

Lesson Plan for Study Skills Overview

Targets:

- Students understand the importance of goal setting.
- Students understand the importance of study skills.
- Students draw conclusions about the relationship between “7 Habits” and study skills.
- Students seek out their best work.

Materials Needed:

- Study Skills Inventory – one for each student; located at <http://www.bluegrass.kctcs.edu/LCC/StudySkills/handouts/StudySkillsInventory.pdf>
- Goal Setting Worksheets (one for each student, depending on the teacher’s wishes)
- SCANS Skills and Competencies (one for each student)

Time: Multi-day

Procedure:

Step One: Ask the students questions about their study habits – start a discussion that will lead the students to list study skills.

Some suggested questions: “What makes you a successful student?” “What makes learning difficult for you?” “What does it look like when you do your homework?” “What does it look like when you study for a test?” “What skills do you have that make doing your homework or studying for tests easier?”

Step Two: As your discussion wraps up, remind the students that high school can be and should be more challenging than junior high.

Have students list, on their own paper, two things that were challenging at the junior high and two things that they found easy or were comfortable with – this may have to do with their studies, but can go beyond that. Have them share those four items with someone near them.

Step Three: Bring the group back together and predict what will be challenging for them at the high school. They can share out or share with their partner. Here is an opportunity for you to remind the students that they have a “clean slate” here – essentially. We are going to spend time the first trimester of their high school experience giving them specific tools to handle the new challenges and they can decide to make their experience here better than they had ever planned.

Step Four: Remember the 7 Habits of Highly Effective Teens? (They were exposed to these in their advisory class at the junior high.)

Habit 1: Be Proactive®

Take responsibility for your life.

Habit 2: Begin with the End in Mind®

Define your mission and goals in life.

Habit 3: Put First Things First®

Prioritize and do the most important things first.

Habit 4: Think Win-Win®

Have an "everyone-can-win" attitude.

Habit 5: Seek First to Understand, Then to Be Understood®

Listen to people sincerely.

Habit 6: Synergize®

Work together to achieve more.

Habit 7: Sharpen the Saw®

Renew yourself regularly.

Have students share out or with each other the habits they feel they exercise best.

Conduct a conversation about how these habits relate to their studies and the skills that they have or don't have.

Step Five: Study Skills Inventory – Have your student take the inventory attached to this plan. Remind them that this is for their own records and that you will not be grading them on this. Tell them to be as honest with themselves as they can – it will benefit them as the class continues. Conduct a discussion after everyone is finished scoring themselves.

Some suggested questions: “What study skill is your strongest?” “Why is it your strongest?” “What is your weakest skill?” “Did any of your results surprise you?” “How can this inventory help you?”

Remind them that we will be working on these different skills for the rest of the trimester.

Step Six: Time to set some goals. The beginning of a student's high school career is a great time to set goals – take advantage of this time and teach your student's how to set goals. There are four specific steps we teach at WVHS. Feel free to use the attached worksheets to help with this process.

Write your goals:

- Be specific
 - Goals need a start date and, preferably, an end date
 - Goals need to be measurable--how will you know that you have met the goal?
- Be realistic, but challenge yourself
 - A goal should be a stretch for you—difficult, but achievable
- Your values need to be reflected in your goal
 - If you don't match your values to the goal, you won't believe in the goal

Develop an action plan:

- Write what you need to do to reach your goals
 - Include dates whenever possible to identify when each step of the action plan will be completed
 - Include the resources you will need to successfully complete the goal. These might include asking a friend for help, meeting with a teacher, gathering required materials, and setting a timeline so you can complete the goal on time

Reflect on your goal progress:

- Check to see if you are following your timeline— does it need to be adjusted?
- Did you meet—or not meet—your goal?
 - What helped you meet your goal? Or what prevented you from meeting your goal?
 - What did you learn from setting this goal that will help you next time you set goals?

Reward yourself when you complete your goal:

- Celebrate your success

Step Seven: Best Work – At this point you need to make the students aware of a portfolio requirement. Each year they will have to compile two pieces of work that constitute their “best” work. The requirements of this assignment are...

- Evidence may include projects, performance assessments or extended response. (Not tests or daily homework assignments.)
- Remind them that other people will see their work so they should make sure it reflects their best effort.
- Each piece requires a reflection paper that will be evaluated by the instructor.
- Any of the Best Works, whether a project, performance assessment, or extended response, must also identify the SCANS Skills and Competencies that relate to their work. This identification can take place in their reflection. The SCANS Skills and Competencies are attached to this plan.

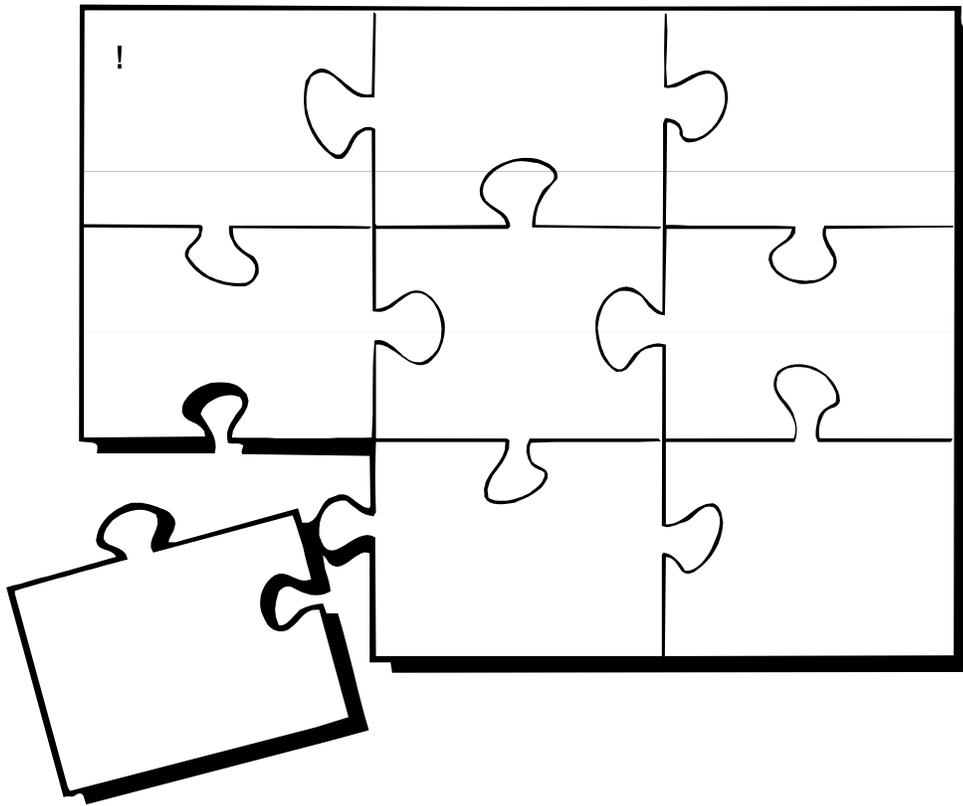
Step Eight: Study Skills focus – explain to the students that we are going to spend the trimester learning specific study skills and practicing them daily. Practicing them starts with the daily planner – **it is a requirement that every student use their planner and that will be monitored by daily checks during announcements in Ram Prep.** They must have their homework assignments and study time indicated in the planner. Each teacher can then decide if they want the student to produce their homework from the prior evening or their study tools, etc.

Name: _____

Date: _____

Goal Setting: What's Important to me?

This is a personal brainstorming activity. In this section of your portfolio, you will be setting goals—both short- and long-term. Let's begin with a quick personal brainstorming session. In each of the puzzle pieces, write something you would like to do or accomplish. Don't let anything stop you at this point from writing down what *you want*. Just think about it and write it down. If you run out of puzzle pieces, write more than one statement in a puzzle piece or write in the margin.



Four Steps to Setting Goals

Goal setting can be a very effective method to getting you motivated to turn a wish into a goal. When setting goals, follow these four steps:

1. Write your goals:

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- Be realistic, but challenge yourself
 - A goal should be a stretch for you—difficult, but achievable
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2. Develop an action plan:

- Write what you need to do to reach your goals
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3. Reflect on your goal progress:

- Check to see if you are following your timeline— does it need to be adjusted?
- Did you meet—or not meet—your goal?
 - What helped you meet your goal? Or what prevented you from meeting your goal?
 - What did you learn from setting this goal that will help you next time you set goals?

4. Reward yourself when you complete your goal – celebrate!

Secretary's Commission on Achieving Necessary Skills

Place a checkmark in the box next to ALL the SCANS Skills and Competencies that you used in completing This Best Work selection. Turn this checklist in with your reflection sheet.

Basic Skills:

- Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- Writing - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- Arithmetic/Mathematics – performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- Listening – receives, attends to, interprets, and responds to verbal messages and other cues
- Speaking – organizes ideas and communicates orally

Thinking Skills:

- Creative Thinking – generates new ideas
- Decision Making – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- Problem Solving – recognizes problems and devises and implements plan of action
- Seeing Things in the Mind's Eye – organizes, and processes symbols, pictures, graphs, objects, and other information
- Know How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills
- Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities:

- Responsibility – exerts a high level of effort and perseveres towards goal attainment
- Self-esteem – believes in own self-worth and maintains a positive view of self
- Sociability – demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- Self-Management – assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- Integrity/Honesty – chooses ethical courses of action

Resources:

- Time – selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- Money – uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- Material and Facilities – acquires, stores, allocates, and uses materials or space efficiently
- Human Resources – assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal:

- Participates as Member of a Team – contributes to group effort
- Teaches Others New Skills
- Services Clients/Customers – works to satisfy customers' expectations
- Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- Negotiates – works toward agreements involving exchange of resources, resolves divergent interests
- Works with Diversity – works well with men and women from diverse backgrounds

Information:

- Acquires and Evaluates Information
- Organizes and Maintains Information
- Interprets and Communicates Information
- Uses Computers to Process Information

Systems:

- Understands Systems – knows how social, organizations, and technological systems work and operates effectively with them
- Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
- Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology:

- Selects Technology – chooses procedures, tools or equipment including computers and related technologies
- Applies Technology to Task – understands overall intent and proper procedures for setup and operation of equipment
- Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies