



Developing a Life-Management Plan

Grade Level: 9-12 **Lesson Plan Timeframe:** 1-2 weeks **Program Topic:** Life-management Skills **State:** NV
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Overview & Purpose Students will learn about values & goals and the importance of making decisions about life choices through the development of a life-management plan.	FCCLA National Program(s) Power of One
Education and National FACS Standards Addresses 1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).	

Lesson Plan Goals & Objectives	What should I do regarding developing a life-management plan. <ul style="list-style-type: none"> • Identify life choices • Analyze factors affecting life choices • Establish short and long-term personal goals • Identify changes that impact a life-management plan • Evaluate use of time, money, and other resources needed to achieve goals • Develop set of criteria for evaluating life choices • Take personal responsibility for life choices
Materials Needed	<ul style="list-style-type: none"> • Paper • Pencil • Small Poster board • Folders
Introduction of Subject	Create a display using a road map theme to illustrate different routes one's life could take. Feature the purposes of FCCLA and highlight ways that experiences in FCCLA can help make members learn about themselves and develop skills to use in planning life choices.
Verification	The purpose is an opportunity to examine past experiences, decide what to use from those experiences and what to change and set goals with regard to various life choices.

<p>Activity 1</p>	<p>Life Choices: Getting the Big Picture. Forming a Life-Management Plan.</p> <ul style="list-style-type: none"> • The students will make a folder in which to keep information to use in developing their own life-management plan. • The folder will also contain pages to journal a daily or weekly assignment with questions related to various units of study to enhance reflection and ethical actions.
<p>Activity 2</p>	<p>Life Choices Panel.</p> <ul style="list-style-type: none"> • Organize ahead of time a panel of young adults to discuss the transition from high school to adult-hood. Suggested panel members include emancipated high school students and graduates over the past one, four, seven, and ten-year periods. • Give the students a list of questions they are to ask the panel taking turns asking the questions. • Make a written journal entry recording examples of life choices made by the panel members.
<p>Activity 3</p>	<p>Factors affecting life choices:</p> <ul style="list-style-type: none"> • On a 4 inch roll of paper, make a timeline of your life, placing the following categories as appropriate. <ol style="list-style-type: none"> 1. Life choices you will face at various ages 2. Life expectancy 3. Life cycle stages that will effect life choices 4. Anticipated life events <p>Answer the following questions using your timeline:</p> <ul style="list-style-type: none"> • What is most important to you now? • What will be most important to you ten years from now? Twenty years from now? Thirty years from now? • How are life choices alike? Different? • Over which events do you have control? No control? <p>Discuss your questions & answers as appropriate.</p>
<p>Summary/Evaluation</p>	<p>Provide daily questions/topics for the students to write in their journals about developing their own life-management plan.</p>
<p>Other Resources</p>	<p>Community resources for panel discussion.</p>
<p>Additional Notes</p>	<p>Future lessons are on values: Who are you? List strengths /limitations, changes that impact life-management planning, goal setting, implementation of life-management plan.</p>