

Team Building and Grade Check in - Monday 12/16

| The Basics | Objectives | Start Here |
|--|---|---|
| Grade 9 - 12 Theme: Self-Discovery Duration: 15-20 Minutes | Students reflect on their academic progress for 1st semester. | Dialogue about strengths and accomplishments encourages students to reflect on these areas and generate ideas that will help them find success. |

REQUIRED ACTIVITIES:

1. Team Building Activity: Creative Solutions
 - a. This activity encourages creative problem solving. Pick four or more different objects, such as a coffee can, a potato peeler, a knit hat, and a book. Split students into even teams. Now present a situation where each team has to solve a problem using only those objects. These scenarios can be anything from students are stranded on a desert island and must find a way to get off or survive to students must save the world from Godzilla. Give the teams three minutes to figure out an original solution to the scenario, including ranking each object based on its usefulness. When the five minutes are up, have each team present their solution along with their reasoning to the class. (Tip: Don't make the scenarios so easy that it is obvious which objects will be most useful. *Skills: Communication; creative collaboration*)
2. Academic Check in
 - a. Excellent tool for identifying and monitoring red flags and action steps
 - b. Can help build a relationship with your students
3. Have students complete the Academic Check in Graphic Organizer (This can be done in advance)
4. Suggested conversation starters when discussing attendance, grades, and courses....
 - a. I noticed that last semester you excelled in Math, but this semester your grades have slipped. Talk to me about what you think is behind this. Did anything change for you that might have chased your grade to drop?
 - b. I noticed you were absent _____ times. Talk to me about this. What are the reasons for our absences (health reasons, family obligations, lack of motivation, ect). Let's try to get to the bottom of this.

- c. Is there an adult or peer in the building whom you feel comfortable going to for support. If not, is there someone outside of school who you can talk to?
 - d. What do you need to do in school to become (students's self identified goal)?
 - e. For students with good grades: What's the key to your success? If you were giving advice to someone with struggling grades, what would you tell them?
 - f. For students with poor grades: I noticed you are struggling. Let's talk about what is happening? What are some simple, realistic things you think you can do differently so that your grades improve?
 - g. How do you feel about taking tests? Do you get nervous? How do you usually do on tests?
5. Best practices:
- a. Be Persistent - It is important to not move on from an identified problem until you fully understand the issue and an action plan is developed.
 - b. Shift the focus of the conversation each quarter.
 - c. Always identify the action steps. There is a tendency to talk about challenges or aspirations and then leave it at that. It is crucially important to develop a plan with the student.

academic check-in graphic organizer

STUDENT NAME: _____ GRADING PERIOD: _____

| ACADEMIC SUCCESS FACTOR | What was your goal? | Have you met your goal? | Why or why not? | What resources/support do you need? | What is your NEW goal? |
|------------------------------|---------------------|-------------------------|-----------------|-------------------------------------|------------------------|
| Class attendance | | | | | |
| Class participation | | | | | |
| Homework completion | | | | | |
| Grades on tests and projects | | | | | |
| Final class grades | | | | | |
| Credits earned | | | | | |
| OTHER | | | | | |



