DON'T BE LATE AT YOUR DATE!

Plan ahead to make every minute count

You have an important job interview scheduled, and you're well aware of how crucial it is to make a good impression by arriving on time. But how can you accurately estimate the time you'll need to get there, ensuring you avoid any last-minute stress or delays? Careful planning is essential to account for factors like traffic, public transport schedules, or unexpected obstacles. By giving yourself a time buffer and researching your route ahead of time, you can feel confident about arriving calm, prepared, and punctual. So, what steps can you take to make sure everything goes smoothly on the day of your interview?

Overview *"Don't be late at your date!"*

Main working question

Context
Everyday life
Work-related

Cognitive processes
Managing situations
Analysing situations
Problem solving
Critical thinking

Target group (incl. necessary prior skills and competences)

Trainee involved in a vocational project training

Employees who have to travel for their work

Content
Quantity and number
Using apps
Digital skills

Dispositions
Self confidence

Outcomes and results
Identify the essential steps before an appointment
Well estimate the time needed in order to get organized

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Main information

Content	Estimating and calculating durations Using Digital apps
Target group	Trainee involved in a vocational project training Employees who have to travel for their work
Learning intention	– Numeracy for personal and private purposes – Numeracy for professional issues
Duration	1 lesson
Material and resources	List of situations (or labels) Travel applications on smartphone
Group size	Range from 6 to 12 learners
Problem statement	When you have an appointment at a specific time, you need to get organized to make sure you arrive on time. This involves estimating or calculating the various times needed before the appointment time. How can you be sure not to forget any? And are you really sure of your perception of time? How do you calculate a duration and deduce a start time?
Working questions	- Going back in time: what do I plan before my appointment? - How can I calculate the time needed for this? - How can I be sure of my starting time?
Learning outcomes and results	- Identifying the essential steps before an appointment - Estimating well the time needed in order to get organized
Reference to National Qualification Frame	Optional (country's decision)

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Working plan

Time (lessons)	Description of content/activities	Material	Methodical and didactic information[1]
	Introduction to the topic The trainer asks the participants the question: how can I be on time for an important date? *The aim is to bring out the idea of retro planning: to be on time, I need to identify the steps I need to take before arriving at the meeting place, the time they each take and the total one, to determine my departure time*		Brainstorming Questioning
	Identify steps The learners are divided into sub-groups. The teacher proposes a different situation to each sub-group, and asks them to draw up a chronological list of the necessary steps. Each sub-group then presents its production, which is discussed and completed if necessary by the other learners. It is interesting to make learners aware that: - it's easy to forget steps that may seem obvious - certain steps are unavoidable, while others depend on our preferences or habits: do I take a shower every morning, how do I eat, do I smoke, ...	Appendix 1 (to be adapted according to learner profile)	Questioning Collaborative learning Based on real situations Discussing
	Given the list of steps, how can I estimate the time needed to complete them?		

[1] for description and explanation of kinds of tasks, HITs and other background information please consult the teacher's/user's guide

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	The teacher first goes over the calculation of time, in particular the addition of durations. Then the learners return to the list of validated steps, with the teacher clarifying them so that they correspond to their situation (personal address, address of the training centre, dentist, etc.). Each learner determines the time needed for each step, as well as the total time. *If the learners have followed the "How long is a minute?" session, they can use the estimates they have made for situations in their daily lives.* Each learner proposes their calculation to their neighbour, who gives them feedback. For some of the steps, we can find an objective answer, such as the time it takes to travel by public transport. *Depending on the learners' degree of autonomy with the applications, the trainer will need to set aside a specific amount of time for learning how to use them.*	Appendix 2 Smartphone's app	Explicit teaching Collaborative learning
	Now that we know the total time needed to get to this appointment, let's calculate the departure time. The trainer varies the examples of appointment times, varying the complexity of the calculation. Is this enough to be sure of arriving on time? It's a good idea to leave an extra margin for unforeseen circumstances!		

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	Transfer Throughout the course, the trainer will take advantage of real-life meeting situations to revisit this methodology and ensure that it is firmly rooted in the learners' practices.		

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Appendix 1

Examples of situations:

- I leave home in the morning to go to training
- I'm in training/at work, I have a dental appointment
- I arrive at work and my boss gives me my schedule for the morning: I have two repair jobs planned at customers' homes
- I'm in training/at work, I've got an appointment with my child's teacher after school, I want to use the time to buy bread for the evening meal
- I'm looking for work, I have an appointment in the morning and another in the afternoon with two different employers

If the learners have difficulty with reading and writing, give them labels with the typical steps (getting up, getting dressed, washing up, having breakfast, taking the bus, etc.): they will then have to select the ones they think are relevant to the situation and put them in order.

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Appendix 2

Examples of how to calculate time:

- 15 minutes + 5 minutes + 30 minutes = ... minutes
- 15 minutes + 5 minutes + 30 minutes + 25 minutes = ……..
- 45 minutes + 30 minutes + 15 minutes = ...
- It's 8 o'clock in the morning:
  - What time will it be in 30 minutes?
  - What time will it be in 75 minutes?
  - What time was it 25 minutes ago?

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