AME+

Achievement Motivation Curriculum

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Feedback?
If you have feedback or questions regarding the curriculum, please contact Ophélie Desmet via odesmet@purdue.edu

Table of Contents

Introduction

Einstein once said, "It was curiosity, obsession, and sheer perseverance that brought me to my ideas" (Folsing, 1998, p.70), illustrating the crucial role motivation plays in in talent development.

Motivation serves as an intrapersonal catalyst for students to develop their gifts into talents (Gagné, 2010). Researchers have long established the importance of motivational components such as self-efficacy and goal valuation in promoting achievement and engagement. Therefore, this curriculum was developed following motivational theories such as social-cognitive theory (Bandura, 1986), expectancy-value theory (Wigfield & Eccles, 2000), self-determination theory (Deci and Ryan, 2012), and the achievement-orientation model (Siegle et al., 2017). Moreover, the curriculum and the broader AME+ model were designed based on the findings of a series of qualitative studies in which my colleagues and I examined the development of academic underachievement (Desmet et al., 2020; Desmet & Pereira, 2020) and a substantial review of the existing literature on holistic talent development.

This achievement motivation curriculum is part of the larger Achievement Motivation Enhancement Model (AME+), a holistic talent development model that targets both cognitive skills and affective skills. However, the curriculum can be used on its own as well (see Desmet, 2020). The curriculum was designed to target self-regulation, self-directed learning, positive self-talk, and motivational components including goal valuation, resilience, self-efficacy, self-perceptions, and implicit self-beliefs.

Affective skills such as goal setting and self-monitoring are important skills in the process of achieving eminence, yet few educational standards and therefore few schools address these skills explicitly. By creating this flexible curriculum that is not domain specific I hope to support a variety of educators on their journey to explicitly address students' affective needs and skills.

The curriculum is adaptable and evolving. If you have questions or feedback feel free to email me at odesmet@purdue.edu.

Facilitating small group discussions

This section was written in collaboration with Dr. Jean S. Peterson.

How to facilitate small group discussions

Groups of approximately six to eight students are recommended so that all group members can contribute and benefit.

Conduct these private sessions in an area where they will not be interrupted or overheard. Having a flat surface (desk, table) available for each student for writing is ideal. Being able to sit at/behind a table is usually helpful to make members feel safe during discussions.

At the first meeting, you do not need to feel compelled to "set rules." If you are well prepared, if you have an engaging topic, if you have a worksheet (perhaps), and if you have specific open-ended questions in mind, just begin the small-group discussion. You will be demonstrating "what small-group discussion is," and students will discover how such a discussion feels If your facial expression is "expectant," if you are leaning slightly "forward" (not back), if your arms and legs are not crossed, and if your demeanor is warm and calm, the students are likely to sense that this is already a positive experience. Later in this section, some guidelines for dealing with disruptive behavior are offered, but it is unlikely that you will need them. Keep in mind that, since small-group discussion may be a new experience for participants, their anxiety may be reflected in hyperactive movement and unnatural talking modes. In that case, simply begin what you have planned: "Well, here we are—in a kind of new experience. I'm eager to begin. How are you feeling right now, on a scale of 1 to 10, with 10 being "fantastic" and 1 being "terrible." Ask each in the group, in order (this is a good habit to develop, especially if you vary who you ask to begin each "go-round"), to report their number and give one sentence to explain their number. After everyone has reported, ask the group, "How might you summarize our emotional state, after hearing from everyone?"

After that activity, which represents a little of what they can expect at every meeting (i.e., discussion that is semi-structured, but flexible), address confidentiality. You might say, "*Every time we meet, we'll have a topic, like we'll have in a few minutes here today. The topics are usually not what is typically discussed in your classes. I will lead the discussions, but the content of our meeting will come from you, not from me. It will be important for us to have trust—so that whatever comes up, about growing up in a complicated world, students who think well and have a busy brain, everyone feels safe in the group. This kind of group is about talking together and making connections in conversations that are meaningful. I can guarantee that I will respect your privacy and keep what you say confidential—that is, I will not tell anyone what you say. But I can't guarantee that you will do that. I do hope you will, so that your group will be a trustworthy group, a good group, a safe group to talk in. The only time I am required by law to break confidentiality is if I have reason to believe you are in danger of harming yourself or are in danger of being harmed by someone. Then I would have to tell someone who could make sure you're protected. I would not do that without telling you. So—trust in the group is important—so that you can lean on*

each other, have support here, express yourself in a different way from usual, and know that your privacy is respected."

Behavior problems are usually rare with this kind of group. Rules are usually not necessary. You can help the group move in a positive direction by noting (quietly, now and then), "That was really good to see—all of you turned your eyes to who was talking" or "That was impressive—when you quietly showed that you supported him" or "You were all quite patient as she explained that difficult experience." In other words, notice the behaviors that help the group to "be a good group." Compliment them, when appropriate, at the end of a meeting, too. Or, even better, ask them, "I thought you did some really good things today as a group. What do you think I noticed?" Let the "content" come from them, not you.

Students may not have had a lot of experience with the level of self-reflection encouraged during these exercises. One way to encourage reflection is to use open-ended questions starting with words like *what, when, how*, *how much*, and *what kinds of*, or requests starting with *tell us more about that* or *help us understand*, for example. These invite clarification or elaboration. Students may also feel more comfortable sharing in a group when their input and feelings are validated. Comments like "that sounds difficult" and "I noticed a sadness on some faces as she explained that" show that you are tuned in to emotions, and an expectant expression on your face invites, but does not demand, more details.

Everybody needs some time to adjust to the group dynamics. During a discussion and as it comes to a close, you can monitor the group dynamics and the progress of each individual as well as the group as a whole. While the ideal is equitable contribution among all group members, contributing is best when it is not required. When students are comfortable, and when the discussion questions are facilitative, group members usually are willing to speak.

One strategy for providing opportunities to speak without pressure is to do "go-arounds" at least once during a meeting. An activity sheet, with only brief responses, is effective for giving even the shyest members a safe way to be involved in a go-around. But, even then, you can be clear that anyone can say "Pass.". Asking for an emotional self-rating (1-10, with 10 being "great"), and one sentence of explanation, as noted earlier here, at the outset of a meeting is usually a nonthreatening way to ease into a discussion.

Having an activity sheet, specific questions in mind, and a "focus" each time gives you an excuse to gently steer discussion back to the topic when one or two group members dominate the discussion with long narrations (e.g., you might say, "We probably need to get back to our topic"). It is wise to keep in mind that dominators may be uneasy about social and emotional topics, and are talking excessively in response to anxiety, without your calling attention to that possibility. Having a topic and questions to ask can also help facilitators avoid crossing the fine line between voyeurism (digging for details simply for dramatic effect without respect for members' autonomy, self-protection and self-interest) and "counseling without a license."

These kinds of group discussions are not intended to intentionally create discomfort. Your respecting that students can decide if and when they are comfortable sharing

helps to be build trust in the group. Your remembering that quiet students are gaining social information and awareness of development while they listen is also important.

It is also good to be mindful that students may be tempted to reveal information unwisely. For example, when a student says, "I have never told anyone this before" you may want to hold up a hand, palm out, and ask if the student is certain that they want to go ahead and/or remind them that they do not need to feel they *must* share that information just because they have mentioned it.

Finally, having a focus, using appropriate questions, not insisting on comments, not voyeuristically seeking information that goes beyond the "connection" and "developmental" purposes of the group, letting the content come from group members, not from you, and paying attention to group dynamics usually leaves no room for meanness, putdowns, or insults among group members. As mentioned earlier, if these do occur, you might ask the group if they'd like to set some guidelines for the group. Or you might simply call attention to an inappropriate comment: "I think if I were ___, I'd find that comment mean and insulting. What were the rest of you feeling when you heard that comment?" This kind of leader response is called "processing."

Anything that happens in a group can be processed: "What were some feelings you had during our discussion today?" "What is it like to have two members of the group absent today?" "What were your thoughts when she responded to him like that?" Ideally, problems in group dynamics are discussed and resolved within the group, modeling that conflict can indeed be discussed calmly and rationally.

Strengths-based, autonomy supportive facilitation

This curriculum is strengths-based, centered on (as you've probably already guessed) students' strengths and self-determination. Therefore, the learning activities incorporate a focus on strengths and three psychological needs of students: the need for autonomy through choice and flexibility in the approach to activities; the need for competence, developed through adequate levels of support; and the need for relatedness through building positive peer and student-facilitator relationships.

Environments that support students' experiences of autonomy, competence, and relatedness are likely to foster intrinsic motivation and enhance achievement, persistence, and creativity. Moreover, environments that do not support these needs could contribute to a decline in student engagement and wellbeing. The next few paragraphs include some basic tenets. You can refer to the training materials for the Tier I relationship-focused teaching approach for more details.

Strident, negative, repetitious language about a problem often is unproductive. Instead of focusing on problems, which may not be solvable at a particular time of life (except perhaps in how a person responds to the problem), the focus can be on personal strengths, usually a productive discussion topic in itself. School and mental health counselors (e.g., DeJong & Berg, 1998; Littrell & Peterson, 2005) might use solution-focused language in these ways:
   o If the problem disappeared, how would you feel? what would your life be like? Who would notice first?

o How could you make the problem bigger? (This is a paradoxical reminder that the student has "agency," and, if they can make it bigger, they can probably make it smaller as well. You don't explain this; you *let them discover the difference themselves*. You might ask others in the group, "How might she make the problem bigger? (e.g., being absent too often to be able to graduate, continuing to fight with a parent, frequently being late to school Smaller? (e.g., do the math assignment on Wednesdays, use calming strategies to avoid negative responses, set the alarm clock earlier). At a subsequent meeting, you might ask, "How big did you let the problem get this week?" If it shrank, "How did you manage to accomplish that?"

Try to avoid giving advice, since advice is actually disempowering. Instead, help students connect with others, listen, learn, and find out what peers have done to resolve similar issues. Advice is telling someone what to do, and many adults believe giving advice is "their job." But that is a heavy burden—to believe they know someone's complex internal world well enough to do that. What if they are wrong? It's preferable to engage students in conversation and activities that help them consider options objectively. People with problems usually *want* advice—and problem-solving. But it is preferable to resist doing for them what they can do themselves—through growing awareness of personal strengths. For example, they probably cannot change their home situation, but they can figure out how to avoid being sucked into emotional conflict—that is, "emotional differentiation." They can brainstorm strategies for this kind of differentiation.

Instead of "rescuing" and wanting to make life easier for a troubled child or teen, talking about potential *benefits of struggles* can be helpful. A well-known psychologist and scientist concluded that his bright, talented clients' struggles actually helped them become resilient (able to bounce back) and have "advanced development" (wisdom, altruism, compassion). He saw that struggle had a purpose—even when it lasted a long time and was quite painful. Examples of strengths-focused language are these: "You have many strengths. I've seen them in what you say and do in the group." "You're a good problem-solver, you've got a good friend, you have a sense of optimism even when your life is challenging, and you're not afraid to ask for help"

Session 1: Hello, my name is... and this is my talent toolbox

Background information

Many factors will determine how these small group discussions go. One of these factors is the relationship you will build with the students through interacting with them in the group and through observing them as they interact with each other. You can begin this relationship with a basic introduction activity. Note the section about substitutions and changes you can make to it.

Take some time during this session to talk about why the group discussions are part of the project, what the focus of the groups is, and what the groups will require of them. Respond to students' questions if there are any. The instructions section includes a sample script with detailed instructions and suggestions. Feel free to make changes to reflect your personal style and the dynamics of your group.

In this session, two activities provide opportunities to discuss self-perceptions: first, through the introduction activity and later through the talent toolbox. Some students may find it challenging to share positive self-perceptions. For example, students whose cultures value humility or modesty may find this exercise difficult. Talking about personal strengths can be experienced or perceived as self-promotion, pride or boastfulness. Therefore, being careful not to be patronizing, you might acknowledge cultural differences (for example, cultural groups vary with how much individuals promote or laud themselves, are competitive with peers, compliment themselves). Explain to the students that speaking and writing about personal strengths, goals, and dreams and aspirations are central to identifying personal goals to guide their actions during STEM talent development. Therefore, group members' talking about personal strengths in the group is good practice for job applications and interviews.

AME +	Tier II Affective Lesson Plan Session 1

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Age Group	Grades 7 through 12	School	
Teacher		Time and Date	
Session Topic	Self-Perceptions		
Session Title	Session 1: Hello, my name is... and this is my talent toolbox		
Objectives	Session Objectives: 1. Students introduce themselves. 2. Students practice self-reflection. 3. Students identify their strengths and qualities.		
Expectations	Students: Knowledge: Students need no prior knowledge to participate in this curriculum successfully. Skills: Students are encouraged to work autonomously on a defined reflection assignment with the teacher as a guide on the side. Students are encouraged to use and develop their communication skills. Attitudes: Students are encouraged to participate with an open and reflective attitude. Metacognition: Students are encouraged to engage in self-reflection. Students may not have had much experience with the level of reflection required of them during these exercises. These sessions are opportunities to develop self-reflection skills. Group:		

	Monitor the group dynamic closely to ensure psychological safety. Students are expected to be respectful of each other and to respect each other's privacy by not sharing, outside of the group, what has been discussed in of the group.
	Environment: Conduct these private sessions in an area where they will not be interrupted or overheard.
Preparation	Preparation for the teacher: Prepare your talent toolbox ahead of time.
	Preparation for the student: None
Materials	Essential: • Markers • Paper • Pens/Pencils • Exit Ticket worksheet Note: If you choose an alternative activity, make sure you have the necessary materials.

OBJECTIVES PER PHASE	LEARNING ACTIVITIES: e.g., Lesson phase, activity, materials, evaluation …	TIME
	INTRODUCTION <u>Say (this is an example script):</u> *Welcome everyone. Here we are—in a kind of new experience. I'm eager to begin. How are you feeling right now, on a scale of 1 to 10, with 10 being "fantastic" and 1 being "terrible."* Ask each in the group, in order (this is a good habit to develop, especially if you vary who is asked to begin each "go-around"), to report their number and explain their number in one sentence. After everyone has reported, ask the group, "How would you describe your group's emotional state, after hearing from everyone?" **LEARNING ACTIVITIES** **HELLO, MY NAME IS…**	**5'** **15'**

1. Students introduce themselves. 2. Students practice self-reflection.	**Say:** *Let's take some time to get to know each other a little better. Pair up with the person sitting to your right and grab some markers and a sheet of paper.* **Do:** **Step 1:** Have your partner trace your hand on the paper. **Step 2:** Interview each other and finish the partner's statements on the paper. - Thumb = I am good at ... - Index = I want to achieve ... (my goal is) - Middle = I don't like ... - Ring = I like ... - Pinkie = I would like to get better at ... - Palm = My name is ... I am ... years old, my pronouns are… **Step 3:** Now, have the partners introduce each other to the whole group. **Keep in mind:** - If there are students with physical impairments that do not allow them to draw hands, choose one of the substitutions below. - If you are not paired with a student, check in on each pair. **Possible Substitutions:** - Make a social media profile (use the same questions as described below). - Draw a mirror, paste reflective foil in it, and write around the mirror. (use the same questions as described below) - Draw the face. - Draw the body and pair questions with each body part: - Head = My name is..., I am ... years old, my pronouns are… - Heart = I like ... - Left hand = I would like to get better at ... - Right hand = I am good at ... - Left foot = I want to achieve ... (my goal is)	

○ Right foot = I don't like...

To wrap up the activity you can say:
- *How did you like the activity? (What parts did you like/dislike?)*
  Alternatively, start by doing a quick check-in with students: thumbs up, thumbs horizontal, or thumbs down. How did you like the activity, OR how did you feel? This quick check-in becomes a debriefing, with feedback from everyone.
- *Was it hard to come up with answers to the questions? Which ones were hard? Which ones were easy?*

MY TALENT TOOLBOX

Say (This is an example script; you can adapt to talk about your own talent toolbox):
Everyone has an inner toolbox full of talents, knowledge, and strengths. For example, in mine, I have perseverance. I am good at persisting when things get hard, and that is a tool I often use when I feel challenged. Another tool in my box is my writing skills. I am a good writer, and that helps me when I have to write papers for my classes.

Let's explore what tools are in your toolbox. Take some time to think about the following questions, write some thoughts, and we will discuss the strengths and talents in your toolbox.

Do:
Start by posing the general question: W*hat are the strengths and talents in your toolbox?* Students can write them in a box if they would like, or just list them on paper or type them on a personal device.
Alternatively, you can choose to use the toolbox handout. Have students cut out and fold the paper into a paper toolbox.
While the students work, go around, checking to see that each student seems to be understanding and responding.
Some sample follow-up questions to encourage students are these:
- *Tell me about a time you were very proud of yourself.*

3. Students identify their strengths and qualities.

25'

- *Tell me about your best day ever. What was so special about that day? (Listen for any references to strengths, talents, or other appreciated aspects that could be turned into strengths or talents)*
- *What do you think your parent/sibling/friend would say if asked about your strengths or talents? Do you agree with them?*
- *What do you enjoy doing at school or after school?*

Keep in mind:
- You can continuously refer to this exercise as you move through the curriculum. Whenever students need a reminder of what they are capable of or what their talents are, you can review their toolbox. You can also continually add to the toolbox as students identify new strengths and talents during the various activities.
- Some students may find it challenging to share positive self-perceptions, especially if humility is a strong cultural value. You can ask what *others* might say they are good at, for example.

Possible Substitutions:
- Use a different metaphor for toolbox (e.g., backpack, treasure chest, cupboard, desk drawer, etc.)
- Have students create a paper box and write their strengths on small pieces of paper and put them in the box. See the handout if you want to use this option.
- If students know each other well, invite each student to write one or more talents in other group members' boxes.
- Invite students to make trading cards of their strengths. You can then create situations in which they can use their strengths (i.e., toss their cards into the center of the table or floor).
- Students who do not want to write or who have trouble with writing could type their strengths on their device.
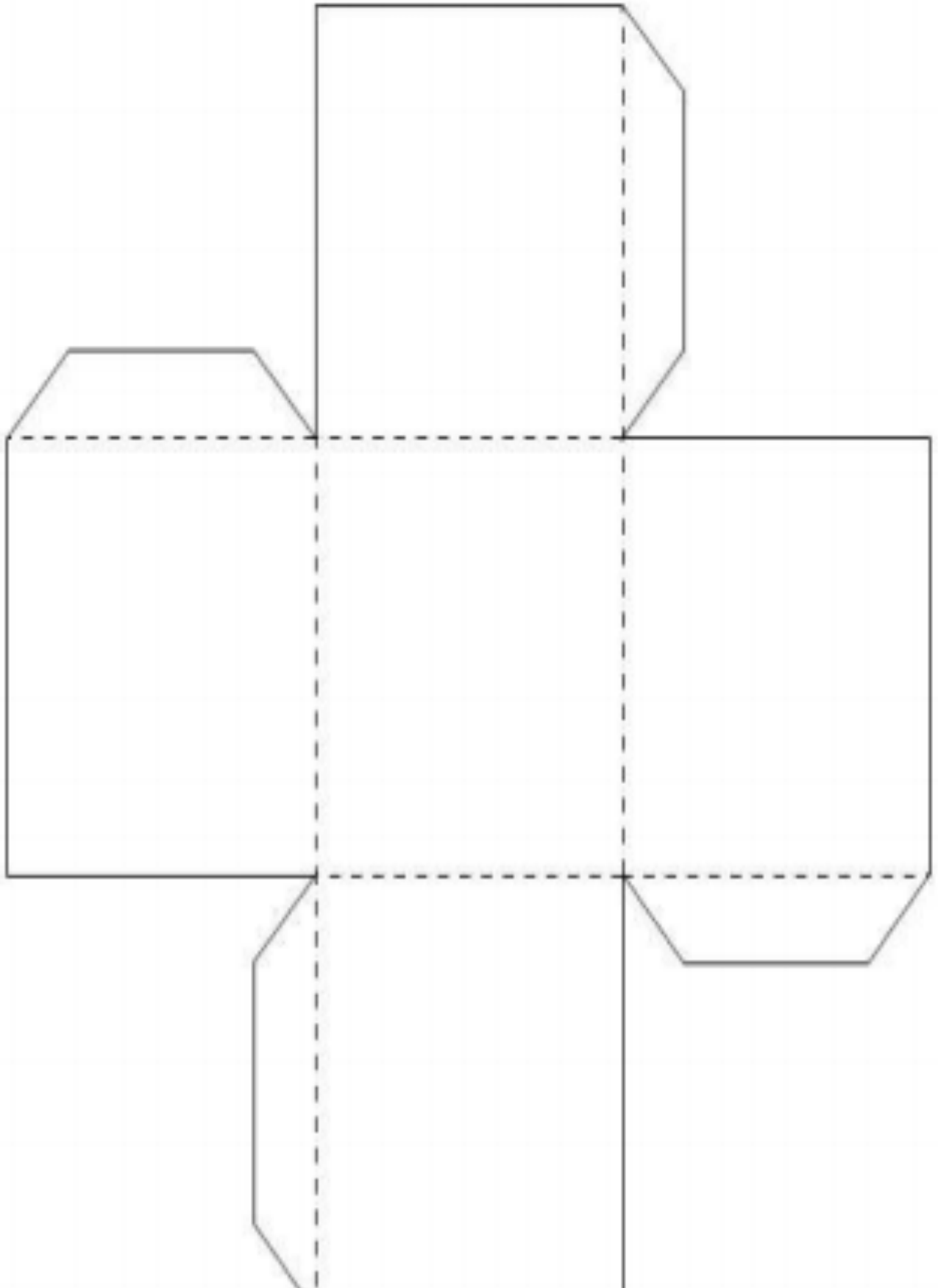
Say:
It looks like everyone has had a chance to figure out what their toolbox has in it. Let's discuss what you have identified as your strengths and talents, otherwise known as our tools!
- *Tell us about what is in your toolbox.*
- *How do you know that this is your talent?*

	● *When and where do you use your talent?* *How hard or easy was it to come up with these? Sometimes it's difficult to talk positively about ourselves. College applications or essays, or job applications and interviews, or applications for scholarships usually require writing and speaking about personal strengths.* **EXIT TICKET** At the end of each session, students will fill out an exit ticket worksheet. This is a moment of brief reflection about what they have learned and an opportunity for them to give feedback or pose questions they might not want to ask in front of the group. **Say:** *We are nearing the end of our session. I want to thank you all for participating, and I look forward to our next sessions as well! At the end of each session, I will ask you to reflect on what you learned, as well as give me some feedback on the curriculum in general, and on these sessions.* **Do:** Hand out the exit ticket and collect it as students walk out. Make sure students put their name on their exit ticket. Ask students to store their notes from today's session in a folder so that we can refer to it in future sessions.	**5'**

HANDOUTS

Toolbox cutout

Session 1: Exit Ticket

First name:

Last name:

What did you learn in today's session?

What did you like about today's session?

What would like to change about today's session?

Would you like to share anything else with the teacher? (e.g., suggestions, questions, thoughts, feedback)

Session 2: Turning Dreams into Goals

Background information

In this session, the focus is on intrinsic motivation, learning goals, and autonomy supportive communication. These are big topics, but I will summarize them briefly.

Autonomy supportive communication
In the introduction to this curriculum, I briefly explained how to support autonomy because it should be incorporated in all interactions with students, not just in this session. Researchers have found that autonomy supportive communication, together with appropriate praise, can benefit students' intrinsic motivation.
Autonomy supportive communication involves the following (Froiland, 2011):
  ● Emphatic statements
  ● Providing student choice
  ● Valuing creative self-expression
  ● Providing just-in-time support/instruction
  ● Highlighting task-meaningfulness
  ● Praise focused on the learning process
  ● Using motivational analogies

Learning goals
One way to become intrinsically motivated is to use learning goals. Students who engage in learning with learning goals are focused on increasing their knowledge, skills, and understanding. Students are interested in becoming more competent (Grant & Dweck, 2003). Essentially, students are focused on the learning process itself and not on the product or performance. Learning goals are often compared to performance-approach or performance avoidance goals (Froiland, 2011). Here are some examples to help distinguish between the different kinds of goals:

Learning goal	Performance-approach goal	Performance-avoidance goal
I would like to understand how photosynthesis works.	I would like to have straight A's.	I don't want to fail my class.

Intrinsic motivation
Ryan and Deci (2000) are two researchers famous for studying intrinsic motivation. They define intrinsic motivation to learn as engaging in learning because it is seen as enjoyable, interesting, and/or relevant to meeting needs or goals.

Intrinsic motivation in students can be developed by teaching them to set intrinsic learning goals. Students can set these intrinsic learning goals when they understand how their current academic goals are related to their future life goals.
For example, if a student dreams of becoming a scientist, and she is lacking intrinsic motivation in language arts, it might help to point out how important writing skills are for scientific publications.

AME +	Tier II Affective Lesson Plan Session 2

Age Group	Grades 7 through 12	School	
Teacher		Time and Date	
Session Topic	Goal setting and goal valuation		
Session Title	Session 2: Turning dreams into goals		
Objectives	Session Objectives: 1. Students formulate one or more realistic, intrinsic learning goals for themselves. 2. Students break long term goals up into short term goals. 3. Students divide their bigger goals into smaller, manageable steps. 4. Students practice self-evaluation skills. 5. Students develop a step-by-step plan for achieving their goals.		
Expectations	Students: Knowledge: Students need no prior knowledge to participate in this curriculum successfully. Skills: Students are encouraged to work autonomously on a defined reflection assignment with the teacher as a guide on the side. Students are encouraged to use and develop their communication skills. Attitudes: Students are encouraged to participate with an open and reflective attitude. Metacognition: Students are encouraged to engage in self-reflection. Students may not have had much experience with the level of reflection required of them during these exercises. These sessions are opportunities to develop self-reflection skills.		

	Group:
	Monitor the group dynamic closely to ensure psychological safety. Students are expected to be respectful of each other and to respect each other's privacy by not sharing, outside of the group, what has been discussed in of the group.
	Environment: Conduct these private sessions in an area where they will not be interrupted or overheard.
Preparation	Preparation for the teacher: Familiarize yourself with the difference between learning goals and performance goals. You can find this clarification in the background information section for this session. Throughout the activity, actively support students as they formulate learning goals.
	Preparation for the student: None.
Materials	Essential: • Pens/Pencils • Turning Dreams into Goals worksheet • Notebook/paper • Exit ticket worksheet Note: If you choose an alternative activity, be sure to have the necessary materials.

OBJECTIVES PER PHASE	LEARNING ACTIVITIES: e.g., Lesson phase, activity, materials, evaluation …	TIME
	INTRODUCTION **Say (This is an example script):** *Hello everyone, and welcome back! How are you feeling today?* *Let's go around the group, and you can all share something you learned in class today.* **Do:** Invite everyone to share something, but avoid insisting.	**15'**

	Keep in mind:
	This can be a quick opening round, to settle in and give students some time to bring their attention to the conversation.
	
	Say:
	In today's session, we are going to talk about goals. So, let's start by taking a moment to think about the following:
	   • *If you could achieve anything in the world, what you would like to accomplish and why?*
	
	Do:
	Give students a minute to think and then do a go-around.
	You can follow up the discussion with questions or statements such as these (pick one or two for each student):
	   ● *Tell me more about that.*
	   ● *Why is that important to you?*
	   ● *How confident do you feel that you will achieve this?*
	   ● *What have you done so far to work toward that goal?*
	   ● *What is holding you back from achieving that goal? (Or, if an adult goal, what might hold you back in the future?)*
	   ● *What has led you to want to accomplish this?*
	   ● *What personal strengths might help you achieve that?*
	   ● *Is this goal something you would consider pursuing if you would not get credit for it? Credit could be media credit, classroom grades, someone's praise, etc.*
	
	 LEARNING ACTIVITIES
	TURNING DREAMS INTO GOALS
	Say:
	Now that you have explained what you dream of achieving, you can step back and see how you can turn that dream into a reality. Let's formulate a long-term goal based on what was just discussed. You can write it down on your worksheet.
	
	Do:	

1. Students formulate one or more realistic, intrinsic learning goals for themselves.		**40'**

2. Students break long term goals up into short term goals.
3. Students divide their bigger goals into smaller, manageable steps.
4. Students practice self-evaluation skills.
5. Students develop a step-by-step plan for achieving their goals.
	Have students fill out the Turning Dreams into Goals worksheet.
	
	Step 1: Begin with writing down the long-term goals and evaluate the goals using the following questions*:*
	  • Is it specific?
	  • Is it achievable?
	  • Is it time-bound (with a specific time limit or endpoint in mind)? Is the time when you hope to accomplish this goal specific?
	
	Step 2: Think about the roles school (high school, college, beyond) plays in achieving the goal. For example, what are some skills/knowledge students can learn in school to help them achieve this goal?
	
	Step 3: Then consider two to three educational goals related to the long-term goal. Keep in mind that goals should be specific, achievable, and time-bound.
	
	Step 4: The next step is to consider two to three personal goals that will help the student achieve their long-term goal.
	
	Step 5: Once they have formulated the long-term goals and their educational and personal goals, it is time to think of an action plan. What are the steps and short-term goals they need to achieve? Start with the goals they have just formulated and work back from that to come up with some short-term goals and steps that need to be accomplished on the way to reaching that long-term goal.
	
	<u>Keep in mind:</u>
	Not everyone wants/needs to go to college. Skills and knowledge can be acquired in many ways. However, most (if not all) of these students will, at a minimum, obtain a high school degree or equivalent. Therefore, one purpose here is for students to at least make the connection between what they are learning in high school and their future goal. Avoid focusing excessively on college-related goals. A college degree is one step toward achieving a bigger goal; students should think about what comes after higher education. There are also options other than a college degree—for example, specialist schools in areas of passionate interest (music technology, music mechanics;	

theater- production schools; fine-arts programs). Perhaps most important, helping underachieving students embrace "the present," without being preoccupied with the future, might help them step away from the high expectations of others, focus on their own expectations of themselves, engage meaningfully in school, and calmly take stock of themselves.

As you work with this worksheet, help students formulate learning goals. For example, if they say they need a 3.0 GPA to get into college, that is a performance goal. It is not wrong to have performance goals like these; however, make sure they also have a learning goal to go with that—to increase their intrinsic motivation. For example, ask students the following to help them formulate a learning goal to go with a performance goal:
- *What is holding you back? (listen for skills that can be improved, knowledge that can be acquired, etc.)*
- *What skills could you develop to achieve that goal?*
- *What classes in your high school could help you achieve that goal? Or: What opportunities/courses/people are available to help you?)*
- *What is important to you? What do you value? What means something to you?*
- *What drives you?* (listen for intrinsically motivating factors and make the connection between those and the student's explicit goals, long term and short term.

Possible substitutions:
- There are a variety of metaphors that might help students visualize the goal-setting process-- for example, post-it notes on a board, ladder, mountain, word cloud, timeline, stairs. Feel free to choose your own metaphor.
- When the group dynamic is good or when you are working with a group already formed, with members experienced with each other, you could use peer feedback as a way for students to help each other set goals. It continues to be important to closely monitor this process because students may need assisting when formulating intrinsic learning goals.
- For students who enjoy crafts, consider making a vision board by cutting up magazines. However, keep in mind that this can take a significant amount of time. Nevertheless, depending on group dynamic and individual students' strengths and inclinations, it might be productive.

5'

- For a more game-like approach, while carefully making it relevant regarding goals, turn this activity into a wheel of fortune game. Create various categories (personal, education, physical, sports, hobbies, school, family, etc.) on a wheel. Each student spins the wheel and creates three goals for the category the wheel lands on.

To conclude the discussion, ask these questions:

- *How confident do you feel about following your plan? What questions/concerns/thoughts do you have about it? (How might you address those?)*

EXIT TICKET

Say:
We are nearing the end of our session. I want to thank you all for participating. As we wrap up, we will complete another exit ticket, where you can reflect on what you learned today and provide feedback on today's session.

Do:
Hand out the exit ticket. After giving the students time to complete them, collect the sheets as students walk out. Make sure students put their name on their exit ticket.
Remind students to store their turning dreams into goals worksheet in a folder.

Keep in mind:
If students were not able to complete all the different sections of the worksheet you can ask them to complete at home and bring it back to the next session for brief discussion.

HANDOUTS

See next page.

Turning Dreams into Goals Worksheet

If you could accomplish anything in the world, what would you do and why?

_____

_____

_____

_____

What role does school play in that goal?

_____

_____

_____

_____

Create two to three educational goals that relate to your life goal. Educational goals or academic goals are specifically related to your work in school and your academic skills and knowledge.

1) _____

   _____

   _____

2) _____

   _____

   _____

3) _____

   _____

   _____

Create two to three personal goals related to your life goal. Personal goals are related to your personal growth and development. These can include inter- and intrapersonal skills.

1) _____

_____

_____

2) _____

_____

_____

3) _____

_____

_____

Steps to reach <u>educational goal</u> #1:

1)_____

2)_____

3)_____

4)_____

5)_____

Steps to reach <u>educational goal</u> #2:

1)_____

2)_____

3)_____

4)_____

5)_____

Steps to reach <u>educational goal</u> #3:

1)_____

2)_____

3)_____

4)_____

5)_____

Steps to reach <u>personal goal</u> #1:

1)_____

2)_____

3)_____

4)_____

5)_____

Steps to reach <u>personal goal</u> #2:

1)_____

2)_____

3)_____

4)_____

5)_____

Steps to reach <u>personal goal</u> #3:

1)_____

2)_____

3)_____

4)_____

5)_____

Step 1: Write (one of) your long-term goal(s) on top of the top step of the stairs.

Step 2: Work back from your long-term goal, to come up with what steps/tasks/short-term goals you need to accomplish to achieve that long-term goal.

Step 3: Create a step-by-step sequence for accomplishing those short-term goals to help you achieve your long-term goals.

Step 4: Specify when you are going to accomplish or finish each step.
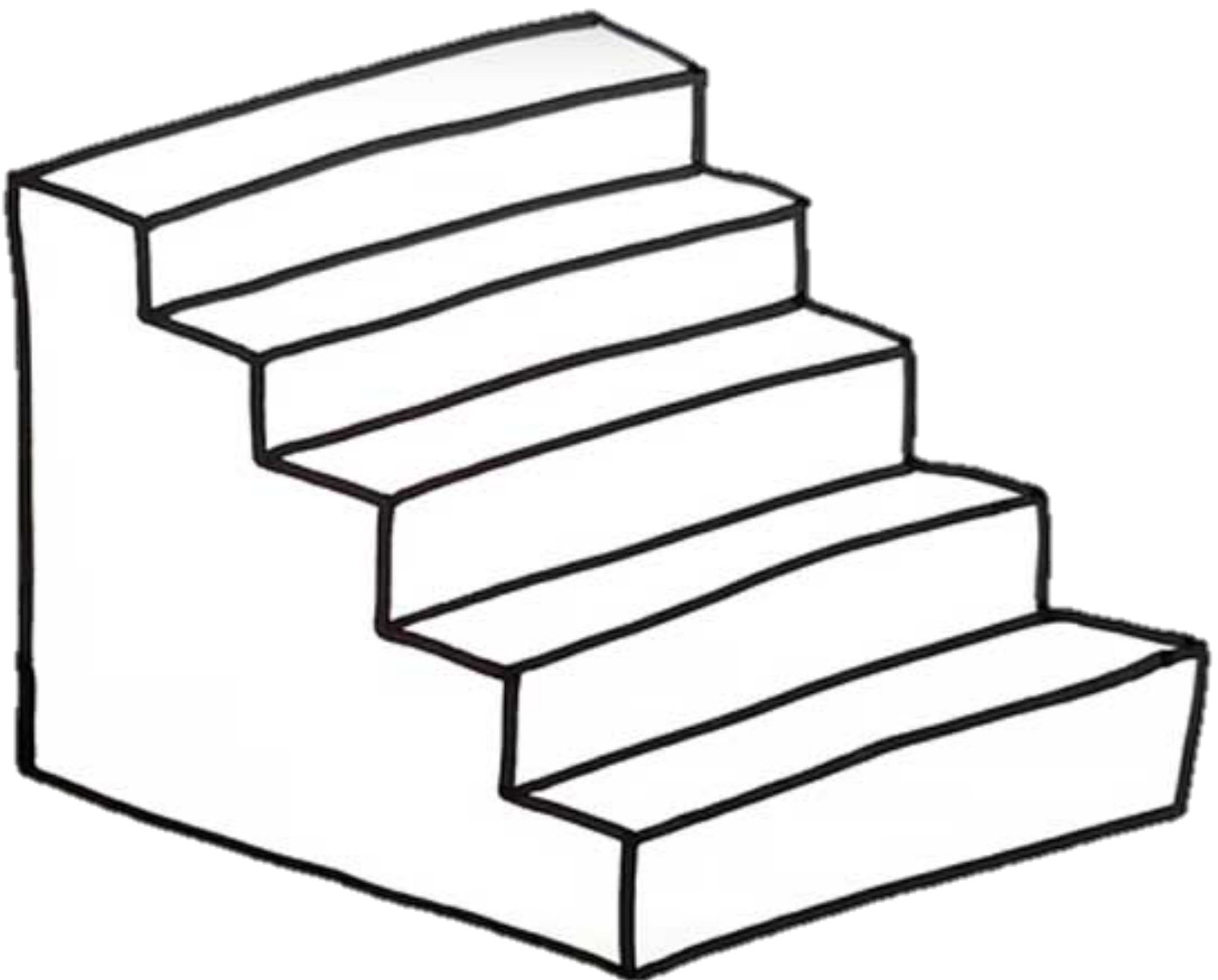
Session 2: Exit Ticket

First name:

Last name:

What did you learn in today's session?

What did you like about today's session?

What would like to change about today's session?

Would you like to share anything else with the teacher? (e.g., suggestions, questions, thoughts, feedback)

Session 3: Now I see me

Background information

Research has shown that self-recording/self-monitoring can reduce unwanted behavior. When students record what they do or do not do, that action tends to affect their behavior. For example, when people track food intake, they are likely to eat less or eat healthier because they are monitoring it actively. The same can be done for other behaviors, such as submitting homework on time, studying, or developing habits to increase academic achievement.

In this session, students learn how to self-record, self-monitor, and self-evaluate behaviors related to the goals they created in the previous session. A four-step plan based on guidelines by Martella et al. (1993) and Chafouleas et al. (2007) guides this process. The first step is pre-teaching, with background information focused on why self-recording/self-monitoring/self-evaluation are useful techniques and important to learn. Next, the students define wanted and unwanted behaviors related to the goal they are trying to achieve. Then you and they decide on how and when to monitor the behavior. Finally, both of you can consider the optional step of a reward. By the end of the session each student should have an individualized set of examples of wanted and unwanted behaviors and a personalized self-recording/self-monitoring/self-evaluation form.

Encourage students to practice these techniques between sessions so that they can master these skills.

AME +	Tier II Affective Lesson Plan Session 3

Age Group	Grades 7 through 12	School	
Teacher		Time and Date	
Session Topic	Self-regulation and self-monitoring		
Session Title	Session 3: Now I see me		
Objectives	Session Objectives: 1. Students can differentiate wanted and unwanted behaviors concerning achieving their goals. 2. Students understand the relevance of self-recording, self-monitoring, and self-evaluation. 3. Students practice strategies for recording, monitoring, and evaluating their behavior and progress.		
Expectations	Students: Knowledge: Students need no prior knowledge to participate in this curriculum successfully. Skills: Students are encouraged to work autonomously on a defined reflection assignment with the teacher as a guide on the side. Students are encouraged to use and develop their communication skills. Attitudes: Students are encouraged to participate with an open and reflective attitude. Metacognition: Students are encouraged to engage in self-reflection. Students may not have had much experience with the level of reflection required of them during these exercises. These sessions are opportunities to develop self-reflection skills Group: Monitor the group dynamic closely to ensure psychological safety. Students are expected to be respectful of each other and to respect each other's privacy by not sharing, outside of the group, what has been discussed		

	in the group.
	Environment: Conduct these private sessions in an area where they will not be interrupted or overheard.
Preparation	Preparation for the teacher: Familiarize yourself with students' goals and prepare examples of wanted and unwanted behaviors related to those goals. Students can use the provided example to help them create specific goals.
	Preparation for the student: None.
Materials	Essential: • Pens/Pencils • Self-monitoring and self-evaluation worksheets • List of apps that can support self-monitoring • Notebook/paper • Exit ticket worksheet Note: For an alternative activity, be sure to have the necessary materials.

OBJECTIVES PER PHASE	LEARNING ACTIVITIES: e.g., Lesson phase, activity, materials, evaluation …	TIME
	INTRODUCTION **Say (This is an example script):** *Hello everyone! How are you feeling today? Let's do a quick check-in round. On a scale of 1-10, with 10 being "fantastic," how do you feel today?* **Do:** Invite everyone to share something but avoid insisting.	**10'**

	LEARNING ACTIVITIES	**45'**
	Say:	

Today's session is focused on self-monitoring and self-evaluation. Has anyone worked on these before?

Preteaching

Self-monitoring and self-evaluation are useful tools to change behaviors and reach goals. These tools can take many forms. At the end of this session, you will have a personalized form, tailored to your goals and needs, to take with you.

You're probably familiar with the word monitor, referring to watching, keeping track of, checking for problems—baby monitors, hallway monitors at school, mirrors monitoring store aisles health *monitors (weight, heart rate, oxygen level, number of walking steps taken). Self-monitoring can help to achieve goals because it helps people be more aware of their behavior. Imagine that your goal is to eat healthier. If you use self-monitoring to accomplish that goal, what could you monitor?*

You could monitor what you are eating. What happens when you start monitoring what you eat? Even before you make the lifestyle changes involved in eating healthier, you probably begin to notice that just by writing what you eat, you start making healthier choices. Similarly, what would happen if I asked you to record if you were paying attention in class every five minutes?

It would draw your attention back to needing to pay attention in class, and it would likely increase the time you spend paying attention. So, in that sense, it would have helped you achieve your goal of paying more attention in class.

Defining the wanted/unwanted behavior

Do:

Invite students to recall the individual goal they set for themselves in last week's session. With that goal in mind, have them brainstorm behaviors they could monitor to increase them—and move them forward toward their goal.

Keep in mind:

Students could also focus on behaviors they would like to decrease but focusing on actions to increase gives them something specific to do.

Targeted behaviors to self-monitor if someone's goals is to increase academic achievement could include these:
- Paying attention in class
- Completing homework/assignments (or, very specifically: completing math homework)
- Improving positive self-talk
- Complying with teachers' requests
- Creating concept maps during my study hall

Please note that these behaviors should be specific. For example, if someone says *stay on task* or *not be distracted*, what does that mean? What would that look like?

Method and timing of monitoring
Say:
Now that you know what behavior you want to monitor, think about how you can monitor it. I encourage you to have a written record of your self-recording because seeing it in writing can help you see your improvement over time.

You have three ways to measure what you do: rating scales, checklists, and frequency counts.
With rating scales, you rate how well you did something.
With checklists, you check whether you did something or not.
Frequency counts are useful for keeping track of how often you do something. [Show students the three examples.]

Take a moment to think about which form would work best for you.

Do:
Step 1: Have students explain their thinking to the group. Offer comments when needed, especially. Give autonomy-supportive feedback.

Step 2: Now that they know what they want to monitor and how to monitor it, they can decide when to monitor. Ask them to decide when they would like to monitor their behavior--for example, at the start/end of the school day, at set intervals, or before/during/after assignments.

Step 3: Invite them to think about how they might remember to complete the self-monitoring sheets. Do they need an external cue? Will they be able to give themselves a cue? What would work best for them?

Step 4: In the final step, show the students a list of apps that could help them monitor their behavior. Familiarize the students with them. Do they have an app in mind that they would be comfortable with and that could help them reach their goal? Give students some time to try out the apps and decide if they want to use one of the apps.

Step 5: Assign the self-monitoring of behavior(s), via the app, for the next week, and require them to bring the documentation to the next session.

Rewards (optional)
Say: *Rewards for good behavior can help increase your motivation to stick to the plan. Let's think of a reward you might give yourself that is realistic and also think about what you must achieve to receive that award.* [It is important to set realistic awards with students and to emphasize that the reward does not need to be something tangible.] *For example, if I manage to submit my homework each day of the week, I can have a friend over to watch a movie on Friday night. If not, I have to use my Friday night to complete the homework assignments I missed.*

Keep in mind:
- Self-recording uses external prompts (e.g., when you notice an unwanted behavior in the group, prompt the student to record it) to help students self-reflect. Self-monitoring is essentially the same process as self-recording, but without the external prompts. Self-monitoring is therefore more challenging to learn. As you teach students these processes, use external prompts as needed, but the goal is that they practice self-monitoring (i.e., no external prompts).
- Encourage students to be as specific as possible in what they record.

	- Add areas to evaluate in the monitoring when you can. There are four example forms that can be used as they are or adapted included in the handouts to this section. - When appropriate, you can also discuss the possibility of extending the self-monitoring outside of the group session. For example, if you are a teacher, and the behavior to be self-monitored is related to school (e.g., submitting homework on time, paying attention in class, studying regularly), encourage a plan to self-monitor behaviors in the classroom. - Self-monitoring is a skill that requires practice, and it can be helpful to involve parents in follow-up as well--especially when the behavior to be monitored takes place at home as well as in school (e.g., homework, studying, submitting assignments). **Say:** To conclude the discussion, ask this: *How confident do you feel about the strategy/plan you created? What questions/concerns/thoughts do you have about it? (How might those be addressed?)* **EXIT TICKET** **Say:** *We are nearing the end of our session. I want to thank you all for participating. As we wrap up, we will complete another exit ticket, where you can reflect on what you learned today and provide feedback on today's session.* **Do:** Hand out the exit ticket and collect it as students walk out. Make sure students put their name on their exit ticket. Ask students to store their notes from today's session in a folder so that we can refer to it in future sessions.	**5'** **5'**

HANDOUTS

See the next page.

Session 3: Exit Ticket

First name:

Last name:

What did you learn in today's session?

What did you like about today's session?

What would like to change about today's session?

Would you like to share anything else with the teacher? (e.g., suggestions, questions, thoughts, feedback)

Session 4: I Thought I Could, and I Did!

Background information

In this session the focus is on resilience.

Researchers have found that resiliency is one of the most important factors affecting academic performance. It is therefore important for students to learn how to deal with setbacks. When students experience setbacks or failure, it may be a challenge to respond appropriately. They may have an emotional reaction such as fear or frustration. They might also use negative self-talk as a way of dealing with these feelings. Moreover, if students have a fixed mindset (i.e., that intelligence is "fixed" and "static"), they may feel as if they are no longer smart or gifted or intelligent.

Resilience is the capacity to rebound and rebuild from adversity. Resilience is not a genetic trait. Students can learn how to deal appropriately with setbacks, challenges, and difficult situation.

Some perspectives to keep in mind for fostering resilience are these:
- As you work with the students, pay attention to their emotional state. When students are upset, they may not think rationally. It is important for you to empathize with their irrational thinking and acknowledge their emotions. Even if a situation seems small to you, the student might see it as a disaster. What you can do, is problem solve. Help students explore solutions, prepare for similar future events, and learn from this current challenge so that they can do better next time.
- Allow students to make mistakes without intervening dramatically or using a shaming or blaming tone. Avoid interfering too early. When they do make mistakes, praise their effort, and point out what went well in the process, even though the outcome might not have been what was intended.
- Encourage students help and support each other.
- Help students see that their skills and strengths can be transferred across situations.
- Encourage constant progress. Refer to the session on self-monitoring for tips on how to do this.

AME +	Tier II Affective Lesson Plan Session 4
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Age Group	Grades 7 through 12	School	
Teacher		Time and Date	
Session Topic	Resilience		
Session Title	Session 4: I thought I could, and I did		
Objectives	Session Objectives: 1. Students reflect on their ability to bounce back from negative experiences.		
Expectations	Students: Knowledge: Students need no prior knowledge to participate in this curriculum successfully. Skills: Students are expected to work autonomously on a defined reflection assignment with the teacher as a guide on the side. Students are encouraged to use and develop their communication skills. Attitudes: Students are encouraged to participate with an open and reflective attitude. Metacognition: Students are encouraged to engage in self-reflection. Students may not have had much experience with the level of reflection required of them during these exercises. These sessions are opportunities to develop self-reflection skills. Group: Monitor the group dynamic closely to ensure psychological safety. Students are expected to be respectful of each other and to respect each other's privacy by not sharing, outside of the group, what has been discussed		

	in of the group.
	Environment: Conduct these private sessions in an area where they will not be interrupted or overheard.
Preparation	Preparation for the teacher: Familiarize yourself with the video or find an alternative if you wish. Familiarize yourself with the lesson plan.
	Preparation for the student: Students should have monitored the behavior determined in the previous session.
Materials	Essential: - John Legend Video: https://www.youtube.com/watch?v=LUtcigWSBsw - Exit ticket worksheet As an alternative to one or more videos, use stories from other accomplished people who have shared their struggles: Albert Einstein, Michael Jordan, Marie Curie, J.K. Rowling, Martin Luther King, Neil Armstrong, Jane Goodall, and others.

OBJECTIVES PER PHASE	LEARNING ACTIVITIES: e.g., Lesson phase, activity, materials, evaluation …	TIME
	INTRODUCTION __Say (a sample script):__ *Hello everyone, and welcome back! How is everyone doing? Let's look at your self-monitoring progress.* Guided discussion questions: *How did your self-monitoring go?* *What made it easy or challenging?* *Was it useful? Why or why not?* *What did you learn about yourself while self-monitoring?* *What would you like to change or improve from here forward?*	**15'**

	LEARNING ACTIVITIES	**15'**
1. Students reflect on their ability to bounce back from negative experiences	**JOHN LEGEND VIDEO** <u>Say:</u> *Today we will start our discussion by watching a video, in which John Legend (famous US musician) talks about his career.* <u>Do:</u> Play the video: John Legend. Use the following questions to begin a guided discussion: ● *What did we just watch? What is your main takeaway from what we just watched?* ● *What was John Legend's response to struggling to get a record deal?* ● *What is your passion (an interest area you feel very positive about)?* ● *What is something you have struggled with in your life?* ● *What do you tell yourself when you feel like giving up? What keeps you going?* ● *What would you have recommended to John Legend?*	
1. Students reflect on their ability to bounce back from negative experiences	**BOUNCE BACK** <u>Say:</u> *Next, take some time to reflect on how you deal with difficulties and challenges in your life.* **Step 1** <u>Do:</u> Invite students to write about a time in their life when they had to deal with a difficult or challenging situation. • Write about what helped you to overcome this challenging or stressful situation. And/or write about what might have hindered you in overcoming this situation. • Finally, write what you learned from that situation, how it has helped you, and how it is likely to help you in the future. After 10 minutes, check in with students to see if they are nearly done.	

If possible, give students the option of typing (or otherwise recording) their reflections.

The writing will not be shared with the group. Students can decide later what they share in the group.

Step 2:
Invite students to talk about the writing experience:
- *What was it like to reflect on your challenging situation?*
- *Would anyone like to share what they wrote?* [Note: Because of the possibility that they wrote about a situation they or their family prefer to keep private, do not insist that they share.]
- *What are some insights you have had related to this situation? How did you make sense of the situation? How did you make sense of how you responded to it?*
- *Based on your experience, what are some strategies you have used, or can use in the future, to overcome setbacks?*
- *Keeping in mind the goals you set in one of our previous sessions, what are some challenges you might face as you focus on those goals?*
- *Keeping in mind what we discussed today, what could help you persevere when those challenges arise or in other difficult times?*
- *Who could help you? What could you do by yourself? What are some resources available?*

<u>Wrap up the discussion:</u>
As we wrap up today's session, take some time to reflect on our previous sessions. Think about what you have learned so far about your ability to bounce back from difficult situations and challenges, and, as we move forward, consider how what you have learned can benefit you as you work toward your goals. Does anyone want to share your thoughts about these?

<div align="center">

EXIT TICKET

</div>

<u>Say:</u>
We are nearing the end of our session. I want to thank you all for participating. As we wrap up, we will fill out another exit ticket, where you can reflect on what you learned today and provide feedback on today's session.
<u>Do:</u>

5'

| | Hand out the exit ticket and collect them as students walk out. Make sure students put their name on their exit ticket. Remind students to save their notes from today in their folder.

At the end of the session, instruct the students to bring instruction regarding an upcoming tests, assignments, or essay to the next session. If students have a test or assignment that was recently graded and they would like to reflect on how to approach similar tests or assignments better in the future, they are welcome to bring a graded assignment as well. | |

HANDOUTS

See the next page.

Session 4: Exit Ticket

First name:

Last name:

What did you learn in today's session?

What did you like about today's session?

What would you change about today's session?

Would you like to share anything else with the teacher? (e.g., suggestions, questions, thoughts, feedback)

Session 5: My Learning Process, My Rules

Background information

Through my research on underachievement, I found that students often said they did not how to study or learn (Desmet et al., 2020). Therefore, in this session students will work on how to apply effective learning strategies such as self-directed learning practices.

<u>Self-directed learning</u>
Learning and studying independently can be challenging, even for students who are academically gifted. *Self-directed learning* refers to a process in which people assess learning task, formulate learning goals, and identify appropriate ways to succeed with the task or complete learning goals.

The self-directed learning process starts with assessing the task, evaluating personal strengths and weaknesses as they relate to that task, creating a plan of action, applying the plan and monitoring progress, and finally reflecting on the result.

This process combines the topics previously discussed. The talent toolbox addressed strengths, in session 3 self-monitoring was addressed, and each session ended by reflecting on the session in the exit ticket. Refer to these topics and skills as needed throughout today's session.

If students bring a graded test or assignment to reflect on be mindful not to come across as soft-shaming students in your approach to the activities below. Focus on what we can learn from the feedback students received and do not focus on the grade or the mistake itself.

AME +	Tier II Affective Lesson Plan Session 5

Age Group	Grades 7 through 12	School	
Teacher		Time and Date	
Session Topic	Self-directed learning		
Session Title	Session 5: My Learning Process, My Rules		
Objectives	Session Objectives: 1. Students practice self-directed learning.		
Expectations	Students: Knowledge: Students need no prior knowledge to participate in this curriculum successfully. Skills: Students are encouraged to work autonomously on a defined reflection assignment, with the teacher as a guide on the side. Students are encouraged to use and develop their communication skills. Attitudes: Students are encouraged to participate with an open and reflective attitude. Metacognition: Students are encouraged to engage in self-reflection. Students may not have had much experience with the level of reflection required of them during these exercises. These sessions are opportunities to develop self-reflection skills. Group: Monitor the group dynamic closely to ensure psychological safety. Students are expected to be respectful of each other and to respect each other's privacy by not sharing, outside of the group, what has been discussed in of the group.		

	Environment:
	Conduct these private sessions in an area where they will not be interrupted or overheard.
Preparation	Preparation for the teacher: Familiarize yourself with the self-directed learning cycle.
	Preparation for the student: Students should bring information regarding an upcoming assignment, essay, or test. Alternatively students could also bring a recently graded assignment or test that they feel comfortable discussing.
Materials	Essential: ● Pens/pencils/markers ● Paper/notebook ● Print out of the cycle of self-directed learning

OBJECTIVES PER PHASE	LEARNING ACTIVITIES: e.g., Lesson phase, activity, materials, evaluation …	TIME
	INTRODUCTION __Say (This is an example script):__ *How are you feeling today? On a scale of 1-10 with 10 being "fantastic," where are you?* __Do:__ Go around the circle and give each student a chance to share. **LEARNING ACTIVITIES** **LEARNING STRATEGIES BRAINSTORM** STEP 1 __Say:__ *Learning is a process, not a product. However, because this process takes place in our minds, we know if learning has occurred only when we see a product or a performance that shows our learning. Learning also takes time. With learning, you are changing your knowledge, beliefs, attitudes, and*	5' 15'

behaviors, and that does not always happen overnight. For the learning to have a lasting impact, you need to put in some time and effort.

Do:
Brainstorm about your learning process:
- *How do you learn best?*
- *How do you prepare to write an essay? What is your process for writing a school essay?*
- *How do you study for a test?*
- *What are some strategies you have used for learning before?*

Write these on a poster or the wall board so that the students can see various strategies. If students are hesitant to speak, you might give a quick example from your own experience.

STEP 2
Say:
Okay, now that we have a variety of strategies, let's look at what their advantages and disadvantages are.

Do:
Examine each strategy and write down its advantages and disadvantages. Avoid giving your opinion on the students' suggestions. At this point, the purpose is to stimulate students' metacognition by having them reflect on their learning.

SELF-DIRECTED LEARNING
Say:
Good! Now let's stop and think about what we just did. We reflected and evaluated our learning process. Is that something you have done before?

It is good and important to evaluate yourself and your learning continually. Remember how you learned about self-monitoring? Well, this is another part of that. As you try new strategies, it is good to take time to check to see if it is working and why or why not. Evaluating helps you stay on track.

25'

When you notice something is not being effective, find out whether it's appropriate for the goal/task, and make adjustments if necessary.

What we just did is an important step in becoming a self-directed learner. Some researchers have created a cycle of self-directed learning. When you see it, you will realize you have been practicing it.

Do:
Show them the cycle. Handout the worksheet with the self-directed learning cycle on it.

Say:
The first step in self-directed learning is assessing the task. Ask yourself, "what are they asking me?" Next, evaluate your strengths and weaknesses concerning the task.
- *Who remembers what activity you did to reflect on your strengths and weaknesses? The Toolbox! Next, you will make a plan for completing the task, using what you have in your toolbox.*

When you have your plan, it is time to put it to use and keep track of your progress. What should you do to monitor your progress? You should reflect on our strategies and adjust where needed.

Do:
Students' apply the cycle of self-directed learning to help them plan for an upcoming test, assignment, essay, etc. If possible and available students could also review feedback they have received on a previous test or assignment and explore how they could improve a similar task in the future using the self-directed learning cycle.

Example questions to guide this process include:
- *What is the objective of the task/test?*
- *What skills or knowledge do you have to use during the activity? Have you used these skills/this knowledge before?*
- *What mistakes have you made in the past for similar tests or assignments? How can you learn from those mistakes? (If using a previous test or assignment: What mistakes did you make? How can you learn from those mistakes?)*

| | ● *If using a previous test or assignment: If you had to start again, what could you do differently? How might it be beneficial to do it differently?*
● *What advice would you give a student who is starting this task?*

Say:
Okay, let's wrap up
● *What are you likely to remember about what we just discussed?*
● *What will you use, from what we learned today, in the next week or so?*
● *Do you have any lingering thoughts or questions or suggestions about what we have been talking about?*

EXIT TICKET
Say:
We are nearing the end of our session. I want to thank you all for participating and remind you that next week is our last session!

Do:
Hand out the exit ticket. Collect these sheets as students walk out. Make sure students put their name on their exit ticket. | **5'** |

HANDOUTS

Figure 1 Cycle of Self-Directed Learning (Abrose, Bridges, DiPierto, Lovett, & Norman, 2010)

Session 5: Exit Ticket

First name:

Last name:

What did you learn in today's session?

What did you like about today's session?

What would you change about today's session?

Would you like to share anything else with the teacher? (e.g., suggestions, questions, thoughts, feedback)

Session 6: Now That We Know The Walk, Let's Talk The Talk

Background information

In session 6, the final session, activities are designed to look back on how students have progressed through participating in the Achievement Motivation Curriculum. This is an opportunity to solidify some of the underlying principles from the various sessions, such as: positive self-perceptions, self-regulation, resilience, motivation, and self-monitoring. The session's focus is on positive self-talk to help students move forward with the tools they need to improve their self-talk, self-perception, and resilience.

Teaching students to use positive-self-talk can help them reframe negative thoughts into more positive and encouraging thoughts. Positive self-talk can thus improve resilience, lower stress rates, and contribute to positive self-perceptions. Therefore, students will practice positive self-talk. It can also be useful to point out negative self-talk for students and help them rephrase it when it comes up during classes or other activities.

The session will end by looking back on the journey and students' accomplishments. Take some time to reflect on lessons learned and how students might use what they learned as they move forward. Actively guide this reflection process to make sure students are explicitly making connections to their self-perceptions, to their resilience, to the lessons learned.

AME +	Tier II Affective Lesson Plan Session 6

Age Group	Grades 7 through 12	School	
Teacher		Time and Date	
Session Topic	Positive self-talk		
Session Title	Session 6: Now that we know the walk, let's talk the talk		
Objectives	Session Objectives: 1. Students practice positive self-talk 2. Students reflect on personal growth and accomplishments. 3. Students practice self-evaluation and self-reflection.		
Expectations	Students: Knowledge: Students need no prior knowledge to participate in this curriculum successfully. Skills: Students are encouraged to work autonomously on a defined reflection assignment with the teacher as a guide on the side. Students are encouraged to use and develop their communication skills. Attitudes: Students are encouraged to participate with an open and reflective attitude. Metacognition: Students are encouraged to engage in self-reflection. Students may not have had much experience with the level of reflection required of them during these exercises. These sessions are opportunities to develop self-reflection skills. Group: Monitor the group dynamic closely to ensure psychological safety. Students are expected to be respectful of each other and to respect each other's privacy by not sharing, outside of the group, what has been discussed		

	in of the group.
	Environment: Conduct these private sessions in an area where they will not be interrupted or overheard.
Preparation	Preparation for the teacher: <mark>Familiarize yourself with the lesson plan.</mark>
	Preparation for the student: None.
Materials	Essential: ● Positive Self-Talk worksheet ● Pens/pencils ● Notebook/paper

OBJECTIVES PER PHASE	LEARNING ACTIVITIES: e.g., Lesson phase, activity, materials, evaluation …	TIME
	INTRODUCTION **Say (this is an example script):** *Today is the last session. You will spend some time reflecting on your participation in this group and the other components of the AME+ model. There is also an activity about self-talk.* Some examples for opening round questions (pick one or two): • *How are you doing? How was your week?* • *How do you feel today?* • *Did anyone use the self-directed learning cycle as they were studying or working on an assignment? How did it go?* • *How do you feel about what we have been discussing in small group so far?* • *What did you learn this week?*	5'

Do:
Invite everyone to share something.

<div align="center">

LEARNING ACTIVITIES

</div>

POSITIVE SELF-TALK   **20'**

Say:
Let's talk about negative voices in your head. Have you ever found yourself thinking you are stupid? You can't do something? You are a failure?

If you have, it is very normal. Almost everyone, even the most successful people have, at some point, thought negatively about themselves. However, when those thoughts are making you anxious and stressed, they are not very helpful. This process of thinking negative things about yourself is called negative self-talk. When you want to build resilience, it is important to learn to recognize your negative self-talk and learn how to rephrase it and use positive self-talk instead.

I brought a worksheet to practice positive self-talk. On the first page, you'll see some examples of situations and negative self-talk as responses to those situations. As a way of practicing positive self-talk, I would like for you to come up with examples of positive self-talk you could apply instead when a similar situation occurs.

On the second page, I would like for you to think of some situations in which you feel anxious, or you notice that you talk negatively to yourself. Write those situations down along with your negative thoughts. Next, think about how you could rephrase that to be more positive.

Do:
Invite students to work on the worksheets.

Keep in mind:
As the students are working on the worksheet, check in with each of them and see how it is going.

When students have completed the worksheet, you can come back to the group and have students share their examples.

LOOKING BACK

<u>Do:</u>
Discuss what students have accomplished in these small group sessions, the STEM enrichment clusters, the AME+ project as a whole and the school year as a whole.

<u>Say:</u>
Guided questions include:
Looking back on these small group sessions:
- *What did you accomplish in these groups?*
- *What is the most important think you learned about yourself?*
- *How will you use what you learned?*
- *What else do you wish we had addressed?*

Looking back on the STEM mentoring:
- *What did you accomplish?*
- *What did you learn?*
- *How will you use what you learned?*
- *What would you have wanted to approach differently?*

Looking back on your participation in the AME+STEM as whole:
- *What did you accomplish?*
- *What did you learn?*
- *How will you use what you learned?*
- *What would you have wanted to approach differently?*

<u>Keep in mind:</u>

25'

	As you discuss things, recognize the support students received and celebrate the accomplishments. You can celebrate by round of applause or whatever way you see fit. Maybe students have some suggestions for how they want to celebrate. **EXIT TICKET** **<u>Say:</u>** *We are nearing the end of our final session. I want to thank you all for participating! We will complete the last exit ticket and then we will wrap up these sessions.* **<u>Do:</u>** Handout the exit ticket. Collect the exit tickets as students walk out. Make sure students put their name on their exit ticket.	**5'**

HANDOUTS

See the next page.

Positive Self-Talk

In this exercise, we will practice reframing situations through positive self-talk.
In the left column, there are some situations described, along with some thoughts.
How can you reframe these thoughts through positive self-talk?

Situation	Negative self-talk	Positive self-talk
The teacher announces that there will be a test tomorrow.	I should not study, I will fail anyway	If I study, I will increase my chances of passing the test.
The teacher gives you a challenging task.	I can't do this. I feel stupid.	
The teacher asked the class a question	I should not answer, I always get it wrong	
There is an opportunity to join an enrichment activity in science	I should not sign up, I am bad at science, and there is no way I can be good enough to that activity	
You get a test back, and your grade is not as good as you had hoped	I can never get it right. I should just give up now.	
Your friend asks you to be his partner for a classroom activity	What if I am bad at it? Will my friend think less of me? I should probably just work on my own	
You are having lunch, and someone walks by and looks at you noticeably	Oh no, is something in my teeth? Did I spill something on my close? They must think my shirt is stupid	

What are some situations in which you have noticed that you get distressed, anxious, start thinking negative things about yourself?
Write some example situations down, write your negative self-talk down, and then look for what you could have said from a positive self-talk perspective.

Situation	Negative self-talk	Positive self-talk

Session 6: Exit Ticket

First name:

Last name:

What are three things you learned in today's session?

What did you like about today's session?

What would you change about today's session?

Would you like to share anything else with the teacher? (e.g., suggestions, questions, thoughts, feedback)

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Appendix A: Self-monitoring tools

Session 4: Apps for self-monitoring

This appendix includes a variety of apps you can use to monitor your own habits and behaviors. There are two categories: (1) health and fitness goals and (2) productivity goals. This list includes free apps for all platforms, but you are welcome to experiment with other apps with similar function to monitor your own progress. Some general apps you may already have that could help you are: timers, calendar apps, list apps where you can keep track of your progress.

<u>Health and Fitness Goals</u>

App name	App goal	Platforms
Health App (There are other apps you can use on other platforms for each of these goals separately)	This app helps you monitor a variety of health and fitness related goals in one place. Among others it allows you to monitor: • Sleep • Activity • Mindfulness • Water intake • Nutrition	iOS
MyFitnessPal	This app helps you monitor a variety of health and fitness related goals in one place. Among others it allows you to monitor: • Activity • Water intake • Nutrition	iOS, android, Google
Moody	This app lets you track your mood. This is particularly helpful if you have goals related to levels of anxiety, anger, and gratitude.	iOS

Productivity goals

App name	App goal	Platforms
ScreenTime (iOS) and Quality Time (Google)	This app helps you monitor your phone use and screen time;	iOS, Android, Google
Tomato-timer Focus Booster Pomodone app Pomotodo	This app follows the Pomodoro method which is a method to increase productivity that follows the following principles: • Start a 25-minute timer • Work until the timer rings • Take a short 5-minute break • Every 4 pomodoro's (25-minute focus periods), you can take a 20 to 30 minute break	iOS, Android, Google, web based version
Trello	This app is a virtual pinboard that allows you to keep track of your to do, doing, and done tasks. You can organize this to help you keep track of all your different goals, monitor your homework and assignments and facilitate group work. This app allows you to collaborate with others and share trello's.	iOS, Android, Google, web based version
Success Coach	This app is a combination of many of the above. It allows you to set goals in all areas of your life and keep track of your progress toward achieving them. Specifically, this app is unique in that it is a structured environment to help you reflect on and plan toward achieving yoru goals.	iOS, Android, Google

Appendix B: Self-Monitoring

Student Self-Monitoring: **Behavior Checklist**

Behavior checklists are simple way to 'check off' whether or not you carry out selected behaviors.

How to Use This Behavior Checklist. This behavior checklist can be used before starting an activity to ensure that you are prepared (e.g., before beginning independent work) or after the activity (e.g., at the completion of independent work) to track whether you displayed target behaviors. This behavior checklist form allows you to list up to 6 different behaviors. NOTE: Checklists are an excellent tool at the end of an assignment for you to use to check your work.

How to Set Up the Behavior Checklist: Follow these steps to prepare the checklist:

- *List Behaviors to Be Tracked.* In the left column of the table below, write down up to 6 behaviors to make up your checklist. Good checklist items are those that can be easily verified as 'done' or 'not done' (e.g., arrived to class on time; brought all work materials to class; avoided chatting with classmates during independent work time).
- *Choose a Schedule for Completing the Behavior Checklist.* Decide when you will fill out this checklist (e.g., before or after independent work; at the start or end of the school day; before or after math class).

   I plan to complete this behavior checklist on the following schedule:

   _____.

Behaviors: I engaged in these behaviors...	1 Date ___/___/___	2 Date ___/___/___	3 Date ___/___/___	4 Date ___/___/___	5 Date ___/___/___
•	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
•	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
•	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
•	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
•	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

Grade/Classroom: _____

Student Name: _____

Student Self-Monitoring: **Behavior Rating Scale**

This self-rating scale allows you to rate how well you carry out selected behaviors.

How to Use This Behavior Rating Scale. This scale is to be used to rate your selected behaviors at the end of a pre-determined period (e.g., after independent work; at the end of the school day; at the end of math class.)

How to Set Up the Behavior Rating Scale: Follow these steps to prepare the rating scale:

- *Select Behaviors.* In the left column of the table below, write down up to 6 behavior goals that you plan to rate (e.g., stay in seat, complete seatwork, work well with others, participate in the activity, keep workspace clear).
- *Choose a Schedule for Completing the Rating Scale.* Decide when you will fill out this self-rating scale (e.g., after independent work; at the end of the school day; at the end of math class; just before lunch and again at school dismissal).

  I plan to complete this rating scale on the following schedule:

  _____.

Grade/Classroom: _____

Student Name: _____

Behaviors: How well did I...	1 Date __/__/__	2 Date __/__/__	3 Date __/__/__	4 Date __/__/__	5 Date __/__/__
•	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor
•	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor
•	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor
•	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor
•	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor	☐ Good ☐ Fair ☐ Poor

Grade/Classroom: _____

Student Name: _____

Student Self-Monitoring: **Frequency Count**

A frequency count is a recording of the number of times that a you engaged in a behavior during a specific time-period (e. g., during a class period). Frequency counts can be used to track behaviors that you want to increase or decrease.

How to Use This Frequency-Count Form. With this frequency count form, you record each occurrence of the behavior with a tally-mark ('/'). At the end of the time-period, you add up the tally-marks to get a total sum of behaviors for that observation session.

How to Set Up the Frequency-Count Form: Follow these steps to prepare the frequency-count form:

- *Define the Target Frequency-Count Behavior.* In the space below, describe the behavior that you will measure using a frequency count. (Here are some examples: "leaving my seat without teacher permission", "completing a math problem", "requesting teacher help", "talking with other students about off-task topics"):

    Target Behavior to Measure: _____

- *Choose a Schedule for Conducting the Frequency Count.* Decide when you will use the frequency-count form to track the target behavior:

    I plan to conduct the frequency count at the following time(s) and/or during the following activitie(s):

    _____.

1	**Tally Box:** Write a mark ('/') in this box each time the target behavior occurs:		Total Behaviors for Session
Date: ___/___/___		>	

2	**Tally Box:** Write a mark ('/') in this box each time the target behavior occurs:		Total Behaviors for Session
Date: ___/___/___		>	

3	**Tally Box:** Write a mark ('/') in this box each time the target behavior occurs:		Total Behaviors for Session
Date: ___/___/___		>	

4	**Tally Box:** Write a mark ('/') in this box each time the target behavior occurs:		Total Behaviors for Session
Date: ___/___/___		>	

5	**Tally Box:** Write a mark ('/') in this box each time the target behavior occurs:		Total Behaviors for Session
Date: ___/___/___		>	

TABLE 11.3 *Self-Evaluation Form*

Dates	Mon.	Tues.	Weds.	Thurs.	Fri.
Before Class					
1. Do I have my homework completed?	Yes No	Yes No	Yes No	Yes No	Yes No
2. Did I bring my materials (pencil, assignment log, and composition book)?	Yes No	Yes No	Yes No	Yes No	Yes No
3. Did I find out what I will be doing in class (listen to the teacher, look for the assignment, ask if I don't know)?	Yes No	Yes No	Yes No	Yes No	Yes No
4. Did I write the assignment/activity in my assignment log?	Yes No	Yes No	Yes No	Yes No	Yes No
5. Did I get started on time within 60 seconds?	Yes No	Yes No	Yes No	Yes No	Yes No
During Class					
6. Did I ask myself during the period, "Am I working?" Respond yes or no.	Yes No	Yes No	Yes No	Yes No	Yes No
After Class					
7. Did I follow the teacher's directions?	Yes No	Yes No	Yes No	Yes No	Yes No
8. Did I work on the assignment during the entire time I was given?	Yes No	Yes No	Yes No	Yes No	Yes No
9. Do I have homework tonight? If yes, write in my assignment log.	Yes No	Yes No	Yes No	Yes No	Yes No
10. Rate my behavior: (Circle the number) 1 = poor 2 = needs improvement 3 = okay 4 = good 5 = great	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
For the Teacher					
11. Please rate the student's behavior: 1 = poor 2 = needs improvement 3 = okay 4 = good 5 = great	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5