

Organization for Success at School

Activity

Note the attached worksheet. Give some time to complete it in pairs or individually. Compare student responses on each of the tasks at the completion. The instructor can then ask these questions:

- ✓ *What type of equipment/materials do you use for special projects at school?*
- ✓ *Name some ways that you organize your materials/equipment for schoolwork.*
- ✓ *How do you organize your time for schoolwork? Give examples.*
- ✓ *Do you think you are organized as a person? Why or why not?*
- ✓ *What could you do to make your next school task easier?*
- ✓ *When you do homework at your home, where do you normally work? Or does it change?*
- ✓ *Do you think it is helpful to have a same place and time for homework? Why?*
- ✓ *When you want to do a fun task or hobby, how do you organize your materials needed?*

Objectives

- Understand and define “task”.
- Identify steps necessary to complete a task in a timely and efficient manner.
- Identify the attributes of doing.
- Identify the attributes of completion.

Materials

Gather typical home tools needed to prepare to go to school; also gather tools needed at school. Ask the students as you show examples:

- ✓ *What tools here do you need to get yourself organized in the morning to come to school?*
- ✓ *What are some of the “school tools” required for you to complete tasks at school?*

Student copies of the worksheet(s) titled,
SW B- School Tasks Self Assessment
SW B- Organizing the Task
TI B- Motivation Of Reluctant Readers
PI B- Tips for Developing Good Reading Habits at Home

Vocabulary

- Define the task
- Sequencing
- Organizing
- Do
- Completion
- Routine

Summary

Students can now add to column D on the accompanying worksheet, entitled “What I Do First”, and identify the First Step for each of the tasks. Later, at completion, have student volunteers choose a task, read their first step, then verbally complete the steps. Teacher may ask:

- ✓ *Are there ways to make that task shorter, more efficient?*

Notes for Teachers

Identify a classroom task(s) that either a small group of students can work on as a demo project for the class, or several tasks, so all students of the class can be involved and participative. The time should be meaningful but short enough that the task can be completed within the class period and there is still time for introduction to activity debriefing, using suggested questions below, under Activity.

Reflection

Students can make a drawing of the inside of their notebook, class folder, backpack, or workspace to show how they IDEALLY organize the materials/tools/equipment required. Students then modify their own organizing so it reflects the drawing, and set a goal of keeping it organized according to the drawing/plan. Teacher consistent support and involvement in this final reflective task is highly recommended through weekly checks.

Home Connection

Parents can be supportive by providing a designated time and a quiet, well-lighted space for homework, free from distractions. Parents can also support the teacher's organization work on notebook organization by designating a weekly time that the notebook is also checked at home, and the parent provides some supportive assistance, if necessary. With household tasks required of the teen, the parent can be asking some of the same questions on materials needed and steps required to complete the task, as well as to provide supportive supervision and follow-through with the teen on home tasks.