

Active Classroom Guide for Learning Strategies

Learning Strategies Module Overview	3
Section 1: Overview	4
Lesson Plan	5
Activity: Why? What's In It for Me?	11
Additional Activities	12
Section 2: Overview	14
Lesson Plan	15
Activity: Looking Back through the Lens of Learning Styles	20
Additional Activities	22
Section 3: Overview	24
Lesson Plan	25
Activity: Using Your Strengths and Weaknesses to Plan a Project	31
Additional Activities	33
Class Discussion	35

Active Classroom Guide for Learning Strategies

Learning Strategies Module Overview	3
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Overviews:

Section 1 Overview	4
Section 2 Overview	14
Section 3 Overview	24

Lesson Plans:

Section 1 Lesson Plan	5
Section 2 Lesson Plan	15
Section 3 Lesson Plan	25

Activities:

Section 1 Activity: Why? What's In It for Me?	11
Section 2 Activity: Looking Back through the Lens of Learning Styles.	20
Section 3 Activity: Using Your Strengths and Weaknesses to Plan a Project.	31

Additional Activities:

Section 1	12
Section 2	22
Section 3	33

Class Discussion	35
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LEARNING STRATEGIES

Module Overview

This module focuses on examining the qualities students need to develop to meet and exceed their next employer's expectations. The goal of this module is for students to be able to:

1. Learn how pattern development and detection affects the way your brain learns.
2. Discover the four principles of learning and how they can help you study more effectively.
3. Understand the different learning styles all of us have, and how we can use those styles to become more effective students.
4. Discover the benefits and challenges of learning in group settings.
5. Learn how to identify your academic strengths and build upon them.
6. Consider how to acknowledge your academic limitations and keep them from holding you back.
7. Find ways to balance your strengths and weaknesses.

First Module Section: Students evaluate how they learn and process information, including an activity that has students prepare to capture information by examining their current classes.

Second Module Section: Students explore learning styles to improve how they approach capturing important information, which is applied in an activity that has students reflect on past successful and unsuccessful learning experiences.

Third Module Section: Students discover their natural strengths and talents to best match them with their college and career goals, which is demonstrated in a team strengths activity.



Learning Strategies, Section 1

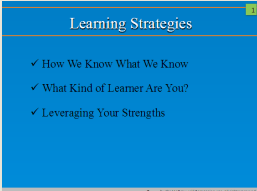
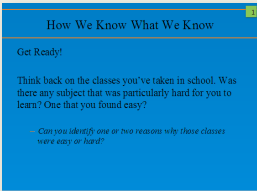
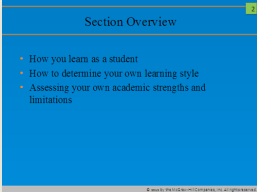

In this section, students will learn how the brain works and how understanding this can help them with studying. Students will also discover the importance of attention in learning.

LESSON OVERVIEW

SECTION 1: HOW WE KNOW WHAT WE KNOW

Learning Outcomes	<ol style="list-style-type: none"> 1. Learn how pattern development and detection affects the way your brain learns. 2. Discover the four principles of learning, and how they can help you study more effectively. 	
Lesson Flow Overview	60 minutes	<ul style="list-style-type: none"> • Lecture and Discussion <ul style="list-style-type: none"> • Get Ready! Exercise—Warm-Up • LO 1: The Brain as a Pattern Detecting Device <ul style="list-style-type: none"> • Lecture/Activity • Discussion • LO 2: The Four Principles of Learning <ul style="list-style-type: none"> • Lecture/Activity • Discussion • Student Activity: Why? What's In It for Me? • Lesson Review, Wrap-Up, and Discussion
Lecture and Discussion	30 minutes	<ul style="list-style-type: none"> • Get Ready! Exercise • Refer to the Instructor Guide on pages 5–10 for lecture/discussion notes. • PowerPoint slides
Student Activity	25 minutes	<ul style="list-style-type: none"> • Students work individually or in groups for the exercise presented on pages 8–9 in the textbook—Why? What's In It for Me?
Lesson Review and Wrap-Up	5 minutes	<ul style="list-style-type: none"> • Review of topics • Class discussion • Lesson takeaways
Resources	<ul style="list-style-type: none"> • Textbook pages 2–10 • PowerPoint slides 1–22 • Detailed class notes for activity 	

Learning Strategies, Section 1 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
<p>Outline</p> <ul style="list-style-type: none"> Get Ready! Exercise Reflection Section Overview <p>Resources</p> <p>PowerPoint slides 1–3</p> <p><i>Slide 1, Learning Strategies</i></p>  <p><i>Slide 2, How We Know What We Know: Get Ready</i></p>  <p><i>Slide 3, Topics Covered</i></p> 	<p>Lesson Notes</p> <p><i>Open up PowerPoint, briefly present the module, topics, and begin with this warm-up exercise.</i></p> <p><i>Ask students to reflect:</i></p> <p>Think back on the classes you’ve taken in school. Was there any subject that was particularly hard for you to learn? One that you found easy?</p> <ul style="list-style-type: none"> Can you identify one or two reasons why those classes were easy or hard? <p><i>Call on volunteers to share their reflections.</i></p> <p>Elaborate that for success in college, you must know your learning styles.</p> <p>Emphasize that learning styles are different for each person, and you will get an opportunity to determine your own.</p> <p>Section Overview: <i>Introduce topics covered in this class session:</i></p> <ul style="list-style-type: none"> Look at how you learn, as a student. How do you determine your own learning style? Assessing your own academic strengths and limitations. 	<p>TRY IT </p> <p>Give students an example from your life. Think about classes you took in college or new classes you have taught.</p> <p>Tip: Take a poll to see the different types of classes that were difficult or easy.</p>

LO 1: THE BRAIN AS A PATTERN-DETECTING DEVICE (15 MIN.)

Outline

- Lesson Notes
 - Introduction
 - Background
 - Connect
 - Discussion
 - Conclusion

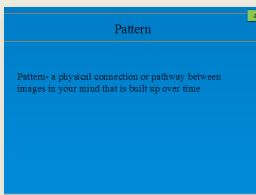
Resources

PowerPoint slides 4–21

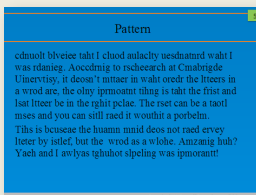
Slide 4, *The City*



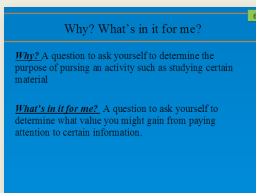
Slide 5, *Pattern*



Slide 6, *Pattern*



Slide 7, *Why? What's in it for me?*



Lesson Notes

Introduction: Your brain uses images to create patterns. Those patterns allow you to learn new information

Build on Background: If you saw a picture of a coffee pot, even if you had never seen one before, you would recognize it.

Connect: If you were to read terminology from your textbook, you might not recognize it yet. It is new to you. You must be patient because pattern detection takes time

Emphasize This process starts with an image. When you were young, you didn't know what the word *city* meant.

To clarify what *city* meant, your parents may have read you a book with an image of a city.

When you watch *Sesame Street*, your brain may record a different image.

After a few days, if asked, you could explain what a city was.

Next, your image turns into a pattern. You may add things to the picture of city. You may notice a city limits sign. You may see a firehouse within a city in a book or on the street. There may be restaurants associated with the city. On *Sesame Street*, there may be firehouses and restaurants. You can make that connection. Every time your brain sees another thing associated with *city*, it makes a connection. Over time these connections form patterns.

Define:

Pattern: A physical connection or pathway between images in your mind that is built up over time.

Identify that your brain uses the same process when you study.

Apply this process to your medical terminology class.

1. When you started this program, you knew nothing about medical terminology.
2. After a few classes, you see and used different images for each anatomical system you learned, but images are just floating in your brain. Your brain hasn't made any relationships with them yet.
3. Over time, your brain lays down connections between these images and you learn the new information.

TRY IT



To illustrate this concept of recognizing patterns, you can refer your students to the example of cities on page 3 of the textbook.

Tip: Encourage your students to follow along in their textbooks.

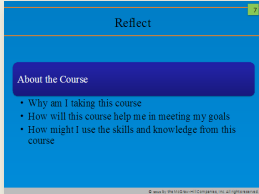
TRY IT



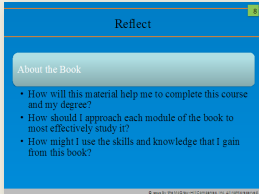
Invite students to come up to the board and draw or write a pattern. Facilitator can draw or write a pattern as well.

LESSON FLOW

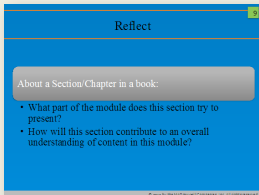
Slide 8, Reflect: About the course



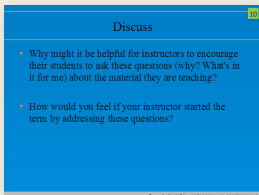
Slide 9, About the Book



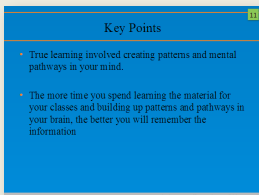
Slide 10, Reflect: About a section



Slide 11, Discuss



Slide 12, Key Points



INSTRUCTOR GUIDE

Display the example from text on PowerPoint slide 6.

I cdnuolt blveiee taht I cluod aulaclyt uesdnatnrd waht I was rdanieg. Aoccdrnig to rscheearch at Cmabrigde Uinervtisy, it deosn't mttar in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can stll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe. Amzanig huh? Yaeh and I awlyas tghuhot slpeling was ipmorantt!

Explain that you can read this because your brain has extracted a pattern for every word you learned, and now it recognizes this pattern.

Identify that along with understanding patterns, attention plays an important role in processing information.

Imagine you are trying to find a parking spot at the mall during the holiday season. You drive slowly looking for people going to their cars, opening their trunks, or have their brake lights on. You pay close attention to those people.

Explain that you have focused all your attention on cues that might lead to a parking spot.

Describe to students the “why” and “what’s in it for me” phrases.

Why? A question to ask yourself to determine the purpose of pursuing an activity such as studying certain material.

What’s in it for me? A question to ask yourself to determine what value you might gain from paying attention to certain information.

Explain that students are responsible for deciding why and what’s in it for me. Students can reflect on the following questions:

About the Course

1. Why am I taking this course?
2. How will this course help me in meeting my ultimate career goals?
3. How might I use the skills and knowledge that I gain from this course?

About the Book

1. How will this material help me to complete this course and my degree?
2. How should I approach each module of the book to most effectively study it?
3. How might I use the skills and knowledge that I gain from this book?

ADDITIONAL RESOURCES

TRY IT



If you use the optional PowerPoint slide, ask one of your students to read the information listed on the slide. You could also ask your students to identify the pattern represented on the slide.

TRY IT



Have students raise their hands and give examples. Prompt them with examples from your own life.

Tip: Provide a moment for students to write down their answers to these questions and share with the class.

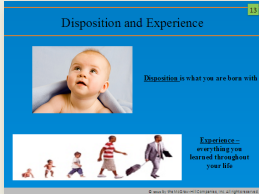
TRY IT



Have students raise their hands and give examples.

LESSON FLOW

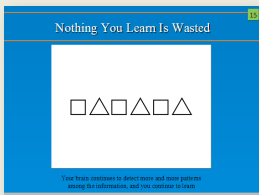
Slide 14, Disposition and Experience



Slide 15, We Build on What We Already Know



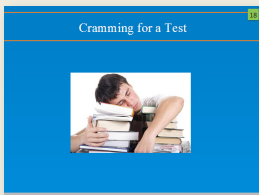
Slide 16, Nothing Is Wasted



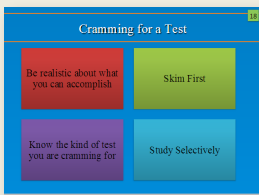
Slide 17, Learning Takes Time



Slide 18, Cramming



Slide 19, Cramming



INSTRUCTOR GUIDE

Principle Two: We Build on What We Already Know

- Learning is based on past experiences. It serves as a foundation for what we learn.
- When you build a house, you start with foundation, then framework.
- When you begin learning new coursework, you have no foundation. Throughout class, you are given materials you need to build knowledge.
- Over time, your brain sees these new materials fit together.
- The foundation and framework are the patterns that your brain establishes, and then the new information has a place to go.

Principle Three: Nothing You Learn Is Wasted

- Every image, clue, reading, and material you are exposed to forms patterns in your brain.
- Because you learn this way, no learning is wasted. Your brain adds patterns and you may be indirectly learning.

Principle Four: Learning Takes Time

- Your brain takes time to assimilate new images and learning.
- You may have not had time to develop connections with new images yet.
- Without a connection, these images are floating around in your brain with no pattern.
- This may lead to students feeling frustrated, or feeling dumb or slow.
- Your brain is just trying to make sense out of what it is given.

Explain to students that cramming does not work. There is not enough time for your brain to establish patterns in such a short amount of time. If students must cram, have him or her use the tips on PowerPoint slide 19.

Discussion

Small Group: Give students a brief moment to share answers to the following discussion questions with someone nearby:

- *Why does cramming not work?*
- *What are the four principles of learning and which one affects you the most?*

ADDITIONAL RESOURCES

TRY IT

Have students connect lecture with pictures on the PowerPoint slide 15.

TRY IT

Write this quote on the whiteboard: "Cramming will never help you know; it can only help you memorize a few things for storage in short-term memory. You may spend several hours cramming, and shortly after the test, the information is gone, evaporated, vanished!"—from *Cornerstone—Building on Your Best*

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
<p><i>Slide 20, Discussion</i></p>  <p><i>Slide 21, Key Points</i></p> 	<p>Conclusion Close with the key points.</p> <p>Key Points</p> <ul style="list-style-type: none"> • There are four primary learning styles. • Cramming for exams does not give enough time for your brain to create patterns and learn the material. 	
ACTIVITY: WHY? WHAT'S IN IT FOR ME? (25 MIN.)		
<p>Resources</p> <p>Textbook, page 10</p> <p>Detailed Activity Notes</p> <p>PowerPoint</p> <p><i>Slide 22, Activity</i></p> 	<p>Activity</p> <p>Introduction: In this activity, students will ask themselves two very important questions to better prepare their brain to capture important information</p> <p>Use the Detailed Activity Notes to conduct this activity. Prepare students to locate page 8, and continue with directions from the instructors' guide.</p> <p>Activity Wrap-Up</p> <p>After the activity, ask students the following questions:</p> <ul style="list-style-type: none"> • <i>If you get frustrated trying to learn new information in class, what do you need to remind yourself that your brain needs?</i> • <i>Why should you avoid cramming for a test?</i> • <i>How can you help your reticular activating system to not filter out information you are learning in class?</i> 	<p>ONLINE EXTRA @</p> <p>Your students can complete this exercise online in the Connect program.</p> <p>GET CONNECTED @</p> <p>Consider encouraging your students to share or compare notes with the person next to them to ensure they captured key points.</p> <p>ONLINE EXTRA @</p> <p>Additional Resources/Activities:</p> <ol style="list-style-type: none"> 1. Overcoming Academic Fears <p>Your students can complete this exercise online in the Connect program.</p>
LESSON WRAP-UP, DISCUSSION, AND REFLECTION (5 MIN.)		
<p>Resources</p> <p><i>Slide 23, Wrap-Up</i></p> 	<p>Lesson Wrap-Up</p> <p><i>Have the class come together as a whole group, ask students to share with a partner their two biggest takeaways from this lesson.</i></p> <p><i>Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.</i></p>	

Section 1: Detailed Activity Notes

WHY? AND WHAT'S IN IT FOR ME?

This activity prepares students' reticular activating system for capturing important information.

Classroom Management: This activity should be completed individually with students recording the information in their textbooks. Once everyone is finished, they will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE

- **Explain** to your class that they will prepare their reticular activating system for capturing important information by responding to critical questions about their engagement and interest in this class.
- **Tell** your students that they will answer the following questions in the space provided in their textbook:
 1. Why are you taking this course?
 2. If the course is required, why do you think the school required you to take it?
 3. What skills and concepts taught in this course do you think can have an immediate on you as a student?
 4. What skills and concepts taught in this course do you think can have a long-term impact on your in your career?
 5. How can what you learn in this class help you meet your academic goals?
 6. How can what you learn in this class help you meet your career goals?
- As students are responding, you **may need to offer assistance or advice**.
- Once everyone has finished, **refer** to the discussion questions on page 10 of the lesson notes in the [Lesson Review and Wrap-Up Discussion 1](#).

Ask your students the following discussion questions:

If you get frustrated trying to learn new information in class, what do you need to remind yourself that your brain needs?

Why should you avoid cramming for a test?

How can you help your reticular activating system to not filter out information you are learning in class?

STUDENT ACTIONS

- Students should be following along to the activity instructions on page 8 of their textbook.
- Students should be responding to these questions in their textbook.
- Students should ask their instructor for any help.
- Students should be rejoining their classmates for a discussion.

Section 1 Additional Activity: How We Know What We Know

OVERCOMING ACADEMIC FEARS

This activity has students identify their academic fears and then develop strategies to overcome them.

Classroom Management: This activity should be completed individually and then with a partner with students recording the information in their textbooks. Once everyone has finished, the class will reconvene for a discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
<ul style="list-style-type: none">• Explain to your students that in their college courses, they are exposing themselves to brand-new information, which may feel overwhelming because their brain has not had enough time to develop connections and patterns with all of this new material.• Tell your class that unfortunately, as students, they do not always acknowledge that associations with this new information will take time to develop; instead, they may assume that this process should occur immediately, and when it does not, they may jump to negative conclusions about their intelligence.• Elaborate to your class that this negative perspective magnifies as they begin to question: “Will I ever be able to learn all of this material?” And although this fear is common, it can be very harmful if they start to believe they cannot learn it all.• Explain to your students that in order to manage and overcome these learning fears, they will need to create and practice steps to move past them.• Tell your class that a key step to working through these fears is to remind themselves of a time when they had this same learning fear and evaluate how they were able to successfully work through it.• Refer your students to the example in this activity.• Ask for one of your students to volunteer to read the example: <i>In my English class, during my senior year of high school, I had to write a five-page analysis of a poem that I didn’t understand. Even though my teacher tried to explain it to me, I just couldn’t get it.</i>• Explain to your students that it is their turn to identify a time in their education when they had the fear that they may not be able to learn everything that was being taught using the space provided in their textbooks.	<ul style="list-style-type: none">• Students should be following along to the activity directions.• Students should be reviewing the example.• One student should volunteer to read the example.• Students should be identifying a time in their education when they had a fear about learning in school.

INSTRUCTOR GUIDE

- Once everyone has identified a previous academic fear, **ask** your students to describe the feelings they experienced in this situation.

- Again, **refer** your students to the next example.

- **Ask** one of your students to volunteer to read the example:

I reminded myself of the deadline. I had three weeks to write my essay.

I reread the poem and took notes on the parts my teacher told me to pay attention to.

I thought of similar images and concepts I was familiar with to assist in my understanding of the poem.

- **Tell** your students that instead of giving up, they should list the steps they took to work through this learning fear.
- Once your class has finished listing their steps, **ask** them to respond to the following question in their notebooks, and they may refer to the example for guidance:

How can you use these past steps to help you overcome any new learning fears?

- Now **ask** your students to partner with a classmate.
- **Explain** to your students that they and their partner will share their ideas for how they can overcome new learning fears.
- Once both classmates have shared, they will provide their partner with an additional strategy he or she can use to work through these fears, and then their partner will provide them with one.
- **Tell** your students that they will write the strategy their partner gives them.
- Then ask your students to join their classmates for a discussion on overcoming learning fears:

How many of you have let a learning fear stop you from completing an assignment or even a class?

What are some strategies you developed to work through future learning fears?

What are important points to remind yourself about the process of learning new information?

How can overcoming learning fears increase your ability to succeed in school?

STUDENT ACTIONS

- Students should be describing the feelings they felt in this situation.
- Students should be reviewing the example.

- One student should volunteer to read the example.
- Students should be listing the steps they took to overcome their academic fear.
- Students should be responding to this question in their notebooks.
- Students should be partnering with a classmate.
- Students should be sharing their idea for how to overcome new learning fears with their partner.
- Students should be providing their partner with an additional strategy for how they can overcome their learning fear.
- Students should be writing the strategy their partner gave them.
- Students should be reconvening for a class discussion.

Learning Strategies, Section 2

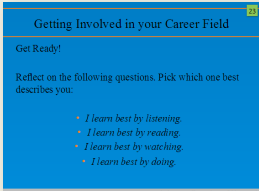
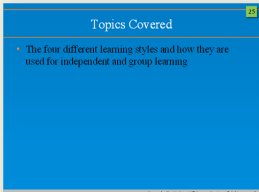


In this section, students explore learning styles to improve how they approach capturing important information, which is applied in an activity that has students reflect on past successful and unsuccessful learning experiences.

LESSON OVERVIEW

SECTION 2: WHAT KIND OF LEARNER ARE YOU?		
Learning Outcomes	3. Understand the different learning styles all of us have, and how we can use those styles to become more effective students. 4. Discover the benefits and challenges of learning in group settings.	
Lesson Flow Overview	60 minutes	<ul style="list-style-type: none"> Lecture and Discussion <ul style="list-style-type: none"> Get Ready! Exercise—Warm-Up LO 3: What Are Learning Styles? <ul style="list-style-type: none"> Lecture/Activity Discussion LO 4: Learning with Others <ul style="list-style-type: none"> Lecture/Activity Discussion Student Activity: Looking Through the Lens of Learning Styles Lesson Review, Wrap-Up, and Discussion
Lecture and Discussion	30 minutes	<ul style="list-style-type: none"> Get Ready! Exercise Refer to the Instructor Guide on pages 15–19 lecture/discussion notes. PowerPoint slides
Student Activity	25 minutes	<ul style="list-style-type: none"> Students work individually or in groups for the exercise presented on page 18 in the textbook.
Lesson Review and Wrap-Up	5 minutes	<ul style="list-style-type: none"> Review of topics Class discussion Lesson takeaways
Resources	<ul style="list-style-type: none"> Textbook pages 11–22 PowerPoint slides 24–41 Detailed Class Activity Notes 	

Learning Strategies, Section 2

Lesson Plan

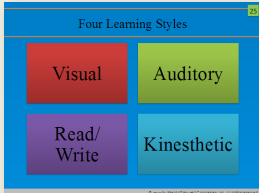
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline <ul style="list-style-type: none"> • Get Ready! • Reflection • Section Overview Resources PowerPoint slides 24–25 <i>Slide 24, Getting Involved in Your Career Field: Get Ready!</i>  <i>Slide 25, Topics Covered</i> 	Lesson Notes <i>Open up PowerPoint and begin class with a warm-up exercise. Provide students with a few moments to reflect on the following:</i> Ask students to reflect on the following questions: <ul style="list-style-type: none"> • I learn best by listening. • I learn best by reading. • I learn best by watching. • I learn best by doing. <i>Call on volunteers to share their reflections.</i> Explain All students have different learning styles. Elaborate that learning styles are the ways we take in, process, and understand new information. Section Overview: <i>Introduce topics covered in this class session:</i> <ul style="list-style-type: none"> • The four different learning styles and how they are used for independent work and in a group setting. 	TRY IT  Encourage your students to take notes on this information. To assist with their note taking, you may consider writing some of these key points on the whiteboard. Tip: Examine which learning styles are most common
LO 3: WHAT ARE LEARNING STYLES?		
Outline <ul style="list-style-type: none"> • Lesson Notes • Introduction • Background • Connect • Discussion • Conclusion 	Lesson Notes Introduction: Everyone learns differently, and there are four major learning styles. Background: <i>Ask students to answer an informal survey question:</i> Which type of learner do you think you are? Visual, auditory, read/write, or kinesthetic?	TRY IT  Encourage your students to take notes on this information. To assist with their note taking, you may consider writing some of these key points on the whiteboard.

LESSON FLOW

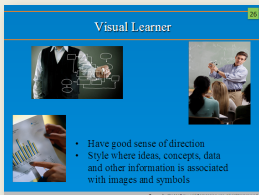
Resources

PowerPoint Slides 26–32

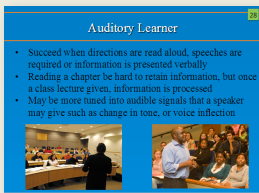
Slide 26, *Four Learning Styles*



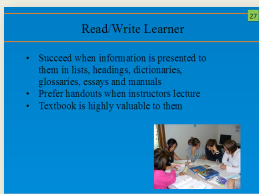
Slide 27, *Visual Learner*



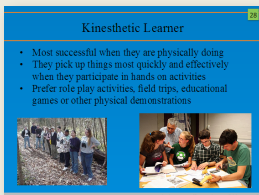
Slide 28, *Auditory Learner*



Slide 29, *Read/Write Learner*



Slide 30, *Kinesthetic Learner*



INSTRUCTOR GUIDE

Connect: Visual, auditory, read/write, and kinesthetic are the four different learning styles that researchers have identified.

Explain visual learners.

Visual: A type of learning characterized by preference for information presented as images or symbols.

- Have a good sense of direction.
- Style where ideas, concepts, data, and other information are associated with images and symbols.

Introduce some key ideas on PowerPoint slide 27 that visual learners can use to learn new material more effectively.

Explain auditory learners.

Auditory: A type of learning characterized by a preference for hearing new information.

- Succeed when directions are read aloud, speeches are required, or information is presented verbally.
- Do not retain information after reading a chapter, but once a class lecture given, information is processed.
- May be more tuned into audible signals that a speaker may give, such as change in tone, or voice inflection.

Introduce some key ideas on PowerPoint slide 28 that auditory learners can use to learn new material more effectively.

Explain Read/Write learners.

Read/Write: A type of learning characterized by a preference for information displayed as words.

- Succeed when information is presented to them in lists, headings, dictionaries, glossaries, essays, and manuals.
- Prefer handouts when instructors lecture.
- Textbook is highly valuable to them.

Introduce some key ideas on PowerPoint slide 29 that read/write learners can use to learn new material more effectively.

Explain: Kinesthetic learners.

Kinesthetic Learners: A type of learning characterized by a preference for being physically involved in the learning activity.

- Most successful when they are physically doing.
- They pick up things most quickly and effectively when they participate in hands-on activities.
- Prefer role-play activities, field trips, educational games, or other physical demonstrations.

ADDITIONAL RESOURCES

TRY IT

While explaining each of the learning styles, ask students to raise their hands if they can identify with a certain style.

TRY IT

Consider using visual aids to teach a new concept. Use this as an example to teach visual learning. If there is time, provide examples for each learning style.

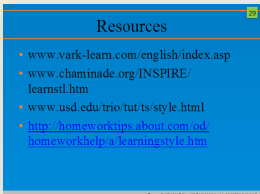
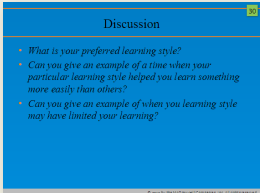
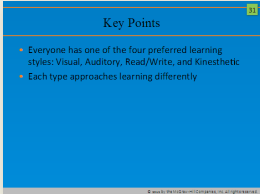
WEB RESOURCES

Consider having your students explore these three websites to learn more about their learning style:



www.chaminade.org/INSPIRE/learnstl.htm

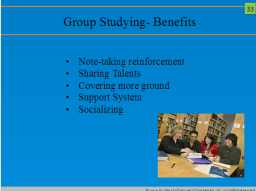
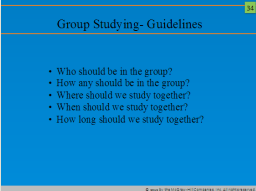
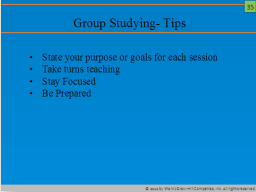
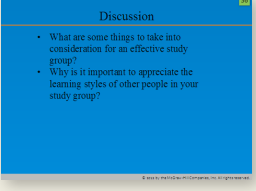
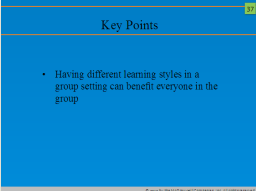
www.usd.edu/trio/tut/ts/style.html

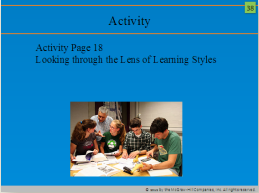
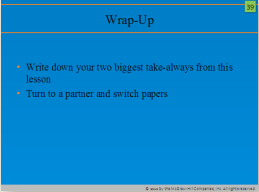
<http://homeworktips.about.com/od/homeworkhelp/a/learningstyle.htm>

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
<p>Slide 31, Resources</p>  <p>Slide 32, Discussion</p>  <p>Slide 33, Key Points</p> 	<p>Introduce some key ideas on PowerPoint slide 30 that kinesthetic learners can use to learn new material more effectively.</p> <p>Clarify that students can recognize their own learning style while reading the above information.</p> <p>Explain that we may use all of the learning styles, but there is usually one that we prefer to use.</p> <p>Explain that students can use the following websites to figure out their learning style:</p> <p>www.chaminade.org/INSPIRE/learnstl.htm</p> <p>www.usd.edu/trio/tut/ts/style.html</p> <p>http://homeworktips.about.com/od/homeworkhelp/a/learningstyle.htm</p> <p>Discussion</p> <p>Small group: Give students a brief moment to share answers to the following discussion question with someone nearby:</p> <ul style="list-style-type: none"> What is your preferred learning style? Can you give an example of a time when your particular learning style helped you learn something more easily than others? Can you give an example of when your learning style may have limited your learning? <p>Conclusion: Close the lesson by using the key points.</p> <p>Key Points</p> <ul style="list-style-type: none"> Everyone has one of the four preferred learning styles: Visual, Auditory, Read/Write, and Kinesthetic. Each type approaches learning differently. 	

LO 4: LEARNING WITH OTHERS

<p>Outline</p> <ul style="list-style-type: none"> Lesson Notes <ul style="list-style-type: none"> Introduction Background Connect Discussion Conclusion <p>Resources</p> <p>PowerPoint Slides 34–36</p> <p>Slide 34, Group Studying</p> 	<p>Lesson Notes</p> <p>Introduction: Most student learning in college takes place in three ways: students studying, students in lecture, and learning with others in a group setting.</p> <p>Background: Think back to your education. Have you done group projects or group study groups? What were some problems or benefits of working this way?</p> <p>Connect: Group studying can help you master new material better than studying alone.</p> <p>Explain the following benefits of study groups:</p> <p>The added perspective of multiple learning styles</p> <ul style="list-style-type: none"> When you study in a group, you can benefit from people who have different learning styles than you. When you explain a difficult concept to someone else, you begin to understand it better. Interacting with other learning styles will allow you to gain a deeper understanding of the material. 	<p>Tip: Make a list of the benefits of group studying on the board.</p> <p>GET CONNECTED </p> <p>Encourage your students to form study groups with their classmates, or at least swap phone numbers and e-mail addresses with a classmate.</p>
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LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
<p>Slide 35, Group Studying: Benefits</p>  <p>Slide 36, Group Studying: Guidelines</p>  <p>Slide 37, Group Studying: Tips</p>  <p>Slide 38, Discussion</p>  <p>Slide 39, Key Points</p> 	<p>Many hands make light work</p> <ul style="list-style-type: none"> Thinking out loud can be beneficial. Hearing and speaking information can help us learn and reinforce our memory. <p>Other benefits include</p> <ul style="list-style-type: none"> Note-taking reinforcement Sharing talents Covering more ground Support system Socializing <p>Explain that for a group to succeed, it must use study time productively, and all members must benefit from the group.</p> <p>Introduce the following guidelines for getting a group together:</p> <ul style="list-style-type: none"> Who should be in the group? How many should be in the group? Where should we study together? When should we study together? How long should we study together? <p>Outline the following tips for getting the most out of a study group:</p> <ul style="list-style-type: none"> State your purpose or goals for each session. Take turns teaching. Stay focused. Be prepared. <p>Explain that studying by yourself along with studying with a group can reinforce what you have learned.</p> <p>Discussion</p> <p>Small group: Give students a brief moment to share answers to the following discussion questions with someone nearby:</p> <ul style="list-style-type: none"> What are some things to take into consideration for an effective study group? Why is it important to appreciate the learning styles of other people in your study group? <p>Conclusion: Share the key points:</p> <ul style="list-style-type: none"> Having different learning styles in a group study setting can benefit everyone in the group. 	<p>Tip: Ask students to describe how these guidelines are normally figured out when working in a group.</p> <p>Tip: Discuss the benefits of having different learning styles in a group. Describe how different perspectives will benefit the outcome.</p>

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
STUDENT ACTIVITY: LOOKING THROUGH THE LENS OF LEARNING STYLES (25 MIN.)		
<p>Resources</p> <p>PowerPoint slide 40</p> <p>Detailed Activity Notes</p> <p><i>Slide 40, Activity</i></p> 	<p>Activity Notes</p> <p>Introduction: In this activity, students will pair up with a partner and complete four tasks that will challenge their visual, kinesthetic, and auditory learning styles.</p> <p>Use the Detailed Activity Notes to conduct this activity. Prepare students to locate page 18 in their books.</p> <p>Activity Wrap-Up</p> <p>Discuss the following:</p> <ul style="list-style-type: none"> • After thinking about the classes that were your greatest success and challenge, and the teacher style the teachers used for those classes, what have you learned about your own learning styles, and which kinds of classes work best for you? • How can you apply what you learned about your learning style to help you succeed in future classes? • What can you do if the instructor's teaching style doesn't match your learning style? 	<p>ONLINE EXTRA @</p> <p>Additional Resources/Activities:</p> <ol style="list-style-type: none"> 1. Finding Strengths in Learning Styles <p>Your students can complete this exercise online in the Connect program.</p>
LESSON WRAP-UP, DISCUSSION, AND REFLECTION (5 MIN.)		
<p>Resources</p> <p>Slide 41, Wrap-Up</p> 	<p>Lesson Wrap-Up</p> <p>Have the class come together as a whole group, ask students to share with a partner their two biggest takeaways from this lesson.</p> <p>Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.</p>	<p>Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.</p>

Section 2: Detailed Activity Notes

LOOKING BACK THROUGH THE LENS OF LEARNING STYLES

This activity has students reflect on their former academic experiences to identify their learning styles.

Classroom Management: This activity should be completed individually with students recording the information in their textbooks. Once everyone is finished, they will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE

- **Explain** to your class that they will reflect on their greatest academic struggles and successes through the lens of learning styles.
- **Emphasize** to your students that this activity should provide them with a new perspective on how they learn best to assist them in moving forward in their academic career.
- **Tell** your students that they will first examine the class they consider to be their greatest success, either from high school or another college, and respond to the following questions in the space provided in their textbook:
 1. Name of the class and teacher.
 2. What was your interest level in the class at the beginning of the term? Did that go up or down? Why?
 3. What teaching style did the teacher use in the class? Was it primarily visual, kinesthetic, or auditory? A mix of these styles? How well did this fit with your learning style?
- Once everyone has finished the first section on their greatest success, **tell** your students that they will now reflect on the class they consider to be their greatest challenge, and respond to the following questions in the space provided in their textbook:
 1. Name of the class and teacher.
 2. What was your interest level in the class at the beginning of the team? Did that go up or down? Why?
 3. What teaching style did the teacher use in the class? Was it primarily visual, kinesthetic, or auditory? A mix of these styles? How well did this fit your learning style?

STUDENT ACTIONS

- Students should be following along to the activity directions on page 18 in their textbook.
- Students should be responding to these questions in the space provided in their textbook.
- Students should be responding to these questions in the space provided in their textbook.

INSTRUCTOR GUIDE	STUDENT ACTIONS
<ul style="list-style-type: none">• Refer to the discussion questions on page 19 of the lesson notes in the Lesson Review and Wrap-Up Discussion 2. <p>Ask your students the following discussion questions:</p> <p><i>After thinking about the classes that were your greatest success and challenge, and the teacher style the teachers used for those classes, what have you learned about your own learning styles, and which kinds of classes work best for you?</i></p> <p><i>How can you apply what you learned about your learning style to help you succeed in future classes?</i></p> <p><i>What can you do if the instructor's teaching style doesn't match your learning style</i></p>	<ul style="list-style-type: none">• Students should be rejoining their classmates for a discussion.

Section 2 Additional Activity: What Kind of Learner Are You?

FINDING STRENGTHS IN LEARNING STYLES

This activity has students use their learning styles to create strategies to maximum their understanding of new material in the classroom.

Classroom Management: This activity should be completed in groups of four with students recording information in their textbooks. Once everyone is finished, you will reconvene as a class for a discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
<ul style="list-style-type: none">• Explain to your students that learning styles determine how they process and understand new information.• Elaborate to your class that in order to ensure their ability to successfully comprehend and retain the material they are learning in college, it is imperative for them to identify their learning style.• Remind your students that in this section, they have been introduced to three different learning styles: auditory, visual, and kinesthetic.• Tell your students that from what they have learned from these three learning styles, to identify their main learning style in their notebooks.• Once they have identified their primary learning style, emphasize to your students that it is essential to examine how they can use this knowledge to assist them with their understanding of new material in the classroom.• Ask your students to form a group with three of their classmates who share the same learning style.• Explain to your students that in their group, they will develop a plan for how they can be more successful learning material in the classroom by relying on strategies for their primary learning style.• Tell your students that their group will need to reread their particular learning style in pages 12–15 of their textbook.• Remind your students to consider the various ideas their textbook presented on how to use their learning style to improve their learning experience in the classroom.• Explain to your students that in their group, they will develop <i>five</i> strategies for improving how they process and understand new information in class. They may use the ideas presented in their textbook, as well as the example listed below, for inspiration, but their group will need to create original strategies:	<ul style="list-style-type: none">• Students should be following along to the activity directions.• Students should be writing their primary learning style in their notebooks.• Students should be forming groups of three with classmates who have the same main learning style.• Students should be rereading pages 12–15, paying attention to how they can use their learning style to improve their learning experience in the classroom.• Students should be developing five strategies with their group members for improving how they process and understand information in class.

INSTRUCTOR GUIDE	STUDENT ACTIONS
<p>Example: Auditory Learner</p> <p>Strategy 1: I will pay close attention to my instructor's change of tone of voice inflection as indicators of important information I should write in my notes, as well as add the message or purpose of the information in my notes.</p> <ul style="list-style-type: none"> • Tell your students that when they are ready to use their notebooks to write their group's five strategies. • Once each of the groups has developed five strategies, ask them to reconvene with the entire class for a discussion: <p><i>Why is identifying your learning style important for your academic success?</i></p> <p><i>How can understanding your learning style help you learn new information?</i></p> <p><i>What strategies did you create to assist you with understanding new material presented in the classroom?</i></p> <p><i>How can you use your learning style to benefit you outside of the classroom?</i></p>	<ul style="list-style-type: none"> • Students should be writing their group's strategies in their notebooks. • Students should be rejoining their classmates for a discussion.

Learning Strategies, Section 3

In this section, students discover their natural strengths and talents to best match them with their college and career goals, which is demonstrated in a team strengths activity.

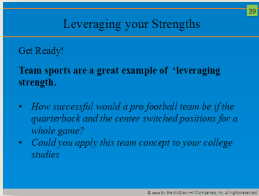
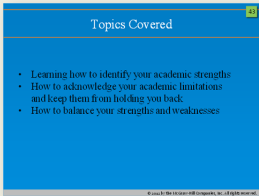

LESSON OVERVIEW

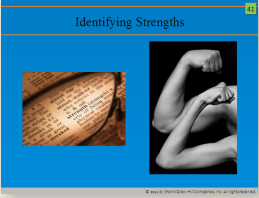
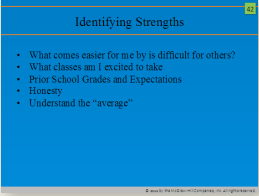
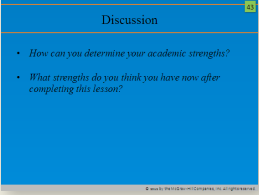
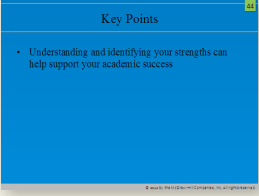


SECTION 3: LEVERAGING YOUR STRENGTHS


Learning Outcomes	5. Learn how to identify your academic strengths and build upon them. 6. Consider how to acknowledge your academic limitations and keep them from holding you back 7. Find ways to balance your strengths and weaknesses.	
Lesson Flow Overview	60 minutes	<ul style="list-style-type: none"> Lecture and Discussion <ul style="list-style-type: none"> Get Ready! Exercise—Warm-Up LO 5: What Are My Key Strengths? <ul style="list-style-type: none"> Lecture/Activity Discussion LO 6: Acknowledging Your Weaknesses <ul style="list-style-type: none"> Lecture/Activity Discussion LO 7: Balancing Your Strengths and Weaknesses <ul style="list-style-type: none"> Lecture/Activity Discussion Student Activity: Using Your Strengths and Weaknesses to Plan a Project Lesson Review, Wrap-Up, and Discussion
Lecture and Discussion	30 minutes	<ul style="list-style-type: none"> Get Ready! Exercise Refer to the Instructor Guide on pages 25–30 of the lecture/discussion notes. PowerPoint slides
Student Activity	25 minutes	<ul style="list-style-type: none"> Students work individually or in groups for the exercise presented on page 28 in the textbook.
Lesson Review and Wrap-Up Discussion	5 minutes	<ul style="list-style-type: none"> Review of topics Class discussion Lesson takeaways
Resources	<ul style="list-style-type: none"> Textbook pages 23–30 PowerPoint slides 42–56 Detailed Class Activity Notes 	

Learning Strategies, Section 3

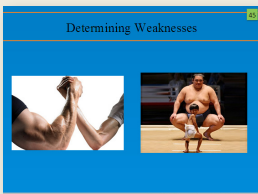
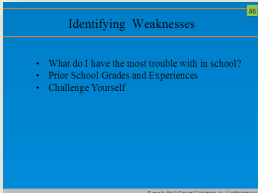

Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline <ul style="list-style-type: none"> • Get Ready! • Reflection • Section Overview Resources <p>PowerPoint slides 42–43</p> <p>Slide 42, Leveraging Your Strengths: Get Ready!</p>  <p>Slide 43, Topics Covered</p> 	Lesson Notes <p>Open up PowerPoint and begin class with a warm-up exercise. Provide students with a few moments to reflect on the following:</p> <p><i>Team sports are a great example of “leveraging strength.”</i></p> <ul style="list-style-type: none"> • How successful would a pro football team be if the quarterback and the center switched positions for a whole game? • Could you apply this team concept to your college studies? <p>Call on volunteers to share their reflections.</p> <p>Elaborate that college is a great time to discover your natural strengths and talents.</p> <p>Explain that with a little effort and self-reflection you can understand skills that can help you thrive in school and beyond.</p> <p>Section Overview: Introduce topics covered in this class session:</p> <ul style="list-style-type: none"> • Learning how to identify your academic strengths. • Learning how to acknowledge your academic limitations and keep them from holding you back. • Learning how to balance your strengths and weaknesses. 	TRY IT  <p>Encourage your students to follow along to the lecture in their textbook.</p>
LO 5: WHAT ARE MY KEY STRENGTHS? (10 MIN.)		
Outline <ul style="list-style-type: none"> • Lesson Notes • Introduction • Background • Connect • Discussion • Conclusion 	Lesson Notes <p>Introduction: Identifying your academic strengths and weaknesses will help you thrive in school and beyond</p> <p>Build on Background: Have students answer informal survey questions:</p> <ul style="list-style-type: none"> • What do you think your academic strengths are? • What do you think your academic weaknesses are? 	<p>Tip: Encourage students to be honest in their reflections. It's important to be honest with yourself.</p>

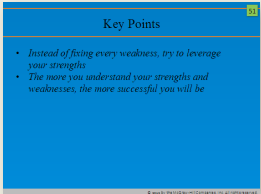

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
<p>Resources</p> <p>PowerPoint slides 44–47</p> <p><i>Slide 44, Identifying Strengths</i></p>  <p><i>Slide 45, Identifying Strengths</i></p>  <p><i>Slide 46, Discussion</i></p>  <p><i>Slide 47, Key Points</i></p> 	<p>Explain: Incorrect self-assessment of your strengths and weaknesses can actually hinder your college success.</p> <p>Elaborate: If you let go of some of your beliefs about your strengths and weaknesses, determining your true greatest strength will be easier.</p> <p>Elaborate on some things to consider on determining your strengths:</p> <p><i>What comes easily for me but is difficult for others?</i></p> <ul style="list-style-type: none"> Look at your own past and present behavior for a pattern of successful performance. Is there a subject at school or a task at work where other people come to you for help or advice? <p><i>What classes am I excited to take?</i></p> <ul style="list-style-type: none"> Not every class has to be exciting to you every day. By midterms most students feel a lag in enthusiasm for just about all of their classes. Many students drop a class because they fail at something they didn't like to begin with. Use orientation to help you align your interests with your capabilities. <p><i>Prior School Grades and Expectations</i></p> <ul style="list-style-type: none"> These experiences can give you a good idea of your natural strengths. Past success in certain classes can tell you a subject in which you would excel. <p><i>Honesty</i></p> <ul style="list-style-type: none"> Be honest with yourself about how determined and committed you are to succeed in education. If you feel your determination and commitment are low, talk to an advisor. Orientation is a good time to find a peer mentor or someone in student support services. <p><i>Understand the “Average”</i></p> <ul style="list-style-type: none"> Don't assume that the students you work with are “average.” Comparing your friends' work habits to your own can create false self-assessment. Focus on your own goals. There is no shame in failing to meet your goals, as long as you learn from the experience. Use your goals as a measuring stick to help you make decisions about your strengths and weaknesses. 	<p>Tip: While determining strengths, have students write down their answers.</p> <p>TRY IT </p> <p>Have students share responses in a whole class setting or with a partner.</p> <p>Tip: Ask students to think about what they've done well in the past.</p> <p>TRY IT </p> <p>Encourage your students to take notes and to follow along in the textbook.</p>

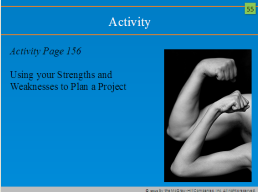
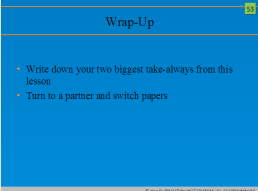
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
	<p>Discussion</p> <p>Small group: Give students a moment to share answers to the following discussion questions with someone nearby:</p> <ul style="list-style-type: none"> • <i>How can you determine your academic strengths?</i> • <i>What strengths do you think you have now after completing this lesson?</i> <p><i>Come back together as a whole class and call on students to share their goals.</i></p> <p>Conclusion</p> <p>Close the discussion by showing the Key Points slide.</p> <p>Key Points: <i>Share this key point to implementing these concepts:</i></p> <ul style="list-style-type: none"> • Understanding and identifying your strengths can help support your academic success. 	<p>GET CONNECTED </p> <p>You can also encourage your students to meet with other resources on campus to learn how to use their strengths in school and in their career.</p>

LO 6: ACKNOWLEDGING YOUR WEAKNESSES

<p>Outline</p> <ul style="list-style-type: none"> • Lesson Notes <ul style="list-style-type: none"> • Introduction • Background • Connect • Discussion • Conclusion <p>Resources</p> <p>PowerPoint slides 48–51</p> <p><i>Slide 48, Determining Weaknesses</i></p>  <p><i>Slide 49, Identifying Weaknesses</i></p> 	<p>Lesson Notes</p> <p>Introduction: In order to truly leverage your strengths, you must acknowledge your weaknesses.</p> <p>Background: What is an academic weakness you feel you have? How do you identify academic weaknesses?</p> <p>Connect: Identifying your weaknesses will help you leverage and use strengths.</p> <p>Explain that weaknesses are not permanent; they are simply areas that don't come as easily to you right now.</p> <p>Elaborate: The following are things to consider when identifying your weaknesses:</p> <p><i>What do I have the most trouble with in school?</i></p> <ul style="list-style-type: none"> • You must first determine and acknowledge your greatest challenges in school in order to overcome them. • If you are uncertain about your ability in a particular program or class, it is safest to assume that it is an area of weakness. <p><i>Prior School Grades and Experiences</i></p> <ul style="list-style-type: none"> • How well you have done in the past does not determine how well you will do in life. • You can do poorly in high school math, but still become a successful accountant if you are able to figure out why you struggled and are willing to overcome that. 	<p>Tip: To help students feel more comfortable, describe a personal weakness. Let students see it's normal to have weaknesses.</p> <p>TRY IT </p> <p>If students struggle with responding, you can prompt them with these possible answers: what do I have trouble with at school, high school grades, and challenges.</p> <p>Tip: Provide an example of a challenge.</p>
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LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
<p>Slide 50, Discussion</p>  <p>Slide 51, Key Points</p> 	<p>Challenge Yourself</p> <ul style="list-style-type: none"> You cannot understand your strengths and weaknesses if you don't challenge yourself. College is a great opportunity to challenge yourself and go beyond your comfort zone. You may discover talents you didn't know you had before if you experience difficulty and discomfort. <p>Discussion</p> <p>Small group: Give students a brief moment to share answers to the following discussion questions with someone nearby:</p> <ul style="list-style-type: none"> What are some things you can do to help identify your weaknesses? Why is it so important to identify and address your weaknesses? <p>Conclusion: Share these key points:</p> <ul style="list-style-type: none"> Acknowledging and addressing your academic weaknesses can help you succeed in college. 	
<p>LO7: BALANCING YOUR STRENGTHS AND WEAKNESSES</p>		
<p>Outline</p> <ul style="list-style-type: none"> Lesson Notes <ul style="list-style-type: none"> Introduction Background Connect Discussion Conclusion <p>Resources</p> <p>PowerPoint slides 52–54</p> <p>Slide 52, Leverage Your Strengths</p>  <p>Slide 53, Discuss</p> 	<p>Lesson Notes</p> <p>Introduction: Leveraging your strength simply means something you can use to multiply or make the most of strength.</p> <p>Build on Background: Ask students to reflect: What are some challenges you have come along during your college career?</p> <p>Connect: Brute force won't help you with these challenges. You will have to create some leverage and multiply your strengths.</p> <p>Explain that social psychologists have discovered that focusing on your strengths leads to higher performance, greater productivity, and increased satisfaction.</p> <p>Introduce that you should concentrate on leveraging your strengths rather than trying to fix every weakness.</p> <p>Identify the ways to leverage your strengths:</p> <p>Match Your Strengths to Your College Program and Classes</p> <ul style="list-style-type: none"> Once you know your strengths, you need to determine how they can be used best. With your knowledge of strengths and weaknesses, you can consider your choice of college program and specific classes in a new light. Your counselor can recommend programs or courses that would be a good fit. 	<p>Tip; Explain what “leverage your strengths” means to students. Ask them what they think it means.</p> <p>Tip: Give an example when describing the ways to leverage your strengths.</p>

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
<p>Slide 54, Key Points</p> 	<p>Addressing Your Weaknesses</p> <ul style="list-style-type: none"> • Because something isn't a strength doesn't mean you can ignore it. • College has many resources that can help you both leverage your strengths and address your weaknesses. <p>Elaborate <i>that your instructor should be your first source of help. It is important to seek help from your instructor before you get into a bad situation.</i></p> <p>Identify the following common reasons you might seek out your instructor's help:</p> <ul style="list-style-type: none"> • You have fallen behind in class. • You have failed an exam or an assignment. • You do not understand the course material. • You have questions about an assignment that has been given. • You need advice on the subject of your program. • You need clarification on how the course is being taught. <p>Finding a Balance</p> <ul style="list-style-type: none"> • There is more to college success than just learning in the classroom. • You want to develop yourself as a complete person and contribute as a citizen. • You need to balance all these new aspects of your life that go along with college. <p>Discussion</p> <p>Small group: Give students a brief moment to share answers to the following discussion questions with someone nearby:</p> <ul style="list-style-type: none"> • <i>What are some steps you can take to leverage your strengths?</i> • <i>How can you understand all your own strengths?</i> <p>Conclusion: Share these key points:</p> <ul style="list-style-type: none"> • Instead of fixing every weakness, try to leverage your strengths. • The more you understand your strengths and weaknesses, the more successful you will be. 	<p>GET CONNECTED </p> <p>You can also encourage your students to meet with other resources on campus to learn how to use their strengths in school and in their career.</p> <p>Explain: That learning how to leverage your strengths will help beyond college.</p>

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
STUDENT ACTIVITY: USING YOUR STRENGTHS AND WEAKNESSES TO PLAN A PROJECT (25 MIN.)		
<p>Resources</p> <p>Textbook</p> <p>Detailed Activity Notes</p> <p><i>Slide 55, Activity Page</i></p> 	<p>Activity Notes</p> <p>Introduction: This activity is practice for students to work together as a group and assign roles and responsibilities.</p> <p>Build on Background: Working together as a group to complete a project is challenging. What details do you have to take into consideration when completing a group project?</p> <p>Use the Detailed Activity Notes to conduct this activity. Prepare students to locate pages 28–29 in their book.</p> <p>Activity Wrap-Up</p> <p>Discuss the following:</p> <ul style="list-style-type: none"> • <i>How can you use this activity to help you in creating your strengths and weaknesses with others?</i> • <i>How did your team decide on each of the members' tasks?</i> • <i>What did you learn about the role strengths and weaknesses play in a group assignment?</i> 	<p>ONLINE EXTRA @</p> <p>Additional Resources/Activities:</p> <ol style="list-style-type: none"> 1. Strengths Assessment 2. Class Discussion <p>Your students can complete this exercise online in the Connect program.</p>
LESSON WRAP-UP, DISCUSSION, AND REFLECTION (5 MIN.)		
<p>Resources</p> <p><i>Slide 56, Wrap-Up</i></p> 	<p>Lesson Wrap-Up</p> <p>Have the class come together as a whole group, and ask students to share with a partner their two biggest takeaways from this lesson.</p> <p>Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.</p>	<p>Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.</p>

Section 3: Detailed Activity Notes

USING YOUR STRENGTHS AND WEAKNESSES TO PLAN A PROJECT

This activity teaches students how to make the most of their strengths to ensure a successful project.

Classroom Management: This activity should be completed in groups of three to five with students recording information in their textbooks. Once everyone has finished, they will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE

- **Explain** to your students that they will work in teams in which every team member will make the most of his or her strengths to ensure the most successful project.
- **Ask** your students to form groups of three to five.
- After everyone is in their groups, **tell** your students that they have an assignment—to plan a simple project, which could be a class presentation, or something outside of class, such as small community-service project.
- **Emphasize** that the object is that everyone must make the most of their strengths; therefore, the project should be based on the strengths of each group member.
- **Ask** your students to have each of their team members discuss their strengths and what they can contribute to the team.
- In addition, **elaborate** to your students that all of the team members will also discuss their weaknesses.
- **Encourage** your students to be open, honest, nonjudgmental, and noncritical.
- **Give** your students around 10 minutes to discuss strengths and weaknesses.
- **Remind** your class to write everyone's strengths and weaknesses in the space provided in their textbook.
- Once 10 minutes have lapsed, **explain** to your students that each group must now brainstorm a project that would be a good fit for the entire group.

STUDENT ACTIONS

- Students should be following along to the activity directions on page 28 in their textbook.
- Students should be forming into groups of three to five.
- Students should be discussing their strengths and weaknesses with their team members, and then recording this information in their textbooks.
- Students should be determining a project based on their team's strengths and weaknesses.
- Students should be identifying and assigning tasks for each team member in order to complete the determined project.

INSTRUCTOR GUIDE	STUDENT ACTIONS
<ul style="list-style-type: none">• After every group has determined a project, tell your students that they must identify individual tasks that must be completed in order to complete the project.• Emphasize that these task assignments should be based on everyone's strengths and weaknesses, and most importantly, everyone should feel comfortable with the task assigned to them.• Once every group has identified its project and assigned each team member a task, tell your students that each group is going to share its project and tasks to complete the project with their entire class (you will decide if they present in the front of the class or at their seats).• Refer to the discussion questions on page 30 of the lesson notes in the Lesson Review and Wrap-Up Discussion 3. <p>Ask your students the following discussion questions:</p> <p><i>Was it difficult discussing your strengths and weaknesses with others? Why or why not?</i></p> <p><i>How did your team decide on each of the members' tasks?</i></p> <p><i>What did you learn about the roles strengths and weaknesses play in a group assignment?</i></p> <p><i>How can you use this activity to help you in creating successful team experiences in the future?</i></p>	<ul style="list-style-type: none">• Students should be sharing their group's project and the assigned tasks in order to complete the project.• Students should be rejoining their classmates for a class discussion.

Section 3 Additional Activity: Leveraging Your Strengths

STRENGTHS ASSESSMENT

This activity has students assess their strengths to assist them in succeeding in school, as well as to motivate them to accomplish their goals.

Classroom Management: This activity should be completed individually with students recording the information in their textbook. Once everyone is finished, you will reconvene as a class for a discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
<ul style="list-style-type: none"> • Explain to your students that self-assessments are important in providing them with a realistic understanding of the skills they possess that will help them thrive in school and beyond, as well as motivate them to accomplish their academic and career goals. • Elaborate to your students that by having a stronger sense of their strengths, they will be able to make more educated decisions about which career field will be the best fit for them. • Tell your students that they will be completing a self-assessment of their strengths. • Remind your students that in order for their results to be accurate, they must be completely honest in their responses to the following questions in their textbook: <ol style="list-style-type: none"> 1. What comes easily to you that may be more difficult for others to understand or do? 2. What subject in school or task at work do other people come to you for help or advice? 3. What classes are you most excited about taking in college? Why? 4. Examine your high school grades. What classes did you receive the highest grades in? 5. Identify your motivation level: low, moderate, or high? 6. If you selected low or moderate, what can you do to change your motivation level? 7. Examine your goals for school. Do any of your goals need to be more realistic? Why or why not? 	<ul style="list-style-type: none"> • Students should be following along to the activity directions in their textbook. • Students should be responding to these questions in their textbook. • Students should be rejoining their class for a discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
<ul style="list-style-type: none">• As a class, discuss how knowing your strengths will assist you in achieving academic success: <i>How will identifying your strengths help you to be more successful in college?</i> <i>What do your strengths reveal about the classes you enjoy most?</i> <i>What are some ways to improve motivation?</i> <i>Why is it important for your goals to be realistic?</i> <i>How can you be more realistic in setting academic goals?</i> <i>How will identifying your strengths help you to be more successful in your career</i>	

Class Discussion

This discussion has students examine their interest in the material they are learning, how learning styles are beneficial for academic success, and why focusing on strengths provide more benefits than dwelling on weaknesses.

INSTRUCTOR GUIDE

- **Ask** your class to respond to the following questions:

The why? and what's in it for me? questions are usually asked by students about material they are studying. Why might it be helpful for instructors to encourage their students to ask these questions about the material they are teaching?

How would you feel if your instructor started the term by addressing these questions?

Why is it important to know your own learning style, and to appreciate the learning styles of other people in your study group or where you work?

Can you give an example of a time when your particular learning style helped you learn something more easily than others, or a time when you think your learning style might have limited your learning?

What are the benefits of focusing on your strengths rather than your weaknesses? Give an example of how focusing on your strengths has paid off for you.

STUDENT ACTIONS

- Students can use a separate sheet of paper to respond before participating in the class discussion, or students may simply share their answers verbally.