

**UNIT 3:** Approaching College Learning - GASP: Gather, Analyze, Synthesize, Present  
**ACTIVITY 1:** GASP Overview  
**GRADE:** 11

ramp-up to  
**READINESS™**

Through this series of advisory sessions, students will develop an understanding of the type of learning that they are likely to experience in postsecondary institutions, summarized here by the acronym GASP, for Gather, Analyze Synthesize and Present.

**Objective:** Students begin to consider how higher-level work at postsecondary institutions will require types of learning that are different from the ones that many have experienced in high school courses. They will also begin to see how they will have an active role in not only learning content, but understanding it for purposes beyond a test or quiz.

**Resources Needed for this Activity:**

- PowerPoint [11\_U3\_A1\_PP\_GASP Overview] *Optional*

**Opening: 5 minutes** - The advisor puts students into groups of four. Once the students are in those groups, the advisor asks students to answer the following question that is either written on the board or found on slide 2 of the optional PowerPoint.

*If you had to describe the kind of learning you think you will do in college in a single word, what word would it be?*

**Activity: 20 minutes** - Once they are in their groups, students should be told that they will be given a short period of time to find the best possible word to describe what they think college-level learning will be like. If it's possible to promote a spirit of competition among the groups, that would be good.

Students should then be given time in their groups to find a single word to summarize college-level learning. It is important that students understand that they are trying to describe in one word what college will be like. It is important to encourage students to really believe in and agree upon the word that they choose.

When students have had enough time to agree upon an answer in their groups, the advisor should call on each group to share its word that summarizes college-level work. The responses can be recorded on slide 3 of the PowerPoint using a SmartBoard or can just be recorded on the board.

As the groups share their words, the advisor should write each word down on the screen or the board.

When the groups have finished sharing their words and the advisor has put all of the words on the screen or the board, the advisor should either write the following word on the board or screen or reveal slide 4's heading:

**GASP**

The advisor should then ask the students what they think that word means. The advisor should take various answers and then can tell students what the acronym means. These are revealed one at a time on slide 4 of the PowerPoint. The GASP acronym means:

- Gather
- Analyze
- Synthesize
- Present

The advisor should then make the point that in postsecondary education students will often need to search for information on their own and will need to figure out creative ways to get it - from people, libraries, the press and the media, experiments, and many other sources.

**Activity:** To begin the discussion of Gathering information, the advisor should read students the following passage:

You have been asked to develop a report on your community's demolition of an automobile assembly plant that has been in the middle of town for almost 100 years. This plant was built at the dawn of the automobile age and had been a major employer and the cultural center of that part of the city for most of that time. There are many aspects of the city's life that will be deeply changed by the closing of the plant, and so the city leaders want to capture as many aspects of the automobile plant's impact on the city as possible.

You have been asked to gather as much information as possible for a major study of the impact of the demolition of the automobile plant. Here is your challenge:

How many different sources can you think of to gather information from? Think about all the many people and parts of the city whose lives are touched by the plant. You will have ten minutes to think of as many sources of information as you can. You should not count the same type of source twice. You will get a point for each source that the advisor decides is valid. The group with the most points will win.

The advisor should then give the group ten minutes to write down the sources they could gather information from.

When the ten minute period is complete, the advisor should ask each group to read the name of one source from its list and provide rationale if needed. If the advisor decides the source would provide valid information on the closing of the auto plant, all of the groups that came up with that answer should get a point for it. If groups need help getting started, a few of the following examples could be shared at the advisor's discretion. This is in no way a complete list of "right answers":

- Employees
- Employee union
- Company's local management
- Corporate leaders
- Local businesses surrounding the plant
- Businesses that supply the plant with services or products
- School district
- Community support services like human services
- Churches
- Community and technical colleges
- City planning offices
- Parks and recreation offices
- Media outlets
- Community leaders of other communities who have been affected by similar plant closings

When all of the groups have finished sharing their answers, the advisor should ask the groups to total up their number of valid answers and declare the group with the most the winner.

**Closure: 2 minutes** - The advisor should end the session by reminding the students that this was a brief activity to help them remember the first step in the GASP process: Gathering information.