



Middle School

National FFA Organization

Lesson MS.47

USING PLANNING SKILLS

Unit.

Stage Three of Development—DO

Problem Area.

How Do I Make Things Happen?

Precepts.

A3: Plan effectively.

National Standards.

NL-ENG.K12.8 — Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.



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

- 1 Define ineffective planning.
- 2 List two consequences of ineffective planning.
- 3 Create a strategy for improving personal 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
- ✓ Index cards
- ✓ MS.47.TM.A
- ✓ MS.47.TM.B
- ✓ MS.47.TM.C
- ✓ MS.47.TM.D
- ✓ MS.47.AS.A—one per student
- ✓ MS.47.Assess—one per student



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Effective planning
- ▶ Ineffective planning



Interest Approach

Have students respond to the following statements by a show of thumbs.



Signal your response to the following statements by a show of thumbs. If you fully agree, thumbs up; if you sometimes agree, turn your thumbs to the side; and if you disagree, thumbs down.

Read the following statements:



- I get up late for school.
- I am late for school.
- I am late getting from class to class.
- I turn in my homework late.
- I arrive to doctor or dentist appointments late.

Ask the following question and get a few responses from students:





- What are some reasons why you answered yes, or a thumbs-up, to any of these questions?

Some potential responses: parents were late; my alarm didn't go off; I stayed up too late

After listening to their reasons, transition to Objective 1.



Recall from a previous lesson, effective planning skills are those skills that allow a person to complete a process to the best of his or her ability. Today, let's look at: the opposite ineffective planning. We need to be an introspective learner and look inside ourselves to be ready to improve our planning skills.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define ineffective planning.

I. *Effective planning skills*

A. Abilities that allow a person to complete a process to the best of his or her ability

Explain the following instructions, pass out the personal assessment MS.47.AS.A to all students, and give them three to five minutes to complete the assessment.



Take out a writing utensil and writing surface. In a moment, you will receive a personal assessment. Follow the directions by circling yes or no to each statement. Fill out the personal assessment to the best of your ability.

Once complete, define ineffective planning.



On the assessment, there were many examples of ineffective planning. Based on these examples, what do you think ineffective planning means? Raise your hands.

After a few students have shared their definition, move on to the definition.



Let's define the term ineffective planning.

Show MS.47.TM.A.

II. Define the term, ineffective planning.

A. **Ineffective planning** is anything that hinders one from successfully completing a plan.

Have the students respond to the following question:





What are some of the examples of ineffective planning that were mentioned in the assessment?

Answers could include any of the items on the assessment.

To help the students identify a time when they personally planned ineffectively, use the Picasso Moment.



Using your writing utensil and surface, take two minutes to draw a situation where we planned ineffectively.

Once done, ask students to take 30 seconds to silently walk around the room and show their picture to at least five other classmates



Take the next 30 seconds, stand up, and silently walk around the room and show your picture to at least five other classmates. Begin!

Discuss the consequences of ineffective planning.



Let's use the personal examples of ineffective planning we have just identified to discuss consequences of ineffective planning.

Objective 2. List two consequences of ineffective planning.

Using the assessment and personal examples, ask the students to brainstorm the consequences of ineffective planning.



Take 30 seconds to silently look at the assessment examples of ineffective planning, and think of three consequences that ineffective planning can cause. Write these three consequences down. One example could be feeling rushed because you are late. Begin!

After 30 seconds, have students partner with the person in front of them-the person at the front goes to the back. Some answers could include: being tired; stressed out; rushed; frustrated.



When I say "go," take 60 seconds to share one of your three consequences with three people in the room. Have the people you share with write their initials next to the consequence you shared with them. Go!

Once the 60 seconds are up, have the students return to their seats and take notes.



Thank you for sharing such great consequences with your classmates. Record some of these consequences in your notes.

Show MS.47.TM.B for this information.

III. Consequences of ineffective planning

A. Top four consequences of ineffective planning



1. Being unprepared
2. Disappointing others
3. Getting stressed out
4. Feeling rushed

Have the students return to their picture of ineffective planning and consider if any of the top four consequences happened as a result.



Using the picture you drew of ineffective planning, think about which one of the top four consequences of ineffective planning occurred. Raise your hand and tell me which one it was.

Have several students share their consequences. Once complete, transition to discussion of a strategy that can be implemented to avoid ineffective planning.



Now that we can define ineffective planning and understand its consequences, let's work to create a strategy for improving our personal planning skills.

Objective 3. Create a strategy for improving personal planning skills.

Using the Picasso Moment, have students draw their idea of a perfect school morning. Encourage the use of colored pencils or markers to increase creativity.



We will have two minutes to draw what would happen if we effectively planned a perfect school morning. In other words, what would a perfect school morning look like in a picture? Get out a fresh sheet of paper and writing utensil. Begin!

Answer any questions the students may have. After two minutes, assess if the students need more time. If so, give it. If not, move on and ask for three to five volunteers to share their works of art.



Who will share their effectively planned school morning picture with the class? Describe your drawing and how you planned effectively.

Once done sharing, ask the following question:



You have shared some great scenarios for a perfectly planned school morning. What did you plan to make sure you had a nice morning?

Think about some broad strategies that can help improve our overall personal planning effectiveness. Raise your hand to share.

Possible responses: staying on time; thinking ahead

Once done sharing, ask the students to take notes on creating a strategy for improving their personal effective planning skills from MS.47.TM.C.



That perfect morning can come true if we have a plan or strategy to make it happen. Using a writing utensil and surface, take the following notes:



IV. Improving personal effective planning skills

A. Two strategies for improving personal effective planning skills

1. Think ahead.
2. Think smart.

Thinking ahead includes doing things before we are supposed to, before they are due, and always being conscious of time. Thinking smart includes thinking about others around you and how our actions affect them, and taking advantage of any resource or opportunity that can help us.

Using MS.47.TM.D, have the students rank Blake's activities individually and then as a class.



Using our knowledge about strategies for effective personal skills, let's help our new friend Blake make the most of his day. Take one minute to put Blake's activities in order. Then we will do it as a class. Go!

After the minute is up, assess if the students need more time. Once complete, have the students arrange Blake's activities as a class.



Time is up. Let's decide as a class what would be the order Blake should follow in the course of a school day.

Once the students have reached consensus on the day's activities, move on.



Thank you for helping! Blake ensures he is using his time and resources wisely.



Review/Summary

Have students identify one ineffective planning situation they would like to work on in their life and a strategy they will use to help fix it. Have them write it anonymously on an index card and put it in your hand on the way out the door. Display these in a prominent place in your classroom so the students are reminded.



When I hand out an index card, write down one ineffective planning situation you would like to work on, and a strategy you can use to try to improve it. If you need help, think of the assessment we did. Do not write your name on the card. When you leave today, hand in your anonymous card to me. They will be displayed in the classroom as reminders of the situations you are working to improve.





Application

►Extended Classroom Activity:

Students will devise a personal strategy to be used to track their effective and ineffective planning over the next two weeks. This could include using a planner, putting a rubber band around their wrist to remind them, etc.

►FFA Activity:

Students will devise a planning strategy for an FFA activity coming up in the next six months and will submit it to the chapter officers.

►SAE Activity:

Students will include a personal planning strategy in their SAE notebook.



Evaluation

MS.47.Assess

Answers to Assessment:

Answers will vary.



USING PLANNING SKILLS

Instructions: Please answer the following statements.

1. Give an example of an ineffective planning situation.
2. Give an example of how to think ahead to improve this situation.
3. Give an example of how to think smart to improve this situation.



DEFINE INEFFECTIVE PLANNING

◆ *Ineffective planning is anything that hinders one from successfully completing a plan.*



CONSEQUENCES OF INEFFECTIVE PLANNING

Top four consequences of ineffective planning

- ◆ **Being unprepared**
- ◆ **Disappointing others**
- ◆ **Getting stressed out**
- ◆ **Feeling rushed**



IMPROVING PERSONAL EFFECTIVE PLANNING SKILLS

Two strategies for improving personal effective planning skills

◆ **Think ahead.**

◆ **Think smart.**



BLAKE'S DAY AT SCHOOL

Put the following list of daily activities in order according to effective planning skills.

- Wakes up when his alarm clock goes off
- Gets home and eats a healthy snack and plays with the dog
- Eats a healthy breakfast, taking as much time as he needs
- Brushes his teeth, washes his face, and goes to bed so he gets a full 8-hours of sleep
- Gets dressed with the clothes he picked out the night before
- Does all his chores before his parents ask and before it gets too dark
- Hops on the bus after arriving at the bus stop five minutes before it arrives
- Instant Messages friends on-line and plays X-box
- Gets to school ten minutes before class begins and takes time to organize his locker and get out his assignments and books for his first class
- Eats lunch with friends and enjoys the lunch his mother made him
- Waits for the bus with friends, and then works on homework for the next day
- Finishes all homework
- Gets to all classes with enough time to set out his books, notebook, writing utensil, any homework, and be ready when the bell rings
- Remembers to pick up the lunch his mother made for him



PERSONAL ASSESSMENT

Circle your response to each statement. You must choose either yes or no, not both.

- | | | |
|-----|----|---|
| YES | NO | I am usually on time to school. |
| YES | NO | I usually turn in my homework on time. |
| YES | NO | I usually get my homework done the night before it is due. |
| YES | NO | I usually do my chores without being reminded. |
| YES | NO | I usually remember my friends' and family's birthdays. |
| YES | NO | I usually remember to wash the clothes I want to wear the night before. |
| YES | NO | I am usually on time for appointments. |
| YES | NO | I usually get up on time. |

