

Planning StS Lesson

Slide 1-

Say to students:

“This week we are going to start to talk about planning. Planning sounds like it is easy to do, but it can rather complex. For our Step for Success lessons we are going to use this definition: Planning is the ability to see the individual steps in an assignment.

We are going to watch a short video of a flash mob [explain flash mob if necessary]”.

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Video: Shows a 4 minute video of a flash mob in a Belgian train station. It looks spontaneous, but clearly took much coordinating beforehand.

Slide 3-

Question #1: What had to happen so that people could dance together in this video?

Anticipated student response: we are looking for the students to be reflective about the level of planning that had to occur to get all these people at the same place, at the same time, and know the dance routine.

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Question #2: In general, how do you know if a plan is any good? What makes a good plan?

Note: you are asking the same question in a different way in hopes that it facilitates more responses from students.

Anticipated student response: We are looking for the students to be reflective about what makes a good plan. What goes into a good plan? Are there parts that every plan should have, such as anticipating difficulties, etc.? The students may respond that a good plan should have a clear goal, a timeline, should identify all the participants needed to complete the task, etc.

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Question #3: How do we use planning in this class?

Anticipated student response: We are looking for the students to be reflective about the role of planning that is needed in the class in which this discussion is occurring. The students may respond, we don't (which is sometimes accurate), they have to plan when to do their homework, when to study for a test, how to get a term paper turned in on time, etc.

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Question of the week: What is your plan?

Slide 7-

Think Pair Share activity:

1. **Think:** Students think independently about the question that has been posed "What is your plan?" forming ideas of their own. Let them use their planners, blackboard...to make a plan for their week (or upcoming project...).
2. **Pair:** Students are grouped in pairs to discuss their thoughts.
3. **Share:** Student pairs share their ideas with a larger group, such as the whole class.

Say to students:

"You will hear me ask this question whenever I see or hear that a non-immediate goal or task needs to get done today and for the remainder of the week. Let's see how much planning we have to do in this class and the best way to plan.

Slide 8-

"Now let's try a planning activity in groups of 5"

- Group Size: 5 per team
- Time Required: 15 - 30 minutes
- Materials: 15 pipe-cleaners per team.

Activity

1. Group students into teams of 5.
2. Pass out bundles of 15 pipe-cleaners to each group.
3. Instruct students that each engineering team is tasked to build the "tallest free-standing structure" with the materials provided. Teams will have about 10 minutes.

“Free-standing means the structure can not be held, taped, wedged between desks, etc.” Ask for any clarification.

4. After working for 2-4 minutes: tell students to freeze.

"Your team had an unexpected budget cut, and one of your resources has been depleted. Each team member must now put one arm behind his/her back!"

5. 2-4 more minutes: freeze again.

"Your engineering company realized that the loss in resources were detrimental to the product. The manager has decided to expand your operations globally to bring in more business. Your team now operates in (insert favorite country here) allowing you to use both arms again. But now you are unable to speak the same language. Continue the task without any speaking!"

6. 1-2 minute:

"Business is booming, and your company has hired translators. Complete the task with all your resources! One minute left!"

7. Count down from ten and stop the activity.
8. Walk around the room and note the different shapes and designs of the towers. Determine the tallest tower and allow the team to explain their successful design.

Slide 9-

Question #4: What had to happen so that your group could build a tower?

Think Pair Share activity:

1. **Think:** Students think independently about the question that has been posed “**What had to happen so that your group could build a tower?**”
2. **Pair:** Students are grouped in pairs to discuss their thoughts.
3. **Share:** Student pairs share their ideas with a larger group, such as the whole class.

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