PC 101 Life Skills
Gathering Agenda for Week 13

Gathering Purposes
- Discuss the BYU-Pathway Worldwide devotional
- Contrast the principles of idleness and leisure
- Better understand the principle of work

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
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 http://byupathway.lds.org/devotionals. 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.
Math Gathering Activity			

| 5-10 | Discuss | In this gathering activity you will solve a math magic trick using the concepts you learned throughout the course. In the first part of the trick you will apply addition and subtraction. In the portion where you figure out how it works you will apply what you learned about variables, place value, the distributive property of multiplication, and combining like terms.

This is meant to be fun so don't spend more than 10 minutes on it. You will not be quizzed on any of this.

Read Your Mind Trick
Have the members of your gathering do the following steps.

1. Pick a whole number between 10 and 99. (Example: 23)
2. Now add the digits of the number together plus 1. (Example: If your number was 23, add 2 + 3 +1 = 6.)
3. Next take your original number and subtract this new number. (Example: 23 - 6 = 17)
4. Now look at the following picture and find your number. Remember the symbol next to it. (For example, if your number is 33 you see a picture of a boat.)

Find your number and remember the symbol next to it.

1 [person]	12 [duck]	23 [apple]	34 [duck]	45 [apple]	56 [soccer]	67 [bird]	78 [phone]	89 [flower pot]
2 [phone]	13 [person]	24 [glasses]	35 [flower pot]	46 [windmill]	57 [phone]	68 [person]	79 [star]	90 [guitar]
3 [lightbulb]	14 [heart]	25 [brush]	36 [heart]	47 [star]	58 [apple]	69 [windmill]	80 [flower pot]	91 [apple]
4 [planet]	15 [smiley]	26 [flower pot]	37 [glasses]	48 [cat]	59 [sun]	70 [soccer]	81 [windmill]	92 [star]
5 [star]	16 [guitar]	27 [phone]	38 [smiley]	49 [duck]	60 [heart]	71 [flower pot]	82 [person]	93 [brush]
6 [heart]	17 [flower pot]	28 [soccer]	39 [brush]	50 [boat]	61 [guitar]	72 [heart]	83 [smiley]	94 [phone]
7 [cat]	18 [clock]	29 [binoculars]	40 [person]	51 [phone]	62 [flower pot]	73 [glasses]	84 [soccer]	95 [duck]
8 [flower pot]	19 [cat]	30 [lightbulb]	41 [brush]	52 [smiley]	63 [boat]	74 [apple]	85 [windmill]	96 [glasses]
9 [apple]	20 [phone]	31 [star]	42 [person]	53 [flower pot]	64 [cat]	75 [airplane]	86 [cat]	97 [binoculars]
10 [rocket]	21 [cat]	32 [sun]	43 [binoculars]	54 [airplane]	65 [clock]	76 [brush]	87 [lightbulb]	98 [flower pot]
11 [binoculars]	22 [clock]	33 [boat]	44 [flower pot]	55 [lightbulb]	66 [binoculars]	77 [boat]	88 [airplane]	99 [clock]

Tell the students you will now read their mind:
Now I will read your mind….
You are looking at the symbol of a flower in a pot.

How does this work?
If you aren't looking at a flower in a pot then you made a mistake when doing the math. Here is why.
Look at the digits in your original number and give them the variable names X and Y. | |

		Remember back to the lesson on place value. The digit in the 10's place says how many tens there are in the number and the digit in the 1's place is the number of ones. Therefore, we can write a two digit number as 10 multiplied by the first digit plus the 1's digit. So your original number is 10X+Y. (Go ahead and try this to make sure you understand.) When you add the two digits together plus 1 you get X+Y+1. The original number subtract the new number is then (10X+Y) - (X+Y+1) Next use your skills to combine like terms. Remember to use the skill of multiplying the -1 over the parentheses. (Distributive property of multiplication over addition.) $(10X+Y) - (X+Y+1)$ $= 10X + Y - X - Y - 1$ $= 9X-1$ So no matter what you picked as your original number, the new number you should have calculated is 1 less than 9 multiplied by the first digit of the number you picked. $(9X-1)$ Now look at the image again. Notice that all the numbers one less than a multiple of 9 are the symbol of a flower in a pot, so no matter what number you pick, you will always come up with the same symbol. **Conclusion** You may find other examples of "magic" tricks like this as you go through life. They may guess the number you are thinking, or they may guess your age. All of them are based on math.	
Lesson Opener			
15	Share 5 Mins	Share with your classmates your thoughts regarding someone you admire who values the principle of work. (Use the instructions below to guide your thoughts.)	
	Peer Discussion 10 Mins	With a Partner: Have your classmates think of someone they admire who is a hard worker. This person can be a living person, historical figure, scriptural or religious leader, or fictional character. Ask students to share their thoughts with a partner and discuss the following questions: (You may want to write the questions on the board.) • How can you see that this person values the principle of work? • Why do you admire this person? • What other desirable traits does this person possess?	

			• How does their work ethic relate to their other desirable traits	

Attitude towards work

| 15 | Read | Entire Group:

Read the following story to your classmates.

"Seven years ago, Ann Clynick started a babysitting service in her home to stave off the prospect of having to get a full-time job outside her home.

"With four toddlers at home and one child in school at the time, and financial burdens pressing on the family, she said the question wasn't whether she would work or not, but only what kind of work she should do. …

"While the plan solved [the problem of being home with her children], it soon created another.

"I hated it,' she said. 'I found myself working 60 hours a week taking care of other people's children. I never babysat as a teenager. In fact, I didn't enjoy being with children, other than my own. And I resisted the situation more because I felt I was being forced into it. It was discouraging.

"'But I couldn't quit, and I wouldn't go out to work.'

"For the first two years, she simply suffered through each day, trying to sandwich multiple diaper changes between house cleaning and cooking, along with the challenge of channeling the energies of 10 children - her own and six others.

"One day, I read an article by a General Authority telling of a man who visited a scrub woman who had the boring task of scrubbing a set of stairs … every day.

"When the woman complained about the monotony of her life, the man explained that if he had the job he would try to make it more interesting by finding out everything about it …

""What that story did to me was make me realize that it's your attitude toward what you do that is
important, not necessarily the job itself,' said Sister Clynick.

"'From that time on, I decided to learn everything I could about taking care of children.' … She enrolled in [many] classes … She now has her program so developed that she has a full curriculum for the children planned a year in advance. There is a waiting list for her services … | |

		"'So what has happened is that, in the past seven years, I feel I've been able to do something that I hated and was boring, just by changing my attitude,' Sister Clynick said … "'I've learned things, I've grown and I enjoy what I do.'" (John Forster, "Attitude - Not Necessarily Job Itself - Is Important," Church News, 29 May 1982, pg. 12).	
	Brainstorm	After reading the story, ask your classmates which tasks they do not like to do. Write a list on the board. Then, brainstorm some ideas regarding how to change your attitude or outlook on each task. Remember that a change in attitude will help these tasks become more enjoyable experiences. Also discuss the following questions: • How might a shift in your attitude toward these tasks help you grow? • Why would God design our mortal experience with so many mundane tasks? • How can a positive attitude towards these tasks help you improve your ability to work on tasks that you do enjoy?	Note: When you participate in a "brainstorming" session, you are helping to think of ideas. During this process, all ideas are considered to be good idea

Leisure vs. Idleness

15	Small Group Activity	Read the following to the entire group before separating into small groups: "Thou shalt not be idle; for he that is idle shall not eat the bread nor wear the garments of the laborer." --Doctrine and Covenants 42:42 "Just as honest toil gives rest its sweetness, wholesome recreation is the friend and steadying companion of work." --Elder D. Todd Christofferson Separate your classmates into groups of about 4 - 5 students. Consider the differences between idleness and leisure. Discuss the following questions: (You may want to write the questions on the board.) • Are there certain activities which qualify as only idleness and others that are definitely leisure, or are there some similarities between these two concepts? Explain your reasoning. • How do you know when you are being idle and when you are engaged in leisure? Explain your thoughts using a personal example. • What steps can you take to ensure that your leisure time doesn't slide into idleness?	If virtual, use breakout rooms.
	Read	Share the following quote from President Hinckley with the entire group.	

		"Believe in yourselves, in your capacity to do something remarkable. The work of the world is done by ordinary people who have learned to work in an extraordinary way." (Ensign, June 1996, "President Hinckley Counsels Colorado Youth"):	
	Testimony and Prayer	Bear a 30-90 second testimony of the divine nature of work. End with a prayer by invitation.	