



# WHAT TYPE OF STUDENT AM I?

## WORD WALL

**Time Management:** Getting the most amount of work done in the least amount of time with the best possible results

**Organize:** To form into a coherent unit or functioning whole. Arrange in a structured way

**Resource:** A source of supply or support

## INTRODUCTION

*“I believe that if I try my hardest, I can learn anything!”*

This lesson will help students and families reflect on what it takes to be a successful student. They will explore what resources they need to be successful and how to access them. Prepare yourself by making sure you have access to those resources before you begin this lesson with students.



### TARGET AUDIENCE

Students grades 4 through 8, possible students grades 9 through 12



### 40-70 MINUTES

Lesson may be extended over several days



### MATERIALS NEEDED

- Preview Activity Handout: *What Type of Student Am I?*
- Lesson Handouts: *What Time Is It?* and *I Need Help!*
- Reflection Activity Handout: *My Resources*

## LEARNING GOALS

- ➔ Students will understand the skills and resources needed to be successful in school.
- ➔ Students will learn how important it is to prioritize and manage their time.
- ➔ Students will be instructed in the importance of being proactive and engaged in their education.

## EXTENSIONS

You may wish to use the *Multiple Intelligences* activities included at the end of this lesson, which contains a description and instructions.

## PREVIEW ACTIVITY

This activity should be given 1-2 days prior to the in-class lesson. Explain to students that they will start a new lesson that requires them to gather information from their home or community and bring it to the classroom. (*See handout*)

- ➔ Distribute *What Type of Student Am I?* and explain instructions to students.
- ➔ As you begin the in-class lesson, have students share (as individuals or within small groups) what they discussed and learned in their Preview Activity.
- ➔ You may wish to add value by collecting ideas generated and distributing them to students as a resource.

## ACTIVITIES

### Part 1: What Type of Student Am I?

 10 minutes

- ➔ Write the following statement on the board: “I believe that if I try my hardest, I can learn anything!” Ask students to read the statement and share what this statement means to them and why it is important.
- ➔ Discuss and review the Preview Activity.

### Part 2: What Time Is It?

 30 minutes

- ➔ Give students the *What Time Is It?* handout and discuss the concept of time management and the importance of planning. Have students come up with examples of when poor time management or planning has caused problems for themselves or others.
- ➔ Talk about the importance of knowing what your resources are and how to use them to make you a better student.

### Part 3: I Need Help!

 30 minutes

- ➔ Give students the *I Need Help!* handout. As a class or in small groups, have students brainstorm what resources they have available to them at home, school and in their community.
- ➔ Once they write down what they have available, have them brainstorm what they need to become even better students. Make sure to have them think about what they need from each category: home, school and community.
- ➔ Lastly, have them brainstorm how to ask for assistance in getting the resources they need. Talk about how all the categories are interconnected and people from one category can help them in another area. For example, their parents can help them set up a great study area that will in turn help them in school.
- ➔ Talk about the importance of knowing what your resources are before you need them so when the time comes, they will be ready.

## REFLECTION ACTIVITY

- ➔ Thank students for their participation in the lesson and talk about how important it is for them to share their discoveries with significant people in their lives.
- ➔ Explain to students that this activity will allow them to share the information they explored at school with their copilot. In addition, the assignment will allow them to reflect on the topic a bit further.
- ➔ Distribute My Resources and explain the instructions to students. (*See handout*)

## RESOURCES

- ➔ S.M.A.R.T. GOAL SETTING FOR STUDENTS
  - <https://www.asvabprogram.com/media-center-article/65>
- ➔ American Psychological Association
  - <https://www.apa.org/>

## CURRICULUM AND SKILLS STANDARDS

- ➔ Standards for the English/Language Arts: 3, 4, 5, 6, 7, 9, 11, 12
- ➔ National Standards for Social Studies Teachers:
  - Culture
  - Time, Continuity and Change
  - People, Places and Environments
  - Individual Development and Identity
  - Individuals, Groups and Institutions
- ➔ Principles and Standards for School Mathematics:
  - Grades 3-5 Expectations
  - Grades 6-8 Expectations

See *Appendix A* for complete curriculum standards descriptions.

# HANDOUT: WHAT TYPE OF STUDENT AM I?



NAME \_\_\_\_\_

## Quiz

Take a moment to take this quiz with one of your copilots or someone else you trust. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

When you are finished answering the questions, total up your points and discuss your results and the questions on the following page.

1. I do my homework:
  - A. In a quiet space
  - B. Wherever I can
  - C. In detention or study hall
  - D. Never
2. When I get a homework assignment, I:
  - A. Start it as soon as I can
  - B. Go home, watch television and start working 30 minutes before bed
  - C. Do it in the hallway right before class starts
  - D. Don't do it
3. When I don't understand something in class, I:
  - A. Raise my hand or try to find the answer myself
  - B. Whisper to my friend to see if they know
  - C. Wait for someone else to ask
  - D. Tune out
4. When I take notes in class, I:
  - A. Read and revise them at home to make sure I understand them
  - B. Look at them quickly right before the test
  - C. Never look at them again
  - D. Doodle all over the page
5. When the teacher is giving instructions on how to do a project or homework assignment, I:
  - A. Listen carefully and jot down notes to remember all the details
  - B. Listen but do not jot down notes
  - C. Usually don't pay attention; I can ask a friend later
  - D. Don't listen and don't ask
6. I think of myself as:
  - A. A good student
  - B. An OK student
  - C. Someone who doesn't really like school
  - D. Someone who doesn't care about school

# HANDOUT: QUIZ SCORING

Total up your points and give yourself:

- 4 points for every “A”
- 3 points for every “B”
- 2 points for every “C”
- 1 point for every “D”

19-24 points

You are an excellent student! You have great study habits and by keeping up the good work, you will continue to succeed and do well when you get to college.

13-18 points

You are a good student! Work on your weak spots and continue to strengthen your study habits. You will need great study habits to do well in college.

7-12 points

Your study habits need improvement, and you can definitely fix them with hard work, determination, and support from family and friends. Set goals and stick to them.

6 points

You might want to think about why you are having a hard time in school. Talk to your teachers and your family and plan to make changes now so you can make sure you have options when you finish high school. Remember, you are not in this alone and it’s never too late.

## Questions:

1. After taking this quiz, what are some things you do really well and can be proud of?

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2. After taking this quiz, what are some things that you need to work on to make yourself an even better student?

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# HANDOUT: WHAT TIME IS IT?



NAME

Time management means getting the most amount of work done in the least amount of time, and with the best possible results. Having good time management skills will help you get good grades. It's simple, but it requires conscious and continuous effort on your part. However, once you understand the tools to use and how to use them, the job becomes easier. First, we must remember a few key things..

## Get Organized and Stay Organized

The following *Weekly Time Chart*, *Assignment Log* and *To-Do List* will help you structure your time effectively and are examples of a good time management system. You can keep track of your assignments, your progress and your achievements. Nothing of any importance is ever left to chance. Using these tools may seem complicated at first, but after regular use, the most intricate planning will seem natural and easy to do. Keep your forms up to date, refer to them often, and make entries every time new obligations and time commitments come up.

### 1. WEEKLY TIME CHART

To plan your weekly activities and study sessions, it is helpful to see at a glance your time commitments and what hours you can use for study. The *Weekly Time Chart* helps you plan more efficiently and effectively. Refer to it often and keep it as handy as possible. Research has shown that a time chart is the most useful when broken down weekly. Make enough copies to last you for two or three months. Keep the used copies in your files for reference. You will be surprised when you look back after a month or so at how quickly you become more skilled in using the *Weekly Time Chart*. Don't hesitate to make changes to the *Weekly Time Chart* if you feel there are ways to improve it. Always do what works best for you.

### 2. ASSIGNMENT LOG

Record all your major classroom assignments, projects and activities on the *Assignment Log*. Be sure that all of these are also accounted for on the *Weekly Time Chart*. This should be done for all work requiring one hour or more outside class.

### 3. TO-DO LIST

The third leg of the time management system is the *To-Do List*. These are the daily things that you must do that you might forget without a reminder: appointments with teachers, phone calls, meetings, errands and anything else that could be a problem if not attended to at the right time.

# HANDOUT: WEEKLY TIME CHART



NAME \_\_\_\_\_

Fill in your schedule with your weekly activities and time commitments. Make enough copies to last you for two or three months and update them as activities and commitments come up.

Dates: From \_\_\_\_\_ To \_\_\_\_\_

| Time                          | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------------|--------|---------|-----------|----------|--------|
| 7 a.m.-<br>3 p.m.<br>(School) |        |         |           |          |        |
| 3 - 4<br>p.m.                 |        |         |           |          |        |
| 4 - 5<br>p.m.                 |        |         |           |          |        |
| 6 - 7<br>p.m.                 |        |         |           |          |        |
| 7 - 8<br>p.m.                 |        |         |           |          |        |
| 8 - 9<br>p.m.                 |        |         |           |          |        |
| 9 - 10<br>p.m.                |        |         |           |          |        |







# HANDOUT: I NEED HELP!



NAME \_\_\_\_\_

Fill in your schedule with your weekly activities and time commitments. Make enough copies to last you for two or three months and update them as activities and commitments come up.

Dates: From \_\_\_\_\_ To \_\_\_\_\_

|                                    | School | Community | Home |
|------------------------------------|--------|-----------|------|
| What resources do I already have?  |        |           |      |
| What resources do I need?          |        |           |      |
| How do I get the resources I need? |        |           |      |

# HANDOUT: MY RESOURCES



NAME

Take a moment to talk to one of your copilots or someone else you trust about their hopes for you. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

## QUESTION FOR YOU TO ASK YOUR COPILOT:

How can you be a resource for me at home, at school or in the community?

| School | Community | Home |
|--------|-----------|------|
|        |           |      |

# EXTENSIONS: MULTIPLE INTELLIGENCES

## INTRODUCTION

If we think about intelligence as changeable and malleable, rather than stable and fixed, the result will be greater academic achievement, especially for people whose groups bear the burden of negative stereotypes about their intelligence.

This lesson will help students figure out what style they learn best with, as all students learn in a very unique way. If we can capitalize on learning strengths, students will be able to meet their learning potential more closely. It is important for students to know how best they learn so that they can study most effectively, take notes and assimilate new information.

“If you believe you can, you can.” “The harder you work, the smarter you get!” We have all heard these maxims, but where is the science that backs up these claims? *Multiple intelligences* is the idea that hard work develops brain capacity; the harder you work, the smarter you get. If you want to read more about multiple intelligences or if you want to explore some readings that might be appropriate for your students, go to <https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161>.

## ACTIVITIES

- ➔ Explain to students that this lesson will demonstrate how to be better learners and that everyone learns in a different way. One thing that might help me learn better might not help you learn better. Have them brainstorm some ways that they learn best (give some examples, like reading directions or hands-on experience) or some activities that they like in school; explain that the two are often related.
- ➔ Explain to students again the purpose of this activity. We all have multiple intelligences and we all rely on each type of intelligence. Which type we use most depends on our personality and our learning type. With hard work we



### TARGET AUDIENCE

Students grades 4 through 8, may also be used for students grades 9 through 12



### 40 MINUTES



### MATERIALS NEEDED

- Multiple intelligences inventory
- Scoring charts
- Intelligence profiles

## LEARNING GOALS

- ➔ Students realize that they each have multiple intelligences.
- ➔ Students know that understanding their own intelligences will help them maximize their learning potential.

All these resources can be downloaded from many websites, including <https://surfaquarium.com/MI/inventory.htm>. You should review and revise these materials based on your student’s needs and grade level.

can strengthen any intelligence. Intelligence is just like a muscle — the more you work it out, the stronger it gets. Work hard, get smart. The multiple intelligences inventory is meant to be a snapshot. It can and does change over time. This survey is meant to empower students to become better learners and become aware of what types of learners they are. It is not meant to label or pigeonhole people.

- ➔ The multiple intelligences survey is broken into several sections. All the sections can be done in one day or can be broken up, depending on how your class is structured.

### Survey of Review

- Have students put a 1 next to statements that describe them in the survey questions, and then tally their scores for each section.
- Have students carry these scores over to the chart and multiply each total by 10 to put it on a 100-point scale.

- Draw a bar graph representing student data. This might be advanced for lower grades, while helping to reinforce math concepts in upper grades. This graph could be extended to tally class data, tallying the number of students falling into each category.
  - To interpret results, use the descriptions of the intelligence profile categories: naturalistic, musical, logical, existential, interpersonal, kinesthetic, verbal, intrapersonal and visual — all available on the web. Again, you may need to edit or revise the material depending on grade level and your students' needs.
- ➔ Ask students if they think the survey reflects what they think about their learning style— how it is both the same and different. (You may wish to make these questions part of an ongoing conversation as your students face different learning challenges throughout the year.)
- How will you approach learning differently having this information?
  - If students are comfortable, have them share in pairs with another student on these questions. Have students work with someone with a different learning style.

## RESOURCES

- ➔ Surfaquarium
  - <http://surfaquarium.com/MI/index.htm>
- ➔ Northern Illinois University Center for Innovative Teaching and Learning
  - <https://www.niu.edu/citl/resources/guides/instructional-guide/gardners-theory-of-multiple-intelligences.html>
- ➔ Simply Psychology
  - <https://www.simplypsychology.org/multiple-intelligences.html>
- ➔ Edutopia
  - <https://www.edutopia.org/multiple-intelligences-research>

