

Chapter 3

Lesson 1 What's My Plan?

Theme: Planning

Lesson Objective:

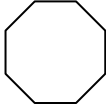
Students will analyze when and why planning is helpful and identify difficulties in planning.

Students will demonstrate ability to make a plan to reach a goal. (See matrix for Arizona Academic/Adult Standards).

Steps to Follow:

"I'm not my circumstances, I'm my potential." --Student

"Don't wait for your ship to come in, row out to meet it." --Anonymous

1. Post the above quotations and discuss how they apply to this lesson.
2. Ask: What determines a person's "potential" and if a person reaches his "potential?"
3. Tell: Here are the three basic life attitudes:
 - 1) Act (the "whatever," attitude, the person just does anything, whatever happens, happens).
 - 2) React (another "whatever" attitude, the person waits for life to happen – whatever happens, happens).
 - 3)  Stop and Think (then take action, what happens is important).

If your V G C/C are important, what's the most effective life attitude? Why?

Planning

1. Ask: Name examples of planning. Try to get an example from each lifestyle area, e.g. coach plans to win, family plans a trip, boss plans coverage schedule, probationer plans to be on time for appointment with P.O., person plans to stay clean and sober, person plans time to meditate, student plans how to pay for classes.
2. Ask students to think about a time when planning paid off for them and when lack of planning led to failure.

3. Use worksheet *When and Why to Make a Plan: The Web* S1 to list when and why planning is helpful. Recommended ideas include:
- Gives focus and direction
 - Can keep problems small
 - Makes things go more smoothly
 - Step by step can make complicated or difficult tasks less overwhelming
 - Other people may help you if they know your plan
 - Makes serious commitment to accomplish goal, builds self-confidence when making progress, gives “inner” strength
 - Most important when a goal is critical (also see **Lesson 1 Background**)
4. Ask: What’s difficult about planning? Ideas may include: it takes time, it may mean facing an issue, it may force you to make a tough choice, or to do something now, that you don’t want to, in order to make long-term gain, or you may get teased or criticized by others.
5. Complete: *Find the Numbers* S2.
6. Have students look at their Chapter 2 work, especially *GOALS IN MY LIFETIME* worksheets in the nine life areas. If they haven’t studied Chapter 2, (see Lesson 1 Background). Have student complete the *Make a Plan* S3 worksheet for Life Area: “Leisure.”
7. On the back of one of the worksheets, have student list at least 6 ways people overcome obstacles. List as many people as they can (either that they know personally or have heard of) who have shown they can overcome.

Materials:

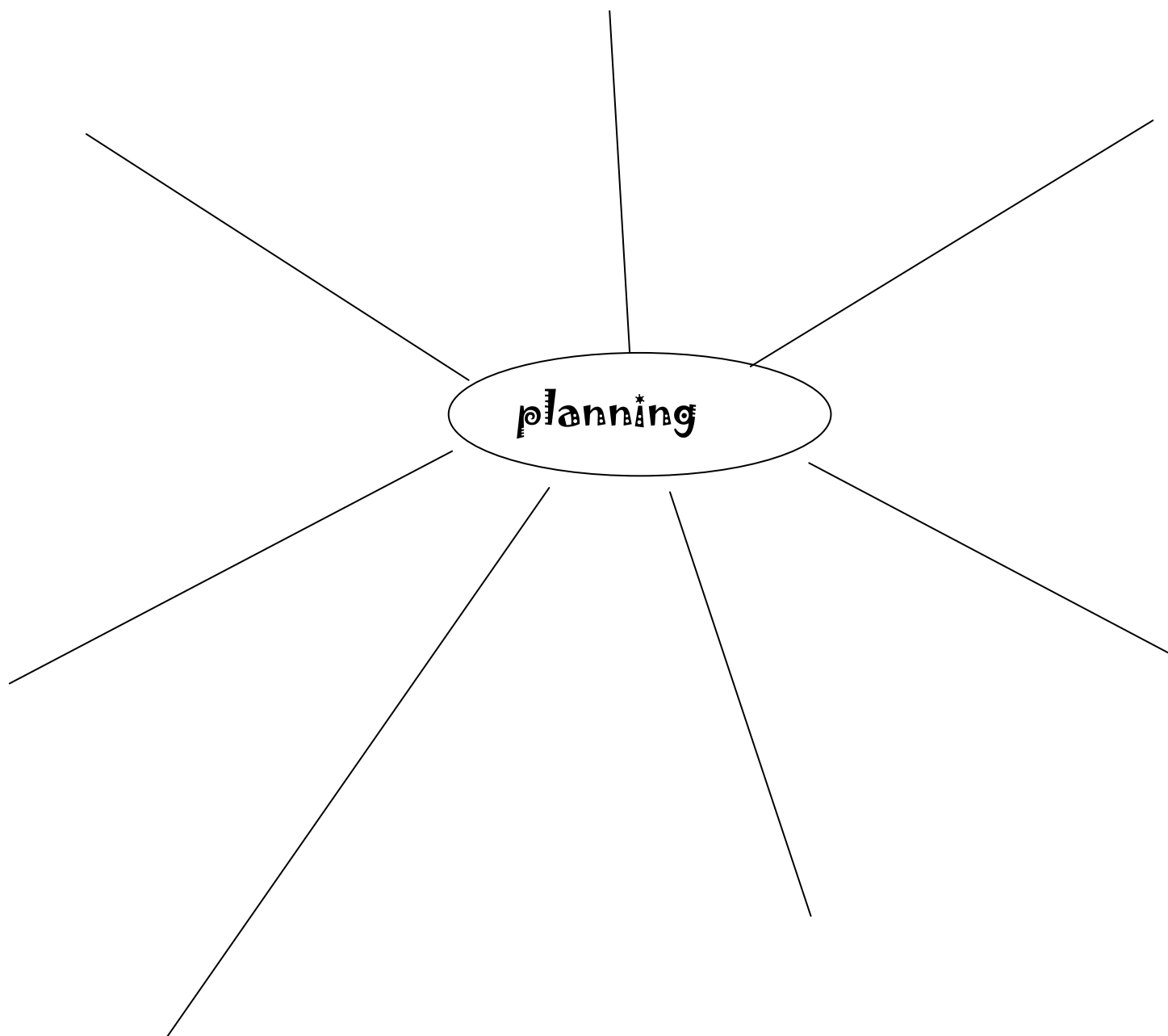
GOALS IN MY LIFETIME from Chapter 2
When and Why to Make a Plan: The Web S1
Find the Numbers S2
Make a Plan S3

Evaluation:

Rubric

Enrichment:

Suggested Readings list



FIND THE NUMBERS ACTIVITY –

S2

Steps

1. Get a timer that can be set for one minute.
2. Look at the worksheet with numbers from 1 to 90. Your task is to circle the numbers in order, starting with one and continuing until time is up.
3. Then answer the following questions:

What number did you get to? _____

What were some feelings you experienced in the process of finding the numbers?

Did you find a plan or secret for successfully finding the numbers in order?
_____ If so, what is it?

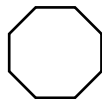
Next Steps

1. There is a plan to find the numbers quickly.
2. Fold the paper in half lengthwise and again crosswise.
3. Open the paper. You can now see by the folded lines that your paper is divided into fourths or quadrants.
4. The numbers are located in order by quadrants. For example: 1 is in the upper left, 2 is in the upper right. 3 is in the lower left and 4 is in the lower right.
5. Set the timer for one minute. Using this information, circle as many numbers as you can. Then answer the following questions:

What number did you get to? _____

Why were you more successful the second try?

Think About It



Answer the following questions about this activity and how it relates to planning:

List at least 3 ways that seeing a pattern or process can give a person an advantage when they're doing a task, or trying to think clearly, yet quickly?

- 1.
- 2.

How does practice improve skills? Give three personal examples when practicing improved your skills.

61 1 42 74 14
 13
 41 81 70 50
 9 18 54 22
 45 86 46
 17 21
 89 34 2 30
 49
 37 5 69 38 86
 78 6
 85 29 77 90 10
 57 25 65 82 66 62
 53 58
 73 33 65 26
 15 79 39 32 76 16
 31 3 71 8 40
 80 24
 47 83 55 28 56
 27 64 52
 7 67
 72 4
 51 75 11 12 88 60
 36 20
 19 87 23 43 44 48
 35 59 63 68 84

Make a Plan –

S3

My **goal**: _____

I'll reach it (circle one) **Today** **This week** **This month** **This year**

This goal is **important to me**, because

Rate how important: **Critical** **Very Important** **I hope it'll work out**

Rate how hard you're going to work at it: **Critical** **Very Important** **I hope**

Steps I'll take:

I'll **need**:

Where I can get what I need:

I trust _____ to help me.

Problems that could interfere:

My plan to solve the problems:

If things don't go well, I'll:

I have written a Self-Contract

YES

NO