



CHAPTER EIGHT

A PLAN FOR MAKING PLANS: Homework, Projects, and Long-Term Plans

Homework. Projects. Long-term plans. Yup, just those words can send you into a daze, right? No fear, planning tips are here! In this chapter, we'll explore the best ways to take control of your homework, projects, and long-term plans. You'll understand how to organize and manage your time so things aren't as overwhelming. We'll create charts and puzzles to help you see things differently. You'll get a better understanding of priorities and figure out what needs to get accomplished immediately. You've got this!

What Type of Learner Am I?

Do you know what type of learner you are? Let's discover if you're a "hearing," "seeing," or "feeling" learner. If you can figure out what type of learner you are, you can understand what you need to succeed in school and learning.

HEARING LEARNER

- Do you understand best when the teacher explains things out loud?
- Are you a great speller?
- Do you have a good sense about how long projects and homework will take?

SEEING LEARNER

- Do you remember things in pictures?
- Do you learn better by watching a demonstration?
- Do people say you have a good imagination?

FEELING LEARNER

- Do you learn best by moving and touching things?
- Do you notice outside noises, lights, etc.?
- Do you sometimes lose track of time?

You may be a combination of these learners, but my guess is that you'll have one main type. If you're a hearing learner, it can help you to ask for your instructions out loud. Try to do as much as you can from hearing things.

If you're a seeing learner, you may ask for your instructions on paper or to have them demonstrated to you. It might even help you to draw or doodle while you gather information.

If you're a feeling learner, ask permission to move, touch, or exercise while you learn.

ACTIVITY 2

Weekly Homework Chart

I'll admit—this doesn't sound exciting. But it *will* help you remember assignments, and that's exciting (just think how you'll feel when your teacher commends you)! Let me tell you a story: Twelve-year-old Elan struggled with organization. He'd forget what was due and when it was due. Together, we created a weekly homework chart that helped him get on track.

To make your own, you can use the blank chart here and make copies every week. It's simple: Every Monday, fill in the dates for your homework assignments for the week, and write in what is due each day. I've included an example to show you how it's done—use the second one to copy and fill in each week.

	MONDAY Date:	TUESDAY Date:	WEDNESDAY Date:	THURSDAY Date:	FRIDAY Date:
Social Studies	Read chapter 3				
Math		Do problems 40-55			
Writing			Write 2 paragraphs from story		
Science					Science Fair!
Spelling				Study for test!	
Reading					
Other			Lunch money!		

	MONDAY Date:	TUESDAY Date:	WEDNESDAY Date:	THURSDAY Date:	FRIDAY Date:
Social Studies					
Math					
Writing					
Science					
Spelling					
Reading					
Other					

ACTIVITY 3

Rocking My Priorities

Ellie is a 10-year-old girl who got overwhelmed by all she had to do. Sometimes she had trouble prioritizing or figuring out what to do first (or even what to do at all!). So together, Ellie and I created a story:

Ellie was walking in a forest. She found three rocks. One rock was super heavy, like a boulder. She could barely lift it, but she did. The second rock she found was about the size of a brick. She could lift it, and it wasn't as heavy as the boulder, but it took a little effort. Finally, she found a pebble. That, of course, was super light, and she was able to carry it with ease.

I then told Ellie to think of what she had to do in school in regard to “rocks.”

The most important things she had to take care of were her boulders. These could be big projects or tests. These were the things that were super important, and, once finished, she'd feel very relieved—like the weight of a boulder was off her shoulders!

The second most important things were her bricks. These were tasks that were important but maybe not as important as the boulders—things like homework or chapter reading. These might need to be done first, but they wouldn't take as much time as the boulders.

Finally, the pebbles were the least important. These included things like extra credit or those things not due immediately—the light and easy stuff.

Can you think of the things in school that are *your* boulders, bricks, and pebbles? On the following page, draw lines from the tasks to the rocks. This will help you recognize what in school are your priorities, which you'll want to give the most attention to.

ASK FOR HELP OR DO IT YOURSELF (BOTH ARE JUST FINE!)

Sometimes we can do things by ourselves, and that feels great. Other times we may need the assistance of others—that's okay, too! It's up to you to know which one you need. You can always try to do it by yourself, and then if you realize you need help, you can ask for it.

Science test

Extra-credit reading

Math homework

Optional spelling bee

Social studies diorama project

History quiz

Bonus chapter reading for fun

Book report

3 math problems

Grammar worksheet



ACTIVITY 4

Picture This

One of the best ways to complete a project is to visualize it first. That means truly imagining or picturing yourself doing that thing before it happens. So if you're nervous about being in the school play, I want you to imagine yourself on the stage. What are you wearing? Imagine yourself as your character, feeling prepared and saying your lines. I want you to hear the audience cheering. See yourself smiling and feeling confident.

You can do the same if you're nervous about a test. Imagine yourself being in the test room. What does the room look like? Who are you sitting next to? Can you touch the desk? What does it feel like? Imagine yourself feeling prepared. You've studied and know the material. Imagine the smell of your pencil and the feeling of the paper. See yourself writing your answers down. I want you to see yourself breezing through the test with ease. You feel calm and happy. Truly visualize yourself passing the test!

Now think about a goal that perhaps you feel overwhelmed or scared about and the positive outcome or result you want to see. Draw that positive outcome. Be sure to include flags, fireworks, cheering fans—whatever you imagine!



3-Step Planning

Do you have a hard time planning how you're going to do something? If so, you're not alone. Planning is hard for lots of people—even adults. Kids with ADHD can have an especially hard time developing a plan or a goal and an even tougher time following through with it! I'm going to help simplify it for you, so you can easily complete what you set out to do. It takes just three steps:

1. **Come up with an idea, goal, or plan.** For example, Alex's goal was "I want to get better grades."
2. **Take that goal and break it down into smaller goals.** Here are the smaller goals Alex came up with for getting better grades: "Study more regularly. Get more sleep. Ask for help if I need it. Don't wait until the last minute to do projects."
3. **Now break those goals down into even smaller steps.** Alex's smaller goals are: "Set aside a specific time every day to study. Go to bed 30 minutes earlier. Make a list of who I can ask for help. Print out a monthly calendar to see when projects are due. Work on projects for 30 minutes each day."

The key is in the small changes. They make all the difference, because they tell you EXACTLY what to do to succeed in your goal! Can you think of a goal you want to achieve? Break it down here:

1. Your goal:
-
2. Break it down into smaller goals:
 1.
 2.
 3.
3. Break it down into even smaller (very specific) steps:
 1.
 2.
 3.

Great work!

ACTIVITY 6

Obstacle Maze

Sometimes we have a clear path and can easily get to where we want to go. Other times, there may be obstacles in our way that make it harder for us. Whether you face a little obstacle or a big one, use creativity to get to where you want to go!

Challenge yourself to this obstacle maze, and as you go through, write one solution to each obstacle you come across in your path.

