

LET'S CREATE AN AGENDA

Final task: Create an agenda; manage time by organizing the activities (weekly) within a grid, bearing in mind all the parameters defined according to the reference indicators.

Objectives in relation to the competence of learning to learn

- to identify the time needed to perform each task and assign it; to identify and assign deadlines, to meet those deadlines and establish mechanisms to evaluate and identify obstacles and overcome them
- to put in place a sequence, order and prioritize tasks in order to perform them depending on their urgency and necessity according to the final objective
- to make time profitable, to evaluate the tasks as a whole and separately in order to be able to combine them
- to assign each task appropriately, in order to ensure performance...

Framework of Learning to learn descriptors

Time Management	Organization of the information	Motivation and self-esteem	Team work
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Descriptors:

- 2.- I am able to prioritize tasks, i.e. organize them according to importance
- 3.- I am able to use my timetable (diary) to remember, organize and plan my activities

Areas of knowledge within Adult Education	Level I/II/III
Core skills	Communication and social skills
	Science – Technology

Objectives

- to identify time needs of each task, action, activity,
- to learn to assign times correctly
- to know how to organise the assigned time correctly, to ensure effectiveness,
- to order tasks according to the time they need
- to know how to elaborate a time plan and carry it out

Evaluation

Evaluation of, at least, the following aspects:

- Have you organized the time in a simple way?
- How do you manage your everyday life?
- How did you manage any unforeseen events?
- Did you choose in a better way when and what to do?
- Did you develop a methodology to apply in other contexts?
- How do you value the priority??

Preparation

Timing	Materials	Activity to be done	Where
3,50 hours	Images, papers	Individually and in group	In classroom

Process

0.- Presentation of the task, including objectives and evaluation.

1.- Teacher shows a list of some activities and their weekly duration which has to be inserted into a weekly planner, paying attention not to dedicate too much time to less important tasks. Individually, each learner completes the grid given by the teacher, assigning the priority to the activities stated in different colours. Moreover, it is essential to distinguish activities and tasks on the basis of their **URGENCY** and **IMPORTANCE** through the use of specific symbols.

2.- After the compilation of the grid, the teacher controls the outcomes and presents to the class the obtained results: a discussion among the participants on the aspects of planning activities in a balanced way (use of the time, idea of priority, daily/weekly planning) will be instigated.

3.- Another step consists of the addition of unforeseen events to the "normal" activities: the teacher will guide the participants in organizing the agenda again with the addition of 2 unforeseen events, marked in red colours.

4.- **The** teacher will collect the outcomes and will analyse the results together with the group. Finally, the teacher will show three "good" examples of agendas through Microsoft Project (software used for the planning of complex works, i.e. works with many correlate activities).

5.- Evaluation.

Guidelines about learning styles

For the development of the task, the following learning styles will be considered:

- **Visual:** Visual learners adopt a visual approach to the learning materials: learning will be provided by the direct observation and reflection. Visual learners will prefer the use of a visual-spatial code, i.e. static and in moving images, summary scheme, charts, tables; for this purpose the teacher will explain the task by using figures, in order to support visual memory.
- **Auditory:** Auditory learners prefer to learn by using the linguistic code, i.e. text and recording; learners with this learning preference will learn better through activities based on listening, preferring an intuitive approach. Guidelines will be provided verbally in a clear way.
- **Read / write:** You can provide these learners with a text about the subject for them to read. They can also search for information in a library and present the work to the group.
- **Kinesthetic:** Kinesthetic learners need to link the conceptual approach to the practical activity. They prefer dynamicity in the learning process: the materials will need to have innovative characteristics (simulation, didactical games, competitive exercises, examples of real life situations).