

Didn't See That Coming

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Published by *K20 Center*

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Time Frame 1 hour

Essential Question(s)

How can we use calendars to stay on track and to avoid the roadblocks that keep us from our goals?

Summary

Surprises and roadblocks can keep us from accomplishing our goals on time. In this lesson, students will learn how to consider what could become roadblocks to completing a task and how to build a calendar to stay on track and to minimize surprises.

Learning Goals

- Analyze problems that are likely to keep a task from being completed.
- Determine solutions for dealing with roadblocks when planning a task.
- Evaluate calendar plans for what worked and what can be improved.

Attachments

- Activity Slides—Didn't See That Coming.pptx
- Planning Calendar—Didn't See That Coming - Spanish.docx
- Planning Calendar—Didn't See That Coming - Spanish.pdf
- Planning Calendar—Didn't See That Coming.docx
- Planning Calendar—Didn't See That Coming.pdf
- Roadblock Sort—Didn't See That Coming - Spanish.docx
- Roadblock Sort—Didn't See That Coming - Spanish.pdf
- Roadblock Sort—Didn't See That Coming.docx
- Roadblock Sort—Didn't See That Coming.pdf
- Sample Calendar—Didn't See That Coming.pdf

Materials

- Activity Slides (attached)
- Roadblock Sort (attached; one per pair of students)
- Sample Calendar (attached; one per student)
- Planning Calendar (optional; attached; one per student)
- Highlighters (four colors per student)
- Bandanas for blindfolds (one per student)
- Plastic cups that can be used as “mines” to avoid (one set for the class)
- Internet-connected device
- Google Calendar access
- Pencil

30 minutes

Engage

Teacher's Note: Preparation

Allow yourself sufficient time for printing and preparing the various materials before beginning this lesson. Print and cut out the Roadblock Sort cards (one set per pair of students). Printing the cards on heavier paper, such as card stock, and laminating them will ensure that they last longer than just this one lesson.

This lesson is a good one to follow "Keeping Track: Time Management 101." Students will be oriented on predicting how much time to set aside for tasks and the idea of balancing their time in ways that align with their personal goals and self-care.

Begin the activity by displaying the title slide from the attached **Activity Slides**.

Display **slides 3–4** and share the essential questions and learning objectives with students to the extent you feel necessary.

Move to **slide 5**. Pair your students up. Using the Trust Walk strategy, set out plastic cups in a random pattern over a large space in the room. Give each group of two students a blindfold. One partner for each time is blindfolded, and the other partner gives directions for navigating the minefield. When they are done, ask:

- What was the hardest part of the task?
- Did you feel confident as you were walking through the minefield?
- What strategy did you and your partner use to successfully navigate the minefield?
- How does this strategy prepare you for planning and avoiding roadblocks?

Remind students that problems are part of life, but planning can help us see the whole road ahead so that we can manage them more effectively when unexpected obstacles appear.

10 minutes

Explore

Display **slide 6** and share the instructional strategy Card Sort with students. Pass out the attached **Roadblock Sort** activity to pairs of students and instruct them to sort the roadblocks into one of two categories: NEAR or FAR.

- NEAR: A roadblock that needs to be addressed immediately.
- FAR: A roadblock that will not stop your progress right now.

When students have completed their Card Sort, have them share out why they sorted certain cards together.

Teacher's Note: Real-World Connections

Consider doing this activity as a follow-up reflection for a recently completed club event or project. What were the actual roadblocks you encountered?

15 minutes

Explain

Display **slide 7.** Share that a calendar helps us see things that are coming up that we may need to avoid or workaround to be successful. It also helps us uncover clear paths where we could take time to focus and make progress on goals.

Move to **slide 8**. Share the instructional strategy Categorical Highlighting with students and pass out the attached **Sample Calendar**. Instruct students to categorize the events into one of the following groups:

- Pink: Focus Time
- Blue: Breaks
- Green: Time on Task
- Yellow: Solving a Problem

After they have had time to highlight, move to **slide 9** and instruct them to work with an Elbow Partner and compare their highlighting. Ask pairs to share things they had in common and what they had viewed differently.

Teacher's Note: Critical Thinking

The calendar doesn't explicitly have time set aside for "Solving a Problem;" however, on the 14th, the student has an eye appointment at 3:00 and practice at 3:30. This student will end up being late to practice and will need to set aside time to solve this problem (i.e., speak to their coach about the upcoming double-booking).

There are several instances where things may not necessarily be explicit, so students will have to think critically about the schedule and upcoming events that are on the calendar.

15 minutes

Extend

Optional Slide

Slide 11 contains an optional video. If your students have experience with Google Calendar, then you may skip this slide.

Display **slide 10** and instruct students to write down their own upcoming roadblocks and determine which category they could be sorted into: NEAR or FAR?

Move to **slide 11** and share the linked video with students on how to create an event in their Google Calendar: "Creating an Event in Google Calendar."

Embedded video

https://youtube.com/watch?v=O2HZQnbFs3Y

Use **slides 12 or 13** to have students plan their upcoming tasks depending on whether they have access to Google Calendar or not. If they don't, pass out the attached **Calendar Template**. Have them write down their own upcoming roadblocks.

Ask: *Are there blocks of free time you could use to complete a task or focus on an assignment?* Ask them to use the calendar to reserve that time now by adding focus time and what they hope to focus on. Remind students that planning isn't just for work. They need to make sure to give themselves rest time too. What are some times you could set aside to relax and refresh where you know upcoming tasks or roadblocks won't interrupt your fun?

Make sure the next week of the calendar has time scheduled for work and play. Try out following the calendar to discuss next time.

Teacher's Note: At-Home Thinking Time

Some students may not have had to think long-term like this before, so they may have to complete their calendar at home to allow for more thinking time. Students should complete their calendar, try to follow it, and be ready to discuss their calendar at the beginning of the next session.

10 minutes

Evaluate

Use **slide 14** to have students reflect on their calendars. Ask the following questions:

- How did planning help to get tasks done?
- How did planning help to make sure you had time to relax?

Explain to students that planning makes sure we have a good mix of both. Be sure students have something planned in the coming week.

Research Rationale

Regardless of the focus of the extracurricular activity, club participation can lead to higher grades (Durlak et al., 2010; Fredricks & Eccles, 2006; Kronholz, 2012), and additional benefits are possible when these clubs explore specific curricular frameworks. Club participation enables students to acquire and practice skills beyond a purely academic focus. It also affords them opportunities to develop skills such as self-regulation, collaboration, problem-solving, and critical thinking (Allen et al., 2019). When structured with a strong curricular focus, high school clubs can enable participants to build the critical social skills and "21st-century skills" that better position them for success in college and the workforce (Allen et al., 2019; Durlak et al., 2010; Hurd & Deutsch, 2017). Supportive relationships between teachers and students can be instrumental in developing a student's sense of belonging (Pendergast et al., 2018; Wallace et al., 2012), and these support systems enable high-need, high-opportunity youth to establish social capital through emotional support, connection to valuable information resources, and mentorship in a club context (Solberg et al., 2021). Through a carefully designed curriculum that can be implemented within the traditional club structure, students stand to benefit significantly as they develop critical soft skills.

Resources

- K20 Center. (n.d.). Categorical Highlighting. Strategies. https://learn.k20center.ou.edu/strategy/192
- K20 Center. (n.d.). Card Sort. Strategies. https://learn.k20center.ou.edu/strategy/147
- K20 Center. (n.d.). Elbow Partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Trust Walk. Strategies. https://learn.k20center.ou.edu/strategy/5193