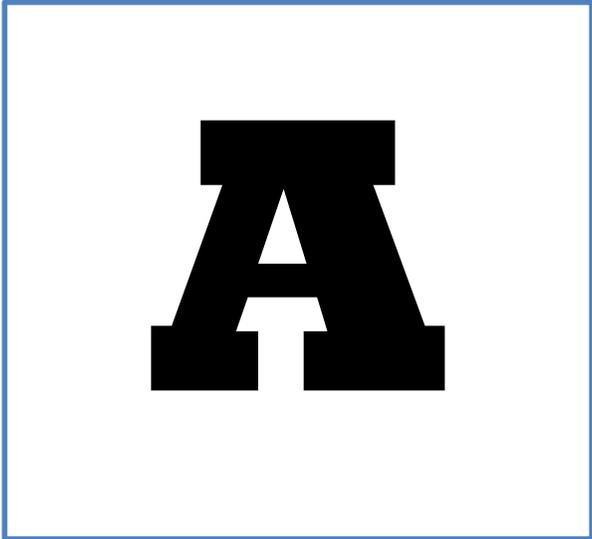


Report Card

Student: _____

Attitude:



A

School Success = Future Success

Session 1:

What Kind of Student Are You?

Discuss:

Is there a relationship between success in school and success in your future?

Do you think your actions/behaviors as a student will influence your actions/behaviors as an employee? (relate to JA Biztown if applicable)

Self-Assessment:

Complete the "What Kind of Student Are You?" checklist.

The image shows a screenshot of a web-based checklist titled "What Kind of Student Are You?". The form includes a header with a green chalkboard graphic and a laptop icon. Below the title, there is a section for "Print Form", "View Blank Form", and "About Form". The main content is a table with four columns: "Always True", "Sometimes True", "Not True", and "Points". The table contains 10 rows of statements related to student behavior and attitudes. Below the table, there are instructions for scoring: "Give yourself 2 points for every check in the 'Always True' column", "Give yourself 1 point for every check in the 'Sometimes True' column", and "Give yourself 0 points for every check in the 'Not True' column". There are also four paragraphs of feedback text based on the score ranges: 14-20 (You are a very good student...), 10-13 (You are doing pretty well...), 6-9 (You are doing OK but could be doing better...), and 3-5 (You may be struggling in school...).

	Always True	Sometimes True	Not True	Points
1. I am always doing my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. I try my best in school every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. I like my homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. I understand things and I know what to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. I know the things I need to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. I get along well with my teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. I take good notes in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. I am good at studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. I ask my teacher questions in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. I am responsible for my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Give yourself 2 points for every check in the "Always True" column. Points
Give yourself 1 point for every check in the "Sometimes True" column. Points
Give yourself 0 points for every check in the "Not True" column. Points

4 Total

If you scored 14-20: You are a very good student. Keep up the good work!
If you scored 10-13: You are doing pretty well. Keep looking for ways to do even better.
If you scored 6-9: You are doing OK but could be doing better. Ask your teachers or counselor about ways you can improve your study habits and your grades.
If you scored 3-5: You may be struggling in school, but you can get help. Ask your teachers or counselor about how you can do better in school.

Good Study Habits • Good Grades • Good Career Options • Good Life!

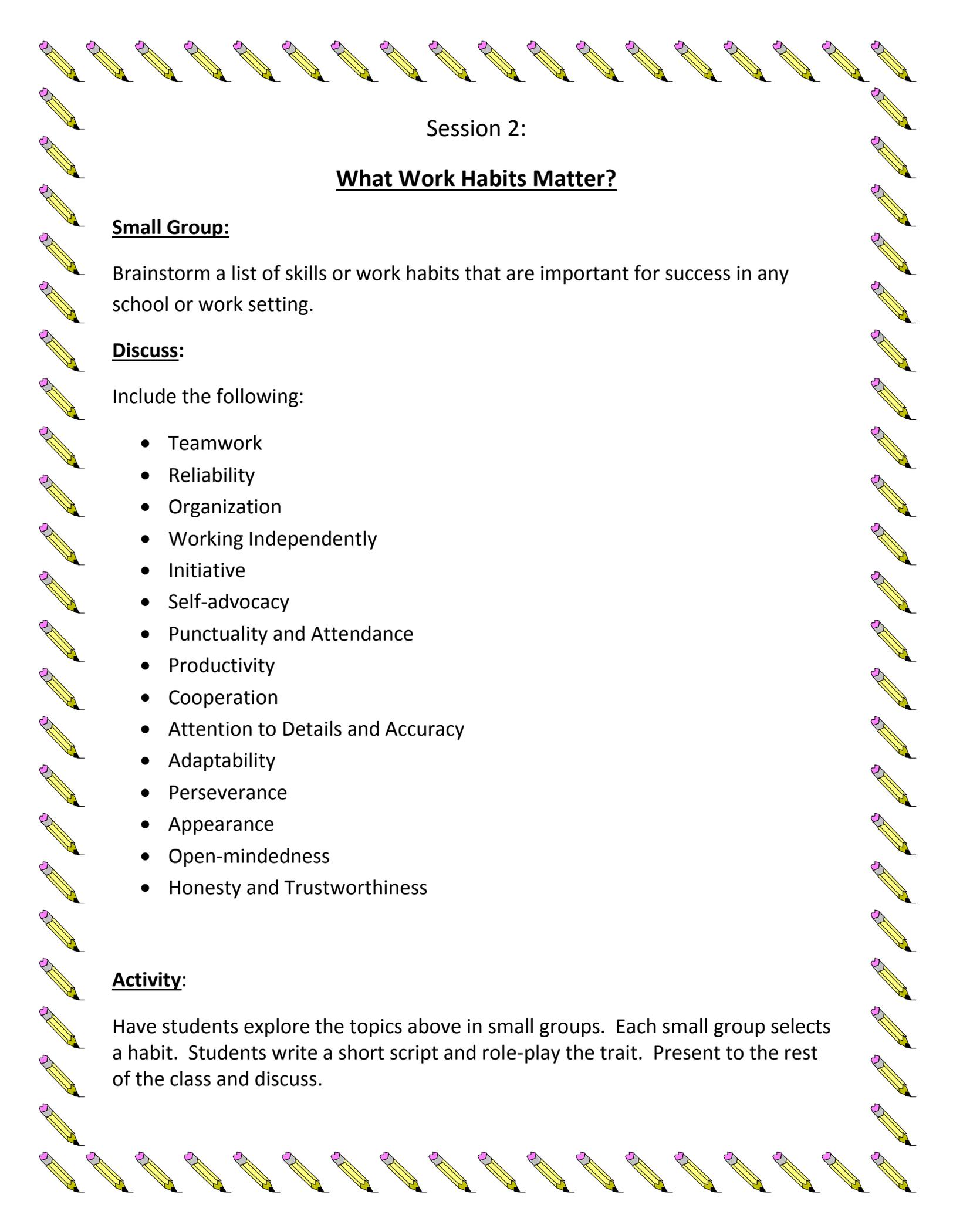
EDUCATIONPLANNER

Discuss:

Have students discuss their results in small groups. Are there any areas of concern? Where are the students doing well?

Introduce the Unit:

Explain that over the next few sessions students will be learning how attitudes, work habits and time management skills can improve their success as a student and as a future employee.



Session 2:

What Work Habits Matter?

Small Group:

Brainstorm a list of skills or work habits that are important for success in any school or work setting.

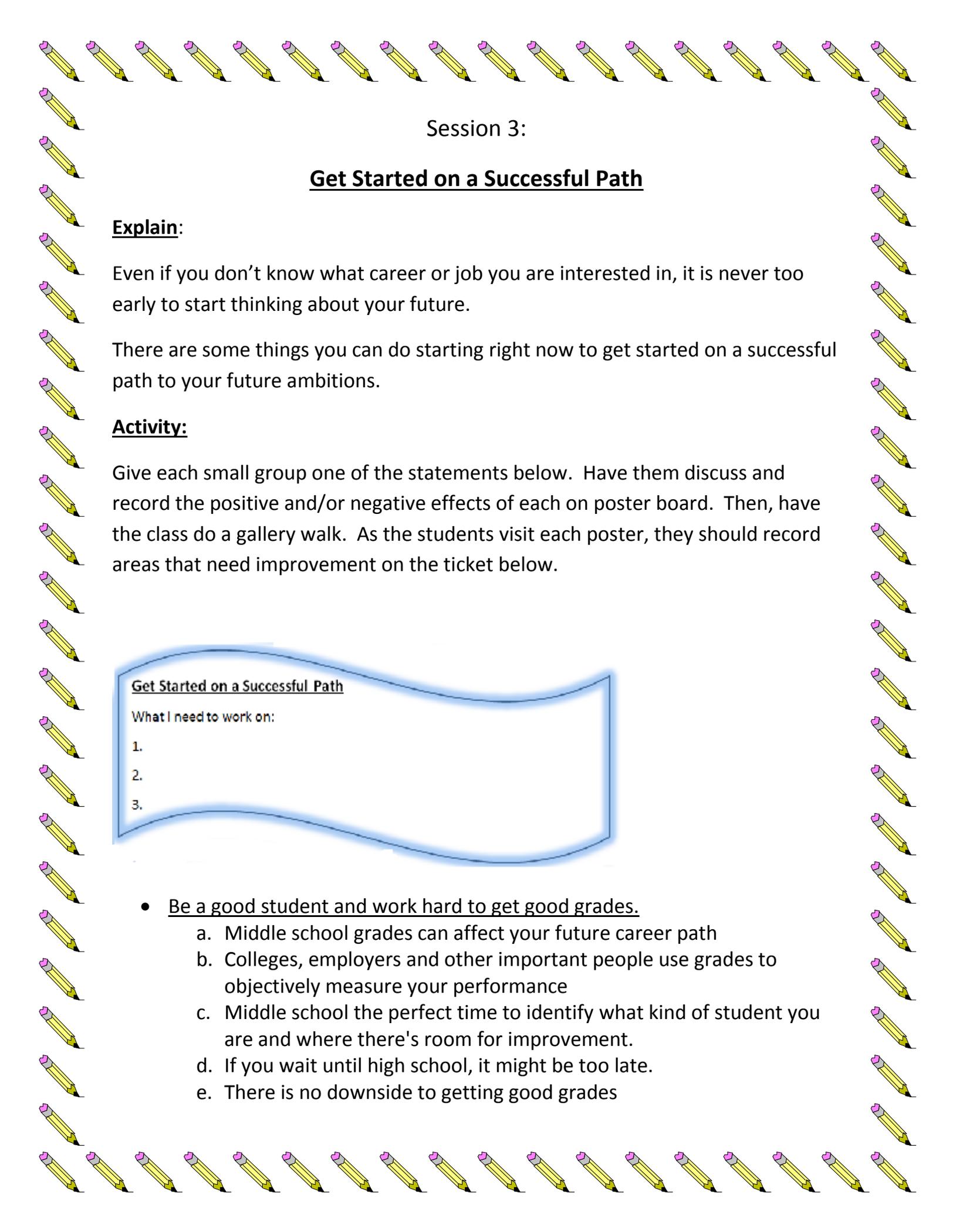
Discuss:

Include the following:

- Teamwork
- Reliability
- Organization
- Working Independently
- Initiative
- Self-advocacy
- Punctuality and Attendance
- Productivity
- Cooperation
- Attention to Details and Accuracy
- Adaptability
- Perseverance
- Appearance
- Open-mindedness
- Honesty and Trustworthiness

Activity:

Have students explore the topics above in small groups. Each small group selects a habit. Students write a short script and role-play the trait. Present to the rest of the class and discuss.



Session 3:

Get Started on a Successful Path

Explain:

Even if you don't know what career or job you are interested in, it is never too early to start thinking about your future.

There are some things you can do starting right now to get started on a successful path to your future ambitions.

Activity:

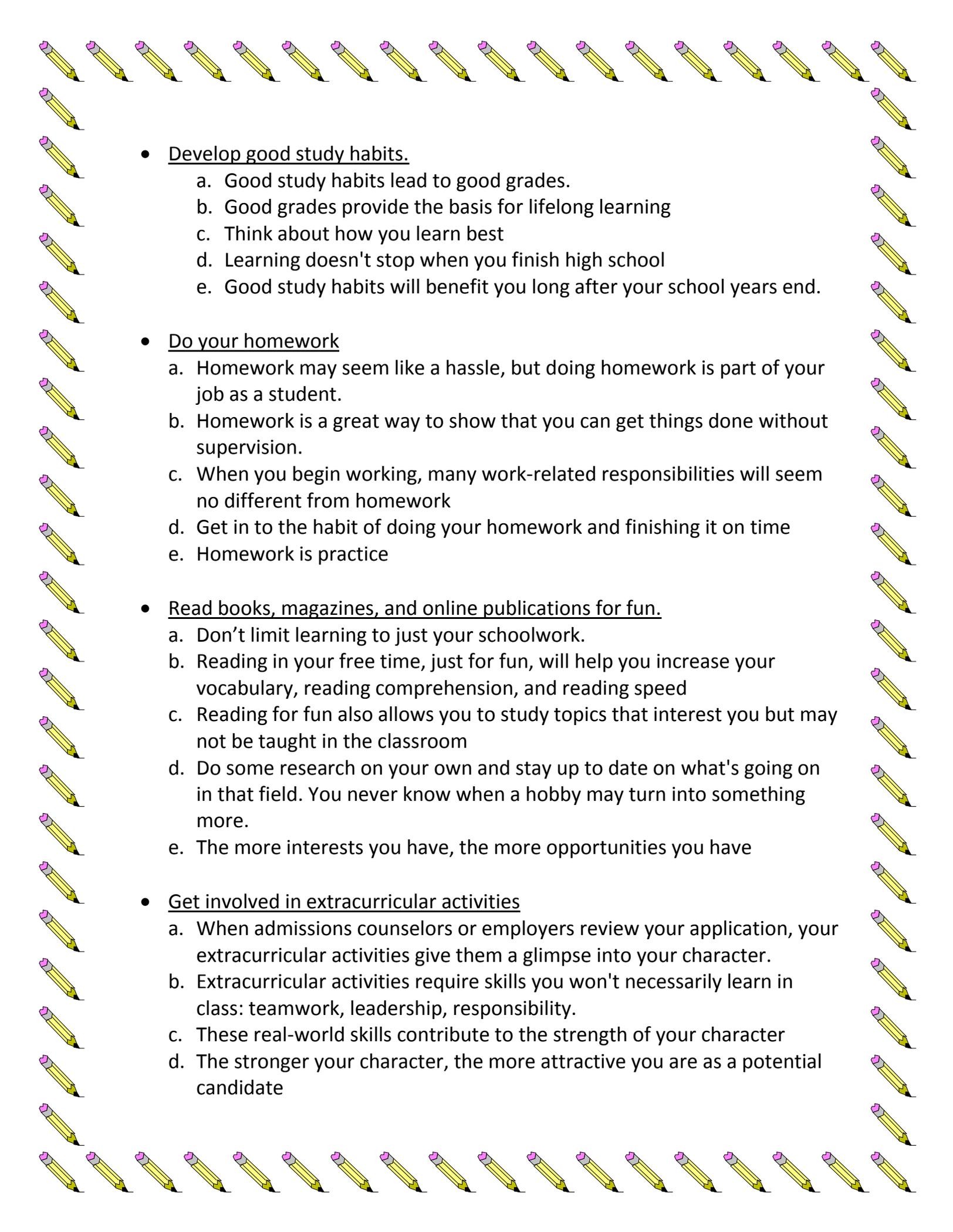
Give each small group one of the statements below. Have them discuss and record the positive and/or negative effects of each on poster board. Then, have the class do a gallery walk. As the students visit each poster, they should record areas that need improvement on the ticket below.

Get Started on a Successful Path

What I need to work on:

- 1.
- 2.
- 3.

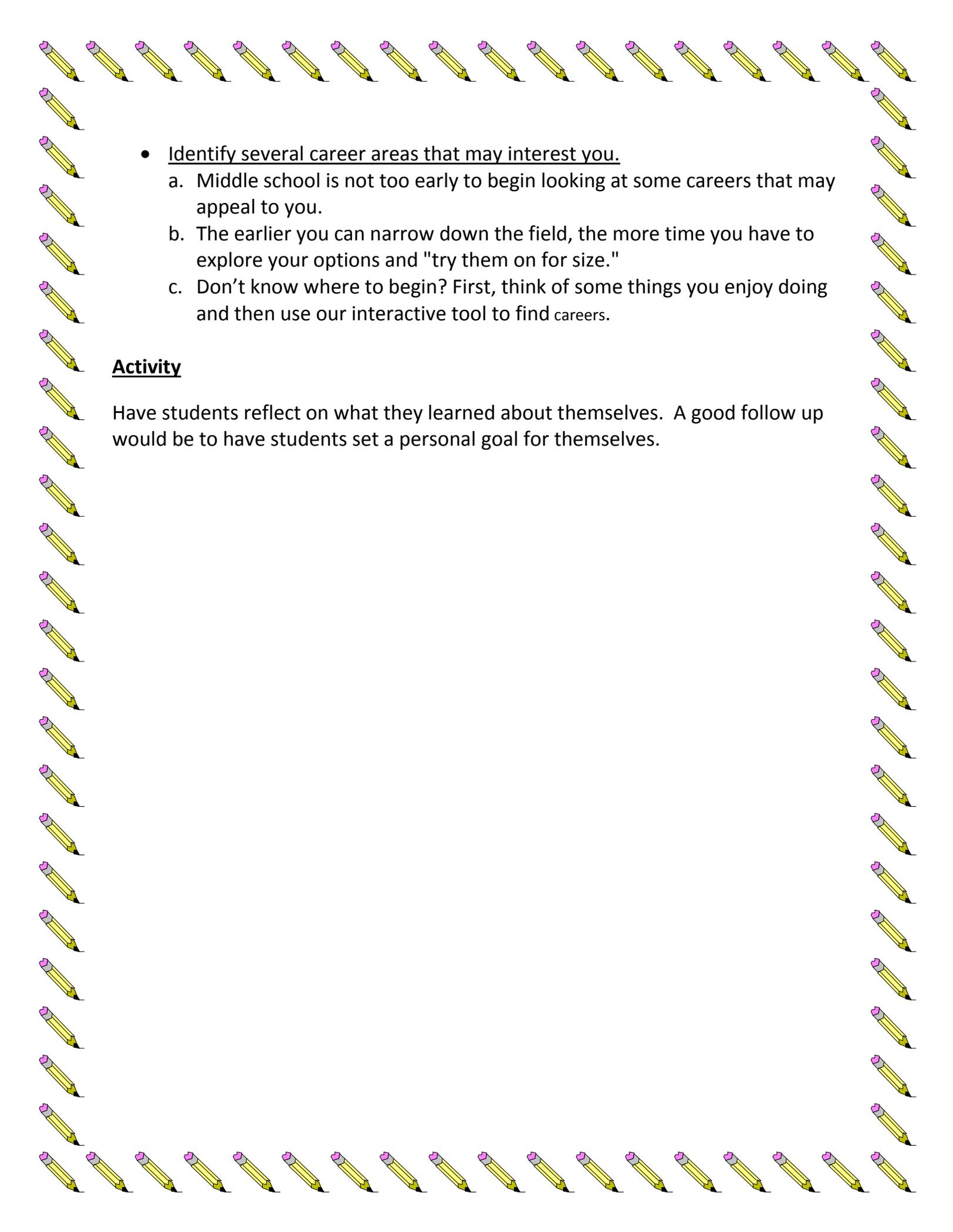
- **Be a good student and work hard to get good grades.**
 - a. Middle school grades can affect your future career path
 - b. Colleges, employers and other important people use grades to objectively measure your performance
 - c. Middle school the perfect time to identify what kind of student you are and where there's room for improvement.
 - d. If you wait until high school, it might be too late.
 - e. There is no downside to getting good grades

- 
- Develop good study habits.
 - a. Good study habits lead to good grades.
 - b. Good grades provide the basis for lifelong learning
 - c. Think about how you learn best
 - d. Learning doesn't stop when you finish high school
 - e. Good study habits will benefit you long after your school years end.

 - Do your homework
 - a. Homework may seem like a hassle, but doing homework is part of your job as a student.
 - b. Homework is a great way to show that you can get things done without supervision.
 - c. When you begin working, many work-related responsibilities will seem no different from homework
 - d. Get in to the habit of doing your homework and finishing it on time
 - e. Homework is practice

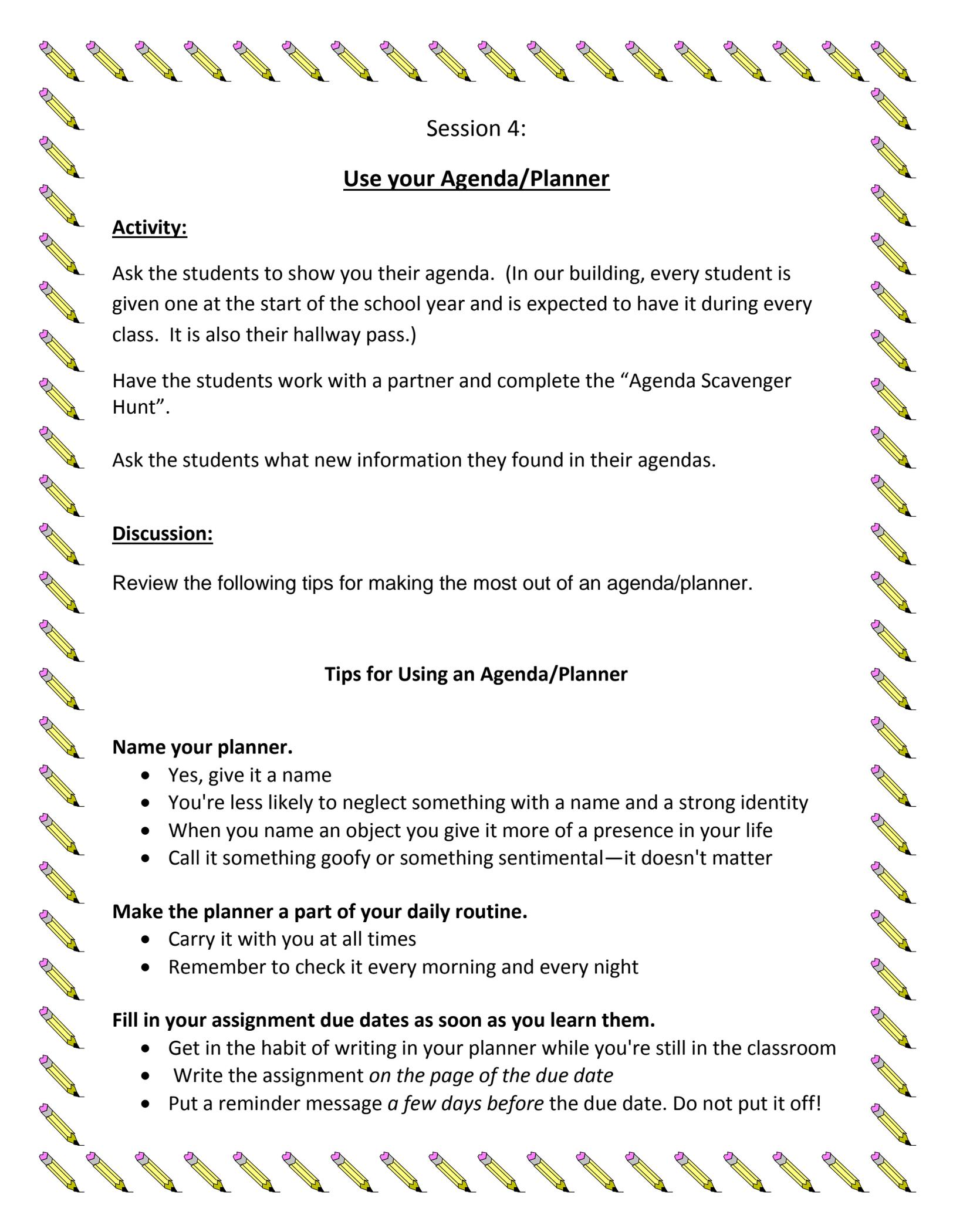
 - Read books, magazines, and online publications for fun.
 - a. Don't limit learning to just your schoolwork.
 - b. Reading in your free time, just for fun, will help you increase your vocabulary, reading comprehension, and reading speed
 - c. Reading for fun also allows you to study topics that interest you but may not be taught in the classroom
 - d. Do some research on your own and stay up to date on what's going on in that field. You never know when a hobby may turn into something more.
 - e. The more interests you have, the more opportunities you have

 - Get involved in extracurricular activities
 - a. When admissions counselors or employers review your application, your extracurricular activities give them a glimpse into your character.
 - b. Extracurricular activities require skills you won't necessarily learn in class: teamwork, leadership, responsibility.
 - c. These real-world skills contribute to the strength of your character
 - d. The stronger your character, the more attractive you are as a potential candidate

- 
- Identify several career areas that may interest you.
 - a. Middle school is not too early to begin looking at some careers that may appeal to you.
 - b. The earlier you can narrow down the field, the more time you have to explore your options and "try them on for size."
 - c. Don't know where to begin? First, think of some things you enjoy doing and then use our interactive tool to find careers.

Activity

Have students reflect on what they learned about themselves. A good follow up would be to have students set a personal goal for themselves.



Session 4:

Use your Agenda/Planner

Activity:

Ask the students to show you their agenda. (In our building, every student is given one at the start of the school year and is expected to have it during every class. It is also their hallway pass.)

Have the students work with a partner and complete the “Agenda Scavenger Hunt”.

Ask the students what new information they found in their agendas.

Discussion:

Review the following tips for making the most out of an agenda/planner.

Tips for Using an Agenda/Planner

Name your planner.

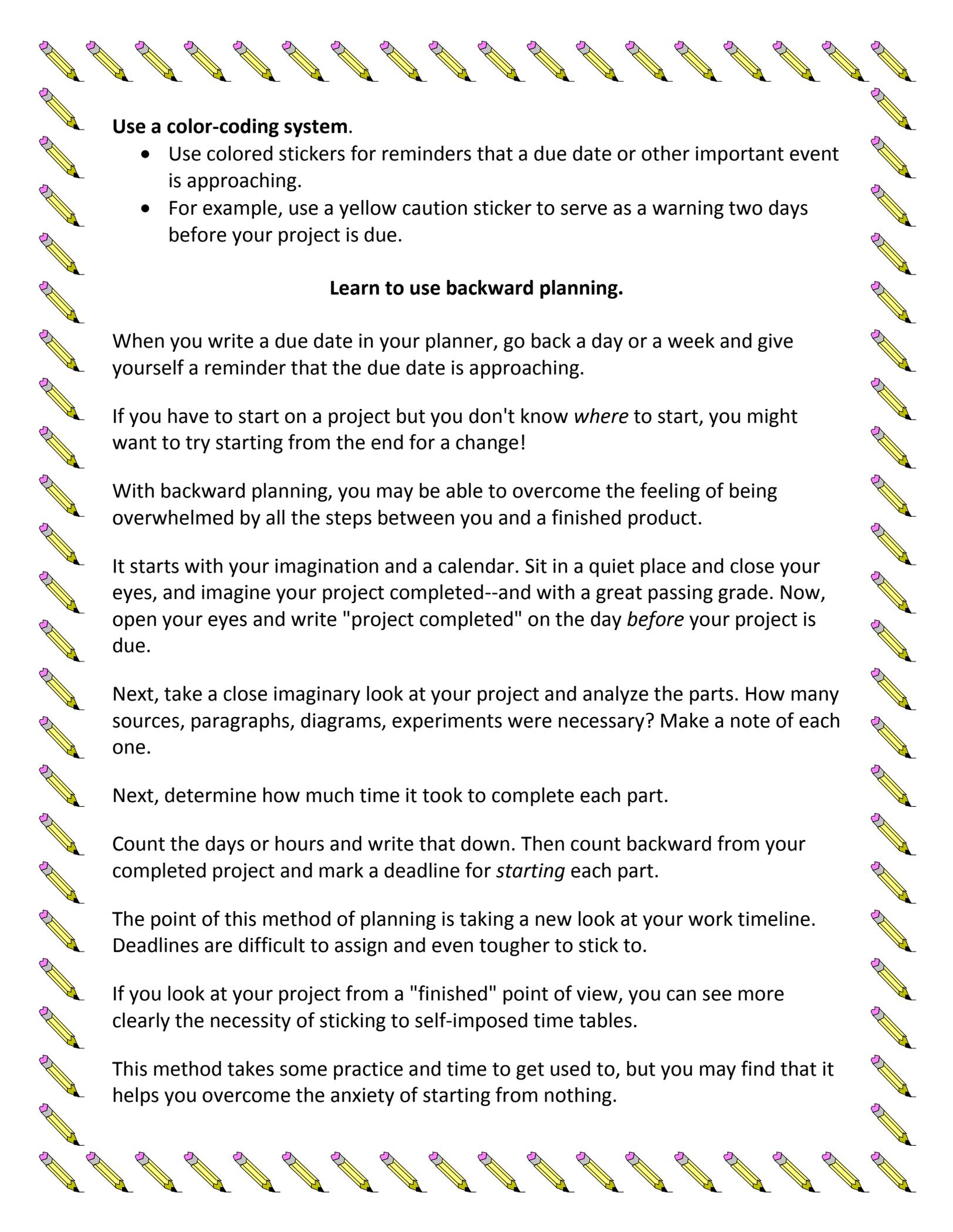
- Yes, give it a name
- You're less likely to neglect something with a name and a strong identity
- When you name an object you give it more of a presence in your life
- Call it something goofy or something sentimental—it doesn't matter

Make the planner a part of your daily routine.

- Carry it with you at all times
- Remember to check it every morning and every night

Fill in your assignment due dates as soon as you learn them.

- Get in the habit of writing in your planner while you're still in the classroom
- Write the assignment *on the page of the due date*
- Put a reminder message *a few days before* the due date. Do not put it off!



Use a color-coding system.

- Use colored stickers for reminders that a due date or other important event is approaching.
- For example, use a yellow caution sticker to serve as a warning two days before your project is due.

Learn to use backward planning.

When you write a due date in your planner, go back a day or a week and give yourself a reminder that the due date is approaching.

If you have to start on a project but you don't know *where* to start, you might want to try starting from the end for a change!

With backward planning, you may be able to overcome the feeling of being overwhelmed by all the steps between you and a finished product.

It starts with your imagination and a calendar. Sit in a quiet place and close your eyes, and imagine your project completed--and with a great passing grade. Now, open your eyes and write "project completed" on the day *before* your project is due.

Next, take a close imaginary look at your project and analyze the parts. How many sources, paragraphs, diagrams, experiments were necessary? Make a note of each one.

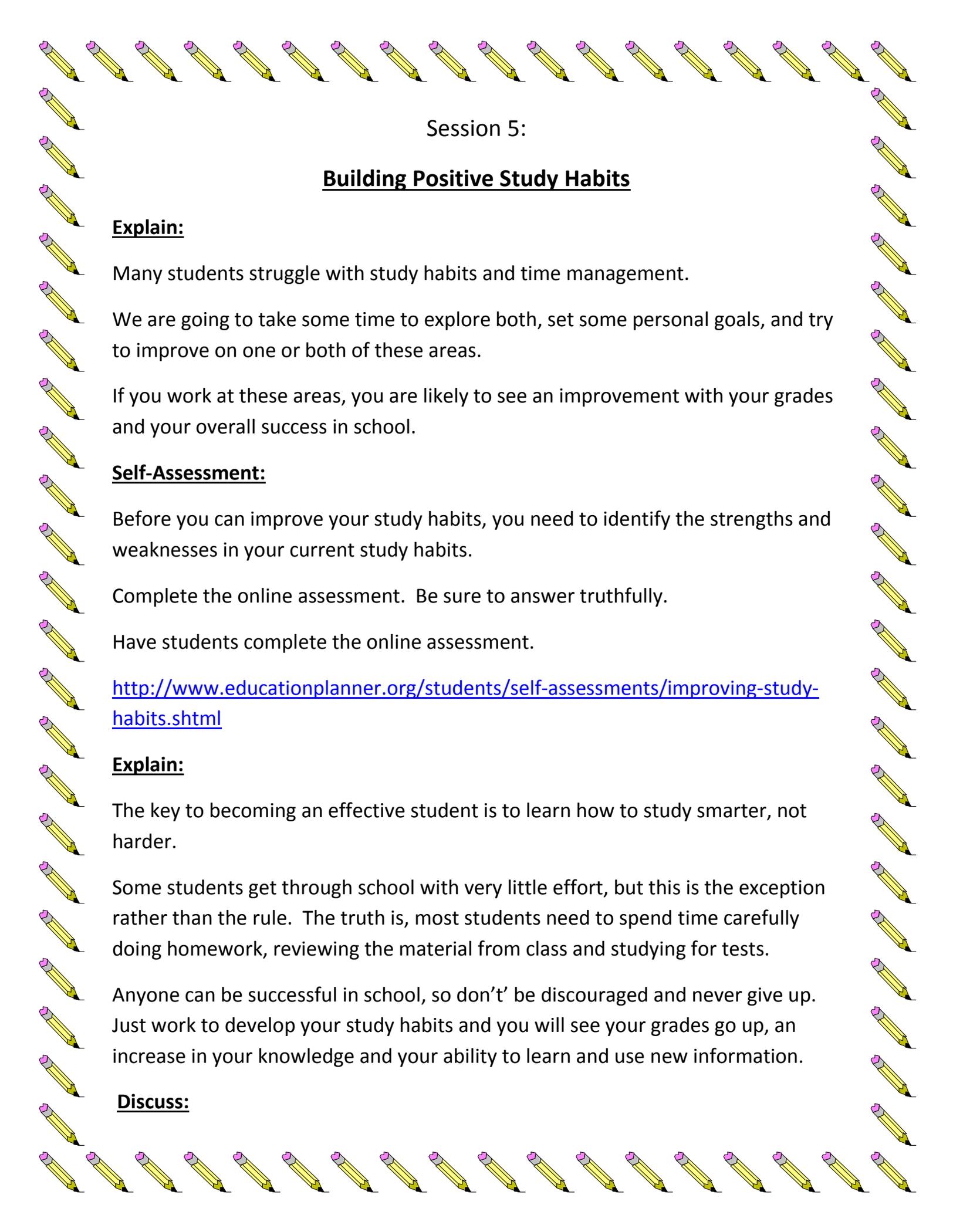
Next, determine how much time it took to complete each part.

Count the days or hours and write that down. Then count backward from your completed project and mark a deadline for *starting* each part.

The point of this method of planning is taking a new look at your work timeline. Deadlines are difficult to assign and even tougher to stick to.

If you look at your project from a "finished" point of view, you can see more clearly the necessity of sticking to self-imposed time tables.

This method takes some practice and time to get used to, but you may find that it helps you overcome the anxiety of starting from nothing.



Session 5:

Building Positive Study Habits

Explain:

Many students struggle with study habits and time management.

We are going to take some time to explore both, set some personal goals, and try to improve on one or both of these areas.

If you work at these areas, you are likely to see an improvement with your grades and your overall success in school.

Self-Assessment:

Before you can improve your study habits, you need to identify the strengths and weaknesses in your current study habits.

Complete the online assessment. Be sure to answer truthfully.

Have students complete the online assessment.

<http://www.educationplanner.org/students/self-assessments/improving-study-habits.shtml>

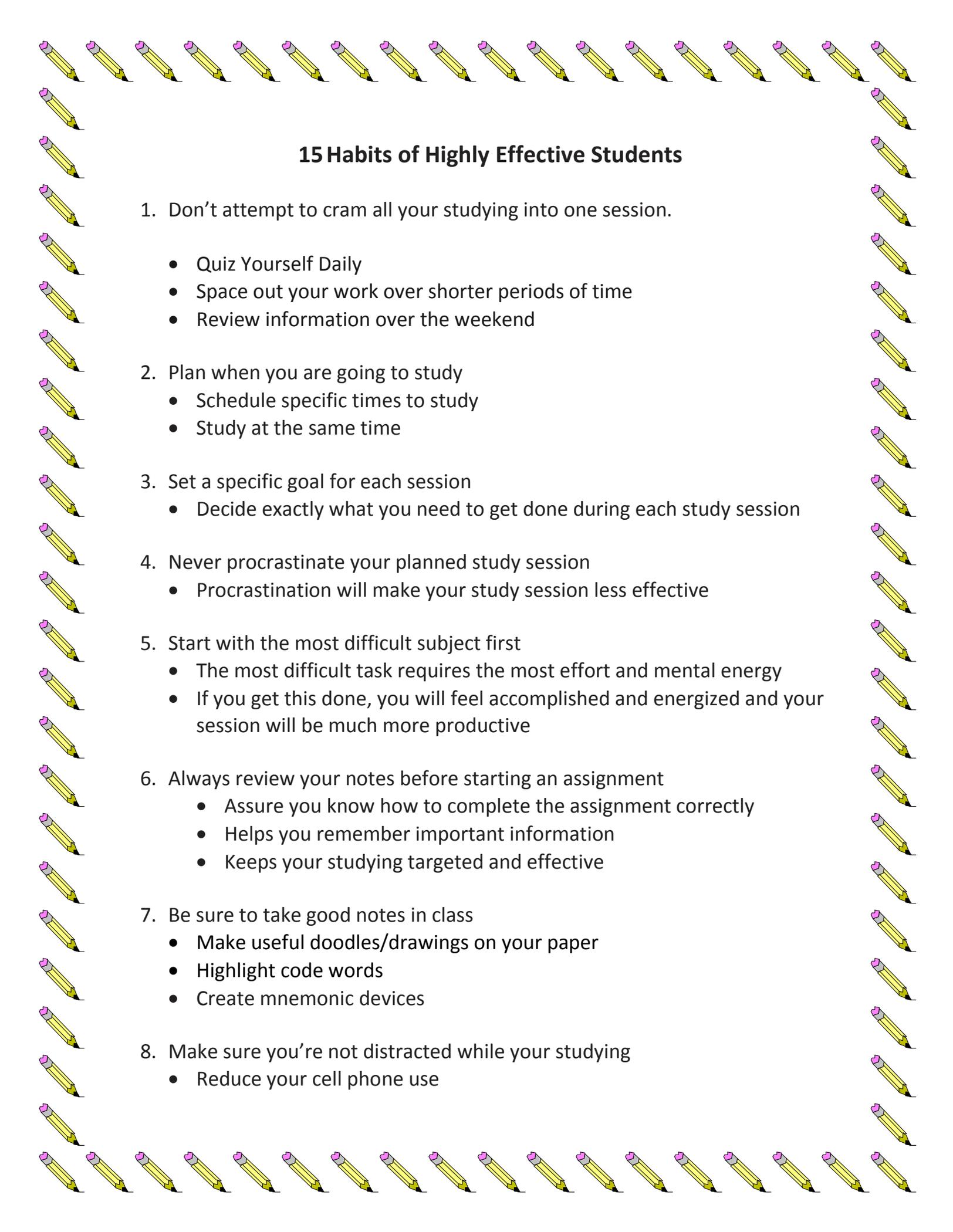
Explain:

The key to becoming an effective student is to learn how to study smarter, not harder.

Some students get through school with very little effort, but this is the exception rather than the rule. The truth is, most students need to spend time carefully doing homework, reviewing the material from class and studying for tests.

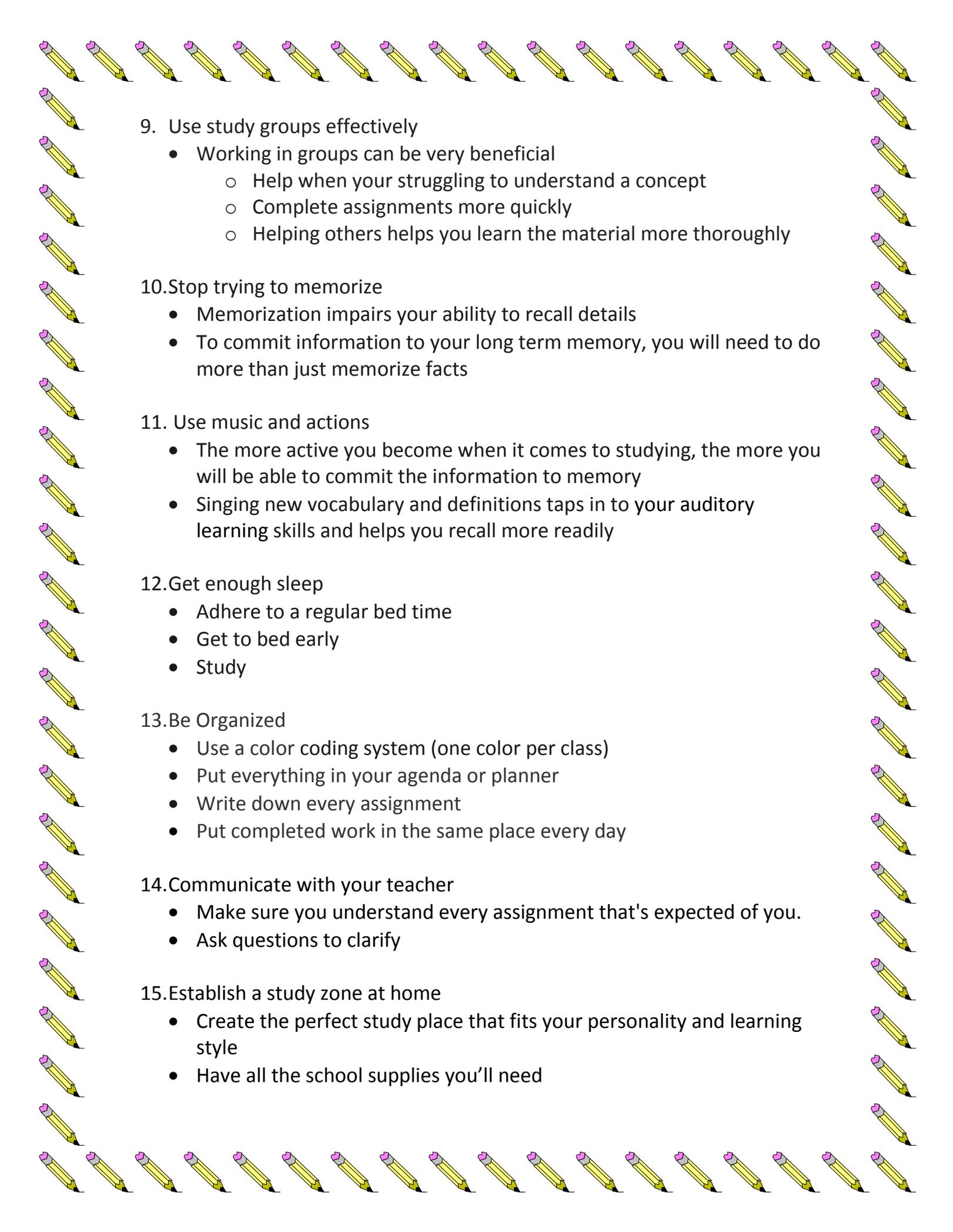
Anyone can be successful in school, so don't be discouraged and never give up. Just work to develop your study habits and you will see your grades go up, an increase in your knowledge and your ability to learn and use new information.

Discuss:



15 Habits of Highly Effective Students

1. Don't attempt to cram all your studying into one session.
 - Quiz Yourself Daily
 - Space out your work over shorter periods of time
 - Review information over the weekend
2. Plan when you are going to study
 - Schedule specific times to study
 - Study at the same time
3. Set a specific goal for each session
 - Decide exactly what you need to get done during each study session
4. Never procrastinate your planned study session
 - Procrastination will make your study session less effective
5. Start with the most difficult subject first
 - The most difficult task requires the most effort and mental energy
 - If you get this done, you will feel accomplished and energized and your session will be much more productive
6. Always review your notes before starting an assignment
 - Assure you know how to complete the assignment correctly
 - Helps you remember important information
 - Keeps your studying targeted and effective
7. Be sure to take good notes in class
 - Make useful doodles/drawings on your paper
 - Highlight code words
 - Create mnemonic devices
8. Make sure you're not distracted while your studying
 - Reduce your cell phone use



9. Use study groups effectively

- Working in groups can be very beneficial
 - Help when your struggling to understand a concept
 - Complete assignments more quickly
 - Helping others helps you learn the material more thoroughly

10. Stop trying to memorize

- Memorization impairs your ability to recall details
- To commit information to your long term memory, you will need to do more than just memorize facts

11. Use music and actions

- The more active you become when it comes to studying, the more you will be able to commit the information to memory
- Singing new vocabulary and definitions taps in to your auditory learning skills and helps you recall more readily

12. Get enough sleep

- Adhere to a regular bed time
- Get to bed early
- Study

13. Be Organized

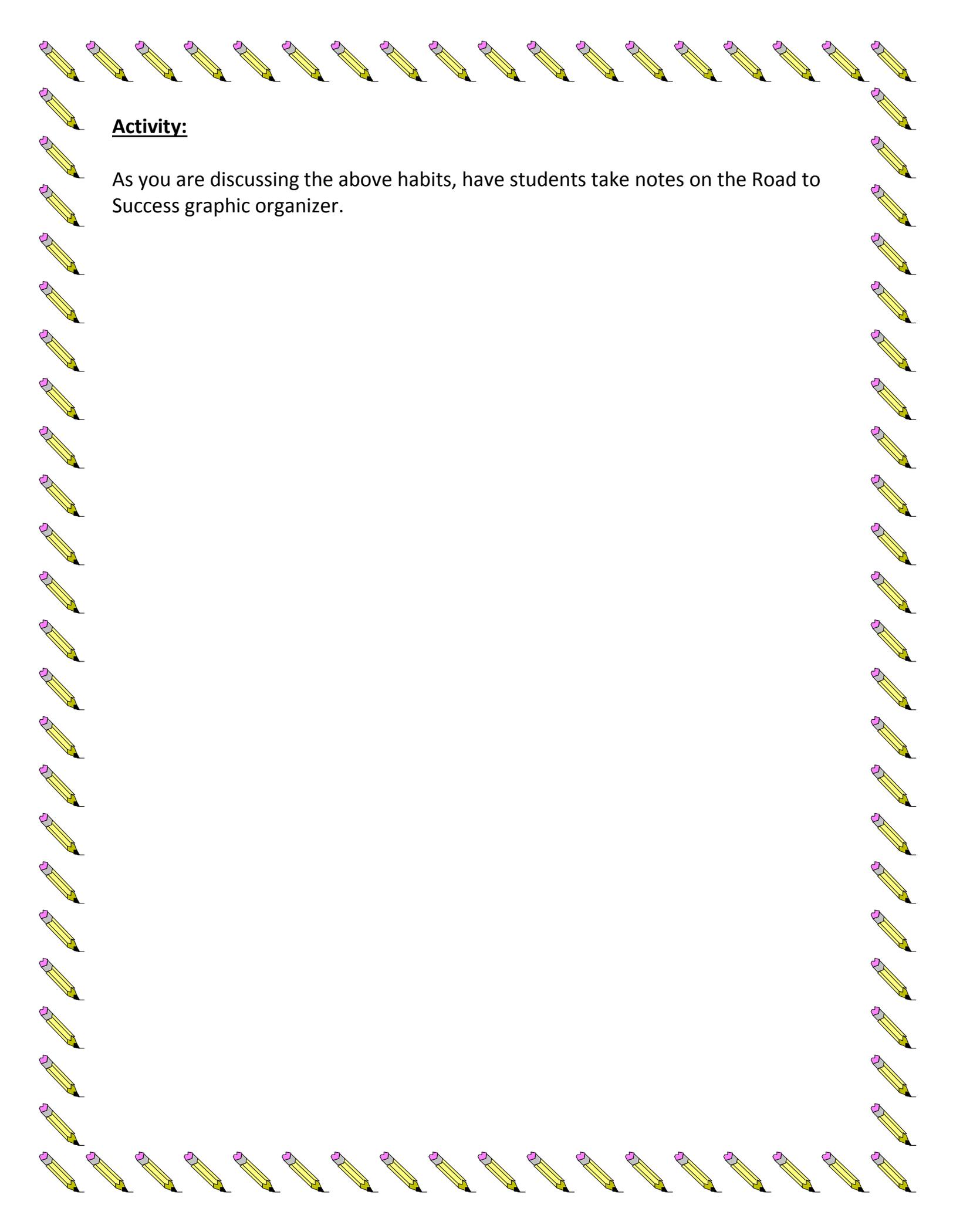
- Use a color coding system (one color per class)
- Put everything in your agenda or planner
- Write down every assignment
- Put completed work in the same place every day

14. Communicate with your teacher

- Make sure you understand every assignment that's expected of you.
- Ask questions to clarify

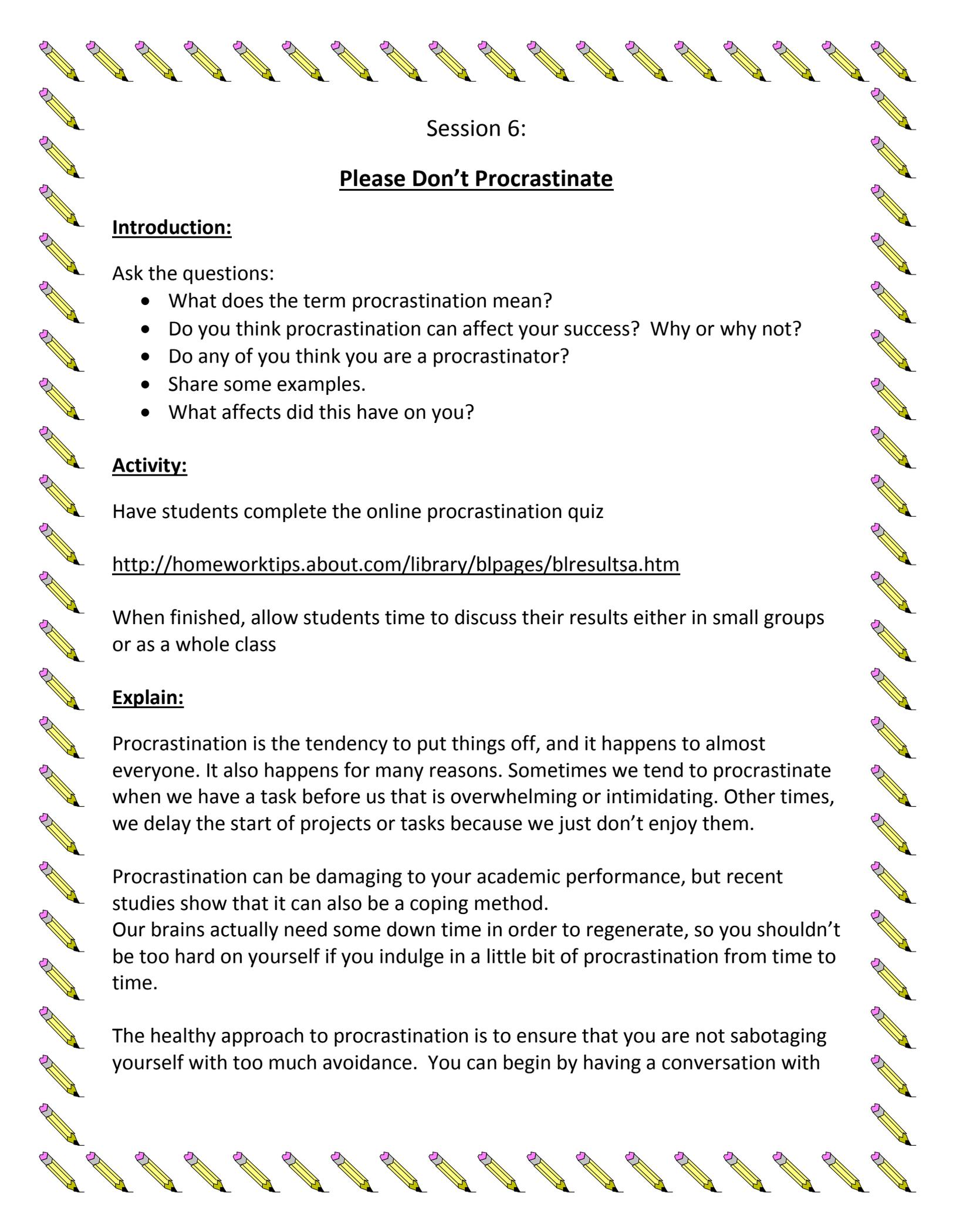
15. Establish a study zone at home

- Create the perfect study place that fits your personality and learning style
- Have all the school supplies you'll need



Activity:

As you are discussing the above habits, have students take notes on the Road to Success graphic organizer.



Session 6:

Please Don't Procrastinate

Introduction:

Ask the questions:

- What does the term procrastination mean?
- Do you think procrastination can affect your success? Why or why not?
- Do any of you think you are a procrastinator?
- Share some examples.
- What affects did this have on you?

Activity:

Have students complete the online procrastination quiz

<http://homeworktips.about.com/library/blpages/blresultsa.htm>

When finished, allow students time to discuss their results either in small groups or as a whole class

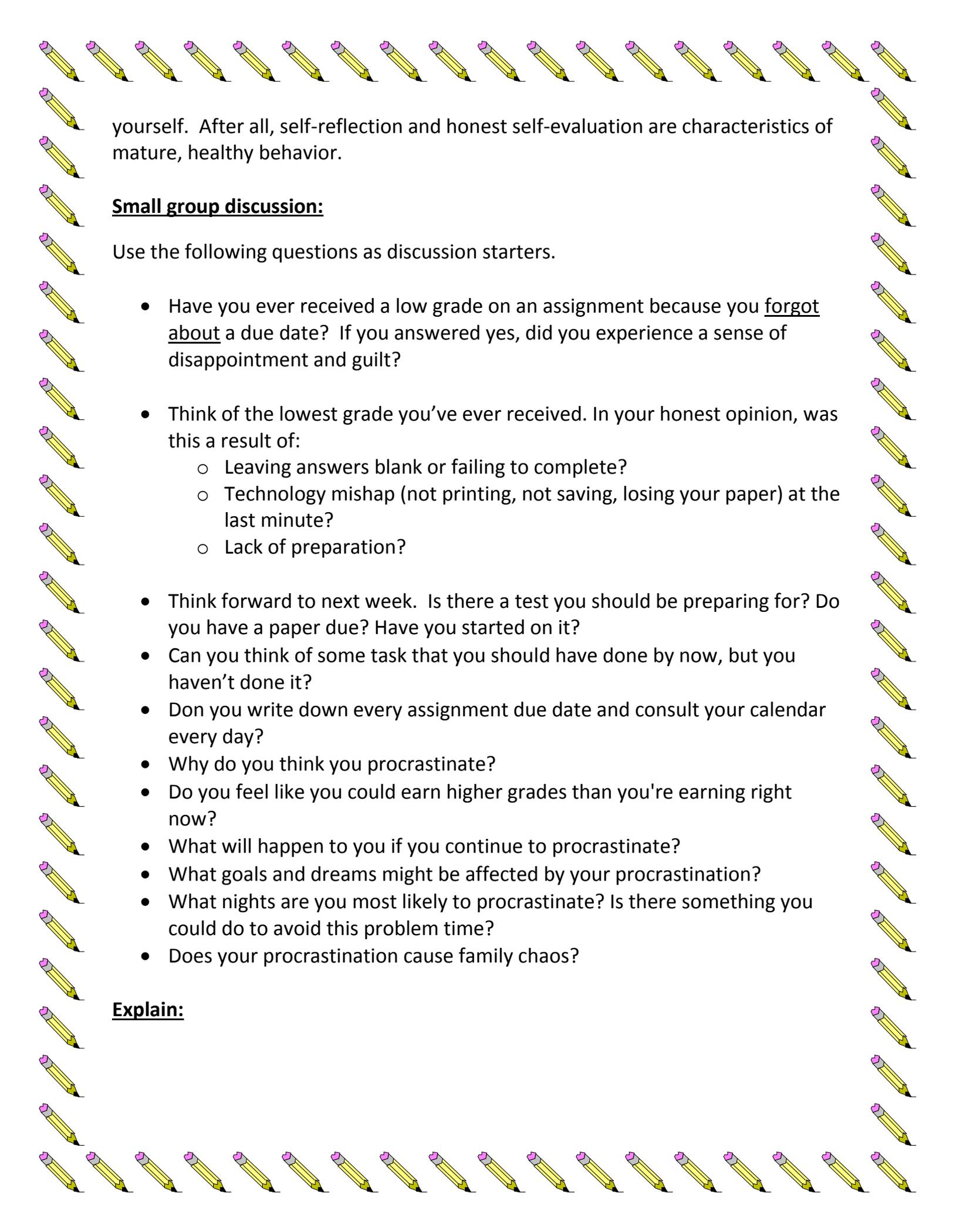
Explain:

Procrastination is the tendency to put things off, and it happens to almost everyone. It also happens for many reasons. Sometimes we tend to procrastinate when we have a task before us that is overwhelming or intimidating. Other times, we delay the start of projects or tasks because we just don't enjoy them.

Procrastination can be damaging to your academic performance, but recent studies show that it can also be a coping method.

Our brains actually need some down time in order to regenerate, so you shouldn't be too hard on yourself if you indulge in a little bit of procrastination from time to time.

The healthy approach to procrastination is to ensure that you are not sabotaging yourself with too much avoidance. You can begin by having a conversation with



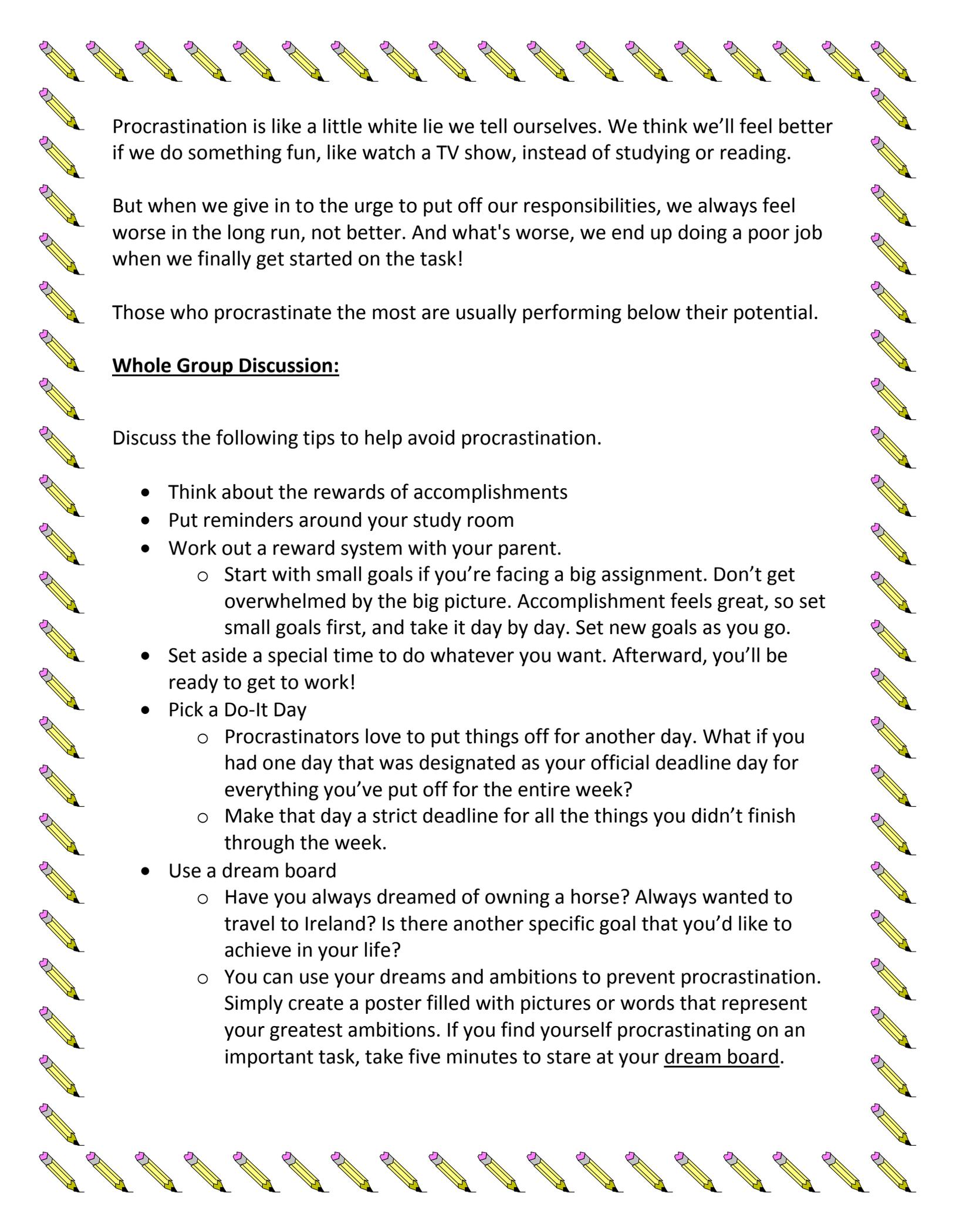
yourself. After all, self-reflection and honest self-evaluation are characteristics of mature, healthy behavior.

Small group discussion:

Use the following questions as discussion starters.

- Have you ever received a low grade on an assignment because you forgot about a due date? If you answered yes, did you experience a sense of disappointment and guilt?
- Think of the lowest grade you've ever received. In your honest opinion, was this a result of:
 - Leaving answers blank or failing to complete?
 - Technology mishap (not printing, not saving, losing your paper) at the last minute?
 - Lack of preparation?
- Think forward to next week. Is there a test you should be preparing for? Do you have a paper due? Have you started on it?
- Can you think of some task that you should have done by now, but you haven't done it?
- Don't you write down every assignment due date and consult your calendar every day?
- Why do you think you procrastinate?
- Do you feel like you could earn higher grades than you're earning right now?
- What will happen to you if you continue to procrastinate?
- What goals and dreams might be affected by your procrastination?
- What nights are you most likely to procrastinate? Is there something you could do to avoid this problem time?
- Does your procrastination cause family chaos?

Explain:



Procrastination is like a little white lie we tell ourselves. We think we'll feel better if we do something fun, like watch a TV show, instead of studying or reading.

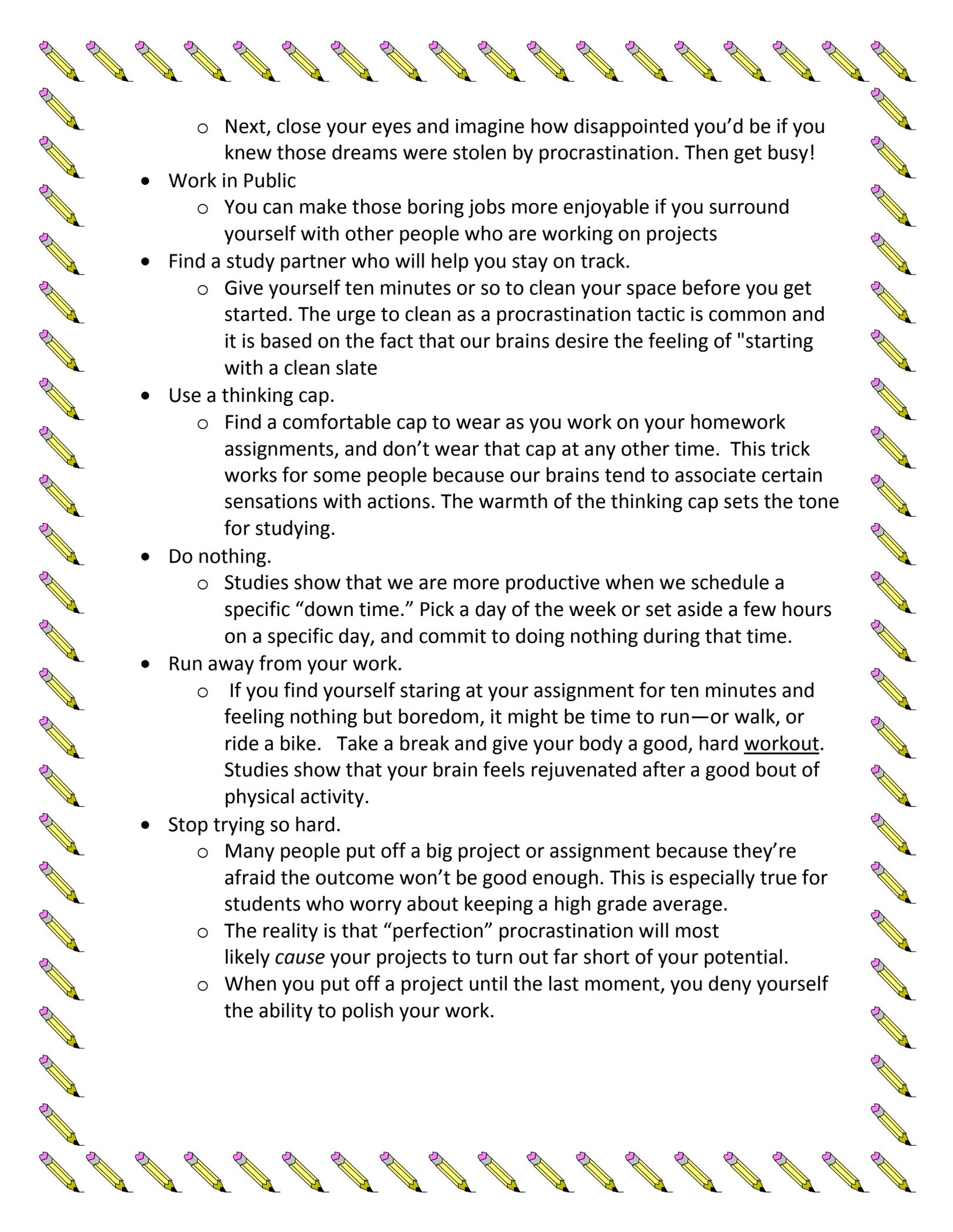
But when we give in to the urge to put off our responsibilities, we always feel worse in the long run, not better. And what's worse, we end up doing a poor job when we finally get started on the task!

Those who procrastinate the most are usually performing below their potential.

Whole Group Discussion:

Discuss the following tips to help avoid procrastination.

- Think about the rewards of accomplishments
- Put reminders around your study room
- Work out a reward system with your parent.
 - Start with small goals if you're facing a big assignment. Don't get overwhelmed by the big picture. Accomplishment feels great, so set small goals first, and take it day by day. Set new goals as you go.
- Set aside a special time to do whatever you want. Afterward, you'll be ready to get to work!
- Pick a Do-It Day
 - Procrastinators love to put things off for another day. What if you had one day that was designated as your official deadline day for everything you've put off for the entire week?
 - Make that day a strict deadline for all the things you didn't finish through the week.
- Use a dream board
 - Have you always dreamed of owning a horse? Always wanted to travel to Ireland? Is there another specific goal that you'd like to achieve in your life?
 - You can use your dreams and ambitions to prevent procrastination. Simply create a poster filled with pictures or words that represent your greatest ambitions. If you find yourself procrastinating on an important task, take five minutes to stare at your dream board.



○ Next, close your eyes and imagine how disappointed you'd be if you knew those dreams were stolen by procrastination. Then get busy!

- Work in Public

- You can make those boring jobs more enjoyable if you surround yourself with other people who are working on projects

- Find a study partner who will help you stay on track.

- Give yourself ten minutes or so to clean your space before you get started. The urge to clean as a procrastination tactic is common and it is based on the fact that our brains desire the feeling of "starting with a clean slate"

- Use a thinking cap.

- Find a comfortable cap to wear as you work on your homework assignments, and don't wear that cap at any other time. This trick works for some people because our brains tend to associate certain sensations with actions. The warmth of the thinking cap sets the tone for studying.

- Do nothing.

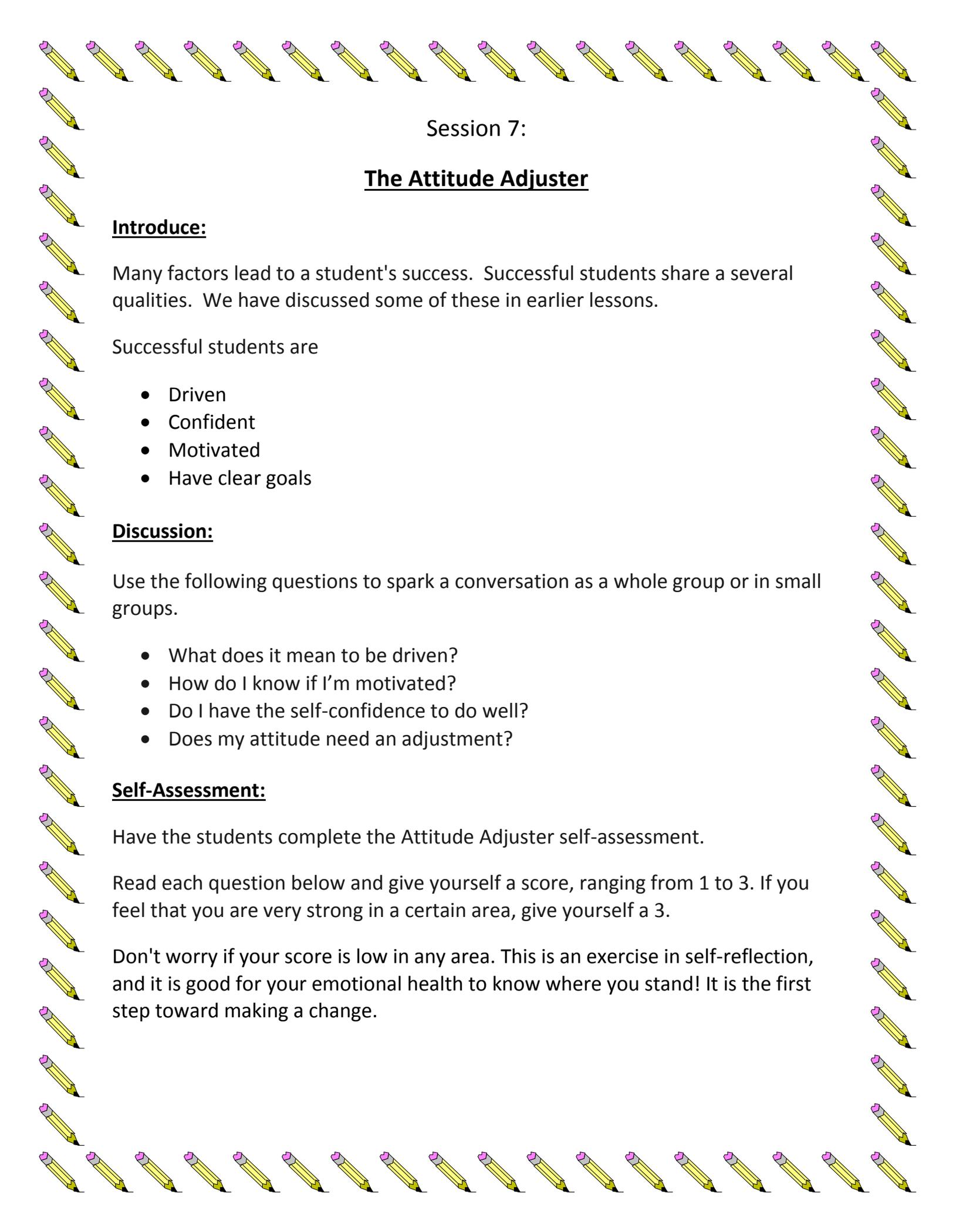
- Studies show that we are more productive when we schedule a specific "down time." Pick a day of the week or set aside a few hours on a specific day, and commit to doing nothing during that time.

- Run away from your work.

- If you find yourself staring at your assignment for ten minutes and feeling nothing but boredom, it might be time to run—or walk, or ride a bike. Take a break and give your body a good, hard workout. Studies show that your brain feels rejuvenated after a good bout of physical activity.

- Stop trying so hard.

- Many people put off a big project or assignment because they're afraid the outcome won't be good enough. This is especially true for students who worry about keeping a high grade average.
- The reality is that "perfection" procrastination will most likely *cause* your projects to turn out far short of your potential.
- When you put off a project until the last moment, you deny yourself the ability to polish your work.



Session 7:

The Attitude Adjuster

Introduce:

Many factors lead to a student's success. Successful students share a several qualities. We have discussed some of these in earlier lessons.

Successful students are

- Driven
- Confident
- Motivated
- Have clear goals

Discussion:

Use the following questions to spark a conversation as a whole group or in small groups.

- What does it mean to be driven?
- How do I know if I'm motivated?
- Do I have the self-confidence to do well?
- Does my attitude need an adjustment?

Self-Assessment:

Have the students complete the Attitude Adjuster self-assessment.

Read each question below and give yourself a score, ranging from 1 to 3. If you feel that you are very strong in a certain area, give yourself a 3.

Don't worry if your score is low in any area. This is an exercise in self-reflection, and it is good for your emotional health to know where you stand! It is the first step toward making a change.

The Attitude Adjuster

Low=1 Medium=2 High=3

Drive	Score
Do you get yourself up in the morning?	
Do you always know your deadlines?	
Do you volunteer?	
Do you set reminders (don't rely on parents)?	
Motivation	Score
Do you always strive to perform well on a test?	
Are you usually on time?	
Do you want to finish in the top of your class?	
Are you excited by challenge?	
Goals on Track	Score
Do you use an agenda or planner?	
Do you list the things you want to accomplish?	
Do you have a specific college in mind?	
Do you dream big?	
Confidence	Score
Do you raise your hand to answer (not too shy)?	
Do you feel comfortable on the first day of school?	
Do you ever introduce yourself?	
Would you speak up to ask a question if you were in an audience?	

Add up your total for each of the sections. Your total will indicate your strength in each area.

- A score of 4-8 in an area indicates the need to focus on skill building.
- A score of 9-12 means you are average.
- A score of 13 or more means you are already a rock star!

Notes:

