

## EXERCISE 3-2 Thinking about “how”: INSTRUCTOR SUPPLEMENT

### HOMEWORK:

**This week, ask yourself “how” in response to three situations. Write down the answer to the “how” question. Bring to class to discuss.**

#### **Example:**

A thought on way home from school – “I want to join the track team”.

Question to ask yourself: “How”?

#### **Answer:**

1. Talk to friends on track team about try outs.
2. Talk to coach about try outs (timing, requirements, etc.).
3. Practice and train until the try out date.

### **Now it's your turn:**

A. Thought or idea: \_\_\_\_\_  
How (to accomplish):

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

B. Thought or idea: \_\_\_\_\_  
How (to accomplish):

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

C. Thought or idea: \_\_\_\_\_  
How (to accomplish):

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**NOTE for Instructor: While each student will have their own set of ideas and “hows” be prepared to provide coaching on the following:**

- **Clarification on the topic.** Even with the track team example, some students will not understand what they should pick to analyze. Be prepared to use a student's activities as an example to demonstrate to the class. A line of questioning the instructor can use could start with, “Is there something that is a goal of yours now, or something you want, but you're not sure how to get it? Is there a video game you want to buy, a movie you want to see?” (These are fairly simple). “Now, taking this a step further, is there something you want to do in a certain class? Get a good grade? Or, is there a sports team you want to join? Or a college you want to go to? Think bigger.” Hopefully, this will prompt the student to join you in your “goal” line of thinking. Also, the students could choose their passion area in which to start a business as a goal.
- **Clarification on “how”.** Be prepared to coach students on what “how” means. Some students will be better at this than others....it is a linear thinking skill...A, B, C this is how I would approach an issue or goal. By having students share their results of assignments in class, other students who are weaker in this area can learn from students who are stronger. Again, if a student doesn't understand how, have them choose a goal or an idea...something they want. Then proceed with questioning in class so others can listen: “Your idea is to sell your baseball card collection, but, you don't know how. Okay, is there anyone you know with a baseball card collection, or who has sold things at garage sales or on eBay?....No? Okay, might a first step be to FIND someone like this? To ask around to friends and family?...What might you do next? That's right, TALK to the person(s) to ask them how they did it. Are those the two primary steps or is there a third step...is your collection sold, or ready to be sold, after those two steps are accomplished? No, there are still other things you must to. So, maybe after talking with the experts you can develop a list of what you think you need to do, and run it by them. Then, you are one step closer to selling your collection.”