**Drill 4: Finals Prep**

**Fall 2023, Week 15**

**11/28/23**

**Purpose:** The purpose of this drill is for students to create a finals study plan as they conclude the semester. Students will assess their courses and learn to prioritize final exams.

**Learning Outcome & Assessment:** At the end of the drill, students will develop a plan on how to approach their final exams through the prioritization equation.

**Packing List:** The Basics (Outline, presentation clicker, pens, etc.)

**Introduction:** **(5 minutes)**

* Slide 1: Introduce the drill and the presenters.
* Slide 2: Review the “GNEG Academic Coaching Roadmap”
	+ “This is now the last drill our team will present this semester. You first met with us for group coaching at the beginning of the semester, then we developed study systems using inputs and outputs. After, we did a systems checks, and discussed mindfulness last time. Today, we will talk about prioritizing and breaking down finals.
* Slide 3: What to Expect
	+ Today we will do a few activities to prepare for these next few weeks. The first activity will assess what is and isn’t in your control. We will introduce prioritization, use an equation to plan around overlapping exams, and go over study strategies.

**Topic: Control Donut**

* Slide 4: Control Donut (quick pair-share)
	+ “The control donut helps evaluate what is in your control, and what is out of your control during these last weeks of the semester. Discuss in groups for 3 minutes. [Do not spent too much time on this]
* Slide 5: “Here are a few of the things we came up with- any one come up with anything different?”
	+ Out of your control
		- Past testing experiences—I want to highlight that these are no longer in your control because they’re in the past. Choose to grow and learn from those and not tie yourself to those experiences. Instead, re-focus on what you can learn and do for the next time.
* In your control
	+ Study habits – the time you’re spending studying
	+ Basic needs - What you eat that day, the rest you get, staying hydrated, etc.
	+ “During the presentation today we are going to be focusing on what is in our control, rather than what is out of our control.”
* Slide 6: Different Semester Experiences
	+ With that being said here are some disclaimers to our time today
		1. Everyone in this room has had a different experience this semester.
		2. Take what you need based on your semester, and put into practice what you would like to try for future semesters if you have an “easy” finals semester
		3. Learn from your weaknesses; failure is data.

**Activity 2: Time Management Matrix**

* Slide 7: Prioritization (Values)
	+ How you spend your time will tell us a lot about your values. For example, if you call mom or dad once a day, then your family may be very important to you. If you volunteer at a non-profit, that cause may be one of your passions. Now, think about your academic and career goals. Do the things you prioritize every day align with those goals? If they do, that is great. If they do not, we will work on how to prioritize today.
* Slide 8: Tima Management Matrix
	+ Also known the Eisenhower Matrix, this helps us to prioritize and put first things first. Essentially, every item in our daily calendars will fall under one of these quadrants. We are going to review and then you will do a practice activity.
* Slide 9: Time Management Matrix (continued)
	+ Quadrant 1: These are things that are important, and also urgent. This is our crisis quadrant; things that must be done now. Deadline-driven tasks, pressing problems, etc.
	+ Quadrant 2: Here are things that are important, but do not necessarily need to be done today. These are long-term goals, fostering relationships, preventative items like taking care of our health to avoid burnout or getting sick. This is why it is the quadrant of quality.
		- Question: So, if we procrastinate and avoid doing things in quadrant 2, which quadrant do they move to? (Answer: Quadrant 1!) However, we do not want to live in quadrant one. That means we are in survival mode and in constant stress, and we need to regularly nurture our quadrant 2 tasks to have good balance in our daily schedules.
	+ Quadrant 3: This one is tricky. These are items that are not necessarily important but FEEL very urgent. This usually includes other people trying to claim our time, which is why it is the quadrant of deception. Q: How many of us don’t have trouble saying no? How many of us struggle to say no? Yes! It can be difficult, even for people my age.
		- In this quadrant, we need to delegate and see if someone else can do this for you, or decide if you need to say no. There are always appropriate times to say yes, and times to say no. Quadrant three requires us to put ourselves first, and that is okay.
		- Remember, be mindful of others claiming your time.
	+ Quadrant 4: These are things that are not important and urgent, and items that are done as an escape from other quadrants. These are the time-wasters that need to be deleted.
		- Remember, do not mistake self-care and down time (like Netflix and sleeping) for this quadrant. Self-care and other preventive items and fall under quadrant two, because we are taking care of ourselves; quadrant of quality.
* Slide 10: For the next 4 minutes, get in groups and assign the following scenarios to the correct quadrants.
	+ When completed, review with the class. Answers are the following:
	+ 1: Quadrant 2. This is a long term goal that is not urgent but definitely important.
	+ 2: Quadrant 3. Be mindful of others claiming your time. The key word here is “tomorrow.” If your exam was later, then you be fostering that relationship by helping, and this would fall under quadrant 2.
	+ 3: Quadrant 4: The key word here is “escape”. Doing other tasks as an escape from our responsibilities are time-wasters.
	+ 4: Quadrant 2: “Destressing” is the key word. Taking care of ourselves is preventative.
	+ 5: Quadrant 1: Remember, our bodies always win. Listen to what your body tells you. If we are sleep deprived, we eventually shut down and resting becomes something that will need to be done now.
	+ 6: Quadrant 2: They key word here is “making time”. Fostering relationships is a long-term investment and something that is important, but not always urgent.

**Activity 3: Course Prioritization Equation**

* Slide 11: We created a simple equation that only includes addition, but you will have to do a little investigating to figure out what each of the categories are. Here are the keys for each letter. I am going to walk through the equation and then give you time to work through them yourselves. Make sure to pay attention at this time. It is simple, but seems confusing if you get distracted. Ready?
* Slide 12: First, you will begin by creating this chart on a sheet of paper for every final exam you have. Make sure to label each chart with the correct class. This first one here is an example. I will give you a few minutes.
* Slide 13: Weight, Grade, Cumulative
	+ Fill out the Weight of the exam and assign the score. If you do not know the weight, you can look it up.
	+ In the G write your current grade in the course and assign the score.
	+ For C, fill in if your final exam is cumulative or non-cumulative. Cumulative means it covers all the content from previous exams. Non-cumulative means it is only recent material.
* Slide 14: Understanding, Time
	+ The U and T is less concrete but are important. This is evaluating how well you understand the material and how much time it takes for you to grasp it. Some courses come naturally, while others take more time to understand. Fill these out based on what makes most sense for you.
* Slide 15: Date
	+ The last thing to fill in is the date of the exam. Your first exam will be the highest number, and your last exam will be a one.
	+ The reason we dated the smallest number for the end is because students often prioritize based on which exam comes first. Although this is an important, it is necessary to take into account the other factors which we cover in this equation.
* Slide 16: Complete for remaining exams
	+ (Take 5-7 minutes for students to complete the equation for the rest of their classes)
	+ With your charts in front of you, write which exam is your highest priority. Often times students walk away thinking “I need to study everything” when professors recommend certain material over other. Write under the chart what is left in the course.
		- Any homework, quizzes, projects, papers, extra credits, make up work or exams, from now until the course is over?
	+ When completed, have students turn to someone and share which course is their greatest priority.

**Study Skills & Resources**

* Slide 17: Active vs. Passive study strategies
	+ Now that we have a pulse on your courses, we are going to walk through some study tips and ways to approach these comprehensive exam times. Our hope is you walk out with a clear understanding of what you have next, and how you are going to prioritize these last two weeks.
	+ How will you approach actual study material? We often hear I will look over, or read the material. But how different would you approach a study session if you were attending it, or leading it? In preparing for the exams, actively studying the material means taking something you kind of know to high level understanding. (Review active vs. passive)
* Slide 18: Where to study
	+ Now where are you going to study? Distractions are everywhere and it is hard to say no when our phone rings or we are doing difficult tasks and want to stop.
* Slide 19: Share additional resources
* Slide 20: “We have covered quite a bit this semester! Here are other items that we have already covered, but are still very relevant for finals prep. If you would like to discuss any of these further, come see us! We are happy to go over them with you and build a plan for finals specific to your schedule!”
* Conclude with remaining slides and survey.