Unit #1 Title: Learning for Life

Lesson Title: Study Skills Workshop **Lesson:** 1 of 6

Grade Level: 9

Length of Lesson: 2 class periods

Missouri Comprehensive Guidance and Counseling Big Idea:
AD.4: Applying skills needed for educational achievement

Grade Level Expectation (GLE):
AD.4.A.09: Review and build upon educational skills necessary to progress toward life-long learning goals.

American School Counselor Association (ASCA) National Standard:
Academic Development

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

Personal Study Skills and Habits Review Survey
Study Skills Tip Sheet
*MSCA Pointers for Students - Searching for Solutions: Improving Student Study-Skills (*Found at www.moschoolcounselor.org\publication_resources\pointer_for_parents or call the Missouri School Counselor Association 1-800-264-6722 or email *msca@mvp.net* for copies.)

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

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X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will evaluate personal study skills, using the *Personal Study Skills and Habits Review Survey* and *Study Skills Tip Sheet*. The student will identify at least one study skill habit which he/she views as personal strength(s). The student will also identify at least one study skill habit to improve upon in order to reach his/her goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Assessment for this lesson will be through observation of individual student participation in class discussions. The counselor will monitor the quantity and quality of contributions of individuals. The counselor may choose to collect student checklists to identify individuals that need assistance with specific study-skill strategies.

Lesson Preparation

Essential Questions:
Do personal habits influence study habits?
What are my strongest study-skill strategies?
What study-skill strategies do I need to improve in order to be successful in high school?

Engagement (Hook):
Discussion of personal habits, both effective and ineffective. Transition this into a discussion of ways personal habits influence the development of effective study habits.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will begin the class with the question, “What is a habit?” This question may be placed on an overhead, chalkboard or asked verbally. This will lead to a discussion about habits both positive and negative. The counselor will need to keep the discussions about positive and negative habits appropriate.	1. Students will respond with their definition of a habit. Students will also offer examples of both positive and negative habits.

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2. Counselor will transition this discussion into personal study-skills habits/strategies. The counselor will ask, "Do you use study-skills habits?" Allow for the students to give responses and place those responses on an overhead or chalkboard; facilitate a brief discussion about how these habits/strategies were developed and/or learned.	2. Students will tell a partner about the study-skill habits/strategies they developed before coming to high school. (Variation: In groups of 4 or 5, students will create "posters" depicting study skills that have been helpful in their prior learning situations)
3. The counselor will then pass out the *Personal Study Skills* and *Habits Review Survey*. Allow time for the students to complete both the survey and the questions at the end of the survey.	3. Students will complete the *Personal Study Skills and Habits Review Survey* and answer the questions at the end of the survey.
4. After the students have completed the survey and questions, facilitate a class discussion about the study-skills habits students consider to be their strongest and the study-skill habits students consider to be their weakest. (**NOTE:** This may need to be the start of the second day)	4. Students will participate in the class discussion and offer personal insights as to their strong study-skill habits and ones they may need to improve in order to achieve their goals.
5. Pass out the *Study Skills Tip Sheet*" to all students. The counselor will go over the tips sheet with the students. He or she will explain that these tips along with the study-skill habits they are already using will help them be successful in high school. It should also be noted that weaker study-skills habits can be developed to be more successful. The counselor will instruct students to read *Study Skills Tip Sheet* and highlight, underline or circle tips they will implement in order to successfully achieve their goals in high school.	5. Students should read over the *Study Skills Tip Sheet* and identify the tips they will begin using.
6. The counselor may choose to collect the student's survey sheet. These surveys may be used to identify students who need individual or small group sessions to strengthen positive study-skills habits. The completed surveys will be maintained in	6. Students will turn in their survey sheets to the counselor.

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students' portfolios (or other storage system).	

Teacher Follow-Up Activities

A possible follow-up activity for the classroom teacher would be to choose one study-skill habit/strategy that a majority of students indicated as "weak" and implement that strategy in the classroom. The classroom teacher could spend some time teaching that study-skill habit to the students in his/her classroom.

Another possible classroom follow-up activity would be to have a question on the next test that asks the students to list the study-skill habits/strategies that they used to prepare themselves for the test. They could also have a classroom discussion while going over the test that would include how students studied for the test and identify the habits that provided the best test results.

An additional possible follow-up activity would be for the classroom teachers to introduce a new study-skills habit/strategy at the beginning of each unit. The classroom teacher could stress the importance of using the new habit/strategy as well as others to study and review materials for the unit test.

Counselor reflection notes (completed after the lesson)

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Personal Study Skills and Habits
Review Survey

Name: _____ Grade: _____ Date: _____

DIRECTIONS: Read each question about your personal study skills and habits. Rate yourself and check the appropriate box. Answer the three questions after the survey using complete sentences.

Question	Yes	Sometimes	No
1. Do you have a regular time to study?			
2. Do you have a regular place to study?			
3. Do you try to study when you are alert / rested?			
4. Do you begin the study of a topic by quickly glancing over the topic to see what it is about?			
5. Do you think through or process information instead of just reading it?			
6. Do you concentrate fully when you are studying?			
7. Do you express in your own words what the author is saying?			
8. Do you review material/information of each subject that you have studied from previous days?			
9. Do you take meaningful/useful notes over what the teacher says in class?			
10. Do you put notes in an outline form as soon as possible after taking them?			
11. When reviewing your notes do you have enough details to remember what the topic was about?			
12. During lectures, do you look and listen to the teacher?			
13. Do you think about what the teacher is saying as well as listening to what he or she is saying?			
14. Do you think about ways the subject you are studying may be helpful to you later in life?			
15. When you are reading do you keep in mind the overall idea, topic or story?			
16. Do you believe that in addition to learning the details of a subject it is important to know the overall idea as well?			
17. Do you deliberately prepare yourself for participation in class discussions?			
18. Do you deliberately prepare yourself for open-note quizzes or tests?			
19. Do you think through the meaning of test questions before you answer them?			
20. Do you write all homework assignments, tests and projects in your planner to remind yourself what is due?			

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Review your survey responses, then answer the following questions.

1. Do you think your study-skills habits/strategies are helping you be academically successful? Why or why not?

_____

_____

_____

_____

_____

2. Please describe your most successful study-skill habit/strategy. Please include where you learned it and how it helps you.

_____

_____

_____

_____

_____

3. After reviewing your responses to the Study Habits Survey, which habits/strategies do you need to improve in order to successfully achieve your goals in high school?

_____

_____

_____

_____

_____

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Study Skills Tip Sheet

Name: _____ Grade: _____ Date: _____

General Study-Skill Tips:

1. Set up a daily time and place to study.
2. Write down homework assignments, tests and project along with due dates.
3. Review your notes and handouts on a daily basis.
4. Begin intensive test preparation. Study everyday as if you have a test the next day.
5. Always look for new study-skills habits/strategies that may work for you!

Note-Taking Tips:

Good note-taking habits can improve your ability to learn and shorten the time needed to prepare for a test!

1. Listen carefully to the teacher.
2. Always write down things the teacher:
   a. Writes on the board or overhead.
   b. Says are important to remember.
   c. Says over and over and over again.
3. Take your notes in outline form and write clearly!
4. Always put examples, page numbers or reminders next to your notes.
5. Leave room on your paper to expand or add to your notes after class.
6. Read over your notes as soon as possible after class.

Textbook Reading Tips:

Being able to read for content and take notes out of your textbook will allow for you to better understand big ideas and the vocabulary of the unit you are studying.

1. Get the "Big Picture" first. This means glancing through the chapter headings and subheadings.
2. Skim pages if you are looking for a general idea.
3. Read slowly if you are looking for details.
4. Read the summary paragraphs at the end of each section or chapter to get the general idea.
5. Use the SQ3R system (this system is best used over a period of a few days):
   a. Skim: Skim the chapter before reading it. Be sure to pay attention to all pictures, charts, and diagrams.
   b. Question: After skimming the chapter, write down two or three questions about the chapter or section.
   c. Read: Read the chapter carefully while taking outline notes of what you are reading.
   d. Review: Review your notes and use them to answer the questions you developed after you skimmed the chapter ("b" above).
   e. Recite: Quiz yourself over the main concepts of the chapter.

Test-Taking Tips:

Using these tips will help you be more confident when taking your test and will help alleviate symptoms of test anxiety.

1. Before the test:
   a. Have several study sessions prior to the test day.

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b. Do not cram the night before!
c. Anticipate/predict test questions. Creating a practice test can help with this.
d. Complete any review sheets a teacher gives you.
e. Review all notes, outlines, note cards, quizzes and/or review sheets for the current test materials.
f. Take a deep breath before entering the classroom and tell yourself that you will do well because you have prepared well.

2. During the test:
   a. Relax and take slow deep breaths if you need to calm yourself down.
   b. Look over the entire test first.
   c. Manage your time so that you are able to complete all sections.
   d. Read all directions very carefully.
   e. Answer questions you know first.
   f. Circle questions you can't answer; go back and answer them last.
   g. Review all your answers before turning in your test.

3. After the test:
   a. Read any comments made by your teacher.
   b. Correct any wrong answers so you can use the test as a way to learn more about a subject…AND to study for finals.
   c. Talk with your teacher if you have any questions about an answer.

<u>Short Hand Tips:</u>
Developing a short hand or abbreviation system will allow you to take notes in less time.

1. Abbreviate words by:
   a. Dropping middle letters such as "cont'd" (continued).
   b. Dropping endings of words such as *"Oct." (October).*
2. Use common symbols such as:
   a. i.e. -- for "that is"
   b. e.g. -- for "for example"
   c. w/ -- for "with"
   d. w/o -- for *"without"*
3. Develop your own common symbols for words that you use frequently in note taking.

<u>Tips for Keeping Focused while Studying</u>:
Keeping your body healthy and alert will make studying much easier and allow you to retain more information.

1. Take a short break. Get up and do something after studying for long periods of time. Stretch, take a walk, or get something to eat or drink.
2. After your break, go back to studying. Review your notes to get a fresh start on your subject.
3. Get plenty of sleep.
4. Eat a balanced diet.
5. Exercise regularly.
6. Take time out for fun!

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