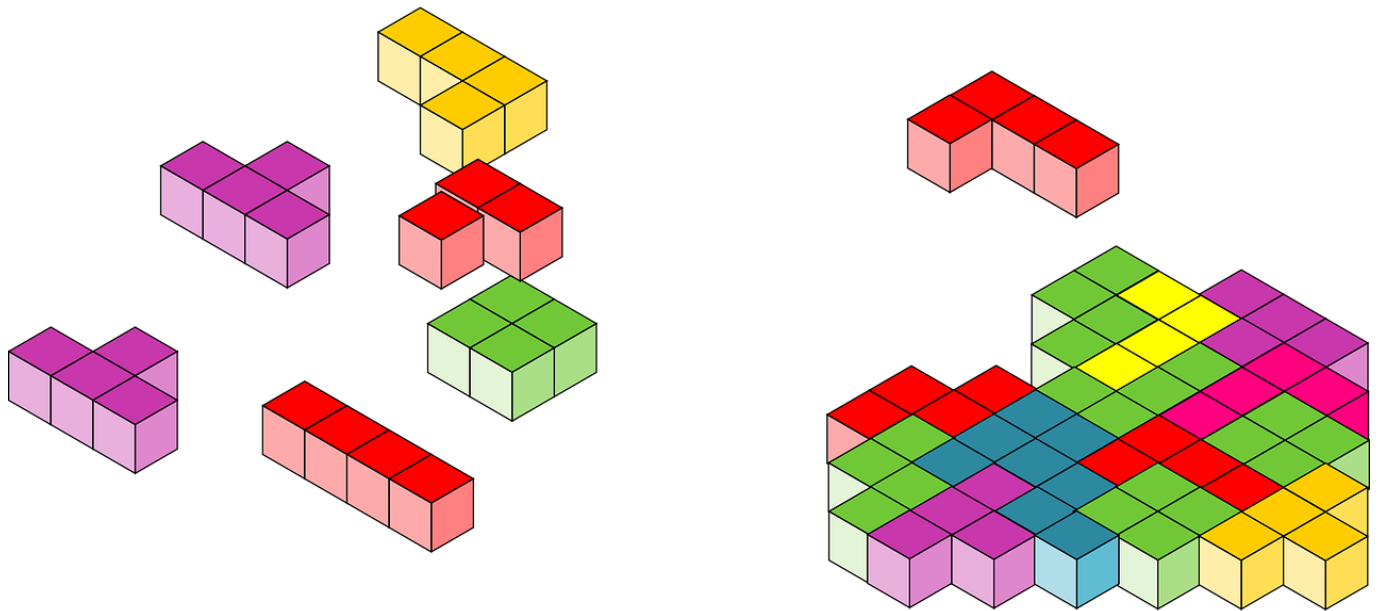




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PR3 Training Toolbox

Task Tetris



1) NAME AND DESCRIPTION OF THE TOOL

With this tool, participants will practise the skills of prioritising and organising tasks, similar to organising blocks in a game of Tetris. They will be given a list of tasks of varying complexities and must organise them into a realistic 'to-do' list. The list may be organised however the participants see fit; by due date, task type, task complexity, etc. In the end, participants will present their list to the class and the class will judge its effectiveness as a well-organised to-do list.

2) OBJECTIVES OF THE TOOL

1. To improve organisational and time management skills by breaking down and prioritising tasks
2. To develop self-awareness about participants' own approaches to organising tasks
3. To practise breaking down large tasks into smaller, achievable ones

3) CONNECTION OF THE TOOL WITH EMOTIONAL INTELLIGENCE/SOFT SKILLS

Through this activity, participants develop self-awareness by understanding their own approaches to task management. They engage in self-regulation as they identify time constraints and prioritise effectively, fostering emotional intelligence.

Additionally, the presentation aspect cultivates interpersonal skills, encouraging participants to articulate and justify their organisational choices to the class. The judgment process promotes empathy, as participants consider alternative perspectives on what constitutes an effective to-do list.

4) RESOURCES & MATERIALS

For this activity, you will need to print the worksheet on the last page of this lesson – one per participant.

Participants should also have something to write with.

5) IMPLEMENTATION OF THE TOOL



Step 1 (5 minutes)

Explain that today's lesson will involve a round of "Task Tetris." Ask the participants to try and think of how the game of Tetris can be connected with organisation and task management. They may talk quickly in pairs if they wish.

The answer should be that just like how Tetris blocks must fit into their slots to clear the board, so must tasks. Efficiently planning and fitting in your tasks throughout the week can 'clear the board,' or give you a better balance at work. Staying organised is the only way to not become overwhelmed with tasks and 'lose the game,' or lose control in this instance.

Step 2 (30 minutes)

Next, pass out the task list to each student and go through each item as a class. Tell the students that they should consider the following aspects of each task:

- Complexity – how difficult is this task? Does it need to be broken down into smaller tasks? Is it easy and can I get it out of the way early?
- Time required – How long will this task take? Can I do it all at once, or should I spread it over a few days or even weeks?
- Priority – How important is this task? Can I ignore it until the end of the month, or should I make sure it's done early so I have time to review it?

Next, put the students into pairs (or small groups if it is a large class) and ask them to rewrite the to-do list in some type of organised manner. As the directions on the worksheet state, it can be done according to dates when tasks will be finished, priorities, level of complexity, or any way they please, as long as there is a clear and understandable pattern that makes the list more organised than it was before.

Once the students have made their lists, each pair or group will present theirs to the class, giving their rationale behind the way it is organised. Then, the class will provide feedback on the list, stating whether it is well-organised or if there are any suggestions for improvement. Discuss the strengths and weaknesses of various methods of organising tasks.

Step 3 (5 minutes)

Finally, the participants will apply what they have learned to their own tasks, providing a practical approach to organising their tasks. For this, they should write down a few tasks they currently have at work, then organise them in a way that makes the to-do list more organised and achievable.

6) EXPECTED LEARNING OUTCOMES



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

- Organise and identify priorities on a to-do list
- Apply organisational strategies to their own tasks at work
- Make larger tasks feel more achievable by breaking them down into smaller sub-tasks

Task List

It is January 1st, and this is a list of tasks you have to do until the end of the month. You must analyse the task list and organise your tasks so that they are achievable and all priorities will be met easily. You may organise the tasks in any way you wish: by date, by complexity, by priority, or any other way, as long as there is a clear pattern that you can explain to the class and that is understandable to you.

When organising your tasks, consider breaking down large tasks into smaller sub-tasks.

- Write report of student progress from the previous term (September – December)
- Mark group project grades
- Submit plan of work for next term to supervisor
- Remind students that office hours have changed
- Find out why Spiros is late to every class and help him figure out an alternative
- Respond to emails (there are 5 emails – 2 of them require some thought to respond to, 3 are simple)
- Update Google Classroom with homework assignments for the week each week
- Submit idea for next teachers' professional development session
- Find new coursebook to use for next term