

Area/Skill - LA, Writing	Cognitive Skill Level - Application	Correlation to Framework - 01.06	Lesson Number - 23
<p>Activity Title - Think Fast</p> <p>Goal/Objective</p> <p>To introduce brainstorming and to help students overcome the fear of “timed” testing situations.</p> <p>Lesson Outline Introduction</p> <p>Discuss how many people fear timed tests because they are not sure that they will be able to remember things that they know when they are under pressure. Talk about how many things people can actually think about in only a few minutes.</p> <p>Activity</p> <p>Provide students with practice in brainstorming within a short time period. These timed situations will assist students in being more comfortable in the test situation. Sample topics for initial timings can include such things as:</p> <ul style="list-style-type: none"> • List your five favorite foods. (3 minutes) • List five things that you would do if you won the lottery. (3 minutes) <p>When completing initial timed activities, provide students with adequate time so that they can complete the task with time left over. Provide positive praise and reinforcement. Next, provide students with higher-level types of lists and shorter time frames, such as:</p> <ul style="list-style-type: none"> • List your three best qualities (2 minutes) • List three things you wish that you could do. (2 minutes) <p>Debriefing/Evaluation Activity</p> <p>Have students discuss how they felt when having to list specified things in a timed situation. Talk about how timed practice will assist students in preparing for the GED Tests.</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Ideas for lists • Timer • Paper and pencils 	
<p>Real-Life Connection</p> <p>Many people fear tests—especially timed ones. Have students discuss the different types of timed tests that exist in the workforce, as well as in school. Brainstorm the different reasons that people are fearful of timed tests. Examples may include: fear of doing poorly, losing a job, inability to remember things that are known, etc. Identify different ways to overcome a fear of tests or a timed situation. Examples may include: breathing exercises, timed practice, visualization skills, etc.</p>		<p>Extension Activity</p> <p>From the list of “things that I wish I could do,” have students select one and write a paragraph providing the reasons why. Students may wish to share their paragraphs with the class.</p> <p>ESE/ESOL Accommodations</p> <p>Allow students to orally provide lists.</p> <p>Pair students to develop lists together.</p> <p>Provide dictionaries.</p> <p>Inform students that it is ideas, not spelling that count on this activity.</p>	

GED 2002 Teachers' Handbook of Lesson Plans

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Activity Title - Think Fast

Introduction

Ask: How many of you enjoy taking timed tests? What makes a timed test so fearful? *Say:* Many people fear timed tests. When faced with writing an essay for the GED Test, some people are fearful that they will not be able to think of anything to write about. However, it is amazing how much we can actually think of in only a few minutes!

Main Activity

Say: Today, we are going to take a few minutes to time our thinking. Brainstorming ideas is often our first technique when getting ready to write. I will ask you to list five things. I will only give you a certain amount of time to write your list. Ready? Let's begin.

Have a timer set for the required time. After you have given students their assignment, begin the timer. You will notice that initially students are given more than adequate time to complete their lists. This will provide them with a successful experience in a timed situation.

Say: Please list your five favorite foods. You have three minutes.

When students have completed each timing, ask questions similar to those in the Debriefing/Evaluation section.

Other possible ideas for timings include:

- List five things that you would do if you won the lottery. (3 minutes)
- List your three best qualities (2 minutes)
- List three things you wish that you could do. (2 minutes)

You may wish to complete a timed activity during each class period to increase students' skills in "thinking on their feet," as well as to assist students in preparing for the pressure of a timed test.

Debriefing/Evaluation Activity

After each timing ask the following questions.

- Were you able to list five (or three) things as requested?
- How did you feel when you had completed the assignment?
- Was it easier or harder than you thought?

Ask: Did this activity become easier with practice? Why did you answer the questions the way you did?

This type of activity lets even the most reticent student realize that he/she can do this and within the time constraints.