



Lesson Plan

Prioritizing Tasks in Life

Created: 08/2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Prioritize what aspects of their lives is most important to them.
2. Differentiate which tasks are the most urgent and important in their lives.
3. Create a schedule to complete the tasks in their lives.

TIME REQUIRED: 50 minutes

RESOURCES:

1. FFA.org

EQUIPMENT AND SUPPLIES NEEDED:

1. Access to the video "Rock, Pebbles, and Sand Story" - <https://youtu.be/v5ZvL4as2y0>
2. A copy of the "Life in a Jar" worksheet for each student
3. A copy of the "Eisenhower Matrix" worksheet for each student
4. Optional – A jar, rocks, pebbles, and sand to do an in class demonstration

SUGGESTED USE:

Incorporate any of these activities into the class curriculum before and during the following:

1. Collaborative or group projects.
2. Organizing activities or priorities.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-B.Relationship: Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

Common Core - Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Next Generation Science Standards

- HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

AFNR Career Ready Practices

- CRP.01. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.09. Model integrity, ethical leadership and effective management. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.12. Work productively in teams while using cultural/global competence. Career-ready individuals positively contribute to every team, whether formal or informal.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Implement Innovations
- Initiative and Self-direction
- Leadership and Responsibility
- Think Creatively

ACTIVITY:

Introduction: Have the video "Rocks, Pebbles, and Sand Story" pulled up and ready to play.

All of us have many important aspects to our lives. However, sometimes it can hard to distinguish which we should focus on. Sometimes we will act on what is most convenient or fun in the moment. We've all been there when we have something due the next day and choose to watch another episode or hangout with friends instead. While it is important to enjoy television and socialize at times in our lives, what happens if we put those before some of the most important aspects of our live? Let's watch and see what can happen if we fill our Life in a Jar in the wrong order.

Play the video for everyone to watch. Once finished have students complete the "Life in a Jar" worksheet individually and take time to reflect on what aspects in their lives falls into each category. When students have completed the worksheet take time to have a class discussion about who put what aspects in which categories. There will likely be many parallel themes, but there may also be some differences amongst students. Discuss why students put certain aspects into each category.

Now that we've completed the "Life in a Jar" worksheet, let's see what we as a class find most important, somewhat important, and not necessary but nice to have in life. Why did you put that aspect of your life in this category? Why do we see these aspects were put into the golf ball category by almost everyone in the class? What were some aspects that we saw in more than one category, why do you think that is?

Activity: Make sure every student has a copy of the "Eisenhower Matrix" worksheet for this next activity.

Since we've been able to sort out what aspects are more and less important to us let's take a look at how we can also sort the tasks related as urgent and important. The Eisenhower Matrix helps us decide which tasks deserve the most attention in the moment.

Sometime we have to choose between important parts of our lives. While family and school are both important there are times we have to sacrifice hanging out with siblings since we have a project due tomorrow. Both are important but at that time one is more urgent. Pick two or three of the aspects of your life from the Life in a Jar that has a lot of tasks. Take the time to break down where the related tasks fall in the Eisenhower Matrix.

Debrief: Have the student's partner up or make small groups and share which tasks are on their Eisenhower Matrix and how they will use this worksheet to keep them on track in the near future to complete their goals and focus on what is really important in their life. Have each student organize which tasks will be completed within the next week. If students have a calendar or planner have them write down their week long plan there.

Leveling Up: If students are finished early or want to take the activity to the next step have them partner up with to someone hold each other accountable to complete their tasks. Throughout the next week the pair can meet up and give updates on how well they are prioritize the different aspects in their lives and if they are completing tasks in the correct order

NAME: _____

Life in a Jar

Directions: Every priority in our life can be broken into rocks, pebbles, and sand. The rocks represent the handful of priorities that fulfill our life no matter what. Family and friends, school, food, our passions, etc. Pebbles are the next biggest parts of our lives that are still important and help fill in some gaps. Jobs, a car, money, etc. Finally there is sand, the parts of our lives that are nice to fill in the tiny gaps left in our lives. Movies, sports, candy, etc. In the area below think of all the different aspects of your life that fall into each category.

The diagram is a large rectangle with a black border. It is divided into three sections by two black lines. One line runs diagonally from the top-left corner to the center of the bottom edge. The other line runs diagonally from the top-right corner to the same center point on the bottom edge. These two lines meet at a point on the bottom edge, which is the midpoint. This division creates a triangular section at the top and two rectangular sections at the bottom. The top triangular section is labeled 'ROCKS' in red, bold, uppercase letters. The bottom-left rectangular section is labeled 'PEBBLES' in red, bold, uppercase letters. The bottom-right rectangular section is labeled 'SAND' in red, bold, uppercase letters.

ROCKS

PEBBLES

SAND

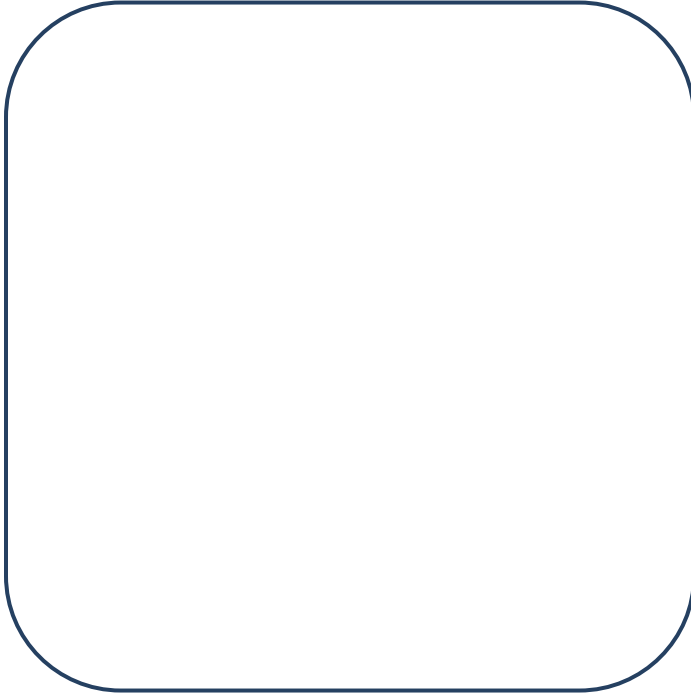
NAME: _____

Eisenhower Matrix

Directions: President Eisenhower created this matrix to prioritize tasks in his life. Pick two or three aspects from the "Life in a Jar" worksheet that has a lot of tasks. Organize them in the boxes below.

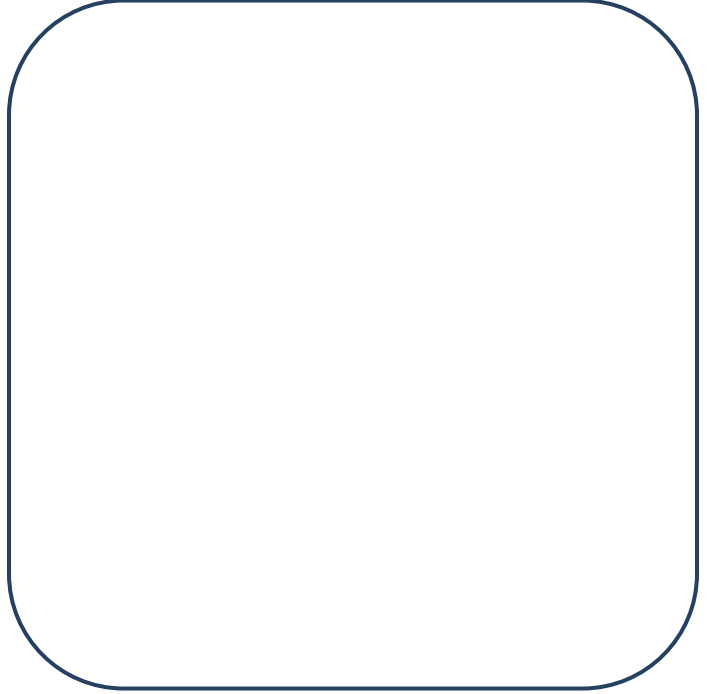
URGENT & IMPORTANT

Do it now

A large, empty rounded rectangle box with a dark blue border, intended for listing tasks that are both urgent and important.

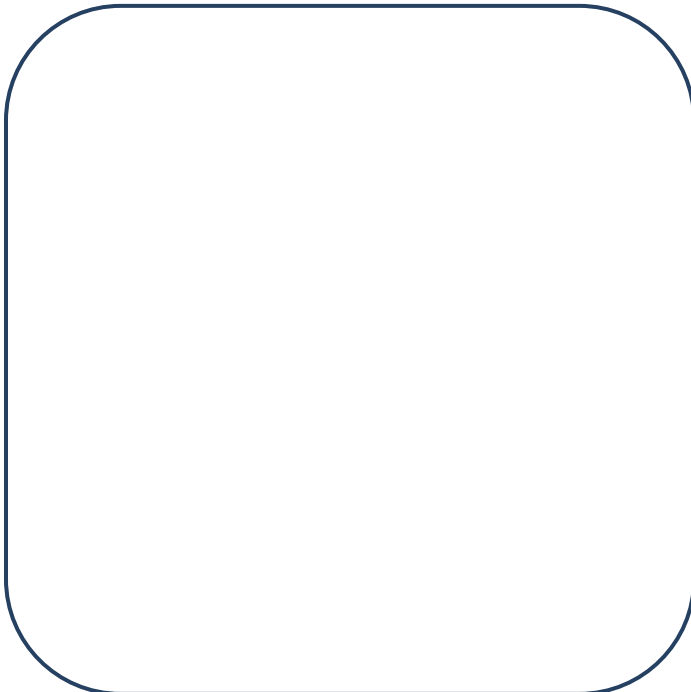
IMPORTANT, NOT URGENT

Decide when to do it

A large, empty rounded rectangle box with a dark blue border, intended for listing tasks that are important but not urgent.

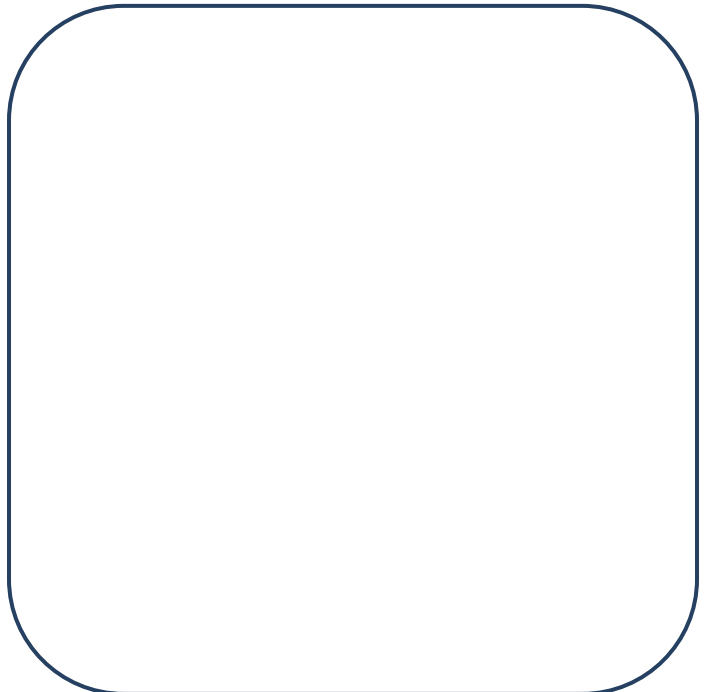
URGENT, NOT IMPORTANT

Delegate it

A large, empty rounded rectangle box with a dark blue border, intended for listing tasks that are urgent but not important.

NOT IMPORTANT, NOT URGENT

Delete it

A large, empty rounded rectangle box with a dark blue border, intended for listing tasks that are neither important nor urgent.

"I have two kinds of problems: the urgent and the important. The urgent are not important, and the important are never urgent."
~ President Eisenhower