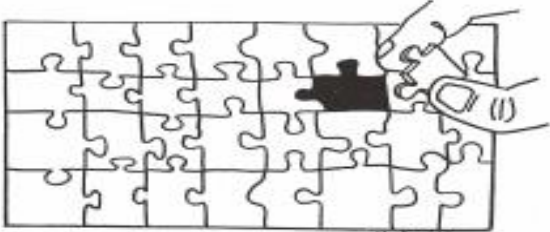


REVIEW AND TIPS FOR TEACHING THE SKILL OF INDEPENDENTLY COMPLETING TASKS

8.

Brainstorm at least three different ways to get started.
Select the way that will help you achieve the best quality goal.
Set realistic time limits.
Follow your plan to get the entire job done.
Evaluate the results.



**COMPLETING
A TASK**

Discipline With Purpose

Teaching Self-discipline: 15 Essential Skills



The skill of Independently Completing a Task is related to the skills of Following Instructions and Organization.

Skill #8 Independently Completing Tasks is Taught to Help Students to:

- Break learning into small segments.
- Set realistic goals.
- Discern when they need the help of others.
- Learn different degrees of delegation.
- Brainstorm ideas.
- Choose from alternatives.
- Make outlines.
- Follow a plan.
- Evaluate productive and unproductive techniques for accomplishing tasks.

Skill Illustration

8.

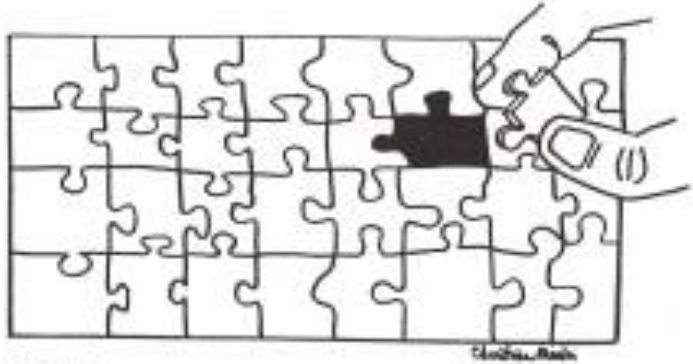
Brainstorm at least three different ways to get started.

Select the way that will help you achieve the best quality goal.

Set realistic time limits.

Follow your plan to get the entire job done.

Evaluate the results.



COMPLETING A TASK



Gesture for the skill:

***Pretend you are brushing
or combing your hair.***



FACTS ABOUT SKILL #8

- **Third of the five Constructive Skills**
- **Difficult for 3-6 graders to demonstrate on their own without help**
- **When people practice this skill they:**
 - **Identify the task**
 - **Brainstorm 2-3 ways to do the task**
 - **Select the plan that will allow them to do their best quality work**
 - **Set realistic time limits**
 - **Stay focused – follow the plan and see the task through to the end**
 - **Ask for help if needed**
 - **Learn from their experiences**
 - **Evaluate the success of their plan**

What Will the Person be Responsible For?

To Delegate Means to Empower Another to Act on Our Behalf

Before delegating a task, ask . . .

1. Will you do this job as well as I can or better?
2. What is your plan for completing this job?
3. Would you like the entire job or only a portion of it?

DISCIPLINE WITH PURPOSE



4 Degrees of Delegation

_____ Take full control of this job. Do it without further contact with me.

_____ Take action, but let me know what you do and when you finish.

_____ Find a partner and brainstorm solutions to the problem. Discuss your plans with me before taking action.

_____ Think about this task. Make a list of actions you think can be taken and those avoided. Recommend solutions. I will make the final decision.

Learning to be a Good Student

8

Accomplishing A Task

My Weekly Study Assessment

To maintain good grades I have to use many tools. An important tool to develop is a weekly strategy to check the progress of my grades. Teachers are too busy to figure my grade averages weekly and that is a task I am able to do for myself. Once I know what my grades are I need to reflect on how well my study strategies are working.. Then I need to make a plan to improve what I am doing and evaluate again next week.

My current GPA in _____ class is:

Analyzing My Study Strategies

1. Do I need to take more notes?
2. Do I need to organize my notes differently?
3. Should I make flash cards?
4. When could I allot more time to study?
5. Should I read the textbook more frequently?

Identifying My Weekly Strategies and Changes

This week in _____ class I will ...

My goal for my grade is...

Role Play To Review Procedures

THE RIGHT WAY
TO LISTEN

THE WRONG WAY
TO LISTEN

THE RIGHT WAY
TO FOLLOW
INSTRUCTIONS

THE WRONG WAY
TO FOLLOW
INSTRUCTIONS

THE RIGHT WAY
TO ASK
QUESTIONS

THE WRONG WAY
TO ASK
QUESTIONS

THE RIGHT WAY
TO SHARE

THE WRONG WAY
TO SHARE

THE RIGHT WAY
TO SHOW
SOCIAL SKILLS

THE WRONG WAY
TO SHOW
SOCIAL SKILLS

Infuse the skill using existing curriculum (Use slides 9+10)

1. Review the acronym CAPS with students:

C = capitalization of first letter and proper nouns.

A = Accurate – Must use word on paper without adding 's', 'ed', etc.

P = Punctuation – Proper form at end of sentence.

S= Sense - The sentence has to make sense and not be fanciful.

2. Show students the sentence grid.

3. Demonstrate how to find the two words that will be used to make a sentence. Put your finger on one of the boxes and show students how to move up the row and across the row.. Repeat this process. Ask a student to demonstrate how to find the words to use in a sentence.

4. Remind students they will be practicing a high level self-discipline skill and since it is a practice it may be difficult to complete the paper with 100% accuracy.

5. Designate 7 minutes for students to create as many sentences as they can.

6. Monitor their work and place a C over any box that contains a correct sentence and a check mark over any box that is not correct. Tell each student why they received the check and ask them to keep trying.

7. Let students evaluate their practice by telling how they fixed a mistake or why it was easy for them to complete the work.

SENTENCE GRID

SNAKE

HURRIED

PLAY

SCHOOL

MAN

COMPUTER

JUMP

FIGHT

Teach Students to Evaluate their Skill Practices

Name_____Grade_____Room_____

___Listening	___Cooperating	___Organizing
___Following Instructions	___Understanding Rules	___Resolving Problems
___Asking Questions	___Completing Tasks	___Initiating Solutions
___Sharing	___Exhibiting Leadership	___Distinguishing Fact from Feeling
___Using Social Skills	___Communicating	___Sacrificing

Put a date next to each skill you CHOOSE TO USE this week.
At the end of the week select one skill you practiced and write about it.

An alternative procedure would be to:

- Give each student a skill card.
- Invite teachers to put their initials next to a skill they observe a student practicing.
- At the end of the quarter let students assign themselves a grade explaining why they deserve the grade.

Use Music

Accomplishing a Task

(Tune: Shoo Fly)



**I'll get right down to work,
I'll get right down to work,
I'll get right down to work,
I understand and have a plan.**

**I know, I know, I know,
I know what I must do,
Accomplishing a task,
And working 'til I'm through,**

**I'll get right down to work,
I'll get right down to work,
I'll get right down to work,
I understand and have a plan.**

Homework Assignments

Accomplishing a Task

- Ask your mom or dad if there is a project they would like to accomplish but haven't had the time or help to do it. Offer to help. Write up one paragraph describing what you did or bring in a selfie that shows what you did.
- When given a homework assignment, make a list of the steps needed to accomplish the task. Check them off when completed.
- Find a dessert recipe you could make. Make a list of the steps needed to make the dish. Have a parent or adult check your list and make suggestions. Then, follow your plan and enjoy the results!
- Make a list of daily chores that need to be completed. Put the initials of family members after each job. Change jobs daily.

Assessing Progress

- Use a rubric to assess progress.
 - Show students the rubric after the skill is introduced
 - Lacks knowledge or willingness
 - Needs assistance
 - Basic mastery
 - Proficiency
 - Let them self-evaluate at the end of the three weeks practice
 - Share this information with parents.
- (See sample rubrics from Assessment Made Easy – Tara Kassi)

REFLECT

1. Identify something you learned or re-learned from this presentation.
 2. Name one action step you will try each of the next three weeks.
- Review with students the three questions they can ask themselves before beginning a task. (Slide 6)
 - Assign one of the homework activities suggested on slide 13.
 - Teach students the song on slide 12 – ‘I’ll get Right Down to Work.’ Sing the song while students are preparing to complete an assignment.
 - Use one of the methods suggested on slide 11 to help students keep track of their skill practices.
 - Design a self-assessment rubric for students to evaluate their progress in learning the skill of independently completing tasks.