



Lesson MS.48

EVALUATING A PLAN

Unit. Stage Three of Development—DO

Problem Area. How Do I Make Things Happen?

Precepts. A3: Plan Effectively.

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 List three ways to evaluate a plan.
- 2 Complete a self-study to determine how time is used.
- 3 Define a planning guide.
- 4 Create and implement a personal planning guide.



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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

- ✓ Three identical sets of Lego's Written directions and pictures using Mega Blocks Lego's from Wal-Mart
- ✓ Overhead projector
- ✓ Colored markers or pencils
- ✓ MS.48.Assess—one per student
- ✓ MS.48.TM.A
- ✓ MS.48.TM.B
- ✓ MS.48.TM.C
- ✓ MS.48.AS.A—two copies
- ✓ MS.48.AS.B—two copies
- ✓ MS.48.AS.C—one per student
- ✓ MS.48.AS.D—one per student

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

► ***Planning guide***



Interest Approach

In a moment, we will receive a set of Lego's and instructions to build a specific model. You will be given one minute to plan. The first group to complete the task will win. I will tell you when to begin. Let's count off by threes.

Have students count off by threes, and be sure everyone is in a group. Pass out Lego's and directions to each group.



Your group will have minute to develop a plan to construct the Lego model. Let's begin planning.

Wait one minute while they plan.



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Now that we have had an opportunity to plan when I say, "Build" start to create your models. Ready, set, Build!

Walk around the room and cheer on the teams to increase the competition. Once a team completes the task, stop the activity and have each team report on how they planned and executed the model



Stop! Way to go, class! Everyone, look up front and get quiet so we can talk about what just happened. Pick one delegate from the team to discuss how the group planned and executed the model.

Ask the delegates the following questions. If they can't answer the questions, they can defer to someone else in their group.



Time is up! Delegates, please answer the following questions on behalf of the team. If you can't answer a question, you may defer to someone else in your group:

- Was there a specific person in your group who took charge during the planning minute?
- Whose idea did the group use?
- What resource did your group receive-i.e. picture, directions?
- Was the group in consensus on the idea used?
- What worked well in your group?
- What could your group have done better?

Once the three groups have reported on these questions, transition to Objective 1.



Today, we are going to examine how to evaluate a plan ... so the Lego's were just a warm-up! Go back to your seats and get ready to be the best plan investigators you can be!

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. List three ways to evaluate a plan.

Using the LEGO example from above, ask the students to identify some ways they can evaluate a plan, such as the one they made to build their model, and have them record their answers in their notebook.



Thinking about the LEGO experience, take ten seconds and write down as many ways to evaluate a plan. Ok. Go!

By a show of hands, have a few students share.



Great, if anyone would like to share with the class, please raise your hand.

Solicit responses.



Those were excellent examples of ways to evaluate a LEGO plan. Feel free to capture some important information on how to evaluate any plan in your notebook.

Using MS.48.TM.A, have the students take the following notes.

I. Evaluate a plan.

A. Three ways to evaluate a plan

1. Successful outcome was reached.



In the LEGO example, the successful outcome was constructing a LEGO creation exactly like the one you were given.

2. An effective process was used.

In the LEGO example, you planned a process first, and then put it into action. This should yield an effective process.

3. The big picture was included.

This means understanding the entire task ... like building a LEGO creation in the least amount of time.

Once notes are complete, transition to introduce the self-study.



We can use these ways to evaluate a plan for anything, including our life planning. Let's look at how you use your time on a daily basis.

Objective 2. Complete a self-study to determine how time is used.

II. Time management

Have your colored markers or pencils ready. Explain the next activity to the class.



Think back over everything you have done for the past two days. Include all activities from the time you wake up to the time that you go to bed. What types of activities fill your day? In a moment, you will receive a time self-study. Complete it to the best of your ability in the least amount of time possible.

Pass out the time self-study, MS.48.AS.C, and give students from five to ten minutes to complete.



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Utilize a Crayon Moment to continue.

Once the majority of the class is finished, ask them to categorize all activities they wrote, using the assigned colors. Show MS.48.TM.B to remind the students while they color-code the self-study.



Using your colored markers or pencils, categorize your day into four segments. Color the time and activity.

- Sleep or eat: green
- School or work: blue
- Electronic activities—time spent on telephone, computer, games, or watching TV: red
- Family: yellow

Color the entire area that falls under the respective category

Once completed, ask the following questions and have the students record their answers in their notebooks.



Answer the following questions in your notebooks:

- What is the majority of your time spent doing?
- What do you spend the least amount of time doing?
- What activity would you like to increase your time doing?
- What activity would you like to decrease your time doing?

Ask the students to reflect on the answers to the above questions.



Share with the class if any of your time categories surprised you or looked different than you thought they would.

Once several students share, transition to defining a planning guide.



Now that we are aware of how much time we spend doing certain activities in our life, let's explore ways to keep track of our activities on an ongoing basis.

Objective 3. Define planning guide.

Have the students come up with a definition for the term "planning guide."



Webster, the king of the dictionary, needs your help. Take the next minute to help Webster create a definition for the term "planning guide" and write it in your notebook. Begin.



Once the students have completed their definition, ask them to share with their two neighbors using the Webster Dictionary Activity.



Take the next ten seconds to share your definition with two neighbors. Begin.

Once the ten seconds are over, have students share and then begin taking notes on the definition of a planning guide. Use MS.48.TM.C



Time is up! Please tell us what you came up with.

Once several students have shared, move on to definition.



With writing surface and utensil, write down the definition we will be using for the term "planning guide." I think you will see some words from your definition show up!

II. Define planning guide.

A. Definition of a planning guide

1. A **planning guide** is a tool a person can use to help to effectively outline and track daily activities and the future.

Ask students the following question.



Have you ever seen a planning guide or a planner, as some of you may call it?

Pause.



Most professionals and high school students use them to help keep all their activities and assignments in order. Get excited, because you are about to discover what it will take to have your very own personal planning guide.

Objective 4. Create and implement a personal planning guide.

IV. Personalized planning guides

Give students the sample personal planning guide sheet, MS.48.AS.D. Let them draw designs or add anything they want to personalize the guide. Collect these and make enough copies for each student for two months.



Take the weekly planning guide sheet being passed out and draw designs or add categories to personalize it just for you. Once you are finished, two months' worth of copies will be made available for your use. Does anyone have an idea they will share of something they would do to personalize their sheet?

Recognize those who want to share. Have students complete personalization, and collect the sheets. Make sure to have a stapler and three-hole punch so the copies are easy to write on and retain.



Once you complete personalizing your weekly planning guide sheet, please turn it in so copies

will be ready for you next class period. Once you have these, you are expected to use them, as they will be graded weekly.



Review/Summary

Have the students pretend to be popcorn and answer the following questions.



Act like you are popcorn. Pop up silently when you know the answer to the following questions.

What is one way to evaluate a plan?

What is another way to evaluate a plan?

What is a planning guide?

As we go through the rest of the day, consider the ways we plan our day and the impact it has on our effectiveness. Be ready to start using our planning guide next class period!



Application

►Extended Classroom Activity:

Use the computer lab to let each student design his or her own weekly personal planning guide using clipart and color on the computer. Have students utilize the computer lab for at least a month.

►FFA Activity:

Require a personal planning guide to be submitted with applications for some chapter awards.

►SAE Activity:

Give credit for those students who submit a personal planning guide as it pertains to their project



Evaluation

Use MS.48.Assess.

Answers to Assessment:

1. C
2. A
3. Answers will vary.
4. Sleep or school



MS.48.Assess Name: _____

EVALUATING A PLAN

► Multiple Choice

Circle the best answer for each question.

1. Which of the following is not a way to evaluate a plan?
 - A. Successful outcome was reached.
 - B. The big picture was included.
 - C. Everyone came away smiling.
 - D. An effective process was used.
2. What is the definition of a planning guide?
 - A. A tool a person can use to help effectively outline and track daily activities and the future.
 - B. A how-to guide for camping.
 - C. A way to chart a trip across the Atlantic.
 - D. All of the above.

► Short Answer

Answer the following statements.

3. List one reason to use a planning guide.

4. List the one item that takes up the majority of your day.



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MS.48.TM.A

EVALUATE A PLAN

Three ways to evaluate a plan

- ◆ **Successful outcome was reached**
- ◆ **An effective process was used.**
- ◆ **The big picture was included.**



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USING YOUR COLORED MARKERS OR PENCILS, CATEGORIZE YOUR DAY INTO FOUR SEGMENTS:

- ◆ Sleep or eat: green
- ◆ School or work: blue
- ◆ Electronic activities—use of telephone, computer, games,
or watching TV: red
- ◆ Family: yellow

Color the ENTIRE area that falls under the respective category.



MS.48.TM.C

DEFINE PLANNING GUIDE

Definition of a planning guide

◆ **A *planning guide* is a tool a person can use to help to effectively outline and track daily activities and the future.**



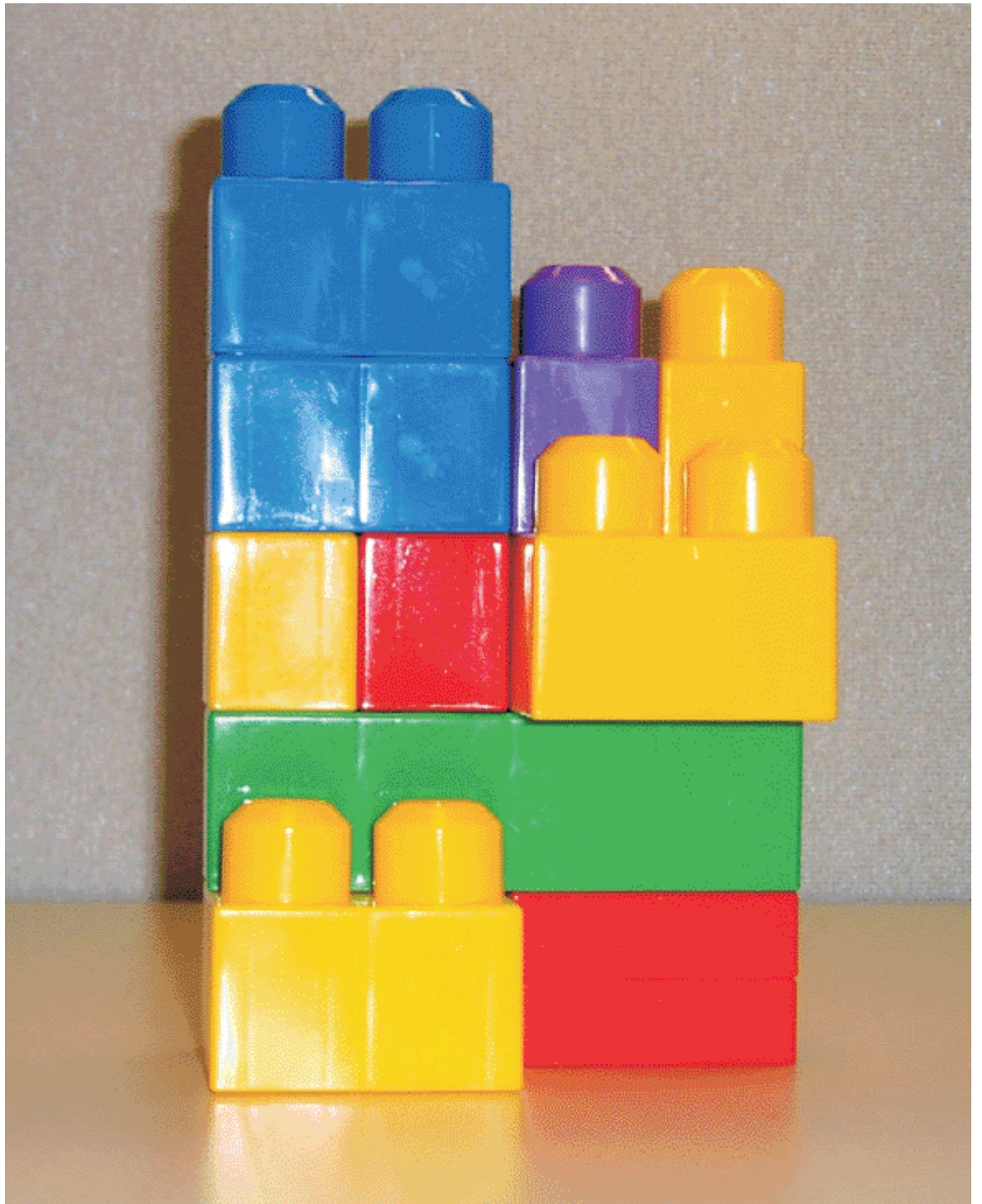
MS.48.AS.A

Directions for building LEGO model using Mega Bloks LEGO's:

1. Begin by picking up a square four-pronged yellow LEGO.
2. On the right of the yellow LEGO, place long-ways a red two-pronged LEGO.
3. Place a long four-pronged green LEGO on top of the yellow and red Lego's. This should leave two yellow prongs exposed.
4. Place a one-pronged yellow LEGO on the far left side of the green LEGO.
5. Place a one-pronged red LEGO beside the yellow LEGO on the green LEGO.

6. On the remaining two green prongs, place another four-pronged yellow LEGO.
7. Above the yellow and red one-pronged Lego's, place two blue two-pronged Lego's, one on top of the other.
8. On top of the yellow four-pronged LEGO, place a one-prong purple LEGO next to the blue Lego's. Then, place a yellow one-pronged LEGO next to the purple one-pronged LEGO.
9. Your creation is complete.







MS.48.AS.C Name: _____

TIME SELF-STUDY

Write everything you did within the hour, and the length of time you did it, next to the appropriate time slot.

►Yesterday

6:00 a.m.

7:00 a.m.

8:00 a.m.

9:00 a.m.

10:00 a.m.

11:00 a.m.

12:00 noon

1:00 p.m.

2:00 p.m.

3:00 p.m.

4:00 p.m.

5:00 p.m.

6:00 p.m.

7:00 p.m.

8:00 p.m.

9:00 p.m.

10:00 p.m.

11:00 p.m.

12:00 midnight

1:00 a.m.–6:00 a.m.



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► Today

6:00 a.m.

7:00 a.m.

8:00 a.m.

9:00 a.m.

10:00 a.m.

11:00 a.m.

12:00 noon

1:00 p.m.

2:00 p.m.

3:00 p.m.

4:00 p.m.

5:00 p.m.

6:00 p.m.

7:00 p.m.

8:00 p.m.

9:00 p.m.

10:00 p.m.

11:00 p.m.

12:00 midnight

1:00 a.m.–6:00 a.m



MS.48.AS.D Name: _____

WEEKLY PLANNING GUIDE

	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Sun.
Assignments							
Appointments							
Things to Do							
Additional Ideas							

