OWNERSHIP OF LEARNING

LESSON 6-3 ▲ SUCCEEDING IN MIDDLE SCHOOL

**LEARNING GOALS/OUTCOMES**

* Define the three keys to academic success: attendance, performance, and assistance.
* Define the elements of their ideal home-based study environment.
* Compare personal methods for time/event management to those of others.

**MATERIALS NEEDED**

* **Student Handouts:**
* A Day in the Life of Me!
* Journal Page

**CLASSROOM ACTIVITIES**

1. **Students discuss the definition of ‘smart’.** Write the following quote on the board or somewhere all students can see it:

The key question for school success is not, “How smart are you?”, it is “How are you smart?”

In a whole group discussion, ask students to agree or disagree with the quote. Encourage students to understand that ‘smart’ is a misunderstood concept, with many people still believing that ‘smart’ is purely something you are born with. Tell students that brain research has taught us that we are all born with differing types of talents (sample talent words: athletic, industrial, analysis, literacy, imagination, creativity, listening, helping, leadership, influencing, memory, organization) AND that we can improve our natural abilities through learning and hard work.

1. **Students consider how they are smart.** Write the 12 talent words from the last paragraph where students can see them. Briefly review the meaning of each word. Ask students to each select three words that best represent their top natural ‘smarts’. Poll the students, one word at a time, having them see general trends in how people think they are smart. Make the point that every person is smart, just in different ways, and that every talent can be improved through learning and hard work. Tell students that today’s class is about how each of them can improve their academic skills. Each of them can be ‘high school ready’ by the end of 8th grade, if they want to be.
2. **Students define the components of academic success**. Introduce students to the three keys of academic success:

**ATTENDANCE**— Determine as a class what would be an acceptable number of absences in a year of school. Discuss with students why learning is harder if you are not at school. Explain that learning is more than reading material, filling out a worksheet or completing homework. Students need to be at school to clarify what is most important to learn, to ask questions, to get help when it is needed. Also, discuss how learning takes place in cooperative groups.

**PERFORMANCE**—Tell students that success is based on their quality of work. Students who do their best on every assignment eventually do the best at school. Top performing students work hard but they are also ‘tough’ – they don’t quit when things are challenging. Top performing students ask questions when they don’t understand and take pride in their work.

Ask students how much time they dedicate to studying at home. Ask for ideas about the “perfect” home study environment. Point out that this differs for each student. Discuss various elements of the home study environment, encouraging students to define their preference for where they study, when they study, how bright the room is, the presence of sound in the room, the presence of others in the room, etc.

**ASSISTANCE**— Tell students that no one learns by his/her self. Help is available to every student, to get them back ‘on-track’. Top students deal with things they don’t understand by asking for help. Tell students that a teacher’s responsibility is to present new and different information to help them become educated. If they do not understand the work, directions, concept, or expectations, their responsibility is to seek help. Sometimes they can get help during class either from the teacher or another student. Sometimes, they will have to come in before or after school or during lunch to get help

1. **Students explore the concept of time management.** Ask students to think about their class schedule. Ask them why we have a “schedule.” Why are classes all the same length (adjust question according to your school’s schedule.) Clarify, if needed, that in order to accomplish the many things that occur during a school day, a schedule keeps us moving forward. It is easy to put things off and procrastinate. There is so much to learn is such a short period of time, that it is necessary to schedule the day. Tell students that managing time is a way to get more things done more effectively.
2. **Students predict their use of time.** Before students begin their own time study, have them predict how much time should be spent in each category (sleep, in-school time, chores, family times, fun/leisure, or study time). Give students a copy of *A Day in the Life of Me!* and have them put their predicted time use into the worksheet. Calculate the percentage of ideal time allocation.
3. **Students do a personal time study.** Explain to students that they are going to examine their own schedule. Using a document camera or overhead, show students how to fill out the worksheet with their own time study. After your demonstration, ask students to fill in the handout with the activities they currently do during the week. (Have students use a pencil so they can adjust the time study.) Provide the following instructions:
   * List all the things you do from the time you wake up, until you go to bed.
   * Identify where these activities occur.
   * Indicate if they sleep, in-school time, family time, chores, fun/leisure or study time.
4. **Students examine time use for getting more done.** Help students determine what percentage of their day is spent in sleep, in-school time, family time, chores, fun/leisure or study time. Did this match the predictions the class made? Have students use a different colored pencil and create a time plan to get everything done in 24 hours.
5. **Students compare their time study with others.** Ask students to compare their time study with one other person. Discuss what is common to each and what is different.
6. **Students identify what skills they would like to learn or improve.** Ask students to write three natural talents in their Journal Page. Encourage them to use the 12 words provided in the beginning of the class. If they have other words they would like to use to describe their natural talents, encourage them to do so. Ask students to also identify three talents they would like to learn or improve. Finally, ask them to write in their journal how they would change their use of time in 6th grade to develop those talents.

**STUDENT PRODUCTS**

* **Completed *A Day in the Life of Me!* Worksheet**
* **Completed *Journal Page***

OWNERSHIP OF LEARNING

LESSON 6-3 STUDENT HANDOUT

A DAY IN THE LIFE OF ME!

**Directions:** Fill out the time study below of your normal day. Tell what the activity is, where it takes place and if it is school work, fun time, or help around the house.

1. Fill in the class prediction of ideal time use in a 24 hour period.
2. On the detailed time analysis on the next two pages, list all the things you do from the time you wake up to the time you go to bed.
3. Indicate activity type: sleep, in-school time, chores, family time, fun/leisure, or study time. For each activity, indicate where you are (the location).
4. Figure out what % of time is spent in each category and write it in the graph on this page.
5. Using a colored pencil, write in how you would prefer to use your time.

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| **ACTIVITY** | **Ideal time use out of 24 hours**  **(class prediction)** | **% of my day**  **(class prediction)** | **Real time use out of 24 hours** | **% of my day** |
| **Sleeping** |  |  |  |  |
| **In-school time** |  |  |  |  |
| **Chores** |  |  |  |  |
| **Family time** |  |  |  |  |
| **Fun/leisure** |  |  |  |  |
| **Study time** |  |  |  |  |

| **TIME** | **ACTIVITY** | **LOCATION** | **SLEEP** | **IN-SCHOOL TIME** | **FAMILY TIME** | **CHORES** | **FUN/ LEISURE** | **STUDY TIME** |
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| **TIME** | **ACTIVITY** | **LOCATION** | **SLEEP** | **IN-SCHOOL TIME** | **FAMILY TIME** | **CHORES** | **FUN/ LEISURE** | **STUDY TIME** |
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| **12:00 MIDNIGHT** |  |  |  |  |  |  |  |  |

OWNERSHIP OF LEARNING

LESSON 6-3 STUDENT HANDOUT

JOURNAL PAGE

**DATE:**

**Lesson 6-3 | *SUCCEEDING IN MIDDLE SCHOOL***

***Q1:*** Name three natural talents. Name three new talents you would like to learn or improve.

***Q2:*** How will you use your time in 6th grade to develop those new talents?

***Answers:***