



Student Manual

2025 Edition



Unit 1: Learning with a Purpose



Unit 2: Confronting Challenges and Having a Growth Mindset



Unit 3: Managing My Learning



Unit 4: Interacting with Others as We Learn Together



Unit 5: Making a Difference in My Community and World



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Do Now: Course Overview Sheet

Listed below are the titles for the different units in the Skills for Secondary School Success (4S) course. Read the titles of the units and place a check mark beside the name of the unit that you think will be most interesting or helpful to you.

Unit 1: Learning with a Sense of Purpose
 Unit 2: Confronting Challenges and Having a Growth Mindset
 Unit 3: Managing My Learning
Unit 4: Interacting with Others as We Learn Together
Unit 5: Making a Difference in My Community and World

DO NOW:

A Few Fast Facts About Me

1. One thing I am good at is	
2. Activities I enjoy doing (my hobbies) include	
3. When I thínk about work I míght do as an adult, I thínk ít would be 	<u>exciting</u> to
4. When I thínk about work I míght do as an adult, I thínk ít would be	boring to
5. My favorite subject in school is	
6. The subject 1 find hardest is	_·
チ. I would rather work with people than work alone to get a job done.	

"We work to discover both who we are and why we are."

Kenneth B. Hoyt "The Father of Career Education"



The Starring Role in Your Life Story

You have the starring role in the story of your life. What are you like as a character? What makes you tick? You are a uniquely complex person filled to the brim with special qualities.

Over the next few weeks, you will do activities designed to help you know your desires, interests, and skills. If you know yourself, you will be able to make wise choices for yourself and for your future schooling and career. A career that is in line with your personal qualities, skills, and goals, is a meaningful career. And a meaningful career is a satisfying one.

To got started complete the hoves below

Two words that describe my personality are	The things I value most in life are
Some of my natural talents include	Things I am most interested in are
one goal that I would like to achieve by life is	Some of the skills I hop to acquire include



You Are the Author of Your Life Story...



You may not have realized it, but you are an author. *You* are the author of your life story. Your story has a beginning, middle, and end. It has characters and a plot. It is full of events and emotion. Your story is non-fiction and it is totally unique... there's not another like it. You are writing your story now, and it is a good one.

The subject of your story is *life*. Your life. Your life yesterday, today, and tomorrow. It's really quite a story—full of adventure and obstacles, victories and defeats. It tells the drama of your past experience and the mystery of your future. There are heroes and villains, friends and foes. There are chapters of celebration and chapters of pain.

This story is yours. Write it as you wish and tell us the story...

To begin... A story usually revolves around the main character, so your first job as an author is to create the main character. In *your* story, **you** are the main character. And *you* are a fascinating character! You have a personality, feelings, talents, and your own ideas. You have style, hobbies, and likes and dislikes. All of these make up different parts of your story, just as they make up different parts of you.

Let's begin our story with a description of you. To describe a person, you may use terms like:

Personality	
Values	
Interests	
Skills	
Talents	
Goals	

These words describe a person's *character*. This is the "stuff" someone is made of. Let's look at these words a little more closely before we use them...



Here are some examples to help us understand exactly what each word means. Remember, these are just examples—there are many more possibilities in each category!

Personality

This describes the way a person acts or behaves.

Example: "Jack has an outgoing personality."

Some words to describe personality include:

outgoing shy
honest dependable
serious easy-going
confident sensitive
hardworking lively
fun-loving anxious

Values

Values are the ideals or principles a person considers most worthwhile.

Example: "My English teacher values learning; she makes sure we understand new material."

People have different values. Here are some possible ones:

family hard work
education wealth
faith moral living
friendship leadership
success justice

Interests

Interests are things or people a person most wants to be with, learn about, or focus on.

Example: "Ryan has a strong interest in the arts."

Some examples of different people's interests are:

art books
children travel
history fashion
nature fitness
sports technology

Skills

Skills are abilities a person has learned and developed.

Example: "Amber's math skills really help in her job."

Skills and talents are similar. A person's skills could include:

riding a bike giving a speech using computers painting a house playing basketball being a caregiver relating to people teaching using science selling a product repairing things taking photographs

Talents

Talents are a person's special *natural* abilities.

Example: "Acting is one of Dion's many talents."

Talents come from natural abilities. A person's talent could be almost anything. Consider these talents and abilities:

athletic talent
ability to persuade others
artistic talent
problem-solving ability
musical talent
mechanical talent
writing talent
ability to figure things out
leadership ability
organizing ability
talent for math

Goals

Goals are things people hope to achieve or accomplish.

Example: "My mom's goal is to see her children graduate from college."

Goals, like values, vary from person to person. People work to achieve their chosen goals. Here are some possible goals:

finding happiness
loving others
influencing society
building a strong family
reaching a high-level job
becoming wealthy
receiving recognition
acquiring knowledge
becoming wise
being a good person



All About Me Questionnaire

What kind of jobs would best fit your personality and abilities? Would you rather work with numbers or work with people? Work with your hands or work with ideas? Learn more about yourself by completing this questionnaire. **Put a check next to every item that is true of you.** (If the statement is not true about you, leave the space blank.) Then add your total score for each category.

Category # 1

I like to play team sports.	
I like to operate tools and machinery.	
I like to work outdoors.	
I like to work on cars.	
I like to work with my hands.	
I like to fix things.	
I like to get things done.	
I like to be physically active.	
TOTAL SCORE CATEGORY # 1	



Category # 2

I like to use scientific information to solve problems. I like to figure things out. I can often suggest a better way to accomplish a task. I like to work alone rather than with groups of people. I like to perform science experiments. I pay close attention to details. I like to solve complex problems. I like to work with ideas more than people or things. TOTAL SCORE CATEGORY # 2

Category #3

I like to make gifts or crafts for friends and family.	
I like to write stories or poems.	
I write in a journal or diary.	
I like to play a musical instrument or sing.	
I am more of a free spirit than a person who wants to follow rules.	
I like to decorate.	
I like to perform in plays.	
I like to take pictures that really capture a person's personality.	
TOTAL SCORE CATEGORY # 3	

Category # 4

TOTAL SCORE CATEGORY # 4	
I like working in groups more than working by myself.	
I like to help people make decisions.	
I would like helping students pick their high school courses.	
I like to teach people or explain things to them.	
I would enjoy working with kids or teens in a summer camp.	
I like to help people with their problems.	
I like working with people rather than things.	
I like to do volunteer service.	
0 1	



Photo adapted from Allison Shelley, All4Ed

Category # 5

TOTAL SCORE CATEGORY # 5	l
I would like to supervise other people.	
I like to work with people and data.	
I am a good talker.	
I am not afraid to take risks to accomplish something.	
I tend to be assertive, not shy.	
I would like to sell things or promote ideas.	
I like to persuade people to do things.	
I like to lead a team of people.	

Category # 6

I like to be organized and precise.	
I keep track of my money and how I spend it.	
I am a practical, down-to-earth person.	
I like to make lists.	
I like to solve math problems and work with numbers.	
I am good with details.	
I like to follow the rules.	
I like to follow clearly defined procedures.	
TOTAL SCORE CATEGORY # 6	

My Holland Categories are	
Category with the highest score: _#	
Category with the next highest score: _#	

 $Your\ teacher\ will\ tell\ you\ the\ Holland\ code\ name\ for\ each\ category.$

I am ______ and _____.



GET STARTED THINKING ABOUT YOUR FUTURE.

You're invited

Career Party!

Lucky you! You're invited to a party at a friend's house this weekend. When you arrive, you see lots of your classmates. They all seem to be talking in small groups about different topics. As you walk around the room, listen to each group to see which one you want to join:

GROUP 1

Your friends in this group are talking about everything from sports to raising animals to fixing cars. Everyone in the group enjoys being outdoors and working with their hands, fixing and tinkering with things.

GROUP 4

At first you think this group is very loud, but then you realize they all just like to talk. Some say they want to teach other people, others want to be on stage, while others want to work with people in the medical field or social services.

GROUP 2

Everyone in this group is interested in watching, investigating, analyzing, or solving problems.

Some say they like science, others enjoy puzzles or computer games. They're definitely good at finding answers.

GROUP 5

Your friends in this group are "take charge" people who like to persuade others. They're definitely leaders: some serve on the student council, while others say they want to own their own business or make a lot of money someday.

GROUP#

GROUP#

GROUP#

Even though this group is quieter than the others, they do like to talk about how to keep things organized and running smoothly. Most of your friends in this group like working with numbers and data, and they're really good at it.

GROUP 3

This group of your friends is very

creative. Some like to draw, paint,

or write; others enjoy dance,

theater, or creating innovative,

unusual things. They all enjoy using

their imagination and creativity in

unstructured situations.

GROUP 6

Which group do you decide to hang out with first? Write that group's number in the box on the right.

After 10 minutes, that group goes in the kitchen to get some snacks. So which group do you go to next? Write that group's number in the box on the right.

After 10 more minutes, you decide to chat with another group. Which one? Write that group's number in the box on the right.

Using the KEY below, write the first letter of each of the groups you chose in order here.

These three letters, in this order, form your unique career code.

You can visit <u>onetonline.org/explore/interests</u> and select the categories that match your code to learn about careers that might interest you.

GROUP 1 = Realistic Group

GROUP 2 = Investigative Group

GROUP 3 = Artistic Group

GROUP 4 = Social Group

GROUP 5 = Enterprising Group

GROUP 6 = Conventional Group

Adapted from What Color Is Your Parachute?, Richard Bolles, Ten Speed Press, and the Holland code career theory.



My Career Investigation Planner

My top Holland ca	areer codes a	ire			_
					_
I want to learn mo		_	g careers (p	lease list at	least three):
1					
2		·			
3					
4					
_					

Which Jobs Are Right for Me?

Resource List

Which Holland Career codes best fit your unique personality? Some careers for each category are listed below, linked to a Wikipedia article providing more information. Look for career names that sound interesting to you, and explore to learn more. If you were strong in more than one Holland category, look for job titles listed under both of them. And remember, this is just a starting place! If you open the link for one career, you will usually find many other related opportunities.

REALISTIC Do you enjoy working with your hands or body, with tools, machines, and things? Do you tend to be practical and enjoy working with concrete objects? If so, you may be in the REALISTIC category.

- Actor
- Animator
- Architect
- Artist
- Athlete
- <u>Bartender</u>
- Carpenter
- Caterer/chef
- Computer artist
- <u>Computer scientist</u>
- <u>Cosmetologist</u>/ <u>Make-up</u> artist
- Costume designer
- Dancer
- Dentist
- <u>Driver</u> (bus, truck)
- Engineer
- <u>Electrician</u>

- Environmental scientist
- Fashion designer
- Fashion model
- Filmmaker
- Firefighter
- Game designer
- Graphic designer
- Horticulturist/gardener
- Information technologist
- Interior designer
- <u>Laborer</u>
- Librarian
- Martial artist
- Mechanic
- Mechanical engineer
- Musician
- <u>Nurse</u>
- Optometrist

- Paramedic
- Personal trainer
- Pharmacist
- Photographer
- Physical therapist
- Pilot
- Police officer
- Radiologist
- Sculptor
- <u>Soldier</u>
- Surgeon
- Veterinarian
- Web developer/ Web designer
- Webmaster
- Waiter/waitress



INVESTIGATIVE Are you a thinker who likes to gather a lot of information before making decisions? Do you like to work with theories, learn new information, and analyze things? You are probably Investigative.

- <u>Computer scientist</u>
- **Economist**
- <u>Engineer</u>
- <u>Financie</u>r
- <u>Lab worker</u>
- <u>Lawyer</u>
- Librarian

- Mathematician
- Pharmacist
- Physician (medical doctor)
- <u>Professor</u>
- Computer programmer
- Psychologist

- Psychiatrist
- Public health worker
- Researcher/ scholar
- Scientist
- Statistician
- Surgeon
- <u>Teacher</u>

ARTISTIC Do you like to create things? Are you original, independent, and creative? Are you a creative problem solver? You may fall into the Artistic category.

- Actor
- Architect
- Art teacher
- Animator
- Audio engineer
- Author/poet
- Choreographer
- Dancer

- <u>Drama teacher</u>
- Exhibit designer
- Floral designer / florist
- Illustrator
- <u>Interior designer</u>
- Merchandise displayer
- Musician/singer/songwriter
- Music teacher

- Painter/graphic designer
- Pastry chef
- Photographer
- Screenwriter
- Special effects technician
- Translator
- Writer





SOCIAL Do you like to cooperate with people and help others? Are you a good team player? Do people describe you as nurturing? The following careers might be interesting to you:

- Activist/social justice worker
- Advisor
- Art therapist
- Caretaker
- <u>Civil rights lawyer</u>
- Clinical social worker
- Community organizer
- Counselor
- Clergy

- Dance therapist
- Drama therapist
- Educator
- Human rights worker
- Nurse
- Nutritionist
- Philanthropist
- Physician (medical doctor)
- Psychologist

- Psychiatrist
- Receptionist
- Philosopher
- Special education teacher
- Speech-language pathologist
- Teacher
- Trainer (business)
- Translator/ Interpreter

ENTERPRISING Do you like to persuade people? Are you good at selling things or telling other people what to do? Do you like competition and having a chance to be the leader? Do you prefer to focus on the big picture rather than handle small details? These careers might be a good fit for you:

- Advertising writer/artist
- Bartender
- Businessperson
- Buyer
- Communications director
- Economist
- Entrepreneur
- Event manager
- Fashion designer
- Fashion model
- Hospitality manager

- Human resources worker
- Insurance salesperson
- Investment banker
- Journalist
- <u>Lawyer</u>
- <u>Lobbyist</u>
- Marketer
- Manager
- Management consultant
- <u>Politician</u>
- Professor
- <u>Publicist</u>

- Public administrator
- Public affairs director
- Public relations director
- Public policy worker
- Public speaker
- Realtor
- Retailer
- <u>Stockbroker</u>
- Salesperson
- Trainer (business)
- Travel agent

CONVENTIONAL Are you precise, efficient, and orderly? Do you pay close attention to details and like to keep things organized? Do you like working with data? These jobs might appeal to you:

- Accountant
- Administrator
- Administrative assistant
- Banker
- Bank teller
- <u>Bookkeeper</u>
- Businessperson
- <u>Cashier</u>
- <u>Clerk</u>
- Copy editor

- Computer scientist
- <u>Desktop publisher</u>
- Economist
- Engineer
- Financier
- Instructional technologist
- Investment banker
- <u>Librarian</u>
- <u>Information technologist</u>
- Manager

- Mathematician
- Office manager
- Payroll manager
- Pharmacist
- <u>Proofreader</u>
- Secretary
- Statistician
- Technical writer

My Name:
Career Profile Notes
Career Name:
Typical Entry-Level Education:
Average Pay:
Job Outlook:
Main responsibilities of this career:
What I like about this career:
Is there anything I don't like about this career? If so, what is it?
How I would enter this career (education, major, experiences):
Similar careers that might interest me:
Other notes or thoughts:



I	My Name:
My College Exploration Notes	
· 	
- 	
- 	
	
·	





"Your Life's Blueprint" Vocabulary Exploration and Vision Board Ideas

Word	Meaning (your own words)	Context: How the word is used in Dr. King's speech
1	at Dr. King says should be part of yo	our life's blueprint. Explain why
3		
What video(s) about	vision boards did you watch?	
What are some ideas	you have for creating your own Life	e's Blueprint?



My Life's Blueprint Think Sheet

(You should complete your worksheet individually, but you can discuss ideas with a partner or small group and work with them as thought partners.)

These are the questions... Here are my answers...

How do I want to express my dignity, worth, and my own "somebodiness"?	
What values do I want to live by?	
What are my passions?	
What is the life that I want? • I want to experience • I want to be • I want to have	
What is the world I want to live in? • I want the world to have • I want the world to be	
What do I want to accomplish? What will I do in life — what will be my life's work?	



Experience of Stress

Below are some questions about how you experience stress. We want you to take a few minutes and think about what stress may feel like in your body. The goal is to identify what stress may feel like or look like, so you know when it may be time to take a break or relax. You do not have to share your answers with anyone if you prefer not to do so.

In a typical week, how many nights do you have difficulty sleeping?

0 1 2 3 4 5 6 7

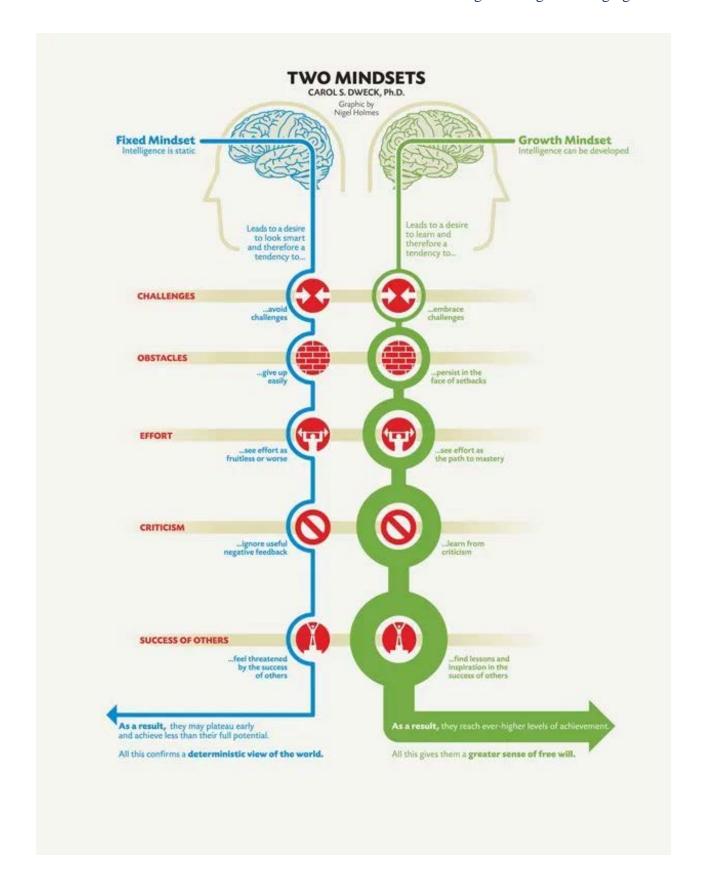
How often do you..

	Less than once a month	Once or twice a month	Once a week	Multiple times a week	Multiple times a day
get headaches?					
feel sick to your stomach because of					
stress?					
have difficulty being physically still					
because of stress?					
feel your heart racing because of					
stress?					
start arguments because you feel stressed out?					

How often do you...

	Never	Rarely	Sometimes	Often	Always
get annoyed with others because you feel stressed?					
have difficulty focusing because of everything going on in your life?					







Self-Regulation Strategies

Below is a list of strategies that people use when they are very emotionally charged or feeling stressed. These activities can help you calm down or refocus. Check any of the items that you either currently do or would like to try.

Self-regulation strategy	I do this	I would like to try	Not for me
1. Deep breathing or meditation			
2. Identify and label your feelings			
3. Talk about it with someone you trust			
4. Call someone you love or care about			
5. Do something nice for someone else			
6. Write down 5 things you feel grateful for			
7. Go for a walk			
8. Write in a journal about what is bothering you			
9. Squeeze a stress ball			
10. Draw or doodle			
11. Stretch			
12. Read a book			
13. Drink water			
14. Listen to music			
15. Exercise			
16. Count to 20 (or 100)			
17. Sit in a quiet place			
18. Play a game or do a puzzle			
19. Give someone a hug			
20. Watch a funny video			



Signs of Stress Activity Sheet

Stress is your body's responses to events around you. Stress can be both positive and negative; if you decide to run a 5K race and begin training, your body will experience a good stress. If you break your leg, that is a bad stress. Sometimes stress is both positive and negative. Ideally, your level of stress should be motivating, not overwhelming or draining. Too much stress will exhaust your body and mind and lead to serious health problems.

Stress affects your mind and your body. It causes powerful feelings and biological changes. Your body responds with a "fight or flight response." It is ready to fight to defend itself or run away to be safe from danger. Your heart speeds up. Stress hormones flood your body, preparing you for action. You may feel highly alert and focused. But if the stress continues, you will experience negative consequences.

List as many symptoms of stress as you can in the chart below.

Physical Symptoms	Emotional Symptoms
Behavioral Symptoms	Mental Symptoms



Unit 2 Lesson 2	Confronting Challenges: Identifying Signs of Stress
	Causes of Stress
	Making School Better
can make school less stress	arned about stress and some of the causes, what are ways we sful? How about ways we can help students manage stress? In some ideas for principals, teachers, and in general.
Ideas for the principal	
Ideas for teachers	
General ideas	



The Stress Response: Sympathetic vs. Parasympathetic Nervous System



The Sympathetic Nervous System

Stress Response

Revs you up, preparing you to fight, take flight, or freeze

- Heart beats fast
- Breath is fast and shallow
- Pupils expand to take in more light
- Stop digesting food
- Blood rushes to your muscles
- Hormones rush through your body
- High energy use

The Parasympathetic Nervous System

Relaxation Response

Calms you down, preparing you to rest, think, and recover

- Heart beats slow and rhythmic
- Breath is full and slow
- Pupils return to normal
- · Food digestion resumes
- Blood flow returns to your gut and lungs
- Hormones lift your mood and help you relax
- Saves energy



What are three differences between the stress response and the relaxation response?

1.	
2.	
3.	

Images: http://clipart-library.com/clipart/79427.htm; http://clipart-library.com/clipart/1264053.htm; http://clipart-library.com/clip-art/243-2431978 clip-transparent-stock-golden-sun-sunlight-euclidean-sello.htm



Confronting Challenges: Managing Difficult Emotions

Conflict Journal

How Could I Have Handled It Better?		
My Response		
What It Was About		
Who Was Involved		
My Conflict		



Steps to P.E.A.C.E.: How to Remain Calm Under Pressure

P = Identify the PROBLEM	P = Identify PROBLEM
E = EXAMINE yourself	E = EXAMINE yourself
A = Get some ADVICE	A = seek ADVICE
C = CONSIDER the result you want	C = CONSIDER outcome
E = EXHIBIT the skills of a self-controlled person	E = EXHIBIT self-control
Problem : What recent problem/event made me want t	o lose my cool?
Examine : Why did I feel this way? What did it feel like affected how I reacted?	e in my body? What things
Advice: Did I get advice from someone? What did he, s	she, or they say?
Consider: What positive outcome did I want?	
Exhibit: What did it (or would it) look like for me to be	e a self-controlled person?



Emotional Triggers Checklist

When teenagers were asked to identify things that made them mad, they listed things at school, home, in their relationships and in themselves. They also mentioned specific feelings that may lead to more intense emotions. Are any of these your triggers too?

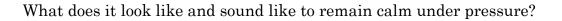


School	Friends
Other kids fool around in class so	Having fights with friends
we can't learn	Friends pressuring me to do
School work doesn't seem to relate	things I don't want to do
to my future goals	Friends not being nice to me
The physical condition of my school	Friends not including me in their
Getting detention or a negative	plans
consequence	People talking about me behind
Feeling misunderstood by my	my back
teacher	
Getting publicly called out	Me
Too much homework	Changes in my body
Being treated unfairly or accused	Not getting a chance to voice my
of something that I did not do	opinion to parents or teachers
F :1	Taking on too many activities;
Family Man broath on/sixton	feeling overwhelmed
My brother/sister	Feeling lonely
Fighting, separation, or divorce of	Experiences
parents/guardians Chronic illness or death of a loved	Feeling unheard
	Feeling embarrassed
one	Feeling judged
Too many responsibilities at home	Feeling blamed
Parents working all the time	Feeling disrespected
Parents treating me like a little kid	Feeling ignored
Parents not understanding my perspective	Feeling disconnected
perspective	Feeling manipulated
What are some of your other triggors?	1 0011119 111110011
What are some of your other triggers?	



Sounds Like

Remaining Calm



Looks Like



Self-Regulation Strategies: What are strategies you use to regulate your emotions?		
Confronting Challeng	es: Managing Stress	



Margarita's Conflict: Fight, Flee or Face?

People sometimes use avoidance (fleeing) to deal with problems because they are afraid to confront the other person, hate conflict, or have an unhealthy need to please others. Other people fight or attack by criticizing, insulting, blaming, bullying, spreading rumors, gossiping, or using violence. They would rather attack than admit they might be wrong. But some people learn to face conflict head on and try to solve their problems.

Let's see if we can recognize when people use the unsuccessful approaches and discover the third way—a way to address conflict positively. Read these scenarios and answer the questions.

1. Margarita has been working with Peter on a science project all semester. It is an important part of their grade. She is frustrated because several times Peter agreed to meet her after school to work on the project, but stood her up and went out with friends instead. He once joked that he wished the teacher had made him work with Tayisha instead because she is so good looking. Margarita has never talked to him about these things, or told him that she is frustrated and hurt by his actions. She acts as if everything is okay between them.

What approach is Margarita using?		
Is this approach working? Why do you think so?		
2. When Margarita invited Peter over to her house last week to work on the project, he was forty-five minutes late and offered no apology. He had not done the research he had agreed to do. Instead, he told Margarita, "You should probably do all the research, because you have more time." She lost her temper. "You are such a jerk! You haven't done anything to help with this project. If we fail, it will be your fault!" How did Margarita deal with this conflict? What approach did she use?		
Will this approach work? Why do you think so?		
How can Margarita address this conflict in a healthier way?		



Sorting Through Conflict

Some ways of responding to problems are more effective than others. For example, if you flee or avoid the issue, it may not get resolved. Taking an aggressive approach may not help either, as it could make the problem worse. A better approach is to face the issue calmly and thoughtfully. Below are some different ways people handle problems. Decide whether each one is an example of **fleeing**, **fighting**, or **facing** a problem, and write it in the appropriate space.

Apologizing when wrong
Blaming someone else
Bullying
Compromising or collaborating
Cooling down to think straight
Denying that there's a problem
Fighting
Asking for help

Gossiping or back-stabbing
Insulting others
Keeping score to attack later
Pretending to be okay
Running away
Talking to the person
Trying to improve the relationship

Strategy	Examples
Flee (Avoid)	
Å	
Fight (Attack)	
Face (Address)	

Role Play: Three Approaches to Conflict

	The Scenarios	Response
#1	Joshua, Tami, Ramon, and Hamid have formed a band. They have been asked to play at a friend's 16th birthday party. Hamid wants to replace Tami, who sings and plays guitar, with another singer. What should Tami do?	What would avoidance look like? What would attacking look like? What would it look like for Tami to address the problem?
#2	Miguel (14) thinks his mother asks him to do too many chores, especially since his brother Juan, who is 12, hardly has to do any. What should Miguel do?	What would avoidance look like? What would attacking look like? What would it look like for Miguel to address the problem?
Holly used to like. Holly sent a mean and insulting text message to Christina because she is jealous. What should What would attached to the sent a mean which was a mean which what would attached to the sent a mean which was a mean which what would attached to the sent a mean which was a mean which what would attached to the sent a mean which was a mean which which which was a mean which which which was a mean which which which which was a mean which which was a mean which which which which was a mean which which which was a mean which which which which which was a mean which which which which was a mean which which which which which was a mean which which which which was a mean which which which was a mean which which which was a mean which which which which was a mean which which which was a mean wh		What would avoidance look like? What would attacking look like? What would it look like for Christina to address the problem?
#4	Devon bought a new pair of expensive sneakers. It took him a month to save up the money to buy them. At lunch, Roger is not looking where he is going and spills his drink on Devon's new shoes. What should Devon do?	What would avoidance look like? What would attacking look like? What would it look like for Devon to address the problem?
#5	Julia is playing basketball after school when one of the other girls on the team, Stacy, gets very aggressive. Stacy starts trash talking and making fun of Julia's skills in front of the other girls. What should Julia do?	What would avoidance look like? What would attacking look like? What would it look like for Julia to address the problem?
#6	Felicia approaches Andres in the lunchroom and tells him that she heard from David that Andres' family was evicted because his mom was using drugs. This is not true, and Andres is very upset. What should he do?	What would avoidance look like? What would attacking look like? What would it look like for Andres to address the problem?

JOHNS HOPKINS

Three Conflict Strategies: Looks Like/ Sounds Like

When we think about three conflict strategies—flee, fight or face—what does that look like? What does it sound like? Brainstorm with your peers to fill out the t-chart below.

Strategy	Looks Like	Sounds Like
Flee (Avoid)		
Fight (Attack)		
Face (Address)		

Introduction to Mindfulness

As we watch the video on mindfulness,	jot down some i	deas about the following:
---------------------------------------	-----------------	---------------------------

What does it mean to be mindful?

What are some benefits of being mindful?

What are ways we can practice mindfulness?

Mindfulness Myths

Read the mindfulness statements below and decide whether they are facts or myths.

Mindfulness Statement	Fact	Myth
1. Mindfulness can only be practiced by adults.		
2. To be mindful, you need to be sitting in a quiet room.		
3. Mindfulness is just about paying attention and being intentional.		
4. Identifying negative thoughts is part of being mindful.		
5. Practicing mindfulness can make you smarter.		
6. Mindfulness can change your brain.		
7. Mindfulness can reduce your stress level.		
8. In order to be mindful, you need to clear your mind.		

What You Say vs. What You May Feel

Part of being mindful is being able to label how we are feeling. Read the statements below and identify the feelings that are represented by the statement. Think about ideas for things the person could do—or a friend could do—to help them feel better.

1.	"Leave me alone. Nobody cares about me."
	Feelings:
	Action ideas:
2.	"I don't need your help. I can do this alone."
	Feelings:
	Action ideas:
3.	"We're supposed to be best friends! I can't believe you told on me!"
	Feelings:
	Action ideas:
4.	"Yeah, I guess I was mean to her. I shouldn't have said what I did."
	Feelings:
	Action ideas:
5.	"I can write in my book if I want. It's mine. I can do what I want with it.
	Feelings:
	Action ideas:
6.	"You never get mad at her, just at me!"
	Feelings:
	Action ideas:
7.	"I'll never do as well as he does, no matter how long I practice."
	Feelings:
	Action ideas:



8.	"There's nothing to do. I'm bored."
	Feelings:
	Action ideas:
9.	"I give up. I can't figure it out. I'll never be able to figure it out."
	Feelings:
	Action ideas:
10	."This is dumb! I hate school."
	Feelings:
	Action ideas:

My Video Reviews

Tell the authors what you think by circling your response to each question:

Video #1—Neuroplasticity:

1. How important was the information in this video?

Not at all important Somewhat important Very important

2. How boring was the video?

Very boring Somewhat boring Not boring

3. How confident are you that the video will encourage viewers to not give up when they confront challenges?

Not confident Somewhat confident Very confident

4. Overall, would you rate the video as rotten or fresh?





Rotten

Fresh

Video #2—"You Can Learn Anything":

1. How important was the information in this video?

Not at all important Somewhat important Very important

2. How boring was the video?

Very boring Somewhat boring Not boring

3. How confident are you that the video will encourage viewers to not give up when they confront challenges?

Not confident Somewhat confident Very confident

4. Overall, would you rate the video as rotten or fresh?





Rotten

Fresh

Confronting Challenges: Managing Stress



My Partnership's Prediction¹

Agree on a prediction to make, use a marker to write it in the box below, and be ready to hold it up for everyone to see when your teacher asks all partnerships to reveal their predictions.

What % of 15-year-olds **disagree** with the statement: "Your intelligence is something that you can't change very much?"

¹ If you would prefer students to display their prediction on a sturdy card rather than a flimsy sheet of paper, just print this page on cardstock (one for each pair of students)



Positive Self-Talk = More Stamina and Enthusiasm

Who do you talk to the most every day? Your best friend? Your teacher? A parent? Wrong.

The person you talk to the most every day is yourself.

That's right. What is playing on the podcast inside your head? On your internal "chat" with yourself? Is it positive or negative? Researchers who study human behavior have concluded that paying attention to what you say to yourself—and changing that message to one that is more encouraging, positive, and



productive — can help you to avoid discouragement or depression and find the stamina and enthusiasm that you need to accomplish your goals.

Many teens are bombarded by disparaging messages from a variety of sources, by negative voices that write them off, disrespect their potential, and suggest that they will never amount to much. That is why it is essential that our self-talk and our mindsets be voices of truth that remind us that the sky's the limit, because of our brain's growth potential and because of the learning opportunities, strategies, supports, and wise counsel available to us when we confront challenges.

Think about your own self-talk. Does it reflect a hopeful, can-do mindset that encourages you to sustain prolonged effort to meet your goals? Do your beliefs and internal messages encourage you to embrace challenges and take strategic actions to make things better?

Positive self-talk means correcting the disparaging things you say to yourself or hear from others and replacing them with positive messages that highlight possibilities for change and improvement, rather than giving up hope. This is important! People that embrace an optimistic view -- a conviction that they are of value and importance and have a hope and a future -- get back on their feet and find a path forward when they get knocked down by negative events.

Read about a challenging event, disparaging self-talk, and positive self-talk in the chart below. Then think about how to apply positive self-talk to other situations.

The Event	Disparaging Self-Talk	Positive Self-Talk
Joe doesn't want to be my friend anymore	I'm unlovable.	I didn't work hard enough at that relationship.
I failed the unit test in math.	I'm stupid. I always do badly in math.	I could have done better if I'd studied more and reached out for some tutoring. I'll try both these things on the next unit.
I didn't get the part I wanted in the school play.	I don't get big parts because I have no talent. And, the director hates me.	I'll ask the director about tips on what to work on and on an acting coach, class, or summer program to help me improve.



Practicing Positive Self-Talk

The Event	Disparaging Self-Talk	Positive Self-Talk
It's next year. You have just started high school. Very few of your acquaintances are in your class section. None of your close friends has the same lunch period as you. High school feels like a lonely, friendless place where you don't belong.		
You have to do a science fair project, but you've never done one before. It seems like some of your classmates already know what to do because they did science fairs in their old school.		
Your freshman English class requires a lot of writing every week. But, you've never had a class teaching you about how to write. You struggle deciding what to write about and how to best convey your ideas in words.		



Confronting Challenges: Managing Stress



Student Activity Sheet: Moving On from Failure

Think about a time when you made a huge mistake or failed miserably at something.
Describe that time in several sentences. Discuss what happened (including
important background details) and how it made you feel .

What are some **lessons** you can learn from this failure? (Consider how these may include one or more of the following: new ways of doing things, things to avoid, people to consult, ways of thinking, etc.)

What would help you to keep on trying in the future, in spite of this failure? (Who can you call on for help?)



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Challenge 7: Juan is excited about entering high school and participating in many extra- curricular activities. He thinks he would like to pursue a career in healthcare, but isn't sure of his next steps toward realizing this dream. He needs a plan to make progress in school so he can

STRATEGY LIST

Managing Time and Setting Priorities Strategies for Remembering Information Finding Space for Effective Studying Getting and Staying Organized

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What I need to bring with me daily:

In class I need	I need to bring home

My personal organization system looks like this...

This is what I like about it...

This is what I want to change...

Daily Log

For each half hour write down what you did yesterday. If you don't remember, that's okay; just give your best approximation.

7:00 a.m
7:30 a.m
8:00 a.m
8:30 a.m
9:00 a.m
9:30 a.m
10:00 a.m
10:30 a.m
11:00 a.m
11:30 a.m
12:00 p.m
12:30 p.m
1:00 p.m
1:30 p.m
2:00 p.m
2:30 p.m
3:00 p.m
3:30 p.m
4:00 p.m
4:30 p.m
5:00 p.m
5:30 p.m
6:00 p.m
6:30 p.m
7:00 p.m
7:30 p.m
8:00 p.m
8:30 p.m
9:00 p.m
9:30 p.m
10:00 p.m
10:30 p.m.



Organizing Two Student Schedules

Eighth grade is going to be a busy year for students at Northbrook Middle School. The school day starts at 8:30 and runs until 2:30. Most students walk or take the bus, and spend about half an hour each way commuting to or from school.



Anthony has decided to play on the soccer team, which practices Monday, Wednesday, and Friday afternoons from 3:00-5:00. Games will also be scheduled during those times. It takes him half an hour to get home on the bus. Every Saturday he works at his uncle's store from 9:00-4:00. On Tuesdays and Thursdays, he has to come straight home after school to watch his nine-year-old sister until his mom gets home from work at 7 p.m. He knows that he has a research paper due in November. He'll have to block out several extra hours a week in October to research, write, and revise the paper. He also plays guitar and practices 30 minutes a day. He thinks he'll usually have two hours of regular homework every night.



Jasmine is also in the eighth grade at Northbrook Middle School. She has landed a role in the school play, which holds rehearsals Monday, Tuesday, and Wednesday from 3:00-5:00 during October. She takes voice lessons from her drama teacher on Thursday from 4:00-4:30, and practices singing for 30 minutes four times a week. For exercise, she plays basketball with friends on Saturday and Sunday at 2:00. She

usually babysits on Saturday nights, and has a sleepover or hangs out with her friends on Friday nights. She has to do chores at home for two hours on Saturday, and goes to church from 9:00-12:30 Sunday morning. She also has the same English language arts teacher as Anthony, and has to turn in the research paper due in November, just as he does. She generally has two hours of homework a night.

Can you help Anthony and Jasmine organize their October schedules? Use the blank schedule sheet on the next page.

's Oc	ctober	Schedule

Help Anthony or Jasmine organize their schedules by using the sample appointment book page below. Fill in the appropriate spaces with his or her weekly activities.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:30 a.m.							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
11:00							
11:30							
12:00 noon							
12:30 p.m.							
1:00							
1:30							
2:00							
2:30							
3:00							
3:30							
4:00							
4:30							
5:00							
5:30							
6:00							
6:30							
7:00							
7:30							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							

Study Habits Inventory

Habits that can help me succeed in school	I do this a lot	I do this at times	I'd like to try this	I doubt if this would help me
1. I regularly use a planner.				
2. I do my homework every night.				
3. I do my homework at the same time every night.				
4. I do my homework in the same place every night.				
5. I turn off the television and music while I do my homework.				
6. I listen to classical/instrumental music while I study.				
7. I use headphones to block out noise around me.				
8. I break up big tasks into smaller steps.				
9. I put my phone away or turn it off while I do my homework.				
10. I know how to refocus myself when I get distracted.				
11. I set nightly goals to help me finish my work.				
12. I let my parents/guardian know about upcoming tests or assignments so they can help me stay on track.				
13. I plan ahead to make sure I finish long- term projects on time.				
14. I have contact information for someone in each of my classes to call for homework help if I miss school				
15. I review my class notes regularly so I don't have to cram for a big test				

The Multi-tasking Brain?



Because of the COVID-19 pandemic, many more students switched to doing homework and classwork on laptops, tablets, and even phones. One thing that is different about doing schoolwork on an electronic device is that there are so many possible distractions! Tiktok, YouTube and other videos, Instagram and social media, games...

they're all at our fingertips, right there on the screen with that English or math assignment. Sounds great, right? You can multi-task and have fun while you work! You can have it all!

There's just one problem with that plan: it doesn't work. You may feel like you're getting more done, but you actually accomplish less, not more. Unfortunately, our brains aren't wired for multi-tasking.

What happens next? It depends. Maybe you don't get enough sleep, and find it hard to pay attention in class the next day. Maybe you turn in work that's sloppy or just not your best effort—or you get behind and submit assignments late. Parents and teachers become frustrated, too—no one really enjoys being a nag!

So why does your brain have such a hard time with multitasking? Thousands of years ago, our ancestors needed to be highly focused to survive in their dangerous, unpredictable world. Their brains were designed to help them stay alive! And we inherited the same kind of brain—one that's meant to do one thing at a time.



Of course, sometimes it does feel like you're doing two things at the same time. However, that's not what's really happening! Instead, your brain is switching back and forth between networks—as if you were putting one conversation on hold to pick up another call. And, every shift costs time and mental energy. What's the result? Less work done, and less information remembered.

Now, turn to the next page to do a personal inventory.



Personal "Multitasking" Inventory

List all the "other" things you like to do during your time for homework and studying (for example, TV, music, answering calls or texts, TikTok, Instagram, snacking, web surfing, playing games, etc.). Discuss your list with your partner.

1.	 	
10.		

Based on Judy Willis, "Conquering the Multitasking Brain Drain," Edutopia, 10.25.2016: https://www.edutopia.org/blog/conquering-the-multitasking-brain-drain-judy-willis
Images: https://pixabay.com/vectors/laptop-girl-woman-people-computer-40935/
Brain by Wes Breazell from The Noun Project https://thenounproject.com/term/brain/189789/



Secrets of Effective Readers: Putting It into Practice

With your cooperative learning team or partner, discuss the following situations. Write your answers to the five pre-reading steps.

- 1. Set a purpose for reading.
- 2. "Wake up" or activate prior knowledge.
- 3. Note text features (titles, sub-titles, pictures, charts, etc.)
- 4. Ask questions.

A. Millie is searching the internet to find out about Red Cross babysitting classes for teenagers. She wants to take this class so that she can earn money babysitting.



1.	What is her purpose for reading the web sites?
2.	What might she already know about this subject?
3.	What text features might she find?
4.	What questions might she have?
Eu	Rasheed has to write a research paper for his history class on some aspect of rope in the Middle Ages. He is interested in castles and other old buildings cause his uncle is an architect who designs buildings.
1.	What is his purpose for reading?
 2.	What prior knowledge does he already have about this subject?

3.	What text features might he find?
4.	What questions might he have?



C. Carlos was born in Monterrey, a city in Mexico, and moved to the United States as a baby. He and his family are returning to Monterrey for a visit this summer. Carlos wants to know about the history of this city, and what interesting things he can see or do there.

1. What is his purpose for reading?

2.	What prior knowledge does he already have about this subject?
3.	What text features might he find?
4.	What questions might he have?

Secrets of Effective Readers

Imagine walking into a new house or apartment. You enter your bedroom, ready to put away your clothes. But you have no closet, no hangers! Furthermore, you have no dresser! No shelves! Nowhere to put your clothes! How can you organize your room? How can you ever find things if your clothes stay unpacked in boxes, or scattered around the floor in random piles? It's a big mess!





Your brain is like that room. When you learn new information—or read something new—your brain wants to file it with similar information. It wants to "wake up" the knowledge it already has about that topic, and connect the new learning to what you already know. That way, it can organize it, remember it, and retrieve it!

Before opening that book or looking at that informational web site, a successful reader prepares his or her mind to receive the new information. You may not always "see" how an effective reader does this—or be aware that you are doing this yourself. But practicing pre-reading skills can make a big difference in how well you learn.

1. Set a purpose for reading.

To prepare your brain for the new information, know WHY you are reading. What do I hope to learn? Do I need to find out something? Am I curious about this topic? Do I need to know this for a test?

2. "Wake up" or activate prior knowledge.

How does this connect to what I already know about this subject? Thinking about what I already know will help me understand and remember more of what I read.

3. Notice text features.

As I look over the text, what illustrations, captions, and headings do I notice? What words are bolded, and do I know what they mean?

4. Ask questions.

I wonder what the title means? What is this text about? What will I learn?



Why Reading Matters—and How to Be a Better Reader

1.	What is your purpose for reading this selection?
2.	What prior knowledge do you have about this subject?
3.	What text features do you notice?
4.	What questions do you have?

Jack thought he knew how to read—or read well enough. But his science and social studies textbooks leave him frustrated. "I can't understand them!" he complains. "And they're boring, too!"

Jack is not alone. Many students have trouble reading well. Even if they understand individual words and can sound them out, they often don't understand what the passage or book means.

Why Reading Matters

Students need to read well not just to get good grades or pass state tests. Reading well is a key that unlocks many doors. You can become a lifelong learner who is able to satisfy your curiosity, learn new skills and information, and find meaningful jobs.

What might you want to read? Many different kinds of texts help people improve their lives! How about a driver's education manual so you can get your driver's license? A review of a new movie? A new novel from your favorite author? A religious book that explores the meaning of life? A bus schedule so you can get to the mall or to an after-school job? You might want to find a recipe for chocolate brownies online or in a cookbook. Or read a manual that teaches you how to change the oil in your car. If your neighbor is from Turkey or Vietnam or Kenya, you might want to learn about life in that country. Maybe you'll skim an encyclopedia article or look up some information online.

Adults Struggle, Too

Unfortunately, many adults can't read well enough to cope with daily life. Over 30 million adults can't understand a newspaper, read an advertisement, or fill out a job application. Half of our nation's jobless youths ages 16-21 have the same struggles. Without effective reading skills, it's almost impossible to find a good job.





What Happens When You Read

Reading is not mindless or passive. When you read, your mind is awake and active! Your brain is creating new pathways for learning. Scientists and researchers used to think that only young brains could grow new cells. But we now know that the human brain can grow and change throughout life. Young people's brains can make new connections in response to learning, practice, and stimulation.



Reading vs. Screen Time



You've probably noticed that watching television, YouTube, or TikTok is much easier than reading. It demands far less concentration. That's because when you look at a screen, your brain goes into neutral—almost as if it is partially asleep. It does not process or analyze the information it is receiving. It is passive, not active.

Studies show that fast-paced screen images may actually change your brain—for the worse! Even one or two hours of passive screen time every day can affect your ability to do well in school. Unfortunately, many people spend six or seven hours watching television or looking at devices every day.

What Successful Readers Do

Successful readers have a collection of thinking strategies to understand and remember what they read. They know *why* they want to read something—they have a purpose. They make predictions about what they will read, and connect it to something they already know (prior knowledge). They visualize or make "mind movies," and ask questions while they read. They monitor their own progress and may reread a difficult passage, speed up, or slow down.

Do You Want to Become a Better Reader?



Martin Luther King, Jr.

Many research studies show that if you read *more*, you will read *better*. In other words, practice makes perfect (or at least helps)! Did you know that reading alone for just 15 minutes a day can expose you to more than a million words a year? Think how much smarter you will become—and how you will become a better reader. Just as you practice basketball or the violin to develop your skills, practicing reading will make you a better reader.

No matter what your reading skill level is today, you can be a better reader—and then a better thinker. Michael King was a poor boy in the segregated South who attended school just a few months each year. When he decided to become a Baptist minister, he could only read at a fifth-grade level. But he loved to read and went to school at night to prepare for college. He eventually earned his degree, became a successful minister and political activist, and raised three children. You may have heard of one of them—his son, the famous Dr.

Help Your Memory Work Smarter, Not Harder

How many times have you taken a test and wished you could remember more of what you studied? We all struggle sometimes with faulty memories and overloaded brains. But it IS possible to remember more of what you study—and improve your school success!



Memory works in different ways. When you need a few items at the store, you may not write them down. You can remember long enough to get the things you need! But a week later, you probably won't remember everything you bought. Your shopping list was in your **working memory.** Your brain stored that information for a short time—just long enough to use it.

Now think about a favorite song from your playlist. It's much longer than the shopping list—but you probably know every word by heart! Why? It's easier to remember song lyrics than shopping lists—or the information you need for tomorrow's history test—for many reasons. The same principles will help you master knowledge for school, and move it into your long-term memory to use it in life.

Over and Over

You listen to your favorite songs over and over again. **Repetition** moves the lyrics into your brain! The more often you go over something you need to learn, the more likely you are to remember it.

Yet reading a paragraph over and over may not help—it's boring, so your brain might go into sleep mode. You want to repeat the material in different formats, spaced out in time, and use it in various ways. What are some fun ways to repeat what you learn and move it to your long-term memory?

The Power of Pictures

You probably watch video clips of your favorite songs. Seeing a mental picture or mind movie helps wake up your memory to recall the words that match it. This is why graphic organizers are such a great way to study. And guess what—you can make your own!

To remember events from a history lesson, put them in order on a **timeline** or **sequence chart**. Or, use a **cause-and-effect chart** to shows how one event leads to another. A **mind map** is another good way to show relationships between ideas, events, or people.

Drawing pictures—even stick figures—also helps put your visual memory to work. Tiny sketches will help you learn new vocabulary terms. If you need to learn the body parts of an insect for science class, copy or trace a picture from your textbook and label the parts.

Say the Words



Rhythm, melody, and rhyme—these are some features you may enjoy in the songs on your playlist. Those sound clues play a big role in making songs memorable, especially if you like to sing along! You can put the same features to work to remember things you study.



Always **talk to yourself** when you study, even softly, under your breath. When words come out of your mouth, they trace new paths that stay in your memory for a long time. This is especially true if you come back to say them again and again, taking breaks in between.

Mnemonics are special techniques to help you remember. To learn an ordered list, you can make up a sentence using words that begin with the same letters. Maybe you have to learn the first six American presidents: Washington, Adams, Jefferson, Madison, Monroe, and Adams. A sentence like this one: Why Are Jugglers Munching Magic Apples?—helps you remember where each president fits in the list. Make up sentences like this to learn names of planets, countries, or steps in math.

Rhymes and **songs** are also great memory aids. Maybe in elementary school you learned "Thirty days hath September, April, June, and November..." to learn which months are shorter than others. Create your own songs, poems, or raps to move new knowledge into your long-term memory.

Finally, if you have a **study buddy**, question each other on material you're learning. Talking with a friend and putting information into words helps make it stick in your brain.





Get Moving!

Do you ever dance along while you listen to your tunes? Those moves also help you remember the song lyrics. Getting your body involved is another way to create strong memory paths.

Start by moving your hands. Writing things down by hand strengthens your memory better than typing on a device. This happens when you create graphic organizers and draw what you study. And studies suggest that creating flash cards by hand—and reviewing them regularly—is a better way to study than using an online app!

What are some other ways to learn by doing? Study partners or a study group can create a short skit to act out an important event they're learning about in history, or a crucial scene from a novel. Even if you study by yourself, you can act out a scene in front of a mirror. You can represent a scientific model—such as the structure of a cell—using small household items.

Make It Personal



You also remember songs because they have special meaning for you. People remember things that touch their own lives. As you study, make personal connections with the topic. Did an event in history affect people in your family? Could new nutrition facts help you make wiser choices? Do you relate to the characters' experience in a novel or play? Thinking about things like this will make new knowledge meaningful—and memorable.

When you move information into your long-term memory, it becomes available so that you can use it both now and in the future. It will help you succeed not just on tests, but in life. Strategies that use ALL your senses—sight, sound, touch, and even your feelings—can make long-term learning work for you.



Make the Most of Your Reading with SQ3R

If you were setting a physical goal for yourself—like wanting to run in a 5K race—you would break down your goal into smaller steps. The first week, you might run one kilometer a day. The next week, you would add a second kilometer. Finally, you would work your way up to running five kilometers. Breaking your goal into steps would lead to success.

You will be more successful reading a difficult or long text if you break the process into steps. Instead of reading a section of your textbook and wondering, "What was that about? Which facts are important? What am I supposed to remember?" you can take steps to master the text.

The SQ3R reading strategy can help you break learning into chunks so that you can understand it and remember it more easily. This method is the granddaddy of study methods; it was invented in 1941, and has been used for many years. Because it actively engages your mind before, during, and after you read, you will comprehend and remember more—and make the most of your study time.

SQ3R stands for **Survey**, **Question**, **Read**, **Recite**, and **Review**. You have learned how to do many of these steps as before- or during-reading strategies.

Survey: First, **survey** what you are going to read. To survey means to view, skim over, or examine. By predicting what you will find in the text, you will remember more details.

- Look over the text by previewing the headings, illustrations or pictures. What do they say?
- What does the title say?
- What do I know about this subject?
- What do I want to know?
- Read the first paragraph. Then read the last paragraph or summary.

Question: If you ask yourself questions about the text, you will look for—and remember—answers.



- Make the title into a question. Write it in your notebook. This becomes your purpose for reading.
- Are there questions at the end of the chapter or section? Read them.
- Write down any questions that surface as you read.
- Turn headings and subheadings into questions.
- Jot down any unfamiliar vocabulary words.



Read: Be an active reader!

- Try to find the answers to your questions.
- Annotate (if possible) with a highlighter or pencil when you find answers to your questions. If you cannot annotate the text you are reading, jot down notes in your notebook.



- Use context clues to figure out unfamiliar words. If you don't understand a passage, write down your questions.
- Adjust your speed as you read. If the information is not important, speed up. If it is important, or you don't understand it, slow down.

Recite: Talk to yourself about what you've read. (Yes, it is okay to talk to yourself. But if you are using the method during class, try to talk to yourself in your head rather than out loud!)



- Close your eyes and think about what you've read. Summarize.
- Try to answer the questions you had before reading. Reread to answer your questions.
- Test your understanding. What were the main points?

Review: Look back over the text to make sure you understand the main points.

- Have you answered your purpose for reading? Summarize information by discussing it with a partner, writing a summary, or creating a graphic organizer.
- Think or write about how this information can apply to your life.
- Review your notes within 24 hours, and again a few days later.
 You will remember much, much more if you do this! Don't wait until the night before a test to cram!



Your Turn

Use the space below to create a graphic organizer (or a picture display) to help you remember the important points in the text "Make Your Memory Work Smarter, Not Harder."

Becoming a Better Student

Who is responsible for your grades?

That's right—you are!

Perhaps you've wanted to get better grades and just didn't know how. But science shows that every student can improve learning with good study habits, practice, and hard work. You can actually grow your brain!



Success in school depends more on hard work and good study strategies than natural ability. In the long run, your ability to focus, set goals, and not give up is more important than how easy or hard school has been for you in the past.

While some students are better in math or music, and others do well in history or art, every student can improve his or her performance. It takes perseverance—not giving up. Are you ready to take the next step?

Decide Where You're Going



Although at this stage in your life, it may feel like everybody else tells you what to do—teachers, parents, coaches, and so on—you will soon make more and more of your decisions. You will decide where you want to go in life, what you want to do, and what kind of person you want to become.

Think about your long-term and short-term goals. Where do you want to go in life? How will you get there? Take responsibility for your choices and decisions. Make a resolution to become a better student, and then take steps to make it happen!

Distractions—or Doing the Right Thing?

Many things can distract you from putting your resolutions into action. Sometimes they seem like good or important things. Do you want to hang out with a friend or study for an upcoming quiz? Watch a movie or work on a research paper that isn't due until next week?

Successful people have learned to resist the pull of instant satisfaction—the desire to get what they want, right now. They say "no" to this desire because they know what is important for long-term success, whether it is studying for a test, showing up at a job, or saving money for a car. Look honestly at yourself—do you really want to be a better student? You will have to say no to distractions. Say yes to doing the right thing, the important thing.

Total Health

Many of the steps you take to become a better student will also result in a happier you. This is especially true when we think about your health.



Good nutrition and physical conditioning result in better circulation of the blood to all parts of the body, including the brain. If you take care of your body, you'll feel more alive and have more energy. Your body and your mind need adequate rest, good food, and regular exercise. Participate in a sport or get regular exercise three to five times a week.

Pay attention to what you eat. Too much junk food like pizza, soda, cookies, chips, and other snack foods will rob your body of health and energy. You'll feel better and work better if you eat a healthy diet with lots of vegetables, fruit, and whole grains, like whole wheat bread or brown rice. Drink water rather than soda. Read nutrition labels—you might be surprised at how much salt or sugar is in that snack! It's okay to have a treat now and then, but choose to eat a healthy diet every day. Better eating habits will help you for the rest of your life.

Set Your Goals and Celebrate Success

In an earlier lesson, you learned how to set priorities and manage your time. Later, you will learn more about how to set specific goals. If we break big goals down into smaller steps, it is easier to track success. For example, if you need to write a report, first you'll need to decide on a topic that interests you. Then you'll write a thesis statement (the main idea your paper is trying to prove). You'll outline your paper, write a rough draft, then review and edit it. Each step is important in reaching your final goal—a finished paper. Don't forget to reward yourself when you reach a goal.

Seek Out Supportive People

We all need friends, mentors, and people who will encourage our efforts. Find a study buddy you can work with or ask for help when you miss class. Part of succeeding in school is knowing *how* and *what* to study, and being part of a study group may help you.

Don't give up in your quest to succeed. The years you spend in middle school and high school are important, challenging years. But many people, including parents, guardians, teachers, and other school staff, want to see you do well. Don't be afraid to ask for help, and take the steps that will help you reach your goals.



Blank Page for Cornell Note Taking

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It's Not Too Soon

Congratulations--as eighth graders, you are the student leaders in your middle school. Next year you will go to high school, beginning the last leg of your journey through public education. Many eighth graders do not know that <u>today</u> is not too soon to begin thinking about what lies beyond high school. Will you go to college, vocational school, or the military? Will you seek employment? And will you be ready for these options?





Years ago, there were many good jobs available to young people with a high school diploma. Men and women were needed to build bridges, pave roads, and work in offices and factories using only the skills they had learned in high school. But that has changed. Today, many (if not most) well-paying jobs require some training after high school. Whether you decide to go to college, business school, or a training program, mastering certain skills before you go will help you.

One of these skills is note taking. What are the secrets to good note taking? Good note takers keep their notes neat and organized. If you can't read your notes the next day, they will not help you

much! Second, to take good notes you must listen well and identify the main ideas—you won't be able to write down everything your teacher says, or copy all the details from the textbook. It's also helpful to use personal shorthand: abbreviations and symbols that allow you to write faster, like @ for "at" or \rightarrow for "important!" Finally, good note takers go back to their notes and add cues or key words in the margin to help them study later. They may also summarize the main points at the bottom of the page.

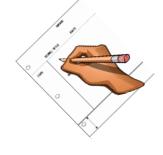




Photo by <u>Bruce Matsunaga</u>



How Students Take Tests

Are these students doing the right thing?

Read eac	h statement and answer "yes" or "no" in the space provided.
1	Joanna takes just a quick look at the directions on a test because she doesn't want to take time away from answering the questions.
7	 Anthony carefully reads through the directions, even underlining important points. He then takes a few minutes to glance over the entire test before he begins writing answers to the questions.
3	3. Even before James knows what the questions are, he turns the test paper over and jots down a few notes, formulas, and dates that he wants to remember. Then he looks at the test questions.
4	4. In order to know how much time she can spend on each question, Keisha counts up the number of questions and figures how much time she has for the test, then divides the number of questions into the time to find out how long she can spend on each question.
:	5. Tony is a clock-watcher during a test. He frequently checks the time as he takes the test.
(5. Amy answers the first few questions, then skips around, answering questions in no particular order.
	 Lamar answers the true/false and multiple-choice questions quickly, but when he comes to the short answer questions, he slows down, jots down a few notes, and then writes hi answers.
8	3. Carlos moves through the test but gets stuck on question #15. He spends a lot of time thinking about this question, but no matter how hard he tries, he can't remember the information he needs to answer the question. After several minutes, he goes on to the next question.
9	9. Tonya can't answer #15, either, but she leaves it and goes on to #16, planning to come back to #15 if time permits.
	10. Alicia finishes the test with seven minutes left. She uses the time remaining to begin he



Test-Taking Triumph

How do you feel about tests? If you don't like them, you're not alone—many people wish tests would just go away! However, a test can be a positive, helpful thing. Just like a big game or a public performance, a test can give you the satisfaction of a job well done, and can show you areas to improve on so you have a solid foundation for the next phase.



But does every test accurately reflect what you've learned? Not always! Most students have had the experience of walking away from a test feeling that they could have done better. What are some strategies that will help you do your best when you have a test?

Before Your Test

The first tip for test success is: be prepared. Don't wait until the last minute! If you know there's a test coming up, take a few minutes each day to study. This is the time to use your learning skills. Use graphic organizers like mind maps and timelines to visualize information. Ask yourself questions—and answer them without looking at your notes—to make sure you understand how concepts are related. The night before the test, be sure to get a good night's sleep.

Do you get butterflies in your stomach before a test? Don't be disturbed by this; most people do, and that extra charge of energy can even help you do better on the test. But too much nervousness—test anxiety—can block your memory and prevent success. Turn your nervousness into helpful energy with positive self-talk. Remind yourself, "I can do this. I studied well for this test." Take a deep breath, relax your muscles, and imagine yourself doing something fun or silly.

During the Test

First, write your name on your test paper! Then look over the whole test to see what it's like. Read the directions for each section carefully. Mark questions that look easy and those that will take longer to answer. There are two kinds of test questions—objective and subjective—and these two types require different strategies.

Objective Test Questions

These test questions give you answers to choose from: true-false, matching, or multiple choice. Here are some tips for answering objective questions.

- Answer the questions you know first—then go back to the harder ones.
- Cross out answers that you know are wrong. Then take your best guess among those that are left.



- Don't change your answer unless you're sure it's wrong; your first instinct is usually correct.
- Statements using words like *all*, *always*, and *never* are usually false. Statements using words like *most*, *many*, *frequently*, and *often* are usually true.

Subjective Test Questions

Subjective test questions ask you to write out a response, whether a sentence, a paragraph, or an essay. Some strategies apply for all types of subjective questions, whether the answer is short or long.

- Read the directions carefully! Circle important words, especially for long questions and those requiring two-step answers.
- Budget your time. Make sure you know how many questions you have to answer (sometimes you have a choice). Allow enough time for each question.
- Answer easier questions first, then come back to the harder ones.
- Write neatly, using complete sentences.
- If you don't know an answer, come back to it after doing the others. Make an educated guess—partial credit will usually give you more points than leaving the answer blank.
- If you finish early, take the time to reread your answers and correct any mistakes. Make sure you answered all parts of the questions.

Essay Questions

Essay questions are subjective questions that require a longer answer. When you respond to an essay question, you use the strategies listed above, but you also need to organize your thoughts. It can be helpful to make a mind map or a rough outline of the main points you want to cover—just to make sure you don't forget anything!

What About You?

Think about how you've approached test-taking in the past. Which of these strategies have you already used? Which would you like to add to your skill set? With a little practice, you can tackle test-taking with confidence!



Outlining Practice

Use this format to identify main points and sub-points for the text "Test-Taking Triumph." (Hint: the headers and sub-hears in the text will give you clues about what the main points should be.) Then, fill in supporting details for each section.

l.	Introduction
II.	
•••	
III.	
	Δ
	A
	В
	C

Conclusion:

Using Outlines for Success

Why outline a chapter or article you have read? Outlining helps you become a better reader and student. Creating an outline will help you organize your thoughts, remember what you have read, and show what you have learned.

If you have used graphic organizers, you have already learned some of the steps in making an outline. To fill out an organizer, you had to figure out main points and some supporting details. As you saw how each detail supported the main points, you got a "big picture" view. Outlining can help you in the same way.

But **how** do you create an outline? Making an outline is like doing a jigsaw puzzle. You have to figure out how each piece fits together with the whole. To make an outline, first decide what are the main points. Then figure out the supporting points. When you create an outline, you do not need to write in complete sentences. This illustration shows how an outline is structured.

Title

- I. First Main Point
 - A. Supporting Point
 - B. Supporting Point
- II. Second Main Point
 - A. Supporting Point
 - B. Supporting Point
- III. Third Main Point
 - A. Supporting Point
 - B. Supporting Point
- IV. Conclusion
 - A. Supporting Point
 - B. Supporting Point

If you are outlining a chapter or article, the author may give you clues about what is important. The first paragraph usually introduces what the chapter is about, or what the author is going to prove. The text may have **bold** headings. This lets you know what a particular section is about. The author may give examples, facts, or statistics to support these points. The last section usually summarizes the main points and lets the reader know that the chapter or article is over.

When might you want to create an outline? Outlines can help you study, especially when the topic is complicated. Creating an outline is also a great way to prepare to write a report or essay. When your ideas are organized, your writing will be too!



Setting Goals: Why and How

Introduction

You have probably heard that setting goals is an important part of achieving your dreams. There are many reasons that goal setting is important to learn, especially while you're young.

Why is this important for me?

Isn't this something for older people to do? It's never too early to start setting goals. In fact, you've probably already set and reached a few goals in your life. Have you ever saved up to buy something? Decided to study hard for a test and improved your grade? Decided to join a club or group even though you felt nervous? Then you have been setting—and achieving—goals. Goal setting is an important skill for your personal development. It will motivate you, help you



think and plan for your future, and increase your chance of success in any area. As you experience the satisfaction of seeing progress and reaching your goals, you will feel more confident and be encouraged to set new goals. Setting goals and keeping a record of your progress helps make sure you are directing your energy toward the priorities you have set. Are you actually spending time on what you think is important? Or are you getting distracted by other things?

What is the secret to success in setting and reaching goals?



Set your own goals rather than reacting to what is around you or following the crowd. Base your goals on your interests, talents, and values. Life is a journey--If you map out your goals, you'll know what direction to go!

Why do I have to write down my goals?

You increase your chances of reaching your goals if you write them down. In one study, 46% of the people who had written down the previous year's goals achieved them. Only 4% of those who hadn't written down their goals achieved them. Writing down goals helps you decide what you want and create a plan to achieve it.

How do I do it?

Ask yourself these questions:

- What is important to me?
- What do I find interesting?
- What makes me feel happy and fulfilled?
- What am I good at?
- What do I want to improve?

Answers to these questions will help you decide on areas where you want to set new goals.



S.M.A.R.T. Goal Chart

What It Stands For	Notes and Examples
S	
M	
A	
R	
T	

S.M.A.R.T. Goals Planning Sheet

School Goal #1		
Specific	My goal is	
Measurable	I will measure it by	
Attainable	I know this is attainable because	
Relevant	This matters to me because	
Timely	I will finish this goal by	

School Goal #2		
Specific	My goal is	
Measurable	I will measure it by	
Attainable	I know this is attainable because	
Relevant	This matters to me because	
Timely	I will finish this goal by	

	Other (Out of School) Goal
Specific	My goal is
Measurable	I will measure it by
Attainable	I know this is attainable because
Relevant	This matters to me because
Timely	I will finish this goal by

Connection Circles Fast Facts

Developing Positive Relationships

Restorative Practices

are an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities.



Connection Circles

are the basic building block for developing restorative communities. This process fosters relationships among students, school staff, parents and community members. Conflict is reduced and relationships flourish when people get to know one another better.

School and Classroom Climate

Safe space, trust, and equal voice.

Circles Promote Belonging, Purpose, Hope, and Agency

Ground Rules

- Confidentiality
- You can pass, but we will come back to you. You do not have to answer the question at that point.
- The person with the talking piece gets everyone's full attention.

Circles are powerful symbols of community

Circles convey connection, inclusion, fairness, equality and wholeness. We use circles to build community and deepen relationships.



MY IDENTITY CHART

Nationality...

Ethnicity...

Language...

Culture...

Favorite traditions...

Hobbies...

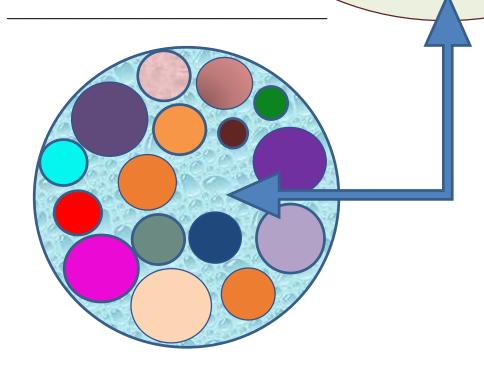
Extra-curricular activities...

Career interest...

Favorite subject...

Least favorite subject...

My Name



Gratitude Journal

Instructions

List 3 THINGS or PEOPLE you are GRATEFUL for today and say WHY. Do this twice a week. For example, "My grandpa surprised me by giving me a ride home from school so I didn't have to walk in the rain."

Date:	_		
Date:	_	 	
Date:	_		
Date:	_		
Date:	_		
Date:	_		



I-Message Skits

Skit 1



Cory: Sandy, what's the matter with you? I called you three times last week to borrow that book you read for English class, and you never even called me back. But I'm always there for you when you need to borrow a basketball or a book or a few dollars. I always call you back. You never even bothered to return my calls, and just ignored me. I told Jamal about it and he thinks you're being a jerk, too. We're both fed up with you. He finally let me borrow his book, so never mind! You are so irresponsible.



Sandy: What are you talking about? You're making a big deal out of nothing. You only called me once, and I was busy and didn't call you back; so what? You always get all worked up about stuff, and I'm tired of it. And what business is it of Jamal's? You shouldn't have dragged him into it, talking about me behind my back like that. What a loser.

Skit 2



Cory: Sandy, I'm feeling pretty upset right now. I called you three times last week to see about borrowing your English book from last year, but you never called me back. I feel like I can't depend on you at all to help me out. But I try hard to be there for you when you need to borrow a book or a few dollars or something. I finally got the book from Jamal. When you don't return my calls I feel really disrespected.



Sandy: Did you really call me three times last week? I guess I wasn't paying enough attention. My mom was sick and had me running errands for her. I'm sorry, I should have called you back. I didn't know it was that important to you. I'm glad you were able to get the book from Jamal.



Steps to Active Listening: Four F's

Active listening takes concentration. You may feel tired after a period of active listening! You can remember the steps to active listening with the four F's: **focus**, **feelings**, **facts**, and **feedback**.



1. Focus on the speaker

- Give your full attention.
- Sit up straight and look at the speaker.
- Ignore or remove other distractions (TV, music, other conversations).
- Don't interrupt. Don't jump ahead mentally to plan your response.

2. Feelings

- Listen for the speaker's feelings as well as facts.
- Pay attention to the speaker's body language—what is he or she saying non-verbally?

3. Facts

Note any facts that you did not know before.

4. Feedback

- Reflect back what you hear. Paraphrase or restate: "What I hear you saying is...." Or "It sounds like you..." This does not mean that you agree with the speaker—just that you heard him or her.
- Communicate your attention by nodding, saying "uh huh" or "yes" if you understand.
- Ask questions to clarify understanding: "Do you mean you thought...?"
- Summarize the speaker's main points. The speaker then affirms or corrects your perception as necessary.



Photo credits: Allison Shelley All4Ed https://images.all4ed.org/girls-talking-in-chemistry-class; https://www.flickr.com/photos/all4ed/35668669474/in/photostream/



Expert Tips for Working Together

What We Say

- Say "OK" or answer when someone speaks to you.
- Use a calm, pleasant, indoor (quiet) voice.
- Don't make fun of anyone's ideas or tease. Don't criticize them.
- If you hurt someone else's feelings or do something wrong, say you are sorry.
- Use "I" statements ("I feel...I think...I don't understand..." rather than "You" or "Those people" statements ("You don't know...those people think that...").
- Don't be sarcastic or cut down someone else, even as a joke. You can be funny without putting others down!
- Paraphrase what the other person says or repeat back what you hear ("So, you think that...." or "What I hear you saying is that").
- Ask people to explain something you don't understand.
- Don't always try to have the last word.

What We Do

- Pay attention when another group member speaks.
- Look at the person who is speaking. Try not to be distracted by other things, such as TV, cell phones, music, etc. This lets people know you are listening.
- Stay on task.
- Don't interrupt the speaker.
- If you disagree, say why you feel differently about the idea but don't criticize the other person.
- Don't leave the room if you get frustrated or bored.
- Don't take part in side conversations when a team member is talking.



Our Top 10 Tips for Working Together

Working with your teammates, identify ten **top tips** teams can use to help them **work together** to reach their goals.

What We Say
1.
2.
3.
4.
5.
What We Do
6.
7.
8.
9.
10.



The Post-Game Interview

Read the following post-game interview. Can you identify the qualities that make for a successful team?



Reporter 1: Great game today, Coach. Can you comment on what worked for you?

Coach: (He laughs.) What worked? The players worked. The coaching staff worked. The hot dog vendors worked. In this organization, everyone plays an important part.

Reporter 2: But your quarterback deserves most of the credit on the field, right?

Coach: He had a really good day passing the ball. Also, the offensive line gave him a lot of time to make good decisions.

Reporter 1: Your defense is on its way to being one of the best ever. Any comment on that?

Coach: Our defensive coaches have studied our opponents each week. They spend hours reviewing game film. The players have bought into it, too. They think about the game more than last year. And right now, they believe in themselves. They know they can do it if they keep working hard.

Reporter 2: Are you thinking about the championship yet?

Coach: We've been thinking about it since training camp. But our focus is on our next game. But I'll tell you, I've never been so happy to coach a team. The players and coaches are motivated and know how to learn and improve every week.



Disagreeing Without Being Disagreeable T-Chart

What does healthy disagreement look like and sound like? Work with your team to write your ideas in the chart below.

Disagreeing Without Being Disagreeable			
Looks Like	Sounds Like		



Give 1/ Get 8 Self-Care Activites (activity courtesy of Chicago Public Schools)

- 1. Answer ONE of the questions in the grid below.
- 2. Mingle with others to share your activity and hear about theirs. Write their ideas in your grid.
- 3. Look at the ideas you've collected. Circle the ones you like best, and plan to incorporate them into your week!

How do you make time for exercise, and what kind of exercise do you like to do?	What do you do during the week to nurture your spiritual health?	How do you carve out "me time" in your busy day, and what do you do with it?
How do you unwind and recharge after school?	How do you care for yourself when you have had an upsetting or stressful day?	What strategies do you use to eat healthy?
What morning routine helps you prepare emotionally for the day?	What do you do with your friends or family that reenergizes you?	Other—what's your favorite self-care activity that doesn't fit into any of these boxes?



My Self-Care Plan

Fill in each of the spaces below. This will help you identify strategies and resources you can rely on to help you stay mentally and emotionally strong when things are tough.

ncourage me and support me in daily ult(s) as well as friends and peers.
feel better in times of stress? Examples
g, writing poety, journaling, or prayer.
Strategies: How can I draw on the
supports listed above to face the challenges of each of my stressors?



Create a Caring Community: Practice Empathy!

Empathy is recognized as an important life skill for building healthy relationships. It's also essential to building a caring classroom community. But what is empathy? Empathy is being able understand how someone feels because you can imagine what it is like to walk in their shoes. Educator and author Bob Sornson says that empathy is the foundation of all emotional



intelligence. When we learn empathy, we can have strong relationships, truly care for others, and set appropriate limits in our own lives without becoming angry.

But how can we develop empathy? Sornson suggests that learning to calm ourselves, manage our emotions, and stay focused on the right things gives us the ability to us to look beyond ourselves. This creates empathy that makes a caring classroom community possible.

Here are some tips for practicing empathy.

- 1. Be a friend to yourself first. Be honest about your own feelings and name them: "I feel angry/ frustrated/sad/happy about _____." This helps you understand and relate to others' feelings.
- 2. Listen deeply without interrupting, judging, or offering advice. Give your full attention.
- 3. Pay attention to people's body language, facial expressions, and other nonverbal cues. Learn what these clues mean.
- 4. We sometimes feel uncomfortable and don't know exactly what to say. Saying "I see your pain" or "I am here with you" lets the person know that you care and are present.
- 5. When someone is happy, share in their joy! Congratulate them and ask about what happened.

As we learn to identify deeply with one another's feelings and experiences—positive, negative, and in between—we can make our classroom a place where each person feels cared for.

Reference: Sornson, B. (2014, June 23). Developing empathy in the classroom. Leadership, Teaching Methods. Corwin Connect. Retrieved from https://corwin-connect.com/2014/06/developing-empathy-classroom/

Image http://clipart-library.com/clipart/116524.htm



Empathy T-Chart

Looks Like	Sounds Like



Photo by Allison Shelley All4Ed



President Obama Marks March on Washington's 50th Anniversary (Video Transcript, August 28, 2013)

"Reignite the Embers of Empathy"

The March on Washington teaches us that we are not trapped by the mistakes of history; that we are masters of our fate. But it also teaches us that the promise of this nation will only be kept when we work together. **We'll have to reignite the embers of empathy and fellow feeling**, the coalition of conscience that found expression in this place 50 years ago.

And I believe that spirit is there, that truth force is inside each of us. I see it when a white mother recognizes her own daughter in the face of a poor black child. I see it when the black youth thinks of his own grandfather in the dignified steps of an elderly white man. It's there in the native-born recognizing that striving spirit of the new immigrant; when the interracial couple connects the pain of a gay couple who are discriminated against and understands it as their own.

That's where courage comes from -- when we turn not from each other, or on each other, but towards one another, and we find that we do not walk alone. That's where courage comes from. And with that courage we can stand together.



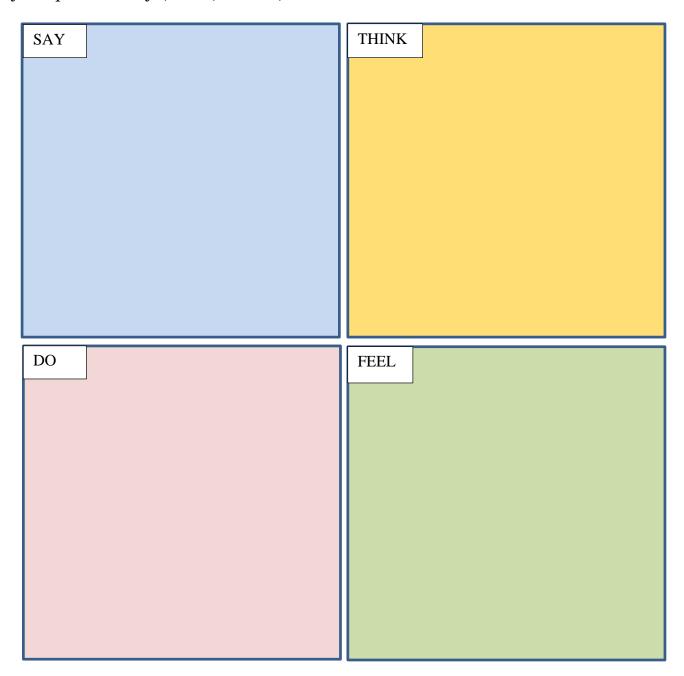
Name:		
Date:		
	hat surprised me?	
	n it! I already know it. I am using it	

ondering. Weighing it. Not sure about it-----



Individual Empathy Map

In the grid below, take notes during your Empathy Interview on things that your partner says, does, thinks, or feels.



Name:_____

Date:_____

Personal Reflection on Empathy Mapping and Design Process
Kiran Bir Sethi, a famous educator and a Design for Change founder, asserts, "Sharing the story helps let others know that change is possible-thereby helping more people get infected by the I Can bug."
Write about what you learned today. Reflect on key takeaways; revisit the goal and results. What did you learn that surprised you? Did the process reach a satisfactory conclusion? What aspects of the classroom community would you continue to refine?
·
·



"I am, You are... We are": Who is Alberto Biasi?

Alberto Biasi (say bee-AH-see) is an Italian artist who creates something he calls an "environmental opera" or a "dynamic meditation." What does that mean? An "environmental opera" means that the work is happening all around you—the public is immersed in the experience. A "dynamic meditation" calls people to reflect through movement and energy.

What does it feel like to participate in one of Biasi's art environments? Moving beams of colored light play on a white surface as viewers move within the space. This creates a visual phenomenon of shifting multi-colored shadows of the audience. You see your own image, in different colors and at various angles, moving as you move, so that you yourself become an active, contributing participant in the art work.



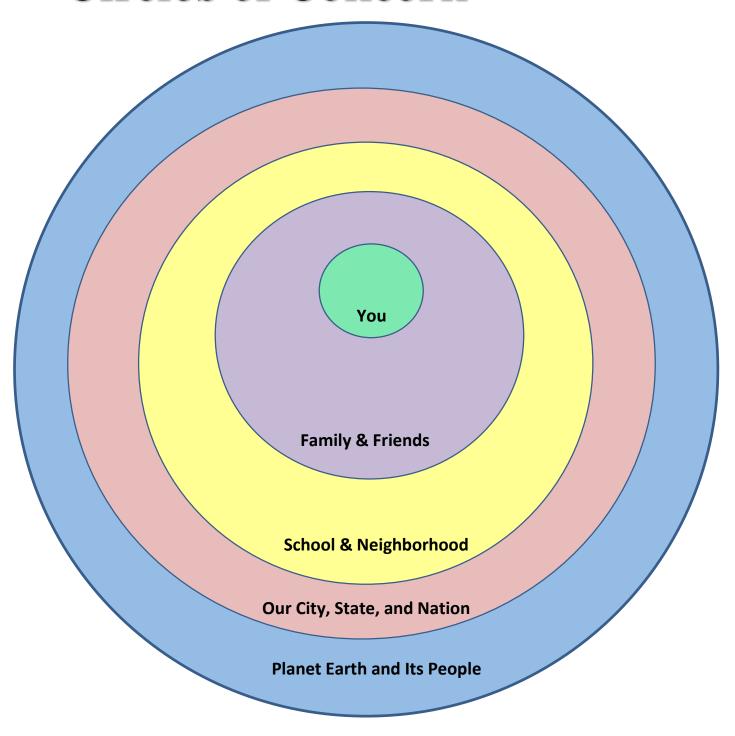
https://www.mutualart.com/Exhibition/Alberto-Biasi--The-Visibility-of-the-Inv/ABAB870434342462



https://www.arshake.com/en/the-op-spaces-of-alberto-biasi/



Circles of Concern





Community Observation Report

Student Name:
Date:
Did you decide to focus on the school community or a neighborhood?
What did you do to gather information about your community (take photos or video, interview community member(s), write about your observations after a walk, other)?
What need(s) did you observe?
How are people being affected by the needs you observed?
What ideas (if any) do you have about what might be done to address these needs?

Making a Difference: Expanding Our Circles of Concern

	What are m	are my school community's needs?	y's needs?	
COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E
Needs I have identified in my school community.	How big (or small) is this issue? Who does it affect?	What can I do to help make a difference on this issue now?	What can I do to help make a difference on this issue in the future?	What skills will I need to address this issue?*

^{*}Note: Skills might include any of the following: stress management, mindfulness, growth mindset, time management, note-taking, Name_ active listening, working together and building consensus, and empathy



What are the needs of my neighborhood community?

COLUMN E	What skills will I need to address this issue?*			
COLUMN D	What can I do to help make a difference on this issue in the future?			
COLUMN C	What can I do to help make a difference on this issue now?			
COLUMN B	How big (or small) is this issue? Who does it affect?			
COLUMN A	Needs I have identified in my neighborhood (or town/city) community.			

*Note: Skills might include any of the following: stress management, mindfulness, growth mindset, time management, note-taking, Name_ active listening, working together and building consensus, and empathy.



Connection Circle Handout



Cole, a young science achiever from Chicago, describes his experience volunteering and serving on community projects as experiences that have stayed with him throughout his life. He remarks about his team's learning experience:

"We become more open people, who are willing to work hard to change situations around us that might not be ideal. And they really affect the quality of life of those who you are working with. And in a world, that's becoming increasingly transactional in nature, it's really refreshing to see people especially young people, take time out of their days to help others without the promise of compensation. It really awakens the humanitarian within us all."

Reflect on Cole's message.

How does Cole's experience resonate with you, especially as you are solidifying plans for a community project?



My Team's Volunteer Project Plan

Student Names:	Final State of the
Project Name:	- Ord
What is the need we plan to address?	
What will we do, and how does this address the need?	
Preparation needed for the project:	
Why is our team project important or valuable?	
What skills will be needed for this project?	

My Volunteer Project Plan

Student Name:
Project Name:
What is the need I plan to address?
What will I do, and how does this address the need?
Preparation needed for the project:
Why is my project important or valuable?
What skills will be needed for this project?



Solutions to Community Problems: Possible Personal Contributions

Issue I have Identified in My School or Community	Possible Way I Could Help with This Issue	Possible Lifeline I Could Access



Example Planning Sheet for a Neighborhood Cleanup Event

What is the need?

Our neighborhood park looks terrible because of all the trash strewn all around.

What are our proposed activities, and how will they address the need?

We are planning a park clean-up event that will (at least temporarily) get rid of all the trash that is currently creating such an eyesore. We will also post signs encouraging people to put their trash in the provided cans and keep their park clean.

Subtasks required for project completion:

Make decisions about the following issues:

- Location for the activity (describe):
- Date and time frame:
- Which adult(s) will you ask to be present for supervision?
- Will you recruit any others to join besides your team?
 - o If so, how will you recruit them?
- Will you have any refreshments? If so, add to supplies list below
- What tools and supplies are needed (see Resources needed below)

Make signs/posters to be placed in park.

Gather at park at designated time, with all the resources, and get all the trash into bags to be carried away.

Take photos/videos of before, during, and after.

Post the signs.

If desired, publicize what you have done on social media.

Resources Required for Project Completion

What tools and supplies do you need and who will bring them?

Tools/Supplies	Who will bring

How will you know how well your project was accomplished?

We will consider this to be a success if we can show a significant improvement in how the park looks (through before and after pictures). Another measure of success will be that all team members participated, got along well, and no one got injured.



Project Definition

Name(s)	
Date	
Project Title	
Statement of the need and how the proposed project addresses the need	
Evaluation Criteria (how will you know how well you accomplished your goals?)	
Evaluation Criteria (now will you know now wen you accomplished your goals:)	

Adapted from McCain, Teaching for Tomorrow, p. 56



Project Design Date _____ Project Title ____ **Subtasks Resources Needed Learning Needed**

Adapted from McCain, Teaching for Tomorrow, p. 60



Project Timeline (To Monitor the "DO" Phase)

Project Steps	Dates	es											
- T C				-	•		}	-	-	•			-
						•			(E	,	[

Adapted from McCain, Teaching for Tomorrow, p. 62



DO NOW

What is one thing you liked best about this Skills for Secondary School Success course? (Feel free to add more if you want.)

What is one thing you would recommend changing about this Skills for Secondary School Success course? (Feel free to add more if you want.)



Looking Forward: Where Do I Go From Here?

Complete as many of these as you can during class time. You can choose to start with whichever unit you want and work in whatever order you prefer.

Think about what you learned from Unit 1: Learning with a Purpose (exploring careers, thinking through my purpose, building a vision board).

What did you learn from this unit?

How will what you learned help you succeed in high school?

How will what you learned help you succeed in life beyond high school?

Think about what you learned from Unit 2: Confronting Challenges and Having a Growth Mindset (managing stress, mindfulness, problem solving, growth mindset).

What did you learn from this unit?

How will what you learned help you succeed in high school?

How will what you learned help you succeed in life beyond high school?

Think about what you learned from Unit 3: Managing my Own Learning (staying organized, time management, active reading, note taking, SMART goals)

What did you learn from this unit?

How will what you learned help you succeed in high school?

How will what you learned help you succeed in life beyond high school?



Think about what you learned from Unit 4: Interaction with Others as We Learn Together (connection circles, classroom community, healthy relationships, active listening, team building)

What did you learn from this unit?
How will what you learned help you succeed in high school?
How will what you learned help you succeed in life beyond high school?
Think about what you learned from Unit 5: Making a Difference in My Community and World (exploring school and community issues, volunteer project)
What did you learn from this unit?
How will what you learned help you succeed in high school?
How will what you learned help you succeed in life beyond high school?





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