

Anchor Story #1: Jump-Starting an Unproductive Class

(My Planning Script)

Statistics: Here are the grades my 1st period class had earned by the midpoint of the last quarter of the year.

<u>A</u>	<u>A-</u>	<u>B+</u>	<u>B</u>	<u>B-</u>	<u>C+</u>	<u>C</u>	<u>C-</u>	<u>D+</u>	<u>D</u>	<u>D-</u>	<u>Inc/F</u>
		8		1	1	2	6		1	1	8

I began the class by asking 7 volunteers to line up in the front of the class, and then asked 4 to turn around with their backs to the class.

I explained that of the 28 students in our class, 16 were earning below a C grade. That would look the same as 4 out of 7:

$$\frac{16}{28} = \frac{4}{7}$$

Then I handed out the 1st Period Worksheet

Part I. Statistics

Q: How many A's and B's so far? 9 of 28 are earning B's = 1/3

(No A's are there yet. They're all B's)

Q: How many C's, including C-'s? 9/28 or about 1/3

But 6 of the 9 were C-'s.

Q: How many D's/Inc's/F's? 10/28 = 5/14 = about 1/3

But 8 of the 10 were Incompletes; 8 of the 28 = 4/14 = 2/7

Next: Part II. On their Worksheet

How many days of school are left? 18;

Probable actual class work days, due to end of the year activities, such as assemblies, yearbooks, other interruptions.

“So let’s say, 15 days to go.”

Then we discussed **Part III. on their Worksheet,** and we went from there:

“Psychologists say that we do what we do for a reason. Let’s analyze our thinking to see if we know why we are getting low grades:

“A powerful strategy to use is called a “Force Field Analysis.” It shows the forces for and against a choice, to help us see what is blocking us for doing what we say we want to do.

“Before we try it, let’s see if we already know why we are doing whatever we are doing to get lower grades.

“Do you think you are actually avoiding a good grade on purpose?”

(Use the form for “Forced Field Analysis” and solicit student ideas for each quadrant. Then go to the “Plan Sheet.”)

1st Period Worksheet

May 23

I. Statistics

Q: How many A's and B's so far? _____

Q: How many C's and C-'s? _____

Q: D's/Inc's/ F's? _____

Q: How many just Inc's? _____

II. Now let's see where we are: Days of school left: _____

Probable actual class work days? _____

III. Psychology says we do what we do for a reason. Let's analyze our thinking to see if we know why we are getting low grades:

A powerful strategy to use is called a "Force Field Analysis." It shows the forces for and against a choice, to help us see what is blocking us for doing what we say we want to do.

Before we try it, let's see if we already know why we are doing whatever we are doing to get lower grades. Do you think you were actually avoiding a good grade on purpose?

Force Field Analysis

Reasons to Improve

Reasons NOT to Improve

Ways to Raise Grade

Ways to Stay Low

Plan Sheet

**What do you want ME
to do that would help?**

**What do YOU want to do
that would help?**

**Which of these ideas
can I do?**

**Which of these ideas
can you do?**

Force Field Student Responses:

Reasons to Improve:

1. Parents won't harass you
2. Car insurance costs less
3. To prove a teacher wrong
4. Better grades give you more open windows later on
5. Parents treat you better
6. You like competition

Reasons Not to Improve

1. It's not fun to work
2. Don't care
3. Lazy
4. They like the grades they have
5. No organization
6. School is boring
7. Given up trying because they've been unsuccessful
8. Too hard.
9. Not interested.
10. Pothead
11. Friends don't want you to get higher grades
12. Tired
13. Teachers are mean
14. Too involved with friends.
15. Little or no recognition
16. Too much pressure to do it.
17. I don't want my parents to expect good grades all the time.

Ways to Raise Grade

1. Get organized
2. Pay attention in class
3. Do neat work
4. Ask when something isn't clear

Ways to Stay Low

1. Don't do homework
2. Don't keep track of deadlines
3. Spend class time on socializing
4. Skip school