

Prepare to Plan

SINGLE LESSON – Teacher Facilitation Guide

Grades 8-12



ACTIVE LEARNING
FOCUS

ABOUT THIS RESOURCE

Facilitate a lesson on planning. Motivate and equip students to gain more independence in their life with planning tools and strategies, as well as an awareness of time management.

Planning is an essential skill that helps students succeed well beyond their time in school, in many facets of life. In our [Work Skills](#) framework, we define the skill “**plan**” like this:

- Plan to complete activities, artifacts, and projects, identifying actions, steps, and sequences of events.
- Identify realistic deadlines and prioritize tasks.
- Manage time effectively in order to meet deadlines.

LESSON PLAN OVERVIEW

This lesson on planning includes teacher modeling of a process, group practice, and independent practice. Students begin by reflecting on their prior knowledge and experiences with planning. Then, teachers model a process for planning, introducing students to a customizable planning template. Students use the template to practice planning first as a group, and then independently. Students walk away with concrete strategies for planning.

HOW TO PREPARE

1. Preview the [Lesson Framework](#) that follows.
2. Preview and make copies of each of the resources listed to the right. Take note of any changes you would like to make to meet your students' needs.
3. Reflect on your classroom and/or school's best practices/norms for planning before beginning this lesson.
4. Reflect on your own approach to planning, so that you can share it with students during the background discussion

RESOURCES

- [Prepare To Plan](#) (Google Slides)
- [Customizable Planning Template](#) (Google Doc)

ACTIVITIES

JUMP TO:

[Activity 1 \(slides 2-6\): Background Discussion](#)

- [Slide 2](#)
- [Slide 3](#)
- [Slide 4](#)
- [Slide 5](#)
- [Slide 6](#)

[Activity 2 \(slide 7\): Model Lesson](#)

- [Slide 7](#)

[Activity 3 \(slide 8\): Group Practice](#)

- [Slide 8](#)

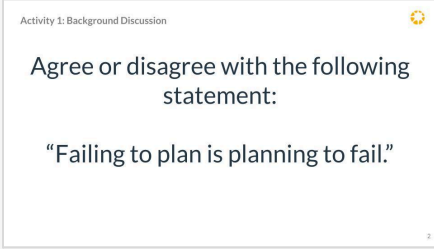
[Activity 4 \(slide 9\): Independent Practice](#)

- [Slide 9](#)

LESSON FRAMEWORK

ACTIVITY 1: BACKGROUND DISCUSSION (SLIDES 2-6)

Slide 2



Activity 1: Background Discussion

Agree or disagree with the following statement:

“Failing to plan is planning to fail.”




ACTIVE LEARNING

Facilitate a background discussion on planning using the quotation on slide 2. Invite students to turn and talk to a partner first, and then take responses from the whole group.

NOTE: Students should feel free to share prior experiences and examples from their own lives. This is also a good place for you to share your experiences.

Slide 3



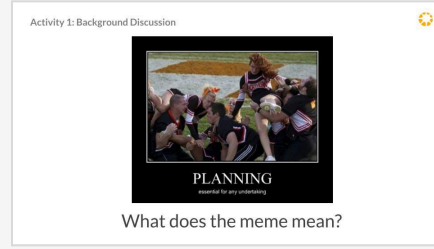
Activity 1: Background Discussion

What does the meme mean?

Continue to facilitate a background discussion on planning using the meme on slide 3. Use the turn and talk method if time allows.

NOTE: Slides 3-5 are meant to prompt quick, fun discussions that help active students prior knowledge and experiences around planning.

Slide 4



Activity 1: Background Discussion

What does the meme mean?

Continue to facilitate a background discussion on planning using the meme on slide 4. Use the turn and talk method if time allows.

Slide 5

Activity 1: Background Discussion

Journal and Class Discussion

1. What is your current approach to planning?
2. How is your current approach working?
3. Does any part of planning come easily to you, or seem fun?
4. What is hard, challenging, and/or boring about planning?

Students should take time to answer these questions independently in their journal before participating in a class discussion, so that they are truly considering their own experiences.

Slide 6

Activity 1: Background Discussion

Why is planning a necessary skill to develop?

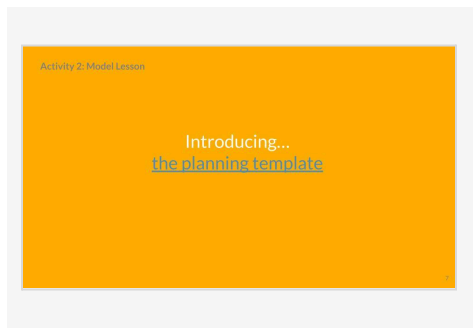
- 1.
- 2.
- 3.
- 4.

Students should write down examples of why planning is a necessary skill to develop. Some examples include:

- can focus more easily
- finish more tasks
- feel more confident
- engage actively with learning goals

ACTIVITY 2: MODEL LESSON (SLIDE 7)

Slide 7



Introduce this customizable [Planning Template](#) (Google Doc) to students through a model lesson. Be sure to adapt the template for your needs prior to conducting the model lesson.

Model these steps for planning with something you (the teacher) would like to accomplish, using the customizable planning template:

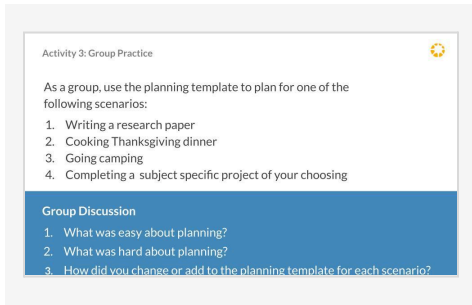
1. Find a space. Find a planner, calendar, or other space that makes sense to write down your plan.
2. Set an intention. What do you intend to accomplish? Begin with the end in mind.
3. Make a list. List the tasks/steps to complete to achieve or get close to achieving the intention.
 - a. These might even include getting a snack, setting up a distraction free space, etc.!
 - b. Ideally, put harder or more time consuming tasks first.
4. Check the time. Assign a predicted amount of time for each task/step, and/or a completion date by which the tasks/steps need to be completed.
5. Gather resources. Identify and gather tools, resources, materials to help (including people).
6. Prioritize. Prioritize your tasks/steps (go back and reflect on steps, tasks and make sure they're in the right order). Then complete them (depending on the amount of time allotted for his model lesson, you may not actually complete the steps).
7. Reflect. Identify how the plan worked or didn't work, what you accomplished, and what you still need to do.
8. Set your next intention. What do you intend to accomplish?

SAY: Does this seem like a lot to do before doing something? It is! But once you get used to planning things out, it won't take as long. The goal is for the planning to become a habit, or even something that happens in your head sometimes (if you don't have time to write the plan down).

Remember, you don't have to follow your plan exactly once you're doing the tasks! The goal is to get it out of your head and onto paper, making it concrete instead of abstract. Writing it down will help you visualize what needs to be done.

ACTIVITY 3: GROUP PRACTICE (SLIDE 8)

Slide 8



Activity 3: Group Practice

As a group, use the planning template to plan for one of the following scenarios:

1. Writing a research paper
2. Cooking Thanksgiving dinner
3. Going camping
4. Completing a subject specific project of your choosing

Group Discussion

1. What was easy about planning?
2. What was hard about planning?
3. How did you change or add to the planning template for each scenario?



ACTIVE LEARNING

In small groups, invite students to practice planning (using the customizable [Planning Template](#)) for various scenarios.

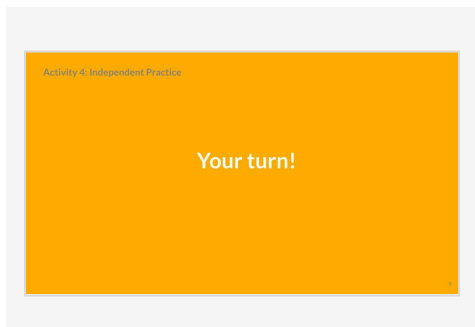
- Writing a research paper
- Cooking Thanksgiving dinner
- Going camping
- Completing a subject specific project of your choosing (make sure to edit this line on the slide for a specific project!)

Invite students to share their plans and then facilitate a group discussion using the following guiding questions:

1. What was easy about planning?
2. What was hard about planning?
3. How did you change or add to the planning template for each scenario?

ACTIVITY 4: INDEPENDENT PRACTICE (SLIDE 9)

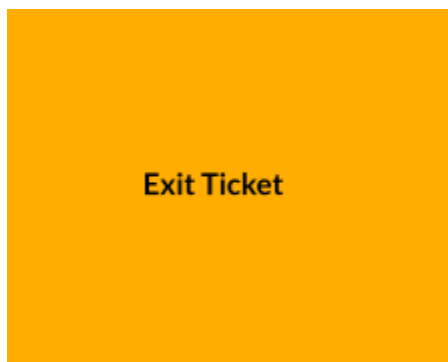
Slide 9



ACTIVE LEARNING

Invite students to use the customizable [Planning Template](#) to practice planning for something they'd like to accomplish. Facilitate a brainstorming session first or ask students to turn and talk with a partner about what they might like to plan.

No Slide



Pass out an index card for each student (or, facilitate the exit ticket virtually with a survey). Have students rate their confidence in planning on a scale of 1-10 (1 being not confident at all and 10 being very confident), with an explanation. If you have an upcoming event or project scheduled, ask students to rate their confidence in planning for that specifically.

Follow up with students after you have reviewed their exit tickets.

Get more resources like this at www.opportunityeducation.org/resources