



PedPilots - Self-regulated Learning Guide for Educators

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PedPilots - "Training for accompanying teachers"

Teaching unit 2.

Practical organisational tasks

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The 12 chapters of our workbook are available on the project website, where they can be downloaded and used free of charge. We recommend Genially as a digital, independently processable teaching resource.

<https://www.pedpilot.eu/>



<https://view.genially.com/6885f7076f6692a268885f03>



2. Practical organisational tasks

Introduction

One of the key stages of Erasmus mobility projects is the organisation of the precise details of the trip before departure, which requires a number of practical tasks that are essential for a successful, safe and enjoyable programme. These complex organisational tasks include not only coordinating logistical details such as transport, accommodation and meals, but also aspects such as assertive communication, compliance with safety regulations, informing parents and students, and putting together the programme content.

A well-organised trip not only provides an enjoyable experience for participants, but also develops students' social skills and adaptability, and promotes community experiences.

Objectives

The aim of this chapter is to present the most important organisational tasks related to mobility projects and student trips and to provide practical guidance on planning and implementing the various steps. The teaching material contributes to the development of organisational skills and assertive communication, and helps to organise international mobility, school and study trips more effectively.

Teacher competences to be developed

- Understanding the stages of the organisational process (preparation, implementation, follow-up) – organisational and logistical competences.
- Clarification of responsibilities and roles.
- Financial and regulatory competences.
- Learning assertive communication.

- Developing awareness of safety and ethical considerations.
- Safety and emergency competencies.
- Reflective competencies.

Time allocated to the teaching unit

45-90 minutes

Learning outcomes

The aim of the study is to explore the practical organisational tasks involved in student travel, particularly school and international programmes, and their impact on participants and those involved in the organisational process:

- The complexity of the organisation requires thorough preparation. Whether it is a domestic or international trip, the complexity of the organisational tasks requires careful planning of the steps. In the case of grant-funded mobility, administrative requirements, application conditions and cooperation with partner institutions must be taken into account.
- Precise timing and scheduling are essential. Meeting deadlines is crucial, especially for programmes where funding or documentation obligations also play a role.
- Informing and preparing participants is of paramount importance. Preparation may include an introduction to cultural, linguistic and practical aspects, as well as clear communication of the programme's objectives, expectations and rules.
- Compliance with safety, responsibility and legal frameworks is a fundamental requirement. Mobility requires schools and accompanying teachers to act

responsibly. Preliminary risk assessment, insurance and emergency protocols all contribute to the safety of participants.

- Involving students increases their sense of responsibility and motivation. Learning outcomes are more targeted when teacher/student activities are associated with the given objective. (e.g. "You will be able to develop a travel emergency protocol").

The curriculum is taught through practical exercises.

I. Questions arising in connection with practical organisational tasks

1. Travel and transport: What means of transport should we choose, and on what basis (cost, comfort, safety)?
Who is responsible for the precise organisation of departure/arrival?
2. Accommodation and meals: What should we consider when allocating rooms (gender, age, special needs)? What meal options should we provide, and how should we deal with food allergies and special diets?
3. Administration and documentation: What permits and documents are required for a trip (e.g. parental consent, insurance)? How do we document what happens during the trip (e.g. photos, reports, attendance sheets)?
4. Safety and responsibility: What happens if a student falls ill or has an accident?
5. Communication and cooperation: How do we resolve conflicts during the trip? How do we communicate effectively with parents, students and colleagues?

II. Introduction to the curriculum

When organising a trip, whether it is a school trip or an Erasmus mobility programme, there are many situations where participants or organisers need to communicate **firmly but empathetically**. Assertive communication is precisely this balanced, respectful and self-assertive attitude.

After completing the course, learners will be able to:

- recognise and carry out the most important organisational tasks during a mobility/student trip,
- **communicate assertively** in situations, i.e. in a self-assertive but respectful manner,
- handle conflicts and misunderstandings appropriately,
- work in a team and make responsible decisions.

III. Practical organisational tasks

Practical organisational tasks are specific, pre-planned activities that serve to ensure the smooth running of an event, programme or process. These tasks form the practical part of the organisation and aim to ensure the coordination of the event's timing, financial, logistical and human resources.

Main areas:

- Choosing a venue and agreeing on a date.
- Arranging transport, accommodation and catering.
- Preparing documents (permits, insurance, declarations).
- Programme planning and daily schedule.

- Establishing rules and standards of conduct.
- Communication with parents, students, and partners.
- Budget preparation.
- Developing safety and emergency protocols.
- Evaluation and feedback after the trip.

3.1. Main areas of organisational tasks

1. Objective - The first step in any organisational process is to define the objective - Why are we organising the event (e.g. study trip, community building, entertainment)? What is the desired outcome?

2. Timeframe and programme plan - When will the programme take place? How long will it last? What sub-activities will there be and in what order?

3. Participants and their needs - How many people will participate in the event? What are their ages, and do they have any special needs (e.g. food allergies, mobility restrictions)?

4. Budget - How much money is available? How much needs to be spent on what (travel, accommodation, tickets, meals, insurance)?

5. Permits and documentation - Parental consent forms, school permits, travel insurance, medical information.

6. Communication - Service providers (accommodation, restaurants, bus companies), parents (information letter, meeting), students (rules, behavioural expectations).

7. Sharing responsibilities - Who does what? Role of accompanying teachers, appointment of student assistants.

8. Emergency plan - What to do in case of an accident, delay or other problem? Important telephone numbers, collection of medical care contact details.

3.2. Organisational principles

- **The principle of punctuality**, whereby every detail must be completed on time during the organisation process.
- **Principle of organisation**, whereby tasks must be performed in a logical order.
- **The principle of responsibility**, which states that everyone must know what their tasks are.
- **Flexibility principle**, whereby we must be able to react quickly if something does not go as expected.
- **The principle of communication**, which requires maintaining constant contact with those involved.

3.3. Typical mistakes to avoid:

- Late start – no time left for preparations
- Incorrect information – e.g. wrong date or price
- Incomplete documentation – e.g. no permit, no insurance
- Insufficient information – parents and students do not understand what to expect
- Shifting of responsibility – no designated task manager

3.4. Summary

Performing practical organisational tasks not only contributes to the success of the trip/mobility or event, but also teaches you to think ahead, cooperate with others, take responsibility and adapt to changing circumstances.

3.5. Worksheet – For practice

Task 1

Select three things that you must not forget before organising a trip!

- a) Taking out travel insurance.
- b) Obtaining parental consent.
- c) Prepare a budget.
- d) Downloading your favourite music.
- e) Only start organising on the day before departure.
- f) Assigning all tasks verbally, without leaving any written record.

Solution: a, b, c

Task 2

What would you do if a student lost their passport abroad?

- a) Contact the local embassy or consulate, help them apply for a temporary document, and notify their parents.
- b) Try to replace the passport yourself using another student's documents.
- c) Ignore the problem and continue with the programme.

Solution: a

Task 3

Select three safety measures that are necessary when travelling internationally.

- a) Only the organiser should know the emergency plan.
- b) Prepare a list of emergency telephone numbers.

- c) Have a first aid kit available.
- d) Give each participant a separate programme without an escort.
- e) Provide advance information about local rules and customs.
- f) Use only cash, avoid bank cards.

Solution: b, c, e

Task 4

Select 3 rules that you would communicate to participants in advance!

- a) Strict adherence to the programme and meeting points.
- b) Continuous use of mobile phones during the programme.
- c) Leaving the group without permission.
- d) Follow the instructions of the accompanying teacher.
- e) Respect the culture and customs of others.
- f) Being late for departure if shopping is in progress.

Solution: a, d, e

3.6. Questions for self-assessment

Task 1

What does "emergency protocol" mean? *(Choose the correct answer)*

- a) A detailed plan describing what steps to take in different emergency situations.
- b) A list of accommodation reservations containing guest details.
- c) A programme of leisure activities.
- d) A guide to local restaurants and cafés.

Solution: a

Task 2

Select at least 3 points that are important for parents to highlight in an information leaflet!

- a) Address and contact details of the accommodation.
- b) Programme schedule and dates.
- c) Emergency contact details.
- d) Favourite restaurants in the area.
- e) Participants' favourite films.
- f) Teachers' holiday plans.

Solution: a, b, c

Task 3

What does cultural sensitivity mean and why is it important during Erasmus mobility?

(Select the correct answer)

- a) Respecting and understanding the customs and values of other cultures.
- b) Only following the traditions of one's own country.
- c) Always enforcing your own rules abroad.
- d) Collecting only gastronomic experiences.

Solution: a

IV. What is assertiveness?

Assertive communication means **expressing ourselves clearly, honestly and firmly**, while **respecting the feelings and rights of others**. This is especially important when we have to make quick decisions or deal with tension while travelling.

Communication styles:

Style	Characteristics	Consequence
Passive	Adaptation, suppression of feelings	Frustration, lack of self-confidence
Aggressive	Aggressive, dominant, hurtful	Instilling fear, destroying relationships
Assertive	Honest, respectful, decisive	Balance, mutual respect
Manipulative	Hidden agendas, influence	Distrust, confusion

Assertive communication means:

We express our thoughts and feelings **clearly and honestly**, **we do not hurt others** while standing up for ourselves, **we are able to say no**, but we also respect the opinions of others, we communicate **neither passively** (submissively) **nor aggressively** (attacking others).

4.1. The basics of assertive communication:

1. **Statement of fact** – "I noticed that..."
2. **Expressing feelings** – "This is frustrating for me..."
3. **Identifying needs** – "It is important to me that..."

4. **Making a request** – "Please, next time..."

The key elements of assertive communication can help you deal with conflicts while travelling.

4.2. The importance of assertive communication when travelling

- Conflict prevention (e.g. disciplinary issues, misunderstandings).
- Effective communication of information (times, rules, expectations).
- Creating a calm, safe atmosphere.
- Maintaining professional relationships with parents and service providers.

4.3. Assertive techniques in practice

- **Use of "I" messages:** "I feel that..." instead of "You always..."
- **Setting boundaries:** "I understand that this is difficult, but this is how it has to be done now."
- **Positive feedback:** "I'm glad you arrived on time."
- **Conflict management:** calm tone of voice, active listening, empathy.

4.4. What to use in practice

1. I-messages - We do not blame the other person but communicate our own feelings and needs.

Template: "When ___ happens, I feel ___ because ___ is important to me. I would like to ask you to ___."

E.g.: *"When our requests were not answered at the accommodation, I felt that the group was not being taken seriously. I would like to ask you to let us know when a solution can be expected."*

2. Clear, specific language

- State the facts ("there were no towels in the third room")
- Avoid generalisations ("never", "everyone", "again")

3. Firm but calm body language

- Open posture, eye contact, stable, calm tone of voice, not aggressive but not shy either.

4.5. Worksheet – Situational exercises

Instruction: Choose your assertive response to each situation.

Task 1

A student wants to go to the shop alone.

- a) "All right, go ahead, we'll find you somehow if there's a problem."
- b) "I understand that you need something, but please let me know beforehand. Safety comes first."
- c) "It's always you! I won't let you go, and that's final!"

Solution: B

Task 2

A colleague cancels the evening check.

- a) "Okay, I'll do it, as always."
- b) "I need your help because this isn't just an individual task. Please take part too."
- c) "I don't care, sort it out yourself if you don't want to work."

Solution: b

Task 3

A parent keeps calling.

- a) "It's important for me to stay informed, but right now I need to focus on the safety of the group. I'll call you back later."
- b) "I'm busy right now, don't call me again!"
- c) "Fine, I'll answer the phone during every programme."

Solution: a

4.6. Summary

Assertiveness does not mean that I am always right, but that **I respect myself enough to stand up for my needs and respect others enough to do so in a humane way.**

4.7.-Tasks for learning

Instruction: Read the given situation carefully! Imagine that you are responsible for or organising the situation and need to make quick, considered decisions to solve the problem. Work out **your own solution** based on the questions asked!

Task 1

The bus company has cancelled the trip

Situation: One day before the trip, the bus company cancels the trip due to technical reasons.

Task

Put together an emergency plan to quickly resolve the situation.

- What will you do?
- How do we notify participants?
- How quickly would you look for another provider?
- What factors would you consider when choosing a new solution?

Skill development: problem solving, flexibility, communication in crisis situations

Resolving the situation: As soon as we learn that the bus company has cancelled the trip for technical reasons, the first step is to immediately consult with the organisers. We quickly assess the situation: how many participants are affected by the trip, exactly when and where we were supposed to depart from, and whether we have any flexibility at that particular time. At the same time, we start looking for an alternative bus service provider. We try to immediately contact companies we have worked with before, and we explore further options through online searches and local contacts. Important factors in the decision are the number of seats available, the reliability of the departure time, the price, and the reliability of the service provider. We notify participants shortly after the problem is detected, either by text message, email, or messaging platform. It is important that the message is calm, reassuring and clear: we inform them of the situation, assure them that we are working on a solution, and indicate when the next update can be expected. Once we have found a new service provider, we request written confirmation from them (e.g. in the form of a contract or confirmation email), then send another message to

participants with the details: exact departure time, location and any other changes.

Task 2

Missing student at departure

Situation: On the day of departure, one of the students does not show up at the meeting point and cannot be reached by phone.

Task

What should the organiser/accompanying teacher do?

- What are the protocol steps in such a case?
- When does the group depart?
- Who should be contacted?

Skill development: responsibility, quick decision-making, safety awareness

Resolving the situation: On the day of the trip, it becomes apparent at the meeting point that one of the students has not shown up and cannot be reached by telephone. In such a case, the accompanying teacher/organiser must act immediately, following the protocol below:

First, they should check whether the student is simply late or has gone to the wrong place. To do this, they should try to contact them again by phone or, if available, via other communication channels (e.g. Messenger, WhatsApp). If there is no response, they should also notify the student's parents/guardians – this is particularly important in the case of minors. At the same time, the organiser holds a meeting with the accompanying persons or the person responsible for the programme to consider how long the departure can be delayed. Generally, **a maximum of 15-30 minutes' waiting time** is possible, provided that the group's travel schedule allows it. If the student is still unavailable and does not show up, **an official report** is drawn up on the case, recording the attempts made, the times, and when and what decision was made. If necessary, this must also be forwarded to the maintainer, the school or the project coordinator. If the student's safety is not at risk and there are no serious irregularities (e.g. suspicion of an accident), the group **will depart after the report has been drawn up** so that the programme schedule is not disrupted. However, the student's fate must continue to be monitored and attempts must be made to contact them or their parents on an ongoing basis.

Task 3

Programme change due to external circumstances

Situation: On one of the planned days of the Erasmus programme, the museum originally planned to visit is closed due to a strike in the city.

Task

- Redesign the day's programme at short notice!
- Take into account the budget, transport, opening hours and the interests of the group.

Skills development: planning, flexibility, adaptation

Solution: On one day of the Erasmus programme, the group arrives to find that the museum they had planned to visit is closed due to a city-wide strike. In this situation, the organiser must quickly put together a new, meaningful programme that fits the day's objectives, budget and the group's needs. As a first step, the accompanying teacher quickly assesses the alternative options in the area: for example, another museum, cultural or educational institution, or perhaps an outdoor attraction that is free to visit. It is important that the programme is accessible by existing means of transport and does not require additional costs or only minimal extra expenditure. The teacher then holds a brief discussion with the other accompanying teacher (if there is one) and consults with the group in advance: they briefly explain the change and make a suggestion for the new programme. If time permits, the students can choose between two alternatives (e.g. a city walk + outdoor games or a visit to another smaller exhibition). For example, if a cultural programme is cancelled due to a strike instead of a museum visit, a solution could be to visit a local landmark (e.g. a church, park, historical monument) that is free of charge and does not require a separate ticket or organisation. A short note about the change should be made in the diary or digitally, recording why the change was made and what the alternative programme was. This may be useful later for the evaluation or the Erasmus report.

Task 4

Parental concerns before a trip

Situation: A parent is concerned about the safety of the trip, especially regarding accommodation and healthcare.

Task

- Write a reply or personal note to reassure the parent.
- What information did you highlight?
- How do you demonstrate that the trip has been properly prepared?

Skills development: empathy, communication, information management

Resolving the situation: When a parent expresses concern about the safety of the trip, especially with regard to accommodation and healthcare, it is the organisers' responsibility to respond empathetically, but also factually and reassuringly. As a first step, it is important **to communicate in an open and understanding manner:** we must acknowledge the parent's concerns, as they are entrusting their child to us and this stems from natural apprehension. In our response, we should emphasise the following information:

- The accommodation is a **checked, pre-booked** establishment (e.g. youth hostel, dormitory, hotel) that meets the requirements of the Erasmus programme.
- The accommodation has **fire safety and security certificates**, and 24-hour surveillance and reception are provided.
- The group has a **trained accompanying teacher** who is available 24 hours a day.
- All participants are insured, and we have also taken out separate **travel insurance** for the group.
- We know where the nearest doctor's office, hospital and pharmacy are located, and we have documented their contact details.

- Every part of the trip is planned in advance, and there is a **plan B or protocol** for every risk.

Task 5

Student conflict during the trip

Situation: Two students get into a conflict over room assignments, causing tension within the group.

Task:

- How can you resolve the situation so that no one feels unfairly treated?
- Do you ask for help?
- What rules do they refer to?

Skill development: conflict management, group dynamics, pedagogical skills

Solution: During an Erasmus mobility program, sharing rooms can be a sensitive issue, especially for teenage participants. When two students get into a conflict over this, it is the responsibility of the organisers and accompanying teachers to handle the situation quickly but in a way that is acceptable to everyone, taking into account the unity of the group and individual sensitivities. The first step **is to conduct a bilateral hearing:** we talk to the two students involved separately to understand exactly what is causing the tension (e.g. personal conflict, habits, sleeping problems). It is important that all parties feel that they are being listened to and not judged. We then examine whether it is possible

to resolve the situation **by reassigning** or exchanging students, but in such a way that no other students are placed in a difficult situation. If this is not possible, we try to establish **basic rules for coexistence** (e.g. quiet hours, respect, compromise), possibly in the form of a group discussion. If the conflict is deeper or recurring, it may be necessary to seek the help of **the partner institution** (e.g. providing a separate room, if there is free capacity) or to discuss the matter with the teaching team in order to find a sustainable solution together.

4.8. Review tasks

Instruction: In the following assessment task, match the situations with the appropriate solutions.

Situations

1. **The bus is delayed** – Half an hour before departure, the bus company announces that there will be a delay of at least two hours.
2. **Room allocation dispute** – The students are dissatisfied with the allocation, and someone would be left alone in the new arrangement.
3. **Missing parental consent form** – A student is due to leave with the group the next day but has not brought the consent form.
4. **Illness abroad** – One student has a fever and cannot participate in the programmes.
5. **Informing concerned parents** – Several parents are questioning the safety of the accommodation and transport.

Solutions

- a) The accompanying teacher takes the student to the doctor with the insurance papers, immediately informs the parents, and ensures that the student has a place to rest.
- b) The group leader looks for alternative transport, informs the parents and modifies the programme as necessary.
- c) Prepare detailed information for parents on accommodation, insurance, health regulations, the programme and emergency protocols.
- d) The teacher immediately contacts the parent, requests the document electronically, and, as a rule, only allows the student to travel with this document.
- e) The class teacher mediates, listens to all parties involved, authorises replacements, but ensures that no one is left alone.

Solution key:

1.		2.		3.		4.		5.	
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Solutions:

1.	b	2.	e	3.	d	4.	a	5.	c
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4.9. Practising assertive communication

Instruction: Select the correct answer for the following tasks.

Task 1

Which statement best describes assertive communication?

- a) Ignoring the feelings of others.
- b) Expressing our own needs while respecting others.
- c) Withdrawal and avoidance of conflict.
- d) Seeking compromise at all costs.

Solution: b

Task 2

Which of the following are among the four basic elements of assertive communication?

- a) Criticism, expectations, retaliation, distancing.
- b) Statement of facts, expression of feelings, needs, requests.
- c) Listening, adapting, paying attention, forgiving.
- d) Resistance, questioning, explanation, defence.

Solution: b

Task 3

What is the purpose of using "I-messages"?

- a) To blame the other person.
- b) To express one's own feelings without attacking the other person.
- c) To avoid confrontation.
- d) To quickly end arguments.

Solution: b

Task 4

What characterises an assertive teacher in travel situations?

- a) They communicate firmly but are open to dialogue.
- b) Avoids all conflict so as not to spoil the mood.

- c) They adhere strictly to the rules in everything, even at the expense of cooperation.
- d) They only respond to students' behaviour and do not communicate with colleagues.

Solution: a

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