

# Introduction: *Madonnas of Echo Park*



## Text Set Elements



Video TED Talk:  
"The Danger of a  
Single Story"

Evidence and  
Interpretation log

Optional online  
discussion  
component.

*Madonnas of Echo  
Park*

Reading a book  
by its cover

Quickwrite:

Making a  
Reading Plan

*Madonnas of Echo  
Park*

RRJ, Rubric  
introduction, and  
class discussion

## Lesson Plan and Metacognitive Routines

**Providing Goals Before a Reading or Video** is a way to **scaffold**, or build instruction, so that the activity helps the student to have enough support to get the most out of the activity, but not so much support that you take all of the difficulty out of the activity. Goals give students a reason to pay attention, engage, and ask questions themselves.

### Sharing Out:

Is a way to have students share what they have already thought about. This works well with **think, pair, share** style where students have a chance to think about a topic, share with a very small group, and then share with the whole group. In large classes, there is sometimes a group who usually shares and students who avoid sharing, to avoid this, you may want to have a set of notecards with student names that you can shuffle in order to have a quick way to call on students so that there is accountability in sharing.

### Part 1: Watch TED Talk: *The Danger of a Single Story*

1. This TED talk is long, preview it and decide whether watching it in class or for homework would be better for your group of students and your teaching style.
2. Ask students to keep an evidence and interpretation log while they are watching the video. You may want to give them some pre-video questions to use as **goals**:
  - a. What danger is the speaker talking about?
  - b. What are several reasons that this is dangerous?
  - c. What examples jumped out at you or connected to you the most? Why?
3. Have the students share about the evidence and their interpretation in **pairs** and then **share out** with the class.
4. **Optional Online Discussion:** If the students watch the video at home, you can give them an online discussion to participate in. Ask them to post a response with golden lines as well as responding to one another. Review an etiquette for responding to one another.

### Part 2: *Madonnas of Echo Park* - Reading a Book by its Cover

1. Ask everyone to bring the book to class on this day.
2. If not everyone has a book, ask them to sit with no more than groups of 2 people to 1 book.
3. Ask the students to preview the book by looking closely at the cover, both front and back continuing to use an **evidence and interpretation log**.
  - a. What information can they get from the cover alone?
  - b. What predictions do they have about the book?
  - c. What "single stories" might we be in danger of bringing to this book?

### Quickwrite:

A quickwrite is a way for students to stop and think on paper in a focused way. Use quickwrites to have students plan or reflect any time you'd like them to do so. Have students keep these to use for their end-of-semester reflections. Allow students to write freely for a set amount of time. Encourage them to not stop writing for the full time.

### Reading Strategies List:

This is a list of the *real life* reading strategies that students use on the ground. Collecting these strategies on a list that you can come back to again and again becomes an idea resource when students are hitting walls. If they feel unsuccessful in their reading, referring them to try a fresh strategy for reading may help them break through.

### Metacognitive Routine: Talking to the Text

In this routine, students use a pen or pencil to write everything they are thinking in the margins of the text. This is different than annotating in that it should delve into any responses that the student has whether confusion, feeling overwhelmed, or comprehension questions. This is great for introducing new assignments because it forces them to notice details of the assignment and react in some way.

### Grading with a Rubric:

Some students have never seen a rubric before or know what it is. Giving them a chance to grade their own work privately allows them a low-stakes way to honestly evaluate their own work and begin to understand what is expected of them in the assignment. After this, you may want to give students a chance to make changes.

### Part 3: Developing a Reading Plan for the RRJ Assignment

1. Using the Author's note, ask the students to spend about 5 minutes or so reading the author's note being aware of any strategies they use to make sense of the text, vocabulary, etc...
2. After they read, ask them to make a list of strategies that they noticed themselves using on a piece of paper. Then share those strategies with a small group of 3-4.
3. **Share out** and make a Reading Strategies list that you can add to over the semester - on paper, online, a PowerPoint Slide, in Canvas, etc...
4. After gathering the reading strategies list, have the students look at the list and discuss in their groups of 3-4 strategies they have never tried, would like to try, or things that would never work for them and why. After they share, you may want to mention specifically what works for you (a kind of strategy think aloud) from the list and what would never work for you. Facilitate a **share out** after they discuss.
5. Hand out a copy of the RRJ assignment and ask the students **talk to the text** or **think aloud** with the directions to the RRJ assignment. With the **goal** in mind of developing a reading plan for themselves
6. After they share out, ask the students to do a **quickwrite** making a reading and assignment plan for their RRJ.
  - a. Where is a good place to read?
  - b. How will you limit distractions?
  - c. How will you annotate, talk to the text, or use other strategies to be successful with the assignment?
  - d. When will you do the assignment and how long do you think it will take you?
7. Ask the students to refer to their plan when they respond to the **Reading Process** section. Remind the students when the RRJ assignment is due on Canvas, review how to submit an assignment or have students remind each other, and wish them

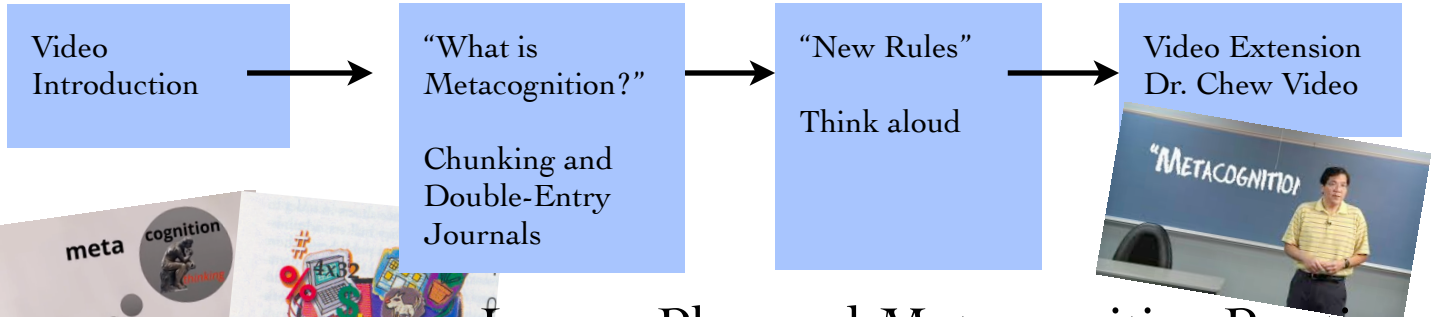
### Part 4: Bring in the RRJ and Grade it with a Rubric

1. Ask students to look at their RRJ with the rubric and make some comments on their RRJ for things they'd like to change or improve the next time. Allow them to discuss this with a partner.
2. Make the RRJ due a day or two before class so that you can look through their discussion questions and choose some for a whole class discussion.
3. In groups, with their books out and using their printed RRJ as a guide, ask groups to discuss the questions, challenge them to fill 15 minutes with discussion that goes deeper into the text than they may have in their RRJ.
4. Ask students to **share out** after they share in groups about the questions.

# Metacognition

## Text Set Model Lesson Plan

### Text Set Elements



## Lesson Plan and Metacognitive Routines

### Part 1: Video Introduction: Brief Intro to Metacognition

Write “metacognition” on the board and explain that you’ll be centered on understanding this term and what it means for “real life.” During the introduction video, ask students to watch the video with a **goal** - be able to explain a basic definition of metacognition at the end.

### Metacognitive Routine: Chunking a Reading

**Chunking** is a way of setting up or scaffolding a reading assignment before students read. When an article has obvious (subheadings) or not so obvious sections, choosing to divide the reading into sections for students can help them better navigate complex texts. After each section, pause the reading and debrief each section, looking for student understanding.

### Metacognitive Routine: Golden Lines and Double-Entry Journals

When reading, **golden lines** can be defined as lines that stick out to the reader for a variety of reasons this may mean that they make a personal connection to the reader, connect to another text, are interesting, are controversial, or just stick out as a key idea.

**Double-Entry Journals (DEJs)** are a kind of extended annotation that is a **metacognitive routine**. After

### Part 2: Read “What is Metacognition?”- use Double-Entry Journal

1. Ask students to print article before class or make copies of the article for the students.
2. Students should be in groups of 3-4 for this activity.
3. **Chunk** the article by asking the students to overview the article and asking them how they would divide it into sections. After they make suggestions, begin by having them read from the beginning to “Metacognition and Automaticity”. As they read, ask them to keep a **double-entry journal (DEJ)** of quotes that they connect to and the response they have for that quote.
4. Give students a clear time frame (between 5-20 minutes depending on your students). Between sections, give students a few minutes to stop reading and focus on responding in their DEJ.
5. Debrief what they have recorded in their DEJ with their group of 3-4. Then debrief as a whole class.
6. **Keep in mind that you’ll repeat steps 3-5 for each chunked section.** Repeat with the other chunked sections of the article.

\* When debriefing and discussing the article as a group, allow students to be the ones bringing out ideas. Beware of lecturing by accident!

choosing a quotation and entering the quotation on the left side of a folded piece of paper, the student can use the right side of the paper to respond to the quote with connections, interpretations, or other comments in an in-depth way. These are wonderful to use to deepen discussion as they allow students space to think and make extended connections.

### Metacognitive Routine: Think Aloud

A **think aloud** is a strategy that typically needs to be modeled to students before they feel willing to try it. Set it up by modeling it yourself with a paragraph of the article by projecting it onto a Whiteboard or SmartBoard. As you read the paragraph or section, highlight, annotate, ask questions, make connections, bring in prior knowledge, whatever comes to your mind - but externalize it by speaking it aloud. This may take practice! Remind students that one person is thinking aloud at a time, the listeners should take notes while that person is talking. Each group member should spend no more than 2-3 minutes at a time thinking aloud. Facilitate switching between group members. After doing a **think aloud**, debrief it so that the students can air what happened, how it helped them understand the reading, or problems they had doing the activity.

### Guided Reflection:

**Guided reflection** is a way for students to stop and think on paper in a focused way. Using a teacher-generated prompt, students should write freely without stopping for about 3-7 minutes. Use **guided reflections** to have students plan or reflect on experiences, videos, or readings.

### Part 3: Read New Rules - Do Think Aloud Activity

1. Ask students to print article before class or make copies of the article for the students.
2. Students should be in groups of 2-3 for this activity.
3. Model the **think aloud** by using the first paragraph or two. Remind students that this is **not** about reading speed, but it is about making a verbal annotation so that they can experience the article socially rather than alone.
4. Have group members go around and take turns reading paragraph by paragraph and thinking aloud as they go. Those group members who are listening should take notes but not respond verbally to the speaker until it is time to share.
5. After the think aloud, ask students to share a strategy that they noticed a group member using while they were reading.
6. Based on the questions that arose during the think aloud about the article content, have groups create one discussion question each based on that section of the article.
7. Collect their discussion questions on the board/screen and then have groups discuss those questions with the article.
8. At the end ask students what key ideas, "take aways," or connections to the "What is Metacognition?" article - chart student responses on the board.

### Part 4: Watch - Dr. Chew Video 1 and Do Guided Reflection

1. Give students a **goal** while watching the video like: While you're watching, try to answer these questions in your notes: 1) What is new for you in this video? 2) How did this connect to the other texts we've seen in this set 3) What surprised you in this video? Have you tried any of the habits that make you stupid? What was your experience?
2. Students should be in groups of 2-3 for this activity.
3. After the video, students can share with their groups and then share out with the class their responses to the video.
4. Using this prompt: *In light of this video, what would an effective and efficient study environment look like for you? How could you increase your understanding of how much you understand from your reading assignments? Create a reading plan for this week including place, time, and how you will limit distractions.* Allow students 3-7 minutes to do a **guided reflection**. Model this by giving examples of where and how you have read effectively and efficiently and examples of how you read with poor comprehension and wasted time.
5. Ask for members of the class share their reading plans for this week in pairs or with the whole class. Remind them to comment on how this reading plan goes for any reading homework they have in the "Reading Process" section of the RRJ.

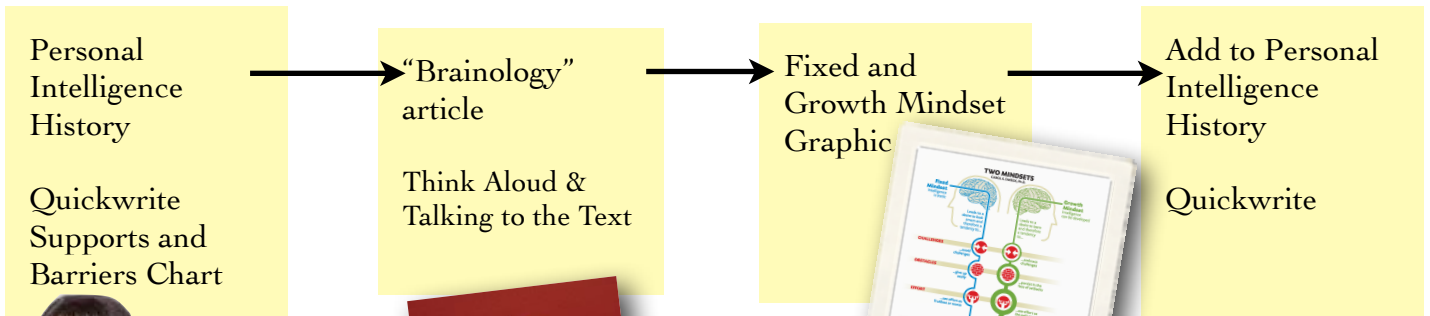


# Mindset

## Text Set Model Lesson Plan



### Text Set Elements



### Lesson Plan

#### Classroom Routines

##### **Reflective Quickwrite**

These writing opportunities are for students to explore ideas privately. Remind students to keep these quickwrites so that they can refer to them at the end of the semester as they work on their ePortfolios. This quickwrite may be somewhat emotional for some of the students.

##### **Supports and Barriers Lists**

When students do any kind of personal history, it can become emotionally overwhelming for some. In order to get thinking back into the cognitive realm in order to focus on solutions, it can help students to try to categorize various parts of their personal history as a support or a barrier. When you start this activity, model with a support that helped you and a barrier that you faced. These lists can also help them come to solutions themselves as you ask questions like, "What barriers are you facing now?" or "What supports can you identify

#### **Part 1: Personal Intelligence History**

1. As a **reflective quickwrite**, give students an opportunity to respond to these questions on paper: *What are some key moments in your perception of your intelligence and talent?* (3-5 minutes)
2. After they have a chance to write about this, have students divide a piece of paper in half lengthwise, and write "barriers" in the left column, and "supports" in the right column.
3. Ask students to look back at their reflective writing about their key moments and sort them into **supports and barriers** to their perception of themselves as intelligent. Model this by sharing a support and barrier you've faced in your perception of your own intelligence either recently or when you were a college student.
4. Allow students to pair share a support and/or a barrier with a partner.
5. Make a master list on the **board of supports and barriers** to their perception of their intelligence and have students volunteer supports and barriers they discovered.

#### **Part 2: "Brainology Article"**

1. Ask students to quickly preview "Brainology."
2. Beginning with the beginning of the article, ask students to **think aloud** for the first page of the article with a partner. Briefly (90 seconds or less) model the think aloud with your own thoughts. While one partner is reading and thinking aloud,

that you could navigate in a different way now?"

### Think Aloud

A **think aloud** is a metacognitive routine that can aid in helping students to make visible different ways that they are interacting with a text. Encourage students to externalize things that are going on in their heads about whatever is going on. If they are making a connection, finding it hard to concentrate, struggling with a vocabulary word, they can externalize that in the think aloud. While one student reads aloud, their partner can take notes on the thought process of their partner. This shouldn't be an overly long exercise keep it down to 5 mins or less.

### Talking to the Text

**Talking to the text** is similar to thinking aloud except for that it is done individually in the margins. It differs from annotation significantly because **talking to the text** is supposed to be a way to make as much of the thought process visible as possible while reading. This can help students begin to understand when they have problems comprehending texts. Ask students to write questions in the margins and indicate where they get confused. If they have personal responses, they can ask those in the margins as well. While it is fine to mark vocabulary, that is not the focus of this activity, so their marks should not solely focus on vocabulary. One idea that can make this feel more natural is to ask students to pretend their marks are real questions and comments they'd like to make to the author if they were sitting with them.

the other partner should take notes on what the person is thinking aloud.

3. After the first page, stop the students and have them express what a "fixed" vs. a "growth" mindset is. Record these initial ideas on the board.
4. For the rest of the article, allow the students to **talk to the text**.
5. When most students seem to be nearly finished, ask them to look back through the article and find two or three golden lines.
6. In small groups of 3 or 4, ask students to share golden lines and any ways that the article connected to some of the supports and/or barriers from the list that the class generated prior to reading.
7. Ask the class to share highlights of things that came up in their discussions with the whole class. Push students to notice any connections to the supports and barriers list.

### Part 3: Analyze Mindsets Graphic

1. Ask partners to look at the graphic and take turns **thinking aloud** as they look at the different elements of fixed and growth mindset. Remind them to take notes while their partner thinks aloud. (4-6 mins)
2. Have students map some of their own history onto this graphic under the various headings, "Challenges," "Obstacles," "Effort," "Criticism," "Success of Others," etc...
3. Have students play with language, *What would a person with a growth mindset say when: they fail a test that they studied for, get criticized on a paper they wrote, find a group work hard because of some obstacle, have to work harder than other people in their class, get recommended by their coach to use a tutoring service...? What would a person with a fixed mindset say in those same circumstances?*
4. With partners share some language they used. Then come up with a list of "emergency growth mindset phrases." Share these with the class, and help the class to edit these. Avoid vague phrases like, "try harder" or "study more." Help students focus in on specific actions or ways that they can access a network of support.

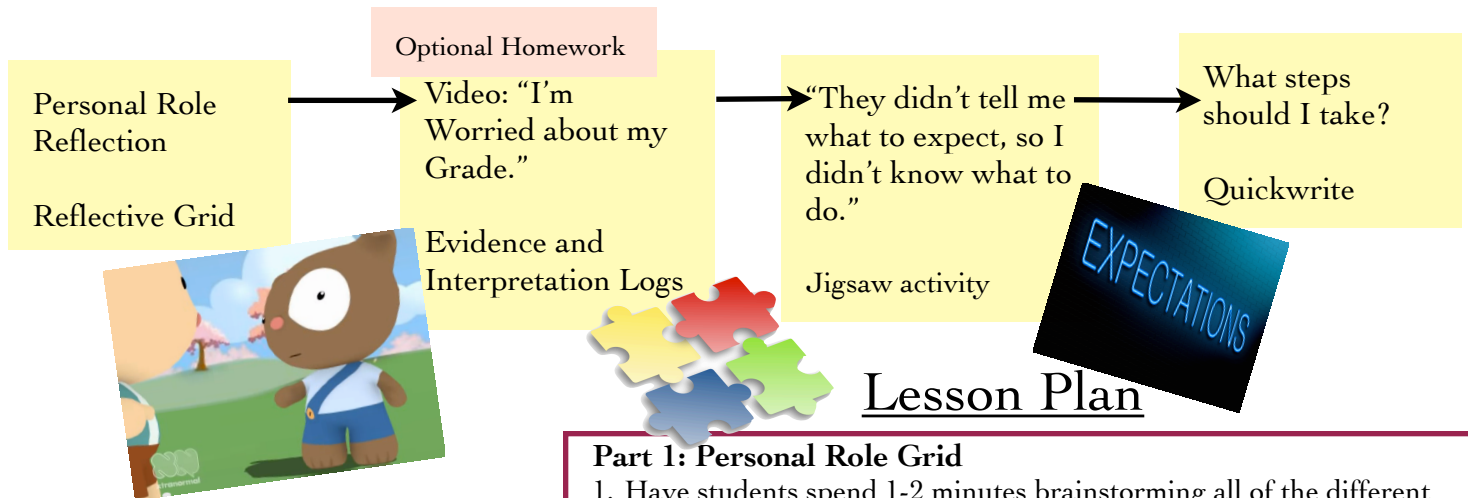
### Part 4: Respond to Personal Intelligence History

1. After the class shares about their discussions, have everyone look back at the personal intelligence history they began at the beginning of class along with their supports and barriers list. Give everyone one minute to look over it.
2. Ask the class to respond to this question: *After reading this article and seeing this graphic, what are your thoughts concerning your personal intelligence history?*

# Navigating the Community College

## Text Set Model Lesson Plan

### Text Set Elements



#### Classroom Routines

#### **Evidence and Interpretation Logs**

These logs are a place to keep track of specific details of the video while the students are watching. Clarify their goal before they begin watching the video: they need to write down the specific behaviors that the professor asks the student about. Allow students 1-3 minutes after the video is over to add to their personal interpretations before they share with their groups.

#### **Jigsaw Activity**

A **jigsaw activity** is an activity where students are divided into groups that study different parts of an article in depth, becoming experts on their section. Then the groups are redistributed so that there is one expert for each section of the article in the new group. Then each member has a valuable "piece of the puzzle" to present to their group.

#### **Reading Emotionally Charged Material**

The article, "They Didn't Tell Me What To Expect, So I Didn't Know What To Do" is full of research that calls out some things very plainly. There are references to first generation college students, navigating white middle-

### Lesson Plan

#### **Part 1: Personal Role Grid**

1. Have students spend 1-2 minutes brainstorming all of the different roles they have played in the last year in their life. For example, daughter, friend, employee... etc...
2. Model a grid on the board or screen that students can copy, for each role, have them fill in the behaviors associated with that role.  
Example:

employee	daughter/son	friend...
being on time...	calling when I'm late...	...
...	...	...

3. After they make their grid, ask students to look at the grid on p. 13 of the CCRC article "They Never Told Me What to Expect, so I Didn't Know What to Do."
4. Ask how many students in their own grids separated "Community College Student" from "High School Student"? How many just put, "Student" as a category?
5. Before dividing into groups, ask students to take 2-3 minutes to read the Abstract of the paper and talk to the text. Ask students to write a 1-2 sentence summary at the bottom of the abstract.

#### **Part 2: Video: I'm Worried About My Grade (This can be completed as homework and debriefed to introduce the CCRC article OR done as a part of class time.)**

1. Before you play the video, group the students with 3-4 people. Introduce the video as a typical conversation that happens at least once a semester somewhere on campus. It is a silly video with cartoon bears, but the conversation was clearly written by a real professor who has experienced this conversation.
2. Have students watch the video keeping an **evidence and interpretation log**. In the evidence column, ask them to write down the behaviors that the professor bear seems to assume the student bear should have done. In the interpretation column, add information about whether the professor's questions describe things you've done, would like to do, or know how to do? What was it like to do those things? What may be keeping you from doing some of those activities?

class culture, and taking on a role that may mean suppressing behavior that is normal for some of our students.

During conversations like this, the discussion can become emotionally charged. For some, they will speak out and you will know what they are thinking. For others, if they feel uncomfortable, they may withdraw and not participate, still others may not be able to articulate that they feel uncomfortable with something, but they will realize it later.

Acknowledging these possible complicated reactions before reading helps to keep students in problem-solving mode rather than reactionary mode. Therefore, **introduce the text intentionally**. You may want to refer to growth vs. fixed mindset as well. Keep the purpose of the article on the board while discussion is going on. If discussion escalates or you see students withdrawing, remind them of the purpose and intended audience of the article. Remind them that the authors intended to empower students by making invisible expectations visible.

As students continue to discuss the behaviors that can help them be successful, it may continue to come up that expectations for behavior are unfair. If this happens, take them back to their personal role grid: What behaviors make you a successful friend? Daughter/Son? What are some behaviors that you would use with the friend that you wouldn't use with the parent? Is that unfair or just evidence that different things are appropriate for different situations?

The fact that these expectations exist and are articulated in this very professional article doesn't make them fair, but the purpose is to empower the students to have more leverage over their own success. We all hope that we can be part of the change at making College more equitable for future generations by not feeding into these invisible expectations, and instead making them navigable.

3. After the video give individuals 2-3 minutes to fill in their interpretation side of their log.
4. Then give them about 3-4 minutes to share with their group and fill in any gaps in their notes. Ask them to try and compile a complete list of things the professor suggested.
5. Debrief with the class asking, "*What actions did the professor assume that the student would take for himself?*" Make a master list on the board. Then ask, "*How have you done these things, and what was the result?*" and "*What keeps you from doing these things if you haven't?*"

### Part 3: "They Didn't Tell Me What To Expect, So I Didn't Know What To Do"

1. Divide students into four equal groups of students. In their groups give students 3-5 minutes to read the abstract and the last two paragraphs of the Introduction section of the article (p.1-2). Ask them what the purpose of this article is and who it is written for. Collect these ideas on the board.
2. Assign each group a section of the article to be responsible for:
  - Academic Habits - p. 15-20
  - Cultural Know-How - p. 20-25
  - Balancing Multiple Roles and Demands - p. 25-30
  - Help-Seeking Behaviors - p. 30-35
3. Before they read, have the groups spend 3-4 minutes skimming and scanning their section for new or tricky vocabulary. Ask them to prepare definitions to present to their group before they read their section closely. These vocabulary presentations should last about 5 minutes for the whole group to share.
4. After the groups have dealt with difficult vocabulary, ask them to read independently and **talk to the text** only for their section (6-10 minutes).
5. When they come back together as a group, they should produce a group summary of their section of the article and prepare to guide the members of the other groups through a discussion of their section.
6. Redistribute the groups so that there is one representative from each of the 4 sections of the article in each group. If you have a few extra, allow for one double in a group but try to keep the redistributed groups small, 4 ideally or 5 people max. Make sure each new group has representation from each of the 4 sections of the article.
7. Allow each member 4-5 minutes to summarize their section, encouraging them to guide their new group through the Table from their section.
8. \*See note on the sidebar for **Reading Emotionally Charged Material**. After all groups have presented their section of the article, ask groups to share highlights of their discussion with the whole class.
9. Tell students to get out their Personal Role Grid. What behaviors that may have been unknown before do they specifically need to add that can help them become more successful in the College Atmosphere.

### Part 4: Reflective Quickwrite

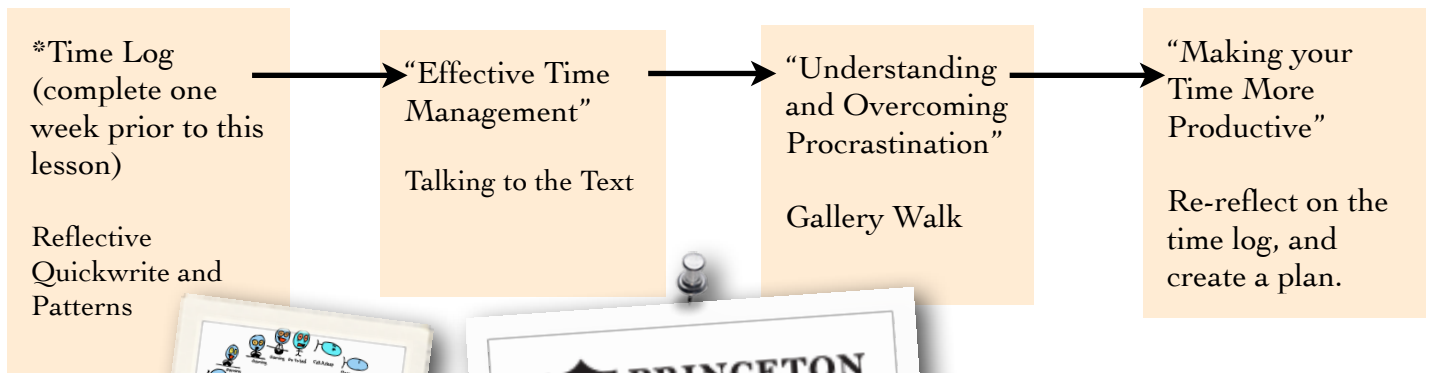
1. *Based on the article, discussion, the video and what you know about the resources at PCC, make an actualization plan. Be REALLY specific, linking your plans to a specific course, professor, or even assignment. How will you try out the behaviors that create a successful Community College Student?*
2. *\*\* You may want to follow this up in two weeks with another journal - How has it been going as you have implemented some of the behaviors from the article "They Didn't Tell Me What To Expect, So I Didn't Know What To Do."*



# Time Management

## Text Set Model Lesson Plan

### Text Set Elements



### Lesson Plan

#### Part 1: Time Log (\*Students should do this the week before)

1. Have the students keep track of how they spend their time for a week. Encourage them to keep as much detail as possible in their time log (privacy is OK of course!).
2. Ask them to look at their own time log, look **reflect** on the questions in the chart: *What went well this week? What didn't go well this week? What are some changes that you'd like to make?* Instead of what “are” your goals this week, ask them to reflect on *whether or not they had specific goals for the week and whether those goals were completed? What is left undone?*
3. Duplicate or have students print out the Time Management Log Pie Chart (included on p. 3 of this lesson plan). And bring some markers or colored pencils or crayons for students to share.
4. Ask students to reflect on their time log according to the categories on the pie chart. And ask them to fill out the pie chart with approximate numbers of hours spend on each category on an average week day.
5. Show the “Daily Life” graphic. Ask the students to look at the graphic and respond with a partner. If they made their own graphic, what would it look like? . If there is time, they can make their own graphic.

#### Part 2: “Effective Time Management”

1. Ask students to quickly **preview** “Effective Time Management.”
2. How valid do you think these suggestions are, based on your preview? What evidence do you have for your opinion?

#### Classroom Routines

##### Reflection

Learning how to reflect meaningfully can be natural for some students and very difficult for others. Model an honest reflection of your own time management before asking the students engage in this. This lesson is often a reminder of our need as teachers to be learners! That is ok, the students appreciate any honesty in your own battles with time management. Be careful not to devalue suggestions that the articles give based on your own experience, like saying “I hate to-do lists! I never use them!” Instead, throw these things to students: “Who uses to-do lists? How do you use them? What do yours look like?” In your own reflection model, focus on yourself as a learner who wants to try new things to be increasingly successful.

##### Previewing

Previewing an article is something that can help students with information competency --

especially in looking for the validity of a source. In previewing this, they may notice that it's a bullet list, it has a few typos... But they also may notice "derived from research" in the first line as well as the "Princeton" web address at the bottom.

### Tag-Lines or Short Summaries

Getting into creating **tag lines** or **short summaries** of specific parts of the text changes a student's reading pattern from just going through a reading quickly to intentionally checking comprehension every so often. Engaging in this kind of activity often helps some students realize that they often don't pay attention and comprehend a text fully with how they usually read. After doing this activity and having individuals share their tag lines with groups, debrief how this went for them asking *what was different about reading this way? What can you take with you to another class?*

### Gallery Walk

A gallery walk has **four** parts.

1. A common text is read by a group.
2. Groups respond to specific quotes from that text with a specific goal in mind.
3. Individuals respond to the whole class's quotes and initial responses individually using post-it notes.
4. Groups get back together around their original quote to discuss the further responses people had to theirs.

This activity is wonderful to engage every student - even the quiet ones. In fact, introverts often come to life in this activity because they can respond with depth through writing. Always allow a sharing time at the end so that discussion can be pulled together around central themes.

3. Ask students to individually read each bullet point, and write a **short tag line or one-sentence summary** of each bullet point.
4. After they have their tag lines for each section, bring students together into groups of 3-4 have them share the tag lines they found.
5. Ask students to discuss in small groups: *What principles from this list stick out as surprising or new to you? Which ones would you like to try out this week? Are there any that you already do that have helped you be successful? Which ones? How so?*
6. Allow several students to **share out** with the whole class.

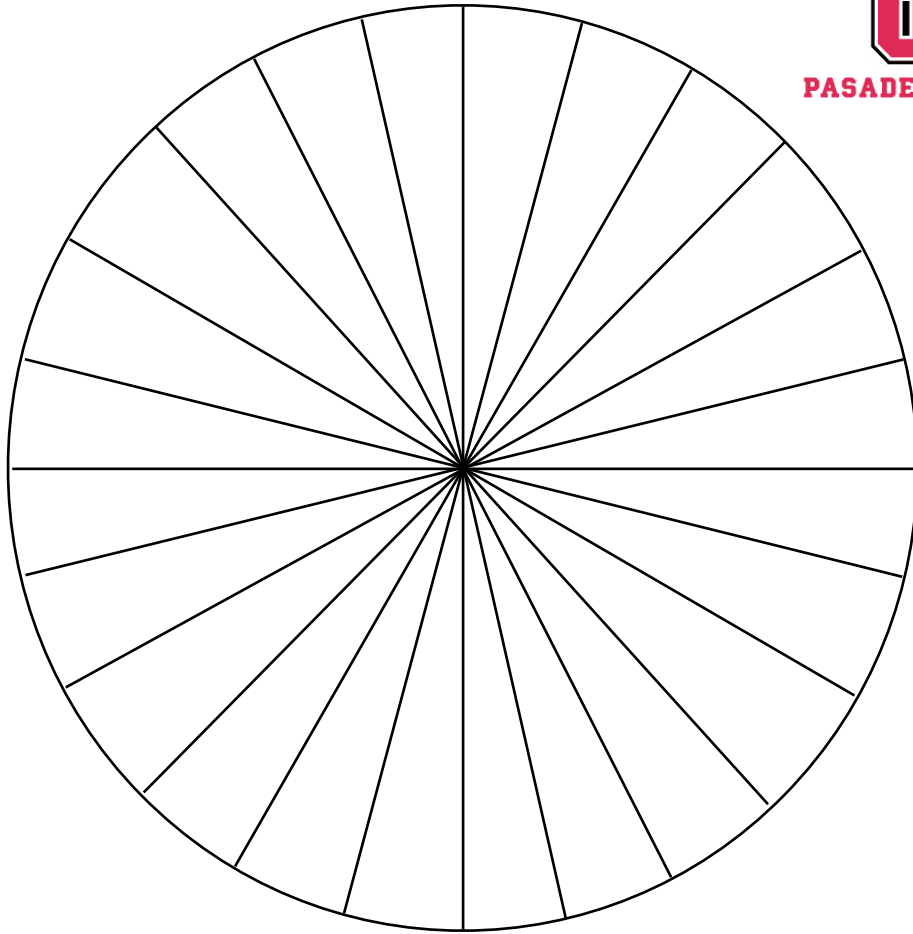
### Part 3: "Understanding and Overcoming Procrastination"

1. In Pairs, for the first two or three paragraphs, ask students to alternate **thinking aloud** as they read the text (6-8 mins total).
2. After a few minutes each of thinking aloud, stop students and ask them to finish the article by talking to the text (5 mins).
3. You will need to print out the quote sheets or make your own for this part of the activity. These are provided on p. 4-11 of this lesson plan.
4. Do a **gallery walk** activity. Divide the students into 8 groups and distribute the 8 quotes. Give them some time to think about and discuss their quote as a group (3-4 min).
5. Stop the student discussions and announce that their new goal is to **come up with 3 specific applications** to their lives as a group and post them with the quote.
6. You will need **blue tape or masking tape** and **post-it** notes for this part. Each group should post their quote and 3 specific applications so that they are evenly spaced around the classroom on a wall.
7. Distribute 5-7 post-it notes to each student and have them walk around to the various quotes that other groups posted and ask everyone to read the applications there and then to add a specific application to each student's own life.
8. Once the group seems to be done posting, ask the students to gather around their original quote and read the applications others gave.
9. Then allow them one or two minutes to go around and look at any others that they are interested in.
10. Have everyone sit down and share an insight that they had about overcoming procrastination from this activity.

### Part 4: Make a New Plan - Reflect and Plan

1. Have everyone look over the summary sheet: "Making Your Time More Productive." And any of the other Princeton materials.
2. Copy and distribute or have students print before class: another "Week Plan" and Reflective Chart. Looking at their time log pie chart, the "Making Your Time More Productive" and other articles from this unit, ask students to make a plan for the next week with *goals to be accomplished being their first step*. Ask them to keep this plan the following week.
3. The following week - remind students to keep their plan and then post an online discussion about how it went or discuss in class.

# My Time Log - in a pie.



**Directions:** Look at your time management log and categorize the time that you spent into the categories below. This pie chart can represent an average day in your life last week. Make sure it adds up to 24 hours total!

1. \_\_\_\_\_ Sleep
2. \_\_\_\_\_ Entertainment (gaming, social media, videos, movies, etc...)
3. \_\_\_\_\_ Homework
4. \_\_\_\_\_ Class time
5. \_\_\_\_\_ Eating
6. \_\_\_\_\_ Daily Routines
7. \_\_\_\_\_ Transportation (driving or public transportation)
8. \_\_\_\_\_ Exercise
9. \_\_\_\_\_ Friends/Family/Relationships
- Quality Time

**Total:** \_\_\_\_\_

**Color!** Once you have a number of approximate hours each area average it out per week day, color each area on your pie chart a specific color to show visually what your week looked like. There are 24 slices of pie, so each section represents an hour.

**Reflect:** Using the Reflection Worksheet included with your time log, reflect on what you see in your pie chart.

**What are some of your first thoughts upon looking at your colored pie?**

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## **Awareness**

**“Reflect on the reasons why you procrastinate, your habits and thoughts that lead to procrastinating.”**



## Goals

“Focus on what you want to do, not what you want to avoid. Think about the productive reasons for doing a task by setting positive, concrete, meaningful learning and achievement goals for yourself.”

## Be Realistic

“Achieving goals and changing habits takes time and effort; don’t sabotage yourself by having unrealistic expectations that you cannot reasonably meet.”

## Assess

“What feelings lead to procrastinating, and how does it make you feel? Are these positive, productive feelings: do you want to change them?”

## Self-Talk

“Notice how you are thinking and talking to yourself. Talk to yourself in ways that remind you of your goals and replace old, counter-productive habits of self-talk. Instead of saying, “I wish I hadn’t...” say, “I will...””



# Commit

“If you feel really stuck, start simply by committing to complete a small task, any task, and write it down. Finish it and reward yourself. Write down on your schedule or “to do” list only what you can completely commit to, and if you write it down, follow through no matter what. By doing so, you will slowly rebuild trust in yourself that you will really do what you say you will, which so many procrastinators have lost.”

# Motivation

“To overcome procrastination it’s critical that you stay motivated for **PRODUCTIVE REASONS**. By productive reasons, I mean reasons for learning and achieving that lead to positive, productive, satisfying feelings and actions. These reasons are in contrast to engaging in a task out of fear of failing, or not making yourself angry, or not looking stupid, or doing better than other people to “show off.” While these are all reasons - often very powerful ones - for doing something, they are not productive since they evoke maladaptive, often negative feelings and actions. For example, if you are concerned with not looking dumb, you may not ask questions, delve into new areas, try new methods, or take the risks necessary to learn new things and reach new heights.

## Swiss Cheese It!

“Breaking down big tasks into little ones is a good approach. A variation on this is divoting short chunks of time to a big task and doing as much as you can in that time with few expectations about what you will get done. for example, try spending about ten minutes just jotting down ideas that come to mind on the topic of a paper, or skimming over a long reading to get just the main ideas. After doing this several times on a big task, you will have made some progress on it. You’ll have some momentum, you’ll have less work to do to complete the task, and it won’t seem so huge because you’ve punched holes in it (like Swiss cheese).”

# Factors that Affect Student Performance

## Text Set Model Lesson Plan



### Text Set Elements



### Classroom Routines

#### Special Note: Practicing What We Preach?

Some of us, including myself, may shy away from this unit thinking - How can I talk about wellness when I don't sleep enough, never work out and only eat what is convenient? How can I talk about sleep patterns when I have no ability to discipline my sleep well?! EMERGENCY REMINDER: This is a great way to reinforce the importance of a growth mindset and being a learner with your students. It's also a place for talking about real life limitations and being vulnerable in a meaningful way with students. Take a look at the three challenges, and choose one to participate in yourself, then join the discussion. Let the students see a model that learning and developing don't end with school!

#### Evidence and Interpretation Logs

This particular log is focused on the idea of finding evidence of something new that students learned from watching the video and/or reading the article about the power of sleep. The reflective quickwrite, evidence and interpretation log, and share out conversation work together to help students see how assumptions can keep us from healthy habits that can increase our success.

### Part 1: Introduction Sleep Video, “You Snooze, You Win” and (longer video about sleep with more information.)

1. Before students watch the video (The shorter one is great for in-class, the longer could be assigned for homework or chunks of it could be watched in class), give them time to do a quickwrite (3-4 mins) with this prompt: *What do you know about sleep? What is your typical sleep pattern in a normal week? When you have a test? Is sleep difficult for you, or easy? How do you think sleep and GPA are connected to one another?*
2. While they are watching the video, ask them to keep an **evidence and interpretation** log. In the left column, they should put quotes that are new information about them concerning sleep. In the right column, they should interpret that quote in their own words to increase their comprehension and connect it to their previously held beliefs about sleep.
3. In groups of 2 have students think aloud switching back and forth for each paragraph. The person who is not thinking aloud should take notes. After finishing this article, ask students to add 3-5 more ideas to their evidence and interpretation log about sleep.
4. After the video and reading: *What was something that you had incorrect information about before you watched/read/etc? What did you find out from the video or from reading that was different than your previous knowledge?*
5. Allow the time for students to share out concerning these questions:
  - a. *What things did you learn that were different from what your assumptions were in your quickwrite?*
  - b. *How does this change what you want your sleep habits to be like?*
  - c. *What thoughts do you have about assumptions in general after doing this brief “research” into sleep?*

### Part 2: “Core Strength” and Online Discussion Intro

1. Introduction: Any life transition, is a time when fitness is likely to change for the good or for the not so good. Because this is the first semester in college, students have a chance to start a good pattern, or get into a pattern of “There’s just not enough time to exercise...”
2. Have students read “Core Strength” and talk to the text. Pose the question: *As a student in college, why might maintaining your core muscles be important (Other than to have a six pack, though that is also a benefit...)*
3. Have students look over the 3 challenges in the online discussion (you may want to pull these up on the screen for students to see): A) Sweet 16 Challenge (8



## Grouping Students

Remember that when you group students, use all of your knowledge of students to make sure that each group is balanced with at least one high-performing student. This helps the middle and lower students to norm up. Preparing groups before class and posting them on a powerpoint slide helps to facilitate the movement of students into groups more quickly than counting off AND you get to be in charge of who lands in whose group. Students generally want to stay in the same little pod with friends, but when I am vigilant to move the groups around a lot during the semester, the students are appreciative at the end because of all of the new people they met. Plus, they don't have time to slip into lazy habits with a group if the group always changes. People tend to be the most professional when they start working together before they learn how they can slack off within a group!

## Previewing an Article

When students preview an article, they should skim and scan rather than read every word. They should also focus on a goal. In this case, they are looking for the purpose of the sections and the label used to describe that purpose. This is a type of **predicting**, specifically, purpose.

## Talking to the Text

Because this article is cognitively challenging, even for us as instructors, this is a great place to remind students to note their confusions and questions in real time as they read ON the article. As they read the abstract (and other parts of the article) they should respond, especially with things that note where their comprehension and understanding break down and where they begin to understand the gist of what they read.

## Think Aloud

Because this activity is long, engaging the students in a **think aloud** with one partner for the beginning of the comment section of the article allows them to refocus their attention. Remind the partners who are listening to take notes of their partner's thoughts as they read to refer to later.

hours of sleep 2 nights in a row). B) Veggieicious Challenge (every meal is at least 1/2 vegetables (not potatoes!) for 3 days (including breakfast). C) Exercise Schmexercise Challenge (exercise in a planned way 3 times during the week for at least 30 minutes).

4. Allow students to add to their quickwrite: *Which challenge would you like to participate in this week? Why? How will you change your plan for the week to include the challenge?*
5. After they have time to write, allow them to share as a whole class for 3-4 minutes. Remind students that this is an exploratory experiment for them, so they should notice as much as they can about changing their behavior. Remind them that they should not participate in a challenge that they already do regularly as part of their lifestyle.
6. You may want to volunteer to do one of the challenges too! Let the class know which one you'll be doing and your plan for making it work in your schedule this week.
7. Remind students to post in the discussion by the deadline you set.

## Part 3: "Health-Related Variables and Academic Performance Among First-Year College Students"

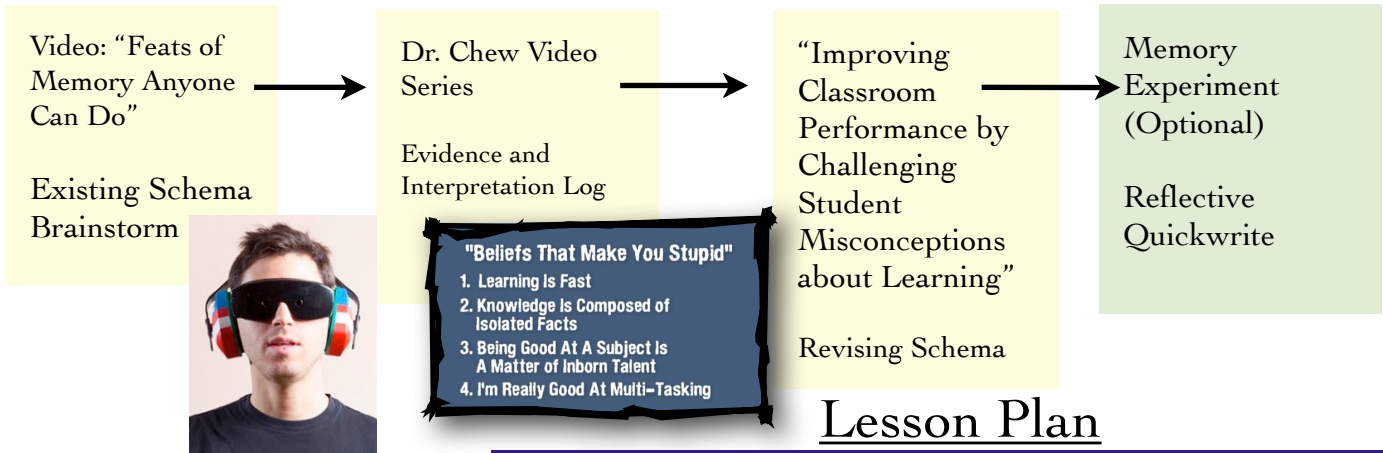
**Goals:** There are two goals for this part of the text set: 1) Students will uncover from the data and article text that a set sleep schedule is a key to success in College and that uncontrolled drinking in College can affect that set sleep schedule... 2) Students will be introduced to the typical sections of a peer-reviewed article and be able to navigate those sections based on their purpose and apply that knowledge to other peer-reviewed articles.

1. Create **groups** of 3-4 students for this activity.
2. Ask students to print or bring the article "Health Related Variables and Academic Performance among First-Year College Students."
3. Instruct students to **read** the title and abstract of the article while **talking to the text** for 3-4 minutes.
4. Now, students should **preview** the rest of the article in order to identify what major sections the article has and to mark these on the article. Once they decide what the major sections are, go around to each group and have them tell you a section they found until all are reported. Correct any errors, for example, the "Method" section includes a subsection called, "Procedures and Data Analysis" but that is not a separate section.
5. Once there is a list on the board or screen of each section explain to students that many research-based articles are set up this same way with slightly different section labels being used depending on the discipline. You may want to offer some of these; for example, "Comment" can be called "Discussion" or "Conclusions" depending on the article and discipline. The "introduction" here is not labeled but begins immediately after the abstract.
6. Assign each group in the class one of the sections, ask them to read the section with the goal of **defining** what that section's purpose is toward the greater whole of the article. What is the **role** of that section?
7. When they are finished defining these sections, either redistribute groups into groups representing each section of the article OR allow groups to share their findings with the whole class (depending on time).
8. Allow students to all **think aloud** the comment section of the article for the first several paragraphs. Remind them as they **think aloud** that they should mention any time that they don't understand something. Once each group has read several paragraphs, you can stop them and allow them to **talk to the text** for the remainder of the article.
9. Once all of the groups have read the comment section ask groups: 1) *What is the gist of this section?* 2) *How does it apply to you personally?* 3) *What problems or limitations were mentioned in the comment section?*
10. Ask the groups to share their answers to the questions in step 9 with the whole class. To wrap up, remind them that they may see these sections in articles that they find for their research projects. Ask: *Knowing that these sections are often in most journal articles, how will you read a journal article in the future to get more information out of it in a shorter time?* Collect strategies on the board or screen.

# Memory and Learning

## Text Set Model Lesson Plan

### Text Set Elements



### Lesson Plan

#### Classroom Routines

#### Building and Revising Schema Chart

The group brainstorm, reflections, and readings in this text set all attempt to help students revise the schema they have about studying and learning that may be inaccurate, biased, or based on assumptions. The readings and videos touch on ideas that help students to uncover misconceptions they may have and replace them with revised schema. To help increase metacognition, students will use a charting process to track their beliefs and discoveries across the text set. You may want to collect these, not for a grade, but just to see what happened for students during this activity. This is also an example of deep processing and intentional learning from Dr. Chew's article/video, which students sometimes have a difficult time understanding.

#### 25-Word Abstract

This is a way of summarizing that attempts to push students to distill meaning from a reading. It seems counter-intuitive, but it is actually much easier cognitively to write a

#### Part 1: Video - Feats of Memory Anyone Can Do

1. In groups of 3-4 (preferably the Poster Project Groups), ask the class, *What is good studying? Create a list of 5 things that clarify what it means to study hard.*
2. Ask groups to share their top 5 list with the whole class. \*Refrain from commenting as the class will evaluate these after the reading.
3. Ask the class to set up an evidence and interpretation log for the video noting evidence of: *In the left-hand column, record what strategies for learning are mentioned that were successful in helping Joshua Foer become a memory champion. In the right-hand column record how that strategy could translate into your daily life and study habits or not. Why?*
4. After the video is over ask students to think of some bright spots in their own study habits. Honestly, when, where and under what conditions have they been able to be the most focused while studying? What kind of things honestly get them distracted? What kind of strategies (group study, quiet study, quizzing themselves, etc...) have they tried and seen evidence that those methods work for them. Ask them to think of examples of times they achieved highly and how they did it. They can share these stories with a partner. After about 2 minutes, make sure that the partners switch so that both get to talk.

#### Part 2: Dr. Chew Videos and Article

1. Put students in their poster project groups to do this activity. \*The students will be wearing two hats for this activity as an example of intentional deep processing from the article AND as a way to help their groups begin to think about how they want to design their posters and presentations with intentionality.
2. Watch the Dr. Chew Video (1 or 1&2) and have students keep track of information that is new or surprising for them. After the video ask students to share a few highlights of things that were surprising or helpful about the video.
3. Introduce the article by Dr. Chew. This article is really similar to the video, but Dr. Chew explains part of why he put the presentation together the way that he did. *As you read the article notice how he explains each piece of his presentation and why he has included it. Your poster project should be the same. Each thing that you put on the poster should have a purpose and each part of the presentation should help people to understand that purpose more deeply. As you make notes in your "talking to the text" be sure to comment on these things, capturing your ideas for your presentations.*

longer summary. A shorter, more concise summary takes a lot of thought and choices. Asking students to negotiate the 25-word abstract together as a group allows them to make visible the things that they interpret as important to them from the reading. Different interpretations come up and facts can be checked by the group. This forces the group more deeply into the text. Although students may want to divide up the article and write the summary in four parts that they individually construct, this method misses the benefit of working together to produce the summary. Asking the groups to “elect a writer” can help them to all pitch in ideas while one person captures them. If one person seems to be doing all of the work in a group, you can pause the whole class and ask all of the groups to rotate writers. This usually provides a refocusing point.

### Brainstorming for Poster Project

It may seem like a distraction or waste of time to have students think about what they want to include in their poster or presentation at this point. However, students are merciless critics of presentation style. Because the students have seen different TED talks and presenters through videos in this course, these create a shared experience for students to connect to as they decide how they wish to appear as a group of experts on their poster topic. The students have just begun their poster projects at this point, but remind them to keep the end goal of what they’d like their presentation to be like in mind. Which presenters have they really enjoyed? What kind of information would make their poster engaging? What kind of design would make it really have more depth?

4. Allow groups to specifically look for these five things specifically:
  - a. Good beliefs to have about how people learn
  - b. The importance of metacognition
  - c. What are the types of processing? What is an example of the one that is the most beneficial?
  - d. What 4 tips does Dr. Chew give for processing while studying?
  - e. How, if at all, are these ideas connected to Joshua Foer’s journey with memory competitions?
5. When groups have found these five things ask them to write a **25-word Abstract** about Dr. Chew’s article. Ask groups to share these with the whole class. Add and make comments when necessary, but try to elicit student corrections \*avoid lecturing by accident.
6. Have students construct the following **building and revising schema chart** individually on a piece of paper and fill in three things that they thought they knew and know now, taking time to explain specifically how they know it 7-10 minutes.

What I thought I knew about studying	What I know about studying now	How I know it from the videos and article

7. As groups have the students revise their top 5 ways to study list from the beginning of class (or previous class) so that it better reflects what they learned from this article and unit.
8. When they are done sharing abstracts concerning the content of the article , ask students to discuss what ideas they had about how to organize their posters and/or presentations. Allow 5-8 minutes for poster presentation organization and **brainstorming** based on their research question and the ideas they got about presentations from this article, video, or Joshua Foer’s video.

### Part 4: Memory Experiment (Optional)

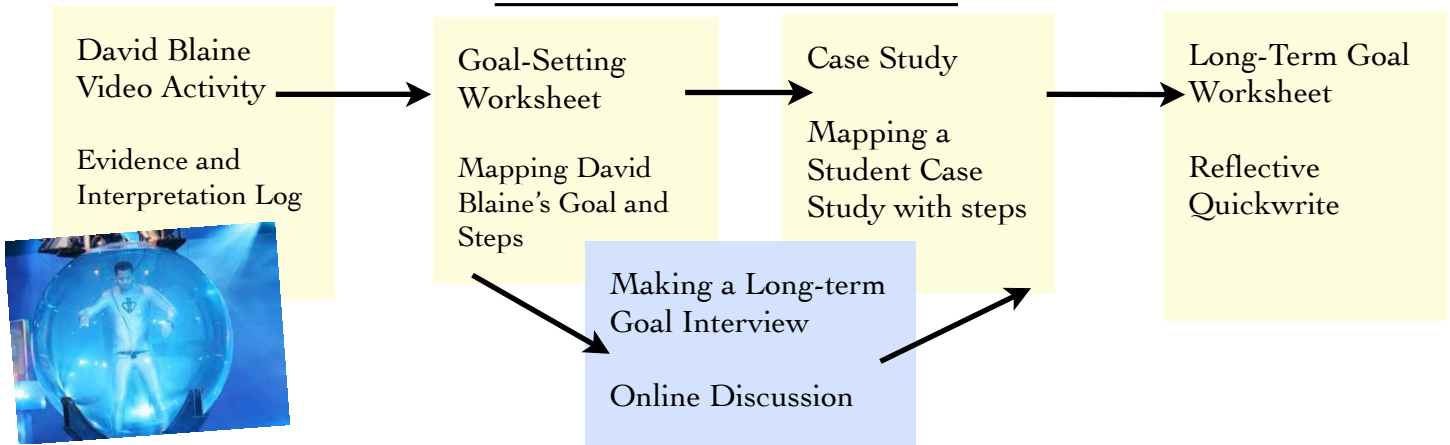
1. Give students 15 minutes during class to try using the memory strategy of visualization from Joshua Foer combined with the Deep Processing idea from Dr. Chew.
2. Using Table 2, 3, 4, and 5 from “They Never Told Me What To Expect , So I Didn’t Know What to Do.” (p. 30, 36, 41, and 32 of the Course Reader), ask students to construct a crazy geographical visualization technique to memorize the information in the 4 tables. Let them know that in 15 minutes, you will give them a chance to demonstrate their memory skills, but that they have to also share their visualization. The one to memorize the most of the charts \*will get a prize if you want to provide a prize! (I gave a \$5 Starbucks card last year which was enough to help the students to take the contest seriously). Remind them that the deeper the processing is with the visualization, the longer they will be able to remember it.
3. Give students 3-4 minutes to make a quickwrite plan of how to try out this method in a meaningful way to study for one of their classes.
4. \*Follow up: For the students who memorized the most of the chart, have them try to remember the information again in front of the class after passes. It is neat to see that many can remember their visualizations after only a few seconds of thinking.

# Goal Setting

## Text Set Model Lesson Plan



### Text Set Elements



#### Classroom Routines

##### Evidence and Interpretation Log

This log is helping students to notice specific steps that David Blaine took toward his goal. As they keep this log, remind them to look for evidence of HOW. Remind them that successes and failures may have both been involved in moving David Blaine toward his goal.

##### Visualizing

**Visualizing** is a cognitive strategy that can be used in reading or in comprehension for trying to make sense of material. Students who have trouble remembering what they read may not have a practice of visualizing when this is possible. Because this activity is about a video, and David Blaine provided such "memorable" images at times of his failures that taught him things, it is a great time to help students understand what visualizing is. One problem is that students who visualize naturally don't realize that they do and students who don't usually can't articulate this. Playing a clip of the video and modeling how you visualize something may help

### Lesson Plan

#### Part 1: Video - David Blaine: "How I Held My Breath for 17 Minutes"

1. In class, open the topic of goal setting. Ask students to share things they've learned before about setting goals. Give them a chance to do a quickwrite for 2-3 minutes about this question: *What is your philosophy of goal-setting? Have you set any goals this semester? This week? Today? How do you decide what makes a good goal?*
2. After the quickwrite, ask students to get out some paper to keep an **evidence and interpretation log** during the video. The title of the video is "How I Held My Breath for 17 Minutes." This video is about the process of achieving that goal. *During the video gather evidence in the left-hand column about the process David Blaine used to achieve his goal. In the right-hand column, respond to his process with insights you have about goal-setting in general or David Blaine's goal-setting process. Make connections to any of our other texts from College One if you can.*
3. After the video ask students to continue to respond in the right-hand column with insights to David Blaine's goal process for 2-3 minutes.
4. Pass out the David Blaine Goal worksheet \*or have students print this before class. In groups of 3-4 students, using the handout, ask the students to fold the paper on the lines. Looking at the top box, ask them what David Blaine's big goal was. Record class responses.
5. Walk students through the rest of the steps. Having them turn their folded paper over, ask them to read the middle boxes on the worksheet. And silently **visualize** what may have been these middle goals for David Blaine.
6. Ask students to look at the bottom boxes and visualize some of the things from the talk that could fit into habits, skills, knowledge, or relationships that he needed.
7. \***Object Lesson:** The folding of the paper is intentional. The Big goal and larger steps are usually easier to identify. However, the big goal often overshadows the daily habits and small action steps that add up to the big goal in the long run. It takes intentionality to uncover what habits, skills, knowledge, and/or relationships need to be developed in order to accomplish the steps that lead toward a long-term goal, but without these small bits, there is no big goal. Discuss the question in groups: *Do you think that David Blaine understood all of the small habits, skills, knowledge, and relationships he would need when he first made his big goal? How did he uncover those things?* Ask the groups to share out about their discussion.



bridge the gap and help students to see visualization as a strategy in their learning toolbox. \*Note: not all texts lend themselves to visualization, so students who over-rely on visualization as a strategy may struggle with very abstract texts.

### Interviewing

It may be the first time that your students have conducted informational interviews, so you may need to provide suggestions for how to ask someone to answer some questions or give suggestions for people to interview. If a student has a major, you can encourage them to interview a professor or professional person within that career path. Circulate the class making sure that each student is feeling like they have at least one person to approach for this small project.

### Gallery Walk

This gallery walk is about real student work and should have these parts:

1. Each group posts their case study description and their finished plan on the wall.
2. Individuals read and respond to the plans that other groups create with further specific examples.
3. Groups get back together around their original plan to discuss the further responses people had to theirs.

This activity was used the previous week for Time Management. Using it again helps build the routine and norm the students into using it to deepen their critical thinking about a topic. Before starting, encourage the students to leave clear, deep, responses to their classmates' case studies. Encourage them also to have a professional demeanor during the activity. Model the activity by walking around too!

## Part 2: Assign the Personal Goal Interview Discussion

### Assignment

1. Hand out copies of the Big Personal Goal Worksheet.
2. Give students 3-4 minutes to do a quickwrite about: *What are some possible big goals that you have for your life in the next 5 years. What are some things that overwhelm you about those goals? Who are some people that you could ask to clear up those questions? What would you like to ask those people?*
3. As a class look over the steps to the assignment and answer questions that students have. Give the students a timeframe for finishing the interview, goal worksheet, and discussion. Tell them what day they need to bring their goal worksheet back to class.

## Part 3: Case Study and Gallery Walk

\*Goal of Case Study: Because the step of habit-forming, skill-gaining, knowledge-building, and relationship networking is sometimes the hardest step (despite being the action step that is most necessary for getting started!), these case studies are designed to help students collaboratively develop growth-mindset action steps for these students that utilize community, campus resources, and professor relationships to leverage success out of difficult circumstances that they may face.

1. Create groups of 3-4 and assign each group a student from the case study.
2. Allow students 5-6 to read the case study and brainstorm the habits, skills, knowledge, and relationships that they need to access in order to achieve their semester goal.
3. Pause students and ask them to begin filling in the chart with three specific action steps using real resources at PCC when possible and get ready to present to the class as a whole group. Go around to each group and have each group give a summary of their action steps for the student.
4. Post the Case Study descriptions and Goal Worksheets in groups around the classroom with blue tape or sticky tack. Allow students 5 minutes to circulate and add post-it note comments with further specific suggestions for the case studies.
5. Then have students re-circulate to their own case study and read the further comments as a group. What new suggestions came up?
6. Have the group sit down and share out, what new insights into forming successful action steps came up? What difficulties do you still feel with creating meaningful action steps?

## Part 4: Bring the Finished Goal Worksheet to Class

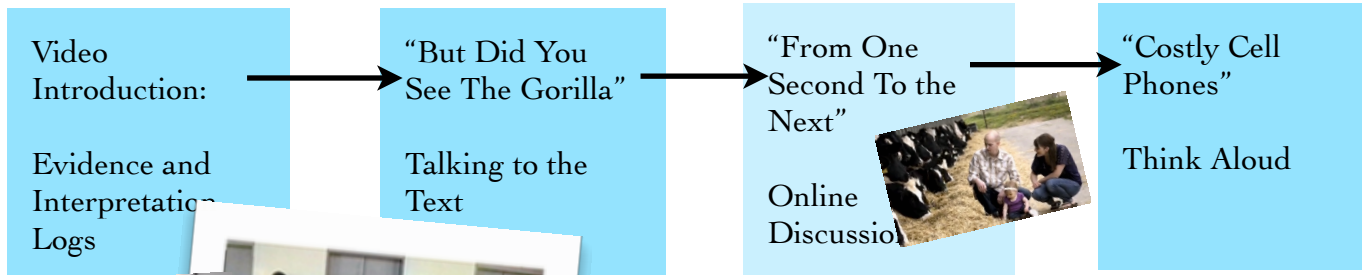
1. Students should post in the online discussion and respond to classmates before they bring this goal worksheet to class. So this discussion will happen on a different day than the rest of the goal-setting activities. The reason for making it on a different day is because sticking to goals and habits is difficult. In order to make the goal more sticky in the mind students need to come back to it multiple times and re-think the commitments to habits and action steps they are trying to take.
2. Individually, ask students to complete a 3-4 minutes quickwrite about their worksheet and interview process: *How is it going with taking action steps toward your goal? What has gotten in the way? What has helped you? How can you problem-solve the things that are getting in the way so that they become keys steps that move you forward instead of barriers that hold you back?*
3. In groups of 3-4 ask students to share with their groups any insights that they had during their quickwrite. Tell students to keep this quickwrite and sheet as they may want to use it as they write their Midterm ePortfolio assignment or their final Successes and Failures assignment.
4. Ask students to share out insights from their discussion.

# Limiting Technological Distractions

## Text Set Model Lesson Plan



### Text Set Elements



### Lesson Plan

#### Part 1: Why students don't text in my class: [video](#)

1. Briefly, introduce the topic of limiting technological distractions. Then ask the students to get ready to take notes on the teacher in the video's policy on phones in the classroom.
2. You will hear an audible gasp from students who haven't seen this video before.
3. In **groups**, students should discuss this question: *What makes a good technology policy from a professor's point of view? How do technology policies play out in the classroom?*
4. They should create a group **evidence and interpretation log** to document their experiences with cell phone policies (5-7 mins). In the left column they can describe the specific policy in a class. In the right column, they can describe and comment on how it played out in the classroom.

#### Classroom Routines

##### Grouping Students

**Grouping students** can greatly enhance a class. To help create community in the classroom rather than cliques, it is helpful to regroup students very regularly so that they interact with most of the class members. Create easy groups by making a template in powerpoint with your student's names in a text box on the side. Then in the middle of the slide, make a table of 6-8 boxes. Then you can highlight, drag and drop students names into the boxes to create and re-create new groups with mixed levels of students. Show the slide and students can move into groups.

##### Evidence and Interpretation Logs

For this activity, you may need to model how to use this log for real-life experience by putting an example on a log on the board. Remind them to be respectful of their teachers or professors and avoid using names -- instead they can use the name of the class.

#### Part 2: Read "But Did You See the Gorilla?"

1. Ask students to self report how distracted they feel by technology in class, while studying, with friends and family, and while driving? They can give them self a 1 if they have a personal system for putting away technology and focusing on what they are doing, a 2 if they are sometimes check their technology, a 3 for usually interacting with technology while other things are going on, and a 4 if they are usually interacting between several different pieces of technology, such as multiple phones, a phone and tablet, etc... Ask them to write this down on paper and hand it in to you so that you can compile the results - OR they can report to [www.polleverywhere.com](http://www.polleverywhere.com) (you would have to create an educator's account).
2. Have students get out the article, "But Did You See The Gorilla?" and model talking to the text with the first bit.



### Asynchronous online discussions

In these discussions, students need to feel comfortable posting to the online discussion. Prepare students by talking about norms that create a safe online social space. As the teacher, respond to things on the discussion and/or personally to the participants. Because everyone participates in the online discussion, it brings about a fuller perspective of the class than a discussion during class and can build confidence in participating during class discussions.

### Chunking

Allowing the students to chunk the reading themselves helps students remember to develop this habit when they are reading for other classes that may not have scaffolded reading assignments. After students chunk a reading themselves ask questions like, why did you divide it that way? How could you use the idea of chunking for your other classes and other textbooks. Keep track of student ideas on the board.

### Think Aloud

The **think aloud** activity asks one student to take notes while the other reads and thinks aloud. In this think aloud, specifically encourage students to comment on the answers to the discussion questions. Read the list of questions and model the activity before turning the students loose with the activity.

### Guided Reflection

This is a chance for students to have personal quiet space to write about a prompt. In this case, remind students to connect the ideas from the whole text set and homework.

3. Ask students to **talk to the text** as they read with the **goal** - *How does technology use connect to inattentional blindness? How might inattentional blindness affect students in class, while studying, or while with friends and family?* (10 mins)
4. At the ten minute mark, ask students to stop reading and use the extra space on the article to write a response to the article or the **goal** questions connecting back to their responses in the survey. (3-4 mins)
5. Give students several minutes to share with their group and clear up any confusing information.
6. Facilitate a **sharing out**, asking the question: how can we define “inattentional blindness”? Create a working definition on the board.

### Part 3: Homework: View Werner Herzog “[From one Second to the Next.](#)”

1. Students watch video with a **goal** - *What are some things that stick out to you from this video, write responses in the right hand column. Use minute numbers to help you toggle through the video.*
2. Students post a paragraph response based on their evidence and interpretation log in the **online discussion**. Students should also thoughtfully comment on 3-5 other students’ responses. **In their response paragraph**, ask students to comment on some ideas they have for strategies to reduce inattentional blindness while driving or while riding with other drivers.

### Part 4: Read “Costly Cell Phones”

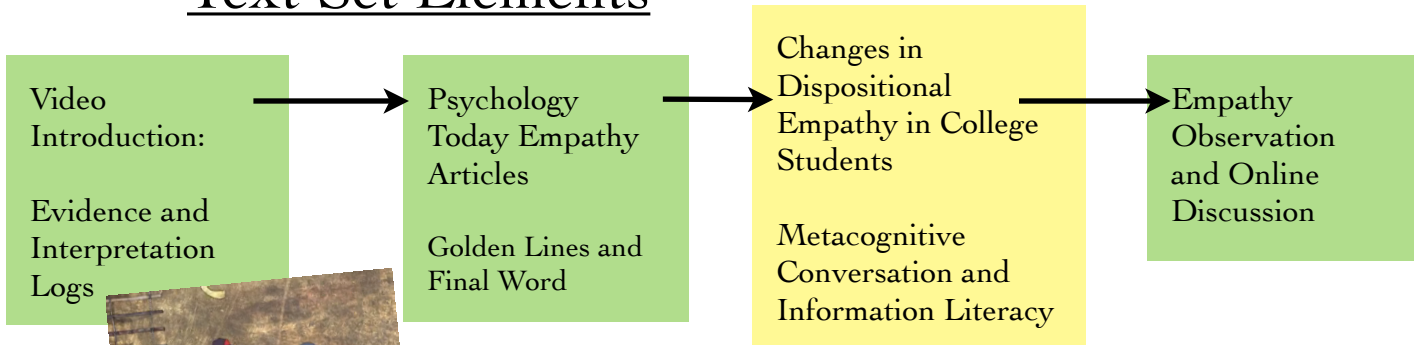
1. Ask students to **chunk** the reading into sections that make sense. Come together as a group and agree on some sections of the reading.
2. Post these questions on the board and ask students to “**think aloud**” as they read in a way to answer these questions. They should take turns (about 2 minutes each at a time) (about 5-10 mins per chunk). The one who is not thinking aloud should take notes on the answers to the questions.
  - What problem is the article discussing?
  - How was this data gathered? How did they do the study?
  - What effect did this study clearly document?
  - What suggestions does the article make?
  - What is your personal response to the findings of this article?
  - How is the article kind of out of date? What new classroom situations and/or technologies are not accounted for in the article?
3. Allow the class to **share out** about the questions. Keep track of student responses on the board.
4. Go back to the student’s original suggestions for a good cell phone policy from a professor’s point of view and **reframe** the assignment to think of a good **personal cell phone policy**. Give them 5-7 minutes to do a guided reflection on this and then share with groups and **share out** to the class.

# Empathy

## Text Set Model Lesson Plan



### Text Set Elements



### Lesson Plan

#### Classroom Routines **Speed Dating**

In this technique students will stand up to answer questions for a set time and then rotate to a new partner. In a large classroom, students can make two parallel lines with one line sliding down one person so that after each "round" everyone has a new partner. If the classroom is small, you can have students make two concentric circles where everyone in the inside circle has a partner in the outside circle. The outside circle can rotate after each round. Time the students and give a signal for when to switch. Usually 1-2 minutes is plenty of time.

#### **Final Word**

The **final word** discussion is valuable when everyone has read the article and thought about it somewhat. Before starting the activity, allow the students 1-2 minutes to look over the article and review their golden lines. In their groups ask them to decide who is going to go first and who will be the timer. Then model the activity

#### **Part 1: Video Introduction: Brené Brown - Empathy vs. Sympathy**

- Speed Dating:** Hand out the questions below on small slips of paper to the class and give the directions for speed dating (included p. 3).
  - Describe the last time you got really mad at a stranger.
  - Tell me about the last time that someone really seemed to listen to you. How did you know they were listening?
  - Who was the last person you spent time with that you knew was having a "bad day" even though they didn't tell you. You just knew. How did you know?
  - Pretend that you and your partner are meeting because one of you found the other's expensive iPhone, and the one who lost the phone found the phone on "find my iPhone." Be in those roles for two minutes.
- Ask the class how these questions went in speed dating and what the questions made them think about.
- Play the video: Empathy vs. Sympathy and ask the students to quickwrite about: *Who is a character from Madonnas that you have had empathy for - you seemingly feel with them? Who is a character that you have had sympathy for - you have judged them?*

#### **Part 2: Psychology Today Empathy Articles - Final Word**

- Before class, ask the students to read the two empathy articles and ask them to find golden lines that connect to the idea of doing group work or being successful in college.
- When students come to class, give them 2-3 minutes to review their golden lines and write some notes in the margin about why these golden lines connected with the idea of group work or success in college.
- Ask students to sit with their poster project groups and have the Empathy articles in front of them for reference.
- In class, put students in groups of 4. And explain and model the **final word** activity. Some students get confused with this activity, so you may

quickly (2 minutes or less!). Because this activity is somewhat confusing the first time, it is helpful to have visual directions for the class to refer to:

1. Choose a **person to go first**, then choose a **timekeeper**.
2. The person who goes first should share their golden line for 2 full minutes. Everyone else should take notes.
3. The next person in the circle will then respond to the first person about their golden line for **1 full minute** (Don't talk about a new golden line, just respond to person 1!)
4. Continue around the circle with each person responding to the same golden line until it gets back to the first person. Then the **first person gets 1 minute to have the final word on the subject** and summarize the discussion.
5. Rotate to the next person and they will begin the process over again.

After doing this activity, debrief by asking: *What were some challenges with this activity? What are some possible benefits of this activity?*

### Group Roles

Assigning group roles helps groups to be successful in highly focused tasks.

**leader**- gets things going and helps the group transition or shift when the group gets stuck

**writer** - takes notes on everything that will be relevant to the group reporting out

**time keeper** - helps the group stay focused and accomplish goals within the time frame.

**quality control manager** - keeps the group on track toward the goals of the activity and directions.

- need to have the directions on the screen or board, and you may need to redirect groups who stray from the directions during the activity.
5. After the final word activity, debrief with the class: *What were some of the things that came up as being ideas that can really support group work or success in college? How might empathy be important beyond college?* Keep a visual list on the board or screen as people share. Ask them to provide evidence from the article whenever possible.
  6. Ask for groups to share with the class things they noticed about their own listening skills in doing this **final word** activity or the **speed dating** activity. *Is there anything you noticed about yourself as a listener?*
  7. Allow groups 2-3 minutes to discuss any norms they may want to add to their group contracts as they work on their poster projects. \*If you have collected contracts, have these handy for groups to access.

### Part 3: Changes in Dispositional Empathy in College Students

1. With students in their poster project groups, remind them that their annotated bibliography is due soon, and as part of it they need to find and include 2 peer-reviewed articles. The articles they find will differ in complexity and readability. This activity is going to help them engage an example article as a group and make what meaning they can from the article as a group rather than relying on any one individual to have to do it alone. This will push them to make some of their invisible processes visible and make decisions about strategy use as a group.
2. Give students 3 minutes to individually preview the article "Changes in Dispositional Empathy in College Students" and **talk to the text** with the goal of getting some ideas for a strategy of how the group can gain understanding from the article.
3. Bring groups back together and ask them *to spend 3 minutes sharing their ideas of strategies for getting the most out of the article and some of the features that they noticed about the article.* Have the groups elect a **leader, writer, time keeper, and quality control manager**.
4. Give the goal of finding out: *What are two or three things that this peer-reviewed article says that are significant to you? Why are those things significant to you? What path did you take as a group to decide these things were significant what strategies did you use to help you find significance and meaning in the article?* Allow the groups to spend about 10-15 minutes making meaning from this article. Circulate and for quiet groups, encourage a think aloud for a few minutes, or ask them what strategy they are using to make meaning from the text.
5. This is a very challenging article, how could this activity help your group make meaning from the journal articles that you have chosen for your poster project/annotated bibliography?

### Part 4: Empathy Observation and Online Discussion: Perspective Taking Exercise

1. For homework, ask students to go to a public place and sit in the same spot for 10 minutes without using technology. As they sit there, ask them to observe those around them and choose one to observe closely. As they observe ask them to put themselves in that person's shoes and explore how that person may feel, what they are thinking about, and even predict what the person may do or say next.
2. After they complete the observation, students should participate in the discussion.

### **Speed Dating Questions:**

- Describe the last time you got really mad at a stranger.
- Tell me about the last time that someone really seemed to listen to you. How did you know they were listening?
- Who was the last person you spent time with that you knew was having an “bad day” even though they didn’t tell you. You just knew. How did you know?
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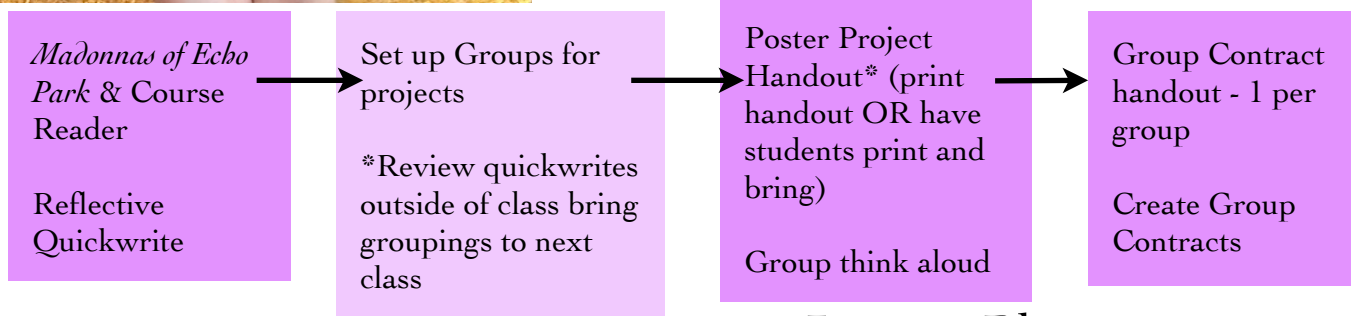


# Poster Project

## Assignment Introduction Mini-Lesson Plan



## Text Set Elements



## Lesson Plan

### Classroom Routines

#### Reflective Quickwrite

Usually these quickwrites are not collected. Make sure that you explain to the class that you'll be collecting this one at the end to see what topics interest the class.

#### Grouping for a Big Project

A big project brings up a lot of nervousness. How students are grouped can affect their success greatly. Depending on you and your class, you may want students to group themselves. This exercise is meant to help students honestly share what interests them without peer pressure. That way they can be in a group of people who are interested in the same topic more easily. Despite shared interest, ability to meet with one another is the most important aspect of group work. Before groups are final, groups need to decide on meeting times and create a **contract** for how their group will run.

#### Think Aloud

This think aloud is different because the content that students are trying to understand is directions. As they think aloud, remind them that their goal is to have a plan of action as a group. What will step one be? What will step two be? If they don't know, they need to ask clarifying questions.

### Part 1: *Madonnas of Echo Park* and Course Reader

1. Ask students to take out *Madonnas of Echo Park* and the Course Reader and thumb through both of them for about 2-3 minutes specifically bookmarking things and highlighting things that were of interest to them.
2. Pause students and ask them to get out a piece of paper for a **reflective quickwrite** \*that they will turn in. In their quickwrite, they should explore: *What topics from Madonnas and/or the Course Reader have made you curious or challenged you the most? Why?* After 3-4 minutes of quickwriting, ask students to draw a line and make a "top 3 topics" list on the bottom of their paper, starting with their first choice.
3. \*Collect the quickwrites and review them after class to make up some possible **groupings** based on interest before the next class meeting.

### Part 2: Poster Project Handout

1. Have students sit with the groups that you designed based on the student quickwrites.
2. Pass out the poster project assignment handout and ask students to divide it up and **think aloud**. As they think aloud the students listening should record all questions that come up. After they think aloud, ask them to go back and mark any additional areas that need clarification. Each group should ask one question in whole group discussion about the assignment based on the poster project assignment sheet. Answer questions or, if you feel unsure about an answer, tell students you'll get the answers for the next class.

### Part 3: Group Work Contract

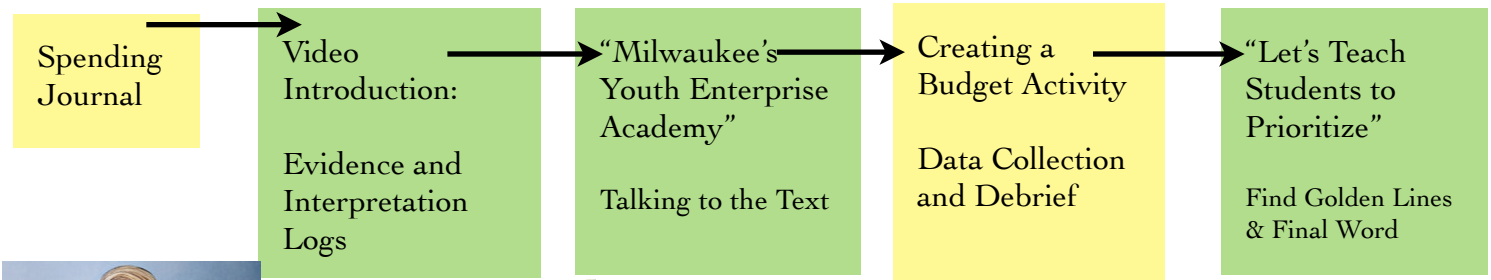
1. Ask groups to decide how they will have a weekly meeting outside of class. If there are groups that can't get schedules to work, you can facilitate some shuffling between groups.
2. Groups should turn in a finished contract to you by the end of class. It is helpful for them to provide contact information on their contract.

# Financial Literacy

## Text Set Model Lesson Plan



### Text Set Elements



### Lesson Plan

#### Part 1: Video Introduction: [Alexa Von Tobel TEDex](#)

1. Briefly introduce the idea of financial literacy, and the speaker in the video - Alexa Von Tobel ([www.learnvest.org](http://www.learnvest.org))
2. Ask the students to prepare a sheet of paper to be an **evidence and interpretation log** for this video.
3. As they watch the video, they should record evidence (quotes, data, etc...) from the video on the left side and their reactions, interpretations, or questions on the right side.
4. After the video is over, allow students 1-2 minutes to finish filling in the right column of their notes.
5. Ask students to share with a partner or group:
  - *What did you record in your evidence and interpretation log? Why did you record it?*
6. Ask students to **share out** with the class things that they heard their partner report from the video.

#### Classroom Routines

##### Evidence and Interpretation Logs

Students should fold a piece of paper in half long-ways (hot dog, not hamburger!). On the left side of the fold, they can record evidence in the form of quotes, data, images, or summary from the "text" which is a video in this case. In the right hand column, students should respond to the evidence by interpreting the quote in their own words, asking questions, clarifying, explaining disagreement, or responding with personal connections. As you debrief this in a **share out**, push the students to provide the evidence for their interpretations with phrases like, "What in the video made you think that?"

##### Guided Talking to the Text

From time to time, students have to deal with articles that confuse them or have concepts that are not clear without a close read. This talking to the text specifically involves summarizing broken up sections of a complex text in the

#### Part 2: "Milwaukee's Youth Enterprise Academy"

1. Before class, preview the article and divide it into sections that make sense to you.
2. Introduce the article as a "peer-reviewed" article. Point out the references at the end of the article, the data and charts, the authors...
3. Ask the students to read the introduction while **talking to the text**: 1) *making note of vocabulary terms or ideas that confuse them or they are not familiar with.* 2) *identifying the "problem" that the article addresses.*

\*Remember that part of information competency is helping students know where to look in certain types of texts for specific information. You may want to note that in peer-reviewed articles, the introduction commonly introduces a problem that will be researched and described in the rest of the article.



margins. Model this on the screen for one paragraph or section before asking students to do it on their own. Have students check their understanding by comparing their mini-summaries with a partner or in a whole-class share out.

### Final Word

The **final word** discussion is valuable when everyone has read the article and thought about it somewhat. Before starting the activity, allow the students 1-2 minutes to look over the article and review their golden lines. In their groups ask them to decide who is going to go first and who will be the timer. Then model the activity quickly (2 minutes or less!). Because this activity is somewhat confusing the first time, it is helpful to have visual directions for the class to refer to:

1. Choose a **person to go first**, then choose a **timekeeper**.
2. The person who goes first should share their golden line for 2 full minutes. Everyone else should take notes.
3. The next person in the circle will then respond to the first person about their golden line for **1 full minute** (Don't talk about a new golden line, just respond to person 1!)
4. Continue around the circle with each person responding to the same golden line until it gets back to the first person. Then the **first person gets 1 minute to have the final word on the subject** and summarize the discussion.

After doing this activity, debrief by asking: *What were some challenges with this activity? What are some possible benefits of this activity?*

4. Ask students to share with a partner briefly or to simply **share out** what they found with the class. Keep track of the *problem* and *key terms* on the board, inviting other students to explain key terms that they may already know.
5. Part of checking for understanding is summarizing or rephrasing longer sections of a reading into one's own words. For the rest of the sections you created for the article, ask students to read while **talking to the text**. At the end of each section, they should write a brief summary of that section **in the margin** of the article.
6. After each section, alternate between pair share and sharing out to the class. -- Annotate a copy of the article with student-provided summaries on the screen.
7. At the end, ask students: *Would annotating this way with summaries in the margins help in your other classes? How?*

### Part 3: Spending journal/creating a budget activity

1. (\*One week before Financial Literacy Unit) Using the spending journal, have students keep track of all of their expenses, even small purchases. Tell them to bring it, completed, on the day they create a budget in class.
2. Have students spend 3-5 minutes doing a reflective freewrite about what they notice looking at their spending journal. *Looking over your spending journal, what do you notice about your spending?*
3. Then orient students to the budget worksheet for college students by having them preview and point out things they notice.
4. Give students 5-7 minutes in class to begin working on the budget, and ask them to bring it completed to the next class.

### Part 4: Let's Teach Students to Prioritize

1. For homework, ask students to read this article and find 3 golden lines. Some prompting questions could be *What sticks out as something you wished you knew more about? What should elementary and high school teachers teach about finances and financial decision making? What connections can you make to this article? Are any of these concepts new for you?*
2. In class, put students in groups of 4. And explain and model the **final word** activity. Some students get confused with this activity, so you may need to have the directions on the screen or board, and you may need to redirect groups who stray from the directions during the activity.
3. After the final word activity, debrief with the class: *What were some of the things that came up in your groups? Keep a visual list on the board or screen as people share. Ask them to provide evidence from the article whenever possible.*
4. Allow students some time to think about their budgets again. *After reading this article, has your view of your budget changed in any way? Would you make any changes, why? Why not?*

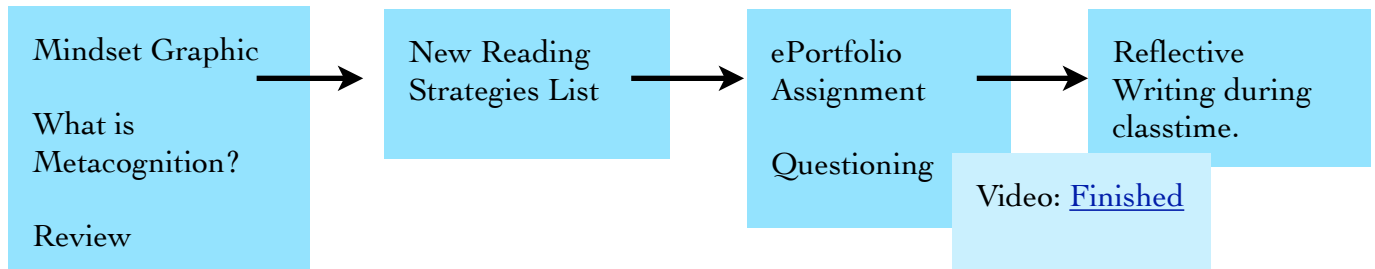


# ePortfolio Support

## Model Lesson Plan



### Text Set Elements



### This could be a one-day or two-day plan

**The four dimensions** - As students reflect, remind them that their semester has included personal, social, cognitive, and knowledge-building dimensions. If they get stuck ask them to frame their reflections differently. Did they gain a level of personal understanding? Of new knowledge or skills? New ways of thinking or learning? Relationships?

#### Why In-Class Reflection

Is a way to help students focus deeply on these topics so that when they go to work at home later, they have some depth of thought already. Then when they type these ideas into the computer, they'll be re-reflecting a second time. This increases their interaction with the reflective questions and allows for some focused intentional time of reflection. Thus - dunking them into that reflection.

#### Timing of in-class reflection

#### Part 1: Growth Mindset Review (5-7 mins)

1. Have students open their course reader to the growth mindset graphic and the "What is Metacognition?" article at the beginning of the course reader. Ask them:
  - a. *At what places in the growth mindset graphic do you think reflection would be helpful?*
  - b. *In the what is metacognition article, what types of metacognition do you use when you're reflecting?*
  - c. *What might some of the benefits of reflection be?*
2. Capture these ideas on the board.
3. Explain that this class is set aside for focused, intentional reflection. Each person should work individually and reflect as deeply as possible.

#### Part 2: Reflecting on the College Reading Reflection Questions

1. Ask students to brainstorm a list of any reading strategies that they use now that they weren't using in high school or at the beginning of the semester (1-2 minutes). Then have students share out.
2. Using the classroom computer, project the assignment on: <http://demystifytheportfolio.weebly.com/college-reading-reflection.html>
3. Show the rubric which is also linked on the website: [http://demystifytheportfolio.weebly.com/uploads/2/0/1/3/20131283/college\\_reading\\_reflection\\_rubric.pdf](http://demystifytheportfolio.weebly.com/uploads/2/0/1/3/20131283/college_reading_reflection_rubric.pdf)
4. Ask students to spend 7-10 minutes silently writing about this and working out what information they want to include in their reflection and what artifacts would be appropriate.

Every class is different when it comes to how long is too long for some in-class reflective writing. At times, a class will hunker down and focus intensely on this kind of reflective writing. Some individuals may become restless. Circulate and interact with students who lose focus, help them regain focus by inquiring where they are in the process of reflecting. Open up the conversation until they seem to be able to refocus.

Punctuate the class with some pair sharing to allow for a breather.

If students are super-focused, let them write longer than the 10 minutes. That depth of focus is hard to come by!

### Professionalism

The ePortfolio is supposed to be something that the student begins to use as their professional identity. Remind students to add professional items to the welcome, goals, extracurricular, and resume pages. These things put the polish on their sites.

### Prepare a Peer Review Day

If you have time in your plans, it is wonderful to have students do an online peer review or an in class peer share and review of their ePortfolios. To do this, you can encourage them to bring laptops to class and share among groups, or they can use canvas. You can activate the "peer review" setting when you push edit on the ePortfolio assignment.

### Rubrics

Remind students that no matter how lovely their site is, their grade comes from the rubric. The depth of thought in the reflection far outweighs color and design choices!

### Part 3: Reflecting on The Letter to a Pathways Student Reflection

1. Project the assignment for the letter: <http://demystifytheportfolio.weebly.com/letter-to-a-first-year-student.html> and ask students to note that they should include **all** of the bullet points. Ask if students have questions about any of these ideas (if they missed events or need a refresher, they can check: <http://madonnas.pccproject90.org/events/> for videos).
2. Show the rubric for this assignment: [http://demystifytheportfolio.weebly.com/uploads/2/0/1/3/20131283/final\\_letter\\_to\\_future\\_student\\_rubric.pdf](http://demystifytheportfolio.weebly.com/uploads/2/0/1/3/20131283/final_letter_to_future_student_rubric.pdf)
3. Allow students 7-10 minutes to silently reflect and begin composing this letter. Ask students to be specific with their artifacts rather than simply saying things like, "The TLC."
4. Have students pair share for a few minutes before moving to the next topic.

### Part 4: Reflecting on the Successes and Failures Reflection

1. Ask students to think about their midterm successes and failures reflection. How have things been going since then? Ask them to discuss this with a partner for a few minutes.
2. Show the assignment for the Final Successes and Failures Reflection: <http://demystifytheportfolio.weebly.com/successes-and-failures-reflection.html> (The video linked as an artifact on this website is AMAZING, you may want to show it to get students into thinking about the value of overcoming challenges.) \*This video has not been closed-captioned, so the text of the poem has been attached at the bottom of this lesson plan.
3. Ask students to point out what is different in the final reflection requirements from the midterm reflection requirements and show the rubric: [http://demystifytheportfolio.weebly.com/uploads/2/0/1/3/20131283/final\\_successes\\_and\\_failures\\_rubric.pdf](http://demystifytheportfolio.weebly.com/uploads/2/0/1/3/20131283/final_successes_and_failures_rubric.pdf)
4. Allow students 7-10 minutes to reflect and write about this reflection topics. Ask them to carefully choose artifacts and think of captions that connect them to the reflections. They may want to choose to do a Prezi or other kind of interactive presentation about their successes and failures to show how they grew in a more visual way.
5. Allow students some time to share with a partner or small group.

Have students share out any questions or insights they had while reflecting today that were significant. Allow them to ask for clarity on assignment parts that may be difficult.

Remind students to go to V 206 for drop-in ePortfolio help!

## **Finished: Dan DiFelice**

The path set before thee is not unobstructed nor clearly marked with established roads. It is one of treachery, one only the pioneer dare to embark on. It is filled with pitfalls and steep winding claims. Child, take this. May it guide your steps when the path has forsaken you; when the light of hope has gone out. Know that in your own strength you cannot fulfill the task at hand. For your strength comes from a power that transcends your own understanding. By your own might you may survive. By your own hand you may be victorious for a fleeting moment. But know this my child, the victory is not yours to be had.

So, give up.

Yeah? I said give up.

Give up yourself. Bury your weaknesses and tendencies into the heart of the earth. Release your arrogance and self-worth into the river to be carried away. Leave your fear in the valley and climb. Yea, climb over that mountain.

Keep nothing back.

Get over that mountain.

Though the earth give way and the mountains fall into the heart of the sea, though its waters roar and foam and the mountains quake with their surging.

Do. Not. Fear.

Now take this mountain you have climbed, and may it propel you forward: to finish.

***Respond to the video:***