



GED And You Inquiry Activity #3: Draw Up An Individual Action Plan

Mrs. Harriman and the Action Plan

Now that we have explored and talked about what the GED is for us and examined our study habits and test-taking skills, our next steps will be setting our sights on a successful future and planning what we need to do to study for, take and pass the GED. As we have done before, we are going to:

1. Identify the Problem (situation)
2. Become Familiar with the Problem
3. Plan, Assign, and Perform Tasks
4. Share with Others, and
5. Reflect, Extend and Evaluate

An Action Plan form is available to you. **Identify** what you think the form is asking for. Do the questions make sense to you? Do you understand what it is and why it will be useful? If you do, then **become familiar** with the plan. How will you complete it? What other information might you need to complete the plan? Do you think your plan is something you will write out? Will you do it in pencil or pen or on the computer or will you tape record your plan? How much time do you think creating a plan for you will take?

Now, **plan and do the work**. Are you going to create a first draft and then do a final draft? We have time in class tonight. Plan how you will use this time and then plan how you will use your time between now and the next class. Next time, we will **share** and **reflect, extend** and **evaluate**.

1. Identifying The Problem

You can hand out the Action Plan found in Appendix 2, which the learners will use in this Activity. Guide them in the process of doing each step as indicated in this outline

without immediately rushing towards filling out the Plan.

Here is your chance to bring everything you have discovered about yourself and the GED together. Here you will create a plan for studying, taking and passing the GED. Before you complete the plan, read it all the way through and study it carefully.

You will use the Action Plan form your instructor will give you. Do not try to fill it in yet. Look at what the plan asks you to do and make sure you understand everything.

This is your plan. There are no right or wrong ways to prepare for passing the GED. There is only what you are willing to do and commit yourself to.

2. Becoming Familiar With The Problem

As you become more familiar with the Action Plan as a tool for preparing to take and pass the GED, consider:

- Reviewing all of the information from the previous Inquiry Activities;
- Reviewing your understanding of the information the Action Plan is asking from you;
- Thinking about how you are going to develop a personal Action Plan, and making some notes;
- How your home study situation, your transportation to get to class, your work schedule, and other family needs will influence your Plan. Make some notes;
- List any questions you have that could be answered by your instructor or another class member.

3. Planning, Assigning And Performing Tasks Planning

Read over the Action Plan and any notes and questions you now have. Focus on what you need to do to successfully study for and pass the GED.

Assigning

This is an individual activity. You will be doing the work by yourself.

Performing

Doing the Work

Taking everything you have learned and thought about in the Inquiry Activities to this point, develop a plan of action that you can follow to help you study for, take, and pass the GED. Take into account why you want to pass the GED, your study habits, the kind of test the GED is, your reading habits, your ability to come to class, and anything else that can impact your goal – passing the GED.



Reaching a Conclusion

Fill out the Action Plan form.

4. Sharing With Others

Ask learners if they might be interested in sharing their Plan with a partner or a small group. Arrange for those who want to share with others to do so and those who would prefer to share only with you to do so now, or schedule a time to meet. The learners can gain a great deal from each other when sharing. They also begin to understand that they are not the only ones with difficult situations to overcome.

At the very least, each class member should share his or her Action Plan with you, since there will be many times throughout the course when he or she is asked to revisit and possibly revise the plan, based on changing circumstances and new knowledge obtained. Learners should share their Action Plan with you as part of your role as guide and counselor.

You will share your Action Plan with your instructor so that he/she can help you during the course to build upon your strengths and help you through some of your weaknesses. You may also want to share your Action Plan with at least one other class member.



5. Reflecting, Extending And Evaluating **Reflecting: Think about what you learned.**

Here are some questions for reflecting on this Learning Project:

1. *What do you think you have to do to pass the GED? Why?*
2. *How might you share your plan for passing the GED with others outside of this class?*
3. *How has this activity helped to focus your efforts on your goal?*

Extending: Extend what you learned to new situations.

Here are some questions to help extend learning:

1. *Can you invent an action plan for use by someone else?*
2. *How do you imagine yourself using this new action plan?*
3. *Where else might this plan be used?*

Evaluating: Assess what you learned to new situations.

Here are some questions to help the learner evaluate the process:

1. *How good are you at following a plan that you develop?*
2. *Can you give an example of a plan you have followed and one you did not follow? Describe what happened in each case.*
3. *How did this process work for you?*
4. *What could have been improved? How?*
5. *What is one thing you might do to improve this process?*
6. *What is one thing your instructor could do to improve this process?*
7. *What is one thing your classmates might do to improve this process?*