

Using the Chapter Activity Planner



Navigating the Course - *Where are we in the course?*

Overview

During this lesson, students explore the reasons why planning is critical to conducting an effective activity and explore the steps involved in the planning process.

Objectives

1. Explain each step in the planning process



Session Vitals – *What must I know to facilitate this session?*

Session Snapshot

1. Interest Approach: Which Would You Prefer?	5 min
2. Learning Event: Get the Pieces!	22 min
3. Closure & Look Ahead: Partner Race	3 min
Estimated Time to Complete	30 min

Preparing for Today's Session

1. Review lesson plan.
2. Prepare for Objective #1: Get the Pieces!
3. Make necessary copies.

Estimated Time to Complete **15 min**

Materials Used

- Which Would You Prefer? (one worksheet per student)
- Six steps cut apart and enough copies for the group (see Objective 1 below)



Entry Points – *How do I prime students for learning today?*

Interest Approach: Which Would You Prefer? – 5 minutes

Students complete worksheets indicating their preference of a planned situation or an unplanned situation.

How this event might *look and sound*...

NOTE: For this learning event you will need to make enough copies of the “Which would you prefer?” worksheet for each student to have one.

Step 1: Welcome students and announce that for the next few moments, they’ll have four decisions to make.

Step 2: Hand out the “Which would you prefer?” worksheet to each student and inform them that they have 1 ½ minutes to complete the worksheet by circling the letter of their choice.

Step 3: Process the experience. You might ask some of the following questions:

- Which answer did you choose most often...a or b?
- What attracted you to those answers?
- What was the distinction between the two answers? (One demonstrated good planning and one demonstrated a failure to plan.)
- What conclusions can we make about the value of planning?

Step 4: Preview the session. Announce to students that they will leave the session with an understanding of the steps involved in a process for planning chapter activities.



Core Instruction – *How do I facilitate instruction on the core topics?*

Learning Activity: Get the Pieces – 22 min

Students collect the six steps of the planning process and work in small groups to apply information about a particular step.

How this event might *look and sound*...

NOTE: You will need to make the appropriate number of copies of the six steps in the planning process (see sheet at the end of the lesson plan). Cut the steps apart and label each step with a number. See steps one and two for further detail.

Step 1: Instruct students to get into six groups. (NOTE: This is so that each group of students can analyze one of the six steps in the planning process. If there is a large number of students, you may want to make multiple copies of the six steps for the activity below.)

Step 2: Post each of the steps in a place that is accessible to all students.

Step 3: Assign each group of students a number (one through six) and instruct the group to select a runner.

Step 4: Display the written directions for all groups to follow:

- When I say 'go,' the runner will grab a step who's number matches that of your group.
- Once you get the step, read its description.
- Apply your designated step to the scenario of conducting a bake sale for a chapter fundraiser.
- You have five minutes.

Step 5: Say, "go" so the runner may get the step. (Note: you may also provide students with printed off worksheets from the CAP tool or have students work on computers to fill in the blanks for their given step.)

Step 6: Walk around and monitor progress as the groups work.

Step 7: Ask groups to cease discussion after five minutes.

Step 8: Ask groups to select a spokesperson to share the results of their brainstorming session.

Step 9: Allow one student from each group to share the results of applying their step to the bake sale topic.

NOTE: You may want to have a different example that students can apply their step to for each set of steps you make. So for instance, if you use two sets of the six steps because of a large number of students, you may want to use the bake sale example for one set and a silent auction for the other.

Step 10: As each student leaves the front of the room, ask them to tape their piece on a surface all can see (i.e. a white board). Construct the diagram of the planning model in that location.

Step 11: Debrief the learning event. You may use some of the following questions:

- Congratulate students on their great thinking and work!
- What have we been doing for the last few minutes? (Planning and sharing our plans.)
- What did you learn about how these six steps relate to planning?
- What are the benefits of planning for an activity?
- What value is there in conducting activities?
- How is following up after an activity useful?
- How will these six steps be useful as we plan chapter activities this year?

Step 12: Introduce the CAP Tool. Explain that each of the steps the students completed is part of the Chapter Activity Planner Tool. Provide students with the web address to access the Tool and encourage them to use it.

Step 13: Have the group identify one activity they will plan, conduct and report on using the CAP Tool.



Bring Closure & Look Ahead – *How do I conclude the session?*

Review and Close Activity: Partner Race – 3 minutes

Students race with a partner to list the order of the steps and give a brief description of each step.

How this event might *look and sound...*

Step 1: Instruct students to find a partner.

Step 2: Direct students to practice going through the six steps with their partner by listing the steps in order and giving a brief description of what happens in each step. They may time each other to make the event a race if they desire.

Step 3: Wrap up and encourage students to visit the Tool and use it while planning.

Which Would You Prefer?

1. At a ball game:
 - a. The referees forgot to mark the game on their calendars, so it had to be rescheduled, even though the athletes and spectators were ready for the big event!
 - b. The referees showed up at the game early and both teams were ready to play on time.

2. In school:
 - a. Your teacher didn't plan for enough time to grade all of the papers before grades were due for report cards. You did really well this quarter and your grade was supposed to be higher than last quarter. The teacher ended up giving everyone the same grade they had last quarter and promised to get grades up-to-date for the next report.
 - b. Each day, your teacher has a specific time to grade papers and your grades are handed to you on a slip of paper each Friday.

3. At work:
 - a. One of your co-workers forgot to write down that they had vacation for a week this summer and your boss asked everyone to rearrange schedules to accommodate for the extra week of work.
 - b. You get to take part in each activity you have scheduled for the week because everyone got the scheduling in early this week.

4. At home:
 - a. You forgot to mention to your family a fun evening you scheduled with your friends. They planned Family Game Night at the same time and it's forbidden to miss Family Game Night.
 - b. On the family calendar, you wrote down the fun evening you scheduled with friends, and that night wasn't even considered for Family Game Night...it will take place next Thursday.

Chapter Activity Planning Process

Blank Planning Template

Step 6: Report



Potential Audiences:

Information to Share:

Reaching Our Audience:



Step 5: Reflect

What went just as we planned?

What would we change about our plans if we do this activity again?

What results were achieved?



Step 1: Organize

Activity Name:

Program of Work Goal:

Basic Details:

Budget:

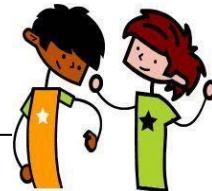


Step 4: Act

Completing the Tasks: Keep track of individual assignments using the Individual Task Tracker from the CAP Tool.

Progress Meetings:

Motivating Members:



Step 2: Assess

Need Filled By Activity:

Activity Goals:

Measures of Success:



Step 3: Plan

Planning Factors to Consider:

Action Plan (with Due Dates):

