

# REACHING NEW HEIGHTS

Advisor's Guide to personal growth and leadership development

Lesson Number: **RNH.9.2**

## Project Pedigree

### Purpose:

The purpose of this activity is to help students develop the project planning skills of time management, task analysis, making and using a time line, and prioritizing techniques.

### Quick Reference:

#### Time Required:

60 minutes

#### Materials:

- ✓ Flipchart paper – three pieces for brainstorming and one piece to create a large planning tree with Post-It notes
- ✓ Markers
- ✓ Post-it notes (3" X 5") – two full pads
- ✓ RNH.9.2.AS.A – one per facilitator
- ✓ RNH.9.2.AS.B – one per student

### Directions:

*The first activity has been created in order to generate a bit of chaos in trying to plan a movie to watch. Use this activity to lead students to a more organized way of brainstorming a different event.*

1. Give students the following problem:
  - a. We are going to watch a movie in class tomorrow and you get to decide what we will see. To focus our ideas we will write suggestions on the flipchart paper that has been posted in the front of the room. Approach the paper and write your ideas.

*Explain to students: "We are not really going to see a movie, but we are going to work on your planning skills." Make this a quick activity that reinforces organized brainstorming.*

2. Introduce brainstorming parameters by showing RNH.9.2.AS.A, "Rules for Brainstorming."
  - a. Discuss their brainstorming experience above, including:
    - i. What did you do that supported these rules?
    - ii. Where did you go wrong?
    - iii. What is the value of following these rules?
3. Develop an activity using the brainstorm parameters. You may choose an activity or have students select one of their own.





- a. Have one student call on people while reinforcing the brainstorm rules.
- b. Have two other students write the ideas generated on the Post-it notes.
- c. Have them stick the notes to the butcher paper in random order.
- d. Look at topics from the car show brainstorming session and discuss how these fit into categories.
- e. Logical project planning categories to use are who, what, and when.

*The final step is to teach students how to organize their thoughts from the brainstorm. Use the concept/structure of a family tree or “pedigree” as a structural model to help them organize their thoughts.*

4. Introduce the concept of a family tree or “pedigree.” Both start with a central theme (trunk) and branch out into subdivisions.
  - a. Project planning is much the same.
  - b. The tree trunk provides the main category and the branches show the details within that category (see sample).
  - c. Provide students with RNH.9.2.AS.B, “Project Pedigree Planning Tree.”
    - i. As a class, determine which tree format is most appropriate for the activity developed in the earlier brainstorm.
    - ii. Based on the items recorded on the notes, should it be a “who” tree, a “what” tree, or a “when” tree?
      1. If the tree trunk is the “who,” then the branches will indicate the “what” and the “when.”
      2. If the tree is the “what,” then the branches need to indicate the “when” and the “who.”
  - d. Continue to categorize the Post-it notes. Determine which ones can be combined and which ones eliminated.
  - e. Once this sort has occurred, do you see holes? Are there things that need to be added?
  - f. The final result will be a Project Pedigree which may be kept in an obvious place in the classroom to remind students of “who,” “what,” and “when.”
  - g. As the project progresses, the notes will be reminders and, as jobs are completed, an “X” may be drawn across the notes to indicate completion.
    - h. When the total project is complete, the pedigree may be used in evaluation and the notes may be taken down in categories and filed for future reference.



## Connection Questions:

1. This is one method of organizing a project or activity. How else might it be done?
2. Where might you be able to use these planning skills in your daily life?
3. What are some projects our chapter currently conducts that might benefit from this type of planning activity?



## LifeKnowledge Connections

### Precept(s) Addressed:

#### Action

- A2. Focus on results.
- A3. Plan effectively.

#### Relationships

- B5. Participate effectively as a team member.

#### Vision

- C5. Persuade others to commit.

#### Character

- D3. Accept responsibility for personal actions.

#### Continuous Improvement

- F3. Use innovative problem-solving strategies.

#### Mental Growth

- J1. Think critically.
- J3. Practice sound decision making.
- J6. Persuade others.

#### Decision Making

- N1. Demonstrate the decision-making processes.
- N2. Demonstrate problem-solving skills.

### LK Lesson Suggestion:



- MS.46 – Identifying Planning Skills
- MS.47 – Using Planning skills
- AHS.34 – Strategic Thinking and Planning
- AHS.44 – Organization Planning



# Rules for Brainstorming

- Set a time limit.
- Avoid put-downs.
- Encourage free thinking.
- Quantity is the goal.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Project Planning Tree

The Project: \_\_\_\_\_ Date Created: \_\_\_\_\_

The Tree Trunk: \_\_\_\_\_

| Branch | Branch | Branch | Branch | Branch | Branch | Branch |
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