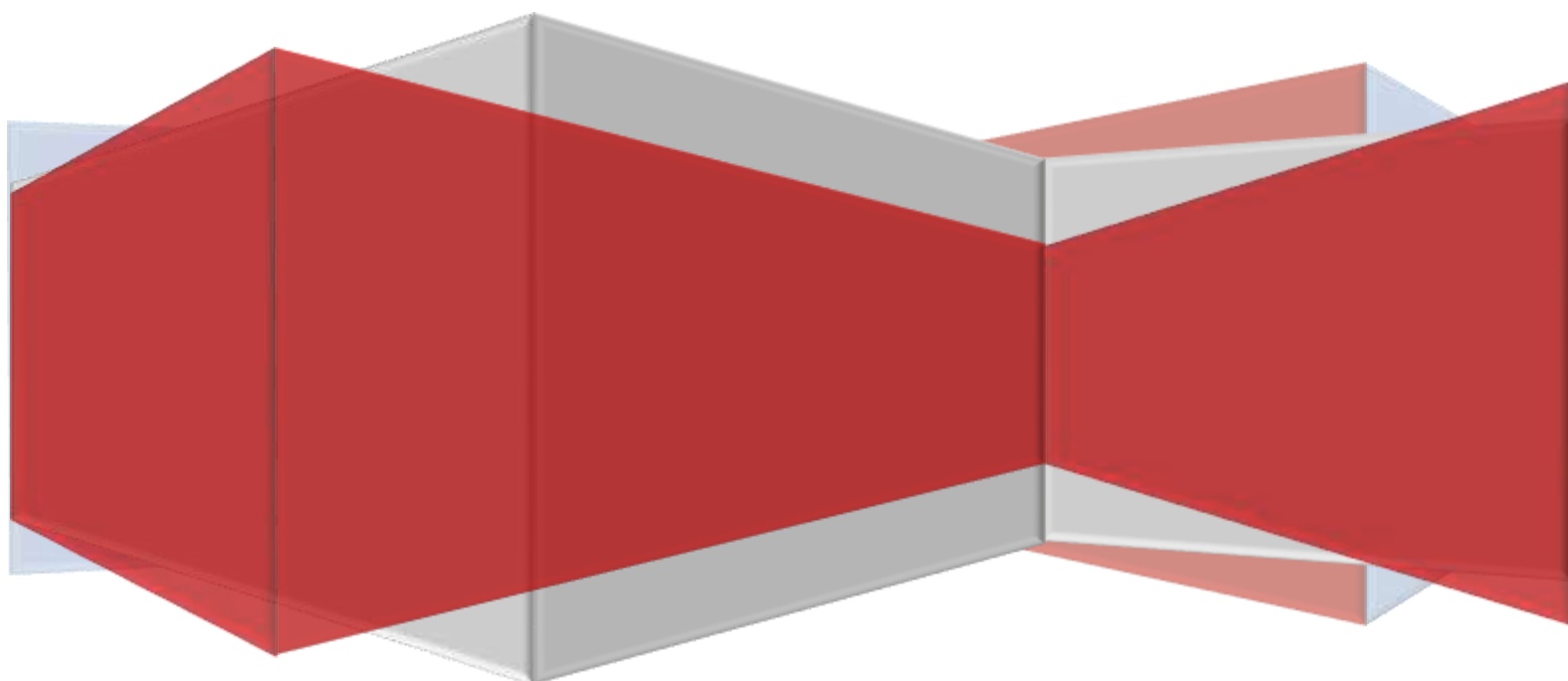**Cultivate school entrepreneurial mind-set through holistic approach targeting teachers and pupils**

enterschoolmind

IO5: TRAINING MATERIALS-METHODOLOGICAL TOOLS (Classroom learning)

Competence: 3.2 Planning and Management

Partner Responsible: DIMITRA

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Instructions to the partners

Please delete any templates that you are not using.

Compulsory
1. **Provide a PowerPoint presentation with minimum <u>5 slides per learning outcome</u> and maximum 10 slides per learning outcome Eventually the ppt will cover the whole competence**
2. **Provide a pool of questions and answers (open questions)- minimum 5 per competence addressing all learning outcomes of the competence**
3. **Provide a pool of 10 Closed questions with answers covering all learning outcomes of the competence**
Additionally
Provide a minimum of 2 and maximum of 4 other methodological tools   *1 methodological tool is equal to*   ➢ *1 Individual Exercise*   ➢ *1 Group exercise*   ➢ *1 Role play*   ➢ *1 Experiential workshop*   ➢ *1 Group discussion*   ➢ *1 Brainstorming*   ➢ *1 Case study*   ➢ *Other training material partner's may come up with*

Note:

1. Please make sure that your PowerPoint presentation and methodological tools cover all learning outcomes

Example

EntreComp competence area 2.1 is composed by 5 Learning Outcomes. The responsible partner has to provide:

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- ✓ 5 Learning Outcomes X (5-10 slides per LO) = 25-50 ppt slides

- ✓ 3 compulsory **and** 2 – 4 additional methodological tools per competence

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The LOs at a glance

Competence Code and Title	**3.2 Planning and Management**
Entercomp Area	**Into Action**
Learning Outcome Numbers and Titles	22. List time management techniques (SMART goals, Eisenhower Matrix, Gantt Chart) that can be used both by teachers and pupils to improve their time management skills 23. Define priorities by using SMART goals, the Eisenhower Matrix, Gantt Chart, Covey's theory of Successful People, Personal Planning) 24. Set short and long term goals, prioritize in order to also teach the pupils to do so, as well, by effectively guiding and monitor their planned activities. 25. Develop skills in order to help/teach pupils plan and manage their time. 26. Inspire pupils to stay focused and achieve their goals.

Methodological tool Type	Number of Methodological tools
✓ **Lecture (compulsory)**	1
✓ **Open-ended questions**	1
✓ **Closed questions**	1
☐ **Individual Exercise**	
☒ **Role play**	1
☐ **Experiential workshop**	
☒ **Group discussion**	1
☐ **Brainstorming**	
☒ **Group Exercise**	2
☒ **Other (Please indicate)**	1 Video Analysis, 1 Role Play, 1 Document with links to theories.
Total Number of methodological tools:	9

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Referencing your tools

(PPT for Power Point Presentation, CL for classroom or SD for self-directed learning)+Competence_number +number_of_methodological_tool

Example:

SD1.5_3 = Self-directed exercise, on Entercomp competence area 1.5 (Ethical and sustainable thinking), 3rd tool

PPT3.4_4=Power point presentation, on Entercomp competence area Working with others, 4th tool

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Compulsory Methodological tools

Power Point Presentation

Code of methodological tool	PPT3.2_1
Competence Code and Title	**3.2 Planning and Management**
LO codes and titles	22. List time management techniques (SMART goals, Eisenhower Matrix, Gantt Chart) that can be used both by teachers and pupils to improve their time management skills 23. Define priorities by using SMART goals, the Eisenhower Matrix, Gantt Chart, Covey's theory of Successful People, Personal Planning) 24. Set short and long term goals, prioritize in order to also teach the pupils to do so, as well, by effectively guiding and monitor their planned activities. 25. Develop skills in order to help/teach pupils plan and manage their time. 26. Inspire pupils to stay focused and achieve their goals.
Aim of the methodological tool	The ppt will provide and introduction and overview of the competence "**3.2 Planning and Management**". Furthermore it will be used to introduce the various concepts presented during the training course along with the exercise that will take place during the training.
Hints and tips for the trainer	
Attachment	PPT3.2_1 PPT3.3_1.pptx

Please name your PowerPoint in the same way as the methodological tool

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Open Ended Questions

In this methodological tool you need to develop at least <u>five (5) open ended question for the competence</u> to be developed through classroom learning.

Code of the methodological tool	CL3.2_2

Competence Code and Title	3.2 Planning and Management
LO codes and titles	22. List time management techniques (SMART goals, Eisenhower Matrix, Gantt Chart) that can be used both by teachers and pupils to improve their time management skills 23. Define priorities by using SMART goals, the Eisenhower Matrix, Gantt Chart, Covey's theory of Successful People, Personal Planning) 24. Set short and long term goals, prioritize in order to also teach the pupils to do so, as well, by effectively guiding and monitor their planned activities. 25. Develop skills in order to help/teach pupils plan and manage their time. 26. Inspire pupils to stay focused and achieve their goals.
Aim of the methodological tool	The questions will be used at the end of the module training in order to assess the learners. However if the trainer wishes, they can use those throughout the training, especially after the end of different themes in order to facilitate a discussion that will remind to the trainees what they have already learned.
Hints and tips for the trainer	Use the respective questions not only for assessment at the end of the module but also to facilitate a conversation/reflection upon the subject at the end of each theme.

When planning which are the most important three questions that someone needs to answer.
How, when and **why**
Why is it important to have a plan (introduce at least 4 reasons)

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Answer (Any four of these will do)

A plan:
a. **Will clarify the goals that you want to achieve**.
b. **Will help you identify and work towards** your core values, beliefs and aspirations.
c. **Will help you diagnose your current situation.** What are the current realities of your life? What is missing? What do you want in each major category of your life?
d. **Will enable you to design the steps to achieve your goals.** You will have a clear map to arrive at your desired destination.
e. **Will help you set priorities:** What is important? What is urgent? This way, you will not get distracted. You will make the decisions that best suit your future.
f. **Will boost your confidence and reduce** fear, anxiety, doubt.
g. **Will empower you to remain focused.** In the absence of a plan, the day-to-day work will get priority and the strategic projects will be neglected.
h. **Will help meet deadlines.** You will be more efficient as a result.
i. **Will help you measure success.** You will be able to track the work to be done, the progress, and even potential issues.

List important steps to get a successful plan running

a.   Start with the end. Identify the end goal

b.   Break down your goals into sub-goals.

c.   Determine Specific Tasks.

d.   Group tasks together. Prioritize and Sequence Tasks.

e.   Set realistic timetables.

f.   Make adjustments

g.   Focus on the big picture

What Does SMART stand for

Specific
Measurable
Attainable
Relevant
Timely

Which are the four quadrants of the Eisenhower matrix
Urgent Non Urgent Important Non important
How do we prioritize when taking in consideration the Eisenhower matrix
Start with Urgent and important, Continue to non urgent but important, move to urgent but not important and try to avoid the non urgent not important as those are mostly distractions.
What is a GANTT chart
A Gantt Chart is a timeline that is used as a project management tool to illustrate how the project will run. You can view individual tasks, their durations and the sequencing of these tasks. View the overall timeline of the project and the expected completion date.
What does a Gantt chart consist of?
A **Gantt chart** is a **chart** that shows all of the different sub-tasks of a project and how they relate to each other in terms of time. It's a way of displaying your project schedule, and it helps get the work done on time.
Which are the seven Covey's Habits of highly successful people ?
1. Be proactive 2. Begin with the end in mind 3. First things first 4. Think win-win 5. Seek first to understand, then to be understood 6. Synergize! 7. Sharpen the Saw; Growth
Provide the link of at list four online planning tools
Roadmap Planner Wizeline

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Bitrix24
TeamGantt
Open Project
Parallel
Productific
Draft.io
ASANA
Trello

Which are the steps of personal development planning

1. Establish your purpose or direction
2. Identify development needs
3. Identify learning opportunities
4. Formulate an action plan
5. Undertake the development
6. Record the outcomes
7. Evaluate and review

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Closed Questions

In this methodological tool you need to develop at least ten (10) close questions, of any type in order to consider as concluded methodological tool.

Code of methodological Tool:	SD3.2_3	
Competence Code and Title:	3.2_Planning and management	
LO Code and Title:	**3.2 Planning and Management**	
Aim of the methodological tool:	22. List time management techniques (SMART goals, Eisenhower Matrix, Gantt Chart) that can be used both by teachers and pupils to improve their time management skills 23. Define priorities by using SMART goals, the Eisenhower Matrix, Gantt Chart, Covey's theory of Successful People, Personal Planning) 24. Set short and long term goals, prioritize in order to also teach the pupils to do so, as well, by effectively guiding and monitor their planned activities. 25. Develop skills in order to help/teach pupils plan and manage their time. 26. Inspire pupils to stay focused and achieve their goals.	
Hints and tips for the trainer:	The questions will be used at the end of the module training in order to assess the learners. However if the trainer wishes, they can use those throughout the training, especially after the end of different themes in order to facilitate a discussion that will remind to the trainees what they have already learned.	
Question Type:	**Type**	**Number**
	True/False questions and answers	6
	Multiple Choice Questions and answers	2
	Multiple Response Questions and answers	1
	Sequence questions and answers	
	Matching question and answers	
	Word Bank questions and answers	1
		0

Notes

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- In total you need to develop 10 questions minimum from any of the types mentioned. Please make sure to use a minimum of three types

- Please copy and paste any of the tables as required.

True/False Question	
Choose whether the statement is true or false	
Statement:	When planning you start with the available time and then define the goal.
True	
False	
Correct Answer	False

True/False Question	
Choose whether the statement is true or false	
Statement:	In SMART goals S stands for Scientific
True	
False	
Correct Answer	False

True/False Question	
Choose whether the statement is true or false	
Statement:	According to Covey it is very important to take some time to "Sharpen the saw". This means to get further education and training in order to sharpen our minds.
True	
False	
Correct Answer	False

True/False Question	
Choose whether the statement is true or false	
Statement:	Making a plan will help you set priorities.
True	
False	
Correct Answer	True

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True/False Question

Choose whether the statement is true or false

Statement:	After urgent and important tasks someone should proceed to non-urgent and important tasks, according to Eisenhower
True	
False	
Correct Answer	True

True/False Question

Choose whether the statement is true or false

Statement:	By focusing on the positive you don't help students grow as they become satisfied with their current position
True	
False	
Correct Answer	False

Multiple Choice Question

Statement:	A step-by-step method that works well for projects that have tasks which are dependent on one another is the method...
Alternative 1	Critical Path
Alternative 2	Adaptive
Alternative 3	Rational Unified Process
Correct answer	1: Critical Path

Multiple Choice Question

Statement:	An advantage of planning your activities and life is :
Alternative 1	You know exactly what will happen next
Alternative 2	Gives you control over your actions
Alternative 3	Others will make the decisions for you
Correct answer	2: Gives you control over your actions

Multiple Responce Question

Statement:	What is included GANTT chart?
Alternative 1	Milestones
Alternative 2	Timeline

Alternative 3	Budget
Correct answer	1: Milestones , 2: Timeline

<table>
<tr><td colspan="2" style="background:red">***Word Bank Question***

Drag the words and drop them to the appropriate places according to the Eisenhower matrix</td></tr>
<tr><td colspan="2">
- Tasks in ………………   quadrants are dropped
- Tasks in ………………   quadrants are done immediately and personally
- Tasks in ……………….   quadrants are delegated
- Tasks in ……………….   quadrants get an end date and are done personally.
</td></tr>
</table>

1.	*important/urgent*
2.	*unimportant/not urgent*
3.	*important/not urgent*
4.	*unimportant/urgent*
Correct answer	2,1,4,3

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Additional methodological tools

Individual Exercise – My SMART Goal

Code of methodological Tool:	**CL3.2_4**
Competence Code and Title:	**3.2_Management and Planning**
LO Code and Title:	22. List time management techniques (SMART goals, Eisenhower Matrix, Gantt Chart) that can be used both by teachers and pupils to improve their time management skills 23. Define priorities by using SMART goals, the Eisenhower Matrix, Gantt Chart, Covey's theory of Successful People, Personal Planning) 24. Set short and long term goals, prioritize in order to also teach the pupils to do so, as well, by effectively guiding and monitor their planned activities. 25. Develop skills in order to help/teach pupils plan and manage their time. 26. Inspire pupils to stay focused and achieve their goals.
Aim of the methodological tool:	**To lay down the rules on how to set their own SMART goals. To ensure that the learners understood the concept of SMART goals and provide teachers with a tool that they can use with their own students.**
Hints and tips for the trainer:	

General Guidelines (for the facilitator)

You give the participants the handout table Annex_CL3.2_4-1 . You ask them to write down the goals that they have set for the next year, or if they don't you ask them to set five goals on the spot.

Once they all complete their goals ask them to analyse each and every one under the SMART principles. While they are doing that have one the slide with the questions someone should ask themselves once they are evaluating their goals against the SMART standards.

Let each and everyone present their goals (SMART non SMART) and rationale to the rest of the team.

Number of persons

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At least one up to as many a training group consists of.
Instructions for the participants
Write down whatever goal you would like to achieve, small or big. Take your tie to analyse it in the SMART objectives
Estimated Duration
Depends on group for a group of 10 appx. 40'
Materials
Annex_CL3.2_4-1
Ppt slide for SMART goals question (PPT3.2_1)
Annex_CL3.2_4-1.docx
Debriefing Question 1
So are your goals SMART?
Debriefing Question 2 (please add as many questions as needed)
Why?
Instructions/Comments from facilitator
We should point out that some goals may not be SMART under the current circumstances. Using the objectives to find out why the goal is not SMART why may adjust accordingly to make it SMART. In continuance the facilitator proceeds with instructing the teachers that they can revise the exercise in order to give it to students. Everything can remain the same, however the target group may be revised.

Individual Exercise – Personal Development Plan

Code of methodological Tool:	CL3.2_5
Competence Code and Title:	3.2 Planning and management
LO Code and Title:	22. List time management techniques (SMART goals, Eisenhower Matrix, Gantt Chart) that can be used both by

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	teachers and pupils to improve their time management skills
	23. Define priorities by using SMART goals, the Eisenhower Matrix, Gantt Chart, Covey's theory of Successful People, Personal Planning)
	24. Set short and long term goals, prioritize in order to also teach the pupils to do so, as well, by effectively guiding and monitor their planned activities.
	25. Develop skills in order to help/teach pupils plan and manage their time.
Aim of the methodological tool:	**To lay down the rules on how to develop your personal plan. To ensure that the learners understood the concept of Personal Plan and provide teachers with a tool that they can use with their own students.**
Hints and tips for the trainer:	

General Guidelines (for the facilitator)
The aim of creating a personal development plan is to document a process of self-analysis, personal reflection and honest appraisal of your strengths and weaknesses. This should enable you to evaluate the value of the leadership and management training you have received, and to consider your future leadership development. *Handout the example* **CL.2_5-Annex1 and the Personal Plan template CL.2_5-Annex2**
Number of persons
At least one up to as many a training group consists of.
Instructions for the participants
Take a look at the example and develop your own personal plan
Estimated Duration
Appx 1 hr
Materials
Handouts, pens/pencils Annex_CL3.2_5-2.docx   CL3.2_5-Annex1.pdf

Debriefing Question 1
Is it the first time that you are doing that ?
Debriefing Question 2
Do you think that everything mentioned in the plan is achievable ?
Debriefing Question 3
Will you do that for your future plans ? Why?
Instructions/Comments from facilitator
Once the activity is finalised the facilitator proceeds with instructing the teachers that they can revise the exercise in order to give it to students. Everything can remain the same, however the target group may be revised.

Individual Exercise – Video Analysis "Am I acting as successfully as I can?"

Code of methodological Tool:	CL3.2_6
Competence Code and Title:	3.2_Planning and Management
LO Code and Title:	23. Define priorities by using SMART goals, the Eisenhower Matrix, Gantt Chart, Covey's theory of Successful People, Personal Planning) 24. Set short and long term goals, prioritize in order to also teach the pupils to do so, as well, by effectively guiding and monitor their planned activities. 25. Develop skills in order to help/teach pupils plan and manage their time.
Aim of the methodological tool:	**Understand more the importance of personal planning and provide teachers with a tool that they can use with their own students.**
Hints and tips for the trainer:	**COVEY is a very important writer and his 7 habits of successful people are used by many. However keep in mind that someone may have a different opinion, doesn't mean that they will never be successful or that they don't know how to act. However when different opinions arise ask them to elaborate.**

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General Guidelines (for the facilitator)	
Show the video to the participants and discuss upon it. See their reactions, whether they agree with this or not. What else they have to add to what they have seen. *In continuance ask the participants to write down and present an example of something that they are going to do differently after seeing this. What they do not focus on but they would like to.*	
Number of persons	
At least one up to as many a training group consists of.	
Instructions for the participants	
Estimated Duration	
30 '	
Materials	
Video	
Debriefing Question 1	
Do you think that you are the most successful you can be?	
Debriefing Question 2 (please add as many questions as needed)	
What do you need to focus more on ?	
Instructions/Comments from facilitator	

Group exercise – Let's make a plan

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Code of methodological Tool:	CL3.2_7
Competence Code and Title	3.2_Planning and management
LO Code and Title	23. Define priorities by using SMART goals, the Eisenhower Matrix, Gantt Chart, Covey's theory of Successful People, Personal Planning) 24. Set short and long term goals, prioritize in order to also teach the pupils to do so, as well, by effectively guiding and monitor their planned activities.
Aim of the methodological tool:	Understand what is important when planning and provide teachers with a tool that they can use with their own students.
Hints and tips for the trainer	Keep in mind that each team might present something very different. Be prepared to point out that there are many processes to achieve your goal and with planning, you will result to the required outcomes.

General Guidelines (for the facilitator)
After presenting the 9 steps for planning, ask the students to form groups of four. Then ask them to plan a one month trip with the trans-Siberian train and present it to the rest of the team.
Number of persons (or groups)
Groups of four
Instructions (for the participants)
Using the nine steps for planning, plan a one month leisure trip with the trans-Siberian
Person responsible for each task (allocation of work, if applicable)
They decide as a team for the roles
Estimated Duration
1 hour to plan, 15 minutes presentation each group.
Materials
Pen, paper, PPT slide with planning steps, Smartphone/laptop connected to the internet.

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Guidelines
Debriefing Question 1
Debriefing Question 2 (please add as many questions as needed)
Instructions/Comments from facilitator

Group exercise - GANTT Chart

Code of methodological Tool:	SL3.2_8
Competence Code and Title	3.2 Planning and Management
LO Code and Title	22. List time management techniques (SMART goals, Eisenhower Matrix, Gantt Chart) that can be used both by teachers and pupils to improve their time management skills 23. Define priorities by using SMART goals, the Eisenhower Matrix, Gantt Chart, Covey's theory of Successful People, Personal Planning) 24. Set short and long term goals, prioritize in order to also teach the pupils to do so, as well, by effectively guiding and monitor their planned activities. 25. Develop skills in order to help/teach pupils plan and manage their time. 26. Inspire pupils to stay focused and achieve their goals.
Aim of the methodological tool:	To help the learners learn how to use the GANTT chart and provide them with a tool that they can use to teach/coach their own students
Hints and tips for the trainer	

General Guidelines (for the facilitator)

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Divide the students in team of four

Ask them to write down all activities that they have to complete in order to go through with a school play.

In continuance and when they have their list ready, give each team and AE handout (CL3.2_8-Annex_1) and markers and ask them to complete the GANTT chart.

Present the Gantt charts to the other teams.

Number of persons (or groups)
4 people groups
Instructions (for the participants)
Write a list of all the Activities Complete the GANTT chart using the markers provided
Person responsible for each task (allocation of work, if applicable)
They decide as a team for the roles
Estimated Duration
Appx 20' to develop and 5 min per team to present.
Materials
A3 - CL3.2_8-Annex_1, Markers in various colors, pen and paper CL3.2_8-Annex_1.xls
Guidelines
Debriefing Question 1
Do you think that this is enough to achieve your goal.
Debriefing Question 2 (please add as many questions as needed)

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Do you think that a GANTT chart would make your life easier in other situations?
Instructions/Comments from facilitator
Once the activity is finalised the facilitator proceeds with instructing the teachers that they can revise the exercise in order to give it to students. Everything can remain the same, however the target group may be revised.

Group exercise - Develop my own exercise for children's management and Planning competences

Code of methodological Tool:	CL3.2_9
Competence Code and Title	3.2 Planning and management
LO Code and Title	25. Develop skills in order to help/teach pupils plan and manage their time. 26. Inspire pupils to stay focused and achieve their goals.
Aim of the methodological tool:	To help teachers develop and have a better understanding on how they can help the students develop their entrepreneurial mindset.
Hints and tips for the trainer	Give the teachers the freedom to develop their material but keep an eye on them to make sure that they are not missing the point.

General Guidelines (for the facilitator)
After Completing the module divide the teachers in groups of four and ask them to select one of the below topics and develop an exercise for their students: • *SMART Goals* • *Personal Planning* • *GANTT Chart* • *Coveys characteristics of successful people.* *Let the teams decide on their subject but try to have at least one team per subject. In the case the teams are less they can develop more than one exercise.*

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Once they are done they present the exercise to the he rest of the trainers to receive feedback.
They revise and finalise the exercise.
Number of persons (or groups)
Groups of 4
Instructions (for the participants)
Select one of the following topics and prepare an exercise for your pupils.   • *SMART Goals*   • *Personal Planning*   • *GANTT Chart*   • *Coveys characteristics of successful people.*   *Present the exercise to the rest of the teams*   *Receive feedback*   *Go back, revise and finalise your exercise.*
Person responsible for each task (allocation of work, if applicable)
Allocation of the work will take place inside the team by the team members
Estimated Duration
1 hr 30 min
Materials
Pen/Pencil, Paper, Laptop/Smartphone
Guidelines
Debriefing Question 1
How do you think your students will benefit by those excercises?
Debriefing Question 2 (please add as many questions as needed)
When are you going to teach the students using these excercises?
Instructions/Comments from facilitator

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Role Play

Code of methodological Tool:	CL3.2_10
Competence Code and Title:	**3.2 Planning and management**
LO Code and Title:	24. Set short and long term goals, prioritize in order to also teach the pupils to do so, as well, by effectively guiding and monitor their planned activities. 25. Develop skills in order to help/teach pupils plan and manage their time. 26. Inspire pupils to stay focused and achieve their goals.
Aim of the methodological tool:	**To make teachers empathize with students and better understand how they can use all the tools that they have learned up until then.**
Learning Outcomes:	**23. Set short and long term goals, prioritize and teach the pupils do so as well by effectively guiding and monitor their planned activities.** **24. Develop pupils skills in order for them to be able to plan and manage their time independently.** **25. Inspire pupils to stay focused and achieve their goals.**
Hints and tips for the trainer:	Let the teachers lead the activity as they know their students better.

Scenario
Ask each one of the teachers to select one of their students. Once they do ask them to introduce themselves as they were the student, by changing the name to protect the students anonymity. *Then ask each student to write down what it is the greatest challenge they face in their current life when trying to achieve a goal.* *Then ask them to use whichever tool they think is applicable to help them achieve their goal, bringing it to the students level.* *Present it to class.*
Role 1

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Each one is a student
Estimated Duration:
1 hour
Materials:
Pen and paper, markers, PPT slides
Debriefing Question 1 (Please make sure to ask participants in the role play how they felt, what they feel they have done right and what they would have changed)
How have you felt?
Debriefing Question 2
Do you think that this is actually, what a student would have done?
Debriefing Question 3
Attachment: Attached is a checklist for the rest of the group to evaluate the role play
Feedback from the trainer (Please make sure you use the Sandwich feedback technique)
Final Remarks by the trainer

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Group Discussion

Code of methodological Tool:	CL3.2_11
Competence Code and Title	**3.2 Planning And Management**
LO Code and Title	22. List time management techniques (SMART goals, Eisenhower Matrix, Gantt Chart) that can be used both by teachers and pupils to improve their time management skills 23. Define priorities by using SMART goals, the Eisenhower Matrix, Gantt Chart, Covey's theory of Successful People, Personal Planning) 24. Set short and long term goals, prioritize in order to also teach the pupils to do so, as well, by effectively guiding and monitor their planned activities. 25. Develop skills in order to help/teach pupils plan and manage their time. 26. Inspire pupils to stay focused and achieve their goals.
Aim of the methodological tool:	**To debrief and reflect on the concepts taught.**
Hints and tips for the trainer	**Try to have a group discussion after each theme, however if you feel that you can have one in the middle please do so but do not let it go further than needed and take valuable time out of the training.**

Introduction to the topic (if applicable)
A few discussions will take place throughout the training. Always to help learners debrief and reflect.
Guiding questions (if applicable)
N/A
Conclusion questions
Did you understand everything? Do you have any questions?

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| What was the most interesting part of what we have learn ? |
| How would you use it ? |
| Do you have any school classes in mind that this could be introduced? |
| **Conclusions** (if applicable) |
| N/A |

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Case study

Code of methodological Tool:	**CL3.2_12**
Competence Code and Title	**3.2_Planning and management**
LO Code and Title	22. List time management techniques (SMART goals, Eisenhower Matrix, Gantt Chart) that can be used both by teachers and pupils to improve their time management skills 23. Define priorities by using SMART goals, the Eisenhower Matrix, Gantt Chart, Covey's theory of Successful People, Personal Planning) 24. Set short and long term goals, prioritize in order to also teach the pupils to do so, as well, by effectively guiding and monitor their planned activities. 25. Develop skills in order to help/teach pupils plan and manage their time. 26. Inspire pupils to stay focused and achieve their goals.
Aim of the methodological tool:	**Help teachers reflect on planning and management and use the tools they have learned up until now, to resolve a real life/work situation**
Hints and tips for the trainer	

Case Study Narrative:
Katerina is an art teacher in the town of Patra for over five years. She is very supportive with her students and she is trying to do what is best for their school. Last year her school asked for an extra budget for painting the school as it hasn't been painted for years. However, the municipality board denied the extra budget and replied that the school will be painted as scheduled in 5 years. That is when Katerina thought that instead of painting at papers during classes, the students would express themselves on the walls of the school with her guidance. Although she already have the human resources to go thought with the project, as the pupils seemed to be very excited about it, Katerina stills needs money for the materials. She asked of the Parent Board to contribute, according to, and if, what they could, however they are still a bit short. She asked from the rest of the teachers to contribute ideas on how they can raise money for this cause. Katerina knows that the success of the project is based on all stakeholders efforts, parents, pupils, teachers and local society. Having been an art teacher for long time and loving her job, she is always glad to contribute in order to have the best

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possible outcomes for all of the community, as her pupils are part of it. At the same time this is something that might end with the next school renovation or start a legacy, Katerina of course would want the latter.

Question 1

Imagine that you are one of the teachers that Katerina is asking for help in raising many for the painting materials. What would you suggest?

Answer	CORRECT
N/A	
N/A	
N/A	
N/A	

Question 2

Please find out whether Katerina's goal is SMART.

Answer	CORRECT
N/A	
N/A	
N/A	
N/A	

Question 3

If not what would you suggest to change in order to become SMART?

Answer	CORRECT
N/A	

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N/A	
N/A	
N/A	
Activity 4	
Develop a Plan in order to help Katerina to achieve her goals!	
Answer	**CORRE CT**
N/A	
N/A	
N/A	

Explanation Document – Find the Theories

Code of methodological Tool:	**SD3.2_13**
Competence Code and Title:	**3.2_Management and Planning**
LO Code and Title:	22. List time management techniques (SMART goals, Eisenhower Matrix, Gantt Chart) that can be used both by teachers and pupils to improve their time management skills 23. Define priorities by using SMART goals, the Eisenhower Matrix, Gantt Chart, Covey's theory of Successful People, Personal Planning) 24. Set short and long term goals, prioritize in order to also teach the pupils to do so, as well, by effectively guiding and monitor their planned activities. 25. Develop skills in order to help/teach pupils plan and manage their time. 26. Inspire pupils to stay focused and achieve their goals.
Aim of the methodological tool:	**Give the teachers the chance to further explore theories/methodologies if the want to proceed with Self Learning**
Hints and tips for the trainer:	**N/A**

Additional_Theorie
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