



Lesson Plan

Do It Now

Level, age of the students:	14 – 18	
Subject:	Any Subject	
Subjects involved:	All Subjects	
Aims:	To help students understand the importance of making plans for fundamental reasons	
Suggested # of students per group:	10 – 20	
Time of the main activity:	15 minutes	
Material:	Whiteboard and markers, Computer and Beamer, Pen and paper for note-taking	
Competences:	Analytical thinking, Communication, Active listening, Empathy, Problem-solving, Time management	
Preparatory actions if any:	Teacher should prepare the quotes that will be reflected to white board or to be used in interactive board	
Expected results:	Students will understand the fundamental and instrumental reasoning	
Expected difficulties:	Some students may not be interested in the topic	
Follow up if any:	The teacher can organize similar activity for other lessons	
TIME	PROCEDURE (T: TEACHER; SS: STUDENTS; O: OTHER)	METHOD
3'	<p>I. PREPARATORY ACTION</p> <p>Objective: Draw the attention of the students to the topic</p> <p>Teacher reflects the quotations to the board</p> <ol style="list-style-type: none"> 1- “Plans are worthless, but planning is essential.” Dwight D. Eisenhower 2- “Just because you made a good plan, doesn’t mean that’s what’s gonna happen.” Taylor Swift 3- You don't have to see the whole staircase, just take the first step.” Martin Luther King Jr. 	<p>Brainstorming</p> <p>Individual work</p>



CAREER COUNSELLING



PRACTICAL APPROACH

	<p>Teacher asks questions:</p> <ul style="list-style-type: none"> • Do any of these quotes resonate with you? • Which one(s) and why? • What do you think they have to do with your future career? <p>Students are given five minutes to write down their answers</p>	
10'	<p>II. FUNDEMENTAL VS INSTRUMENTAL REASONS</p> <ul style="list-style-type: none"> • Teacher invites students to share out their notes. <p>Once several students share, teacher emphasizes the importance of making decisions for fundamental, not instrumental, reasons.</p> <p>Teacher explains doing something for instrumental reasons means you think your action is a means to an end, that it's going to take you somewhere specific. But what if it doesn't work out?</p> <p>He continues "Doing something for fundamental reasons means you think your action is inherently valuable, regardless of what it may or may not lead to. Fundamental reasoning is more sustainable. It encourages you to align your actions with your values, and allows you to have flexibility when it comes to setting career goals"</p>	Individual or pair work
TIME	PROCEDURE (T: TEACHER; SS: STUDENTS)	METHOD
2'	<p>III. CLOSING ACTIVITY</p> <ul style="list-style-type: none"> • Teacher summarizes "You must live with a certain amount of ambiguity about not knowing what's going to happen next, but it keeps you alert to unexpected opportunities and serendipity." 	Individual or pair work

