

Activity No. 3.1.

MODULE	3. Professional self-management and ethics in informal advising
Topic	Time management
Title of the activity	My day in control
Pedagogical objective	The aim is to support participants in becoming aware of how they manage their time, identifying common time thieves, and adopting realistic daily planning that takes into account priorities, breaks, and personal time. At the same time, the focus is on developing self-awareness, practical planning skills, and encouraging the sharing of experiences within the group.
Target group	Informal advisors for parents of children with disabilities
Duration (minutes)	60 minutes
Settings	classroom
Size of the group	5-10 participants
Methods	Individual work, discussion in pairs or small groups
Tools	Paper, pen, tables, chairs

Description of the activity

Step 1: What Did My Day Look Like Yesterday? (*Time: 10–15 minutes*)

Task:

Break your previous day into one-hour blocks and briefly write down what you were doing. You can use a simple table:

Time	Activity
6:00 – 7:00	Preparing breakfast, kids
7:00 – 8:00	Trip to the doctor
...	...
20:00 – 21:00	Watching TV, feeling tired

Self-reflection questions:

- Which activities were **important and urgent**?
- Where did you **lose time**? (e.g., waiting, social media, long phone calls)
- When did you make **time for yourself**?

Step 2: Time Thieves and My Priorities (*Time: 10 minutes + discussion*)

Task:

Add specific time thieves from your day to the list below:

- Unexpected phone calls: ____
- Long waiting times: ____
- Distractions during advising: ____
- Social media / TV / internet: ____

Questions to think about:

- Which time thieves can you **avoid or reduce**?
- Which activities felt “**urgent**” but were **not really “important**” to you?
- Write down **2 things** that are your **top priorities** during the day (e.g., advising, childcare, health).

Step 3: My Ideal Day – Planning with Buffer Time (Time: 10–15 minutes)**Task:**

Create a simple **ideal daily plan** that:

- Includes your **important tasks**,
- Has space for **breaks and rest**,
- Includes **buffer time for unexpected situations** (e.g., +30 minutes for advising).

Time	Activity
8:00 – 9:00	Emails, preparation for advising
9:00 – 10:30	Advising (time block)
10:30 – 11:00	Break, coffee, rest
11:00 – 12:00	Time with child, household tasks

Questions to think about:

- Is this plan **realistic**?
- Did you remember to include **time for yourself**?
- Which tasks could you **delegate or simplify**?

Step 4: Group or Pair Discussion (Optional)**Sharing questions:**

- What helps you **manage your time**?
- When is it **most difficult to say “no”**?
- How do you make **time for yourself without guilt**?

Summary – self reflection

1. What did I learn as I went through this module? What new insights did I gain about supporting parents of children with disabilities?
2. What will I take from this module into my role as an informal advisor?
3. How might this influence the way I support parents now and in the future?
4. What is one practical step I can take tomorrow based on what I’ve learned?

Activity No. 3.2.

MODULE	3. Professional self-management and ethics in informal advising
Topic	Conflict resolution in informal advising
Title of the activity	How to manage conflict as an informal advisor?
Pedagogical objective	The aim of the exercise is to develop informal advisors' ability to recognize different approaches to conflict resolution, to practice assertive communication and the use of "I-messages", and to strengthen their understanding of the emotions and needs of the other person.
Target group	Informal advisors for parents of children with disabilities
Duration (minutes)	60 minutes
Settings	classroom
Size of the group	5-10 participants
Methods	Work in small groups (3 participants) or in pairs, discussion, role-playing
Tools	Presentation on conflict management, "I-message" model, paper, pen, flipchart
Description of the activity	

Introductory Instruction for Participants:

Imagine you are an informal advisor meeting with a parent who is experiencing a conflict — either with the school or a family member. Your task is not to decide who is right, but to help the parent understand the situation, name their emotions, and look for a solution.

Step 1: Situation Analysis (pair or small group work, 3 people per group)

Divide participants into groups and assign each team one of the following model situations:

Example situations:

- *A mother is angry with the teacher for not allowing her daughter an individual learning plan.*
- *A father refuses to attend rehabilitation with the child; the mother feels like she's handling everything alone.*
- *A parent feels that the social worker is not taking their family seriously.*
- *A grandmother denies her grandson's disability and says he's just "spoiled."*

Group task:

Identify:

- a) What type of conflict is it?
- b) What emotions might be present?
- c) What are the needs of each party?

Step 2: How would you respond as an advisor? (discussion and training)

Each group:

- Proposes **two different responses** from an informal advisor:
 - One **ineffective** (e.g., passive, aggressive, dismissive)
 - One **effective** (e.g., assertive, supportive, respectful)
- Attempts to **rephrase “You-messages” into “I-messages”** in the parent’s communication. For example: “They never listen to me!” → “I feel misunderstood when no one explains the school’s decision to me.”

Step 3: Conversation Practice (role-play)

Each pair chooses a role:

- The **parent** in conflict
- The **informal advisor**

Task:

- Act out a short conversation (3–5 minutes), where the informal advisor uses:
 - Active listening
 - “I-messages”
 - Assertive responses
 - Supportive questions

After the conversation, the pair reflects:

- What worked well in the conversation?
- How did the “parent” feel?
- What could be improved?

Closing – Group Reflection

In a circle, participants share:

- What surprised them during the activity?
- What was challenging?
- What conflict style do they use most often?
- What would they like to apply in real life?

Summary – self reflection

1. What did I learn as I went through this module? What new insights did I gain about supporting parents of children with disabilities?
2. What will I take from this module into my role as a peer advisor?
3. How might this influence the way I support parents now and in the future?
4. What is one practical step I can take tomorrow based on what I’ve learned?