



“Reflection is not a linear process, but learning how to write reflectively sometimes requires us to consciously process the events, people, and impressions around us in order to analyze and reflect on them for future action. Remember that reflection moves beyond description into analysis and purposeful or intentional action” (SCRIBD).

PSEUDONYM: DAVID B.

COURSE NAME: US GOVERNMENT

ASSIGNMENT TITLE: “PRESIDENTIAL CABINET REPORT”

ASSIGNMENT DESCRIPTION: CREATE MY OWN PERSONAL CABINET OF ADVISERS LIKE THE UNITED STATES PRESIDENT

COMPLETION DATE: 26 SEPT 2011

GRADE: A-

STEP 1: HOW WELL DID I MANAGE MY TIME • WELL

- NOT WELL: I did not prioritize, or I did not estimate how long it would take, or I procrastinated, or I got overwhelmed and had to sacrifice many things I wanted to do.
- OKAY: I prioritized, but I did not estimate how long it would take, or I ran out of time, or I could have used more time.
- WELL. I prioritized, and I estimated how long it would take accurately. But I did not revise, delegate, or omit activities when unexpected things came up. In the end I still felt stressed and overwhelmed.
- EFFICIENTLY. I prioritized, and I estimated how long it would take accurately. I followed through with my plan. I revised my schedule when it was necessary, and I delegated and omitted activities appropriately. I felt satisfied with how well I used my time.

NEXT TIME I SHOULD CONCENTRATE ON THE FOLLOWING TIME MANAGEMENT AREAS

ESTIMATING

- Prioritizing
- Estimating
- Revising
- Delegating/Omitting

NEXT TIME MY TEACHER WANTS ME TO CONCENTRATE ON

ESTIMATING & REVISING

- Prioritizing
- Estimating
- Revising



- Delegating/Omitting

COMMENTS:

I did a lot better on making time for this assignment than I usually do. I think it was because Brian made us do the first few in class, so I knew about how much time it was going to take for the advisers. It helped me prioritize and omit other activities.

In my grade, my feedback was to practice not using repetitive sentences and phrases. I guess I can work on that in the future, like in college. I don't really know how to do that well unless someone looks over my paper, and I didn't have time to do that.

STEP 2: DESCRIBE FACTS ABOUT THE PROCESS • 1-3 PARAGRAPHS

- Physical description, behaviors observed, things you heard . . .
- What happened, when, who was involved . . .
- Location, your perspective . . .
- Your actions, other people's actions . . .
- Any unusual observations . . .

I started the project in Brian's class a few weeks ago when he introduced it in Government. It was easy to work in Brian's class because there are only 4 other kids in my class, and they aren't screw offs. On the floor, when I worked on it for homework it was loud and distracting because Daniel kept playing his guitar.

I worked on this for about a week. It took me 4 or 5 times sitting down to write it all. Then it took me like an hour to type it and spellcheck it on the computer in English class. I had to ask for help once from Brian because I didn't know who to pick for one of my advisers. I also had to ask Cami on how to do the spacing on the computer.

STEP 3: CONNECT TO PRODUCER SKILL

- What Producer Skill did you choose? **WORKING MEMORY**
- Why did you match this Producer Skill with this particular assignment?

Brian said the main reason we were doing this big project was to help us to memorize all the 15 members of the Presidential Cabinet.

I have a horrible memory. I was very anxious about getting this done and getting those questions correct on the quiz and the final. Brian scared me and told me that only a few students can even remember all 15. I need to pass Government now that I am a senior, so I can graduate when I am 18.

- Copy whatever PRACTICE(S) FOR GROWTH you used for this skill below. If you need more room, help yourself.

I really tried to do a good job on this, and practice the different cabinet adviser positions. I tried the 'chunking' skill practice.



I broke up the 15 into smaller groups;
-Money related advisers
-People related advisers
-Law/Military related advisers
-Land related advisers

STEP 4: ANALYZE & INTERPRET • 1-3 PARAGRAPHS

- Why do I think things happened this way?
- Why did I choose to act the way I did? What can I surmise about why others acted the way they did?
- What did I think and feel? How might this have affected my choices/behavior?
- How might the context have influenced the experience? Was there something about the activity or timing or location?
- Are there other potential contributing factors? Something about what was said or done that impacted my response? Are there past experiences—mine or others—that may have contributed?
- What are my hunches about why things happened in the way they did?

I took the quiz on the executive branch, and there were 4 or 5 questions about the Cabinet on it. I knew three of them super easy.

One was how many people are there in the cabinet, and I got that one fast. Another was who chooses the cabinet. The longest question was where we had to list as many as we could out of the 15 positions.

I don't like big questions like that, and I had a hard time thinking of them at first; my memory wasn't helping me. I handed my quiz to Brian, and he saw I only had like 9 of the cabinet positions. He told me to think of my list of people and see if that jogged my memory.

I immediately remember Andrew for Veteran Affairs, and after a few minutes I also got Energy, Transportation and Education.

I ended up getting 13 out of 15. I think I remembered the other ones because I had spent time thinking of who to choose for my cabinet, and I could remember their responsibilities. The other two I checked on, and they were ones I kinda just wrote really quickly.

STEP 5: SO WHAT? MEANING & APPLICATION • 1-3 PARAGRAPHS

- Why did this seem like a significant event to choose?
- What have I learned from this? How could I improve?
- How might this change my future thinking, behaving, and interacting?
- Now what? What will I do differently?
- Next time a situation like this presents itself, what do I want to remember to think about? How do I want to behave?
- How could I set up conditions to increase the likelihood of productive interactions and learning in the future?



I chose this event because it shows that when you tie your own life into your assignments it helps you remember things better. My memory isn't that great, so next time a teacher tells me I have to memorize a list I might have to do something like this to help jog my brain during a quiz.

I think I learned that memorizing stuff is easier when you work on it for a while. Cramming has always been my way of getting through, but my grades were never too good.

This project took me a week to do. It was less stressful than doing it the night before. I know in college lots of people put off large papers until the last minute, but I don't think that will work for me.

Modified from <http://www.scribd.com/doc/13949636/Reflection-Guidelines>