Basic 12 for Middle School — Workshop 5:
What study skills do you need to be successful in middle school, high school, and college?

Description:
The workshop introduces students to the types of general time management and study skills they will need to be successful in middle school, high school, and college. This workshop is only an introduction to these concepts and facilitators will need to monitor how students apply the information on a continuing basis.

Outcome: Students will be able to demonstrate organizational skills that will help them turn college aspirations into college actions.

Learning Targets:
- Self-monitoring and time management skills
- Study skills

KnowHow2Go Connection: Push Yourself
- Middle Schoolers: Get Ready
  Plan Out your Classes, File Important Documents, Find Out About Which Colleges to Attend, Take Honor Level Classes
- Middle Schoolers: Success Stories

Workshop Length: 65 – 70 minutes

Assessments/Evaluations:
- The number of students who have a completed a personal list of study, organizational, time-management, and test-taking skills they plan to implement.

Materials or Resources Needed:
- How Well Are You Managing Your Time
  College Is In My Future, 8th Grade Edition (Pages 22 – 24)
  http://epc.ucsc.edu/pdfs/ciimf-8th-Grade-Teacher.pdf

Follow-Up Lessons: Attached
Workshop 5 Agenda

What study skills do you need to be successful in middle school, high school, and college?

Introduction: ................................................................. 10 minutes
Share with students that managing your time well, having a place to study, and knowing how to study are important skills for everyone no matter which career they may be considering. These skills are essential to be successful in middle school, high school, or college.

Whole Group Student Engagement: ........................................ 30 minutes
- Ask students to fill out the “How well are you managing your time?” Worksheet.
- Tally the responses for each question i.e. how many students identified a place to study. It is important to stress that these are things to prioritize and that there are many ways to make this happen.
- Once the tally is complete, ask the students as a group to create a schedule for a typical middle schooler at their school. What time do they get up? How long does it take them to get ready for school? Do they need to take care of younger brothers and sisters or do other things for the family before school? How do they get to school? What do they do after school? Again, do they have family responsibilities? When and where do they do their homework?
- Brainstorm ways they can put into place good time management and study skills. Use the College Is My Future, Supplemental Activity: Study Tips(page 84) as background information for you. If appropriate, give this worksheet as a handout to students. http://epc.ucsc.edu/pdfs/ciimf-8th-Grade-Teacher.pdf

Individual Student Engagement: ........................................ 15 minutes
- Give students individual time to fill out a study plan worksheet and use this as an assessment for the workshop.
- Allow students time to complete their individual SMART goal and the middle school checklist. This will provide an assessment for student understanding.

Closing: ...................................................................................... 5 minutes
- Ask students to share one thing they are going to change about their schedule or their study habits.
- Ask each student to share the first step they are going to take on the map to their future.
Assessment of Workshop 5: How well are you managing your time?

Purpose(s):
- To help students assess the study skills they have and where they need to improve

Format: Individual student worksheet used as a concluding part of the workshop

Facilitator Directions:
- Ensure that you have individual copies for students. This worksheet is used for whole group discussion throughout the workshop so you might want to also put the questions or grid onto a Power Point presentation or draw the grid on chart paper. It will be very helpful to have a paper or board chart so that you record the group tally.

- Model how students might answer the questions. Share one of your areas that you know you can improve as a student.

- Give students time to read through and check-off the present time management/study skills as part of the Whole Group Engagement.

- Have students do an individual tally at the bottom of the worksheet.

- Tally the responses for the entire group. You will probably want to do this one habit or skill at a time, finding out how many students checked off which of the three areas. Be sure to encourage students. Many students may not have an adult that has helped them understand how important these habits are to being successful.

- Once the tally is complete, move to the next activity (developing a middle school schedule for strong study habits.)

- Give students time as part of the Individual Engagement time to answer the last three questions.

- Use the closing to identify what students are planning to add or change in their study habits.
Workshop 5: *How well are you managing your time?*

**Student Worksheet**

This worksheet gives you the opportunity to see how well you manage your time. Check off the answer that best matches you.

<table>
<thead>
<tr>
<th>Time Management</th>
<th>Often, usually</th>
<th>Sometimes</th>
<th>Not too much</th>
</tr>
</thead>
<tbody>
<tr>
<td>I plan ahead and stick to a schedule.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I plan out how much time I need to do my homework.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a regular time for doing homework each day.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do homework right away and do not put off big projects.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a place to study or at least a consistent, pretty quiet place to study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use a calendar or organizer to track assignments and homework.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I bring home what I need to finish my homework.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CHECK MARKS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now look at which column has the most checkmarks.

If the most checkmarks are in usually or often, good for you!

If the most checkmarks are in the sometimes, what can you tackle first to improve your time management and study skills?
If you the most checkmarks are in the not too much column, who can help you get organized? Where will you start?
Follow-Up Lessons for Workshop 5
What study skills do you need to be successful in high school and college?

❖ How Well Are You Managing Your Time
   College Is My Future, 8th grade Edition, Supplemental Unit on Test Taking and Time Management Pages 78-85
   http://epc.ucsc.edu/pdfs/ciimf-8th-Grade-Teacher.pdf
   • Lesson Goal:
     Students will learn tips on how to manage their time. They will also develop a study plan and tactics on how to study and better prepare for tests.
   • Lesson Description:
     The lesson asks students to assess how they use their time outside of school, provides helpful tips for managing time effectively, and provides a tool for developing a study plan. Includes information and activities:
     o Test-taking Skills Assessment
     o Test-taking Skills Tips
     o Tactics for Studying and Preparing for Tests
     o How well do you manage your time?
     o Study Tips
     o Study Plan Worksheet