

What I Want My Teacher to Know About Me

NAME _____

Things I Love Learning About	My Hobbies

Lessons Engage Me When They Have ...	Which types of lessons do you find more difficult to focus on or harder to enjoy?
<ul style="list-style-type: none"><input type="checkbox"/> hands-on activities (<i>e.g., experiments</i>)<input type="checkbox"/> drama/roleplays<input type="checkbox"/> debating classmates<input type="checkbox"/> visuals to support the lesson (<i>e.g., photos, images, or videos</i>)<input type="checkbox"/> technology embedded (<i>e.g., interactive games, PowerPoint, SMART board</i>)<input type="checkbox"/> the chance to participate and give answers<input type="checkbox"/> small group discussions<input type="checkbox"/> teacher talking briefly<input type="checkbox"/> teacher talking the whole time<input type="checkbox"/> a problem to solve as part of the lesson<input type="checkbox"/> the chance to talk to a peer to discuss a concept or question<input type="checkbox"/> the opportunity to take notes	

<input type="checkbox"/> the opportunity to doodle <input type="checkbox"/> the opportunity to fidget <input type="checkbox"/> the opportunity to move around <input type="checkbox"/> Other: _____	
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I Prefer to Show What I Know Through . . .	<i>Which sorts of tasks do you find do not showcase your strengths or are more difficult to complete?</i>
<input type="checkbox"/> drama/roleplays <input type="checkbox"/> speeches <input type="checkbox"/> making a powerpoint/technology presentation <input type="checkbox"/> answering questions in writing <input type="checkbox"/> answering questions orally <input type="checkbox"/> creative writing <input type="checkbox"/> artistic displays <input type="checkbox"/> group work <input type="checkbox"/> worksheets <input type="checkbox"/> Other: _____	

Things That Help Me to Produce Work	<i>What conditions in the classroom or types of instructions make it harder to complete work?</i>
<input type="checkbox"/> understanding the purpose <input type="checkbox"/> teacher check-ins <input type="checkbox"/> written instructions <input type="checkbox"/> rubrics or checklists	

<ul style="list-style-type: none"> <input type="checkbox"/> verbal instructions given one by one <input type="checkbox"/> audio instructions I can play back <input type="checkbox"/> being shown an example of what's expected <input type="checkbox"/> having someone help me break down tasks <input type="checkbox"/> breaking down tasks on my own <input type="checkbox"/> being given feedback and time to revise my work <input type="checkbox"/> being able to stand and move around <input type="checkbox"/> having a quiet space to work <input type="checkbox"/> wearing noise-cancelling headphones <input type="checkbox"/> listening to music <input type="checkbox"/> doing a few questions of a similar type instead of many questions of a similar type <input type="checkbox"/> working with others <input type="checkbox"/> working alone <input type="checkbox"/> using technology to produce work <input type="checkbox"/> writing by hand <input type="checkbox"/> Other: 	
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Strategies I Can Use to Produce Work When I'm Not Interested	<i>What makes producing work harder?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> break it down into the smallest possible next step <input type="checkbox"/> create a break schedule (e.g., work for 10 minutes, get a 5-minute break; work for 30 minutes, get a 15-minute break) <input type="checkbox"/> think of the benefit of doing it (short-term and long-term) <input type="checkbox"/> think of a creative way of doing it 	

- ask the teacher if I can do it a different way
- give myself a reward for getting it done
- game-ify the task (e.g., can I finish this in 5 minutes?)
- think of the consequences of doing or not doing it
- take movement breaks
- take a drink
- eat a snack
- Other: _____

What Helps Me Prepare for Tests

- being told exactly what to study
- being told the format of the test
- being given or helping to create class study guides
- studying a little each day the week before the test
- break studying down into the smallest possible next step
- quiz games
- flash cards
- quizzing myself whether I remember definitions, dates, etc.
- having someone else quiz me
- studying in a group
- practice tests
- reading my notes out loud
- mindfulness before the test
- being told tests help teachers know what to teach next - no big consequences!

What makes studying for a test harder?

Other: _____

What Helps Me During Tests

- taking slow, deep breaths
- reading all the questions first
- clear wording of questions
- not so many questions on a page
- memory dump - writing down facts/formulas I remember on the test before I begin
- preparing and using a reference sheet or having an open book test
- highlighting/underlining key ideas
- look at how many points each section is worth and then decide how much time to spend on each section
- doing the easiest parts first
- doing the hardest parts first
- leave the hard parts and go back to them later
- breaks built in so I don't lose any time to write the test
- more time given
- have scrap paper to write down ideas
- listening to music
- being able to ask for help
- double-checking my answers
- true or false questions
- fill in the blanks

What makes writing a test harder? (e.g., classroom conditions, type of test questions)

<input type="checkbox"/> having word banks <input type="checkbox"/> multiple choice <input type="checkbox"/> short answer <input type="checkbox"/> essay questions <input type="checkbox"/> Other: _____	
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At School, I May Need Help With . . .	At School, I Don't Usually Need Help With . . .