Burnett Learning Time (BLT) will provide opportunities for students to deeply engage with and manage their learning. Teachers will clearly communicate *which staff* and *which learning spaces* are available for BLT on Tuesday and Thursday morning in their classes and on our ***EASY Weekly Planner***. Learning spaces will include teacher’s classrooms and large common spaces like the multi-purpose area, center court, the library learning commons, and some of our fitness areas. **Each space will have a capacity limit.** It is important to book your learning space in advance on the weekly planner website. Please review handout about the ***EASY Weekly Planner*.**

**Options for Students During Burnett Learning Time:**

* Students can spend time reading, journaling, reflecting, and becoming more self-aware
* Support students in personal time management and study skill development
* Support students’ ability to set personal and learning goals
* Support for learning completion, incomplete assignments, etc.
* Support enrichment and deeper learning for individuals or small groups including review
* Support students’ reflection and self-assessment of the Core Competencies
* Support the development and presentation of Capstone Projects
* Engage in cross curricular and/or project-based inquiry
* Enhance learning support to vulnerable and diverse learners
* Enhance language acquisition for ELL students across the curriculum
* Provide opportunities for students to ask questions, converse, and consult with staff
* Provide time for community service, career education, and/or work experience, and clubs
* Provide opportunities to improve both physical and mental health throughout the year
* Provide opportunities for both individual and group counselling
* Other options in consultation with staff and parents

**How can you prepare to use your personalized BLT time effectively each week?**

**ORGANIZING YOUR LEARNING PLAN EACH WEEK**

* Reflect on what tasks or learning activities you need to pay attention to, complete or get help for
* If there is no specific task or learning activity for a class, explore how you can improve your learning and personal well-being through other options available for students during BLT
* Look at the table of suggested strategies below to see what might best fit your learning needs
* Think creatively about how to best use BLT and utilize the opportunity and time wisely

**SET YOUR PRIORITIES**

* + Take time on the weekend to reflect and self-assess your learning, physical, and mental health
	+ What are the priorities for the coming week for learning? What goals you have set for yourself?
	+ Decide which teachers and/or learning spaces would be most helpful to sign up for
	+ Are there learning activities you could participate in during BLT that teachers have emphasized are important and will improve your knowledge, skill, and understanding of key concepts?

**C. MAKE A GAME PLAN**

* + Reflect on your personalized learning priorities and goals for the week ahead
	+ Use the chart provided below to establish and write down your goals
	+ Share your goals with your parents or guardians if you choose
	+ What will you choose to work on this week? Write it down.
	+ What materials / resources do you need to gather to work productively?
	+ Decide which teachers or learning spaces you would like to book on the ***EASY Weekly Planner***
	+ Enter your learning plan on the ***EASY Weekly Planner*** when you sign up for your each week

|  |  |
| --- | --- |
| **My Personalized Learning Goals for BLT****Week/Date** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **1.****2.****3.** |
| **My Learning**  | **Learning Focus/Specific Goals for this class or****Learning Opportunity** | **-Important information****-Learning Activity Progress****-Important Dates**  |
| **A** |  |  |
| **B** |  |  |
| **C** |  |  |
| **D** |  |  |
| **Other Learning Opportunities for BLT****at Burnett**  |  |  |

**STRATEGIES FOR SUCCESS (SOME POSSIBLE BLT IDEAS FOR STUDENTS)**

|  |  |
| --- | --- |
| **LEARNING ACTIVITY** | **BLT LEARNING IDEAS** |
| **STUDYING FOR** **SUMMATIVE ASSESSMENTS, TESTS, QUIZZES OR EXAMS** | * Review class notes, textbook, and learning activities
* Check teacher website for notes/homework assignments
* Make cue cards/flashcards
* Make a Kahoot quiz
* Ask a friend to review or quiz you
* Write down things you don’t already know about the topic
* Re-write class notes/ make a graphic organizer
* Practice problems or questions to review
* Seek peer and teacher support throughout this process
 |
| **READING STRATEGIES**  | * Make predictions before you read
* Be an active reader: record things you wonder, questions you have, connections you make
* Summarize what the text is about. Tell a friend what you read.
* Make a list of words you don’t understand.
* Use post-it notes to record your important ideas
 |
| **PROJECTS/INQUIRY****CAPSTONE PROJECTS** | * Think and brainstorm, jot down your ideas
* Design: draw, use graphic organizers, outline, visualize
* Research: What other examples exist in the world already? Can you learn from them or build upon them? Expand on them? Fragment and re-invent them?
* Problem solve/check for accuracy.
* Re-visit/design/edit
* Create, realize the finished outcome
* Development of project/idea/concept/brainstorm/collaborate
 |
| **SKILL BUILDING** | * Gather appropriate equipment and resources
* Find space to practice/rehearse
* Option to record progress with phone and review your technique
* Record progress/ journal about experience/set goals
* Seek feedback from peers
* Reflect on the process
 |
| **LITERACY/WRITING** | * Mind map your thoughts, make connections
* Make an outline for longer assignments
* Write a rough draft (use google docs for easy editing)
* Revise/peer-edit
 |
| **WELLNESS** | * Make an exercise plan including some fresh air
* Reflect on what you are doing to maintain good mental health. Are you maintaining good balance in your life between school, other activities, and pursuing your personal interests and passions?
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