



Create an Idea Bank of Motivational Activities for Student Success

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Our organization:

| TIDES Section | How can I...? | File |
|----------------|---|---|
| Starting TIDES | set the tone and make my first day of class count | The First Day |
| | | |
| | Work with students to create a comfortable environment and ensure everyone understands the class expectations | Creating a Positive Multicultural Classroom Environment |
| | | Two-Way Interactions for Uncovering Course Expectations |
| | | |
| | optimize the effects of a syllabus | Interactive Syllabus |
| | | Create Engaging Syllabi |
| | | |
| | help students to monitor their own behaviors and attitudes | promoting student professionalism |
| | | student professionalism tracking form |
| | | A motivational mini-poster |
| | | Gaining the goal making the grade |
| | | |
| | nurture class bonds and encourage students to create a learning community | First week activities - teacher handout |
| | | first week activities - student handout |
| | | Card game questions |
| | | Archeological project |

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| | | Archeological breakthrough PowerPoint |
| | | Buzz |
| | | |
| | motivate students to read and use their textbooks | Getting acquainted with your textbook - teacher handout |
| | | Getting acquainted with your textbook - student handout |
| | | |
| TIDES for Self-Discovery | raise students' self-awareness of their strengths, weaknesses, and learning style | All About Me |
| | | All About Me PowerPoint |
| | | Self-Awareness, goals, and strategies - teacher handout |
| | | Self-Awareness, goals, and strategies - student handout |
| | | Self-affirmation |
| | | Case Study Popson's Dilemma |
| | | Let's Vote - teacher handout |
| | | let's Vote - student handout |
| | | |
| | focus on self-efficacy | Case Study The Procrastinators |
| | | Changing Habits |
| | | Goals A: goals and responsibility |
| | | Goals B: goals and action steps |
| | | Wiping out bad habits |
| | | Wiping out bad habits cards |
| | | |
| Future TIDES | provide opportunities for students to see success in their future | Visualizing any future goal |
| | | In five years |
| | | In five years: looking into the future |

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| | | PowerPoint |
| | | Ten year reunion: Teacher Handout |
| | | Ten year reunion: Student Handout |
| | | video: 10 rules for success |
| | | |
| Essential TIDES | help my students become active learners and take responsibility for their learning | Essential study skills reading T |
| | | Essential study skills reading |
| | | Study habits |
| | | Study habits forms |
| | | Success tips and rules |
| | | Ideas for activities that get students moving |
| | | Bathtub man moving and grouping |
| | | Tea party |
| | | |
| | provide a richer explanation of the concept of accepting personal responsibility | video: broken escalator |
| | | Case Study The Late Papers T |
| | | Case Study The Late Papers |
| | | |
| | introduce the idea of balancing the priorities of competing demands | Setting priorities |
| | | Video: a jar of life |
| | | |
| | instruct students in time management | The power of the quadrants |
| | | Time log |
| | | Time management quadrants |
| | | Time management matrix |
| | | Weekly schedule template |
| | | Time management t |

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| | help my students make wise choices | Making wise decisions |
| | | Making wise decisions T |
| | | Video: making choices |
| | | Play difficult choices marriage or college |
| | | Play difficult choices marriage or college T |
| | | |
| | help students to speak in a more hopeful language and change their beliefs about their "fate" | Master creator language |
| | | video change your words |
| | | video if you never failed |
| | | video Patrick Henry Hughes |
| | | video Nick Vujicic |
| | | video Ross Capicchioni |
| | | |
| | Encourage students to develop academic mindsets and self-discipline | Act it out coping |
| | | Act it out grit |
| | | Teaching students what plagiarism really is |
| | | video a floating pitch |
| | | video Duc Nguyen |
| | | video Patrick Iverson |
| | | |
| | get students to learn and use new vocabulary | Ideas for reinforcing vocabulary |
| | | video most spoken words |
| | | Websites for basic vocabulary lists |
| | | Most commonly used words T |
| | | Most commonly used words |
| | | Collocations T |

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| | | Collocation game |
| | | Make, pay, hold collocations |
| | | Take, have, break collocations |
| | | Academic word lists |
| | | Academic vocabulary general |
| | | Academic word list science general |
| | | Academic word list business English |
| | | Academic word list chemistry |
| | | Academic word list mathematics |
| | | Academic word list nursing |
| | | |
| TIDES for Resources and Support | acquaint students with the value of building a support system | video: a smart move |
| | | Support system T |
| | | Support system |
| | | Passport to resources T |
| | | Passport to resources |
| | | video: Derek Redmond |
| | | video: Amazing finish |
| | | ESL tutoring flyer |
| | | Traits of a peer mentor |
| | | |
| TIDES Index | ABC order | |
| | All-levels | |
| | Self-contained lessons | |
| | Video clips | |

Teacher Handout

Activity: Wiping Out Bad Habits Game

Purpose: To have students look at bad study habits and, using their cards, decide how to counter these habits with positive suggestions or solutions.

Procedure: Prepare a set of Bad Habit cards and Solution cards for each group. If you can copy them on different colored paper, that works well. There are also blank cards for you to add habits/solutions or to allow your students to come up with their own ideas.

- Put students in small groups. Give each group their cards.
- Tell students to deal out the “solution” cards until they are all given out.
- Put the “bad habit” cards in the middle of the table or desks.
- One student turns over a “bad habit” card.
- All members of the group try to find a solution and put it down on top of the “bad habit” cards to wipe out that bad habit.
- The groups continue until one member of the group runs out of his or her solutions cards. He or she is the winner.

Follow-up: Ask the students to identify one bad habit they have. This can be something they saw in the game or some other bad habit they can identify. They can either share their bad habits with their group and discuss how they can solve it, or you can have the students write a short paragraph or a few sentences about their bad habit and solution to give to you.

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| <p>When I have a question in class or about the class, I usually ask my friends.</p> | <p>Because of the time difference, I usually call my family late at night. Then I'm tired the next day.</p> | <p>I like to ask a lot of questions and give my opinion in class, but I think the teacher gets mad sometimes.</p> |
| <p>I didn't understand the teacher and I missed the final exam.</p> | <p>The teacher knows I'm confused but doesn't explain to me.</p> | <p>I don't like to take notes in class.</p> |
| <p>I have a hard time finding papers I need to study from or turn in.</p> | <p>I have a big family, and it's hard to find a quiet place to study at home.</p> | <p>If I don't know a vocabulary word in class, I look it up on my translator, but then I miss what the teacher is saying.</p> |
| <p>I prefer to study alone even if the class is very difficult.</p> | <p>When I have a problem, I complain to my friends or make excuses.</p> | <p>I like to go out with my friends even if I have homework due the next day or a test.</p> |
| <p>I am older than a lot of the students, so it is harder for me to learn.</p> | <p>My favorite TV show is on Wednesday nights but we always have a test on Thursday. It's not fair.</p> | <p>I've always been a night person. It's hard for me to do well in morning classes.</p> |

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| <p>I stay up late at night studying and am really tired the next day in class.</p> | <p>I like to sleep as late as possible and sometimes I am late for class.</p> | <p>I don't give myself extra time to find a parking spot and sometimes I am late for class if I can't find one.</p> |
| <p>I take the Sprinter and I listen to music on the ride. Taking the Sprinter is relaxing, but I waste a lot of time.</p> | <p>I drive my friend to school and he is always late. This is frustrating, but he doesn't change.</p> | <p>I am always rushing in the morning and sometimes I forget to put my homework in my backpack to bring to class.</p> |
| <p>I am a procrastinator and sometimes my friends get mad at me if I make them late too.</p> | <p>My two best friends are in the same class as me and it's the only time we get to talk to each other, so sometimes we talk and don't pay attention.</p> | <p>I do my homework in the kitchen, but there are a lot of distractions like the TV and my family.</p> |
| <p>Sometimes I leave my papers around where my dog can get to them.</p> | <p>I do my homework right after class, but sometimes I forget it by the next class.</p> | <p>I don't like to talk in class because I'm really shy.</p> |
| <p>Sometimes the class is a little boring, so I text my friends.</p> | <p>I never use English outside of class.</p> | <p>I don't really like this class, so I don't pay attention.</p> |

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| FIND TIME TO RELAX | SIT IN A DIFFERENT PLACE IN THE CLASS EACH DAY | MEET FRIENDS FOR SHORTER ACTIVITIES--LUNCH OF COFFEE |
| DON'T LEAVE IMPORTANT PAPERS ON THE FLOOR OR ON FURNITURE | SET A GOAL TO GET THE BEST GRADE YOU CAN | ASK CLASSMATES IF THEY WOULD LIKE TO FORM A STUDY GROUP |
| EXPLAIN TO YOUR FAMILY THAT YOU NEED A QUIET PLACE TO STUDY | STUDY IN YOUR BEDROOM | STUDY, READ, DO HOMEWORK |
| PUT HOMEWORK IN YOUR BACKPACK AS SOON AS YOU FINISH IT | DO HOMEWORK IN THE SCHOOL LIBRARY | GO SOMEWHERE QUIET-- PUBLIC LIBRARY, STARBUCKS, etc TO STUDY |
| PUT EVERYTHING YOU NEED FOR CLASS IN YOUR BACKPACK THE NIGHT BEFORE | MEET WITH FRIENDS BEFORE OR AFTER CLASS | CALL OR TEXT FRIENDS ON THE WEEKEND |

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| GIVE YOUR FRIEND A TIME AND STICK TO IT--EVEN IF YOU HAVE TO LEAVE HIM BEHIND | TALK TO YOUR FRIEND | SET YOUR ALARM 30 MINUTES EARLIER |
| STUDY, READ, DO HOMEWORK | SIT IN A DIFFERENT PLACE IN THE CLASS EACH DAY | FIND TIME TO RELAX |
| MULTITASK! | MAKE A SCHEDULE | GIVE UP SOMETHING (TV, TEXTING, etc) SO YOU CAN GO TO BED EARLIER |
| STUDY, READ, DO HOMEWORK | GET UP 15 MINUTES EARLIER THAN USUAL | REVIEW YOUR HOMEWORK BEFORE CLASS |
| PAY ATTENTION--YOU CAN ALWAYS LEARN SOMETHING | TRY TO ASK ONE QUESTION IN CLASS EACH DAY | DO YOUR HOMEWORK CLOSER TO CLASS TIME |

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| DROP THE CLASS | KEEP YOUR PHONE IN YOUR BACKPACK OR PURSE | STUDY WITH CLASSMATES |
| ORGANIZE YOUR NOTE-BOOK AND STUDY AREA | WRITE THINGS DOWN | THINK ABOUT HOW YOU COULD DO THINGS DIFFERENTLY |
| USE DIVIDERS IN YOUR NOTEBOOK TO KEEP DIFFERENT CLASSWORK SEPARATE | CALL, E-MAIL OR TEXT A CLASSMATE | IF YOU'RE NOT SURE, ASK SOMEONE |
| GET A CALENDAR OR PLANNER AND WRITE IN ASSIGNMENT DUE DATES | DON'T CALL AS OFTEN | ASK IF THE TEACHER HAS OFFICE HOURS |
| GET CLASSMATES' E-MAIL ADDRESSES | GO TO BED EARLIER | MAKE SHORTER CALLS |

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| TALK TO AT LEAST ONE PERSON EVERY DAY IN ENGLISH | GO SOMEWHERE WHERE YOU <u>HAVE TO</u> SPEAK ENGLISH | STUDY WITH A CLASSMATE |
| USE TWO ALARM CLOCKS | ASK THE TEACHER AFTER CLASS IF YOU MISS SOMETHING OR YOU'RE CONFUSED | HAVE A POSITIVE ATTITUDE |
| DON'T BLAME OTHERS | PLAN YOUR CLASS SCHEDULE TO FIT YOUR LIFE | |
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Student Handout

Support System: The people you can rely on to help you reach your goal



A. Who in your life right now supports your goals? List them below.

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-
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There are many aspects of your life that are important and as we saw in the priority section, we choose to put some areas such as family or friends first and other things such as jobs are necessary to put first. Then where does school fit in?

Answer the questions below about your support system.

1. Do people in your life know you are going to school? _____

Who do you include in this group? _____



(This is a positive thing--you should be proud of yourself for continuing your education. School is hard work and requires dedication. It shows what kind of person you are.)

2. If you are working, have you told your boss that you are taking classes? _____

3. If you attend religious services, do people there know you are going to school? _____

B. Going to school requires emotional and financial support. You may be able to go it alone, but you may also end up emotionally and financially drained. It is easier if you have support. Read the following situations:

Situation 1: Anna says she may have to quit school because her boss keeps scheduling her on school nights. She hasn't told him she has a class because she doesn't think it would make any difference.

1. Do you think Anna should talk to her boss about her schedule?

2. Is there anything else she might be worried about if she tells her boss about going to school?
3. Have you ever been in this situation? What did you do?

Situation 2: Adan was working as a busboy in a busy restaurant. Last year, Adan got married and he and his wife talked about having a family, but even with both of them working, they didn't think they had enough money to support children. Adan talked to his boss about becoming a waiter. His boss was understanding, but told Adan that his English wasn't good enough and that he needed to improve his speaking ability before he could work as a waiter. Adan signed up for ESL classes, worked hard and after two semesters, finished the noncredit ESL program. He took his certificate to show his boss (of course, his English had also improved). His boss recognized his hard work and dedication and offered him the chance to be a waiter.

1. Who in Adan's life supported him?
2. Whose decision was it for Adan to take ESL classes?
3. Why did the boss offer Adan the chance to become a waiter?
4. Could Adan have achieved his goal without the support of others?

Situation 3: Ricardo was struggling to pay for his books and other school expenses. He worked hard, but it was difficult. Although Ricardo attended his church and volunteered there whenever he could, he never thought about asking for financial support. One day he was talking to his pastor and mentioned that he was going to college even though it was very difficult with his family and job. The next week, he was surprised when the pastor asked him to come and talk to him. Ricardo was used to the pastor asking him to help out, but he had not been asked to meet in the pastor's office before, so he was nervous, but of course, he went. The pastor told him that the church gives small scholarships to graduating seniors to help them in college and that they wanted to help Ricardo too. The scholarship was small, but Ricardo was able to buy his books for the next semester.

1. Why didn't Ricardo ask his church for support? _____

2. Why did the pastor offer Ricardo the scholarship? _____

It is difficult to ask for financial support. Some people might feel embarrassed or afraid of being rejected. Some students only think about getting financial support from the school they attend and don't consider other possibilities in the community. Some people are good at asking strangers (companies, organizations) for financial help, but most people probably are not.

1. Is it easier to ask for financial support from strangers or people who know you? Which one is more likely to help you? _____

2. What connections do you have in the community? _____

Share your ideas with your classmates. It may give you possibilities you had not thought about.

C. Read the quotes below. Discuss them in your group. Which one do you like most? Why?

1. In a relationship each person should support the other; they should lift each other up.
--Taylor Swift (singer, songwriter)

2. I've always thought that people need to feel good about themselves and I see my role as offering support to them, to provide some light along the way.
--Leo Buscaglia (author, motivational speaker)

3. "Those who are less fortunate
Often don't want to ask for help.

Hard times hit all of us at some point
Enjoy your good fortune
Let your fortune help others
People helping people makes this world a better place!"

--Catherine Pulsifer (author, blogger)

4. The real point is that we all need help somewhere along life's path whether we think we will or not. And, if you are the one giving and helping, just remember this: no matter what happens later, you will always be secure in the fact knowing that you have remained strong and true to assist those that need your help.
--Catherine Pulsifer, *Always Care*

5. There are going to be times when you learn more about the world you're entering and feel defeated when you see the gap between the ideal and the reality...But that's something we'll all face. The people that face those obstacles and overcome them are people whose dreams come true.
-- Tsugumi Ohba, *Bakuman, Volume 3: Debut and Impatience*

7. Everyone needs help from everyone.
--Bertolt Brecht (German poet, playwright)

You're Hired!

Congratulations! You have just been hired as a campus ambassador to give a guided tour to new students of some important campus resources. You will learn the placement and function of some of the buildings so you will be ready to answer any questions a student may ask.

As part of your training you will tour the campus and make a schematic (map) for students to find the library, computer lab, etc. You will also develop a “passport” which will help familiarize students with the resources on this campus.

Let's get started.

On the back of this paper draw a map of the following buildings:

Library

Tutoring Center

Book Store

Computer Lab

Health Office

Financial Aid

ESL Office

Developing a Student Passport

You will need to travel to each of the buildings on your map.
Find three things that would be useful to ESL students.

Library _____ Book Store _____

Tutoring _____ ESL Office _____

Fin. Aid _____ Health Off. _____

Computer Lab _____

Now from the information you have gathered, design a
“passport” students will carry from location to location. It should
include at least two questions they must answer at each stop.
Keep an answer key to check correct answers.

Student Handout

Popson's Dilemma

Parts: Narrator, Gina, Gloria, Rachael, Paul, Jim, Bob, Ronald, Sally

Narrator: Eight friends are making out their class schedules for the coming semester. They all must take a citizenship class, but have heard that it is quite difficult.

Sally: Who do you guys think is the easiest professor for this citizenship class?

Paul: My friend took Dr. Popson's class. He said it was very boring and the students only came part of the time. They didn't learn anything.

Gina: My sister had his class and dropped out. He doesn't care about the subject, so she didn't think she needed to care either.

Gloria: My best friend took Dr. Assante's class. He kept talking about the careers they would all have some day and how much money they would be making. His tests weren't too hard; she got a C+ In the class.

Jim: I understand Professor Buckley is pretty easy. You get to make your own personal learning contract and add extra credit if you want. You even make your own deadlines for turning in assignments. I heard that hardly anyone ever fails that class.

Bob: Aren't we missing the point here? We all need this class to graduate, but isn't it more important to get something meaningful out of the class besides a grade?

Jim: I will just be happy to pass.

Ronald: Do you have any advice, Bob?

Bob: Right now I just want to listen to everyone else.

Gina: I heard that Professor Chang was good.

Paul: Really? How so?

Gina: Well, I heard Professor Chang designs the class around service projects that interest students. They take on a civic responsibility like registering voters or becoming a guide at a historic museum. They aren't only learning about citizenship, they are practicing it along the way.

Bob: That does sound interesting. Has anyone heard of Dr. Donnelly? I read an article about him in the Student News. He is a no-nonsense teacher. He starts every class with a quiz. If you are late, you miss out. He gives extra points for doing well and takes away points if you mess up. I heard he's tough, but he is also fair.

Sally: He sounds hard.

Paul: Hard isn't necessarily bad if it makes you learn. When my friend dropped out of Popson's class, he was so bored he hated the subject. It wasn't at all hard, it just wasn't motivating. He wound up in Professor Egret's class and he loved it. Everyone works on a team to solve citizenship problems. They even conducted a mock courtroom to experience the judicial system. He told me he had never worked so hard in a class and never enjoyed a class as much.

Gloria: I think I would enjoy that class. I also heard Professor Fanning is supposed to be good. He starts his classes by giving every student a personal challenge. They are different for everyone. My friend had to research the constitutional amendment that dealt with gun control, and then write a paper telling why it is or is not relevant today. She really got into the assignment. As the semester goes on, the personal challenges get harder, but my friend loved the class. She earned an A.

Jim: I heard that Professor Gonzales has a really fun class. He does debates and shows film clips, games and simulations. The last class even got to go on a field trip.

Bob: But do students actually learn about citizenship in all those activities?

Jim: When he tested his students' knowledge, they were passing at the same rate as all the other professors' classes.

Ronald: There is one other professor I keep hearing about. Professor Harvey is kind of like Professor Donnelly. He does his thing and teaches the class, but he leaves it up to the student to turn in assignments, do the research and take tests. His tests, by the way, are online. He isn't that hard, he doesn't do games and stuff. He lectures and that's it.

Paul: Sounds like my kind of professor. I hate touchy feely games.

Rachael: I had Professor Donnelly for a different class. Funny thing I did learn a lot about the subject, but I learned even more about myself and how I learn.

Sally: Wow, we have a lot to think about.

Jim: So where do we begin?

Bob: I don't think it's a case of one being better; it works more with what your learning style is.

Gina: That's true except for Professor Popson. I don't think anyone wants a teacher who is uncaring and boring.

Narrator: The students set to work sorting out the information and choosing a professor that would help them learn best.

Questions:

Whose class would most likely be a success for you?

Listed below are the characters (professors) discussed in this play. Rank them in terms of your desire for learning and success. Give a different score to each professor. Be prepared to explain your choices.

| Most likely to succeed with | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Least likely to succeed with |
|-----------------------------|---|---|---|---|---|---|---|---|------------------------------|
| ___ Professor Assante | | | | | | | | | ___ Professor Buckly |
| ___ Professor Chang | | | | | | | | | ___ Professor Donnelly |
| ___ Professor Egret | | | | | | | | | ___ Professor Fanning |
| ___ Professor Gonzales | | | | | | | | | ___ Professor Harvey |

Diving Deeper: Is there a teaching approach not mentioned that would be more motivating for you?

Which professor would you most definitely choose? Give reasons for your choice.

Which professor would you most definitely not choose? Why?

What does this tell you about your own learning style?

How would you define success in a college class?