PedPilots - Self-regulated Learning Guide for Educators

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PedPilots - "Training for accompanying teachers"
Teaching unit 3.
Our helpers, the checklists

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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

3. Our helpers, the checklists

Introduction

This teaching unit focuses on the complexity of organising trips. Participants will learn about a task management system that helps them to organise this complex work more easily, break it down into smaller parts, and assign the appropriate administration, helpers and timetable to these parts. We draw attention to a few professional task management systems. Participants also receive practical help in terms of how the organisational work ahead of them can be broken down into larger categories, and they can learn about specific aspects within each category.

Objectives

The goal is for teachers organising trips to gain a better overview of their own tasks and their work in organising trips (mobility), and to work more efficiently using the supporting materials. The expected result is that, by using the task management system they have learned about and the checklists available to them, the organisation will become more efficient and systematic, thereby improving the attitude of the organisers and increasing the satisfaction of the trip participants.

The time management, organisational skills and productivity of the training participants will improve, but they are also expected to make progress in the areas of strategic thinking, responsibility, cooperation and communication.

Development of organisational and logistical skills

- Team selection and coordination → decision-making skills, delegation, crisis management

- Handling travel, accommodation and meal issues → problem solving, planning, flexibility

- Compiling equipment lists and logistics → systematic approach, foresight

Development of safety and emergency skills

- Health assessment, health package → responsibility

- Managing emergency lists and parental relationships → communication skills, quick decision-making

Time allocated to the teaching unit

 90 minutes

Learning outcomes

The following areas of teacher competence are expected to develop:
- planning pedagogical processes, self-reflection related to their implementation
- personality development, implementation of individual treatment
- development of groups and communities
- communication, conflict management
- commitment and professional responsibility for professional development

The curriculum through practical exercises

Task 1

Let's start with a brief self-reflection! Write down the numbers of the problems that cause you the most trouble when organising an excursion/trip in the empty field! Is it possible that your biggest difficulty is missing from the list?

1. Choosing the right programme
2. informing participants
3. choosing the best/cheapest accommodation
4. keeping finances up to date
5. safety regulations
6. paperwork, administration
7. sharing work with colleagues
8. estimating time factors
9. creating rules and regulations related to discipline and rules

10. overcoming unexpected obstacles
, think about what would be on the other side of the imaginary scale, i.e. what factors make it worthwhile to organise trips and excursions despite the difficulties!

The table below contains a list compiled by teachers of the positive and negative aspects to consider when organising a trip.

NEGATIVE (DIFFICULTIES)	POSITIVE (HELPFUL)
PERSONAL CONSIDERATIONS	
-Competence issues: am I able to delegate the task? -Sharing the work with colleagues -Estimating time factors: balancing with my personal life: who will replace me at work? -Is the institution supportive? Does it conflict with my own plans?	-I get to visit special places myself. -Of all the extra tasks to be done at the institution, this is the one I most enjoy doing. -I enjoy working with my colleagues and spending time with them on the trip.
STUDENTS	
-Informing the participants, and in cases where the whole group cannot go, what criteria do I use to select the travellers, and what problems might arise from this? -Who in the group has food sensitivities? -Who is prone to emotional instability (anxiety, homesickness, panic, etc.)?	-Who can I count on during the organisation? (broken down into tasks, e.g. who will help collect smaller expenses, who is responsible for keeping the mood light, who is the reliable one, the "island of calm", etc.)
PARENTS	
-Are there any communication difficulties? -Are there any sensitive or anxious parents, is there any tension between	-Who can I count on among the parents (e.g. gifts for our host, brainstorming, finances, distribution of additional tasks)? Who is reliable in this regard?

parents that could affect the dynamics of the project?	
PROGRAM	
-Choosing the most appropriate programme is key.	-We all love to collect experiences – the programme should be an experience for both students and teachers. -The teaching-learning process is more effective in extracurricular programmes.
FINANCES	
-Is there anyone in the group who has difficulty with the financial implications of the programme? Do I need to adjust to this? Enforce payment deadlines.	-This is necessary; without it, no programme can be realised. -Can I possibly obtain funding? -Does a quality programme have to be cheap or good?
ACCOMMODATION	
-Choosing the right accommodation is difficult, but pre-determined criteria can help, so it is worth listing them!	-Students can get to know each other better by sharing accommodation, but it is worth asking the question: who will be sharing a room? Should it be those who are already good friends, or should I try to encourage them to make friends?
PAPERWORK, ADMINISTRATION	
-How much time will this take, and will it be detrimental to the project? How can I reduce this?	-It is good to have safety regulations and financial matters in writing so that they can be referred to and responsibility can be learned and taught.
PSYCHOLOGICAL FACTORS	
-Anxiety, homesickness, fear and panic may arise in certain situations – it is worth identifying in advance who is prone to these.	-Excursions are the best place to develop self-awareness and team building.
UNEXPECTED SITUATIONS	
-Unexpected obstacles may arise, which may even hinder the implementation of the programme. -Individual problems: feeling unwell, last-minute cancellations, inappropriate behaviour (alcohol	-Proper preparation is important! What can I do in unexpected situations? -Establish rules and regulations regarding discipline! -Have plans A, B, C, D... Z, but within certain limits!

among young people, responsible behaviour)	

Task 2

You have already considered the many different problems that can arise when organising a trip, so it is important to start in good time, plan carefully and carry out our work consistently but flexibly.

Reviewing the tasks, organising them into a system, breaking them down into parts, prioritising them, and managing data and information in a practical way will help us with this.

To put it simply, let's make checklists and follow them! However, this task can also be performed at a higher level than everyday life.

- David Allen's book GTD – Getting Things Done presents an excellent system for managing our daily tasks. If you have the opportunity, read it and use the information it contains! (The book also comes with a workbook and a supplementary volume.)
  https://www.libri.hu/konyv/david_allen.hatekonysagnoveles-stresszmentesen.html
- The audiobook version of the book can be listened to at the following link: .
  https://www.youtube.com/watch?v=n9aVvXc3DpQ
- If you want quick and immediate knowledge, check out the following PPT with narration as a short summary of the book:
  https://drive.google.com/file/d/1I4w1e9O6qVsuSqoY3g2S2Q6-NqcPlZnI/view

Task 3

If you are interested in task management in more detail, it is good to know that digital task managers are available on the internet, even free of charge. For your information, here are some systems that work on both phones and computers.

NAME	DESCRIPTION
ClickUp	Free for personal use, 100 MB storage space, real-time chat, task status visualisation

Airtable	free for individuals or small teams, attachments up to 1 GB, highly adaptable templates,
Todoist	unlimited storage, free, reminders, alerts, easy to use
Teamwork	Free for up to 100 MB and 5 users, simple interface with tables, Gantt charts for projects, real-time collaboration
Asana	Free for up to 15 people and an unlimited number of projects, priority management, filters, deadline setting

- Based on the overview, choose a system, download it and take a look!
- Consider whether it would be useful for your organisational tasks! Can the platform be adapted to the expected tasks, the division of labour, and the needs and capabilities of the participants?
- Keep in mind that it is important for the collected data to be in one place, for the system to be reliable, accessible at all times, and expandable! Does the selected system meet these criteria?
- Find out about the experiences of former colleagues, superiors, travellers, our guests, and online groups about these task managers and digital calendars!

Make a note of and keep in mind the most important criteria for task lists!

- Well-organised, categorised task lists result in faster and more confident work.
- It is worth categorising by topic and then by task type.
- Effective work organisation also involves delegating tasks.
  delegating tasks.
- If a task can be completed in a few minutes, it is worth doing it immediately.

Task 4

Imagine a trip you are about to take, then select the relevant aspects! You can select several aspects per row, but focus on the relevant information!

List of aspects

GOAL	rest, experience	study	team building
TRAVEL	bus	train	airplane
AGE GROUP	10-13	14-18	Over 18
DURATION	1-4 days	5-10 days	Longer than 11 days
NUMBER OF PEOPLE	Less than 8 persons	9-20 persons	20-50 persons
COUNTRY	Domestic	EU country	non-EU
ENVIRONMENT	urban	natural	other
SUPPLY	self-organised	external organiser	other

The previous considerations have helped you define your imaginary journey. Below you will find lists that may be useful when planning and implementing your trip. Choose the ones you would use when preparing for the trip you are leading!

	Our helpers: the checklists
1.	PASSENGER LIST: travellers' personal details (place and date of birth, mother's name, address, telephone number, ID number, chronic illnesses, medication)
2.	Contact details of travellers' contacts (parents' contact details, involvement as helpers, useful knowledge)
3.	aggregate data, parameters, shared documents and costs of the group (number of people, which school, boys/girls, special dietary or other requirements)
4.	personal data and tasks of colleagues involved in the organisation and implementation
5.	FINANCES how much should students budget for (prices, mandatory expenses and spending money, cash or bank card, currency exchange, exchange rates)
6.	Group budget, costs of accompanying persons
7.	What and how to pack for the trip (suitcase/travel bag, documents, meals, etc.)
8.	What and how to pack for the stay (clothing, hygiene, meals, etc.)
9.	Preliminary agreement on rules (rules of conduct, rules for living together, accident prevention, telephone use, etc.), consent forms
10.	PROGRAMME schedule – day by day, hour by hour, equipment requirements, locations, mandatory and alternative programmes, possibly indicators of success
11.	Leisure programmes available on site for spontaneous implementation (distance from accommodation, duration, price, outdoor or external) and location-independent team-building games
12.	local attractions, information about the natural and social environment, typical foods, Hungarian references, souvenirs
13.	local customs, rules, etiquette, difficulties (use of telephone and internet, loss, accidents, weather, religion, safety, edible and drinkable items, use of toilets)
14	useful tips (sources of information, useful websites, telephone tips, collecting souvenirs, photography, communication, opening hours)
15.	PAPERWORK insurance (health care, lost items, damaged luggage, flight delays or cancellations, etc.), visas, and other individual/group administration
16.	Preparation of ACCOMMODATION (safety, facilities, accessibility, distance from programme locations, central location, services provided) https://utazaskatalogus.hu/utazasi-tanacsok-hasznos-tippek- for travellers /
17.	MEALS equipment necessary for eating, equipment necessary for food preparation, conditions and possibilities for eating

18.	medicine kit (sun protection, injuries, insect bites, unfamiliar foods) https://kalmia.hu/egeszseg/eletmod/utipatika-lista-mit-vigyunk-magunkkkal-a-nyaralasra
19.	against loss and theft https://utazas-nyaralas.info/blog/utazasi-tippek-tanacsok/soha-ne-hagyjunk-el-semmit- pickpockets

Among the *supporting materials*, we can find additional useful lists that can be compiled from other perspectives.

Task 5

Choose from the following situations and match them with what you think is the right thing to do!

Situations:

A) You are taking a group abroad, you have been to this city several times before, you know the sights, but one evening the sightseeing is ruined by rain.
B) We should bring gifts for our hosts that are typical of our country and express our gratitude.
C) I hear on the news that there are relatively frequent protests among public transport drivers in the destination country.
D) One of the students suddenly feels ill in the restaurant.

Possible solutions:

1) I delegate the task to the parents
2) the children can solve the problem without me
3) This is a task that needs to be solved immediately – I have already prepared a list of possible helpers for this purpose
4) I don't need to deal with this
5) I have a task to complete, but my prepared list includes alternative options
   (Solution: A-5, B-1, C-5, D-3)

Summary

- Make ourselves and our colleagues aware of the complexity of the task, and determine which major tasks need to be completed!
- Choose a system (either paper-based or digital) in which to record and track the work and keep in touch with our helpers!
- Break larger units (also known as projects) down into subtasks that can be scheduled and specified on a day-to-day basis.
- Create checklists based on multiple criteria, which should be clearly defined according to when we use them (before, during, or after the trip) or according to whether they contain useful information or tasks to be completed.

Supporting materials

On these pages, you will find practical, useful lists for preparing for and carrying out your trip.

https://www.hello-travel.hu/blog/14:utazasi-tippek-es-trukkok-hogyan-keszuljunk-fel-egy-hosszu-utra.html

https://googiehost.com/hu/blog/legjobb-feladatkezel%C5%91-szoftvereszk%C3%B6z%C3%B6k/

https://utazgatok.hu/utazasi-tippek-tanacsok/altalanos-utazasi-tippek-indulas-elott/

https://utazgatok.hu/utazasi-tippek-tanacsok/hasznos-mobil-okostelefon-alkalmazas-okostelefon-utazas/

https://www.mondial-assistance.hu/hasznos-utazasi-tanacsok/utazasi-ellenorzo-listak.html

Check task

Select the alternative that you think results in more efficient, less stressful task management and travel planning !

1. Writing lists is a waste of time/well-organised, categorised task lists result in faster and more confident work
2. There should be one list/it is worth categorising by topic and then by task type within that topic
3. Delegating is a sign of uncertainty/ Delegating tasks is part of effective work organisation
4. if a task can be completed in 5 minutes, do it/ if a task can be completed in 2 hours, do not put it on the list

   (More efficient solution: 1. second, 2. second, 3. second, 4. first)

Sources

https://www.youtube.com/watch?v=n9aVvXc3DpQ

https://www.hello-travel.hu/blog/14:utazasi-tippek-es-trukkok-hogyan-keszuljunk-fel-egy-hosszu-utra.html

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