



Lesson MS.46

IDENTIFYING PLANNING SKILLS

Unit. Stage Three of Development--DO

Problem Area. How Do I Make Things Happen?

Precepts. A3: Plan effectively.

National Standards. NL-ENG.K12.7--Evaluating Data--Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define the term "effective planning skills."
- 2 Identify three essential effective planning skills.
- 3 List three benefits of effective planning.

4 Identify two essential time planning skills.



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Time. Instruction time for this lesson: 100 minutes.



Resources

Covey, Stephen R., “The Seven Habits of Highly Effective People,” New York, NY, Simon and Schuster, 1989.

Morgenstern, Julie, “Time Management from the Inside Out: The Fool Proof System for Taking Control of Your Schedule and Your Life,” New York, NY, Henry Holt, 2000.



Tools, Equipment, and Supplies

- ✓ Overhead Projector
- ✓ MS.46.TM.A
- ✓ MS.46.TM.B
- ✓ MS.46.TM.C
- ✓ MS.46.TM.D
- ✓ MS.46.TM.E
- ✓ MS.46.Assess—one per student
- ✓ Recipe and Supplies to bake 20-Minute Chocolate Cake provided by the Teacher
- ✓ Napkins for all Students

Key Terms. The following term is presented in this lesson and appears in bold italics:

➤ ***Effective planning skills***



Interest Approach

Ask the students the following question:



Please raise your hand if your answer to the following question is "yes." How many of us have ever baked before?

After noting the response, put up MS.46.TM.A and ask the following question.



What are some of the things we need to do to make sure this cake turns out correctly?

Prompt the students, using these examples if you do not get enough responses. Potential answers could include: turn on the oven; set the oven to the correct temperature; make sure you have all the ingredients; measure the ingredients correctly.

Once the students have responded, make the following transition from the recipe to the lesson.



We can compare a recipe to our life. In order for a recipe to produce a delicious cake, it has to be planned correctly. And in order for us to live a productive life, we also have to plan. Today we need to be hungry learners as we explore how we can make plans and make things happen!



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SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define the term “effective planning skills.”

Have the students get out their notebooks in preparation to take notes.



Please take out your notebooks or have another writing surface available to jot down some notes as we proceed.

Relate the recipe to the definition of effective planning skills from MS.46.TM.B.



From the recipe we looked at a few minutes ago, you recognized that certain things must happen in order for the cake to come out a success. These can be referred to as effective planning skills.

Utilize a Go Get It Moment to introduce effective planning skills.

Write the definition of “effective planning skills” on several different index cards and hide them in different corners of the room.



There are ____ index cards hidden around the room with an important definition written on each of them. When I say “go get it” begin your search. There are only a few cards, so if you find the card you won’t have to write the definition. You can just place the notecard in your notebook. Ready – “Go Get It.”

Congratulations if you found a card! If you did not find the card, please write down the definition as your classmates who found the index card explain to us the definition of “effective planning skills.”

Have the students who found the cards read the definition of effective planning skills.

I. Effective planning skills

A. **Effective planning skills** are those skills that allow a person to complete a process to the best of his or her ability.

Use the Webster Dictionary Activity to help the students remember this definition. Once complete, transition to the second objective.



Now that you know the definition of effective planning skills, we need to figure out what some of those skills are.

Objective 2. Identify three essential effective planning skills.

Explain that in order to truly understand planning, we might just need to make the cake. If you do not have the facilities to make the cake, use a non-bake recipe. Choose students to come up,

two at a time, to help you add ingredients.



 In order to really understand planning, we must get our hands dirty and bake the cake. In a moment, volunteers will help add the ingredients. Once you are selected, come up to the front of the room, and I will instruct you on what step you will do. Everyone will get to be involved.

Begin calling students up two-by-two. Break the recipe up so each student will get to be involved. While the cake is baking or setting, have the students respond to the following question:

 Why do you think your cake is going to taste great?

Some potential answers include: we used the right ingredients; we followed the recipe; we all participated and watched one another

Once they respond, have them take the following notes on the three essential effective planning skills, and ask them to give you examples from the recipe. Show MS.46.TM.C.

 All of your answers are correct! While we are waiting to try our creation, let's take all of our ideas and combine them into three essential effective planning skills. Write these in your notebook.

II. Essential ***effective planning skills***

A. The three essential effective planning skills are:

1. Know your final goal.
2. Collect all the needed information.
3. Pay attention to detail.

Once the students have completed taking notes, ask the following questions.

 In the recipe, what was the final goal?

Correct response: the baked cake



In the recipe, what information did we collect?

Correct response: all of the ingredients; the measurements; the oven temperature; the baking time



In the recipe, how did we have to pay attention to detail?

Correct response: by choosing the proper ingredients; measuring them precisely; making sure the oven temperature was set correctly; following the proper baking time

Now, make the transition from the skills to the benefits of effective planning.



Now that you know the definition of effective planning skills and what the three essential skills are, let's talk about the benefits of effective planning.



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Objective 3. List three benefits of effective planning.

Ask the students to answer the following question:



In a moment, you will be asked a question. Think silently for ten seconds about your answer to the following question. What would happen to the cake if there was no plan?

Wait ten seconds.



Your ten seconds are up. Take five seconds to exchange your answers with your closest neighbor.

After five seconds, have three to five of the students share their neighbors' answers with the

class.



If you would like to share your neighbor's answer with the entire class, raise your hand. I will take three to five responses.

After all the answers have been shared, have the students take notes on the benefits of effective planning. Use MS.46.TM.D.



Find your pen and paper and jot down the following:

III. Benefits to effective planning

A. Three benefits to effective planning:

1. The goal is reached.
2. No stress or worry over the outcome.
3. The information is reliable.

Transition to the fourth objective.



We have been talking a lot about recipes and baking today. Can you think of how recipes and baking could relate to your life?

Give the students a few seconds to think about this. Then ask for responses. Some potential responses could include: people need a plan to make things happen right too; things that happen to people are like ingredients and baking in a recipe; if we don't follow our plan for life, it can get messed up

Objective 4. Identify two essential time planning skills.



All of your responses are correct. Let's now think specifically about time planning skills.

Have the students take notes on time planning skills using MS.46.TM.E.



Find your pen and paper and jot down the following notes.



IV. Time planning skills

- A. Two ways we can apply what we have learned from our cake baking experience to our time planning are:
1. Use time wisely.

Upon completion, ask the students some ways they waste time. Answers could include: too much TV watching; Nintendo playing; instant messaging



Share some of the ways you waste time.

Ask students to suggest some ways they can use their time more wisely. Answers could include: doing homework before watching TV or chatting on the phone; doing chores before your favorite TV show; not spending as much time on the computer



Share some ways you could use your time more wisely.

Move on to the next point.

2. Do not procrastinate or save something until the last minute.

Ask students to share some ways they procrastinate. Examples of this are: not doing a homework project until the last minute; saving chores until your parents have to remind you.



Share some ways or times that you procrastinate.



Review/Summary

Let the students taste their creation during this time, and review the definition of effective planning, three essential time planning skills, and three benefits of effective planning skills.



The first people to try our creation will be the ones who answer the following three questions correctly. I will recognize the first hand I see in the air.

3. What is the definition of effective planning skills?

Recognize the first hand you see and get the answer. If correct, have the student come up and get a piece of cake. Repeat for questions two and three.

4. What are the three essential time planning skills?
5. What are three benefits of effective planning skills?

Let all students have some cake and offer the following final summary.



We have done an excellent job baking a cake. We need to remember our final goal, and collect all needed information, and pay attention to the details in order to be successful.



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Application

►Extended Classroom Activity:

Students will find another planning example in life other than a recipe and bring it in to share with the class the next class period. Examples could be the use of a day planner or directions on how to build a model car.

►FFA Activity:

Students will set the goal, collect information, and pay attention to detail in the planning of the next FFA activity.

►SAE Activity:

Students will identify a goal for their project and collect the necessary information. In their journal, they will reflect on their attention to detail and planning after the goal is completed.



Evaluation

Answers to Assessment:

Question 1:

1. Know your final goal.
2. Collect all of the needed information.
3. Pay attention to detail.

Question 2:

1. The goal is reached.
2. There is less stress or worry over the outcome.
3. Information is reliable.



MS.46.Assess Name: _____

IDENTIFYING PLANNING SKILLS

Instructions: Answer the following statements.

Your friend is having a birthday party and, with parental consent, is planning the entire party! What are three effective planning skills you could make your friend aware of to ensure the party's success?

- 1.
- 2.

3.

How would you convince your friend to use the effective planning skills you gave him or her. In other words, what are the benefits to using effective planning skills?

1.

2.

3.



MS.46.TM.A

RECIPE FOR 20-MINUTE CHOCOLATE CAKE

1/2 cup margarine
1/4 cup cocoa
1 cup water
2 cups flour
2 cups sugar
1/2 cup buttermilk

2 eggs
1 teaspoon soda
. teaspoon salt
1 teaspoon cinnamon
1 teaspoon vanilla

Preheat oven to 400 degrees F.
Grease and flour 15 x 10 sheet pan.
Combine margarine, cocoa, and water in saucepan.
Bring to a boil; remove from heat.
Sift flour and sugar in a large mixing bowl.
Add chocolate mixture, and beat at medium speed until blended.
Continue beating while adding buttermilk, eggs, soda, salt, cinnamon, and vanilla.
Pour into prepared pan and bake in preheated oven for only 20 minutes. Cake may not appear done, but it is.
Remove from oven. Let cake remain in pan to cool for at least five minutes before serving.



MS.46.TM.B

EFFECTIVE PLANNING SKILLS

◆ ***Effective planning skills*** are those skills that allow a person to complete a process to the best of his or her ability.



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MS.46.TM.C

ESSENTIAL EFFECTIVE PLANNING SKILLS

The three essential effective planning skills are:

- ◆ Know your final goal.
- ◆ Collect all the needed information.
- ◆ Pay attention to detail.



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MS.46.TM.D

BENEFITS TO EFFECTIVE PLANNING

Three benefits to effective planning are:

- ◆ **The goal is reached.**
- ◆ **There is less stress or worry over the outcome.**
- ◆ **The information is reliable.**



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MS.46.TM.E

TIME PLANNING SKILLS

Two ways we can apply what we learned from

our cake baking experience to our time planning are:

- ◆ **Using time wisely**
- ◆ **Not procrastinating or putting something off until the last minute**

