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BY NC SA

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LEARNING BOX OF UNPLUGGED ACTIVITIES

My Busy Day Challenge: Organising Everyday Tasks and Managing Time

In this activity, adult learners work together to organise and prioritise everyday activities within a limited amount of time. They compare different routines, discuss what is most important, and reflect on how daily habits influence stress, rest, and well-being. Through simple challenges and group discussion, adult learners explore practical ways to manage time more effectively. By the end, they will better understand how to create a more balanced and manageable daily routine.

Target Group

☑ Low-skilled adults with low digital competences
☑ Low-skilled adults with limited formal education or qualifications
☑ Low-skilled adults with low participation in lifelong learning/training opportunities

Learning Objectives

By the end of this activity, adult learners will be able to:

- Break down a daily routine into smaller activities;
- Recognise repeated patterns in how time is used;
- Identify which activities are most important;
- Discuss ways to balance responsibilities and free time;
- Reflect on personal time-management habits.

Competence Areas

a) Innovation Competences

☐ Creativity
☑ Critical thinking
☑ Problem solving
☑ Communication
☑ Collaboration

b) Information Literacy Competences

Theme

Life and Career Competences

Duration

60-80 minutes

Level

Advanced

Computational Thinking Principles Used

☑Decomposition
☑ Pattern recognition
☑ Abstraction
☐ Algorithmic thinking

Methodological Approach

☑ Gamification

☑ Challenge-Based Learning

☑ Collaborative learning

☐ Experiential learning

- ☑ Ability to access, understand, and critically analyse information
- ☐ Interpretation of digital and visual content
- ☐ Awareness of media influence and biases

c) Life and Career Competences

- ☑ Flexibility and adaptability
- ☑ Initiative and autonomy
- ☑ Sociability and intercultural competence
- ☐ Productivity
- ☐ Leadership and responsibility

Learning Outcomes

By the end of the activity, adult learners will be able to:

- Organise daily activities into clear categories;
- Recognise repeated time-use habits;
- Focus on the most important priorities;
- Reflect on how time is spent;
- Suggest simple improvements for managing daily routines.

Notes

- Use familiar everyday activities (shopping, doctor visits, hobbies, rest).
- Encourage movement and group interaction.
- Keep examples realistic and simple.
- Allow discussion about different lifestyles and routines.
- Focus on practical daily life rather than “perfect planning”.

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Step 1. Decomposition

Adult learners think about a typical busy day.

They are asked to:

- Group the day's activities by time of day (morning, afternoon, evening);
- Identify tasks such as shopping, cooking, resting, appointments, and hobbies;
- Place activities on a shared board or timeline.

Gamification element: groups compete to organise the "most balanced day".

Facilitator support

- The facilitator may ask: "What activities take up most of your time?"
- Encourage discussion and sharing.

This step helps adult learners break down daily routines into clear and manageable parts, making it easier to understand how time is used throughout the day.

Step 2. Pattern Recognition

Adult learners review their schedules.

They are asked to:

- Identify repeated patterns (e.g., too much rushing, not enough rest, repeated waiting time);
- Compare similarities between group schedules;
- Recognise habits that waste or save time.

Gamification element: participants vote for the "most stressful" or "most relaxing" schedule.

Facilitator support:

- The facilitator may ask: "What activities happen every day?"
- Highlight common patterns.

This step helps adult learners recognise patterns in daily routines, making it easier to understand how habits affect time management.



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Step 3. Abstraction

Adult learners focus on priorities.

They are asked to:

- Choose the most important activities;
- Identify what can be reduced, delayed, or combined;
- Focus on the balance between responsibilities and personal well-being.

Gamification element: groups defend their “most balanced day” and explain their choices.

Facilitator support:

- The facilitator may ask: “What is most important for a good day?”
- Encourage reflection on stress and well-being.

This step helps adult learners focus on the most important daily priorities, making it easier to simplify routines and improve time management.