

Lesson Plan

«Time management: learning how to be more efficient and stress free »

Take time to save time!

1st part (3h)

Overall aims:

- 1/ Understanding your own relationship with time in order to create long lasting change
- 2/ Finding the right balance between the different spheres of your life
- 3/ Knowing how to use your time according to your priorities
- 4/ Being able to anticipate and plan your activities by focusing on the essential

7h (1 day or 2 half days: 3h+4h)

Skills to be acquired:

The aim of this training is to allow clients to “live and feel” the different theories and tools available for time management. In order to reach all clients and find collective intelligence, different interactive teaching methods will be used. All the tools and theories used in this module will be gathered in a handout, given to the clients at the end of the session.

Title	Teaching objective	Content	Teaching method	Time	Documents/Re sources
Welcome		Welcome clients and ask them to choose a picture which reflects their current relationship with time. Pictures will be displayed on a table for easy access.		5mn	Handout « photolangue », if needed
Presentation of the training, of the advisor and introduction to the rules of the group	Familiarize clients with the aims of time management	<p><u>Framework of the day :</u> Introducing the advisor and the objectives of the day</p> <p><u>Insist on the skills to be acquired:</u> The aim of this training is to allow clients to “live and feel” the different theories and tools available for time management. In order to reach all clients and find collective intelligence, different interactive teaching methods will be used. All the tools and theories used in this module will be gathered in a handout, given to the clients at the end of the session.</p> <p>Suggest rules for the group for the entire day:</p> <ul style="list-style-type: none"> - Benevolence : everyone is free to speak up and to be listened to with kindness - Respect : everyone respects what others are saying by actively listening and refrain from judging - Self-respect : clients can refuse to participate in an activity, or isolate themselves if they feel it's necessary - Confidentiality : guarantee, as much as possible, the confidentiality of what is being said during the day - Agree on a time frame 	Large group	10mn	Powerpoint : framework of the day
Presentation of the clients and their awareness about their relationship with time	Build the group and ensure benevolence Foster confidence within the group	<p>« The knot game » : Ice breaker</p> <p>This game builds the group and encourages clients to speak freely. It encourages friendliness and confidence within the group. This game creates a trusting environment, promotes listening skills and respect. It also symbolizes the knot that clients are coming to untangle in this training. Clients are untangling a knot within themselves with the help of their “allies”. They find a partner for the next activity.</p>	Large group	10 mn	Handout : « the knot game »

Title	Teaching objective	Content	Teaching method	Time	Documents/Resources
	<p>Get clients to know each other</p> <p>Raise client's awareness about their personal representation of time</p>	<p>'Photolanguage' in pairs.</p> <ul style="list-style-type: none"> - Back to their seats: clients take the picture they chose at the beginning of the session, and pair with their partner from the previous activity - They all have 5 minutes to introduce themselves to their partner, using the picture they have selected. Active listening is key because they will have to introduce each other to the whole group later - After 5 minutes, they switch - After 10 minutes of exchanges, crossed presentations (client A presents client B and vice versa) to the whole group. It is important to give only 2 minutes per client to introduce their partner, a timer will be very useful. <p><i>It is possible, at the end of the session, to ask them to select another picture, and to review the differences between the 2 pictures.</i></p>	<p>In pairs</p> <p>Restitution in group</p>	<p>5 mn + 5 mn</p> <p>20 mn</p>	<p>Selection of about 30 royalty-free pictures which can be found online.</p> <p>Timer</p>
<p>The different spheres of life</p>	<p>Help clients understand the concept of the spheres of life</p> <p>Help clients identify the current (and the desired) balance between the different spheres of their life.</p>	<p>1. The advisor explains the concept of the spheres of life</p> <p>2. "I draw the different spheres of my life"</p> <p>The three steps of this activity will be organized according to the testimony of Nathalie Van Laethem.</p> <p>Show the movie in 3 steps :</p> <ul style="list-style-type: none"> ➤ Step 1 : First part of the movie, stop at 2:22 Clients take a blank piece of paper and colored pencils, and draw the different spheres of their life as they are currently organized. ➤ Step 2 : Second part of the movie, stop at 3:10 Clients take a second piece of paper, just like in the movie, and draw the different spheres of life, as they wish they were organized. 	<p>Large group</p> <p>Individual</p>	<p>5mn</p> <p>40mn</p>	<p>Handout « the spheres of life »</p> <p>Testimony of Nathalie Van Laethem on her use of the spheres of life: https://www.youtube.com/watch?v=3FGV7U7N5K8&feature=youtu.be</p>

Title	Teaching objective	Content	Teaching method	Time	Documents/Resources
		<p>➤ Step 3 : Last part of the movie : until the end</p> <p>OR 2. « Finding the balance between the different spheres of life and clarifying your goals” This is a second tool regarding the spheres of life, so as to offer an alternative to work on this topic, but also because the movie is in French and we do not know an equivalent in English. This second activity will allow the British people to have this activity, even without the movie.</p>			<p>Pieces of blank paper (at least 2 per client)</p> <p>Colored pencils for each client</p> <p>Scotch tape, pushpins, or anything to display the papers on the wall</p> <p>Handout « Finding the balance between the different spheres of life and clarifying your goals »</p>
	BREAK			15mn	
	Help clients find a way to properly balance the different spheres of their life.	<ol style="list-style-type: none"> Individual work: clients find a challenge they feel they need to address, regarding the balance of the spheres of their life - Following the previous activity, the advisor asks clients to write down on post-it notes the challenges and questions they might have about moving from one sphere to another. - Then, they will chose the one they want to work on with the group. The participants will have to find a specific problem and present it to the group in the form of a sentence beginning with the word “how”, and then write it down on a post-it note. 	Individual	1h 5 minutes to present one's challeng	

Title	Teaching objective	Content	Teaching method	Time	Documents/Resources
		<p>2. Possible ways of response to the specific problem</p> <ul style="list-style-type: none"> - Create groups of 3 or 4 clients - One volunteer introduces her challenge to the group and what she wishes to change. She has 5 minutes to address the group. - The first volunteer doesn't intervene anymore and listens to the group come up with possible solutions - Every new idea is written down on a post it note which is placed around the first one. Every idea is then connected to the problem - After 5 minutes of brainstorming, the first volunteer (the one who exposed her problem) can respond - She chooses the idea which suits her best, and "commits" to work on this idea - If this idea doesn't fix her problem, she can use one of the other ideas given during the brainstorming, or start another brainstorming - When the brainstorming is over for the first volunteer, move on to the next one. <p>Warning: the advisor needs to be very careful about the time and make sure that every group respects the time. She warns everyone every 5 minutes. A person in each group can be responsible for the time.</p>	Group of 3 or 4 clients	e to the group, 5 minutes of brainstorming	
	<p>Encourage client to learn from one another by watching the work of the other participants</p>	<p>Showing of the « work » done during the morning:</p> <ul style="list-style-type: none"> - By the end of the morning, we can show on the wall the different works made by the clients, if they agree. - It can be shown in the form of a long frieze : <p>Spheres of life tomorrow:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid green; border-radius: 10px; padding: 5px 15px;">A</div> <div style="border: 1px solid green; border-radius: 10px; padding: 5px 15px;">B</div> </div> <p>Solutions (with the Brainstorming) for a better balance:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid green; border-radius: 50%; padding: 10px 20px;">A</div> <div style="border: 1px solid green; border-radius: 50%; padding: 10px 20px;">B</div> </div>			

Title	Teaching objective	Content	Teaching method	Time	Documents/Re sources
		<p>Current spheres of life:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid green; border-radius: 10px; padding: 5px 15px;">A</div> <div style="border: 1px solid green; border-radius: 10px; padding: 5px 15px;">B</div> </div> <p>Participant A then B, then C etc ...</p> <p>Clients can then go through the work of others at the end of the session. It can possibly lead to discussions.</p>			
	LUNCH			1h	

Lesson plan « Managing my time and my priorities »

2nd part (4h)

Title	Teaching objective	Content	Teaching method	Time	Documents/ Ressources
Welcome		If the session is divided into 2 half days, remind the clients of the 1st part, and introduce the second			
Presentation of the sociological laws of time management	Help clients put into practice some sociological laws with a moving debate	<p>Moving debate on the sociological laws of time management</p> <p>The advisor asks the whole group to gather at the center of the room.</p> <ul style="list-style-type: none"> - The advisor will then say one of the following sentences and the clients will have to choose whether or not they agree with it. Those who do, go to the left side of the room, those who don't, go to the right side - The group is now divided into 2 groups - 2 volunteers are asked to explain what made them go left or right - Then, the advisor explains the sociological law(s) illustrating this sentence - The group goes back to the center, and the advisor moves on to the next sentence <p>Sentences to say during the debate and sociological reference:</p> <ol style="list-style-type: none"> 1. « I always start with the task I enjoy the most. » Laborit principle 2. « If I have a lot of time to complete a task, I will take more time, and be more efficient” Illich law, Parkinson law 3. « I often work late at night, even though I am a morning person! » 		30 mn	<p>Handout « The moving debate »</p> <p>Handout « the sociological laws of time management »</p>

Title	Teaching objective	Content	Teaching method	Time	Documents/ Ressources
		Swoboda-Fliess-Teltscher law			
The teacher and the bucket	Help clients understand, through an experiment, the importance of organizing their time.	<p>The experiment of the teacher and the bucket:</p> <p>2 possibilities for this experiment:</p> <ul style="list-style-type: none"> - Simply read the text below - If possible, make the experiment. For this, you will have to prepare the necessary supplies. The impact will obviously be stronger. You will also have to remove from the power point the slide explaining the experiment, to keep it a surprise until the end. <p>« A teacher at a University gives a lesson about time management. On his desk is a bag of sand, a bag of pebbles, a few big rocks, and a bucket. He asks a volunteer to put all of the items in the bucket. The student starts with the sand, then the pebbles, and when he tries to fit the rocks in the bucket, there is no more room left.</p> <p><i>“This is an example of bad time management”, says the professor. “If you had put the big rocks first, then the pebbles, and then the sand, everything would have fit. This is exactly what time management is. By completing the most important task first, you leave room for the less important tasks, and then for the even smaller ones. If you start with the small ones, you spend so much time on them that you have no more time left for the bigger ones, let me show you.”</i></p> <p>And the teacher fills the bucket again, first with the big rocks, then the pebbles, and finally the sand. He shakes the bucket, and everything fits. The moral of this story is that to better manage your time, you need to work on your biggest tasks first. Otherwise, you risk wasting your day with sand and never getting time to do what matters most.”</p>	Large group	From 5 to 15 mn	Supplies for the activity : bucket, sand, pebbles and rocks

Title	Teaching objective	Content	Teaching method	Time	Documents/ Ressources
TOOL BOX 3 tools to manage your time	Understand how to make better lists and plan for the appropriate amount of time. With the mind map, break down the actions in activities, tasks and sub-tasks	1. The advisor explains key elements in the handout “why make lists?” 2. Make better lists with the Mind Map: - On their own, clients make a list of everything they have to do for their business during a week. One thing on one post-it note (small ones) - The advisor explains the difference between a task and a sub-task with this example: “for a business that sells seeds, there is a “communication” activity. One of the tasks within this activity is the creation of a website, and the subtasks are creating the graphic charter, content development, quotation requests for different providers, allotted budget, etc. - This example can be completed with a brainstorming, you can ask the group to think about all the subtasks. - The advisor suggests that clients draw a mind map of their own with the help of the example on the handout. They can then take their post-it notes and place them according to whether they are tasks or sub-tasks. There is no obligation to fill everything, this is an evolving tool. The important thing is to focus on the different levels: activities, tasks, sub-tasks. - When all the post-it notes have been properly placed on the map, the advisor asks clients to plan for the time they will need to dedicate to each sub-task. - Clients are paired, exchange ideas about their map and complete it if necessary.	Large group	Total : 1h	Handout « Why make lists? »
			Individual work	5 mn	Small Post it notes
				5 mn	Handout “The mind map” Paper
			In group	5 mn	
			Individual work	15mn	
	BREAK			15mn	

Title	Teaching objective	Content	Teaching method	Time	Documents/ Ressources
		<ul style="list-style-type: none"> - The group then reproduces this gesture or word which symbolizes the celebration - Move on to the next participant. 			
Evaluation	Get clients to identify which tools they like and will use in the future	<p>“I bring in my suitcase”, “I put in the washing machine”, “I throw in the waste bin”</p> <p>With colored post-it notes, clients work on their own, then share with the group.</p> <p>OR, on paper, individually, in writing (no sharing with the group)</p> <ul style="list-style-type: none"> - <i>Suitcase : the things I have liked, that I found interesting, that I want to use in the future</i> - <i>Washing machine : things that made me wonder, on which I need to think more</i> - <i>Bin: things I didn't like, that I will not use.</i> 	<p>Individual work 10 mn</p> <p>Possible to have a group restitution of individual work, on a voluntary basis 10mn</p>	10mn	Post it notes
Going further	Encourage clients to use the tools of this training at home and all along their project	<p>Distribution of the handouts with all the tools and theories about time management</p> <p>Clients walk away with the work they have done during the training, especially the one about the spheres of life.</p>			Distribution of all handouts