

# EF Metacognitive Prompts

## 1 STOP and IMAGINE

### WHAT DO I NEED TO DO?

- Stopping to think before you start saves time!
- Read the instructions carefully.
- Can you imagine what the work will look like when it is done? How will you feel?
- Do you know what to do and have the materials you need to do it?

## 2 THINK AND PLAN

### HOW WILL I ACHIEVE MY GOAL?

- What steps will you follow to complete your goal?
- Create a step-by-step plan of action.
- Number the steps and estimate the time each will take to complete.
- Gather all the materials you need before you start.

## 3 DO AND REVIEW

### FOLLOW THE PLAN.

- Follow your plan, stop, and review your work along the way.
- How are you doing?
- Does your work match the image you had? Do you need to adjust your plan?

## 4 CHECK AND TURN IN

### DID I MEET MY GOAL?





- Make sure your work matches your goal.
- Don't forget the final step of turning it in!

UNIT 3: THINK AND PLAN

**Steps for Planning Essays, Projects, and Reports**

Remember to use STOP, THINK, PLAN, CHECK prompts as you work.

Remember to use STOP, THINK, DO, CHECK questions to ask questions as you work.

<p>STOP</p> 	<p>THINK</p> 	<p>DO</p> 	<p>CHECK</p> 
<ul style="list-style-type: none"> <li>• Read the directions.</li> <li>• Make sure you understand the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• When is it due?</li> <li>• What steps do you need to complete in order to finish the assignment?</li> <li>• What do you need to do first?</li> <li>• Fill in your checklist.</li> <li>• Write in the steps on your monthly calendar.</li> <li>• Decide when you will complete each step and how long it will take.</li> </ul>	<ul style="list-style-type: none"> <li>• Start working</li> <li>• Follow your schedule.</li> <li>• Make sure to check off each step as you complete it.</li> </ul>	<ul style="list-style-type: none"> <li>• What step am I working on?</li> <li>• Am I making the progress I should be making?</li> <li>• Am I staying on task?</li> <li>• Am I marking off each step as I complete it?</li> <li>• Is my plan working? if not, how can I improve it?</li> <li>• Does this look like what I thought it would?</li> </ul>

UNIT 4: DO AND REVIEW

How to use the Daily Homework Planner

**Use Your Daily Homework Planner**

**STOP AND IMAGINE**

- Look at your planner
- Review your short-term and long-term assignments. Write both types of assignments under “tasks.”
- If you don’t know the homework in one of your classes, call a friend to get the information.

**THINK AND PLAN**

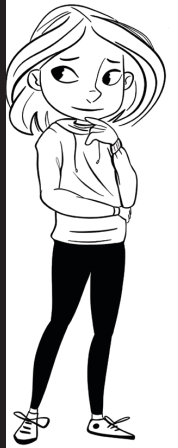
- Identity what’s due tomorrow. Plan to do those assignments first.
- Assess which are hardest for you. Plan to do the hardest ones first and save the easiest ones for later.
- Number the assignments in the order you plan to do them.
- Estimate the amount of time each assignment will take and write it down.
  - Add up how much time all your work will take.
    - Write down when you will take breaks and add that to your total time.
    - Calculate when you will be done with your work based on your starting time, break time and estimated work time. Do you have enough time?

**DO AND REVIEW**

- Set the timer when you start each assignment and stop it when you’re finished.
- On your chart, record the actual time you spent.
- Note any differences - how close was your estimated time to the time you actually spent?

**CHECK AND TURN IN**

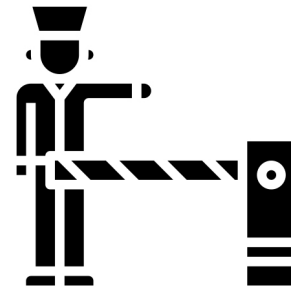
- Check off each assignment as soon as you have finished it.
- Pack each assignment in its place in your backpack, or make sure you saved it on your computer.
- Turn it in to your teacher.



## Exercise: The Gatekeeper

### Optional Materials

Paper and chalk / pastels / crayons / colored pencils / markers



### Instructions

Give the prompt: *“Did you know that you can control the flow of information in your mind? When your mind is clear information flows easily. However, when you get upset, or anxious, your mind tries to protect you and shuts down. When your mind shuts down it is hard for you to think. You can open your brain flow by imagining a gatekeeper who controls your thinking. You can tell the gatekeeper that you are fine, and it is safe to let your ideas flow, so you can think easily again.”*

- *Imagine it: “Imagine that your gatekeeper is sitting right in front of your brain controlling all the information going in and out. What does your gatekeeper look like?”* Give the student time to imagine the gatekeeper.
- *Make it /Share it: “Can you draw or describe what your gatekeeper looks like?”* Give the student a few minutes to share their image.
- *Be it: “Speak as though you’re the gatekeeper. Tell me what your job is.”* Let the student speak.
- *Own it: “How and when does working with the gatekeeper fit in your life?”* Allow the student a moment to respond.

**Using your CHECK AND TURN In skills**

**Checklist: Guiding Questions to Check Your Work**



You have learned all the steps to complete your work. Now, you need to take a moment to review your work and make sure you achieved your goal. Use the checklist below to review your work.

QUESTIONS	ANSWERS
Did I complete each step of the plan?	
I am happy with the work I did on each step?	
Does the final product match my expectations?	
Does the final product match the guidelines for the task?	
Is the final product better or worse than I expected?	
Is there something I would have done differently if I did this again?	
Is anything missing?	