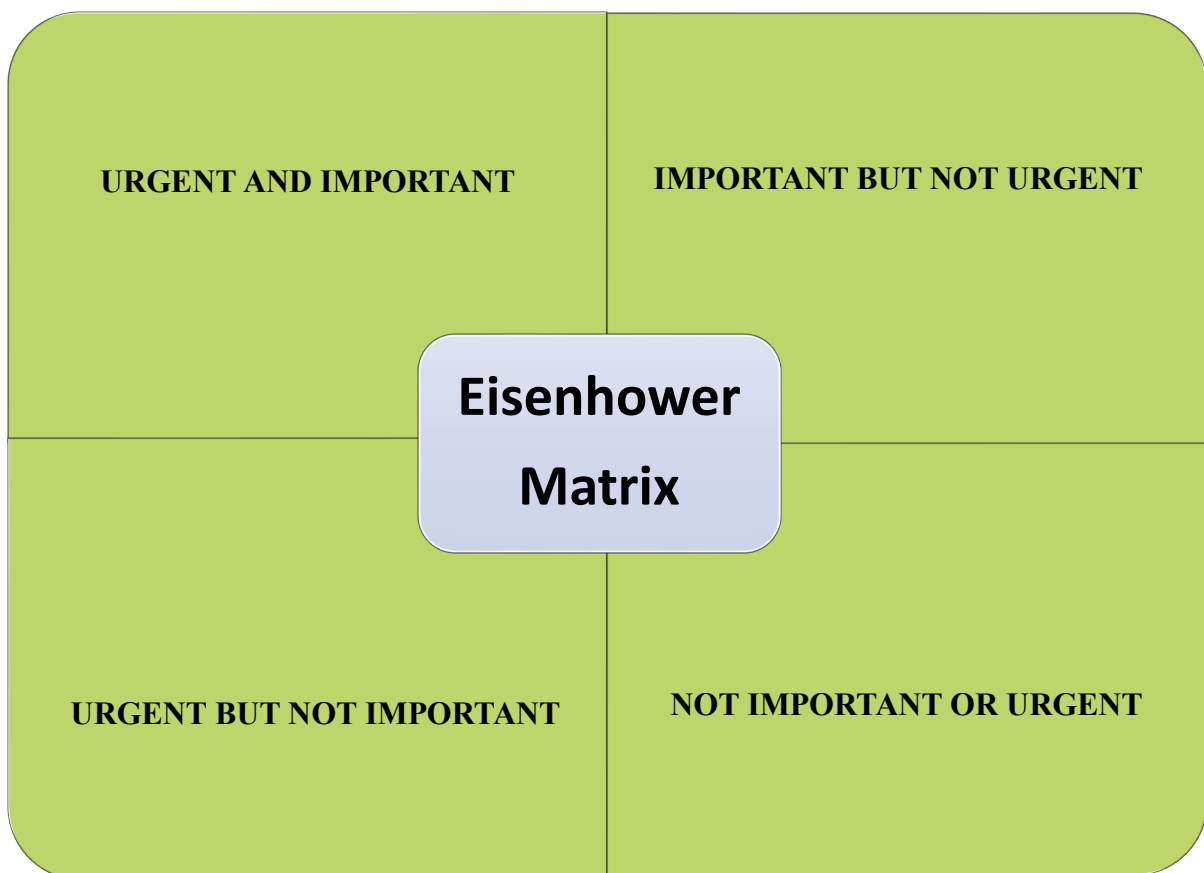
URGENT AND IMPORTANT	IMPORTANT BUT NOT URGENT
Eisenhower Matrix	
URGENT BUT NOT IMPORTANT	NOT IMPORTANT OR URGENT

Worksheet 2

Project management at work

Tasks:

- Responding to daily emails that don't require special attention but have short deadlines.
- Checking social media during working hours.
- Developing a marketing strategy for the next six months.
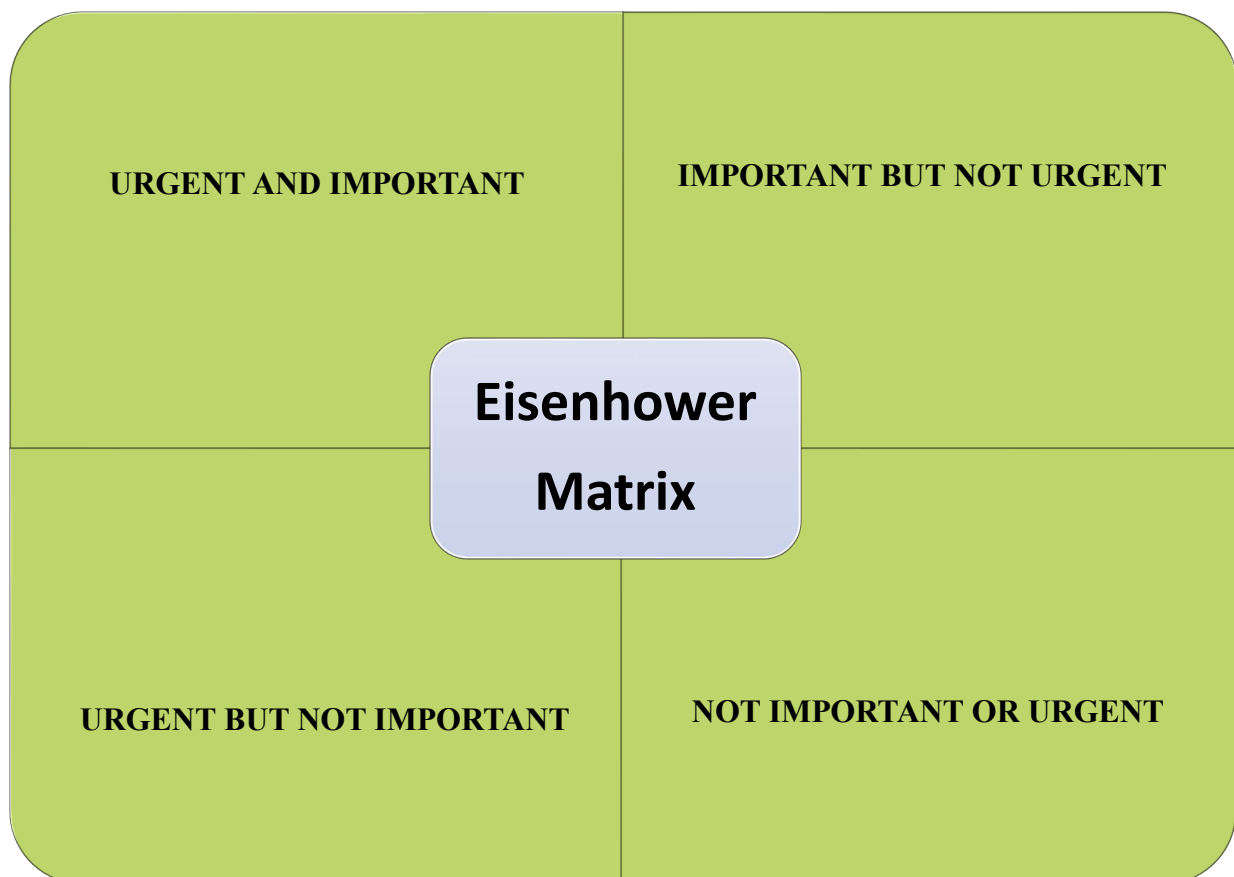- Completing a presentation for an important client with a due date tomorrow.

URGENT AND IMPORTANT	IMPORTANT BUT NOT URGENT
Eisenhower Matrix	
URGENT BUT NOT IMPORTANT	NOT IMPORTANT OR URGENT

Worksheet 3
Planning personal activities

Tasks:

- Going to the doctor for an emergency check-up.

- Watching a series or browsing the internet without purpose.

- Solving small administrative problems, such as paying an invoice that has not yet reached the deadline.

- Planning a vacation or setting personal development goals.

URGENT AND IMPORTANT	IMPORTANT BUT NOT URGENT
Eisenhower Matrix	
URGENT BUT NOT IMPORTANT	NOT IMPORTANT OR URGENT

Worksheet 4
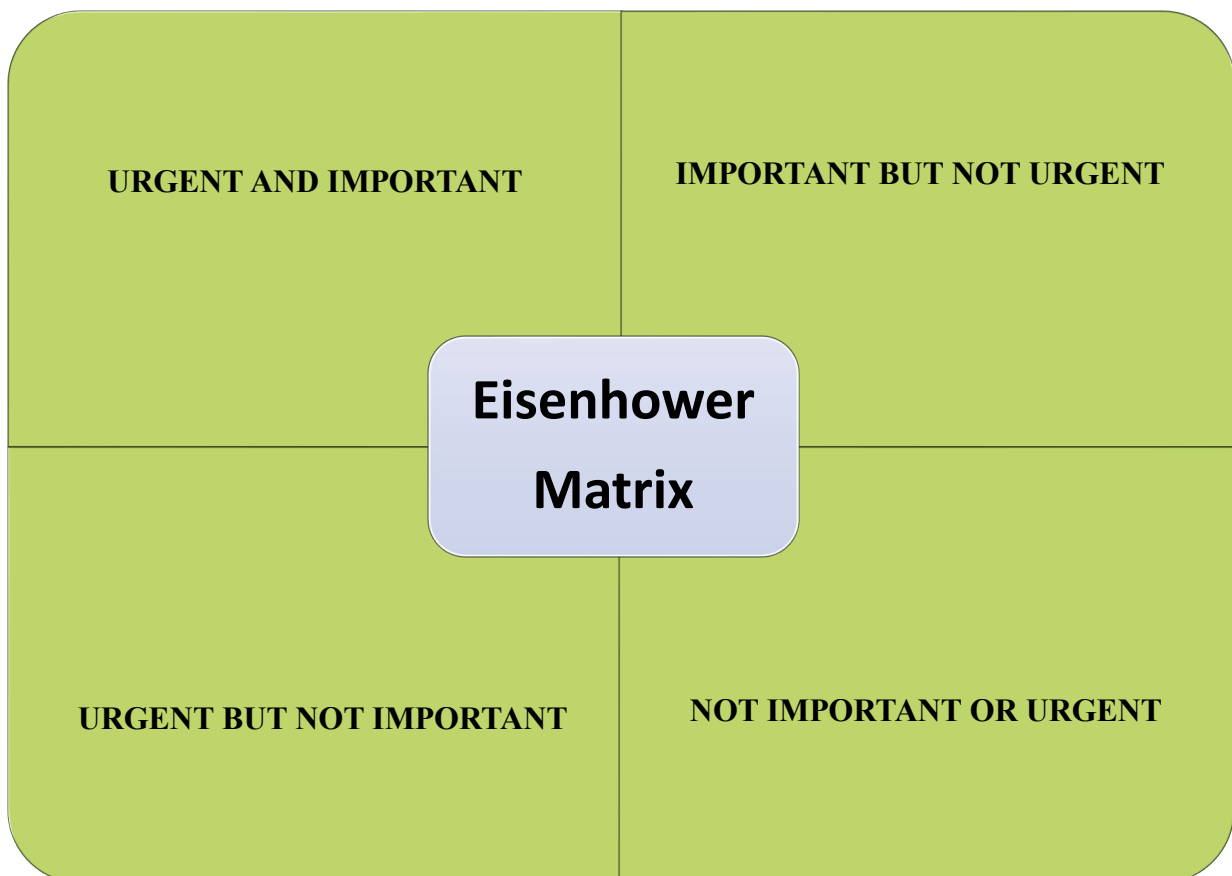## *Family time management*

Tasks

- Managing a family medical emergency.
- Watching TV shows that do not add value to the time spent with the family.
- Solving unimportant household tasks.
- Organizing a family gathering to spend quality time together.

URGENT AND IMPORTANT	IMPORTANT BUT NOT URGENT
Eisenhower Matrix	
URGENT BUT NOT IMPORTANT	NOT IMPORTANT OR URGENT

Worksheet 5

Personal Finance Planning

Tasks:

- Creating a long-term budget and investments for the future.

- Impulsive spending on non-essential things.

- Purchase of discounted products that are not needed immediately.

- Impulsive spending on non-essential things.

URGENT AND IMPORTANT	**IMPORTANT BUT NOT URGENT**
URGENT BUT NOT IMPORTANT	**NOT IMPORTANT OR URGENT**

Eisenhower Matrix
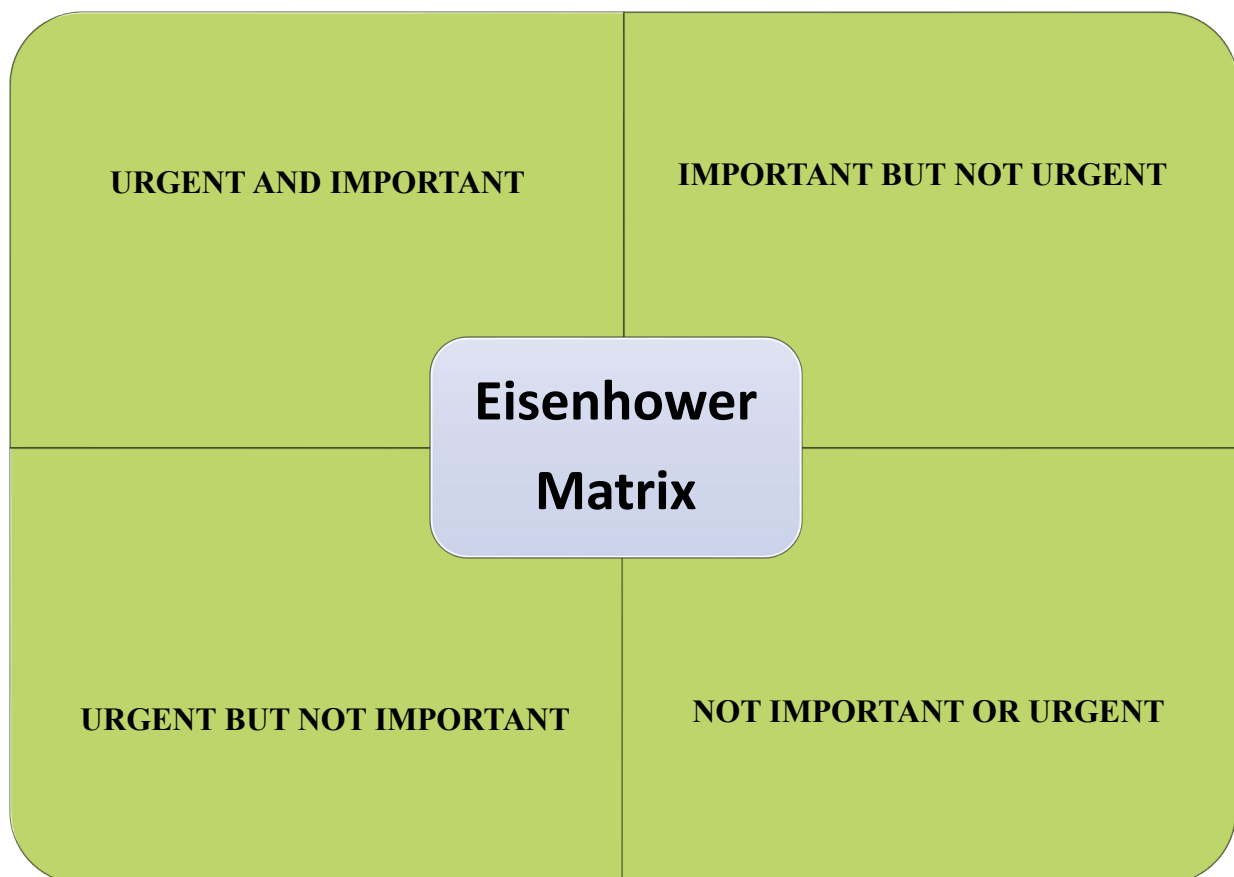
Exercise Solutions

Worksheet 1. *Education*

- *Urgent and important:* Preparing for an exam that is tomorrow.

- *Important but not urgent*: Constant learning and accumulation of knowledge in an area of interest.

- *Urgent but not important:* Fulfilling a theme that is not very relevant to long-term goals but has a short-term one.

- *It is neither urgent nor important:* Reading materials that do not bring real value to studies.

Worksheet 2. *Project management at work*

- *Urgent and important:* Completing a presentation for an important client with a deadline tomorrow.

- *Important but not urgent:* Developing a marketing strategy for the next six months.

- *Urgent but not important:* Responding to daily emails that don't require special attention but have short deadlines.

- *It is neither urgent nor important:* Checking social networks during working hours.

Worksheet 3. *Planning personal activities*

- *Urgent and important:* Go to the doctor for an urgently needed health check-up.

- *Important, but not urgent:* Planning a vacation or setting personal development goals.

- *Urgent, but not important:* Solving small administrative problems, such as paying an invoice that has not yet reached the deadline.

- *It is neither urgent nor important:* Watching a series or surfing the Internet without purpose.

Worksheet 4. *Family time management*

- *Urgent and important:* Managing a family medical emergency.
- *Important, but not urgent:* Organizing a family gathering to spend quality time together.
- *Urgent, but not important:* Solving minor household tasks that can be delegated or postponed.
- *It's neither urgent nor important*: Watching TV shows that don't add value to the time spent with the family.

Worksheet 5. *Personal Finance Planning*

- *Urgent and important:* Payment of installments or overdue invoices.
- *Important, but not urgent:* Creating a long-term budget and investments for the future.
- *Urgent, but not important:* Purchase discounted products that are not needed immediately.
- *It's neither urgent nor important:* Impulsive spending on non-essential things.

Feedback

- Is it clear to you how each category influences the approach and prioritization of tasks?
- Was it easy to identify which tasks are urgent versus important?
- Have you found a clear distinction between what is important and what is urgent?
- Did you identify tasks that seemed urgent but weren't important? How did you manage this?
- Do you think this technique helps you prioritize more effectively?

What you can do at home

Manage a busy day

1. Start the day by writing down all the tasks you need to do.
2. Put each task in the appropriate quadrant.
3. Start your day with tasks in the "Urgent & Important" quadrant. Throughout the day, see how the list evolves and adjust priorities if necessary.

At the end of the day, analyze how well you managed to follow your plan. What could you improve? What tasks should have been handled differently?

What you can do at home

Plan your weekly tasks

1. At the beginning of each week, take 20 minutes to plan.
2. Based on the four quadrants, plan what you will do each day.
   For example, on Monday morning you will focus on urgent and important tasks.
3. Make it a goal to multitask in the "Important but not urgent" category to reduce stress and improve your planning.

Evaluate how you handled tasks. Did you manage to focus on what was really important? What can you change for the next week?

Prioritization using the MoSCoW method

It presents the ranking of priorities by the MoSCoW method. The degree of detail is determined according to the time you have available.

Scenario for a pupil/student

I am a student. I have 10 weeks left to prepare for the final exams and I want to prioritize my activities to ensure that I will get good results.

1. **Must have:**

- I have to review the subjects for the exams to ensure I understand all the key concepts.
- I have to review topics I didn't fully understand and clarify my doubts with the teachers or colleagues.
- I have to solve tests and simulations from previous years to familiarize myself with the exam format.

2. **Should have:**

- I should review secondary subjects that are not important for exams but may appear in general assessments.
- I should attend additional study sessions with colleagues to discuss and review more complex topics.
- I should make a daily learning plan to manage my time leading up to exams effectively.

3. **Could have:**

- I could only participate in extracurricular activities, such as school clubs, if time permits.
- I could watch educational videos to deepen some topics, but only if other priorities are already covered.

4. **Won't have:**

- I will not participate in large social events or activities that can distract me from studying during this critical period.
- I will not practice time-consuming hobbies, such as new sports or art classes, until after exam time.

Scenario for a young man

I am a young man who wants to organize personal and professional development priorities over the next six months.

1. Must have (I should do):

- I need to complete my exams or school/university projects.
- I need to find an internship or part-time job relevant to the field I want to work in.
- I need to exercise at least 3 times a week to maintain health.
- I need to save 10% of my monthly income for future needs (e.g. a course or travel).

2. Should have:

- I should attend an online course or webinar in my field of interest.
- I should read at least two personal or professional development books.
- I should volunteer in a local project for the development of social and professional skills.

3. Could have:

- I could start a blog or YouTube channel to share my experiences and knowledge.
- I could start a new hobby.
- I could visit new cities or places to expand my cultural horizons.

4. Won't have (Won't do in the next 6 months):

- I won't start learning new languages (I can postpone this for another time).
- I'm not moving to another city for study or work (it may be a long-term option, but it's not realistic for the next 6 months).

Feedback

How do you assess the criteria you used to classify tasks?

- Were they relevant and clear enough?

- Did you feel that you gave the right importance to each task?

- Was it clear and easy to understand the classification in each category?

- Have you encountered difficulties in establishing the differences between these categories?

What you can do at home

Prioritize daily tasks

- Write a list of 10 tasks that you need to complete in the next week. It includes both personal and professional tasks.

- Using the MoSCoW method, classify each task into one of the categories "Must have", "Should have", "Could have" and "Won't have".

- Analyze your decisions. Why did you choose to place certain tasks in "Must have" and others in "Could have"?

Tips

•   *Once you've applied MoSCoW to your daily tasks, review them at the week's or month's end.*

•   *Evaluate whether your priorities were right and whether they helped you achieve your goals. Adjust your strategy for the next period.*

Prioritization using the ABC Technique

It presents the ranking of priorities using the MoSCoW method. The degree of detail is determined according to the time you have available.

Example of application of the ABC Technique

- ***Tasks for today***

1. Complete the client's report (deadline: today).

2. Prepare the presentation for next week's meeting.

3. Reply to incoming emails.

4. Purchase office supplies.

5. Organize documents on the desk.

- ***Classification and prioritization within each category***

- A1: Completion of the report for the client (essential and urgent).

- B1: Preparation of the presentation for next week's meeting (important, but not urgent).

- C1: Organization of documents on the desk (neither urgent nor important).

- C2: Purchase of office supplies (neither urgent nor important).

- B2: Reply to incoming emails (important, but not urgent).

- ***Execution of tasks***

In this case, you'll start with task A1 (report completion) because it's the most critical. Once you finish the tasks in category A, you will move on to task B and then to task C.

Practical Prioritization Exercises Using the ABC Technique

Exercise 1

Write down all the tasks you need to do tomorrow and group them into categories A, B, and C.

Objective: To learn to differentiate between urgent and less urgent tasks.

Exercise 2

Imagine having several urgent tasks in a single day (for example, you have at least two tasks.
A). Try prioritizing them within each category and determining which ones must be solved first.

Objective: To develop your ability to work under pressure and to make quick and efficient choices between priority tasks.

Exercise 3

List your long-term goals (e.g., educational, professional, personal) and use the ABC technique to prioritize them.

Objective: Prioritize activities to help you achieve your long-term goals, avoiding procrastination.

Exercise 4

After a week of applying the ABC technique, analyze how many tasks you completed in each category and what you could improve in managing priorities. You may have completed all the tasks in Category A but postponed many in Category B. Evaluate whether the tasks in Category B should have been prioritized earlier.

Objective: To evaluate your efficiency and adjust your technique in the future for better time management.

Feedback after applying the ABC technique

- How comfortable was it to classify tasks into categories A, B, and C?
    - Was it clear which tasks need to fall into each category?
    - Have you had difficulty setting the right priorities?
- Were you tempted to put too many tasks in category A?
    - What has led to this trend?
    - How could you avoid overloading category A?

What you can do at home

Managing a busy week

For each day of the week, create a list of daily tasks and prioritize them using the ABC technique.

Objective: Develop a plan for the entire week and ensure that all essential tasks are covered.

What you can do at home

Evaluation and rearrangement of tasks

Once you've grouped your tasks into ABC categories, review your list at the end of the day or week. Are there any Category A tasks left unresolved? Maybe some tasks in category B have become more urgent in the meantime?

> *Example:*
> *If you haven't finished studying for tomorrow's test (category A task), you should make an adjustment in your priorities and allocate more time to this activity.*

Objective: To develop the ability to adjust priorities as new emergencies or changes in the schedule arise.

What you can do at home

Plan extracurricular activities for next week

- Write down any extracurricular activities you've committed to or would like to do. For example: sports training, music lessons, volunteering, personal projects, etc.
- Classify activities into the 3 categories: A, B and C.
- Prioritize within each category: Plan your week so that you allocate time first to activities in category A, followed by those in B and if you still have time, those in C.

You will have a better balance between extracurricular obligations and free time, without neglecting your studies.

What you can do at home

Organize your study day

- Write down all the study-related activities you need to do that day. For example: learning for a test, completing an assignment, reading a chapter, reviewing notes, etc.
- Classify tasks into 3 categories.
- Prioritize within each category. Start the study day with task A, then move on to tasks B and C depending on the time available.

You will be able to focus on essential tasks and avoid procrastinating them, which will increase your chances of being successful in school.

What you can do at home

Balance between school and social life

- List activities: Make a list of the activities you have in your schedule, both school and social. For example: homework, outings with friends, parties, individual study, etc.
- Categorize activities:

- A: Activities critical to school performance (e.g., completing an assignment with a close deadline).

- B: Important activities that can be postponed a little (for example, an outing with friends that can be rescheduled).

- C. Optional or non-impactful activities (e.g., watching a TV show).

- Prioritize within each category: Make sure A-tasks are always completed first. Then, you can allocate time for B activities and those in category C can only be done if you have enough free time.

You will be able to better balance your school and social life without sacrificing any of them.

Setting priorities using the Pareto Principle

This part introduces participants to prioritizing using the Pareto Principle. The degree of detail is determined according to the time you have available.

Example of applying the Pareto principle in prioritization

Let's say you have ten tasks on your list for a day:

1. Completion of a report for an important client.
2. Replying to daily emails.
3. Taking part in a meeting.
4. Developing a strategy for a new project.
5. Writing an article for the company's blog.
6. Checking and approval of documents.
7. Preparation of a marketing plan.
8. Meeting with a colleague for feedback.
9. Learning a new skill through an online course.

Applying the Pareto principle, you could conclude that completing the client report and developing the strategy for the new project are the two activities (20%) that will have the greatest impact on your professional success (80% of the results). Therefore, they should be prioritized on the day, while low-impact tasks can be delegated or postponed.

Exercise. Analysis of a work/study day

- Make a list of all the activities you did today.
- Evaluate the impact: Ask yourself which activities contributed the most to achieving your goals. Write down the most important ones.
- Apply the 80/20 principle: Identify those 20% of activities that have produced 80% of your results or progress for the day.
- Plan the next day: Use this analysis to plan your next day, focusing on the activities with the greatest impact.

Expected result: You will become more aware of the activities that bring you the greatest benefits and you will be able to prioritize important tasks more effectively.

Feedback

- Was it easy to discern which activities bring the most value?
- What criteria did you use to determine the impact of each task?
- Were there cases when almost all tasks seemed important and difficult to differentiate?
- How did you manage the activities with a seemingly similar impact?

What you can do at home

Optimize personal time

- Make a list of your free time activities from a typical week (e.g., hobbies, meeting friends, watching movies, surfing the internet).
- For each activity, evaluate how much satisfaction, relaxation, or value it brings you. You can use a scale from 1 to 10.
- Identify those 20% of activities that bring you 80% of satisfaction or benefits
- Think about how you can reduce the time spent on non-value-adding activities and how you can increase the time allocated to priority activities.

Your free time will be better managed, giving you more satisfaction and a better work-life balance.

What you can do at home

Prioritize a project

- Choose an important project you have in progress or need to start.
- Make list with all the tasks and steps required to complete the project.
- For each task, estimate its impact on the project's overall success. Think about which tasks are critical and which are less important.
- Identify those 20% of tasks that will contribute to 80% of the project's success. Prioritize these tasks and allocate the necessary resources to them.
- Create an action plan focusing on these priority tasks and ensuring their execution first.

The project will move forward faster and more efficiently because you will focus on the tasks that matter most.

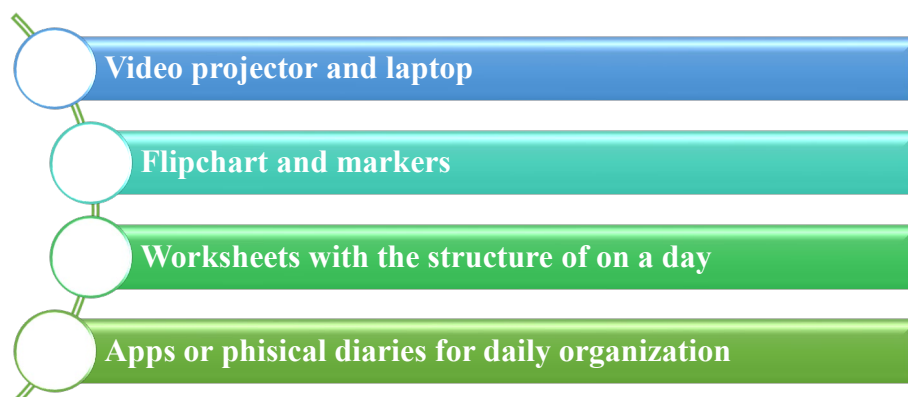# 2. MODULE II

2.1. Sequence 1. Elaboration of the day's agenda

```
                    ┌──────────────────────┐
                    │     Sequence 1       │
                    │    (65 minutes)      │
                    └──────────────────────┘
```

Presentation of structure and objectives (5 minutes)	Daily agenda elaboration activities (50 minutes)	Feedback (10 minutes)	Aplications for home

- Breaking the ice (10 minutes)
- Theoretical notions (10 minutes)
- Aplications (30 minute)

OBJECTIVES

- To uderstand the importance of a daily agenda
- To discover the steps for organizing the agenda
- To start the daily agenda

Materials needed

- Video projector and laptop
- Flipchart and markers
- Worksheets with the structure of on a day
- Apps or phisical diaries for daily organization

❖ **Presentation of the sequence structure and objectives (5 minutes).** Discuss with the participants about the duration, structure of the sequence, objectives, and their involvement.

❖ **Daily agenda development activities (50 minutes).**

I. **Breaking the ice** **(10 minutes).** Ask the participants to get involved in one of the following activities:

a) "A word that describes my agenda" - each participant says a word that reflects how they organize their day.

Example: the agenda is non-existent, summary, clear, organized, detailed, structured, loaded, concise, detailed, flexible, useful, etc.

b) Ask an open-ended question: "How do you usually organize your day?"

c) Invite participants to write down on a worksheet how they spend their time on a typical day.

Do not analyse what students write. The exercise is intended to introduce the students to the theme of this section.

II. **Theoretical notions** **(10 minutes).** It outlines the principles and importance of developing a daily agenda as a tool for achieving daily goals. This information can be found in the theoretical part of the chapter.

III. Practical activities (30 minutes).

- *In the first phase*, you lead practical activities with the young people before elaborating on the agenda. They aim to make participants aware of how they use their time: which activities last the longest, which are part of the daily routine, and how much time each of them consumes. Examples of this type of activity can be found in the specific section.

- *In the second phase*, the participants develop the outline of their agenda (with examples in the dedicated paragraph)

Suggestion. *Select the activity/activities proposed below that you consider the most appropriate for the time available or that correspond to the particularities of the group you are working with.*

❖ **Feedback (10 minutes).** Talk to the group about what they learned.
  ➢ What was the hardest thing to plan?
  ➢ What changes would this approach bring to your daily life?

❖ **Home exercises.** Encourage participants to solve the proposed activity/activities for home to understand and prove the effectiveness of using the agenda in achieving the objectives.

Phase 1. Practical activities before the development of the daily agenda

1. <u>**Self-assessment exercise:**</u> Divide the group into teams of 4-5 members. Each student writes down how they spend their time on a typical day and identifies strengths and challenges in their daily routine.

If you used activity c) from the moment of "breaking the ice", ask the participants to reflect on what they wrote down at that moment.

2. <u>**Time diary:**</u> Participants write down their daily activities from the previous week to assess how they used their time. The exercise aims to identify patterns of time use and discover moments of maximum productivity and time-consuming activities.

Phase 2. Practical activities for developing the daily agenda

Step 1. Suggest that students write down the activities they must do for the next day.

Step 2. Students plan the day using **time blocks** following the model below.

A counsel for young participants
Use charts, colours, or symbols to differentiate the types of activities (e.g., work, breaks, self-time) to visualize the daily schedule clearly and manage the balance between different areas of life.

Step 3. Learners organize activities within each block of time using a prioritization method.

Tips for youth:
- *The agenda does not have to be perfect but functional and realistic*
- *Review your agenda every night*
- *Be flexible, things can change*
- *Set realistic goals*
- *Check off each activity in the agenda. It will give you a sense of well-being.*

Expected results

- *Each participant leaves with a personalized daily plan and concrete techniques for efficient time management*
- *Raising awareness of the importance of a work-life balance*

Suggestions for youth workers:

- **Encourage participants to** find a suitable time to plan their next day (e.g., the evening before bed).
- **Be flexible**: Be prepared to adapt activities according to the level of involvement of the participants.
- **Be a role model**: Share your experience using your daily planner to create a real example.
- **Encourage participation**: Use open questions to stimulate discussion and sharing of ideas.

Feedback

- Have you managed to establish a clear and realistic structure of the day's activities?
- Was it easy to allocate the right time for each activity?
- Did you use a specific technique (Pareto, ABC, etc.) to determine which activities should be at the top of your agenda?
- Have you been able to differentiate between urgent and important tasks?

Template of a daily agenda for a student based on time-blocking

Time interval	Activity	Achievement
6,45 – 7,15	Waking up and personal hygiene (washing, dressing)	
7,15 – 7,30	Breakfast	
7,30-8,00	Going to school	
8,00 – 13,00	School schedule	
13,00 – 13,30	Return from school	
13,30 – 14,00	Lunch	
14,00 – 15,00	Break and relaxation (games, reading, relaxation)	
15,00 – 17,00	Time for homework and study	
17,00 – 17,15	Light snack	
17,15 – 18,45	Extracurricular activities (sports, hobbies)	
18,45 – 19,45	Continuation of the themes	
19,45 – 20,15	Family dinner	
20,15 – 21,00	Relaxation or activities with the family (discussions, board games)	
21,00 – 21,20	Personal hygiene	
21,20 – 21,30	Developing the agenda for the next day	
21,30 – 22,30	Reading Time	
22,30 – 6,45	Sleep	

The schedule can be adjusted according to the needs and activities of each day.

Template of the agenda of the day for a young employee based on time-blocking

Time interval	Activity	Achievement
7,00 – 7,30	Waking up and personal hygiene (washing, dressing)	
7,30 – 8,00	Breakfast	
8,00 – 8,30	Commuting to work (checking emails, listening to a podcast on the road (if possible)	
8,30 – 13,00	Work schedule (I): focus on priority tasks, meetings, team meetings	
13,00 – 14,00	Lunch break	
14,00 – 17,30	Work schedule (II): completion of the day's tasks, checking the agenda for the next day	
17,30 – 18,00	Returning home	
18,00 – 19,00	Sports or recreational activities	
19,00 – 20,00	Supper	
20,00 – 21,00	Free time: reading, series, social media, meeting friends)	
21,00 – 22,00	Personal development: reading articles in the field of interest, learning foreign languages	
22,00 – 22,30	Organizing tomorrow's activities, revising the agenda	
22,30 – 23,30	Relaxation and preparation for sleep: personal hygiene, reading, etc.	
23,30 – 7,00	Sleep	

The program may vary depending on the specifics of the job and personal preferences, but it takes into account a healthy work-life balance.

What you can do at home

Evening Reflection

Set aside 10 minutes at the end of the day to reflect on the achievements and challenges of the day.

Result: Increasing personal awareness and adjusting the daily agenda according to the learned lessons.

What you can do at home

Review your weekly goals

Analyze the goals you set for the coming week and break them down into smaller, achievable daily tasks.
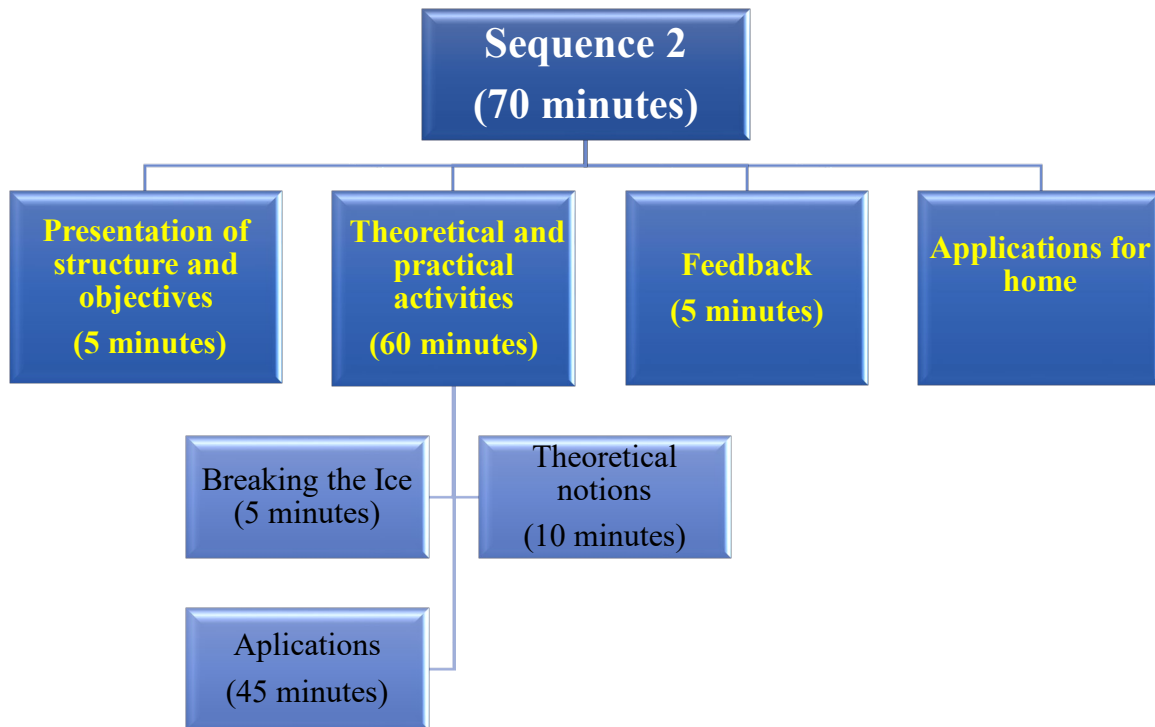
Result: Better time planning, taking into account overall goals and daily details.

What you can do at home

Fill out a digital agenda

- Choose an app and experience completing your agenda for a day/week

- Share with your colleagues in the group the experience of using the digital agenda

2.2. Sequence 2. Efficient use of working time

Sequence 2 (70 minutes)

- **Presentation of structure and objectives (5 minutes)**
- **Theoretical and practical activities (60 minutes)**
  - Breaking the Ice (5 minutes)
  - Theoretical notions (10 minutes)
  - Aplications (45 minutes)
- **Feedback (5 minutes)**
- **Applications for home**

OBJECTIVES

- To encourage concentrated and productive work
- To learn the Pomodoro technique
- To counteract Parkinson's principle

Materials needed

- Video projector and laptop
- Flipchart and markers
- Timer or time monitoring applications
- Worksheets

❖ **Presentation of the sequence structure and objectives (5 minutes).** Discuss with the participants the duration, structure, goals, and their involvement.

❖ **Activities to use time efficiently in carrying out tasks (45 minutes).**

I. <u>**Breaking the ice**</u> **(5 minutes).** This exercise invites participants to exemplify a recent activity in which they took part that lasted longer than necessary and to identify the causes for which the time was unduly extended (e.g., procrastination, lack of a clear deadline, distractions).

Example: Working on a project at the office, organizing an event, developing a school assignment, writing a report, etc.

II. <u>**Theoretical notions**</u> **(10 minutes).** Present to the students what it is, how to use it, what advantages it has to use the Pomodoro technique and/or counteract the Parkinson's principle. The degree of detail is determined according to the time you have available.

III. <u>**Practical activities**</u> **(45 minutes).** Encourage participants to participate in the practical activities presented below to develop skills for efficient use of working time.

❖ **Feedback (5 minutes).** A very good feedback method is "thumbs up / thumbs down." This method is useful if you want to get quick feedback on an activity or idea without getting into long or detailed discussions.

❖ **Applications for home.** Encourage participants to get involved in the activities proposed for home in order to acquire the skills of efficient use of working time.

Practical activities with young people

❖ *Using the Pomodoro Technique to streamline the time to complete tasks*

Objective:

Forming the habit of completing a task in a shorter time than usual increases concentration and efficiency.

"Pomodoro Story" (minimum 25 minutes, optimal 45-50 minutes). Divide the group into teams of 3-4 members. Each team receives a prompt or story theme (adventure, mystery, sci-fi, etc.). The members of each team collaborate and write a story.

You set the Pomodoro timer to 10 minutes, and the teams must work intensely to solve the task within the allotted time. After 10 minutes, the teams take a 3-minute break (they can discuss strategies or relax).

- First Pomodoro (10 minutes): Team members brainstorm ideas and sketch the story.
  - ✓ *Short break (2 minutes): Groups discuss their ideas informally or relax.*
- Second Pomodoro (10 minutes): The teams write the beginning of the story.

✓ *Short break (2 minutes): Teams relax.*

- Third Pomodoro (10 minutes): Teams write the middle part of the story.
  - ✓ *Short break (2 minutes): Teams relax and prepare for the completion of the task.*
- Fourth Pomodoro (10 minutes): Teams complete and revise the story.
  - ✓ *Long break (5 minutes): Team members relax and prepare for the presentation.*
- Presentation and reflection. Each group presents its story of the entire workshop. Reflect on the challenges they faced and how they were overcome.

Suggestions *for the youth worker:*

If the available time is very short, only two 10-minute sequences can be simulated with a 2 to 3-minute break between them.

Pay attention to the group dynamics and ensure that everyone contributes. Encourage discussion about how it felt to work continuously for a period of time and the effects of short breaks.

Feedback

- Have you understood dividing activities into short, focused work sessions followed by breaks?
- Have you understood the importance of respecting breaks to avoid fatigue and maintain constant productivity?
- How easy/difficult can you apply the Pomodoro technique in your activities?
- Do you like the idea of learning/working quickly and focused over a short period?
- Do you think the Pomodoro technique helps you improve your concentration and reduce procrastination?
- Are you ready to focus only on work, or will you be tempted to respond to messages, calls, or emails?
- Do you think you can stick to the 25-minute intervals strictly, especially for more complex tasks?

<div style="border: 2px solid; background: #d4c5e0;">

What you can do at home

"Choose your Pomodoro"

- Apply the Pomodoro technique to daily learning activities. Divide the time you have allocated for learning into several Pomodoro sessions separated by breaks.
- Share with the group how you organized your time and if it was effective to use the Pomodoro Technique:

✓ **"How did you feel when you worked continuously on a task for 25 minutes?"**

✓ **"How often did you feel the need for a break when you worked?"**

</div>

❖ *Counteracting Parkinson's Principle to Use Time Effectively*

Complete a task under the pressure of a limited time (20 minutes)

Objective:
Learn how to complete a task in a shorter time frame than usual, increasing concentration and efficiency.

Instructions:

1. Give participants a simple standard task:

   - *Writing a professional email.*
   - *Planning a day or week of activities.*
   - *Organizing a small project (e.g., a shopping list or travel plan).*

   If the time allows you, you can transmit complex tasks.

2. Time estimation. Before starting work, ask each student to estimate how much time they would typically spend completing their chosen task.

3. Reducing the time allotted. According to the estimate, ask the students to reduce this time by 50%. This stimulates the contraction of the time in which the task needs to be completed, forcing them to focus more and be more efficient.

4. Solving the task. Students begin to solve the task within the set time. Use a timer to track the time and announce the time remaining halfway through the interval to keep the time pressure on.

5. <u>Reflection and feedback</u> After the time is up, challenge students to share how they met the new deadline. Reflection questions:

- *Did you manage to finish the task in the short time?*
- *Have you been able to set stricter deadlines for your assignments?*
- *Did you rely on previous experience to assess the actual duration of the tasks?*
- *How did it feel to work under greater time pressure?*
- *What changes have you made to be more efficient (simplification, eliminating unnecessary steps, reducing distractions)?*

6. <u>Conclusions.</u> Discuss with participants how they can apply this method in their daily lives, reducing the time they spend on tasks to avoid procrastination.

Variants of the exercise

<u>Competition:</u> You can divide participants into teams and challenge them to complete a task in a shorter time than the other team.

This exercise aims to prove that tasks can be completed in a shorter time than we imagine if we set a closer deadline. As Parkinson's principle states, this counteracts the undue extension of time.