

WEEK 12 — INFORMATION-TO-ACTION BUILDER

Note-Taking and Daily Work Schedules

Documenting → Organizing → Prioritizing → Acting

Capability Statement

“I can capture important information, organize it clearly, and turn it into an effective work plan.”

Student-Friendly Capability

“I can listen, capture what matters, decide what needs to happen, and organize my work.”

This creates a natural progression from Week 11. In Week 11, students learn to **coordinate people and time**. In Week 12, they learn to **capture the information produced by professional communication and convert it into organized work**.

1. WEEK 12 LEARNING LOGIC

Organizing the entire week around one memorable sequence:

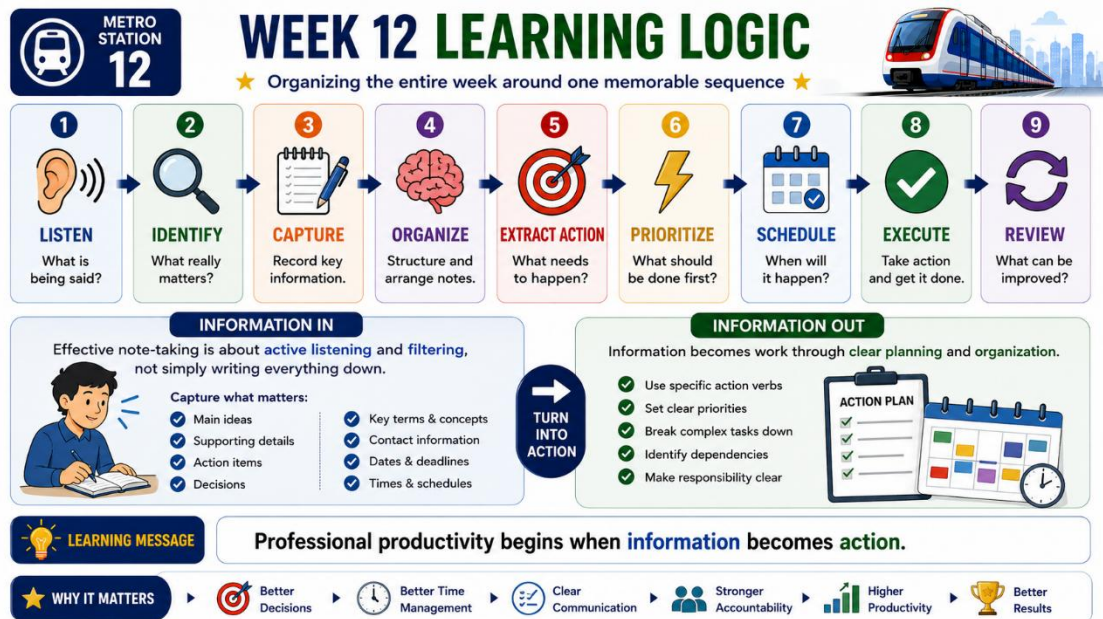
 **LISTEN** →  **IDENTIFY** →  **CAPTURE** →  **ORGANIZE** → 
EXTRACT ACTION →  **PRIORITIZE** →  **SCHEDULE** → 
EXECUTE →  **REVIEW**

The logic comes directly from the source. Effective note-taking requires active listening and filtering rather than simply transcribing everything; students need to identify main ideas, supporting details, action items, decisions, key terms, dates, and times.

The second half then transforms that information into work: tasks should use specific action verbs, priorities should be explicit, complex tasks should be broken down, dependencies identified, and responsibility made clear.

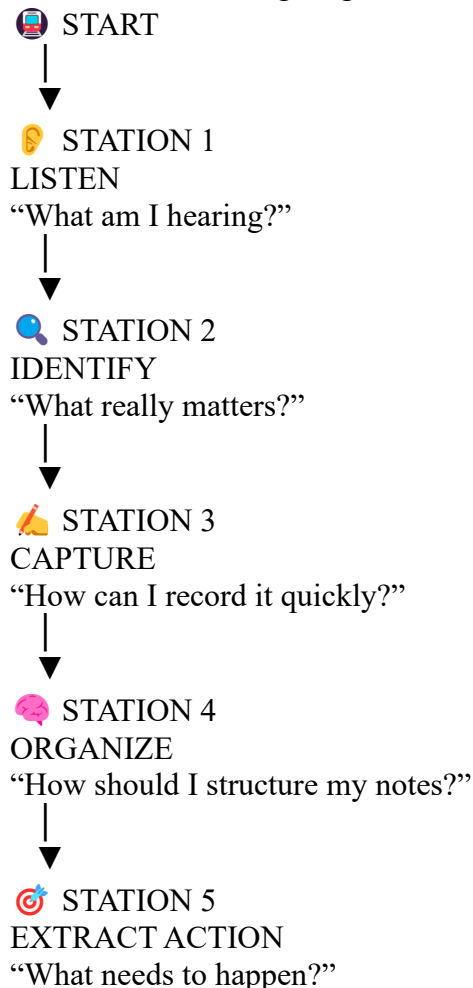
Learning Message

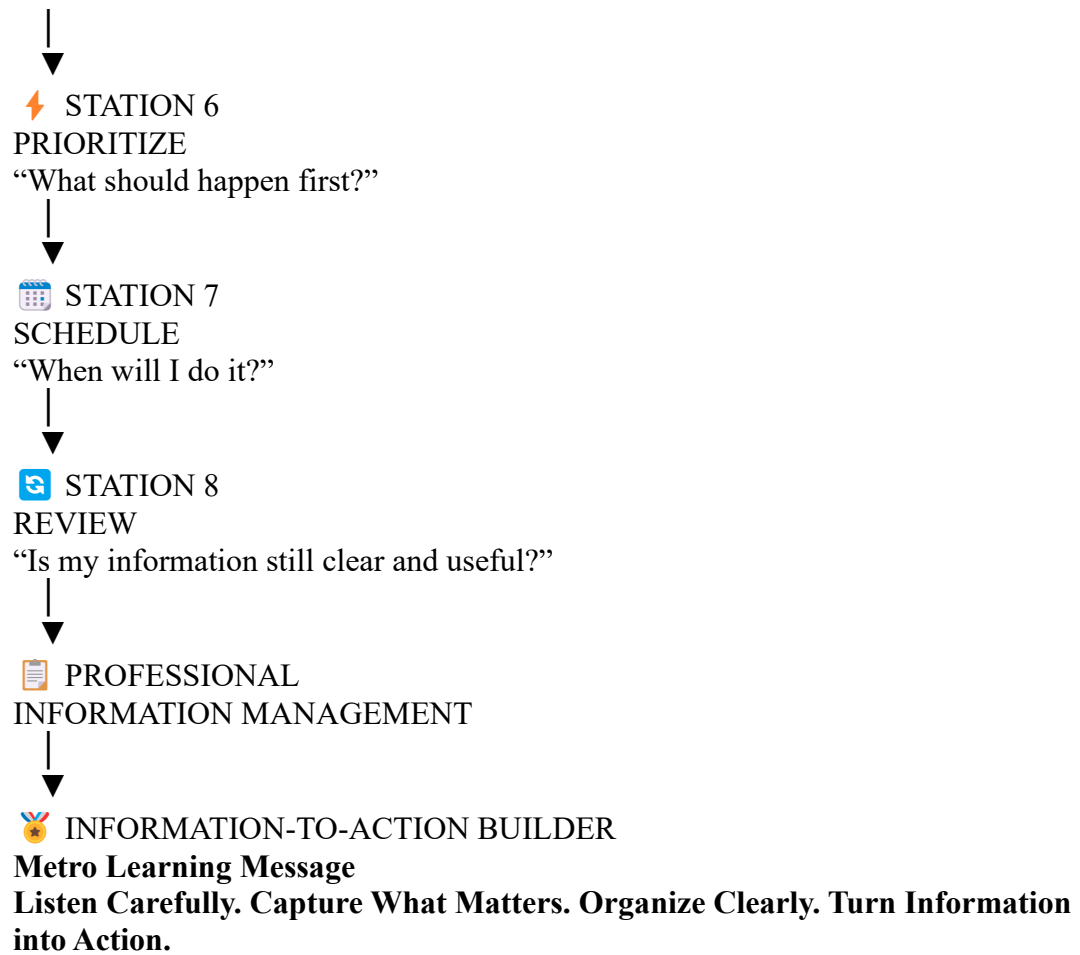
Professional productivity begins when information becomes action.

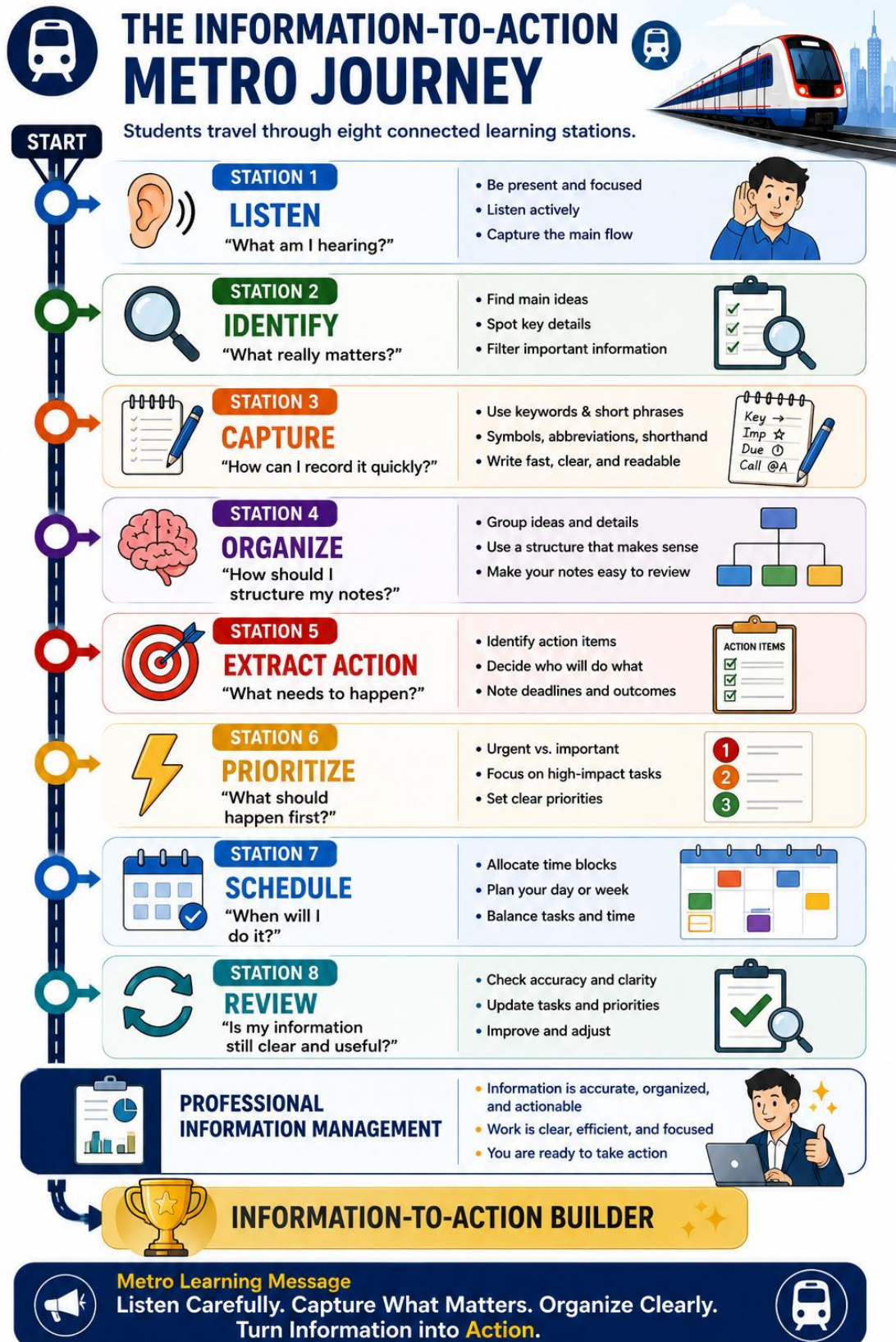


2. The Information-to-Action Metro Journey

Students travel through eight connected learning stations.







3. Four-Hour Learning Journey

Time	Learning Activity	Student Output
10 min	 Enter Metro Station 12	Information Mission
20 min	 Information Detective	Key Information Card
25 min	 Listen for What Matters	Listening Capture Sheet
25 min	 Note-Taking Lab	Note Method Card
25 min	 Note Structure Challenge	Organized Notes
10 min	 Break	—
25 min	 Action Item Extractor	Action Item Card
25 min	 Priority Sorter	Priority Map
25 min	 Schedule Builder	Daily Work Schedule
25 min	 Schedule Rescue	Revised Schedule
30 min	 Information-to-Action Mission	Professional Work Plan
10 min	 Peer Feedback	2 Stars + 1 Fix
5 min	 Exit Ticket	Metro Passport
240 min	Total Learning Journey	Information-to-Action Portfolio



METRO STATION 12

FOUR-HOUR LEARNING JOURNEY

Information-to-Action Builder

★ Listen. Capture. Organize. Prioritize. Schedule. Act. ★



Time	Learning Activity	Student Output
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20 min	 Information Detective	 Key Information Card
25 min	 Listen for What Matters	 Listening Capture Sheet
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25 min	 Action Item Extractor	 Action Item Card
25 min	 Priority Sorter	 Priority Map
25 min	 Schedule Builder	 Daily Work Schedule
25 min	 Schedule Rescue	 Revised Schedule
30 min	 Information-to-Action Mission	 Professional Work Plan
10 min	 Peer Feedback	 2 Stars + 1 Fix
5 min	 Exit Ticket	 Metro Passport



240 MINUTES
Total Learning Journey



INFORMATION-TO-ACTION PORTFOLIO
You captured it. You organized it. You are ready to act.



4. Activity 0 — Information Detective

Mission

Discover the difference between **information** and **important information**.

Students receive a short simulated meeting containing many details.

Their challenge is not:

“Write everything.”

Instead, they must identify:

 MEETING INFORMATION



 WHAT MATTERS?



 MAIN IDEA



 KEY DETAIL



 ACTION ITEM



 DECISION



 DATE / DEADLINE



 RESPONSIBLE PERSON

This closely reflects the source's categories of main ideas, supporting details, action items, decisions, key terms, contacts, dates, and times.

Mini Challenge

Students receive ten pieces of information and have **three minutes** to decide:

KEEP / MAYBE / REMOVE

Learning Message

Good note-taking is not writing everything. It is identifying what matters.

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ACTIVITY 0 – INFORMATION DETECTIVE

Discover the difference between information and important information.

MISSION

Discover the difference between **information** and **important information**.

Students receive a short simulated meeting containing many details.

Their challenge is not: **"Write everything."**

Instead, they must identify what truly matters.

MINI CHALLENGE

Students receive **ten pieces** of information and have

THREE MINUTES
to decide:

KEEP

MAYBE

REMOVE

FROM INFORMATION TO WHAT MATTERS

MEETING INFORMATION
All details from the meeting (lots of facts and statements)

WHAT MATTERS?
Filter and focus on the important

MAIN IDEA
The central point or theme

KEY DETAIL
Important supporting information

ACTION ITEM
Tasks that need to be done

DECISION
Agreements or choices made

DATE / DEADLINE
Important dates and times

RESPONSIBLE PERSON
Who will do it or follow up

EXAMPLE: SIMULATED MEETING (SHORT TEXT)
 We discussed the new marketing campaign for the summer product launch. Anna will create the social media content, and Ben will design the visuals. We need to review the draft next Tuesday at 10 a.m. The client wants the final version by Friday, June 20. The budget is 15,000 baht.

TEN PIECES OF INFORMATION (EXAMPLE)

	KEEP	MAYBE	REMOVE
1 New marketing campaign	☐	☐	☐
2 Summer product launch	☐	☐	☐
3 Anna creates social media content	☐	☐	☐
4 Ben designs the visuals	☐	☐	☐
5 Review draft next Tuesday 10 a.m.	☐	☐	☐
6 Client wants final version by Friday	☐	☐	☐
7 Budget is 15,000 baht	☐	☐	☐
8 The weather is very hot	☐	☐	☐
9 Project code: MKT-2025-06	☐	☐	☐
10 The coffee in the meeting was good	☐	☐	☐

★ LEARNING MESSAGE

"Good note-taking is not writing everything. It is **identifying what matters.**"

BE AN INFORMATION DETECTIVE!

 Listen Actively
 Focus Clearly
 Capture Wisely
 Act Confidently
 Success Follows!

5. Activity 1 — Listen for What Matters

Mission

Develop **active listening** and **information filtering**.

Students listen to a short business meeting or presentation.

The 5K Listening Filter

K1 — KEY IDEA

What is the main point?

K2 — KEY DETAIL

What information supports it?

K3 — KEY DECISION

What was agreed?

K4 — KEY ACTION

What needs to happen?

K5 — KEY TIME

When must it happen?

Students are specifically prevented from writing complete sentences during the first listening.

This reinforces the source's principle that note-taking is an active process of selective attention rather than transcription.

Learning Message

Listen for meaning before you write the words.

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ACTIVITY 2 — NOTE-TAKING LAB

★ **MISSION:** Discover that there is more than one effective way to take notes. ★

FOUR STATIONS, FOUR WAYS TO CAPTURE WHAT MATTERS

A STATION A — BULLET POINTS

Use simple bullets to capture main ideas and details.

MAIN TOPIC

- Key idea
- Supporting detail
- Action

💡 **Best for:** Quick meetings, lectures, and straightforward information.

B STATION B — CORNELL NOTES

Use a structured format to organize and review your notes.

CUES	NOTES
Keywords	Main information
Questions	Details
SUMMARY	

💡 **Best for:** Complex topics, studying, and exams.

C STATION C — MIND MAP

Visualize ideas and connections.

💡 **Best for:** Brainstorming, big-picture thinking, and connecting concepts.

D STATION D — VISUAL / SYMBOL NOTES

Use symbols and abbreviations to take notes faster and clearer.

★ Important

! Urgent

? Clarify

→ Leads to

✓ Completed

@ Person

📅 Deadline

💡 **Best for:** Fast note-taking, meetings, and when time is limited.

STUDENT DISCOVERY

The best note-taking method depends on the information, context, and user.

Experiment with different methods.
Find what works best for you!

WHY IT MATTERS

Good notes help you remember, understand, and take action.

RESEARCH SUPPORT

Bullet points, mind mapping, Cornell notes, shorthand, abbreviations, and visual cues all improve comprehension and retention.

KEY TAKEAWAY

Capture it your way. Use it with purpose.

6. Activity 2 — Note-Taking Lab

Mission

Discover that there is **more than one effective way to take notes**.

Create four stations:

Station A — Bullet Points

MAIN TOPIC

- Key idea
- Supporting detail
- Action

Station B — Cornell Notes

CUES Keywords Questions	NOTES Main information Details
SUMMARY	

Station C — Mind Map

DETAIL

|

DETAIL — MAIN IDEA — ACTION

|

DECISION

Station D — Visual / Symbol Notes

Students use:

★ Important · ! Urgent · ? Clarify · → Leads to · ✓ Completed · @ Person · 
Deadline

These methods are all supported by the source, which discusses linear notes, bullet points, mind mapping, Cornell notes, shorthand, abbreviations, and visual cues.

Student Discovery

The best note-taking method depends on the information, context, and user.

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ACTIVITY 3 — NOTE COMPRESSION MACHINE

★ Capture information quickly without losing meaning. ★

MISSION
Capture information quickly without losing meaning.

STUDENTS RECEIVE:
“The marketing team needs to review the final version of the social media campaign proposal and send their feedback to Anna by Friday afternoon.”

SOURCE TIP!
Use keywords, action verbs, abbreviations, symbols, and codes to increase note-taking speed.

- Keywords & Phrases
- Action Verbs
- Questions
- Symbols & Codes
- Abbreviations

TRANSFORM LONG INFORMATION INTO SHORT, POWERFUL NOTES

BEFORE
Full sentence.
“The marketing team needs to review the final version of the social media campaign proposal and send their feedback to Anna by Friday afternoon.”

STEP 1
Find Keywords
Marketing team / review / campaign proposal / feedback / Anna / Friday

STEP 2
Use Action Language
Review campaign proposal

STEP 3
Compress
Marketing → review final campaign → feedback @Anna → Fri PM

AFTER
Clear, fast, usable note.
Marketing → review final campaign → feedback @Anna → Fri PM ✓

COMPRESSION FORMULA
KEYWORD + ACTION + OWNER + DEADLINE = POWERFUL NOTE

GOLDEN RULE
Short notes are useful only if you can understand them later.

YOUR TURN!
Find the keywords
Use action language
Compress smartly
Make it usable

COMPRESSION QUICK TIPS

- FILTER FIRST**
Keep what matters. Remove the noise.
- USE ACTION VERBS**
They make notes clear and dynamic.
- USE SYMBOLS**
They save time and make notes faster.
- BE CONSISTENT**
Use the same codes and abbreviations.
- MAKE IT USABLE**
You should understand your notes later.

★ Good note-taking is **not** writing everything. It is **identifying what matters**. ★

7. Activity 3 — Note Compression Machine

Mission

Capture information **quickly without losing meaning**.

Students receive:

“The marketing team needs to review the final version of the social media campaign proposal and send their feedback to Anna by Friday afternoon.”

They transform it:

BEFORE

Full sentence.



STEP 1 — Find Keywords

Marketing team / review / campaign proposal / feedback / Anna / Friday



STEP 2 — Use Action Language

Review campaign proposal



STEP 3 — Compress

Marketing → review final campaign → feedback @Anna → Fri PM



AFTER

Clear, fast, usable note.

Compression Formula

KEYWORD + ACTION + OWNER + DEADLINE

The source specifically recommends keywords and phrases, action verbs, questions, symbols, and codes to increase note-taking speed.

Golden Rule

Short notes are useful only if you can understand them later.

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ACTIVITY 3 — NOTE COMPRESSION MACHINE ✂️📝

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MISSION

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 Use keywords, action verbs, abbreviations, symbols, and codes to increase note-taking speed.

- Keywords & Phrases
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- Questions
- Symbols & Codes
- Abbreviations

TRANSFORM LONG INFORMATION INTO SHORT, POWERFUL NOTES

BEFORE
 Full sentence.

“The marketing team needs to review the final version of the social media campaign proposal and send their feedback to Anna by Friday afternoon.”

↓

STEP 1
 Find Keywords

Marketing team / review / campaign proposal / feedback / Anna / Friday

↓

STEP 2
 Use Action Language

Review campaign proposal

↓

STEP 3
 Compress

Marketing → review final campaign → feedback @Anna → Fri PM

↓

AFTER
 Clear, fast, usable note.

Marketing → review final campaign → feedback @Anna → Fri PM ✓

COMPRESSION FORMULA

KEYWORD

+

ACTION

+

OWNER

+

DEADLINE

=

POWERFUL NOTE

GOLDEN RULE

Short notes are useful only if you can understand them later.

YOUR TURN!

- Find the keywords
- Use action language
- Compress smartly
- Make it usable

COMPRESSION QUICK TIPS

FILTER FIRST
Keep what matters. Remove the noise.

USE ACTION VERBS
They make notes clear and dynamic.

USE SYMBOLS
They save time and make notes faster.

BE CONSISTENT
Use the same codes and abbreviations.

MAKE IT USABLE
You should understand your notes later.

★ Good note-taking is **not** writing everything. It is identifying what matters. ★

8. Activity 4 — Action Item Extractor 🎯

This is the **critical bridge** between note-taking and scheduling.

Mission

Turn meeting information into **workable action items**.

Students receive meeting notes.

Example:

The team discussed the new product launch. Anna will prepare the social media content. Ben needs to review the budget. The client presentation will take place next Friday.

Students extract:	Owner	Deadline
Action		
Prepare social media content	Anna	—
Review budget	Ben	—
Prepare for client presentation	Team	Friday

Then students identify missing information.

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Action Item Formula

ACTION + OBJECT + OWNER + DEADLINE

For example:

Review the marketing budget — Ben — by Thursday, 3 p.m.

This builds directly on the source's recommendation to use specific, actionable language and strong action verbs rather than vague task descriptions.

Learning Message

A useful note tells you not only what was said, but what needs to happen next.

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ACTIVITY 4 – ACTION ITEM EXTRACTOR

★ The critical bridge between note-taking and scheduling. ★

MISSION

Turn meeting information into workable action items.

STUDENTS RECEIVE MEETING NOTES

The team discussed the new product launch. Anna will prepare the social media content. Ben needs to review the budget. The client presentation will take place next Friday.

KEY TAKEAWAY

- Identify tasks that need to be done
- Determine who is responsible
- Identify deadlines (if any)
- Look for missing information

STEP 1: EXTRACT ACTION ITEMS

From meeting notes → turn into clear action items.

	Action	Owner	Deadline
1	Prepare social media content	Anna	—
2	Review budget	Ben	—
3	Prepare for client presentation	Team	Friday

STEP 2: IDENTIFY MISSING INFORMATION

Check if any action item is missing:

- ❓ Is the action clear and specific?
- ❓ Is the owner identified?
- ❓ Is the deadline stated?
- ❓ Are there any dependencies or resources needed?

Be a complete information detective!

ACTION ITEM FORMULA

+ + +

ACTION + OBJECT + OWNER + DEADLINE
= CLEAR, COMPLETE ACTION ITEM

EXAMPLE

VAGUE NOTE:

"Ben needs to review the budget."

↓

ACTION ITEM:

Review the marketing budget — Ben — by Thursday, 3 p.m. ✓

USE STRONG ACTION VERBS

- ✓ Review, Prepare, Create, Approve, Send,
- ✓ Analyze, Update, Confirm, Schedule,
- ✓ Organize, Submit

LEARNING MESSAGE

"A useful note tells you not only what was said, but **what needs to happen next.**"

THE ACTION EXTRACTION PROCESS

→ → → → →

1. READ / LISTEN

Understand the meeting content.

2. FILTER

Focus on what matters.

3. EXTRACT

Turn into action items.

4. ASSIGN

Identify the owner.

5. SET DEADLINE

Add when it should happen.

6. CONFIRM

Ensure the item is complete and clear.

Good note-taking is not writing everything. It is identifying what matters and turning it into action.

9. Activity 5 — Priority Sorter

Mission

Decide **what should be done first.**

Students receive eight workplace tasks.

They sort them into:

- URGENT + IMPORTANT
DO FIRST
- IMPORTANT
PLAN
- URGENT
HANDLE / COORDINATE
- LOWER PRIORITY
DO LATER

Then require students to explain their decisions in English:

"I would prioritize this task because..."

"This task should be completed before..."

"This can wait until..."

“Task B depends on Task A because...”

The source specifically emphasizes priority levels, task dependencies, and clear responsibility.

Priority Formula

IMPORTANCE + URGENCY + DEADLINE + DEPENDENCY → PRIORITY

Learning Message

Being busy is not the same as working on what matters most.



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ACTIVITY 5 – PRIORITY SORTER

★ Decide what should be done first. ★

MISSION
Decide what should be done first.
Students receive eight workplace tasks.

EIGHT WORKPLACE TASKS

1. Prepare client presentation for Monday.
2. Reply to important email from client.
3. Submit project report by Friday 5 p.m.
4. Fix website error affecting users.
5. Plan next month's marketing campaign.
6. Attend team meeting at 3 p.m.
7. Organize files and update documentation.
8. Review and approve budget proposal.

KEY TAKEAWAYS

- Identify what is important.
- Recognize what is urgent.
- Consider deadlines.
- Understand dependencies.
- Be clear about responsibility.

SORT THE TASKS INTO PRIORITY LEVELS

URGENT + IMPORTANT DO FIRST

- Requires immediate attention
- Has significant impact
- Deadlines are near
- Do these tasks now

TASK NUMBERS: [] [] [] []

IMPORTANT PLAN

- Contributes to long-term goals
- Not time sensitive right now
- Plan time to do these
- Prevents future urgency

TASK NUMBERS: [] [] [] []

URGENT HANDLE / COORDINATE

- Needs immediate attention
- Less important impact
- Delegate if possible
- Coordinate or limit time

TASK NUMBERS: [] [] [] []

LOWER PRIORITY DO LATER

- Low impact
- Not urgent
- Do when time allows
- Consider eliminating

TASK NUMBERS: [] [] [] []

EXPLAIN YOUR DECISIONS

- "I would prioritize this task because..."
- "This task should be completed before..."
- "This can wait until..."
- "Task B depends on Task A because..."

PRIORITY FORMULA

IMPORTANCE + URGENCY + DEADLINE + DEPENDENCY → PRIORITY

LEARNING MESSAGE

Being busy is not the same as working on what matters most.

TIPS FOR SUCCESS

- Be honest about what matters.
- Focus on impact, not just activity.
- Delegate or say "no" to less important tasks.
- Review and re-prioritize daily.
- Complete the most important tasks first.

10. Activity 6 — Schedule Builder

Mission

Transform prioritized tasks into a **realistic daily work schedule**.

Students experiment with three approaches.

A — Task-Based

- ☐ Review proposal
- ☐ Prepare slides
- ☐ Contact client
- ☐ Update project report

B — Time-Blocked

- 09:00–10:00 Review Proposal
- 10:00–11:30 Prepare Slides
- 11:30–12:00 Client Email
- 13:00–15:00 Project Report

C — Hybrid

FIXED TIME

- 09:00 Meeting
- 13:00 Presentation

FOCUS BLOCK

10:00–11:30 Proposal

FLEXIBLE TASKS

☐ Email

☐ Admin

☐ Follow-up

The source distinguishes time-blocked, task-based, hybrid, digital/analog, visual, and agile approaches to scheduling.

Big Question

“Which scheduling format works best for this situation—and why?”

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ACTIVITY 6 – SCHEDULE BUILDER

★ Transform prioritized tasks into a realistic daily work schedule. ★

MISSION

Transform prioritized tasks into a realistic daily work schedule.

Students experiment with three approaches to organize their day.

KEY TAKEAWAYS

- ✓ **Task-Based:** Focus on what needs to be done.
- ✓ **Time-Blocked:** Assign specific time for each task.
- ✓ **Hybrid:** Combine fixed times, focus blocks, and flexible tasks.
- ✓ Choose the format that fits your work, energy, and goals.

THREE WAYS TO BUILD YOUR DAILY SCHEDULE

A TASK-BASED

List your tasks and complete them in order of priority.

TODAY'S TASK LIST

- ☐ Review proposal
- ☐ Prepare slides
- ☐ Contact client
- ☐ Update project report

Best for: Simple days, short tasks, and when time is flexible.

B TIME-BLOCKED

Assign specific blocks of time to important tasks.

TIME	ACTIVITY
09:00 – 10:00	Review Proposal
10:00 – 11:30	Prepare Slides
11:30 – 12:00	Client Email
13:00 – 15:00	Project Report

Best for: Deep work, focus, and avoiding distractions.

C HYBRID

Combine fixed times, focus blocks, and flexible tasks.

FIXED TIME (NON-NEGOTIABLE)

09:00	Meeting
13:00	Presentation

FOCUS BLOCK (DEEP WORK)

10:00 – 11:30	Proposal
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FLEXIBLE TASKS (FILL THE GAPS)

- ☐ Email
- ☐ Admin
- ☐ Follow-up

Best for: Realistic planning with a mix of focus time and flexibility.

SCHEDULING FORMATS (REFERENCED IN THE SOURCE)

TIME-BLOCKED
 Assign time blocks for tasks.

TASK-BASED
 List tasks and check them off.

HYBRID
 Combine fixed, focus, and flexible tasks.

DIGITAL / ANALOG
 Use tools that work best for you.

VISUAL
 Use charts, calendars, or boards.

AGILE
 Be flexible, adjust, and re-prioritize.

BIG QUESTION

Which scheduling format works best for this situation—and why?

★ **LEARNING MESSAGE:** A good schedule gives you direction without preventing adaptation. ★

Plan Focus Finish Adapt

11. Activity 7 — Task Language Builder

Mission

Turn vague tasks into **specific and actionable** tasks.

✗ **VAGUE**

Work on project



● **BETTER**

Work on project report



● **SPECIFIC**

Draft project report



● **ACTIONABLE**

Draft the introduction of the project report



🏆 PROFESSIONAL

Draft the introduction and methodology sections of the Project Y report by 3 p.m.

Students learn:

TASK Formula

ACTION VERB + OBJECT + SPECIFIC OUTPUT + DEADLINE

The source explicitly contrasts vague language such as “Work on project” with specific task language and recommends strong action verbs.

Learning Message

If a task is vague, action will be vague.

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ACTIVITY 6 – SCHEDULE BUILDER

★ Transform prioritized tasks into a realistic daily work schedule. ★

MISSION
 Transform prioritized tasks into a realistic daily work schedule.

Students experiment with three approaches to organize their day.

KEY TAKEAWAYS

- ✓ **Task-Based:** Focus on what needs to be done.
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A TASK-BASED
 List your tasks and complete them in order of priority.

TODAY'S TASK LIST

- ☐ Review proposal
- ☐ Prepare slides
- ☐ Contact client
- ☐ Update project report

Best for: Simple days, short tasks, and when time is flexible.

B TIME-BLOCKED
 Assign specific blocks of time to important tasks.

TIME	ACTIVITY
09:00 – 10:00	Review Proposal
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Best for: Deep work, focus, and avoiding distractions.

C HYBRID
 Combine fixed times, focus blocks, and flexible tasks.

FIXED TIME (NON-NEGOTIABLE)

09:00	Meeting
13:00	Presentation

FOCUS BLOCK (DEEP WORK)

10:00 – 11:30	Proposal
---------------	----------

FLEXIBLE TASKS (FILL THE GAPS)

- ☐ Email
- ☐ Admin
- ☐ Follow-up

Best for: Realistic planning with a mix of focus time and flexibility.

SCHEDULING FORMATS (REFERENCED IN THE SOURCE)

TIME-BLOCKED
 Assign time blocks for tasks.

TASK-BASED
 List tasks and check them off.

HYBRID
 Combine fixed, focus, and flexible tasks.

DIGITAL / ANALOG
 Use tools that work best for you.

VISUAL
 Use charts, calendars, or boards.

AGILE
 Be flexible, adjust, and re-prioritize.

BIG QUESTION

 Which scheduling format works best for this situation—and why?

★ **LEARNING MESSAGE:** A good schedule gives you direction without preventing adaptation. ★

Plan
 Focus
 Finish
 Adapt

12. Activity 8 — Schedule Rescue 🚨 📅

Mission

Learn that a professional schedule must be **adaptable**.

At 1 p.m., the instructor announces:

🚨 URGENT CLIENT REQUEST

Students' original schedules no longer work.

They must decide:

🚨 CHANGE OCCURS



🔍 REVIEW



⚡ REPRIORITIZE



🔗 CHECK DEPENDENCIES



- 🕒 REALLOCATE TIME
↓
📅 MOVE LOWER-PRIORITY TASKS
↓
✅ REBUILD SCHEDULE

Students then explain:

“I moved Task B because...”

“Task A is now the highest priority because...”

“I rescheduled this task to tomorrow because...”

This applies the source's emphasis on flexible, iterative scheduling and reprioritization.

Learning Message

A good schedule provides direction without preventing adaptation.

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ACTIVITY 8 – SCHEDULE RESCUE

★ Mission: Learn that a professional schedule must be adaptable. ★

MISSION

🎯 Learn that a professional schedule must be adaptable.

🔔 **AT 1 P.M., THE INSTRUCTOR ANNOUNCES:
URGENT CLIENT REQUEST**
Students' original schedules no longer work.

HOW TO RESCUE YOUR SCHEDULE

- 1 🚨 **CHANGE OCCURS**
A new urgent event disrupts your plan.
- 2 🔍 **REVIEW**
Review your current schedule and the new request.
- 3 ⚡ **REPRIORITIZE**
Identify what matters most right now.
- 4 🔗 **CHECK DEPENDENCIES**
Understand which tasks depend on others.
- 5 🕒 **REALLOCATE TIME**
Free up time and assign it to high-priority tasks.
- 6 📁 **MOVE LOWER-PRIORITY TASKS**
Delay or delegate tasks that can wait.
- 7 📝 **REBUILD SCHEDULE**
Create a new, realistic and achievable plan.

NEW SCHEDULE (AFTER RESCUE)

TIME	TASK	PRIORITY	NOTES
13:00 – 14:00	Urgent client request (Respond & analyze)	1	New urgent task
14:00 – 15:30	Project report (Critical part)	1	Still important
09:00 – 10:00	Review proposal	2	Kept
10:00 – 11:30	Prepare slides	2	Kept
15:30 – 16:00	Client email	3	Time adjusted
16:00 – 17:00	Team meeting	3	Time adjusted
Rescheduled to tomorrow Update budget		4	Lower priority

STUDENTS' ORIGINAL SCHEDULE

TIME	TASK	PRIORITY
09:00 – 10:00	Review proposal	2
10:00 – 11:30	Prepare slides	2
11:30 – 12:00	Client email	3
13:00 – 15:00	Project report	1
15:00 – 16:00	Team meeting	3
16:00 – 17:00	Update budget	4

⚠️ THIS SCHEDULE NO LONGER WORKS.

KEY TAKEAWAYS

- Change is normal.
- Reprioritize based on importance and urgency.
- Protect time for what matters most.
- Flexibility is a professional skill.

STUDENTS EXPLAIN THEIR DECISIONS

- ✓ “I moved Task B because...”
- ✓ “Task A is now the highest priority because...”
- ✓ “I rescheduled this task to tomorrow because...”

SCHEDULE RESCUE MINDSET

🔄 Stay calm when change happens.

🔍 Focus on what matters most.

📝 Communicate changes when needed.

📅 Adjust, don't abandon.

★ LEARNING MESSAGE

A good schedule provides **direction** without preventing **adaptation**.

13. Activity 9 — Information-to-Action Mission

Final Team Challenge

Each team receives a **Creative Business Meeting Scenario**.

Scenario A — Marketing Campaign

A team discusses a new campaign.

Scenario B — Client Project

A client requests several project changes.

Scenario C — Product Launch

The team prepares for a product launch.

Scenario D — Event Planning

Several tasks must be completed before an event.

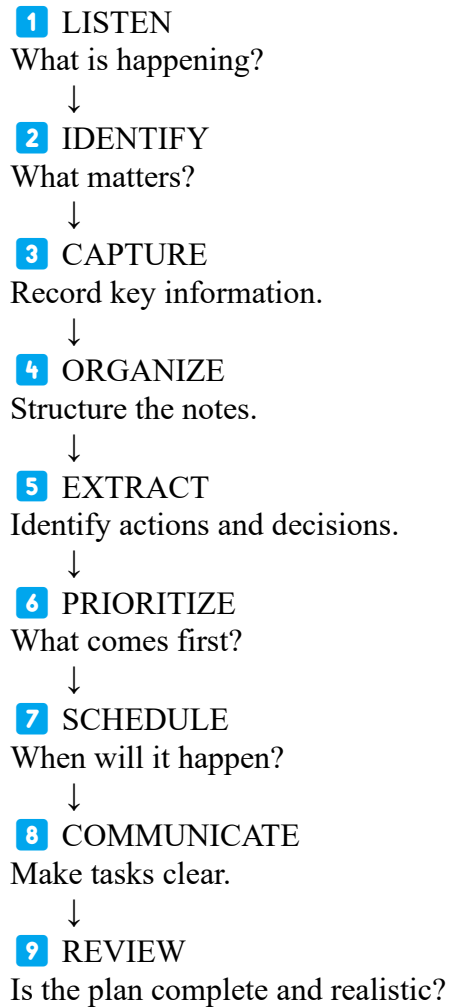
Scenario E — Digital Project

Designers and developers coordinate a deadline.

Scenario F — Creative Pitch 🎨

A team prepares a client presentation.

Students must perform the complete process:



WEEK 12
 INFORMATION-TO-ACTION
 BUILDER

ACTIVITY 9 – INFORMATION-TO-ACTION MISSION

★ From Listening to Actionable Plans ★

CHOOSE YOUR SCENARIO

A **SCENARIO A**
Marketing Campaign
 A team discusses a new campaign.

B **SCENARIO B**
Client Project
 A client requests several project changes.

C **SCENARIO C**
Product Launch
 The team prepares for a product launch.

D **SCENARIO D**
Event Planning
 Several tasks must be completed before an event.

E **SCENARIO E**
Digital Project
 Designers and developers coordinate a deadline.

F **SCENARIO F**
Creative Pitch
 A team prepares a client presentation.

FINAL TEAM CHALLENGE
 Each team receives a Creative Business Meeting Scenario.

COMPLETE THE INFORMATION-TO-ACTION PROCESS

#	Icon	Task	Action	Description
1	👂	LISTEN What is happening?	→	Understand the meeting flow and key points.
2	🔍	IDENTIFY What matters?	→	Find main ideas, decisions, issues, and needs.
3	📝	CAPTURE Record key information.	→	Use keywords, symbols, and short phrases.
4	📁	ORGANIZE Structure the notes.	→	Group information into clear categories.
5	🎯	EXTRACT Identify actions and decisions.	→	Create action items, owners, and deadlines.
6	⚡	PRIORITIZE What comes first?	→	Rank tasks by importance and urgency.
7	📅	SCHEDULE When will it happen?	→	Assign time blocks and build a realistic schedule.
8	🗣️	COMMUNICATE Make tasks clear.	→	Share tasks, owners, deadlines, and updates.
9	✅	REVIEW Is the plan complete and realistic?	→	Check completeness, risks, and adjust as needed.

TEAM OUTPUT (DELIVERABLES)

Structured Notes
 Organized notes using the method chosen.

Action Item Table
 Actions, owners, and deadlines.

Priority Map
 Tasks ranked by priority.

Daily Schedule
 Time-blocked or hybrid schedule.

Communication Plan
 How the team will communicate and follow up.

Review Summary
 Key risks, missing information, and adjustments.

TEAMWORK SUCCESS FACTORS

🗣️ Listen actively

🔍 Ask questions

👥 Share ideas

📁 Build together

✅ Support decisions

🏆 Achieve results

LEARNING MESSAGE
 From information to action,
 clarity creates results.

BE INFORMATION-TO-ACTION PROFESSIONALS!

🎯 Capture what matters

📅 Plan with purpose

⚡ Adapt with confidence

👥 Deliver with impact

★ Grow every day

14. The 90-Second Information-to-Action Challenge 🕒

90 seconds rather than 60 seconds for Week 12 because students must perform both information processing and planning.

Final Individual Mission

Students receive a short workplace message.

30 seconds — READ / LISTEN

30 seconds — CAPTURE

30 seconds — PLAN

They must produce:

💡 **MAIN IDEA**

📌 **KEY INFORMATION**

🎯 **ACTION**

👤 **OWNER**

📅 **DEADLINE**

⚡ **PRIORITY**

🕒 **SCHEDULE**

Performance Rules

👂 Active Listening · 🔍 Selection · ✍️ Clear Notes · 🎯 Action · ⚡ Priority · 📅 Organization · 🔄 Adaptability

90 SEC

THE 90-SECOND INFORMATION-TO-ACTION CHALLENGE

90 seconds rather than 60 seconds for Week 12
because students must perform both information processing and planning.

FINAL INDIVIDUAL MISSION

Students receive a short workplace message.

1

30 SECONDS

READ / LISTEN

Understand the message.

2

30 SECONDS

CAPTURE

Select and record what matters.

3

30 SECONDS

PLAN

Turn information into action.

🏆 Goal: From information to action in 90 seconds!

YOU MUST PRODUCE:

MAIN IDEA

KEY INFORMATION

ACTION

OWNER

DEADLINE

PRIORITY

SCHEDULE

EXAMPLE WORKPLACE MESSAGE

“The marketing team needs to review the final version of the social media campaign proposal and send their feedback to Anna by Friday afternoon.”

SUCCESS TIPS

- Focus on what matters most.
- Capture key information only.
- Think action, not just information.
- Plan with clarity and purpose.
- Prioritize to create impact.

★ PERFORMANCE RULES ★

Active Listening
Listen carefully to understand fully.

Selection
Choose only what is important.

Clear Notes
Write simply, clearly, and fast.

Action
Identify concrete actions.

Priority
Decide what comes first.

Organization
Arrange tasks and time wisely.

Adaptability
Be ready to adjust when needed.

15. Peer Feedback — 2 Stars + 1 Fix ★

★ STAR 1 — INFORMATION

One important piece of information you captured clearly was...

★ STAR 2 — ORGANIZATION

One part of your work plan that was well organized was...

🔧 ONE FIX

One thing that would make your notes or schedule more useful is...

Feedback Rule

Clear. Specific. Useful. Respectful.

PEER FEEDBACK — 2 STARS + 1 FIX

STAR 1

★ STAR 1 — INFORMATION
 One important piece of information you captured clearly was...

STAR 2

★ STAR 2 — ORGANIZATION
 One part of your work plan that was well organized was...

ONE FIX

🔧 ONE FIX
 One thing that would make your notes or schedule more useful is...

FEEDBACK RULE

CLEAR
Be easy to understand.

SPECIFIC
Give clear examples.

USEFUL
Help your peer improve.

RESPECTFUL
Be kind and supportive.

★ GOOD FEEDBACK HELPS EVERYONE GROW.

16. Think Before You ACT 🔍

For Week 12, I recommend a memorable **6A Information-to-Action Check**.

Check	Student Question
Accurate	Did I capture the information correctly?
Adequate	Did I capture what matters?
Arranged	Is the information organized clearly?
Actionable	Is it clear what needs to happen?
Assigned Priority	Do I know what should happen first?
Allocated	Have I given important tasks realistic time?

Golden Rule

Information becomes professionally useful when it is accurate, organized, and actionable.

THINK BEFORE YOU ACT

For Week 12, I recommend a memorable **6A** Information-to-Action Check.

CHECK	STUDENT QUESTION
A CCURATE	Did I capture the information correctly?
A ADEQUATE	Did I capture what matters?
A RRANGED	Is the information organized clearly?
A CTIONABLE	Is it clear what needs to happen?
A SSIGNED PRIORITY	Do I know what should happen first?
A ALLOCATED	Have I given important tasks realistic time?

GOLDEN RULE

Information becomes professionally useful when it is **accurate, organized, and actionable.**

ACCURATE

ADEQUATE

ARRANGED

ACTIONABLE

ASSIGNED PRIORITY

ALLOCATED

17. Metro Passport — Station 12

Self-Check: I CAN...

Capability	Not Yet	Almost	Yes!
Identify the main idea	☐	☐	☒
Identify key supporting details	☐	☐	☒
Identify decisions and action items	☐	☐	☒
Take concise notes	☐	☐	☒
Use symbols and abbreviations effectively	☐	☐	☒
Organize notes using an appropriate method	☐	☐	☒
Turn information into clear tasks	☐	☐	☒
Prioritize tasks	☐	☐	☒
Identify task dependencies	☐	☐	☒
Create a daily work schedule	☐	☐	☒
Adjust my schedule when priorities change	☐	☐	☒
Review my notes and work plan	☐	☐	☒
Turn information into organized action	☐	☐	☒

Capability Badge

INFORMATION-TO-ACTION BUILDER

STATION
12

METRO PASSPORT

INFORMATION-TO-ACTION BUILDER

NEXT STOP:
ACTION
→

Self-Check: I CAN...

CAPABILITY	NOT YET	ALMOST	YES!
Identify the main idea	☐	☐	★
Identify key supporting details	☐	☐	★
Identify decisions and action items	☐	☐	★
Take concise notes	☐	☐	★
Use symbols and abbreviations effectively	☐	☐	★
Organize notes using an appropriate method	☐	☐	★
Turn information into clear tasks	☐	☐	★
Prioritize tasks	☐	☐	★
Identify task dependencies	☐	☐	★
Create a daily work schedule	☐	☐	★
Adjust my schedule when priorities change	☐	☐	★
Review my notes and work plan	☐	☐	★
Turn information into organized action	☐	☐	★

— CAPABILITY BADGE —

INFORMATION-TO-ACTION
BUILDER

★ Good information. Clear plan. Real results. ★

18. Evidence of Learning

Week 12 should again produce **visible evidence of capability**, consistent with the source's strong emphasis on hands-on practice and reflection.

Evidence	Capability Demonstrated
 Key Information Card	Identify Important Information
 Listening Capture Sheet	Listen and Filter Information
 Note Method Card	Apply a Note-Taking Method
 Organized Notes	Structure Information Clearly
 Action Item Card	Convert Information into Action
 Priority Map	Prioritize Work
 Daily Work Schedule	Organize Tasks and Time
 Revised Schedule	Adapt to Changing Priorities
 Information-to-Action Performance	Transform Information into an Effective Work Plan

When all nine pieces come together:

MY INFORMATION-TO-ACTION PORTFOLIO

This is strongly aligned with the source's practical expectation that students experiment with note-taking methods, analyze their own notes, create different schedule formats, practice prioritization, and reflect on scheduling effectiveness.

WEEK
12

EVIDENCE OF LEARNING

Visible Evidence of Information-to-Action Capability

EVIDENCE		CAPABILITY DEMONSTRATED																		
1 	Key Information Card KEY INFORMATION CARD Main Idea: _____ Key Details: _____ Why It Matters: _____	 Identify Important Information																		
2 	Listening Capture Sheet LISTENING CAPTURE SHEET <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 30%; border-bottom: 1px solid black;">Who / Topic</th> <th style="width: 30%; border-bottom: 1px solid black;">Key Points</th> <th style="width: 40%; border-bottom: 1px solid black;">Notes / Quotes</th> </tr> <tr> <td style="height: 40px;"> </td> <td> </td> <td> </td> </tr> </table>	Who / Topic	Key Points	Notes / Quotes				 Listen and Filter Information												
Who / Topic	Key Points	Notes / Quotes																		
3 	Note Method Card NOTE METHOD CARD <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%; border-bottom: 1px solid black;">Cornell</th> <th style="width: 25%; border-bottom: 1px solid black;">Outline</th> <th style="width: 25%; border-bottom: 1px solid black;">Mapping</th> <th style="width: 25%; border-bottom: 1px solid black;">Charting</th> </tr> <tr> <td style="height: 40px;"> </td> <td>1. _____ 2. _____ 3. _____</td> <td> </td> <td> </td> </tr> </table>	Cornell	Outline	Mapping	Charting		1. _____ 2. _____ 3. _____			 Apply a Note-Taking Method										
Cornell	Outline	Mapping	Charting																	
	1. _____ 2. _____ 3. _____																			
4 	Organized Notes ORGANIZED NOTES Detail 1 → MAIN IDEA ← Detail 2 Detail 3 → Detail 4	 Structure Information Clearly																		
5 	Action Item Card ACTION ITEM CARD Action: _____ Why: _____ Owner: _____ Deadline: _____	 Convert Information into Action																		
6 	Priority Map PRIORITY MAP <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;"></th> <th style="width: 25%; background-color: #ffcc00;">URGENT</th> <th style="width: 25%; background-color: #ffcc00;">NOT URGENT</th> </tr> <tr> <th style="background-color: #ffcc00;">IMPORTANT</th> <td style="text-align: center; background-color: #ff0000; color: white;">1</td> <td style="text-align: center; background-color: #ffcc00;">2</td> </tr> <tr> <th style="background-color: #ffcc00;">NOT IMPORTANT</th> <td style="text-align: center; background-color: #00b050; color: white;">3</td> <td style="text-align: center; background-color: #00b050;">4</td> </tr> </table>		URGENT	NOT URGENT	IMPORTANT	1	2	NOT IMPORTANT	3	4	 Organize Tasks and Time									
	URGENT	NOT URGENT																		
IMPORTANT	1	2																		
NOT IMPORTANT	3	4																		
7 	Daily Work Schedule DAILY WORK SCHEDULE <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 20%; border-bottom: 1px solid black;">TIME</th> <th style="width: 80%; border-bottom: 1px solid black;">TASK / ACTIVITY</th> </tr> <tr><td style="height: 15px;">09:00 – 10:00</td><td> </td></tr> <tr><td style="height: 15px;">10:00 – 11:30</td><td> </td></tr> <tr><td style="height: 15px;">11:30 – 13:00</td><td> </td></tr> <tr><td style="height: 15px;">13:00 – 15:00</td><td> </td></tr> <tr><td style="height: 15px;">15:00 – 17:00</td><td> </td></tr> </table>	TIME	TASK / ACTIVITY	09:00 – 10:00		10:00 – 11:30		11:30 – 13:00		13:00 – 15:00		15:00 – 17:00		 Adapt to Changing Priorities						
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8 	Revised Schedule REVISED SCHEDULE <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 20%; border-bottom: 1px solid black;">TIME</th> <th style="width: 40%; border-bottom: 1px solid black;">UPDATED PLAN</th> <th style="width: 40%; border-bottom: 1px solid black;">NOTES</th> </tr> <tr><td style="height: 15px;">09:00 – 10:00</td><td> </td><td> </td></tr> <tr><td style="height: 15px;">10:00 – 11:30</td><td> </td><td> </td></tr> <tr><td style="height: 15px;">11:30 – 13:00</td><td> </td><td> </td></tr> <tr><td style="height: 15px;">13:00 – 15:00</td><td> </td><td> </td></tr> <tr><td style="height: 15px;">15:00 – 17:00</td><td> </td><td> </td></tr> </table>	TIME	UPDATED PLAN	NOTES	09:00 – 10:00			10:00 – 11:30			11:30 – 13:00			13:00 – 15:00			15:00 – 17:00			 Transform Information into an Effective Work Plan
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9 	Information-to-Action Performance INFORMATION-TO-ACTION PERFORMANCE → → → → → Listen Capture Organize Action Plan Review	 Transform Information into an Effective Work Plan																		

★ WHEN ALL NINE PIECES COME TOGETHER: ★

MY INFORMATION-TO-ACTION PORTFOLIO

A Complete Record of My Information-to-Action Capability

1

 Key Info Card

2

 Listening Capture Sheet

3

 Note Method Card

4

 Organized Notes

5

 Action Item Card

6

 Priority Map

7

 Daily Work Schedule

8

 Revised Schedule

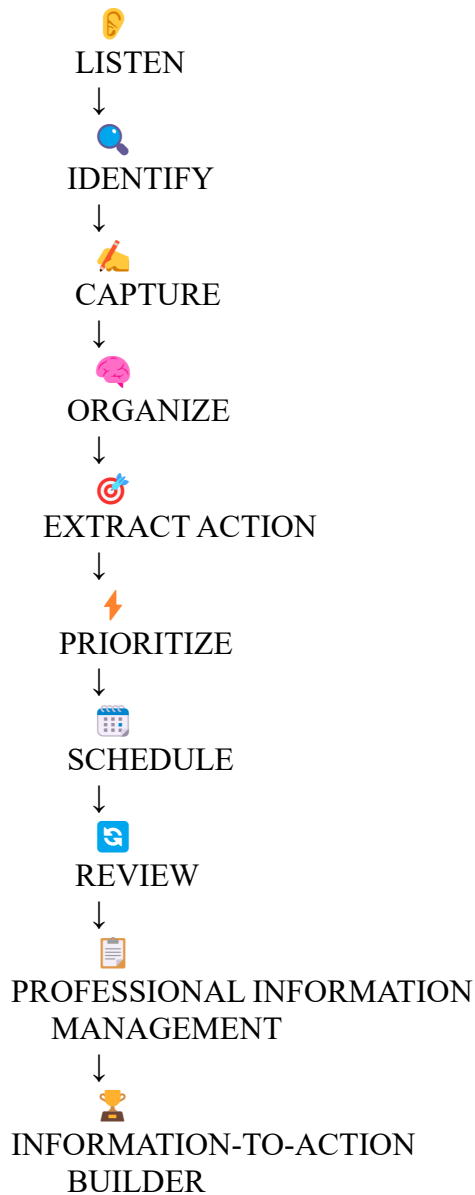
9

 Information-to-Action Performance

★ I listen actively. I capture accurately. I organize clearly. I act purposefully.
 I plan smart. I adapt quickly. I deliver results. ★

19. Week 12 Capability Map

📅 WEEK 12 INFORMATION-TO-ACTION BUILDER



Final Message

“Capture what matters. Organize what you know. Act on what needs to happen.”

Metro Station 12

Listen Carefully. Capture What Matters. Organize Clearly. Turn Information into Action.

🏆 Station 12 Completed — INFORMATION-TO-ACTION BUILDER



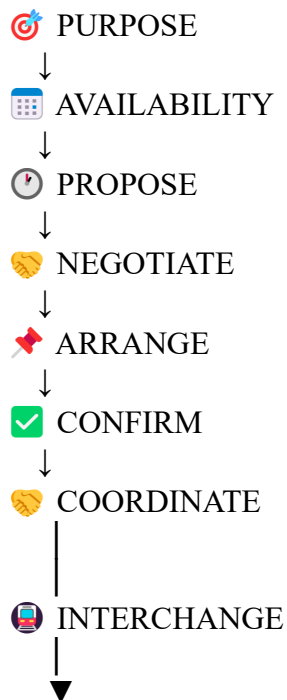
20. Capability Bridge: Week 11 → Week 12 🚆

This connection is especially important.

WEEK 11

📅 SCHEDULE COORDINATION BUILDER

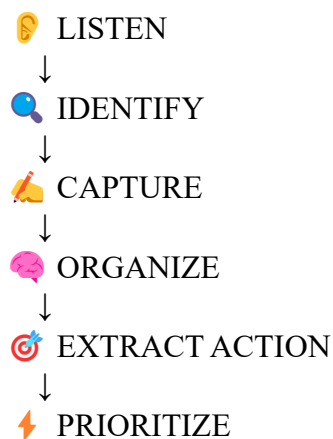
“I can coordinate time and appointments professionally.”

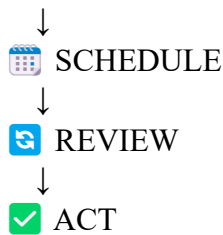


WEEK 12

📄 INFORMATION-TO-ACTION BUILDER

“I can capture important information, organize it clearly, and turn it into an effective work plan.”

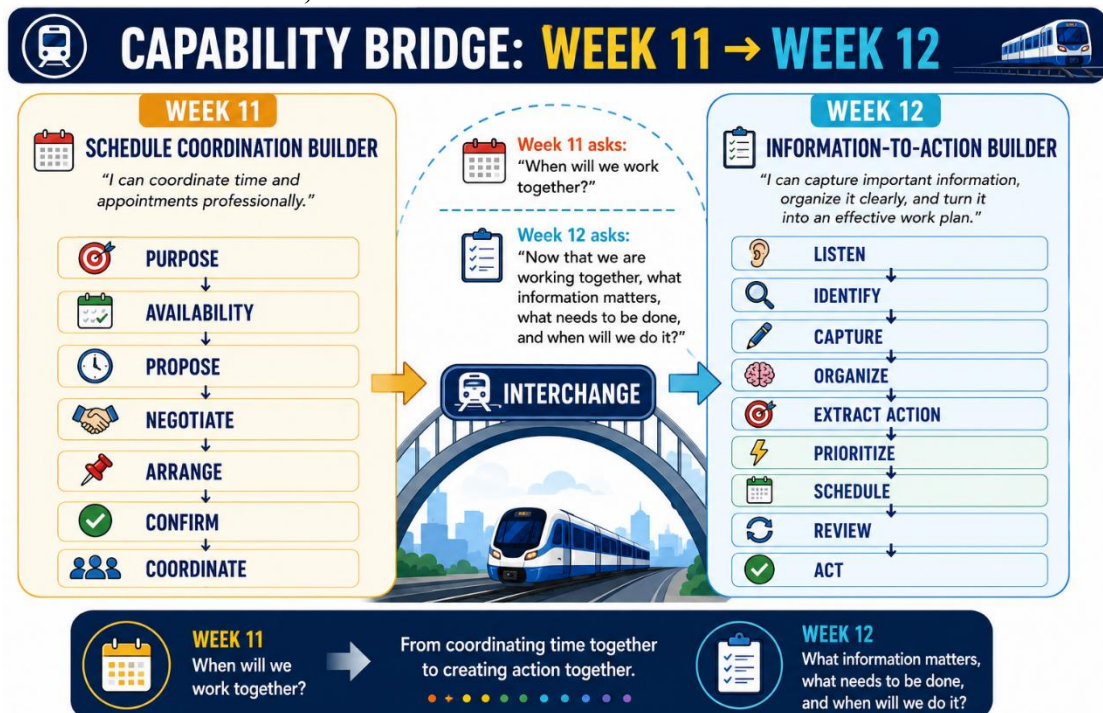




The conceptual connection becomes very natural:

Week 11 asks: “When will we work together?”

Week 12 asks: “Now that we are working together, what information matters, what needs to be done, and when will we do it?”



21. Capability Progression: Week 6 → Week 12

WEEK 6 — PURPOSE & DRIVE BUILDER

"I know what I want to achieve and can communicate my determination."



WEEK 7 — BUSINESS PLAN BUILDER

"I can turn my goal into a business plan and explain it."



WEEK 8 — INFORMATION EXCHANGE BUILDER

"I can ask, answer, clarify, and confirm information with other people."



WEEK 9 — DIGITAL COMMUNICATION BUILDER

"I can communicate professionally in digital environments."



WEEK 10 — BUSINESS EMAIL BUILDER

"I can write clear and professional business emails that lead to action."

**WEEK 11 — SCHEDULE COORDINATION BUILDER**

“I can coordinate time and appointments professionally.”

**WEEK 12 — INFORMATION-TO-ACTION BUILDER**

“I can capture important information, organize it clearly, and turn it into an effective work plan.”

This creates an increasingly powerful progression:

**PURPOSE → PLAN → EXCHANGE → COMMUNICATE → ACT →
COORDINATE → ORGANIZE**



22. WEEK 12 LEARNING LOGIC

The entire week can therefore be summarized in one student-friendly sequence:

👂 **LISTEN** → 🔍 **IDENTIFY** → 📝 **CAPTURE** → 🧠 **ORGANIZE** → 📅 **EXTRACT** → ⚡ **PRIORITIZE** → 🗓️ **SCHEDULE** → 🔄 **REVIEW** → ✅ **ACT**

The original Week 12 material ultimately expects learners to **capture key information, apply appropriate note-taking methods, organize daily work using suitable scheduling formats, express tasks and priorities clearly, and practice these capabilities in realistic contexts.**

The most important message for students should therefore be:

“Do not take notes just to remember what happened. Take notes so you know what matters, what needs to happen next, and when you will do it.”

That gives **Metro Station 12** a very clear identity:

📅 **CAPTURE** → **ORGANIZE** → **PRIORITIZE** → **SCHEDULE** → **ACT**
and creates a strong capability bridge from **coordinating people and time in Week 11** to **managing information, tasks, and personal productivity in Week 12.**

