



Certificate of Personal Competencies

Material for Module 3

„Time Management “

Kaufmannsschule II, Hagen, Germany

I.I.S.S. Canudo, Gioia del Colle, Italy

Colegiul National Mihai Viteazul, Bucuresti, Romania

Geniko Likio Pentapolis, Pentapolis, Greece



This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Contents

Description of the project..... 3

Module 3: Time management..... 4

 Programme..... 4

 Day 1 (Monday)..... 5

 Empower for Employability – Worksheet 1 5

 Empower for Employability – Worksheet 2 6

 Day 2 (Tuesday)..... 8

 Empower for Employability – Image 1 8

 Day 3 (Wednesday) 8

 Empower for employability – Image 2 9

 Day 4 (Thursday)..... 09

 Empower for Employability – Worksheet 3 10

 Day 511

 Workshop 1**Fehler! Textmarke nicht definiert.**

Impact on participants..... Fehler! Textmarke nicht definiert.

Description of the project

Teachers at the applicant schools have realised that their students lack many skills and personal competences for entering working life. Many students do not have a long-term strategy for their professional development. They are very focused on their free-time activities and not consciously seeing the benefits of the full-time education they are in. Many students claim to aim for a higher school leaving certificate but they do not actively work for it. There are students who do not do their homework, show disruptive behaviour in class and are not diligent enough to achieve good marks or the best marks they could. Teachers have observed that in many cases the students do not have the skills and personal competences to reach their goals. Sometimes economical circumstances are not favourable.

The teachers involved in this project would like to develop new ways of tackling these problems in a European perspective. The Greek and Italian school are faced with the consequences of the financial crisis. Moreover, they are situated in remote areas. The Romanian school is faced with students who see their future in an academic career but do not realise that you need personal competences to attend university courses where lecturers will focus on special knowledge not on personality. The German school has a very heterogeneous group of students who come after having attended different types of secondary schools in order to prepare for an apprenticeship in business or to study. We believe that our different problems and circumstances will enrich our view on the situation of the students and give us the chance to see personal competences from different perspectives. The schools aim at developing a programme leading to a Certificate of Personal Competences (CPC) that will be implemented in the schools on a long-term basis. Moreover the concept and the steps will be published in an eBook for other institutions to use for their students.

Many schools throughout Europe face these problems and we would like to find ways of addressing them and sharing our ideas with other institutions via the project blog. The project team has taken a conscious decision to focus on pupils who are not achieving their potential - this includes pupils of lower abilities but also gifted students who are hindered by other factors from getting the best marks they could.

The teachers of the schools involved will have the chance to think about their students and their pedagogical and teaching methods in a different way. Many teachers only see the knowledge a student has and how s/he uses it in class. This approach will help teachers to see their pupils from a holistic point of view. So teachers will find new ways of working with the pupils thus helping them to improve their exam results. We believe that this project will facilitate new developments in our schools which would not be possible without the European perspective enriching us with different views on solving the problems we are all faced with.

Module 3: Time Management

Programme

Empower for Employability – Project meeting on self-reflection from 04 to 08 November 2019 at COLEGIUL NATIONAL MIHAI VITEAZUL, Bucharest, Romania

This is the schedule for our meeting from 4 to 8 November 2019.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8-9.45	CNMV Welcome Conference: Perspectives of Time meeting the teachers and the surroundings	Historical time Discussions Palace of Parliament	Time and Art Cultural trip: Bran (Dracula s castle)- Sinaia (Peleş,)	CNMV workshop on Time management: skills you need	CNMV Assessing where your time goes
9.45- 10.15	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break
10.15-14	Student s presentations (Prezi, GoogleSlides, PowerPoint) about types of time	Art movements and styles throughout history of time workshop. Palace of Parliament	Time and Art Cultural trip: Bran (Dracula s castle)- Sinaia (Peleş,)	Time management goals Time management tips Suggestions for participating schools	Plan for Change Evaluation of meeting
		Afternoon and evening spent with host families	Cultural trip: Cultural trip: Bran (Dracula s castle)- Sinaia (Peleş, Pelişor)		13:15 Shared Lunch with students and teachers

Day 1 (Monday)

After a warm welcome, the student s presentations about types of time prove that time should be cherished like the most precious resource. Students were invited to consider carefully to what extent time is a structuring category in their personal life; our aim is to make students become conscious of their attitude and relationship towards time by making students reflect on their past time activities and their daily routine. They will heighten their awareness to the role of time in society and become more attentive to the way time is 'treated' publicly. By means of different activities and the application of various methods - students will learn how to work for a cooperative international project, promote an intercultural dialogue; use ICT to communicate, share, create, collaborate.

Activity 1

- My daily routine - <https://ro.padlet.com/CNMihaiViteazul/gruoj4w3rptf>

Students analysed the Importance of Routine During Stressful Times, to be more proactive and in control in the face of a stressful situation.

Empower for Employability – Worksheet 1

Task: You have had some time to think about your strategy to control the stressful situation, writing the daily routine.

Individual work

1. Take one piece of tape and write your daily routine.
2. Now walk through to the classroom and look for pupils with the same daily routine and form a team.

Teamwork

3. Think about Importance of Routine During Stressful Times and work out what kind of different skills you need to manage stress? Use the space below for your thoughts.
4. Write the skills on a card and pin up them on the flipchart for the gallery walk.
5. Take a picture of your flipchart and upload it on Twinspace.

Activity 2

- How do you imagine your life in 2030? - Send Yourself a Letter to the Future

Students created a letter to the future, they in 2030, putting their minds at work in trying to see a broader picture of their selves and the world in trying to combine all the possible elements which can

shape the reality, regarding personal life, family, career and their lifelong learning process. It is about time management productivity, collecting responses on <https://www.tricider.com/admin/2RhVSuKM2YF/E0fl2TarvLT>.

Empower for Employability – Worksheet 2

Task:

Students have to create a letter to the future, they in 2030, putting their minds at work in trying to see a broader picture of their selves and the world in trying to combine all the possible elements which can shape the reality, regarding personal life, family, career and their lifelong learning process.

Individual work

6. Take one piece of tape and write answers: *How do you imagine your life in 2030? - Send Yourself a Letter to the Future*
7. Now walk through to the classroom and look for pupils with the same daily routine and form a team.

Teamwork

8. Think about Importance of Routine During Stressful Times and work out what kind of different skills you need to manage stress? Use the space below for your thoughts.
9. Write the skills on a card and pin up them on the flipchart for the gallery walk.
10. Take a picture of your flipchart and upload it on Twinspace.

Activity 3

- My self portrait

Each pupil writes on Twinboard a selfportrait of him/herself emphasizing the following aspects: My present 'me', Me in the past, My relation to time; each student choose a symbol that characterizes them and their relation to time.

Activity 4

- Perspectives of time - Types of time - presentations (Google slides, Power Point) by Romanian students

How do you imagine your life in 2030?

Wow, just thinking about 2030 makes me feel uneasy and want to freeze time..

In 2030 I'll be 27 years old. I have a lot of plans about my future but I don't know if I can implement all of them. I want to be a teacher and when I finish the university, I want to go on a theatre school to be an actress or a nurse. I hope till then to go in Africa..

2030 is so far away, but I hope that, until then, I will have visited a lot of countries mostly in Europe, Asia and South America. I imagine that I will have a job I love in engineering and a wonderful apartment in Scotland as this is my dream.

In 2030, I think I will start to work because at 28 years old, I'm sure that I will be finished my studies. I see myself in Bucharest, married with a beautiful Romanian girl and father of twins: girl and boy. I believe that I will work as a computer scientist or an engineer in the aviation ..

I was born in the 2002 so in the 2030 I will be 28 years old and as a very ambitious person I hope to accomplish all of my objectives in the all day life such as end up University, in particular I like the economy and management sector ..

Day 2 - Historical time

Visiting The Palace of Parliament. Can historical time teach us a lesson?

Activity 5

Pupils have to write articles /make videos/take photos about the outcomes of their reflections and research work and upload it on Twinboard/ Materials section.

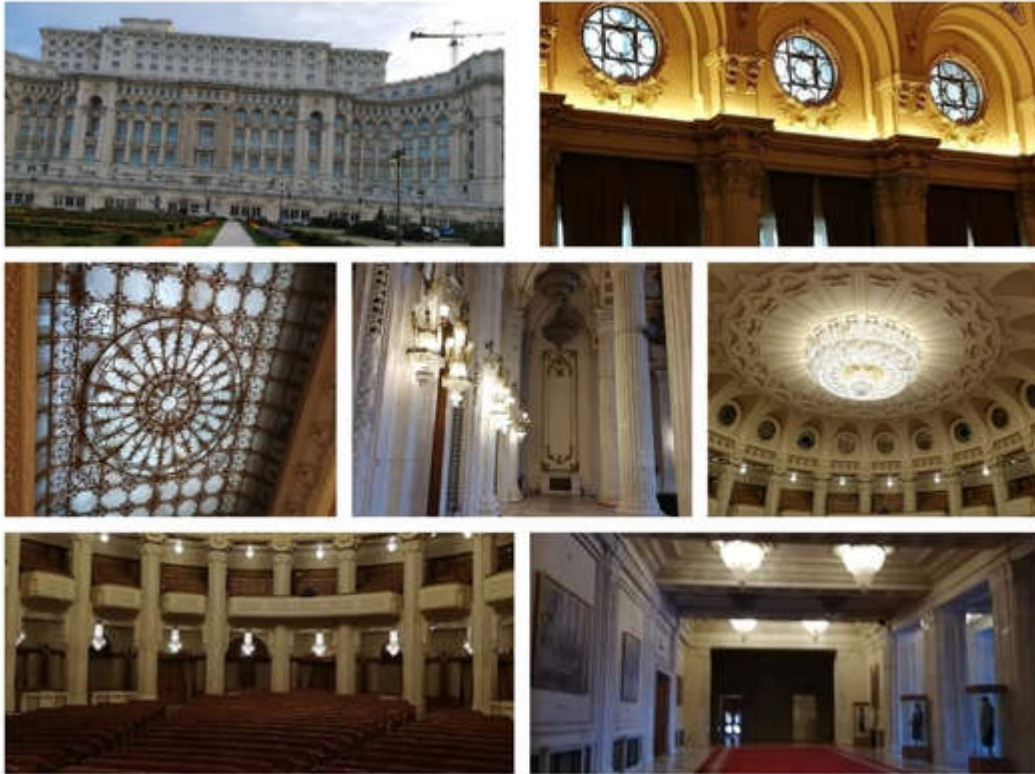


Image 1

The People's Palace: Ceausescu's Lasting, Loathed Legacy. Does history teach us anything or do we ignore what we learnt, hoping it will be different?

Day 3 Time and Art

Romania's collection of castles and fortresses perhaps best illustrates the rich medieval heritage of the country. While castles built from the 14th to the 18th centuries are strong and austere fortresses built mainly for defense against invaders, those erected beginning in the late 1800s are imposing and luxurious. The most popular include the 14th century Corvinesti Castle, built on the site of a former Roman camp, the elegant 19th century Peles Castle with its 160 rooms filled with priceless European art and, of course, the Bran Castle, built in the mid-1300s and legendary home to Bram Stoker's Count Dracula.

Pupils are invited to tell us their impressions about these two castles and write/ upload on Twinboard/ Materials section photos/videos/articles/products about the outcomes of their reflections on time and art.

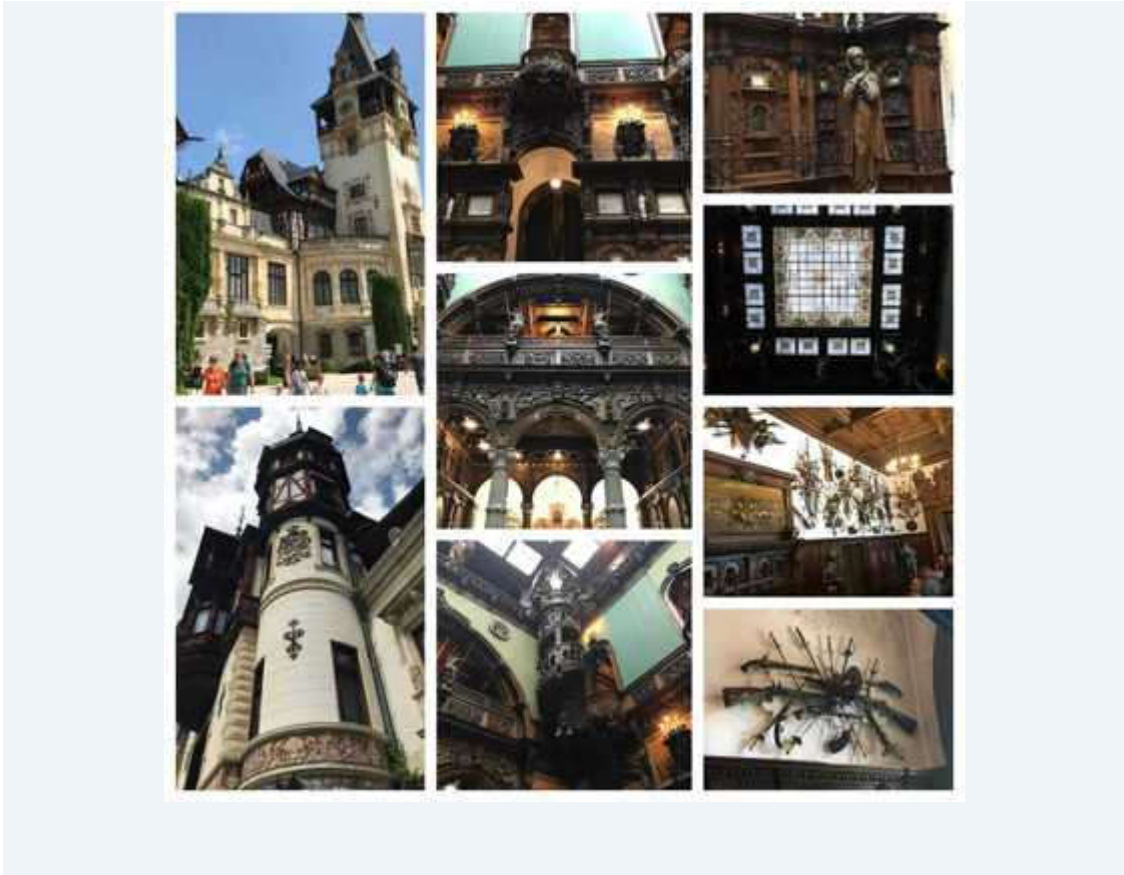


Image 2 - Time and Art. Art can change our understanding of time.

Day 4 Time management: skills you need

Workshop timetable	
Time frame	Activity
8.00 – 8.30	Icebreaker activity
8.30 -9.15	What is time management? <ul style="list-style-type: none"> ○ Time management as a matter of time perspective and productivity ○ Defining goals and time management goals
9.15 – 09.45	Group activity – Setting short and long-time personal goals and subsequent activities Group presentation
09.45 – 10.15	Coffee break

10.15 – 11.00	How to control the use of one's time? <ul style="list-style-type: none"> • Time management and planning techniques and tools • Time management tips • Best practice models
11.00 – 12.45	Group activity –Time planning activities Group presentation
12.45 – 13.00	Conclusions, Q&A and feedback

Activity - What is time management? What is good for? It seems that there is never enough time in the day. But, since we all get the same 24 hours, why is it that some people achieve so much more with their time than others? The answer lies in good time management.

- **Workshop - Time planning activities**

Time management refers to the effective use and productivity of our time. A synonym for efficiency, time management makes it possible for you to make the most out of every minute. Several different types of time management activities have been used to help people build skills that lead to greater efficiency. Time management activities can be used to teach lessons about the value of time. They can show how good time management helps you set priorities. Time management activities can help people make actual plans for how to spend their time. These activities are not only instructive, but they can also have a practical application.

Activity - Finding Something in Common

After the group work phase pupils put up all their cards on a board. Now they were taught about the difference between personal qualities and skills. They clustered all cards under these two headlines.

Empower for Employability – Worksheet 3

Task: Students have to Find Something in Common

Each person needs a pencil and paper for this activity.

Individual work

The idea is for each person to talk to as many people as possible, and write down one thing they have in common with that person. The person with the most other people on their list wins a prize.

Teamwork

- Think about Explain that efficient communication increases productivity.
- Take a picture of your flipchart and upload it on Twinspace.



Image 3 from Day 4, students at workshops

Day 5 Assessing where your time goes. Plan for change

The last day of our meeting when we tried to discover how to build time management database was the day of "Mihai Viteazul" National College.

Workshop Agenda - November 8th 2019

Workshop timetable	
Time frame	Activity
8.00 – 8.15	The (Elementary) Mathematical Data Model ((E)MDM)
8.15 -9.15	(E)MDM scheme of the Time Management database (db) <ul style="list-style-type: none"> ○ <i>Sets and associated functions</i> ○ <i>Constraints (business rules)</i>
9.15 – 09.45	Group activity – Setting PCs to create a MS Access db application Group presentation
09.45 – 10.15	Coffee break
10.15 – 11.00	How to implement an (E)MDM scheme and a software application over it in MS Access? <ul style="list-style-type: none"> ○ Tables and columns ○ Constraints ○ Forms, queries, reports, and menus
11.00 – 12.45	Group activity – Team work Group presentation
12.45 – 13.00	Conclusions, Q&A and feedback

Workshop - Time management database application

Group activity – Setting PCs to create a MS Access db application

Group presentation - How to implement an (E)MDM scheme and a software application over it in MS Access?

- Tables and columns
- Constraints
- Forms, queries, reports, and menus

Students reflected how to implement an (E)MDM scheme and a software application over it in MS Access.

Pupils talked about how start the basic process of starting Access and creating a database that will be used on desktop machine, how to create a desktop database by using a template, and how to build a database from scratch by creating your own tables, forms, reports, and other database objects. It was also presented some techniques that can be used in time management.



Image 4 from last day, from workshops

Impact on participants - Feedback from students

- I didn't find out about the opportunity to take part in the "Erasmus" workshops, along with our foreign guests, and to guide and help them through this experience, not long before the 3-day adventure had started. Viewing this as a great chance to get acquainted with people from other countries, who have different, but fascinating cultures and origins, I was thrilled to sign up to this course. On the first day, my team was truly stressed, since we had to present a project that we had worked on a lot, having put in a lot of effort. (Claudia)
- On day 4... me and my team arrived early and helped organise the room in which the workshops took place. I distributed the name tags for each table equally, then welcomed and got acquainted with each of our guests. When the exercises began, each table was formed by members of the same teams, of the same nationality. We then got mixed up, in order to get to know each other better. As far as I'm

concerned, this was a great way to find out more about the mentalities and personalities of our fellow project partners. The fact that I practiced my English with my colleagues, and new friends, whom I sincerely hope to see again as soon as possible, and that I got to know them and to talk about their countries and fascinating cultures was a really great experience. (Cristina)

- The last day ... was disappointing, since we had to part with our new friends and the project had come to an end. I really enjoyed working for the 'Erasmus' project. It has helped me improve my social skills and my English, and I have even come to better know my classmates and the teachers in our high school. I hope to pass the necessary tests in order to go to the future exchanges with my colleagues and I am looking forward to meeting our foreign guests again. (Claudia)
- The day no 5 .. The people with whom we have run our assignments and whom we assisted were really nice and sociable, so the working environment was pleasant. We were also offered coffee, water and food, which we really appreciated and helped us have better focus. The teachers that we helped were professional and had had a great appeal to the public during the workshops; this fact has made this experience enjoyable and instructive. (Claudia-Cristina)
- Day 1 .. On the first day of Erasmus, on Monday, me and my team-mates presented in front of the other teams our project 'Religious interpretation of time in various religions'.
Honestly it was one of the greatest experiences of all time, because not only I was able to enjoy myself on the stage, but I could finally overcome my fear of having a speech in the limelight. I have paid attention to all the presentations, especially those related to religion to objectively assess my work. (Călin)
- On Thursday .. The most interesting game was the first one, where we had to write down the name of a celebrity, historical or whatever important and international person. Then we had to stick it on persons from our left back and further go and ask random people one single question related to what person might be. I found out that I was written 'Vladimir Putin' and I was slightly amused, because of my Russian background. (Călin)
- Thursday 2 After finishing with this little game, we were mixed in different teams, so every Romanian, Greek, Italian and German student can socialize with the others. Next, in different activities we tried to search for those things that stop us from managing our time according to our necessities and to seek for solutions. In the end, every piece of paper we wrote on had to be glued to a paper where we drew a timetable from Monday to Friday, from 6 a.m to 10 p.m, in which each team presented was did he do and was to be done later or on the wish list for the last days. Moreover, our Greek friends had prepared us a little play which presented the daily life of a student in the 21st century, stressing out about homework and school stuff, with no time for recreational and self development activities. This surprise had delighted me the most. (Călin)

- On Friday, our time management activity moved on Microsoft Access, where we created a new face of time management. Luckily on the same day was our high school day name. So, me and a classmate took the others outside to enjoy the good weather, play some football, take some photos and enjoy themselves. After this break (during which for 10 minutes we lost some of the exchange students), we were all invited in the concert hall to watch, support and have fun watching our freshmen presenting their videos in our unique tradition, called 'Mishunand prin liceu' (Moving through high school) where every 9th grade class creates a video to show everyone how's to be a high schooler in 'Mihai Viteazul' (Michael the Brave) National College like. Everyone seemed to have enjoyed a lot. In addition to this, as a reward for our work we were given the opportunity to socialize in one of the most pleasant ways: by eating. (Călin)

About meeting

- I really loved the Erasmus experience and I will surely apply for the other opportunities so I can meet the friends I met in Bucharest, make new friends and learn about brand new things because each lesson mixed with some entertainment is always different and great. The Erasmus project has been a great opportunity to meet new people, socialize and learn many interesting things, such as time management. We also learned more about team working and respect for each other.
(Ana)
- On Monday, our first day (4.10) , it was a little stressful because we had to present the projects Our presentation was called "Cultural perspectives, religious interpretations of time in various religions". Everything went great because everyone was understanding, quiet and supported us during the presentation.
(Ana Maria)
- On Wednesday .. we had an activity at school in the morning. It was a really fun thing to take part in because we had a lot of interactive games and everyone was free to share their own opinions on time management. I learned a lot of new things and I also made friends with some of the Greek and German kids that were in my team. After that, they all decided to go to the mall all by themselves because they wanted to do some more shopping.
(by Elena)
- On Thursday was more relaxing and fun because we took part at workshops and games on the time management subject. At first, everyone was shy, but when we started playing games and talking, everything became easier. The first part of Thursday's workshop was based on an icebreaker activity: sticking a card with a celebrity name on it on the back of your college and then they go around the class and ask for clues, that in the end they guess their character. After one hour and a half we had a 30 minute break and then continued the workshop. Between 11 and 12:45 o'clock we did a group activity about time planning and then presented it. The last 15 minutes were for conclusions and feedback which, of course, was amazing.
(Maria)
- On Thursday .. The next day me and my colleges attended was the 4th day, where I had the occasion to communicate with the unknown teenagers from other countries. Even if at the beginning we stayed at the table with whoever we wanted, after that we switched places. I

enjoyed time and listened to the lesson” Time management” presented by Andreea Gușă, with Greeks and Italians. I’ve tried to communicate as much as I could with them to present our country and to discover more about theirs. The part where we talked and laughed the most was when we made a diary about what we have done this week. (Dina)

- The last day was the most special one because it was the day of ”Mihai Viteazul” National College. Firstly, we discovered how to build a time management database and after that we went in the school auditorium for “Mishunând”, an activity that takes place every year on the highschool day. All the freshmen make funny videos about our highschool. They captured the attention of the foreign students too, even if the presentation was in Romanian language. It was a wonderful experience for me to take part in this Erasmus+ project because I met new people and I learnt new things about time and its importance. I will definitely want to participate in this kind of project in the future. (Dina)
- We spent the last day (8.10) in the computer lab working, but also learning. It lasted less time than on Thursday, because it was our high school's celebration day and went in the school auditorium to see the prepared show for this occasion. In the end we said goodbye and got a little upset because everyone was leaving. In conclusion, i am very grateful because i had the chance to meet such great people who i hope to see again soon. (Ana-Maria)
- **My impressions ..** When I found out that our high school is involved in this Erasmus+ project I was very excited about participating in it. It all started a month before the project took place, when our homeroom teacher asked us who will want to make a presentation in English about the perception of time. Because I was interested in this subject, I decided to participate with 2 of my classmates. So, in the first day of Erasmus+ I had the opportunity to experience for the first time in my life public speaking, in the school auditorium. I was pleasantly surprised that I captured the public’s attention, especially the attention of the teachers that were staying in the front row. At the end, we received our diplomas! (Dina)