

# GOAL SETTING

Name \_\_\_\_\_

## Change Challenge: It's Up to Me

*Directions:* Fill in your name and your goal. Then complete the plan to show how you will reach your goal.

### My Goal

I \_\_\_\_\_  
(name)

plan to \_\_\_\_\_  
(goal)

### My Action Plan

*Steps.* I will reach this goal by doing the following things:

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*When.* I will reach this goal by \_\_\_\_\_  
(date)

*Helpers.* These people and things can help me reach my goal:

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## Activity: Time and Task Management II

**Format:** Gathering, interactive exercise, written reflection  
**Grouping:** Small groups or individual student tasks  
**Scheduling:** As needed

**Rotation Stations:** Post six or seven of the questions below on chart paper around the room. Ask trios from the previous activity to place themselves by one of the questions posted. Pass out markers to each group and give trios two minutes to write down at least three responses to the question. Then ask trios to rotate clockwise to the next question, again taking two minutes to record their responses. Keep rotating so trios get an opportunity to respond to at least four or five questions.

- How do you keep track of assignments and responsibilities?
- What tasks generally take longer than you expect?
- What are your best tips for completing projects and papers?
- What are the final steps you take before knowing you're done with a task or project? How long do those steps take?
- What are things that keep you from completing homework or projects?
- What are your best tips for preparing for a test or exam?
- What are your best tips for recording, reviewing, and using class notes effectively?
- Why keep a daily and weekly calendar?
- What do you do to keep all of your school papers and materials organized so you can find and use them when you need them?

- How can you use these three (or other) tools to make your life easier as a student?  
Sticky Notes                      Note Cards                      Colored pens and markers
- If you devoted one hour on Sunday to getting ready for the week ahead, what would you do?  
Make a list of...                      Organize...                      Schedule in advance...
- What do you give up during "crunch weeks" when there are high-pressure academic demands that require more of your time and effort?
- Managing your time and tasks effectively helps you to reduce ..., increase ..., eliminate ..., and develop ...
- Effort creates ability – what specific efforts are good indicators that you take your academic responsibilities seriously?

**Silent Gallery Walk:** When you are finished, give everyone three minutes to take a look at the responses, in silence, with these instructions: Write down three tips that you want to try out or use more regularly that you think will help you manage time and tasks more effectively.

at the following



## Activity: Remembering What You Need to Know / Twenty Things on a Tray

**Format:** Organizing and representing information  
**Grouping:** Whole group  
**Scheduling:** One time

**Directions:**

In order to learn, we must be able to focus and access our memory. This activity helps students to explore how they make meaning of information through categorization, grouping, and other memory devices in order to retain data, make connections between data, and use it now and later. This activity also provides an opportunity to introduce and discuss two important ideas:  
1) There isn't one right way to learn; 2) Everyone learns a little differently because each of us

brings a different set of perceptions, interests, and experiences to any learning situation.

1. Introduce the activity by saying that you are going to explore differences and similarities in how we remember and learn. Place 20 things you have collected on a table or on the floor where everyone can gather around and look at them. The objects should be covered at the start of this activity.
2. Explain to the group: "You will have two minutes to look at the 20 objects I have placed on the table. Your goal is to use any strategies you can to remember all 20 objects. Then you will have two minutes to write down as many objects as you can remember when you go back to your desks. This is not a contest. You won't be required to share out loud which objects and the number of objects you remembered. When you view the objects, try to put yourself in a state of relaxed alertness so that you can focus your attention. When everyone has found a place where you can see, I will uncover the objects and ask everyone to be silent for two minutes as you look. Ready?"
3. Set the timer for two minutes and uncover the objects.
4. Call time, cover the objects, and give students two minutes to write down the objects that they remember. This is a silent task to be done alone.
5. Discuss and post the strategies people used to remember the objects. The sharing will be rich. It is amazing to hear the different ways people organize data (i.e. numbering; alphabetizing; categorizing by color, shape, size, kinds of objects, male/female; making up a story using all of the objects; repeating the names of objects over and over; creating a picture where you walk through the scene touching the objects; studying their placement; dividing objects in rows).
6. Here are more discussion points:
  - What objects were hard to remember? Why was that? (The easy-to-remember objects are usually linked to personal experiences. The hard-to-remember objects are usually ones unfamiliar to students or ones students are unable to name.) This is an opportunity to explore how we link new learning to prior experiences.
  - Invite students to think why people used different strategies to meet the same goal in remembering the objects.
  - Look at the strategies that you posted, and discuss how students use these strategies in different subject areas to study and retain information. Add other strategies that students use to the list.

- Give each student a notecard to put in an assignment notebook or planner. Complete it using this format:

**Strategies for Retaining and Using Information**

In general the three best ways for me to retain information are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

My two best strategies for understanding and remembering what I read are:

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

My two best strategies for remembering math formulas, models, and problem solving processes are:

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

My best strategy for "cramming" right before a test is:

\_\_\_\_\_

- As a followup activity, ask students to bring a reading assignment to advisory from English, social studies, science, or world language. After they have finished reading, give students time in advisory to apply their chosen strategies to their reading assignment.

*Thanks to Rachel Kessler for this activity.*