Good Day/Bad Day Activity

Theme:		Type:		
What are my strengths? What are my challenges? How can I use my strengths to better meet challenges?		Activity with students		
Time:		**Goal:**		
One class period		Express, articulate and reflect on our strengths and challenges as learners and how the learning environment can help us to leverage our strengths and develop skills in service of our challenges; This activity is also meant to support the emergence of a knowledgeable community of learners and can be used as the introduction activity to "Building Collaborative Groups" routine.		
Step Through	**Materials**	**UDL Guidelines Addressed**	**Standards Addressed**	**Notes:**
1. Introduction: In this activity we will actively explore and then reflect on our prior learning experiences. The goal is to start to compose a picture of each of our learning strengths and challenges. In doing so we will be able to set goals for skills we want to develop, and strengths we want to share, extend or practice. NOTE: this is framed broadly from a UDL perspective now, but students could be supported to focus on those strengths and challenges that		Big Theme: The goal of education is to turn novice learners into expert learners—individuals who want to learn, who know how to learn strategically, and who, in their own highly individual and flexible ways, are well prepared for a lifetime of learning		

are particularly important to PBL, like self-regulation, choice, managing information, etc.				
2. Focus questions: Who am I as a learner (strengths, challenges, preferences)? Who are you? How do we know?		[Checkpoint 3.2 Highlight patterns, critical features, big ideas, and relationships](#)	[CCSS.ELA-LITERACY.W.9-10.1.A](#) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	
3. Big ideas: More important than the specific "things" you learn in school, your education should help you to become an expert and lifelong learner. Expert learners are resourceful and knowledgeable - they bring considerable prior knowledge to new learning and activate that		[Checkpoint 3.3 Guide information processing, visualization and manipulation](#)	[CCSS.ELA-LITERACY.W.9-10.1.D](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	

knowledge to identify, organize, prioritize and assimilate new information; they recognize the tools and resources that would help them find, structure and remember new information; they know how to transform new information into meaningful and usable knowledge. Expert learners are strategic and goal directed - they formulate plans for learning, devise effective strategies and tactics to optimize learning; they organize resources and tools to facilitate learning; they monitor their own progress; they recognize their own strengths and weaknesses as learners; they abandon plans and strategies that are ineffective. Expert learners are purposeful and motivated - they are eager for new learning and are motivated by the mastery of learning itself, they are goal directed in their learning, they know how to set challenging learning goals for themselves and how to			

sustain effort and resilience; they can monitor and regulate emotions in the midst of challenge.				
4. Activity: Teacher models example of a "Good Day" letter and "Bad Day" letter to their best and most disappointing learning experience - emphasize that this letter can NOT be about or to another person, it must be about the learning experience. Students are prompted to quietly reflect and identify a learning experience they want to focus on - it can be in or outside of school, from any time in their lives. Students pair up and share their learning experience and then talk together about whether they will write a "Good Day" letter or "Bad Day" letter to this experience. Once they decide they should begin a brainstorming period: -what was GREAT about this experience? -what was DISAPPOINTING? - what would they change to make it better?		Checkpoint 5.1 Use multiple media for communication	CCSS.ELA-LITERACY.W.9-10.1.E Provide a concluding statement or section that follows from and supports the argument presented.	

Once they have a theme established and some details to write about, students can begin to compose their letter. Their letters can be composed in any form – a podcast, written form, or in a series of text messages, for example. The form is open but they must operate through standard narrative practices.				
5. Group Work: Once finished composing students pair up and exchange letters. They then work to extract together the themes from each letter, mapping each students experience to the UDL Expert Learner Concept Map - they consider a. representations - how knowledgeable and resourceful did they feel in this experience, what resources did they bring to bear, what was lacking either in themselves or in	UDL_ExpertLearnerConceptMap.pdf	Checkpoint 5.2 Use multiple tools for construction and composition		

the learning environment, b. expression and action - how strategic and goal directed was their experience? what skills did they bring to the experience? how did they monitor their own progress or not? did they have goals, were they achieved, why or why not? c. engagement - how motivated did they feel, was the experience relevant and meaningful, did they have choice within the experience in a meaningful way, how did they exercise that choice, what role did emotion play? how did they feel, were they able to use those emotions in service of their goals?				

6. Mini Conferencing: Teacher does mini conferences with students to explore their UDL Expert Learner Map - they consider the student's strengths and challenges, and together set goals relative to each.		Checkpoint 6.1 Guide appropriate goal setting		
7. Self-Support Artifact: Students post their maps in a gallery in the classroom - students revisit their maps and update their strengths, challenges and goals at the close of each unit.		Checkpoint 6.2 Support planning and strategy development		

Universal Design for Learning
Expert Learner Concept Map

Directions
- Extract the big themes from each letter
- Consider the questions in each column to map each of your experiences on this concept map.

	Representation	Expression & Action	Engagement
Theme:	• How knowledgeable and resourceful did you feel in this experience?	• How strategic and goal directed was your experience?	• How motivated did you feel?
	• What resources did you bring to or use during the experience?	• What skills did you bring to the experience?	• Was the experience relevant and meaningful?
	• What was missing, either in the learning environment or in what you brought to the experience?	• Did you have goals to meet during this experience? Were they achieved? Why or why not?	• Did you have meaningful choices you could make? • How did you make use of choices?
		• How did you monitor your progress during the experience, or didn't you?	• How did you feel? • What role did emotions play during this? • Were you able to use emotions to move forward toward your goals?

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