



Planning Basics

Description:

Practicing the basics of short-term and long-term planning will help students feel more comfortable using their agendas. In this activity, students will plan a few hypothetical assignments over a week's period.

Objectives:

Students will:

- practice recording assignments
- practice both short-term and longer-term planning, and simple prioritization

Procedure:

1. Photocopy and hand out the generic weekly planning page (facing), or have students complete the exercise in their agendas. You may want to make an overhead of the handout, to model the steps for your students.
2. a) Review the following fictional assignments with the class. Decide as a group where each task should be recorded, and have students write them down in the appropriate days' spaces. Students may use their own abbreviations.
 - Science test on Thursday. (Note: If this were a real assignment, they would also want to record what material the quiz would be covering.)
 - Math homework due Wednesday. (Again, if it were a real assignment, they would need to record the specific questions/pages assigned.)
 - English writing assignment due Friday. (Details would benefit a real assignment.)
 - Project assigned on Tuesday, and due next week. (Should be recorded on the day assigned and on its due date.)b) Based on the information they've just recorded, have students create daily tasks lists for the week. Guide students toward the following decisions:
 - Science test: suggest that review and study be planned for Monday and Wednesday.
 - Math homework: suggest that students complete no later than Tuesday.
 - English writing assignment: can be completed over several days (breaking up tasks, such as choosing a topic and writing the outline, is a good strategy).
 - Project: initial steps (research, outline) could be listed toward the end of the week, with notes to continue the project's steps into the next week (to practice breaking a larger task into smaller steps).c) Now that their daily tasks are laid out, have students quickly prioritize each day's work by simply numbering each day's tasks in order of importance. Discuss the logic behind their choices, noting that while the English assignment might have a lower priority near the beginning of the week, it should be well on its way to completion by Wednesday.
- d) Show students how to check off completed tasks, use arrows to indicate that they are transferring unfinished ones to different days, and enter the unfinished assignments on the new dates.



Name:

Date:

Assignments:

- **Science test:** Thursday
- **Math homework:** due Wednesday
- **English writing assignment:** due Friday
- **Project:** assigned Tuesday, and due next week



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