

THE 8 LIFE SKILLS - CLASS TIME MOMENT (CTM)

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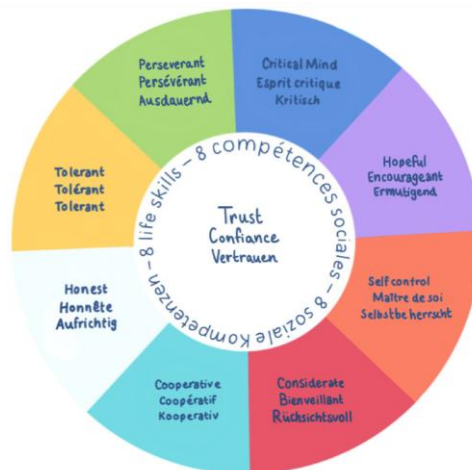
8 Life Skills Rationale

As educators we aspire to empower our students not just with the academic Baccalaureate results that will enable them to progress to the 'next stage of education' but with the foundational life skills that our students will employ throughout their lives.

We, at EEB2, believe that developing our character to become the best version of ourselves is vitally important for everyone's achievement and well-being.

Our pedagogical project encourages a way of life characterised by being considerate, cooperative, honest, hopeful, self-controlled, patient, open-minded and tolerant. The key word is TRUST. These skills are rooted in the European Schools principles.

With the (mandatory) Class Time Moment, organised several times a year (see below), we aim to create a good class atmosphere.



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1. **Consideration** - In line with the principles of the European schools that asks us to foster 'co-operation, communication and concern for others' in our students, we aim to put consideration at the heart of our teaching and to encourage our students to work together productively and respectfully toward a better outcome for all.
2. **Honesty** – As guardians of the future, we hope to enable our students to be truthful and upright citizens in a modern and democratic Europe and to refrain from deceptive self-interest but to act always with integrity and toward the common good.

3. **Self-control** – We want to enable our students to develop self-control so that they are not controlled by their emotions but are able to maintain perspective on their life, work and relationships. We want them to develop emotional intelligence and thus empower them to always work towards the best democratic outcomes.
4. **Tolerance** – In line with the ‘*tolerance*’ encouraged by the principles for European schools, we are mandated to ensure our students are ‘*untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures and learn as they mature that they belong together.*’
5. **Perseverance** – We need to equip our students with the tenacity necessary to strive toward their goals and not give up as they ‘*become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.*’
6. **Co-operation** – Principles of the European school states we must ‘*foster tolerance, co-operation, communication and concern for others throughout the school community and beyond.*’ To this end, we must teach our students to contribute to a common effort toward a shared goal.
7. **Critical Mind** – To empower our students to become the guardians of Europe and ‘*to prepare them for the next stage of education*’ we must help them to develop critical thinking skills so that they are cognitively reflective and capable of employing a range of reasoning skills suitable for the tasks they are faced with.
8. **Hope** – Hope is not simply wishing fulfilment, but it is the substance that fuels a plan. It is our responsibility as educators to help our students to develop strategies to achieve their dreams and to realise what is possible and probable.

CLASS TIME MOMENT (CTM)

Class Time Moment is about making time and space for students, their class group and their well-being. The idea for the Class Time Moment came from our first 2019 Well-being Survey, in which students expressed a need to spend more time with their original class group, connecting with one another and talking about things beyond schoolwork.

With the support of our school psychologists, our Care Team, the CEES and the Admin Board, it became part of our school culture.

CTM is about keeping class groups together to stay connected and attuned to our students’ needs. It can involve going out of school to carry out an activity with the class group. Staying at school is also an option. In this case, teachers can focus on a specific life skill, address something that is currently happening within the class, organise a teambuilding activity or use the time for the prevention of issues and the strengthening of class dynamics, depending on the needs of the class.

Via a TEAMS platform teachers are sharing good practices and resources, in different languages, for the various age groups. Over the years, we have tried various approaches and carried out several surveys amongst teachers and students and during the 2025-2026 school year we decided to change the

organisation of the CTM as follows:

- Two teachers (notably the class teacher) for each class group are collaborating to organise the CTM in function of the needs of their assigned class group.
- CTM is organised 3 times a year (2x half a day + 1 full day) for S1-S4 students (before Christmas, before Easter, and during the last day of school) and twice a year for S5-S7 students (half a day before Christmas, and before Easter).
- The CTM organised before the holidays proposes enlarged possibilities (teambuilding, excursions, activities) for entire class groups.
- The Class Time Moment (CTM) is planned on days which are already affected by the reduction of class hours (days before the Christmas and Easter holidays when lessons stop at 12.50pm).