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SMILE SOFT-SKILLS CURRICULUM · MODULE 7

Time Management

Curriculum

SMILE Project: Action-Based “Time
Management” Curriculum for Young Migrants

English edition

Young migrants 18-30

Trainers and youth workers

Empowerment Through Skills · Inclusion Through Opportunity



SMILE · Support Young Migrants Integration in the Labour market in Europe
Erasmus+ KA220-YOU · 2024-1-TR01-KA220-YOU-000256357 · October 2026





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TIME MANAGEMENT

Module 7 · Curriculum · English edition



Support Young Migrants Integration in the Labour market in Europe (SMILE)

Erasmus+ KA220-YOU · 2024-1-TR01-KA220-YOU-000256357

This document is the English edition of the SMILE curriculum for Module 7, “Time Management”, developed by the partnership of the Erasmus+ project “Support Young Migrants Integration in the Labour market in Europe” (SMILE). It is a faithful translation of the partnership's working document; the content has not been changed.



SMILE SOFT-SKILLS CURRICULUM • MODULE 7

SMILE Project: Action-Based “Time Management” Curriculum for Young Migrants

This document has been prepared in line with the core objectives of the **SMILE** project, with the aim of increasing the employability, social inclusion and personal development of young migrants. Rather than treating time management merely as “productivity pressure”, it has been designed as a supportive and interactive training module that focuses directly on the emotional burdens, digital distractions and procrastination habits that young people face in daily life, in new educational environments and in professional life.

1. Module Summary: Time Management in Real Life and in the Workplace

This module places time management at the centre as a core soft skill for life and employability for young migrants navigating new educational, social and professional environments. It approaches time management not as productivity (efficiency) pressure, but as **a supportive competence** linked to well-being, stress regulation, decision-making and sustainable integration. The module addresses common challenges such as fragmented schedules, emotional overload, digital distraction, procrastination and uncertainty. Through reflection exercises, practical tools, real-life case studies and guided strategies, participants develop awareness of how they use their time, build realistic routines and strengthen their ability to manage their responsibilities while protecting their mental/emotional health.

2. Learning Outcomes (What Will We Achieve?)

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

- Explain what time management means and why it is important for daily life, education and employment.
- Identify the factors that affect their personal use of time, including stress, emotions and digital environments.
- Recognise common time management challenges such as procrastination, overload and distraction.
- Apply simple and realistic tools for prioritisation, planning and attention management.
- Develop small, sustainable routines that support balance and well-being.
- Reflect on their own progress (carry out a self-assessment) and adapt their time management strategies over time.

3. Curriculum Content and Youth-Focused Units

The module is structured into three thematic units that progress from awareness and understanding towards hands-on strategies and reflection. The content is based on the lived experiences of young migrants and places emphasis on sustainability, flexibility and self-compassion.

Unit 1: Understanding Time Management (Taking Control of Time)

This unit introduces the core concept of time management in a non-judgemental and accessible way.

- **Key Topics:**
 - Definition of time management
 - Time management not as productivity pressure, but as a skill that supports life
 - Planning, prioritisation and attention management
 - Balancing work, learning, rest and personal needs
 - Common misconceptions about time management
- **Mini Activity:** A “time awareness” exercise that uses daily timelines to explore stress, calm moments and disruptions/interruptions.

Unit 2: Time Management in the Reality of Young Migrants

This unit explores how migration-related factors shape the perception of time and daily routines.

- **Key Topics:**
 - Perception of time under stress and uncertainty
 - Emotional barriers and the habit of procrastination
 - Digital distraction and divided attention
 - Cultural differences in the perception of time
 - Links between time management, problem-solving and well-being
- **Case Study:** Real-life scenarios illustrate how stress, cognitive load and digital habits affect time management, and how small changes can restore a sense of control.

Unit 3: Practical Strategies and Good Practices (Time to Put It into Practice)

This unit focuses on hands-on strategies that support sustainable time management habits.

- **Key Topics:**
 - Developing awareness of time use
 - Prioritising under cognitive and emotional load
 - Flexible and realistic planning tools
 - Managing attention and digital distractions
 - Overcoming procrastination through micro-actions (small steps)
 - Building small routines and habits
 - Reflection and adapting to the situation
- **Hands-on Activity:** Participants try out a small time management strategy and reflect on its effects.

4. Module Duration

Total Duration: Approximately 3 Hours

Suggested Breakdown:

- 1.5 hours: Theoretical input and guided discussion
- 1.5 hours: Hands-on learning (case studies, exercises, reflection)

The module can be delivered as: A single uninterrupted 3-hour session OR, depending on the structure of the programme and the needs of participants, as two shorter sessions.

5. Training Methodology and Approach

The module is delivered through an interactive, trauma-informed and participant-centred approach. The learning environment prioritises emotional safety, realism and respect for different life situations and cultural backgrounds.

Methodological Principles	Description of Implementation
Accessibility	Short theoretical inputs delivered in accessible and understandable language.
Participant-Centred Approach	Guided reflection and group discussions.
Realistic Basis	Case studies based on real-life situations.
Experiential Learning	Practical exercises and opportunities to try out/apply new strategies.
Self-Awareness	Use of self-diagnosis and reflective tools.

6. Materials Needed

Core Materials:

- Presentation slides
- Participant worksheets
- Case study texts
- Time awareness charts
- Simple planning and prioritisation templates
- Time management self-diagnosis tool
- Flipchart or whiteboard

Optional Materials:

- Digital well-being tools (focus modes, notification settings guides)
- Visual planning aids
- Short videos on attention and habits

7. Assessment and Reflection

Assessment is formative and reflective in nature. The focus is not on performance or grading, but on awareness, learning progress and adaptation to the situation.

- **Tools Include:**
 - Observation of participation
 - Reflection questions and facilitated group discussion
 - Self-diagnosis questionnaire
 - Feedback during practical exercises

8. Key References

- European Commission (2019). Key Competences for Lifelong Learning.
- European Commission (2022). European Skills Agenda for Sustainable Competitiveness, Social Fairness and Resilience.
- OECD (2019). OECD Skills Outlook 2019: Thriving in a Digital World.
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- UNESCO (2017). Education for Sustainable Development Goals: Learning Objectives.
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- Council of Europe (2020). Youth Work and Social Inclusion.



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