UNIT 4

STUDY SKILLS

Lesson Descriptions

Study Skills 1: Finding a Time and Place to Study
How can I organize my homework, materials, and study space to make the best use of my study time?

Study Skills 2: Taking Notes
How will taking notes improve my performance in school and on the job?

Study Skills 3: How to Study
What can I do in class and at home to be successful in school?

Study Skills 4: Managing Stress
What are some healthy ways to reduce stress?
Note: Review referral process with school counselor in case students bring up issues that need follow-up.

Study Skills 5: Short-term Planning
How can I make time for everything that's important to me?

Study Skills 6: Study Skills Challenge
What have I learned about study skills?

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PLANNING PYRAMID

GRADE 7, Unit 4, Study Skills

Some Students Will:

- Identify a viable option for computer and Internet access if not available at home.
- Create a schedule for one day by estimating how long each task on their list will take.
- Schedule time-sensitive to-do items first (for example, basketball practice at 3pm).

Most Students Will:

- Consistently write down their homework assignments.
- Identify two students they can call about missing assignments or homework confusion.
- Take notes using the outline, mapping, or Cornell method (including differentiation between main idea and supporting details.)
- Identify one strategy to review class notes for a test.
- Prioritize tasks on a daily to-do list.

All Students Will:

- Understand the value of a regular time and place to study.
- Recognize the usefulness of taking notes at school and in the workplace.
- Identify some of the elements that make the transition to middle school stressful.
- Understand that different individuals respond to stress differently.
- Identify two healthy ways to alleviate stress.
- Create a to-do list for a single day.

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ROADS to SUCCESS

Grade 7 **Study Skills**

Family Newsletter

Getting Organized

For many students, the first day of school feels a lot like New Years. They may be eager for a fresh start and full of resolutions about making this year better than the one before.

How can families help kids make good on their promises to do well? Like adults, kids need to make concrete plans to stick to their resolutions. Here are some ways to tell if your teen is on the right track:

Does he write down his assignments for every class, every day? The first step to becoming a good student is to know what's expected. Many school districts provide daily planners to help students keep track of their assignments. (No fumbling around for missing scraps of paper in the bottom of the book bag.)

Once your student has demonstrated he can do this consistently for 2 or 3 weeks, he's on his way.

Does she have a routine time and place for studying? Say no to nagging by making a study plan with your child when things are calm. Agree on when, where, and how she'll study. Figure out what works for her, and stick to the same routine every day.

Is he able to break down a big assignment into a series of smaller steps? As kids get older, teachers expect them to tackle big assignments given weeks in advance. Avoid the last-minute rush by helping your teen break big assignments into smaller ones. Write due dates for these smaller assignments on a calendar, and check in to see if your student is meeting his own deadlines.

Does she have the tools she needs to get the work done? Make sure the materials she needs are nearby: a dictionary, paper, something to write with, the assignment, books, and handouts. A routine is helpful here, too. Your student should have a place at home for materials that are going to school the next day, and a place at school for materials coming home. (This is even more important if your teen spends after-school time in more than one place.)

Grade by Grade: Study Skills

The transition to middle school can be a challenge. Students face new kids, new classes, new teachers—each with their own expectations.

Roads to Success offers a series of lessons to help 7th-graders get organized—from taking notes to taking tests.

We'll show students how they can improve their school performance. We'll also show how skills developed in school carry over into the workplace. (How do doctors, waitresses, and party planners use note-taking on the job?)

For more about Roads to Success, contact your child's teacher, or check us out at **www.roadstosuccess.org**.

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

Did you know?

Many middle-schoolers need help getting (and staying) organized. Start things off one day at a time. Encourage your child to keep a list of a few things he wants to get done each day. Cross each task off the list once it's finished.

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Finding a Time and Place to Study

The BIG Idea

- How can I organize my homework, materials, and study space to make the best use of my study time?

AGENDA

Approx. 45 minutes

I. Warm Up: Are You a Super Studier? (5 minutes)

II. First Things First: Do You Have What You Need? (10 minutes)

III. Finding the Time, Setting a Goal (10 minutes)

IV. Finding a Special Study Spot (15 minutes)

V. Wrap Up: Study Skills Checklist (5 minutes)

MATERIALS

- ❑ **STUDENT HANDBOOK**
  - Student Handbook page 23, Are You a Super Studier?
  - Student Handbook page 24, Homework Assignments
  - Student Handbook page 25, My Time, My Place
  - Student Handbook page 26, Study Skills Checklist
- ❑ Chart paper

OBJECTIVES

During this lesson, the student(s) will:

- Create a place to write down their daily homework assignments.
- Consider the best time and place to study for themselves, understanding the importance of keeping this time and place consistent.
- Identify at least two students they can call for help if they have questions about their homework assignments.

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OVERVIEW

In this lesson, students will talk about how to make the best use of their time when they study, from how to keep track of homework assignments to finding the best time and place to study. They'll begin with a quick quiz that asks about important study habits. Then they'll discuss the importance of homework preparation, and how to keep track of each day's assignments and materials to go home. Next, they'll talk about finding the best time to study, and how to make the best use of their time. Then they'll explore finding the best place to study - including when a computer is required - and draw a picture of their own special "study spot." Finally, they'll assess their own study habits with a study skills checklist.

PREPARATION

- ❑ Make multiple copies of **Student Handbook page 24, Homework Assignments.**
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 24, Homework Assignments**
  - **Student Handbook page 26, Study Skills Checklist**
- ❑ If feasible, copy the **Study Skills Checklis**t on the back of the Family Newsletter. This will allow students to review this checklist with their families.
- ❑ Write the day's **BIG IDEA** and agenda on the board.

BACKGROUND INFORMATION

Middle school is a big transition for many students. In elementary school, they had one or two teachers who were there to hold their hands and remind them of assignments and responsibilities. In middle school, they suddenly have five or more teachers—each with their own expectations and demands. Classes are held in different places, so their "home base" becomes a locker that they, and they alone, are responsible for. They also have more materials stored in that locker, with textbooks, notebooks, and other materials for each class. Notes and reminders may reach parents less frequently, so it's up to students to keep track of their own schedules, papers, and

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test dates. And most importantly, students in middle school are facing much higher expectations.

To stay on top of everything, students need to be very organized—but this doesn't come naturally for many seventh-graders. They need assistance to organize their assignments, their notebooks, their lockers, and, most of all, their time. Otherwise, students may suffer academically—not because of a lack of talent, but because they simply haven't learned to organize their time to study effectively.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 23, Are You a Super Studier?** as a DO NOW. Give the students three minutes to answer the questions. Once the students have completed their quiz, go over the answers and then begin with the discussion in the **Warm Up**.

For **Activity II, First Things First: Do You Have What You Need?,** if your students' school planners look very different from **Student Handbook page 24, Homework Assignments,** you may prefer to create a model page, on either chart paper or the overhead, that matches your students' school planner.

You may choose to have the students complete the **Student Handbook page 25, My Time, My Place** after you have discussed both topics, as described in **Activity III** and **Activity IV**.

As a final homework assignment, state that you'll be checking their assignment notebooks the following week, specifically looking at the students' list of assignments for the previous day. You could also announce that you'll spot-check assignment books over the coming weeks, providing raffle tickets or small prizes to students who can find the previous day's assignments in one minute or less. Also, you could announce that you will spot-check for students' study-buddy numbers in the same way.

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ACTIVITY STEPS

I. Warm Up: Are You a Super Studier? (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome, everybody! For the next few weeks, we're going to focus on study skills. Figuring out how to get organized, take good notes, and use your time well are keys to success in seventh grade.

   How many of you think you make the best use of your time when you study? Well, you're going to take a little quiz to find out! Please turn to **Student Handbook page 23, Are You a Super Studier?** Take a minute to complete the quiz.

   [Give students a few minutes to complete the quiz. Then ask students to identify the right answer for each question. As the answers should be fairly obvious, this is really meant to reinforce some major ideas in the lesson. If time permits, quickly go through the quiz, asking students to raise their hands to show which letter best fits their current behavior.]

2. **SAY SOMETHING LIKE:** So, how did you do? If you got five or more answers right, then you ARE a super studier. If you didn't, then you could be a super studier—you just need to learn a few basic tips about studying. Today, we're going to discuss an important aspect of study skills—finding a consistent time and place to study that works for you.

II. First Things First: Do You Have What You Need? (10 minutes)

1. **SAY SOMETHING LIKE:** Who's ever gone home and realized you don't have the book you need to do your homework? (Show of hands) Or maybe you have the right books, but you don't know what your assignment is. As you've seen first-hand, you can't study well unless you know exactly what you need to do, and have what you need to do it.

   [Ask for volunteers to explain how they keep track of their assignments for each class. You may want to write their ideas on chart paper, an overhead projector, or the board. Use this brainstorming to explain the importance of writing their assignments down in one place.]

   You are exactly right! The best way to keep track of your assignments is to have one place where you write down your homework in every class every day. A small notebook is ideal, especially if it's small enough to tuck into a pocket in your book bag.

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2. **SAY SOMETHING LIKE:** It's also important to know what you need to take home each night for every class. To help you remember, you could write a simple note or symbol into your planner—something that's easy to read at the end of the day when you're packing up your book bag. For example, you could simply write a "TB" or "NB" next to the assignment if you need to take home the textbook or notebook in that subject.

3. Allow students to share any notes or symbols they use to remember their assignments and/or supplies. To show students one way to organize these assignments, have them turn to the **Student Handbook page 24, Homework Assignments.** Call on two volunteers to share one homework assignment they have that week. On the overhead, model how to record the assignment and needed supplies using shorthand. (See **Implementation Options** for suggestions.)

4. Emphasize the importance of reviewing this list at the end of the day to make sure you have all the books and materials you need to take home.

5. **SAY SOMETHING LIKE:** No matter how organized you are, chances are you'll leave a book at school, forget to write down an assignment, or maybe realize you don't understand an assignment once you sit down to study. This is when it helps to have at least one "study buddy," or someone you can call for help, in each class.

   I'd like you to open your assignment book, or the notebook you use for most of your classes. On the inside front cover, write down two people in your classes that you could call if you have a question about an assignment. If you know each person's phone number now, go ahead and write it down, too. If not, do this after class. You could also keep these numbers in another handy place that works for you: programmed into your cell phone or written in a card in your wallet or book bag.

III. Finding the Time, Setting a Goal (10 minutes)

1. **SAY SOMETHING LIKE:** What time do you sit down to do your homework? [Take a few answers. Ask the students why they choose that time.] This time may vary with each of you. It really depends on your schedule, other commitments, and even what time of day you feel most alert. Maybe it's easier to study right when you get home. Or maybe you need a break after school, so you study after dinner. Whenever you study, it's important to get into the habit of studying at about the same time every day.

2. **SAY SOMETHING LIKE:** It's also important to have enough time to study—and to use this time wisely. One way to do this is to have a clear goal when you sit down to study.

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This goal should clearly state what you need to accomplish in each subject. You should also prioritize the assignments—tackling the most urgent and difficult assignments first. To make sure you're leaving yourself enough time to study, try to estimate the time each subject will take.

3. **SAY SOMETHING LIKE:** Of course, we all need to take breaks while we study. You need a change of pace when you start to feel fidgety, bored, tired, or your mind wanders. Just remember to keep breaks limited—and short. What are some other good things to do if you want to take a quick break? [Students respond; stand up and stretch, pet the dog, go to the bathroom, listen to one favorite song, walk outside and take a deep breath.] If you find your breaks are stretching out, try setting a timer to limit breaks to five minutes or less.

4. Have students turn to their **Student Handbook page 25, My Time, My Place**. Have them complete the first part of the page, "My Time," in which they'll consider the best time of day for them to study and explain why. (See **Implementation Options** for suggestions.)

IV. Finding a Special Study Spot (15 minutes)

1. **SAY SOMETHING LIKE:** Just as it's important to try to study at the same time everyday, it's also important to try to study at the same place every day.

   [Have students share their favorite places to study—places where they really feel like they can focus on their homework without distractions; this can be inside or outside their home. (If students do not seem to have a quiet place to work, have them describe their ideal study setting.) List these places on the board.]

2. Point out how different these places are. What works for one person may not for another. It's up to them to find the place that works best for them. Briefly discuss some important things to consider when finding a good place to study:

   NOTE: Write the four factors (bolded words) below on the board, overhead, or chart paper to assist in your class discussion.
   - **Comfort**: This could be a desk, kitchen table, bed, comfortable chair, or even the floor. Just be sure you're comfortable and have room to spread out your books.
   - **Sound**: Turn off any noises that are distractions—the television, a loud radio, or an MP3 player.
   - **Interruptions**: Find a place where you won't be interrupted or distracted by any-

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one. Put a sign on the door and turn off your cell phone and instant messaging on your computer.

- **Materials:** Be sure you have everything you need where you study—paper, pens, pencils, calculator, dictionary, and access to any books, phone numbers, or websites you'll need.

3. **SAY SOMETHING LIKE:** What if you need a computer for your assignment? Of course, lots of students don't have computers at home.

   [Have students name places where they can use the computers (besides their own homes) and make a list on chart paper. Next to each, talk about what you might need to do to use that computer. For example, you would need to sign up to use the computer lab at school, making sure there's not a class using the lab. If you use a computer at the library, find out when the busiest times are so you don't get there to find out all the computers are in use. Help students see that they do have different options.]

4. Have students turn to their **Student Handbook page 25, My Time, My Place**. Have them think about a place they know of that would be a good place to study and write that place under "My Place." Then have them draw a picture of this special "study spot." Have them write a caption or include labels to point out what makes this a good place to study. Maybe there's room to spread out, pens and paper, a comfortable chair, their favorite hat, or a radio to play soft music.

5. **SAY SOMETHING LIKE:** If you are going to try a new place to study or use the computer, it might take some getting used to. When you begin anything new, it can feel weird at first. If you're studying at the library for the first time, you might walk in and immediately feel like you want to leave. But give it a few times—I promise it will feel a little less strange each time you do it. By the end of the week, you may have found the perfect study spot.

V. Wrap Up: Study Skills Checklist (5 minutes)

1. Have students take a minute to share their **Student Handbook page 25, My Time, My Place** with a partner.

2. **SAY SOMETHING LIKE:** Before we end for the day, I'd like you to reflect on your own study skills.

   [Have students turn to **Student Handbook page 26, Study Skills Checklist,** and check each one they feel they do.]

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3. **SAY SOMETHING LIKE:** Take a look at your list and think about which study skills might still need some work. The first thing I'd Like you to focus on is keeping track of homework assignments. Your assignment for next week is to bring in your list of assignments from the previous school day. Remember, your list should clearly show the assignment in each subject, and the materials needed for each one.

4. **SAY SOMETHING LIKE:** You all have done a great job today. Remember, if it takes some time to find a perfect time and place to study, don't get discouraged. It might take some time to find what works best for you. You have lots of people who want to help you—parents, teachers, counselors, librarians. All you need to do is ask!

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Are You a Super Studier?

Below are some familiar situations. Circle the best answer for each one.

1. It's time for school! Before you rush out to meet the bus, you:
   A. Run around the house looking for your book bag, stuffing in whatever notebooks and textbooks are lying around.
   B. Grab your book bag from your room, but wonder if all your notebooks and textbooks are in it as you head out the door.
   C. Grab the book bag from its regular spot. You know everything you need is there, because you packed it the night before.

2. The bell has rung and you're walking out of class with a friend. Your teacher says, "Tonight, please read Chapter 3 and answer the questions at the end." You:
   A. Keep walking out of class, telling yourself you'll remember the assignment.
   B. Write it on a scrap piece of paper and shove it into your book bag.
   C. Take out your homework notebook and write it in the day's list of assignments.

3. You get home and realize you didn't write down your math homework. You:
   A. Call someone you know in that class to find out the assignment.
   B. Plan on doing your math homework during your science class.
   C. Celebrate! No math homework tonight!

4. Your social studies teacher wants your paper typed on a computer. You don't have one at home, so you:
   A. Ignore her request and write it in your neatest handwriting.
   B. Figure you'll use the computer lab the day it's due.
   C. Sign up to use the library computer at least twice that week, in case it takes longer than you expected.

5. It's time to head home, so you swing by your locker. You:
   A. Pick up your book bag and whatever books you think you might need for homework that night.
   B. Check your homework notebook to see what books and other materials you'll need for homework that night.
   C. Look at all the books in your locker, feel overwhelmed, and go home with an empty book bag.

6. You know you have a paper, math homework, and lots of reading to do before tomorrow. Before you get started, you:
   A. Eat a snack, call a friend, check your email, call another friend, check your email again...
   B. Grab your books and turn on the television.
   C. Go to your special, quiet spot for studying and set a goal for what you need to accomplish.

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Homework Assignments

Name_____

From _____ to _____

(beginning of the week) (end of the week)

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period Subject:					
2nd Period Subject:					
3rd Period Subject:					
4th Period Subject:					
5th Period Subject:					
6th Period Subject:					
7th Period Subject:					
8th Period Subject:					
9th Period Subject:					

You are responsible for writing down the assignment every day that you have for class. If there's no homework, write "NH" (for "no homework") so you know you didn't forget to write something down.

If your school has fewer than 9 periods a day, cross off the extra spaces at the bottom. If your school is on a 6-day cycle, only fill in your homework assignments for one week only.

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My Time, My Place

My Time

The best time of day for me to study is _____

because _____

_____.

My Place

The best place for me to study is _____.

Draw a picture of this special study spot below. Include a caption or labels to point out why it's the best place for you to study.

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Study Skills Checklist

How are your study habits? Read the list below, and check each item that applies to you most of the time.

- ❑ I have one place to write down my homework assignments and any books that need to go home every day.
- ❑ I check this list every day when I'm packing my book bag to go home.
- ❑ I have a special place to study that's comfortable and quiet.
- ❑ I have all my study materials in one place—including paper, pencil, calculator, and dictionary.
- ❑ I have a place to use a computer if I need it.
- ❑ I study at about the same time every day, and know that this is the best time for me.
- ❑ When I sit down to study, I have a clear goal of what I want to accomplish in each subject.
- ❑ I usually have enough time to finish my homework.
- ❑ I have the phone number of at least one person in each class that I could call with a question about an assignment.
- ❑ Every night, I put all the things I need to take to school the next day in the same place.

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The BIG Idea

- How will taking notes improve my performance in school and on the job?

AGENDA

Approx. 45 minutes

I. Warm Up: Scavenger Hunt (5 minutes)

II. What's My Line? (10 minutes)

III. Take Note! (15 minutes)

IV. The Red Effect (10 minutes)

V. Wrap Up: Study Skills Assignment (5 minutes)

MATERIALS

- ❑ **STUDENT HANDBOOK**
  - Student Handbook page 27, What's My Line?
  - Student Handbook page 28, Note-taking Methods
  - Student Handbook page 29, Note-taking Methods (The Red Effect)
- ❑ **FACILITATOR RESOURCE**
  - Facilitator Resource 1, DO NOW: Taking Notes
  - Facilitator Resource 2, The Red Effect
- ❑ Blackboard or overhead projector
- ❑ Index cards (optional)

OBJECTIVES

During this lesson, the student(s) will:

- Understand the importance of taking notes in school and at work.
- Compare and practice several methods of taking notes on material presented verbally.

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OVERVIEW

In this lesson, students play a game in which note taking is important. They also guess people's professions by looking at their notes. After modeling different ways of taking notes, students practice the different methods in a group activity.

PREPARATION

- ❑ The following handouts can be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 28, Note-taking Methods**
  - **Student Handbook page 29, Note-taking Methods (The Red Effect)**
  - **Facilitator Resource 1, DO NOW: Taking Notes**
  - **Facilitator Resource 2, The Red Effect**
  - The paragraph, "This Monkey's Business was Art," from **Activity III.**
- ❑ Familiarize yourself with the different forms of note-taking methods you will model during **Activity III, Take Note!**. For additional information about note-taking systems, visit: www.sas.calpoly.edu/asc/ssl/notetaking.systems.html.
- ❑ Write the day's **BIG IDEA** and agenda on the board.

BACKGROUND INFORMATION

Taking notes helps students focus attention during class and remember the ideas and facts presented once class is over. It also encourages students to make connections and elaborate on classroom discussion topics. It helps them process information more fully, and to recall information with greater ease. It is important for students to find the note-taking method that works best for them. For this lesson, there is a considerable amount of time reserved to explain how to take notes in a step-by-step format so students will be able to understand and adopt the method that works best for them.

NOTE: This lesson is intended to prepare students for note taking based on a lecture, rather than written text.

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IMPLEMENTATION OPTIONS

DO NOW:

You may choose to replace the **Warm Up** activity (scavenger hunt) with a written DO NOW. Present the questions on the board or overhead, and have students write only their answers on index cards.

Questions:

1. In what class or classes do you regularly take notes?
2. Do you follow a certain method of note taking? Explain how you take notes. (If there are multiple methods, just list them.)
3. List 2 jobs that you think require some form of note taking. (There is no right or wrong answer, just try your best.)

[Give the students 3 minutes to answer these questions. Call on students to volunteer their answers and then discuss what they will be learning today.]

For **Activity I, Scavenger Hunt,** if you think your students will be able to remember a list of 5 items without taking notes combine lists A and B into one longer list.

For **Activity III, Take Note,** time constraints may prevent you from teaching all three note-taking methods. If so, choose the two methods that you think your students will most benefit from.
Note: Students complete the two corresponding sections of **Student Handbook page 28, Note-taking Methods,** skipping the section not covered.

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ACTIVITY STEPS

I. Warm Up: Scavenger Hunt (5 minutes)

1. For this activity, break students into small groups of four or five.

2. **SAY SOMETHING LIKE:** We're starting today's class with a quick scavenger hunt. Listen carefully— I'm only going to give the directions once. [Pause.] Within your group, I'd like you to gather five objects. I will read from two lists. You can choose all the objects from List A or all the objects from List B. (See **Implementation Options** for suggestions.) The first group that gets all five objects from one of the lists wins. [Read the list aloud.]

List A	List B
A blank piece of paper	Lip gloss or chapstick
A homework planner	A shoelace
A pen or pencil	A coin
A highlighter	A watch
A textbook	A necklace

[NOTE: If after a few minutes, no group has come up with all the objects from a list, the group with the most objects wins.]

3. **SAY SOMETHING LIKE:** Raise your hand if you wrote down the instructions. Did you write down every word I said, or just the important words? Was it possible to complete the task without taking notes? How did taking notes help?

   Give yourselves a pat on the back if you had every item from List A. You're really prepared for class!

II. What's My Line? (10 minutes)

1. **SAY SOMETHING LIKE:** During the scavenger hunt, you saw that notes made it easier to remember what you had to do, which is true for most anything. We just can't keep the details of everything we hear in our heads, so we write things down. And since we can't possibly write everything down, we take notes to remember the important things.

   This is of course true for students, but it's also true for just about every job there is.

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Can anyone name a profession where note-taking is important? [Students respond.]

2. Refer students to **Student Handbook page 27, What's My Line?**

   SAY SOMETHING LIKE: Take a look at each set of notes on this page and see if you can figure out the job of the person who wrote them. For each one, there might be more than one right answer.

   [Have students fill out the worksheet. After a few minutes, go over the answers with the entire class.]

   SAY SOMETHING LIKE: Were these notes different from just a list? How? What were some of the shorthand elements the notes included? How could people tell what was most important in their notes?

   Underlining information or using stars or other symbols can help you know what's most important in your notes when you read them again.

III. Take Note! (15 minutes)

1. **SAY SOMETHING LIKE:** There are a lot of different ways you can take great notes. Some people develop their own style. But there are also a few standard methods that a lot of people like to use. Listen to the following short news story. After I read it, I'll show you three different ways you could take notes on the information.

   [Read the following paragraph aloud. Display the passage on chart paper and direct students' attention to it while you are reading.]

   This Monkey's Business Was Art
   An American Art collector was not monkeying around when he paid $26,352 for three paintings created by a chimpanzee. The three brightly colored abstract pieces were painted by Congo, a chimpanzee artist. They were created during the 1950s, when Congo was just three years old!

   SAY SOMETHING LIKE: So, what's the main idea or subject of the story?

   (Chimp art or collector bought art made by chimp)

2. Most note-taking starts with the main idea. When you use the outlining method, you

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write the main idea or most general information at the left. Then, you indent and write the details of the big idea.

Turn to **Student Handbook page 28, Note-taking Methods.** Be sure to copy down the notes I take so you'll have a sample for both styles. You'll need them later in class.

So if I used the outlining method to take notes about the story, they might look like this:

[Write the following on the board, chart paper, or an overhead projector while you talk through the process. As you write "abstract" on the board, ask a volunteer for the definition.]

OUTLINING

Art collector bought art by chimp

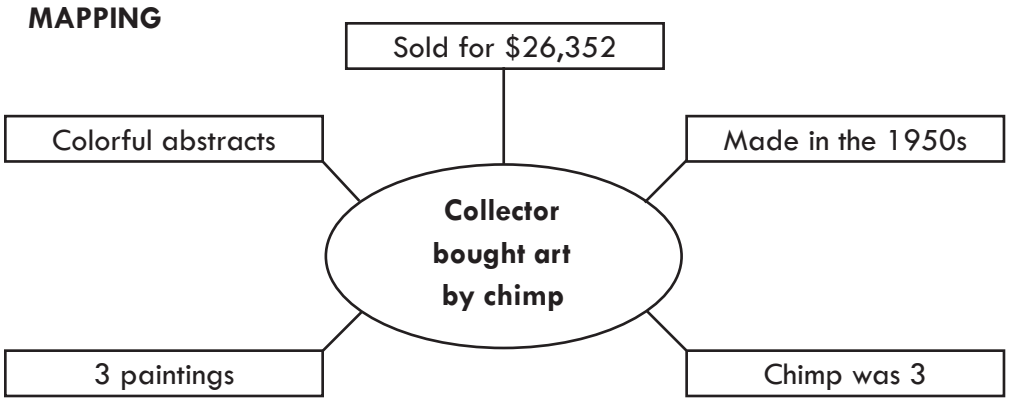
- Paid roughly $26,000 for three paintings
- Colorful abstracts
- Made in the 1950s
- Chimp was 3

SAY SOMETHING LIKE: "Art collector bought art by chimp" is the main idea. What the collector paid for it, what the art looks like, when it was made, and how old the chimp was when he made it are details that support the main idea.

[As you model this and the remaining methods, answer any questions students may have.]

3. **SAY SOMETHING LIKE:** There's also a note-taking method you can use called mapping, which shows you the information in a graphic (or picture) representation: Some people call these **graphic organizers**.

MAPPING



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SAY SOMETHING LIKE: How can you tell what the main idea is here?
(The main idea is in the circle)

4. **CORNELL METHOD**

SAY SOMETHING LIKE: Another great note-taking strategy, which can really help when you're studying, is called the Cornell method. For this one, you draw a vertical line on your paper to make a small column and a big column. [Draw columns on board.] In the bigger column on the right, you would put all your notes about the chimp art. Then when the topic changes, say to elephant art, you would drop down a few lines and start another chunk of notes in the column. When you're finished taking notes, you write a word or phrase in the small column on the left side of each chunk that helps you to remember the information in the bigger column. Here's how it would look for a chunk of information about chimpanzee art.

Chimp art	Collector paid around $26,000 for paintings
	3 abstract and colorful paintings
	Painted in the 1950s when chimp was 3

So when you're studying, you just cover the different chunks of information on the right and see if you can remember the facts from your key words in the left-hand column.

IV. The Red Effect (10 minutes)

1. **SAY SOMETHING LIKE:** Let's try using one of these methods to take some notes on another news story. I want you to use the method that you are most comfortable with.

   [Have students turn to **Student Handbook page 29, Note-taking Methods (The Red Effect)**. Instruct students to select one note-taking method to record their notes from "The Red Effect" story. Remind students that it is their mission to write down the main idea, plus 2 or 3 details that support it.]

   [Have students review their strategy and remember how to identify the main idea and details in their notes. While you read the story, have them take notes using the strategy. Then put the story on the overhead and read it a second time, so that the students can see the story to correct the first draft of their notes.]

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[Once students have finished taking notes, use the overhead projector or board to review their work. Begin with the mapping method. Have students identify the main idea and describe how they showed it on the page (in a circle). Illustrate on the overhead. Do the same with the details show as spokes radiating from the circle.]

[Briefly show how the same info would be recorded using the outline method and/or the Cornell method, depending on which strategies you covered.]

V. Wrap Up: Study Skills Assignment (5 minutes)

1. Summarize with the following questions:
   - Which note-taking method do you prefer? Why?
   - In what class are you most likely to take notes? Why?
   - How can your notes help you prepare for a test?

   You may choose to review this orally or have the students write down their responses on an index card. Students can turn in their cards before they leave class.

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DO NOW:
Taking Notes

Directions: You will have three minutes to read the questions below and write your responses. You do not need to write the questions down.

Questions:

1. In what class or classes do you regularly take notes?

_____

_____

_____

2. Do you follow a certain method of note-taking? Explain how you take notes. (If there are multiple methods, just list them.)

_____

_____

_____

_____

_____

3. List 2 jobs that you think require some form of note-taking. (There is no right or wrong answer. Just try your best.)

_____

_____

_____

_____

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The Red Effect

Want to win the big game? Wear red!

Is it possible for the color of a uniform to affect the outcome of a sports match? British anthropologists (scientists who study human behavior) think so.

In 2004, researchers studied the results of Olympic competitions in boxing, tae-kwon-do, and wrestling. These sports were great to study because uniform colors were randomly assigned. In each sport, contestants wearing red had a slight advantage. Those with red uniforms won a little more than half the time.

Was this a matter of chance? Or did red uniforms suggest danger and strength to opponents? Many scientists have studied "the red effect." Some have found that the color of wrestler's uniforms may affect a referee's scoring.

But nobody knows for sure. It's not clear what effect red has on players, opponents, referees, and fans, or if it has any effect at all. It's a great question to ask. And until it's answered, you can be sure there will be many teams who are pinning their hopes on red.

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What's My Line?

NOTES	PROFESSION???
100 people/Saturday, July 16th at 4pm Bloomville Town Hall **RENTALS** U Rent It Rentals R Us —tables, chairs, dishes, glasses, silverware **MENU** —Grilled chicken, rice, green salad, chocolate cake	
TREES 4 Blue Spruce 2 Oak *2 Maple 3 Scotch Pine (*along pathway)	
18 years old **fever stomach ache chills started a week ago otherwise healthy **sister had stomach flu two weeks ago	
flop 2 over easy coffee, no cow blt squeeze one	

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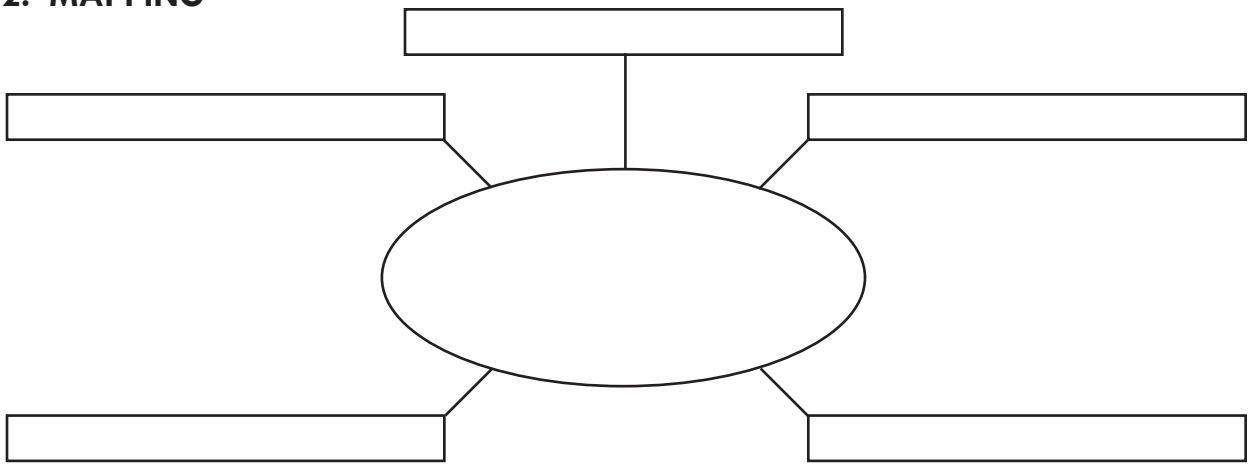
NOTE-TAKING METHODS

1. OUTLINING

_____

- _____
- _____
- _____
- _____

2. MAPPING



3. CORNELL METHOD

MAIN IDEA	SUPPORTING DETAILS

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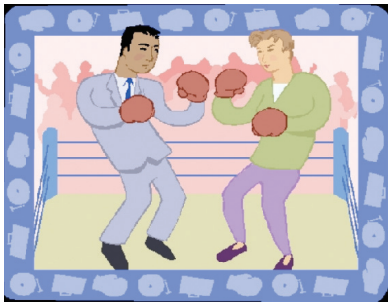
NOTE-TAKING METHODS (The Red Effect)



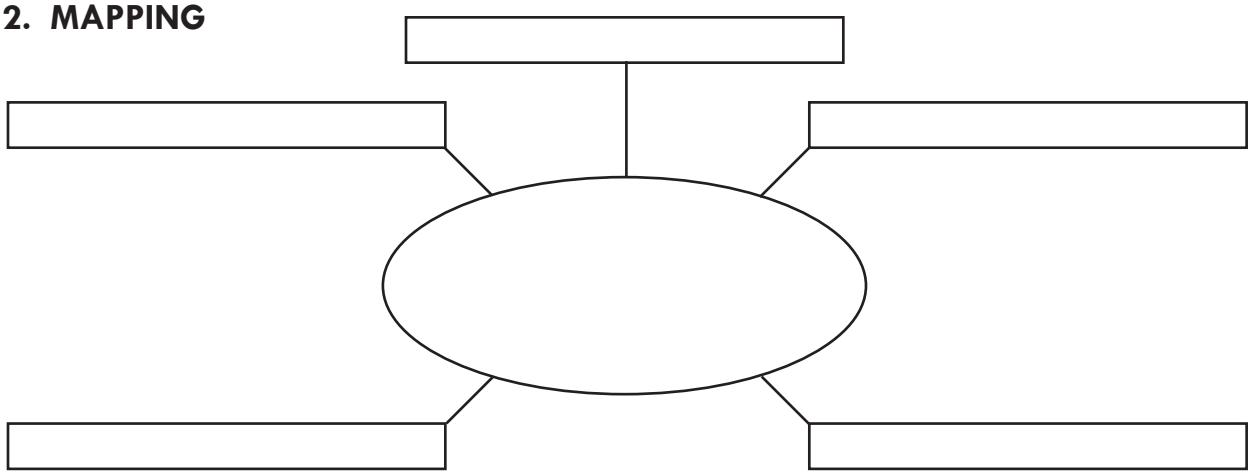
Directions: Choose one of the note-taking methods below to record your notes for the story, "The Red Effect."

1. OUTLINING

_____

- _____
- _____
- _____
- _____

2. MAPPING



3. CORNELL METHOD

MAIN IDEA	SUPPORTING DETAILS

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The BIG Idea

- What can I do in class and at home to be successful in school?

AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Making the Most of Class (15 minutes)

III. What's On the Test? (10 minutes)

IV. Helpful Memory Aids (10 minutes)

V. Wrap Up (5 minutes)

MATERIALS

❑ **STUDENT HANDBOOK**

- Student Handbook page 30, How to Get Better Grades
- Student Handbook page 31, Review Your Notes
- Student Handbook page 32, What's On the Test?
- Student Handbook page 33, Test-taking Strategies

❑ **FACILITATOR RESOURCE**

- Facilitator Resource 1, The Digestive System

OBJECTIVES

During this lesson, the student(s) will:

- Understand classroom behavior and preparation shown to be effective for learning.
- Identify and practice strategies to prepare for tests.

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OVERVIEW

In this lesson, students will discuss ways to improve their study habits and get better grades. They'll begin with a quick quiz about how they interact with course material, in class and after school. Then they'll focus on everyday habits that will help them learn the material before it's test time, like how they prepare for class, participate in class, and review what they learn each day. Next, they'll focus on effective strategies to use when it's time to study for the test, especially ways to identify what will be covered. They will also discuss and practice how to review their notes, and fill in missing details from the reading material. Then students will review a few basic strategies for remembering many facts and details, and end the lesson by trying out one of these strategies with a partner.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Copy **Facilitator Resource 1, The Digestive System** (one class set)
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 31, Review Your Notes**
  - **Student Handbook page 32, What's On the Test?**

IMPLEMENTATION OPTIONS

In **Activity II, Making the Most of Class,** students will compare notes about the digestive system with the background reading adapted from KidsHealth. The notes and reading material include basic information about the digestive system for younger students, so this will likely not be new material for seventh graders. However, you may choose to cover a different topic, such as one your class is currently studying in science or social studies.

You may prefer to complete **Activity II** as a whole-class activity, if you feel students will need help finding the missing information in the reading material.

In **Activity IV, Helpful Memory Aids,** you may choose to have students write down their examples from **Student Handbook page 33, Test-taking Strategies** onto sticky notes. Students can then post one of their examples on chart paper or the board. You can then review these as a class.

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ACTIVITY STEPS

I. Warm Up (5 minutes)

1. To begin this lesson, as students enter the classroom, hand out the DO NOW activity, **Student Handbook Page 30, How to Get Better Grades.** Give students about five minutes to complete the quiz.

2. **SAY SOMETHING LIKE:** Welcome, everybody. Okay, I'd like to see a show of hands. Who would like to get better grades? Wow, that looks like just about everybody! Well, that's what we're going to talk about today.

   [Display the list below on chart paper or an overhead projector. While you are reviewing the answers from the quiz, discuss these points]:

   Things a good student does every day—not just when he or she is studying for a test:
   - Goes to every class (and gets there on time!)
   - Reads the material before class
   - Completes homework assignments
   - Listens in class, asks questions, and participates in discussion
   - Reviews notes after each class
   - Asks teacher or another student if something's not clear

3. **SAY SOMETHING LIKE:** In today's class, we're going to talk about how to improve your study habits, and get better grades. Now, this might seem obvious, but your grades reflect how well you learn the material. And there are two important aspects of learning the material: First, there's what you do everyday—how you prepare for class, participate in class, and review what you learned in class. Second, there's how you review this material when it's test time.

II. Making the Most of Class (15 minutes)

1. **SAY SOMETHING LIKE:** I'd like to see another show of hands: Who here has ever waited until the night before the test to study? Who has ever waited until the night before the test to even read the material?

   Too often, students put too much emphasis on cramming right before the test, rather than spending time to learn the material all along. As you've probably discovered, it's really difficult to try and learn all the material if the first time you think about it is a day or two before the test.

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2. **SAY SOMETHING LIKE:** So, if there's one message I want you take away today, it would be this: Getting better grades isn't just about how you study for a test, it's about what you do to learn the material the rest of the time: how you prepare for class, participate in class, and review what you learn in class.

3. **SAY SOMETHING LIKE:** I really want to emphasize one of those points – reviewing your notes. Many students wait to look at their class notes until they're studying for a test. But when you wait this long, sometimes your notes don't make much sense, do they? That's why it's so important to review your notes as you go. You don't need to spend a lot of time doing this. Just take 15 minutes as soon as you get a chance, like in your next study hall or that evening when you're doing homework.

4. **SAY SOMETHING LIKE:** When you look back at your notes, focus on one topic at a time. As you read through your notes, underline the terms or ideas you think are most important. Then try to summarize the main point in your own words.

   Of course, your notes are just a starting point; after all, it's impossible to capture all the important points from class. That's why it's important to "fill in" missing definitions, dates, or other details from your textbook. When you review your notes, add question marks in places where information is missing or you just don't understand. When your notes aren't clear, reread the textbook or ask someone for help.

5. **SAY SOMETHING LIKE:** Let's see how this works. You're going to review some sample notes and fill in the missing details. Please turn to your **Student Handbook page 31, Review Your Notes**. [Give each student a copy of **Facilitator Resource 1, The Digestive System**.]

   Let's say these are your notes from a science class about the basic parts of digestive system. You looked back over your notes after class, but there are a few things that aren't clear, and several missing details. These are the things marked with a question mark. Compare these notes with the reading material, and see if you can fill in the missing information wherever you see a question mark.

6. **SAY SOMETHING LIKE:** Let's look at the first one together. I'm reviewing my notes and I see that I didn't catch the name of the "stuff" in food that the body needs. So I go to the reading material to find out. I see that the first paragraph introduces the digestive system, and it even identifies what your body needs from food. [You may want to read this sentence aloud.] So the "stuff" your body needs from food is nutrients and energy!

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7. Give students about 10 minutes for the activity, then have volunteers share the answers.

III. What's On the Test? (10 minutes)

1. **SAY SOMETHING LIKE:** Let's say you've been doing all those things—reading the material, participating in class, reviewing your notes—and now the test is just around the corner. This is the time to review everything you've learned, and your final chance to figure out the stuff you still don't quite understand.

2. **SAY SOMETHING LIKE:** When you sit down to study for a test, what's the first thing you do? [You may want to take answers from a few students.] Here's my suggestion: The first thing you should do is figure out what's on the test!

   You can start by making a checklist of the main points you think will be on the test. Next to each main point, include the key words or terms you need to learn about that concept. At first, don't worry about filling in all the details—just list the big ideas and important terms.

3. **SAY SOMETHING LIKE:** How do you know what's going to be on a test? What are some sources you can use to figure this out? [Have students turn to **Student Handbook page 32, What's On the Test?** and fill in the blanks based on the information discussed below. You may also wish to project this page on an overhead.]:
   - **Your Teacher:** Sometimes teachers provide study questions. If not, you can always ask your teacher to identify important concepts or textbook chapters covered on the test.
   - **Your Textbook:** Look at the main concepts within chapters, words in bold (new vocabulary words or concepts), and end-of-chapter questions.
   - **Your Notes:** Look for key points in your notes. After all, if your teacher spent time talking about it in class, you know she thought it was important.
   - **Your Classmates:** Ask classmates what they think were the most important points. It may help to compare notes—you may have missed something.
   - **Yourself:** Consider what questions you would you ask if you were the teacher, and write down a list of your own questions.

4. **SAY SOMETHING LIKE:** Once you have a list of the main topics and terms that will be on the test, it's time to make sure you really understand them. And chances are, your notes and your textbook will be the main place to find these details. Remember, your notes are a great starting point for studying because they reflect what your teacher

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covered in class—in other words, what she thought was most the important material.

IV. Helpful Memory Aids (10 minutes)

1. **SAY SOMETHING LIKE:** When you study for a test, it's important to understand the "big picture," but you'll often find yourself having to memorize lots of little facts. Chances are, you already have a few tricks to remember things, like a phone number, a birthday, or a new friend's name. Next, we'll review a few different ways to help you memorize lists and details. [You may wish to share your own strategies. For example, you might use an acronym to remember a short grocery list, like CAB for cheese, apples, bread.]

2. Have students turn to **Student Handbook page 33, Test-taking Strategies** as you review the following memory devices. Encourage students to take notes on this page and write down some of their own ideas. (See **Implementation Options** for suggestions.)

3. **SAY SOMETHING LIKE:** Flash cards are great tools for remembering important words or concepts, and all it takes is a stack of index cards. To make a flash card, write a key word on one side, and important information—like who, what, when, where, or why—on the other. You might write a vocabulary word on one side, and the definition on the other. For example, say you're studying angles for a geometry test. One flash card might read "acute" on one side, and the definition ("an angle with a measure between 0° and 90°") on the other.

4. **SAY SOMETHING LIKE:** Acronyms: This is a helpful strategy when you have to remember a list of words. To come up with an acronym:
   - Write the facts you need to remember and underline the first letter in each word.
   - Arrange the letters to make a new word.

   One acronym people often use to remember the Great Lakes is HOMES, which uses the first letter of each of the lakes: Huron, Ontario, Michigan, Erie and Superior. Another example is ROY G. BIV, which is used to remember the correct order of the colors of the spectrum: red, orange, yellow, green, blue, indigo, violet.

5. **SAY SOMETHING LIKE:** Acronymic sentences: This is a helpful strategy when you have to remember words in a certain order:
   - Write down the words you have to remember and underline the first letter in each word.
   - Write a sentence using words that begin with the underlined letters.

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Here are two examples of acronymic sentences you may have encountered in science class:

- To remember the order of the planets: My (Mercury) very (Venus) earthy (Earth) mother (Mars) just (Jupiter) served (Saturn) us (Uranus) noodles (Neptune)";
- To remember the order of the levels of classification: Kings (Kingdom) Play (Phylum) Chess (Class) On (Order) Fine (Family) Green (Genus) Sand (Species).

6. If time permits, have a few students share one of their examples for acronym or acronymic sentences with the class.

V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Before we end for the day, let's give try our hand at some of these memory strategies. Let's use the example of the digestive system. Say you need to remember the main components of the digestive system—in other words, what organs the food goes through on its way through your body. [Write the following organs on the board]:
   - Mouth
   - Esophagus
   - Stomach
   - Small intestine
   - Large instestine
   - Rectum

2. Divide students into pairs and give them a few minutes to use an acronymic sentence to remember these organs in order. (For example, "My energetic snake sings lovely rap.") Come back together as a class, and have a few volunteers share their sentences. Point out that sometimes the craziest sentences are the easiest ones to remember!

3. **SAY SOMETHING LIKE:** Great job today, everyone. Next week, we're going to talk about managing stress—so you can stay calm and focused when studying for your next big test!

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THE DIGESTIVE SYSTEM

Question: What's 30 feet long and can transform pizza to poop in a few days or less? (Hint: all humans have one.)
Answer: Your digestive system!

The food you eat provides nutrients and energy to your body. Digestion is the process of breaking down food so your body can use it. Your digestive organs are part of this process Each has a different job.

MOUTH

The digestion process actually begins before you take a bite. Smelling food—or even thinking about food—causes saliva (spit) to form in your mouth. Saliva helps break down your food. So does chewing. Once the food is mushy, you can swallow it. The food is on its way to your . . .

ESOPHAGUS

The esophagus is a stretchy tube that allows the food to pass into your stomach. The esophagus is ten inches long. The muscles in the walls of the esophagus push the food along, kind of like squeezing a tube of toothpaste. It takes 2 or 3 seconds for the food to move through the esophagus. Then it's on its way to your . . .

STOMACH

The stomach is a stretchy sack used to store your food. But that's not all. It also churns and mashes the food. The muscles of the stomach's wall and the stomach's gastric juices break the food into smaller and smaller pieces, until it's a liquid-y mixture. The stomach's third and final job is to send the food on its way to your . . .

SMALL INTESTINE

The small intestine is a tube packed underneath your stomach. It's not very thick (1 ½ to 2 inches around), but it's really long. The small intestine of the average adult is about 22 feet long! Here, your food is broken down into a thin, watery mixture. Three other organs, the PANCREAS, LIVER, and GALLBLADDER, help in this process. Now the nutrients from your food can pass into your bloodstream. Some nutrients are stored in your liver, and some are used right away by the rest of your body. What's left over continues on its way to your . . .

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LARGE INTESTINE

The large intestine is wide (3 to 4 inches around) compared to the small intestine. But the large intestine is only 5 feet long. Here, your body gets a last chance to absorb water and minerals from what's left of your food. (This happens in a part of the large intestine known as the COLON.) As the water is absorbed by your body, what's left becomes solid. This solid is on its way out of your body – as poop. But first, it's stored in your...

RECTUM

The rectum is the final stop in the digestive system. Waste remains here until you're ready to go to the bathroom, when it's pushed out of your body through an opening called the ANUS.

ADAPTED FROM: www.kidshealth.org

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HOW TO GET BETTER GRADES

You are about to start a new school year, and you're determined to turn over a new leaf and get better grades this year. When you find yourself in some of these familiar situations, what will you do? Circle the best answer for each one.

1. You are supposed to read the first two chapters in your textbook for your social studies class tomorrow. You:
   a) Read the chapter headings, look at the pictures, and figure you don't really need to read it, since your teacher will talk about it tomorrow anyway.
   b) Call your friend to talk about your new social studies teacher.
   c) Read the chapters, highlighting or underlining important points, and noting the parts that don't make sense.

2. You just sat through a class about the different types of governments, and you're totally confused. You:
   a) Complain to your friend about how confusing the class is.
   b) Try not to think about it – you'll figure it out when it's time to study for the test.
   c) Read your textbook for clarification, and ask your teacher if you're still confused.

3. When you're in class, you usually:
   a) Stay pretty quiet and only talk if the teacher calls on you.
   b) Ask questions and participate in class discussions.
   c) Get homework done for your next class.

4. You have a huge test in a couple days. To start studying, you:
   a) Open up your textbook and start reading the chapters covered on the test (for the first time).
   b) Look at your notes and textbook and make a list of the main things you think will be covered on the test.
   c) Make plans with a friend – you'll need to let off steam before you start studying.

5. The best time to start reviewing material for a test is:
   a) The day before the test, so the material will be fresh in your mind.
   b) Every day, reviewing your notes after each class.
   c) A couple days before your test, so you have one day to read the material and another day to review it.

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REVIEW YOUR NOTES

Today, your science teacher reviewed the digestive system. You took the notes below, but when you went back to review them, you realized some things weren't clear, and you were missing some details. The reading material for this class was adapted from a website on the digestive system: http://www.kidshealth.org. Compare your notes below with the reading material and fill in the missing information wherever there's a highlighted question mark.

Digestive System

What it does: It breaks down food so your body can get the stuff **[WHAT IS THIS CALLED??]** it needs

Process of digestion:

1. Starts with MOUTH — chewing breaks down food; so does saliva (spit)
2. ESOPHAGUS long tube, pushes food into stomach.
3. STOMACH — does three things:
   - stores food
   - breaks up food (muscles and g_____ juices [**??**])
   - [**??**]
4. SMALL INTESTINE really long (over 20 feet!), helps body absorb nutrients; three organs provide juices to help break down food:
   - pancreas
   - liver
   - [**??**]
5. LARGE INTESTINE — [**IS IT LONGER THAN THE SMALL INTESTINE??**] absorbs water, What's left — solid waste (poop!)
6. RECTUM, stores waste before it leaves the body

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WHAT'S ON THE TEST?

Before you start studying for a big test, make a list of the main points that will be covered. How will you know? Complete the following sentences to identify five important sources for figuring out what's on a test.

1. **Your Teacher:** Sometimes teachers provide _____. If not, you can always ask your teacher to identify important concepts or textbook chapters covered on the test.

2. **Your Textbook:** Look at the main concepts within chapters, words in bold (new vocabulary words or concepts), and end-of-chapter _____.

3. **Your Notes:** Look for key points in your notes. After all, if your teacher spent _____ talking about it in class, you know she thought it was _____.

4. **Your Classmates:** Ask classmates what they think were the most _____ points. It may help to compare notes—you may have missed something.

5. **Yourself:** Consider what questions you would ask if you were the teacher, and write down a _____ of your own questions.

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TEST-TAKING STRATEGIES

When you study for a test, you may have to remember a list of facts or details. Here are a few different strategies to help remember information. Write down some of your own examples or strategies.

1. **Flash Cards**
   Example: To remember angles for a geometry test, one flash card might read "acute" on one side, and the definition ("an angle with a measure between 0° and 90°") on the other.

   Your Example: _____

   _____

2. **Acronyms**
   Example: HOMES is an acronym to remember the Great Lakes. Huron, Ontario, Michigan, Erie and Superior

   Your Example: _____

   _____

3. **Acronymic Sentences**
   Example: To remember the order of the planets: My (Mercury) very (Venus) earthy (Earth) mother (Mars) just (Jupiter) served (Saturn) us (Uranus) noodles (Neptune).

   Your Example: _____

   _____

4. **Other Strategies**

   _____

   _____

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The BIG Idea

- What are some healthy ways to reduce stress?

AGENDA

Approx. 45 minutes

I. Warm Up: Who's Stressed? (5 minutes)

II. More or Less STRESSED (15 minutes)

III. Symptoms of Stress (5 minutes)

IV. Take a Breather (15 minutes)

V. Throw Out Your Stress (5 minutes)

MATERIALS

- ❑ **STUDENT HANDBOOK**
  - Student Handbook page 34, Managing Stress
- ❑ **FACILITATOR RESOURCE**
  - Facilitator Resource 1, DO NOW: Managing Stress
  - Facilitator Resource 2, Teen Help Resources (one copy per student)
- ❑ Overhead projector
- ❑ Garbage bucket or bag
- ❑ Scrap paper (one sheet for each student)

OBJECTIVES

During this lesson, the student(s) will:

- Identify causes of stress for middle-school students.
- Recognize that people have different ways of perceiving the same situation (stressful or not).
- Identify one or more healthy ways to reduce stress.

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OVERVIEW

In this lesson, students will discuss the meaning of stress and brainstorm the causes of stress for people their age. They will rate how stressful they find different situations; learn a simple breathing technique to deal with stress; and, in groups, develop a list of coping strategies.

PREPARATION

NOTE: Please obtain permission from your school administrator to distribute the "Teen Help Resources" page, and include local resources they recommend.

Also, please check with your school guidance counselor regarding issues that may come up so that you're aware of what referrals are desired and/or required by law. You may wish to invite your school counselor to participate in this class.

- ❑ Create an overhead transparency of (or copy onto chart paper) **Student Handbook page 34, Managing Stress** and **Facilitator Resource 1, DO NOW: Managing Stress**.
- ❑ Read through the lesson. To prepare for the fourth activity, practice the breathing exercise so that you can properly demonstrate it for the class. On the Web, visit the HelpGuide-org for information on how stress relievers work:
  http://helpguide.org/mental/stress_management_relief_coping.htm
- ❑ List the **BIG IDEA** and day's activities on the board.
- ❑ Make copies of **Facilitator Resource 2, Teen Help Resources**, one per student. Check to make sure links are working, add appropriate local resources, and make sure to get administrative approval before distributing.

BACKGROUND INFORMATION

Children and adolescents experience stress the same way adults do. Middle-schoolers in particular can be very prone to stress because of the vast physical, emotional, social, and intellectual changes they experience during these years.

NOTE: The discussion in this lesson can raise sensitive topics (e.g. stressful home situations, eating disorders, relationships, etc.). You should think about how to react, what information to give students, and when to refer problems to the school counselor if these issues come up in class.

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IMPLEMENTATION OPTIONS

DO NOW:

You may choose to present the Warm Up activity as a written DO NOW. Present the questions on the board or overhead, and have students write only their answers on index cards.

If you've ever felt stressed out, you're not alone. In 2005, a survey sponsored by the Washington Post, Kaiser Family Foundation, and Harvard University* asked 600 young people, ages 14 to 18, about a number of subjects, including stress. The question was: "In general, how often do you experience stress in your daily life?" Here were their choices:

Never, Rarely, Sometimes, or Frequently

1. Which response do you think most students chose? Explain why you chose that answer.
2. How would you rate your own experience with stress in your daily life? (This is for your benefit only.)

[Give students two minutes to complete this question. Then allow the students to respond and fill in the percentages for each category, as stated in the **Warm Up**.]

*SOURCE: www.washingtonpost.com/wp-srv/artsandliving/HighSchoolNational.pdf

Activity II: More or Less Stressed

If your classroom is too crowded to have students stand at the board, after you read a statement have the students who are "not at all" stressed sit in their seats, the "mildly stressfuls" stand, "the stressfuls" can raise their arms, and the "extremely stressfuls" stand with their thumbs pointed toward the ceiling, so that all are indicating their choices at the same time.

You may also wish to have students write their numbers on a whiteboard or piece of paper. Then students can raise their paper or whiteboard to show their answer.

Activity IV: Take a Breather

If you are interested in teaching another method of dealing with stress during **Activity IV: Take a Breather**, you can lead your students in a visualization activity. Ask them to close their eyes and imagine themselves on a tropical island. Tell them to picture themselves floating on a beauti-

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ful raft on the ocean. On this raft they have all of the water they need, a huge basket of tropical fruit, and they are listening to their favorite music and reading their favorite magazines. Then tell them that they have landed on the shore and discover that a picnic of all of their favorite food has been set up for them on the beach. Tell them that once they have eaten and are full they retire to a hammock that is strung between two trees and the island breezes slowly rock them into a deep sleep. Ask them to slowly open their eyes and leave their stress in the ocean. You can add to any part of this story, just make sure that you speak in a calm, slow voice and keep encouraging students to "picture the words as you say them." (You may adapt this activity using a different location students find soothing.)

Activity V: Throw Out Your Stress

If you don't think your students will be able to responsibly handle **Activity V: Throw Out Your Stress,** or if you are running short on time, feel free to omit it from the lesson.

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ACTIVITY STEPS

I. Warm Up: Who's Stressed? (5 minutes)

1. **SAY SOMETHING LIKE:** This class is called *Roads* to Success, but today we're going to deal with a road*block* to success. That roadblock is stress.

   If you've ever felt stressed out, you're not alone. In 2005, a survey sponsored by the Washington Post, Kaiser Family Foundation, and Harvard University* asked 600 young people, ages 14 to 18, about a number of subjects, including stress. The question was: "In general, how often do you experience stress in your daily life?" Here were their choices

   [Write these on the board]:
   Never
   Rarely
   Sometimes
   Frequently

   Which response do you think most students choose? Why do you think that?

   [Allow students to respond, and then fill in the following percentages: Never (5%), Rarely (19%), Sometimes (48%), and Frequently (25%). Give these numbers a context: Only 1 in 20 students said they're "never" stressed, 1 out of 2 said "sometimes," 1 out of 4 said "frequently."]

   *SOURCE: www.washingtonpost.com/wp-srv/artsandliving/HighSchoolNational.pdf

II. More or Less STRESSED (15 minutes)

1. **SAY SOMETHING LIKE:** Now that we know that most teens are stressed at least some of the time, let's list some of the things that can cause stress. A reminder: simply talking about stress can be stressful. Please respect your classmates' opinions and privacy. What's said in this class should stay in this class. Also know that if I think you're in danger, I'm required by law to share this with people who can help you.

   [Place a transparency of **Student Handbook page 34, Managing Stress,** on the overhead projector.]

2. **SAY SOMETHING LIKE:** For the next 5 minutes, I want you to work with a partner to

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create a list of things seventh-graders find stressful. I'll get you started. On line 1, write "transition." [Write this on the overhead projector.] This word describes leaving a familiar situation and entering an unfamiliar one. Even though the new situation may have lots of exciting possibilities, it can leave you feeling stressed. Starting a new job is a transition. So is buying a new house, or getting married. "Transition" applies perfectly to leaving elementary school and beginning middle school. What are some of the things you've had to adjust to as a seventh-grader?

3. Allow students to answer. Then give them a few minutes to come up with a list of specific situations that produce stress.

4. When students have finished, ask for volunteers to share answers with the class, and add them on the overhead. Include some of the following if students don't mention them: *going to a new school, having too much homework, having too many responsibilities, trying out for a team, taking tests, doing difficult assignments, having problems with a friend or at home, doing poorly in school, being bullied, feeling disorganized.*

5. **SAY SOMETHING LIKE:** Does everyone experience the same situations as stressful? Let's try an experiment to see. In this activity, there are no right or wrong answers. It's your opinions that count. I am going to read an example of a potentially stressful situation. For each situation, you are going to rate your stress.

   [Direct students' attention to the board. Then read the four different choices. Explain the difference between the four ratings for stress. Answer any questions the students have about the scale. Explain to students that for each scenario you read they will need to move to the sign that matches their stress level. Use as much of the board as you can to write the following scale:]

Not at all Stressful	Mildly Stressful	Stressful	Extremely Stressful
1	2	3	4

   For example, if I said, "dropping your tray in the school cafeteria," where would you stand?

   Here's the first statement. Listen first, and when I give the signal move to the place that shows how you feel.

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[Read aloud the first situation from the list brainstormed at the start of this activity. After you read it, ask students to come to the board and stand in front of the number that best represents how stressful they find that particular situation. Repeat the process with several additional situations. (See **Implementation Options** for suggestions.)]

6. Afterwards, ask the class what they learned from this exercise. Allow students to respond. Ask: "Why do you think certain situations are stressful for some people and not for others?"
   - People's past experiences, positive or negative, affect the way they feel about new situations.
   - Some people can be naturally more prone to stress.
   - Some people have learned ways to cope with potentially stressful situations.

III. Symptoms of Stress (5 Minutes)

1. **SAY SOMETHING LIKE:** See that stressed-out character in the middle of the page? In the bubble beside her head, I'd like you to list any physical problems people experience due to stress.

2. List students' ideas on the overhead projector. These could include headache, stomachache, trouble with sleeping or eating, fearfulness, getting angry or frustrated easily, and the inability to concentrate and do your best. You may need to clarify what a symptom is. Explain that these are the physical signs or clues that you are experiencing stress. They do not cause your stress; instead, they are the result of your stress.

IV. Take a Breather (15 Minutes)

1. **SAY SOMETHING LIKE:** The good news is that there are many ways to relieve and manage stress. I'll start by showing you a fantastic tool that you can use *any*time, *any*where—deep breathing.

   Breathing slowly and deeply can relax you instantly. It's a very effective strategy that a lot of people use. All you have to do is slowly inhale through your nose and fill your belly with air. [Demonstrate.] Hold your breath for a few seconds, and then exhale slowly through your mouth. Repeat this a few times and it will have an automatic calming effect. Once you feel more relaxed, you'll be able to make better decisions about how to deal with whatever situation is causing you stress.

   [Show the class the breathing exercise again and have them try it—remember when you breathe in, you are filling up the stomach and when you exhale, deflating it.]

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2. **SAY SOMETHING LIKE:** This is also a great thing to do if you're having trouble sleeping, right before a test, or any other time you want to relax or focus. Now let's see if we can come up with some longer-term strategies for managing stress.

   [Write Coping with Stress on the board and underneath, list *exercise* and *get enough rest (8 hours)*. Have students list other strategies in the middle section of **Student Handbook page 34, Managing Stress,** as you add their suggestions to the class list on the overhead.

   Prompt them with questions like:
   - What kinds of things can you do to relax?
   - What kinds of things can you do to stay in good health?
   - How can you relieve stress about upcoming challenges?
   - Who can you talk to about a problem?

   Add the following strategies to the list if they are not mentioned: *doing things you enjoy like listening to and/or playing music; challenging negative thoughts about yourself; getting good nutrition; planning for potentially stressful situations; breaking large tasks/problems down into smaller ones; getting organized with a schedule/planner; finding classmates to call for missed assignments; not using caffeine, tobacco, alcohol, or drugs; talking to a trusted friend or adult.*]

3. Discuss why some of these strategies work: *Being physically active can release endorphins, which are natural stress relievers. Caffeine, tobacco, and other drugs affect your nervous system and often increase feelings of stress.*

4. In the bottom section of **Student Handbook page 34, Managing Stress,** have students add the names of two people they can talk to when they're feeling stressed.

5. **SAY SOMETHING LIKE:** Most of these are great strategies you can do on your own. But it's important to remember that when stress becomes too overwhelming, you should always seek help from an adult—a parent, teacher, school counselor, or other adults you know and trust.

6. If it's not already on the list, add "ask an adult for help or advice." Distribute **Facilitator Resource 1, Teen Help Resources,** and point out the toll-free and local list of hotlines and websites where they can go for more help.

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V. Throw Out Your Stress (5 minutes)

1. **SAY SOMETHING LIKE:** Earlier in class you learned how deep breathing could reduce your stress. Sometimes it's helpful for us to imagine that we are getting rid of the stress in our lives and throwing it out.

2. Give each student a sheet of scrap paper and a pen. Tell them to write down one thing in their life that is stressful.

3. When all students have finished writing, ask them to ceremoniously crumple their sheet of paper. While you walk around the classroom with the garbage bag, have them throw out the stress in their lives.

4. Reiterate to students that physical activity—even for just 20 minutes a day— is one of the very best things they can do to relieve stress. Suggest a yoga class, pick-up basketball, bike riding, even just walking. Let them know it will do wonders for their mood and concentration!

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DO NOW:
Managing Stress

Directions: You will have three minutes to read the excerpt below and then answer the questions below. (You do not need to write the questions down, just your responses.)

If you've ever felt stressed out, you're not alone. In 2005, a survey sponsored by the Washington Post, Kaiser Family Foundation, and Harvard University asked 600 young people, ages 14 to 18, about a number of subjects, including stress. The question was: "In general, how often do you experience stress in your daily life?"

Here were their choices:

- Never
- Rarely
- Sometimes
- Frequently

1. Which response do you think most students choose? Explain why you chose that answer.

_____

_____

_____

_____

2. How would you rate your own experience with stress in your daily life? (This is for your benefit only.)

_____

_____

_____

_____

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Teen Help Resources

Boy's Town National Hotline
1-800-448-3000
www.boystown.org/AboutUs/hotline/Pages/Crisishotline.aspx

The Girls and Boys Town National Hotline is a 24-hour crisis, resource and referral line. Trained counselors can respond to your questions every day of the week, 365 days a year. In 2004 alone, more than 510,000 children and families were helped through the Girls and Boys Town national hotline, and over the past decade, more than 6 million callers have found help at the end of the line.

Childhelp USA
1-800-422-4453 (1-800-4-A-CHILD)
www.childhelpusa.org

This is a hotline you can call if you or someone you know is being abused. Counselors can tell you where to get more help – right where you live.

Covenant House Nineline
1-800-999-9999
www.covenanthouse.org/nineline/

Are you or a friend looking for answers to tough questions? Covenant House Nineline can help. Call for advice about anything - anywhere, anytime. The call is free and confidential.

National Runaway Hotline
(1-800-RUNAWAY)
www.1800runaway.org

This is a 24-hour hotline if you just need someone to talk to about the stress of growing up. You don't have to be a runaway to call.

Local Numbers

_____
_____
_____
_____
_____
_____
_____
_____

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MANAGING STRESS

CAUSES: List 5 causes of stress among seventh-graders.

1. _____
2. _____
3. _____
4. _____
5. _____

SYMPTOMS*:

My symptoms of stress are . . .

**symptoms: signs you know you're stressed.*

COPING:

List 3 healthy activities that help reduce stress.

1. _____
2. _____
3. _____

List 2 people you can talk with to relieve stress.

1. _____
2. _____

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Short-Term Planning

The BIG Idea

- How can I make time for everything that's important to me?

AGENDA

Approx. 45 minutes

I. Warm Up: Chasing Time (5 minutes)

II. Roberto's Day (10 minutes)

III. First Things First (10 minutes)

IV. The Daily Plan-It (15 minutes)

V. Wrap Up (5 minutes)

MATERIALS

❑ **STUDENT HANDBOOK**

- Student Handbook page 35, Roberto's After-School Plans
- Student Handbook page 36, Roberto's Plan
- Student Handbook page 37, The Daily Plan-It Instructions
- Student Handbook page 38, The Daily Plan-It Activity

❑ **FACILITATOR RESOURCE**

- Facilitator Resource 1, DO NOW: Short-Term Planning

❑ Highlighters (one per student)

OBJECTIVES

During this lesson, the student(s) will:

- Use a 4-step process to create a daily schedule.
  1. List activities
  2. Prioritize
  3. Estimate how long each task will take
  4. Timed events first

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OVERVIEW

In this lesson, students schedule a hypothetical student's after-school plans and discuss how they arrived at their conclusions. They review a 4-step process for managing their time (list, prioritize, estimate, timed events first) and create a daily schedule of their own.

PREPARATION

- ❑ The following handouts can be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 35, Roberto's After-School Plans**
  - **Student Handbook page 36, Roberto's Plan**
  - **Facilitator Resource 1, DO NOW: Short-Term Planning**
- ❑ Have your own to-do list or calendar filled in for the following day so you can model the "First Things First" activity. You may wish to create a transparency.
- ❑ List the **BIG IDEA** and day's activities on the board.
- ❑ Check with your school to determine whether assignment books/planners are distributed to students. It's also helpful to know and reinforce individual teacher's requirements for writing down homework.
- ❑ You may want to write the questions below on chart paper, to assist in debriefing Roberto's Plan in **Activity II**.
  - How did they decide what to schedule first?
  - What were the benefits of doing certain activities?
  - What were the consequences of not doing a particular activity?
  - Were there any things that could easily be postponed to another day?
  - Did any of his activities have to happen at a particular time?
  - Why were these activities important to schedule first?

BACKGROUND INFORMATION

Students making the transition to middle school often have difficulty getting organized. Even good students may have difficulty balancing the conflicting demands of various classes, family obligations, and an increasing need to hang out with their friends.

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Students may be moving from an elementary-school environment where one teacher helped them keep track of everything and was well aware of individual strengths/ weaknesses in getting organized and following through. If students were in a self-contained classroom, it was relatively easy for the teacher to issue an end-of-the-day reminder about which assignments needed to be finished and which books needed to go home.

This lesson introduces the idea of planning and prioritizing as a process of making conscious choices, including responsibility to oneself as well as others. The National Middle School Association (NMSA) says that "learning to weigh options, recognize consequences, and plan ahead before making choices is what responsibility is all about."

The NMSA offers the following tips for parents of middle-school students:

- Remind students about appointments and due dates.
- Encourage students to think ahead.
- Help students break big chores into small parts.
- Encourage students to keep a daily list of things to be done each day, crossing off items as they're completed. (A weekly "to-do" list is too much.)

(For more, see www.nmsa.org, "Publications," "The Family Connection," or search for topics discussed in the "Middle School Education News.")

VOCABULARY

Prioritize: a process of putting tasks in order of their importance.

IMPLEMENTATION OPTIONS

DO NOW:

You may choose to present the Warm Up activity as a written DO NOW. Present the questions on the board or overhead, and have students write only their answers on index cards.

Questions:

1. Do you agree with the statement below? Why or why not?
   "Middle school is more stressful than elementary school because you have to learn to

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manage your own time."

2. List all the things that you might need to do after school. (This can be homework, sports teams, after-school clubs, family obligations, reading, etc.)

[Give the students 3 minutes to answer these questions. Call on students to volunteer their answers. List the students answers to question #2 on the board, overhead, or chart paper. Then continue the discussion as written in the **Warm Up**.]

With lower-level learners, you may prefer to do Roberto's Plan on the overhead as a whole-class activity.

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ACTIVITY STEPS

I. Warm Up: Chasing Time (5 minutes)

1. **SAY SOMETHING LIKE:** How many of you agree with this statement? "Middle school is more stressful than elementary school because you have to learn to manage your own time."

   Take one minute to write down all the demands a middle-school student might have on her time.

   [Have students share the items on their lists; write these on the board, overhead, or chart paper.]

   Have you ever noticed how some people manage to cram lots into their day and others never seem to quite get it together? Today we'll talk about the Secrets of the Super-Organized that will help you remember important assignments, meet your family obligations, and survive and thrive in the seventh grade.

II. Roberto's Day (10 Minutes)

1. **SAY SOMETHING LIKE:** Let's use this teen Roberto as a typical example. He's stressed. Everybody in his family wants something from him, plus he's got math homework, a science test tomorrow, and a few things he wants to do for fun. Your mission is to have a look at one day in his life and see if you can come up with a way for him to fit in everything he *has* to do and still have time left over for the things he'd *like* to do.

   [Refer students to **Student Handbook page 35, Roberto's After-School Plans.**]

   Let's try one part together. What time does Roberto get home from his basketball game? [Give students a minute to skim **Student Handbook page 35, Roberto's After-School Plans.** Then allow students to respond.]

   If Roberto doesn't get home until 5:30, what's the first slot of time on the sheet he can do something else?

   [Allow students to respond and ask them to explain their answers. Then direct the students' attention to **Student Handbook page 36, Roberto's Plan.** Using the board, an overhead, or chart paper model for the student what activity should be filled in from 3:00pm to 5:30pm. Then assign students to pairs.]

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SAY SOMETHING LIKE: You are going to be collaborating with your partner to make a schedule that works for Roberto. You will have 5 minutes to create his plan. Remember there is no *right* answer: you just have to figure out how he can fit everything in. [If students are still having difficulty beginning, prompt them with this question:

- "If Roberto's sister needs to go to bed at 9:00, what's the latest he can start playing computer games with her?"]

2. [When students are done, have them share their results and talk about the process:
   - How did they decide what to schedule first?
   - What were the benefits of doing certain activities?
   - What were the consequences of not doing a particular activity?
   - Were there any things that could easily be postponed to another day?
   - Did any of his activities have to happen at a particular time?
   - Why were these activities important to schedule first?]

   Write the questions above on chart paper, before class, to assist in debriefing this activity.]

III. First Things First (10 minutes)

1. **SAY SOMETHING LIKE:** Now let's talk about what Roberto's Plan has to do with organizing your own life. I am going to give you a 4-step, can't-miss process for managing your own time. It's an easy way to remember all the things we just talked about. Let's call this the L-P-E-T plan. I use the acronymic sentence "Let's pile everything together" to help me remember the order of the steps. (You may want to reference back to Lesson 3 when students learned acronyms and acronymic sentences.)

   [Write the following acronym on the board, chart paper or overhead projector:

   List
   Prioritize
   Estimate
   Timed events go first

   If time permits, give students a few minutes to create their own acronymic sentence for LPET. Have two volunteers share their sentences with the class.]

   Step 1. List

   In Roberto's plan, there was a written list of all the things he had to do. This is the most important step, and will help you get organized even if you don't do anything else. In

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this step, it doesn't matter what thing needs to be done first or how long it will take. Just write everything down. Writing things down frees your brain to think about other things.

Step 2. Prioritize.
Figure out which things you must do first. How will you decide? Sometimes the answer will be obvious, like you have to know what the homework assignment is before you can begin to study. Sometimes what you do first will be more of a personal choice. Take a look at these four things and decide which one you'd do first.

2. [Write the following on the board, and allow pairs a minute or two to discuss, and share results.]
   Study for a test.
   Clean my room.
   Talk on the phone.
   Take a nap.

3. **SAY SOMETHING LIKE:** You can get away without prioritizing if you don't have a lot to do. But if there's a chance that you'll reach the end of the day without finishing everything, you want to make sure you've done the most important stuff first.

   Step 3. Estimate.
   Try to figure out how long you'll need for the most important items on your list. This helps you stay realistic about what you'll get done.

   Step 4. Timed events go first.
   If you have a basketball game at 6, you know everything else will need to be done before you leave for the game or after you get home.

4. [Give students the opportunity to review the four steps, using the LPET acronym.]

   Now, let's use the LPET steps to create your own after-school schedule for today.

IV. The Daily Plan-It (15 minutes)

1. **SAY SOMETHING LIKE:** Now turn to **Student Handbook page 37, The Daily Plan-it Instructions**, and follow the directions for planning how you'll use your time after school tonight.

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[Gve each student a highlighter. Instruct students to use this highlighter to identify the activities in **Roberto's After-School Plans** that had to happen at a particular time of day (e.g. dinner, ball game, bedtime).

Have students read directions aloud and answer any questions they have about the assignment. Next, have students turn to **Student Handbook page 38, The Daily Plan-It Activity** and complete the page. Note the alternate activity at the bottom of the page for students who don't have much to do after school.]

V. Wrap Up (5 minutes)

1. [Bring the class back together as a whole group and have a student pass out one index card to each student. Direct students' attention to the board and have a volunteer read the big idea aloud.]

2. **SAY SOMETHING LIKE:** On the index card you just received I want each of you to write a short response to today's Big Idea. Think about what you had to do in order to fit everything you wanted and needed to do into your Daily Plan. Feel free to include any difficulty you had in completing this activity. I am going to give you three minutes to work on this. After that time I will ask for two volunteers to share their responses with the class.

3. [After three minutes, ask all students to put their pens and pencils down. Then ask for two volunteers to read their responses. Collect each student's index card before they leave class.]

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DO NOW:
Short-Term Planning

Directions: You will have three minutes to read the questions below and write your responses. (You do not need to write the questions down.)

Questions:

1. Do you agree with the statement below? Why or why not?
   "Middle school is more stressful than elementary school because you have to learn to manage your own time."

2. List all the things that you might need to do after school. (This can be homework, sports teams, after-school clubs, family obligations, reading, etc.)

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Roberto's After-School Plans

Use the chart on the next page to help Roberto plan his day. Write each thing next to the time when he will do it.

- Roberto has a basketball game right after school today. He will probably be home by 5:30.
- Roberto's dad is working out of town this week and his mom will be picking up his sister from ballet, so Roberto needs to start dinner and set the table. They will all eat together at 6:30.
- Roberto promised his younger sister he would play a computer game with her. This will probably take an hour. His sister's bedtime is 9:00 p.m.
- Roberto has about 1 hour of math homework.
- Roberto would like to relax and have time to read the latest Sports Illustrated.
- Roberto needs to study about 1/2 hour for his science test tomorrow.
- Roberto would like to get on the Internet to check his email and to send a message to a friend who lives across the country.
- Roberto goes to bed at 10:30 p.m.

Roberto's After-School Plans adapted from www.dayrunner.com

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Roberto's Plan

Time	Activity
3:00–3:30 p.m.	
3:30–4:00 p.m.	
4:00-4:30 p.m.	
4:30–5:00 p.m.	
5:00–5:30 p.m.	
5:30–6:00 p.m.	
6:00–6:30 p.m.	
6:30–7:00 p.m.	
7:00–7:30 p.m.	
7:30–8:00 p.m.	
8:00–8:30 p.m.	
8:30–9:00p.m.	
9:00–9:30 p.m.	
9:30–10:00 p.m.	
10:00–10:30 p.m.	

Roberto's After-School Plan adapted from www.dayrunner.com

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Daily Plan-It Instructions

Use this schedule to create your own plan for the day. Use the four steps below.

STEP 1: LIST

In the "Things to Do" column, write down all the things you have to do after school. Include homework assignments, sports, chores, and things you want to do to relax.

Things to Do	How long will it take?

STEP 2: PRIORITIZE

In the first column, put a star next to the things you need to do first.

STEP 3: ESTIMATE

Next to each item with a star, write the amount of time you think it will take.

STEP 4: TIMED EVENTS FIRST

Schedule first things first. Start with things that must happen at a certain time, like a doctor's appointment or after-school sports. Highlight things that must occur at a particular time.

If your own list of things to do is short, try making a schedule based on the story below instead.

Radio Reporter

You are a high school student who has a music show on the local radio station. Tomorrow after school you will interview a new artist live on the radio. To prepare, you want to listen to both her CDs and read a 5-page article about her in *People Magazine*. After you've researched her life and music, you'll make a list of questions you want to ask her. You also want to check out a band that you're going to interview next month. They are playing in a place about 10 minutes from your house from 8:00pm to 10:00pm.

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Daily Plan-It Activity: (_____'s Plan)

Time	Activity
3:00–3:30 p.m.	
3:30–4:00 p.m.	
4:00-4:30 p.m.	
4:30–5:00 p.m.	
5:00–5:30 p.m.	
5:30–6:00 p.m.	
6:00–6:30 p.m.	
6:30–7:00 p.m.	
7:00–7:30 p.m.	
7:30–8:00 p.m.	
8:00–8:30 p.m.	
8:30–9:00p.m.	
9:00–9:30 p.m.	
9:30–10:00 p.m.	
10:00–10:30 p.m.	

Roberto's After-School Plan adapted from www.dayrunner.com

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Study Skills Challenge

The BIG Idea

- What have I learned about study skills?

AGENDA

Approx. 45 minutes

I. Warm Up: Relax! It's For Fun! (5 minutes)

II. Word to the Wise (10 minutes)

III. Who Dunnit? (10 minutes)

IV. The Quick Fix (15 minutes)

V. Wrap Up (5 minutes)

MATERIALS

❑ **PORTFOLIO**
- Portfolio page 20, Grade 7 Skills Checklist (Study Skills only)

❑ **STUDENT HANDBOOK**
- Student Handbook page 39, Suspect's Daily Planner
- Student Handbook page 40, The Quick Fix Watch

❑ **FACILITATOR RESOURCE**
- Facilitator Resource 1, DO NOW: Study Skills Challenge
- Facilitator Resource 2, Word to the Wise, 4 copies (additional copies if students want to take the game home)
- Facilitator Resource 3, Who Dunnit? Suspect Statements

❑ Paper bags (10 per class, see **Preparation**)

❑ Pencils (one per student)

❑ Assorted rewards for game winners (around 30-40 per class, if you want to give everyone who figures out "Who Dunnit" a prize)

OBJECTIVES

During this lesson, the student(s) will:

- Have fun reviewing some of the study skills they've learned.
- Think creatively about skills that will help them in school and life.
- View study skills issues with humor.

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OVERVIEW

Learning study skills and organizational techniques will help students in every aspect of their lives—as long as the information "sticks." One way to ensure that it will is to reinforce it with a variety of experiences. In this class, students have the chance to apply their knowledge to new, fun challenges, which will help them remember all the skills they've learned.

PREPARATION

- ❑ Make an overhead transparency of (or copy onto chart paper) **Facilitator Resource 1, DO NOW: Study Skills Challenge**.
- ❑ Print "Word to the Wise" sheets on heavy paper or card stock, and cut the sheets into separate letters. Each group of three students will need 9 letters per game, so you need approximately 90 letters total for one game (If you think you will have more than 10 groups, make more). To save you time during class, make individual bags for each group. Each bag should have nine different letters. You may also choose to print extra sets for students who will want to try the game at home.
- ❑ For all activities, get small rewards to give winners. Suggestions include: school cafeteria "gift certificates," shiny "State" quarters, funky pairs of shoelaces, joke shop items, simple magic tricks, mini "travel" games, deck of cards, bouncy balls, key rings, wiggle pens, temporary tattoos, candy, gum. (NOTE: Check school policy before giving out temporary tattoos, candy or food items in the classroom.)
- ❑ Write the **BIG IDEA** and agenda on the board.

IMPLEMENTATION OPTIONS

DO NOW:

You may choose to present the Warm Up activity as a written DO NOW. Present the questions on the board or overhead, and have students write only their answers on index cards.

Questions:

1. List the types of notes that you learned in this unit. Which type was your favorite?
2. List two test-taking strategies that you learned in this unit.

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3. List 2 healthy activities that help reduce your stress.
4. What does each letter in the acronym L-P-E-T stand for? How is this useful in making a daily schedule?

[Give the students 3 minutes to answer these questions. Let them know that they can look back at their notes from previous lessons in this unit. Call on students to volunteer their answers. Then explain that today they will be rewarded for their hard work with games and challenges that let them win prizes, poke fun at the stress of school, and use their imaginations.]

You may not have time to complete all of the activities in this lesson. Choose the ones that you think your students would like the best, and save the others for the end of the lesson in case you have extra time. You may also wish to assign **Activity IV, "The Quick Fix,"** as homework.

Word to the Wise:
Brisk reporting of scores is essential to keeping students focused. Ask groups to raise their hands if they have 5 or more points, 10 or more points, etc, and have only the top teams report.

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ACTIVITY STEPS

I. Warm Up: Relax! It's For Fun! (5 minutes)

1. Congratulate the students on successfully reaching the end of the unit, and ask them to briefly recall some of the study skills they covered. They should mention (or you should help them remember) learning strategies for taking notes, planning ahead, making schedules, taking tests, and managing stress. Today they will be rewarded for their hard work with games and challenges that let them win prizes, poke fun at the stress of school, and use their imaginations.

II. Word to the Wise (10 minutes)

1. [Organize students into groups of three. Groups can sit together around a desk, or on the floor. Give one person in each group a pencil and piece of paper, and ask them to be the group's reporter.]

2. [Explain that the game is a little like Scrabble, and a little like Boggle. It's called "Word to the Wise," and the idea is to pick alphabet letters out of the bag, and come up with one word that begins with each letter.]

3. [Give each group a baggie with 9 letters. As you are passing out the bags, explain that there are two rules. **One**: that the words must be somehow related to what they learned in the Study Skills Unit. **Two**: the words must be real, or "legal." Creative use of words is encouraged, but you can't make up words. Give this example: "If your letter is "O", it's okay to use "oxygen," because you breathe it during yoga, and we talked in class about yoga being a stress-buster. But if you get a "P" you can't make up the word "pretzelizing," no matter how much you think it describes a yoga pose. Remind students that they are to think up words beginning with these letters. Unlike Scrabble and Boggle, they aren't using the letters to spell out words.]

4. [Tell students that all words will be read out loud at the end of the game, so they must be prepared to justify any creative choices. Points will be added up in the following fashion: the first team to finish gets 5 extra points—provided their words are all legal. Then everyone tallies up the number of letters in their legal words—and the team with the most points wins. Small words get 1 point, words of over 5 letters get 2 points, and illegal words get no points.]

5. [Instruct the recorders to write down the words for each letter as the group decides, so there are no squabbles later. Then say, "Go!" and let the students play. Give them up to 6 minutes, but if all groups finish before then, stop the game and add up the points.]

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6. [Give small rewards to the team that wins.]

III. Who Dunnit? (10 minutes)

1. [Keep the same groups of three, and have each student open his handbook to **Student Handbook page 39, Suspect's Daily Planner.**]

2. [Tell students this next game is called "Who Dunnit?," and it's a mystery contest. Each group of students is a team of investigators trying to crack a case, and the first group to succeed, wins. The case is a robbery. Someone locked the cafeteria and took the key. And until the key is found, there will be no lunch ever again. So it's up to them to find the culprit.]

3. [Pick up **Facilitator Resource 2, Who Dunnit? Suspect Statements**, and wave it at the class. Tell students that the police have apprehended three suspects, and each has given a statement. Write the three suspect's names on the board. You are going to read the statements, which describe everything the suspects did during the day, and how long each activity lasted. Based on the suspect's testimony, it will be clear one of them is lying. However, there's one little problem. The suspects did not tell their stories in the right order of what they did during the day. So each investigator, which means each student, must take notes on their **Student Handbook page 39, Suspect's Daily Planner** as you read the suspects' statements. Explain to the students that this is a note-taking and listening activity. The entire point of this exercise is to practice taking good notes, as a police officer might while interviewing a suspect.

   Each student will record the statements for only one of the suspects, so they should take a minute to decide which suspect each team member will follow (or you may wish to use an engagement strategy to assign students to suspects). Then each team will work together and share their notes to reconstruct the suspects' days. One of the suspect's schedules will not make sense…and that is how they'll know who dunnit!]

4. [Make sure every student has his/her pencil and **Student Handbook page 39, Suspect's Daily Planner** ready.]

5. [Inform students that you will be reading all of the suspects' statements twice. Read aloud the three suspect's statements on **Facilitator Resource 2, Who Dunnit? Suspect Statements**, alternating reading one clue from each set of statements. This will keep all students engaged, because they will be listening for their suspect's next clue. Read the first time at a normal pace, making sure to clearly identify the times for each activity. Speak at a much slower pace for the second reading. If you believe your students will have difficulty with this activity, show them how to record the first statement or two.]

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6. **SAY SOMETHING LIKE**: You have five minutes to solve the case. Anyone who correctly identifies the subject will win. When you think you have it, raise your hand, and I will come over to your group. You will privately tell me how you came up with the answer, and I'll tell you if you're right. Then you can read or organize your notes for the next class, until time is up. I'll give out prizes at the end.

7. [Let students work on the problem, and enforce the 5-minute time limit. Give awards to everyone who figures out that Peter Cheet couldn't have been at two places at the same time…so he is the culprit who dunnit.]

IV. The Quick Fix (15 minutes)

1. **SAY SOMETHING LIKE:** Study skills are hard to learn. There's a lot to remember. Like – "*take notes, don't freak out about tests, organize your locker, etcetera, etcetera.*" Wouldn't it be great if there was an easier way…a quick fix that would just do it all for you? Well, you're going to have the chance to invent one, right now!

2. [Tell students they are now inventors, hired by the students of the world, to make things easier for seventh graders. In their groups, their task is to come up with an idea for a product that will make studying a snap. Just like a toothbrush makes brushing your teeth a snap—the bristles fit in the grooves, you can fit the thing in your mouth, the toothpaste stays right on the tippy points of the brush. Now, it's their turn to invent something that will help seventh graders organize, take tests, make schedules without the kids themselves having to do a thing.]

3. [Tell students their invention can be a gizmo, a gadget, a robot, a kit, a personal servant, a genie—whatever. It must come with a list or description of what it can do, and instructions how to use it. Its okay to focus on just one of the topics learned in the unit, or your group can create a product that solves them all. And it's okay to look back through your notes to get ideas or details from previous lessons.]

4. [Each group will have 10 minutes to create their product, and then all groups will present their ideas to the class. They can describe their invention in a paragraph, which they read; or they can draw a picture, which they show and explain; or they can advertise the product in a TV commercial; or they can use the product in an acted-out scene, showing how it works.]

5. [To give the students an example of one idea, refer them to **Student Handbook page 40, The Quick Fix Watch.** Then tell them to start inventing! Check on the groups as

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they work, to make sure everyone is helping, and to make suggestions if anyone's stumped.]

6. [After 8-10 minutes, ask the students to stop. Have each group present their Quick Fix product to the class. Choose the cleverest product, and "buy" it from the group with rewards.]

V. Wrap Up (5 minutes)

1. [Thank your students for a fun class, and confirm that they are now study skill experts. Briefly tell them what to expect in their next unit, and assure them that what they learned in this unit will help them in the next!]

SKILLS CHECKLIST

[Direct students' attention to **Portfolio page 20, Grade 7 Skills Checklist**. Have students complete the skills checklist questions for Study Skills.]

Study Skills

I can …

Take notes in my classes.	❑ not at all	❑ somewhat	❑ very well
Keep track of my homework assignments.	❑ not at all	❑ somewhat	❑ very well
Manage my time, make lists and prioritize.	❑ not at all	❑ somewhat	❑ very well
Understand ways to manage stress and use them.	❑ not at all	❑ somewhat	❑ very well
Identify and practice strategies to prepare for tests.	❑ not at all	❑ somewhat	❑ very well

EXTENSION ACTIVITIES

Suggest the students play "Word to the Wise" with their friends at home, and give anyone who's interested extra copies of the owl sheets.

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DO NOW:
Study Skills Challenge

Directions: You will have four minutes to read the questions below and write your responses. You may look back at your Student Handbook pages to answer these questions.

Questions:

1. List the types of notes that you learned in this unit. Which type was your favorite?

_____

_____

_____

_____

2. List two test-taking strategies that you learned in this unit.

_____

_____

_____

_____

3. List 2 healthy activities that help reduce your stress.

_____

_____

4. What does each letter in the acronym L-P-E-T stand for? How is this useful in making a daily schedule?

_____

_____

_____

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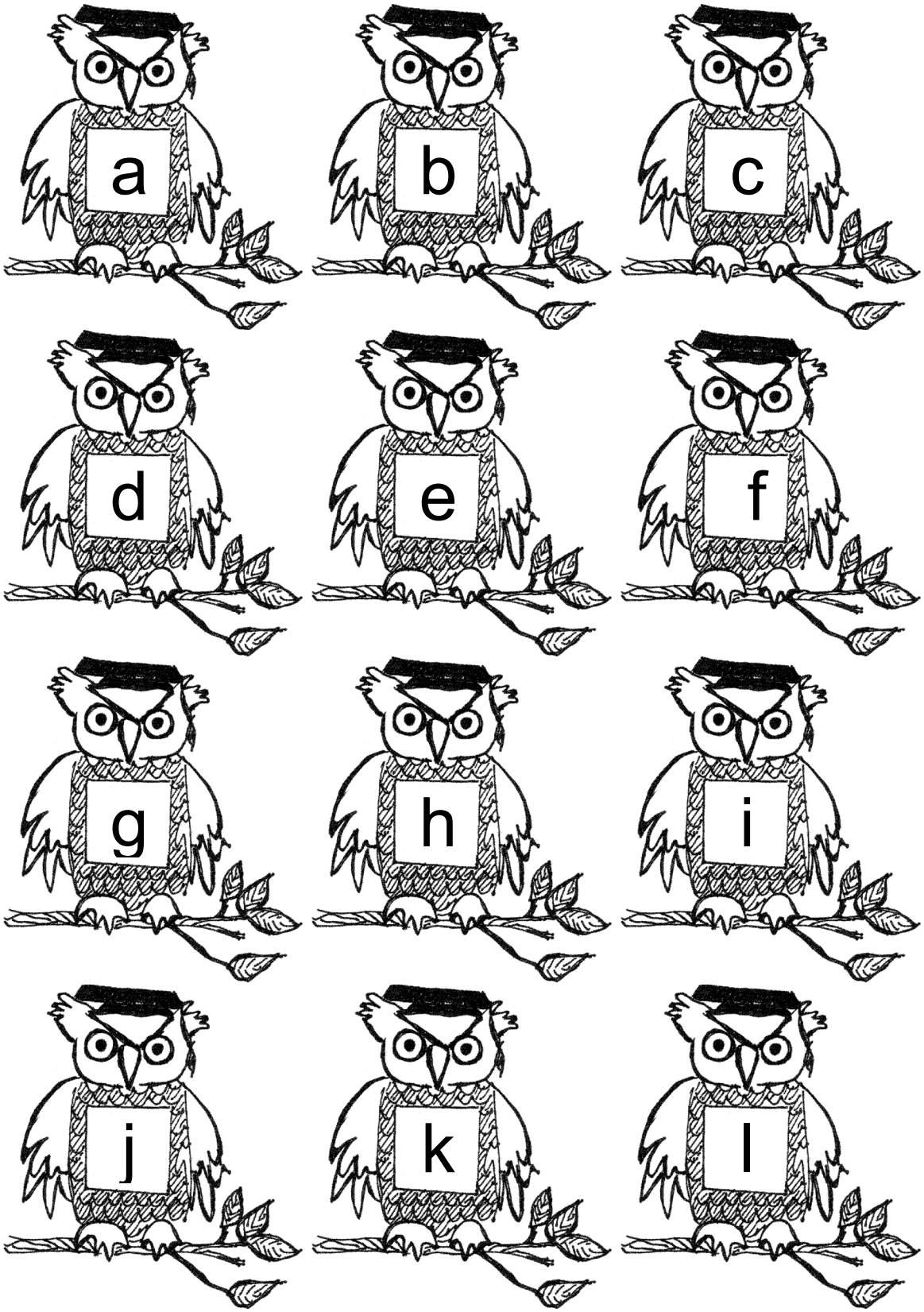

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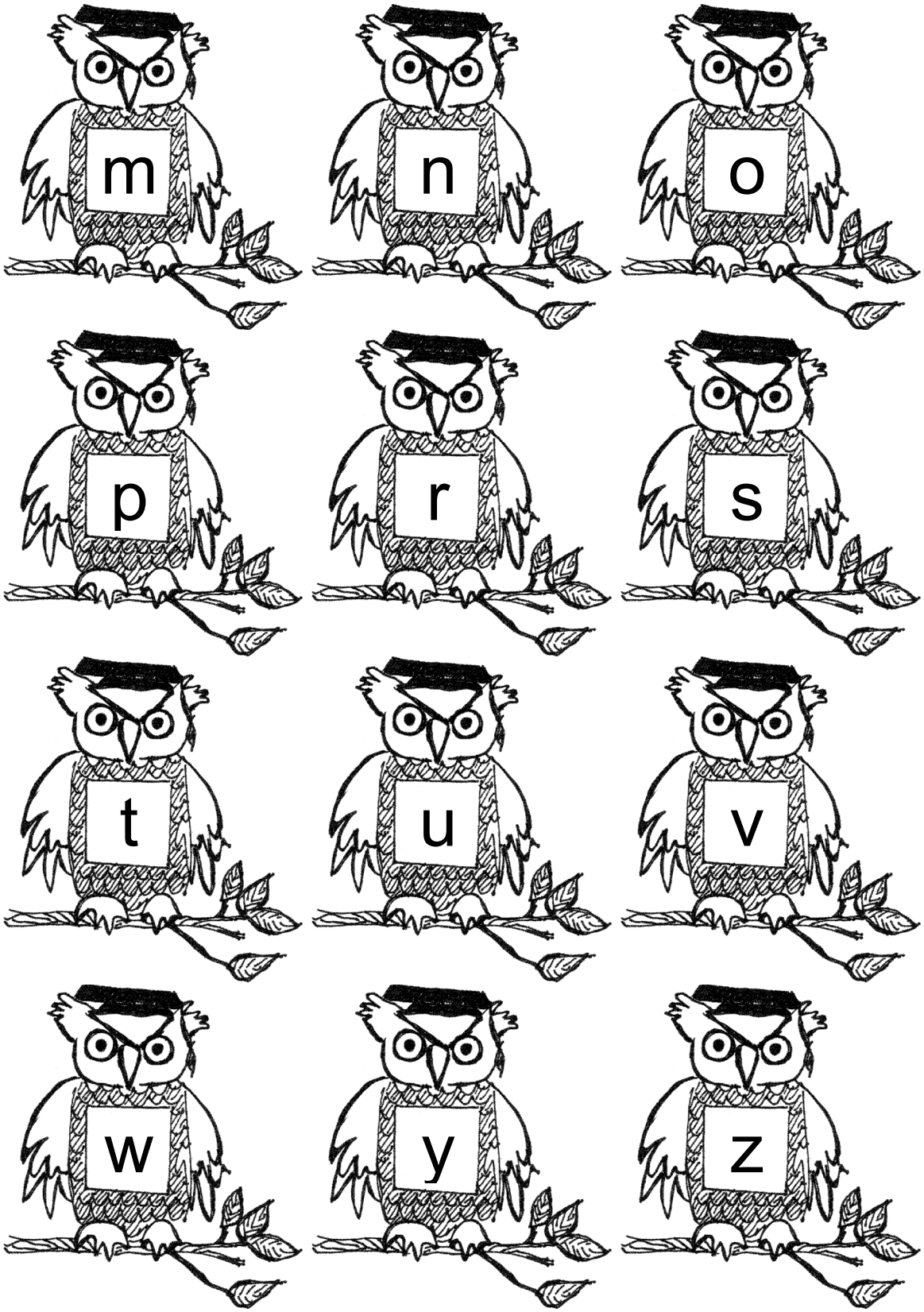

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Who Dunnit?
Suspect Statements

Who Dunnit? Suspect Statements

#1 Joey Baloney

2:30–3:00 PM	Went to Cafeteria for an Ice Cream Sandwich, but it was locked, so went home.
7:00–8:00 AM	Woke up, remembered I had a math test, freaked, got dressed.
2:00–2:30 PM	Pop quiz in Social Studies. Made an outline before writing the essay, and went back to check spelling.
1:00–2:00 PM	Had lunch in Cafeteria, then went outside to flirt with the girls during Recess.
8:00–8:30 AM	Walked to school.
9:00AM–12:30PM	Classes.
8:30–9:00 AM	Math Test. Didn't listen to directions. But did hear stomach growl.
12:30-1:00 PM	Study Hall, talked with English teacher about overdue essay.

#2 Liza Liyer

6:00-7:00 AM	Went to Ice Skating lesson.
9:00-11:30 AM	Classes.
8:30-9:00 AM	Made a To-Do List in Study Hall. Buy new shoes was item #1.
12:30-2:30 PM	Spanish Club meeting to make schedule for Bake Sale.
8:00-8:30 AM	Took bus to school.
11:30-12:30 PM	Lunch in Cafeteria, then to Library to do homework.
7:00-8:00 AM	Got dressed, ate breakfast, reviewed for Math test.
2:30-3:00 PM	Went to Cafeteria for Fruit Cup, but it was locked, so went home.

#3 Peter Cheet

11:30-12:30 PM	Lunch in Cafeteria, then to art room to paint.
9:30-10:00 AM	Study Hall, organized notes into an outline for essay.
7:30-8:00AM	Woke, dressed, ate, brushed teeth.
12:30-2:00 PM	Helped stock vending machines.
10:00-11:30 AM	Science Lab.
8:30-9:30 AM	Art Lecture, took notes in mapping style.
1:00-3:00 PM	Took a nap in Nurse's office because I felt sick.
8:00-8:30 AM	Got ride to school.

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SUSPECT'S DAILY PLANNER

Name of Suspect: _____

Time	Activity
6:00 – 6:30 a.m.	
6:30 – 7:00 a.m.	
7:00 – 7:30 a.m.	
7:30 – 8:00 a.m.	
8:00 – 8:30 a.m.	
8:30 – 9:00 a.m.	
9:00 – 9:30 a.m.	
9:30 – 10:00 a.m.	
10:00 – 10:30 a.m.	
10:30 – 11:00 a.m.	
11:00 – 11:30 a.m.	
11:30 – 12:00 p.m.	
12:00 – 12:30 p.m.	
12:30 – 1:00p.m.	
1:00 – 1:30 p.m.	
1:30 – 2:00 p.m.	
2:00 – 2:30 p.m.	
2:30 – 3:00 p.m.	

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THE QUICK FIX WATCH

This watch is exactly what you need to take tests. You wear it on your wrist, and you push the "Start" button the minute your teacher says, "there's going to be a test next week." Then it starts bugging you to do the things you're supposed to do before the test, like make sure you bring home the materials to review, study a little every day, and get a good night's sleep the night before. And if you don't do what you're supposed to, like eat a good breakfast that morning, a siren goes off and won't stop screaming until you have at least a bagel or something.

During the test, the watch helps but doesn't cheat. It just reminds you to pay attention to the teacher's instructions and read directions. It tells you to answer questions you know about first, and go over your answers at the end.

This is the watch that every kid needs, especially to pass math and social studies.

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