

## Chapter 2: Prioritizing

### Objectives

- Learning different ways to prioritize.
- Seeing how values and principles affect priorities.
- Considering other issues that affect priorities.
- Knowing that your priorities will change.

### Working Vocabulary

- **Priority:** A priority is anything you believe is more important than other things.
- **Principle:** A principle is a standard or quality considered worthwhile or desirable.
- **Value:** A value is anything of worth, usefulness, or importance to you.

### For Discussion

Many successful people and companies have found that prioritizing their schedules and their goals made the difference between success and failure. Prioritizing forced them to focus on first things first. Prioritizing is powerful.

If you are not putting first things first in your life and on the job, you are probably setting yourself up for failure. Your personal priorities can help guide your life. If you did not consider your priorities before going to work, it is time to consider them now.

Your top priorities usually revolve around your personal values and principles. If you took a job without knowing what is important to you, you probably will not like your job or be able to do 100 percent on the job. You risk failure on the job.

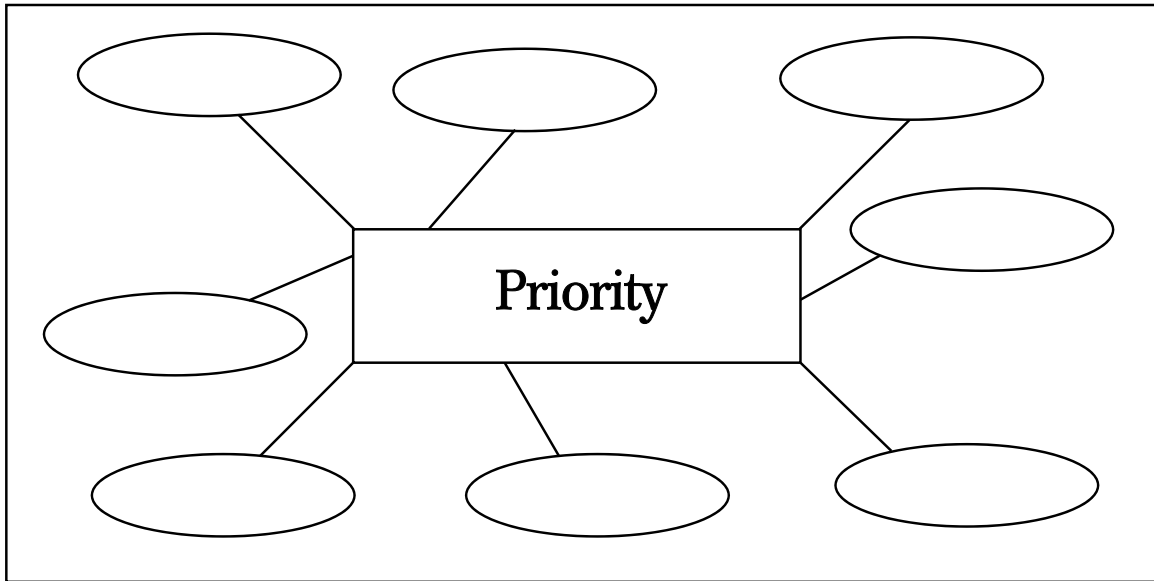
Remember: If you want to do a job and keep a job, put first things first. List your top priorities in the order of their importance, and make sure your job meets these priorities.

### Presentation Suggestions

#### *Use with Pages 20–23*

Present the vocabulary aloud to the class. Display it in the room with the vocabulary words from Chapter 1. Explain that some of the words are identified later in the text of the chapter.

Print the word “PRIORITY” in the middle of the board or overhead. Move around the room and invite students to say anything they feel or think of when they hear this word. Write these in bubbles around “PRIORITY.” Here is a suggested display:



Discuss as a whole group what students' main feelings are toward priorities in their lives. Are their priorities difficult, easy, few, many, and so on? This exercise should help you determine the current class climate. Ask students to do the Stop and Think exercises on pages 20–22.

Alternatively you can use the “**Mr. Tallyman**” activity.

***Use with Pages 23–27***

Review the difference between a *value* and a *principle*. Ask a student to read paragraphs one and two of the Example on page 23. Discuss these issues as a whole group. Ask another student to read paragraphs three and four aloud. Discuss as a whole group. Have students complete the Stop and Think exercise on page 24.

Write the following on chart paper: “Values are the main reason people work!” Post the paper in a prominent place in the classroom. Allow time for students to complete the Stop and Think exercises on pages 25–27 individually. When they are finished, have the class break into small groups. Have each group respond to the question, “Were you surprised by the top value on your list? Explain why or why not.” Then ask one member from each group to share the group’s discussion with the entire class.

### ***Use with Pages 28–31***

Invite a student to read the Examples on pages 28 and 29 aloud. Then have students quickly complete the Stop and Think on pages 29–30. Discuss the most common items chosen by the class. Ask students for explanations and alternatives to their choices. Ask, “What would you be willing to do to overcome these obstacles?”

Discuss personal time. Ask the class to come up with its own definition of personal time. Suggest that students look ahead to pages 30–31 to create an appropriate definition. When this has been completed, write the class definition on the board or overhead and allow time for students to complete pages 30–31 individually. Ask students to return to small groups and discuss responses for approximately three minutes. Then return to the whole group and create a list of four points for each of these categories: Health, Friends and Family, Relaxation, Educational, and Spiritual. This may be done on the board, overhead, or chart paper. Then have students copy the lists and place them in their yellow folders. Feel free to use the **“Personal Time Uses”** worksheet.

### ***Use with Pages 32–36***

Ask how many students feel that they shoulder all the responsibilities of running the home as well as holding a job. Explain that they will now examine the idea of shared responsibilities. Encourage students to keep an open mind and be flexible. Ask them to read and complete the Stop and Think on page 32.

Read aloud the Examples on page 33 and ask students to think back on their lives and about the good and bad changes that have occurred. Then allow them two minutes to complete the Stop and Think on pages 33–34. Break students into small groups and direct them to discuss their timelines with one another. If a student feels uncomfortable discussing changes in his or her life, the student can speak about someone else or just listen. These discussions promote a degree of camaraderie via similar experiences. Ask students to complete the Stop and Think on pages 34–35.

Ask a student to read the paragraphs under “Is Keeping Your Job a Priority?” on page 35. Emphasize the importance of maintaining a job for consecutive years. Ask, “What does holding a job for consecutive years say about you?” Accept any appropriate responses and write them on the board or overhead. Ask students for a consensus vote on the top three. Then write the top three responses on the board or overhead.

Ask students to copy the list of top responses on a sheet of paper and put the sheet into their yellow folders. Then ask students to complete the Stop and Think on page 36 individually.

To close out the chapter—provided there is time—have students complete the **“Situation Normal”** activity. It can be a fun and insightful way to end the class.

### ***Until Next Time***

Have you ever been told that you had a bad attitude? Do you remember an experience that triggered your attitude? Before the next class, think about how many times you may have heard words similar to those and whether you ever wished you could take back something you said or did in the workplace.