

# PC 101 Life Skills

## Gathering Agenda for Week 06

### Gathering Purposes

- Discuss the BYU-Pathway Worldwide devotional
- Practice setting top level and lower level goals

### Physical Preparation

- Prepare the room for groups:
  - For *face-to-face Gatherings*, arrive early to setup the room, prepare any visual aids, and greet students as they arrive.
  - For *virtual Gatherings*, start the meeting early, share your screen with a message welcoming them to the gathering and letting them know you'll start soon.
    - When the Gathering Agenda asks that students meet in small groups, use [Breakout Rooms](#).
    - When the Gathering Agenda asks you to display things on “the board,” you use the [whiteboard](#).

Min.	Activities	Teaching Tips
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### Welcome and Devotional

5	Welcome	Welcome, announcements, and housekeeping	
	Devotional	Please sing one or two verses of a hymn. If you meet with a virtual gathering, the lead student or another student should be invited to share a brief spiritual thought. A volunteer will then give an opening prayer.	

### BYU-Pathway Worldwide Devotional

10	Discuss	Students were asked to watch the BYU-Pathway Worldwide devotional this week at <a href="http://byupathway.lds.org/devotionals">http://byupathway.lds.org/devotionals</a> . They should have done this prior to the gathering. As a class discuss the devotional according to the information provided on the website.	Be sure to watch the devotional before the gathering and review the accompanying information on the website.  Ask several people to share their insights using the questions on the website as your guide.
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### Math Gathering Activity

5-10	Read and Discuss	<i>As you learned last week, from here on out our Gatherings will traditionally begin with a brief Math Exercise so we can all practice and apply the Math concepts we are</i>	Read this section aloud to the class.
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learning. Hopefully you all had a chance to review it before coming to class tonight. It can be found every week at the bottom of the Math Lesson page as well as within the Math Exercise quiz.

Here is this week's math problem:

You want to purchase a shirt that normally costs \$60, and you found it on sale for 5% off the regular price. Suppose there is a 5% sales tax that will be added to the sale price. Answer the following questions:

1. How much money will you have to spend to purchase the shirt?

Answer: To figure out this answer we must follow these steps.

First find the new price of the shirt on sale =  $60 - (60 \times 5/100) = 60 - 3 = 57$

Next we must calculate the tax on this new price.

The tax on the new price of the shirt =  $57 \times (5/100) = 2.85$

Finally, add this tax to the new price of the shirt.  
 $57 + 2.85 = 59.85$

The equation for this is  $\$60 \times (1 - 5/100) \times (1 + 5/100) = \$60 \times 0.95 \times 1.05 = \$59.85$ . You will learn more about equations like this in future weeks. For now you can follow the steps outlined above.

2. One of your friends told you that if a \$60 item is on sale for 5% off and there is a 5% sales tax that you do not need to do any calculations—the final cost after tax will be \$60. How would you respond to this friend?

Answer: \$59.85 is close to \$60 but is not exactly the same. In order to know the exact amount you will need to do the calculations.

Ask the class if they have any remaining questions.

Write or project this math problem onto the board for the class to see or bring printed copies of this problem to hand out to the class if physically gathering.

Invite the class to take five minutes to answer the three questions. Ask the class to share their answers and/or ask questions.

Reveal the correct answer to the class

**Goals**

30	Read and discuss 10 mins	In order to be effective, goals need to capture the imagination and create a vision of what you can accomplish (top level goals), while at the same time providing specific tasks (lower level goals) that make the goal achievable. If there isn't a compelling vision of what it would feel like to achieve the goal, then lower level goals will feel mechanical and arduous. On the other hand if there are not specific lower level goals top level goals will feel unachievable and dreamlike.	Write SMART vertically down the whiteboard. As the class identifies what each letter stands for, write the word next to the matching letter.
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		<p>Ask the class,</p> <ul style="list-style-type: none"> <li>• What are some examples of “top-level” goals?</li> <li>• What are some lower-level goals you could set in order to achieve some of these “top-level” goals?</li> <li>• The lesson talked about SMART goals being a good way to execute mid and lower-level goals. What does each letter of SMART stand for?</li> </ul>	
	Share 5 Minutes	Share an example from your own life or of someone you know who persevered to reach an audacious goal. Give examples that help the class make the connection between having goal large enough to be motivating and how it was achievable by breaking it down into smaller steps.	
	Class Activity 10 Minutes	Divide the class into two groups. Each group will work on one of the scenarios below. Their task will be to identify a solid top-level goal as well as a few lower-level goals for the person in the scenario. They will also need to create a SMART goal for one of the lower-level goals. Give each group 10 minutes to complete their assignment.	Print off (or project in each breakout room, if virtual) the two Stan scenarios for each group. Also print off or project a copy of the SMART goal sheet below for each group to fill out.
	Group Presentation 10 Minutes	Ask each group to spend five minutes presenting on their scenario solutions for Stan (including his SMART goal), while also explaining why they feel these goals are the best option for him.	
	Testimony and Prayer	Bear a 30-90 second testimony of the importance of being good stewards of time. End with a prayer by invitation.	

*Scroll down to the next page to [view/print scenarios](#)*

## Stan Scenario #1

Stan has wanted to cut back on his electronic usage (video games and social media usage) for years, but he hasn't been able to successfully do so yet. This is because he doesn't have a motivating top-level goal. A top-level goal needs to be motivating and remind Stan of what achieving this goal might feel and look like for him and those closest to him. It needs to be simple enough for him to remember and yet specific enough that it reminds him of why he wants to cut back on his electronic usage.

- **What would be a good top-level goal for Stan?**

Setting a top-level goal is not enough. It establishes the "why" and desired end-result of the goal, but it does not answer the "how." How will Stan cut back on his electronic usage? What concrete steps can he take now to start cutting back?

- **List two or three good lower-level goals for Stan**
- **Select one of those lower-level goals and turn it into a SMART goal using the guide below:**

<b>Specific</b>	<ul style="list-style-type: none"> <li>• What will be the specific result of your goal?</li> <li>• What are the specific steps needed to achieve it?</li> <li>• Is the goal too general?</li> </ul>
<b>Measurable</b>	<ul style="list-style-type: none"> <li>• Do you have a way to measure your progress?</li> <li>• When will you review your progress?</li> </ul>
<b>Actionable</b>	<ul style="list-style-type: none"> <li>• Will you be able to achieve this goal?</li> <li>• What are the reasons you believe you can accomplish this goal?</li> <li>• Have you spoken to people that have achieved the same or similar goals?</li> </ul>
<b>Relevant</b>	<ul style="list-style-type: none"> <li>• Does this goal support a mid-level or top-level goal?</li> <li>• Is it connected to who you want to become?</li> <li>• Is this a goal you want to make into a habit?</li> </ul>
<b>Time Bound</b>	<ul style="list-style-type: none"> <li>• Do you have a specific date you want to accomplish this goal by?</li> <li>• Is there a time period that you will work in to accomplish the goal?</li> </ul>

## Stan Scenario #2

Stan has wanted to cut back on his spending and get out of debt for years, but he hasn't been able to successfully do so yet. This is because he doesn't have a motivating top-level goal. A top-level goal needs to be motivating and remind Stan of what achieving this goal might feel and look like for him and those closest to him. It needs to be simple enough for him to remember and yet specific enough that it reminds him of why he wants to cut back on his spending and get out of debt.

- **What would be a good top-level goal for Stan?**

Setting a top-level goal is not enough. It establishes the "why" and desired end-result of the goal, but it does not answer the "how." How will Stan cut back on his spending and get out of debt? What concrete steps can he take now to start budgeting better and get out of debt?

- **List two or three good lower-level goals for Stan**
- **Select one of those lower-level goals and turn it into a SMART goal using the guide below:**

<b>Specific</b>	<ul style="list-style-type: none"> <li>• What will be the specific result of your goal?</li> <li>• What are the specific steps needed to achieve it?</li> <li>• Is the goal too general?</li> </ul>
<b>Measurable</b>	<ul style="list-style-type: none"> <li>• Do you have a way to measure your progress?</li> <li>• When will you review your progress?</li> </ul>
<b>Actionable</b>	<ul style="list-style-type: none"> <li>• Will you be able to achieve this goal?</li> <li>• What are the reasons you believe you can accomplish this goal?</li> <li>• Have you spoken to people that have achieved the same or similar goals?</li> </ul>
<b>Relevant</b>	<ul style="list-style-type: none"> <li>• Does this goal support a mid-level or top-level goal?</li> <li>• Is it connected to who you want to become?</li> <li>• Is this a goal you want to make into a habit?</li> </ul>
<b>Time Bound</b>	<ul style="list-style-type: none"> <li>• Do you have a specific date you want to accomplish this goal by?</li> <li>• Is there a time period that you will work in to accomplish the goal?</li> </ul>