

**Character Development:**

**SQUAD Goals/  
Study Skills**



<b>Day 1</b>	
<b>Engage</b>	Warm up
<b>Explore</b>	<p>Are you a Super Studier?  Pass out super studier Quiz  Students will take the quiz and circle a, b, or c for each answer and scenario.  You may choose to read the questions aloud  Next, pass out the answer key. Students will give themselves points for each of the answers.  Students will tally their total points, and determine where their study skills are.</p>
<b>Explain</b>	<p>SQUAD goals Foldable  Pass out double sided squad goals foldable  Read off the teacher answer key  Students will fill in the blanks and fill out the foldable to preview each of the areas of study skills for the unit.</p>
<b>Extend &amp; Elaborate</b>	<p>Social Media FlashCards  Pass out the Term Sheet  Pass out the flashcard Sheet  Students will cut the flashcards out, then write the terms on the front and definitions on the back  Social media terms are included as an example, but if you want them to practice terms from another class, that is a good option as well.  Extension: Students can do flashcards with a partner, or make known and unknown word piles and fold in unknown words</p>

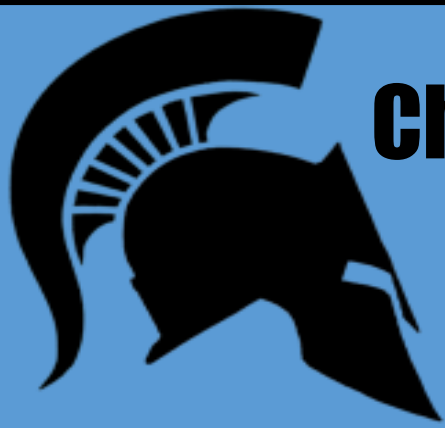
<b>Day 2</b>	
<b>Engage</b>	Warm up
<b>Explain</b>	<p>Study Bingo</p> <p>Pass out Bingo Cards</p> <p>Pass out Word Bank list or place it on the screen</p> <p>Students will randomly fill in their Bingo sheet. There are more terms than spaces.</p> <p>One by one you will draw a term out of the hat, and if a student has that on the board, they mark it.</p> <p>Encourage discussion by asking students to define the words as you call them.</p> <p>The first student to make a straight line wins.</p> <p><b>**You may want to print off multiple game sheets, or consider using temporary markers if you want to play multiple rounds of Bingo**</b></p>
<b>Extend &amp; Elaborate</b>	<p>Quizzes &amp; Test Prep Foldable</p> <p>Pass out the foldable. Direct students to fold their paper length-wise along the black bold line</p> <p>Students will then cut the short horizontal line to fold back the terms.</p> <p>Go through the foldable and have students write down on the guided notes as you teach test prep skills.</p> <p>There is an answer key included for you to know what to say</p>
<b>Evaluate</b>	<p>Best Place to Study</p> <p>Students will write down ad/or draw a picture of where they should study.</p> <p>Encourage them to think about the best place to study, using what they just learned about study skills.</p> <p>Pass out Best Place to Study worksheet</p> <p>Direct students to complete the page, help as needed.</p>

<b>Day 3</b>	
<b>Engage</b>	Warm up
<b>Explain</b>	<p>4 Strategies to Check if you Get it</p> <p>Pass out handout</p> <p>Using the Answer Key, read through the strategies</p> <p>Students will fill in the blanks on their sheets</p> <p>Discussion as needed</p>
<b>Extend &amp; Elaborate</b>	<ol style="list-style-type: none"> <li>1. Understanding: How to ask better questions <ol style="list-style-type: none"> <li>a. Pass out the handout.</li> <li>b. Explain that students will be taking a question and making it more specific. This will help students ask better questions so that their teachers can help them better. This will also help them understand what they are learning</li> <li>c. This can be done independently, in groups/duos or as a class on the board.</li> <li>d. Review handout with the correct way to phrase a specific question (answers may vary)</li> <li>e. Understanding: Think Back</li> <li>f. Pass out handout</li> <li>g. Students get with a partner</li> <li>h. Think back to a time when you didn't understand, and a time when you did understand.</li> <li>i. (Give students think time and share time)</li> <li>j. So you should have two examples of when you did understand, and when you didn't understand.</li> </ol> </li> </ol> <p style="padding-left: 40px;">Next, You'll read the following story to the class:</p> <p style="padding-left: 40px;">Alex was paying attention in class and taking down notes as the teacher talked. The work was challenging, but he was trying his hardest. Then, in the middle of it, he had to get up to go to the restroom. When he came back, he got his pencil and started to try to catch up by writing down what he missed. But, the new material didn't make sense since he wasn't there to listen. He kept writing anyway. At the end of the lesson, Alex didn't know what had been taught even while he was back in the room because he was so focused on catching up. Alex left class feeling frustrated and decided to not even attempt the homework that night.</p> <ol style="list-style-type: none"> <li>3. Direct students to think about the story. Answer the questions at the end of the worksheet</li> </ol> <p style="padding-left: 40px;">Share out/discuss as time allows</p>
<b>Evaluate</b>	<p>The evaluation of this lesson will be as students discuss Alex's story and relate it to their own times of understanding. They will be "evaluated" based on how they determine they could handle the situation.</p>

<b>Day 4</b>	(Continues on next page)
<b>Engage</b>	Warm up
<b>Explain</b>	<p>Have students stand up at their desks. Play simon says with the following directions (or you can make up your own: Just be sure to “trick” the students by forgetting to say “simon says”)</p> <ol style="list-style-type: none"> <li>1. Simon says tap your foot</li> <li>2. Simon says blink your eyes</li> <li>3. Simon says spin around in a circle</li> <li>4. Simon says say your full name outloud</li> <li>5. Simon says hop on one foot</li> </ol> <p>Hop on the other foot (mess up)</p> <p>You can play several rounds, you can have students be “simon”.</p> <p>Teacher script: Even though Simon Says is a fun childhood game, what does it have to do with study skills and learning? (give students a moment to think, give them hints or further discussion if need be).</p> <p>Simon says is a game where you have to listen, and listen very closely. That is called “active listening”.</p> <p><b>Active Listening requires that the listener fully concentrate, understand, respond and then remember what is being said.</b></p> <p>When someone is being an active listener, they are giving cues, or hints, to the speaker that they are understanding what is said. With your partner, discuss some ways you can show active listening.</p> <p>Share out: examples: Eye contact, nodding, taking notes</p> <p>Another way to show active listening during a conversation is to rephrase. You can do this when talking one on one or through your notes during a lesson. Rephrasing is when you re-state what was said. For example, if I am complaining to my friend about how my mom always makes me do my homework right when I get home, the friend could say, “so basically you’re mad at your mom because instead of getting right to work, you’d rather take a break?” This shows that you were listening and paying attention.</p>

<b>Day 4 continued</b>	
<b>Extend &amp; Elaborate</b>	<ul style="list-style-type: none"> <li>• Active Listening Handout</li> <li>• Pass out handout</li> <li>• Students will read (and listen to teacher read aloud) the statements. They will then write a response to show active listening.</li> <li>• Go over the example at the top</li> <li>• Students can do this alone, in groups, duos, or as a class</li> <li>• Discuss and share out as time allows</li> </ul> <p>Brain Breaks</p> <p>One of the things we learned last week a few weeks ago is that it is important to study for short amounts of time and to take breaks. Who can name some ways to take a break while you're studying? (Allow students to share ways to take a break).</p> <p>Do a brain break with the class. Possible link:</p> <p><a href="https://www.youtube.com/watch?v=y4HLjT1xw3M&amp;index=14&amp;list=PLS6iL38ozA1bElspK__Up3DurQoEWhlmz">https://www.youtube.com/watch?v=y4HLjT1xw3M&amp;index=14&amp;list=PLS6iL38ozA1bElspK__Up3DurQoEWhlmz</a></p> <p>In case you are studying and don't have internet access, here are some ideas for you to do when you need a brain break</p> <p>Draw a squiggly line on a piece of paper with your eyes closed. Open your eyes, and try to turn the squiggly line into a picture</p> <p>Do 10 jumping jacks, 10 push ups and run in place for 10 seconds. Repeat this 2 or 3 times</p> <p>Listen to music for one or two songs</p> <p>Deep Breathing: Breath in for 10 seconds and out for 10 seconds. Repeat this 3 times.</p> <p>Take a lap or two around the room</p>
<b>Evaluate</b>	Exit ticket

<b>Day 5</b>	
<b>Engage</b>	Warm up
<b>Explore</b>	<ul style="list-style-type: none"> <li>• Warm Up</li> <li>• Habit Checklist &amp; Smart Goal</li> <li>• Pass out handout</li> <li>• Students will check the good habits that they already do. Students may check some, all or none.</li> <li>• Students will then write down what they need to start working on</li> <li>• Students will write a smart goal for the habits they don't already do Students may need more individual help</li> </ul>
<b>Explain</b>	Strategies will be explained during the smart goal work time; conference or provide students with more feedback during the work time to help them understand their goals
<b>Extend &amp; Elaborate</b>	<ul style="list-style-type: none"> <li>• Students will have a chance to practice their study skills and organization habits by cleaning out their binder</li> </ul> <p>Pass out binder/notebook checklist  *Teacher Note: Students may need blank paper, folders, pencils, etc. Be prepared to have some notebooks or whatever resources you might get from the parent center. The day before the lesson, encourage students to bring their notebooks to class.</p> <ul style="list-style-type: none"> <li>• Each student will have time to clean out their notebooks and binders using the checklist.</li> <li>• If students do not have anything to clean out, send them (or a responsible student to get a large number) of folders from the parent center.</li> <li>• Make copies of and pass out the Sample Assignment Planner</li> <li>• You can show a copy on the board to students</li> </ul> <p>They will write the class, assignment, due date, and the date it was completed.</p>
<b>Evaluate</b>	Exit ticket



# **Character Development: Today's Agenda**

## **Day 1 S- Study Skills**

- . Warm Up**
- . SQUAD Goals Foldable**
- . Are you a Super Studier?**
- . Flashcards & Partner Activity**





# Character Development

Name: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Skills Checklist Pre-Assessment

Check the box that describes your ability to do each task

Take notes in class or while I read	Not at all	Somewhat	Very well
Keep track of homework and handouts	Not at all	Somewhat	Very well
Use my time wisely	Not at all	Somewhat	Very well
Pay attention in class	Not at all	Somewhat	Very well
Use different study strategies before tests	Not at all	Somewhat	Very well



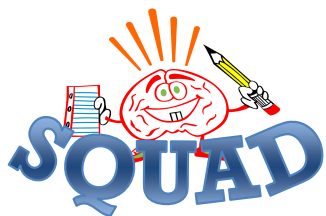
# Character Development

Name: \_\_\_\_/\_\_\_\_/\_\_\_\_

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Use different study strategies before tests	Not at all	Somewhat	Very well



## Study: Are You a Super Studier

# Answer Key

- 1)            a.            1 Points  
              b.            2 Points  
              c.            0 points
- 

- 2)            a.            1 Points  
              b.            2 Points  
              c.            0 points
- 

- 3)            a.            2 Points  
              b.            1 Points  
              c.            0 points
- 

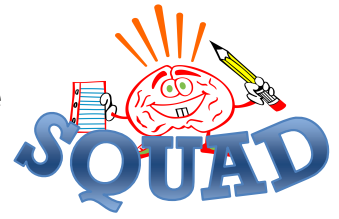
- 4)            a.            0 Points  
              b.            1 Points  
              c.            2 points
- 

- 5)            a.            0 Points  
              b.            2 Points  
              c.            1 points

0-3 points	3-7 points	7-10 points
You've got a lot of areas to improve your study skills	Keep working. You're on your way to having great study skills	Congrats! You're a super studier

# Study: Social Media Flash Cards

**Use your notecards to make flashcards about each of the terms below. Then, get with a partner and quiz each other.**



**Hashtag- #- simple way to mark a topic and make them discoverable**

**Block: feature to prevent another user from following you, commenting on your page and/or tagging you**

**Caption: brief description under a photo**

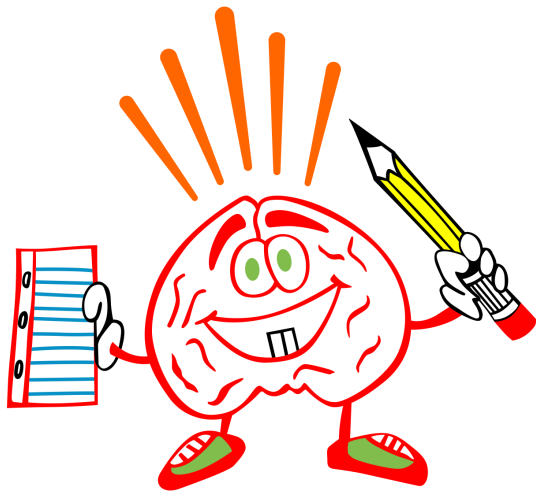
**Clickbait: web content with exciting headline that gets readers to click on the full story**

**Filter: an effect that can be put on a picture to enhance the image**

**Phishing: an attempt to get sensitive information (like names, passwords, social security numbers and credit cards) from users**

**Troll: a social media user who makes offensive or annoying postings to provoke other users.**

**Extensions: Make piles of known and unknown words. Fold in the unknown words to your known piles to build momentum.**

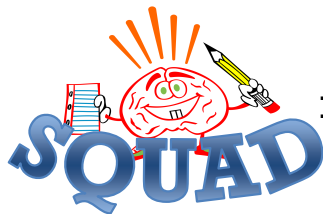


# A Spartan's guide to SQUAD Goals

	Stands For	What You Do
S		_____
		Re-reading
		Flash _____ _____ your notes
Q		_____ spot
		Good night's _____ & good breakfast
		Have a parent or friend _____ you Multiple choice- _____
U		How to ask questions / be _____
		Use _____ up and _____ down
		Have others _____ you questions Do more _____ if needed
A		Active _____ techniques
		_____ actively not passively
		_____ coding Movement and _____ breaks
D		Notebooks & _____
		Keep it _____
		Planners _____ and book bags

# ANSWER KEY

	Standards For	What You Do
<b>S</b>	<b>STUDY</b>	Highlighting Re-reading Flash cards Review your notes
<b>Q</b>	<b>QUIZZES AND TESTS</b>	Study spot Good night's sleep & good breakfast Have a parent or friend quiz you
<b>U</b>	<b>UNDERSTAND</b>	How to ask questions / be specific Use thumbs up and thumbs down Have others ask you questions
<b>A</b>	<b>ACTIVE</b>	Active listening techniques Study actively not passively Color coding
<b>D</b>	<b>DESIGN FOR ORGANIZATION</b>	Notebooks & Folders Keep it clean Planners Locker and book bags



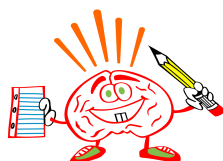
# Study: Are You a Super Studier

**Directions: Circle the answer that best describes what you do (or would do) in each scenario. After, use the answer key to tally your points in the column**

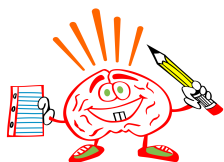
	Points
<p>1) It's time for school. Before you rush out to meet the bus, you :</p> <p>a. Run around the house looking for your bookbag</p> <p>b. Grab the bookbag from it's regular spot knowing it's packed from the night before</p> <p>c. I don't bring a bookbag or notebooks to school</p>	
<p>2) As you're walking out of science class, the teacher says "tonight's homework is to study your notes from today". Do you...</p> <p>a. Keep walking and tell yourself you'll remember it</p> <p>b. Write it in a notebook or agenda planner</p> <p>c. Not pay attention because you never do homework</p>	
<p>3) You get home and realize you forgot to write down math homework. You:</p> <p>a. Call someone from class to ask them about the assignment</p> <p>b. Plan to do your math homework in science class tomorrow</p> <p>c. Celebrate! No math homework tonight!</p>	
<p>4) You know you have an essay, homework and a project due this week. What do you do first?</p> <p>a. Turn on the TV and start texting your friends about how much work is due</p> <p>b. Start working on the essay</p> <p>c. Make a list of what needs to be done to get each assignment finished</p>	
<p>5) Class is noisy and a lot of kids are talking around you. Do you...</p> <p>a. Turn around and join them!</p> <p>b. Ask the teacher if you can move to a quieter spot in the room</p> <p>c. Tell them to be quiet</p>	
total	



Word:



Word:



Word:



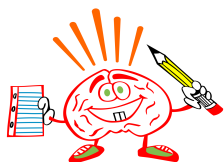
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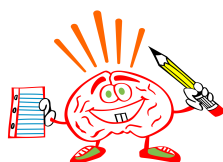
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Word:



**Definition:**

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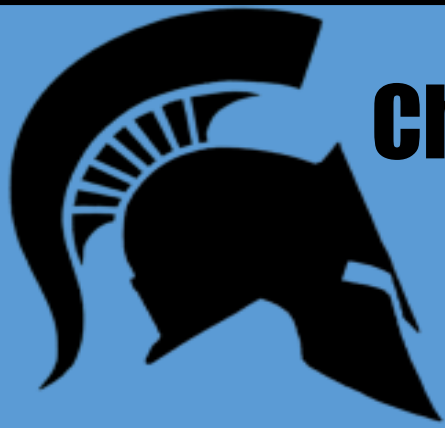
**Definition:**

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# **Character Development: Today's Agenda**

## **Day 2 Q-Quizzes and Tests**

- . Warm Up**
- . Study Bingo**
- . Preparation Foldable**
- . Best place to study activity (if time)**



# Character Development

Name:

\_\_\_/\_\_\_/\_\_\_

Positive self esteem and conflict resolution skills are inter-related. Students with a positive self image or better able to respond to conflict. Also, students who value themselves are more comfortable accepting the uniqueness of others. Students with high self esteem will be more successful academically and socially.

- 1) What does it mean by "uniqueness of others"?
  
  
  
  
  
  
  
  
  
  
- 2) How does having strong study skills relate to self-esteem?



# Character Development

Name:

\_\_\_/\_\_\_/\_\_\_

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- 1) What does it mean by "uniqueness of others"?
  
  
  
  
  
  
  
  
  
  
- 2) How does having strong study skills relate to self-esteem?

# **SQUAD GOALS BINGO**

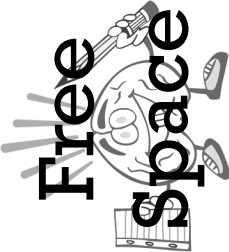
## **Word Bank**

Flashcards	Assignment list	Organization
Outlines	Sticky notes	Breakfast
Highlighters	Text book	Sleep
Questions	Locker cleanout	To do List
Study spot	Bookbag	Practice
Partner quiz	Ask a friend	Homework
Color coding	Ask a teacher	Library
Brain breaks	Extra credit	Tutor
Binders	Research	
Planners	Re-read	
Agenda	Multiple choice	

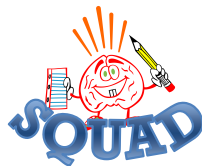
### **Teacher Directions:**

Cut the words into small pieces to draw them out of a cup, hat, etc. As you read each word, as a student to volunteer the meaning of the word. Use this as a teaching opportunity to review terms and concepts. You may want to offer an incentive to winners such as candy, get out of free homework card, sit by a friend for the day, etc.

Student Directions: Fill the bingo card in with words study skills words below. When the teacher calls your word, mark it. When you get 5 in a row (diagonal, horizontal, vertical), yell SQUAD GOALS. The teacher will check your answers.

#SQUADgoals



## Quizzes & Test: Preparation

### **Before the Test**

fold

cut

### **Study Times**

cut

### **During the Test**

cut

### **Multiple Choice**

cut

### **Short Answer/Essay Questions**

cut

### **After the Test**

# Follow Along and Fill in the Blanks

- get a \_\_\_\_\_ sleep (at least 6 to 8 hours)
  - eat \_\_\_\_\_ (at least something small)
- 

- try to \_\_\_\_\_ for short “bursts” rather than one \_\_\_\_\_ session
  - \_\_\_\_\_ 10 to 15 minutes per night for a few nights before a test
  - don’t try to \_\_\_\_\_
  - allow time before the test to ask teacher anything you \_\_\_\_\_ understand
- 

- if there is a time limit, \_\_\_\_\_ yourself so you don’t run out of time
  - \_\_\_\_\_ your neck, back or hand when you need it
  - answer “\_\_\_\_\_” questions first
  - on most tests, it is better to \_\_\_\_\_ or provide a partial answer than to leave it \_\_\_\_\_.
  - take deep breaths if you get \_\_\_\_\_ and focus on \_\_\_\_\_
- 

- read each answer \_\_\_\_\_
  - first: eliminate the obvious \_\_\_\_\_ answers
  - if \_\_\_\_\_, choose the best you can
- 

- underline or circle \_\_\_\_\_ parts of the texts
  - underline or circle key \_\_\_\_\_ to use again in your response
  - don’t spend too much time getting it \_\_\_\_\_
  - focus on \_\_\_\_\_ ideas and making sure you \_\_\_\_\_ the question
- 

- try to \_\_\_\_\_
- reflect on what went well or what you want to \_\_\_\_\_ for next time.

# ANSWERS

- get a good night's sleep (at least 6 to 8 hours)
- eat breakfast (at least something small)

- 
- try to study for short “bursts” rather than one long session
  - study 10 to 15 minutes per night for a few nights before a test
  - don't try to cram
  - allow time before the test to ask teacher anything you don't understand

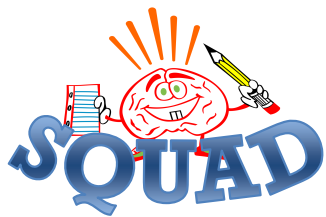
- 
- if there is a time limit, pace yourself so you don't run out of time
  - stretch your neck, back or hand when you need it
  - answer “easy” questions first
  - on most tests, it is better to guess or provide a partial answer than to leave it blank.
  - take deep breaths if you get stressed
  - focus on yourself

- 
- read each answer carefully
  - first: eliminate the obvious wrong answers
  - if stuck, choose the best you can

- 
- underline or circle key parts of the texts
  - underline or circle key definitions to use again in your response
  - don't spend too much time getting in perfect
  - focus on big ideas and making sure you answer the question

- 
- try to relax
  - reflect on what went well or what you want to improve for next time.





# Quizzes and Test: Your Best Place to Study

The best place for me to study is

---

---

because

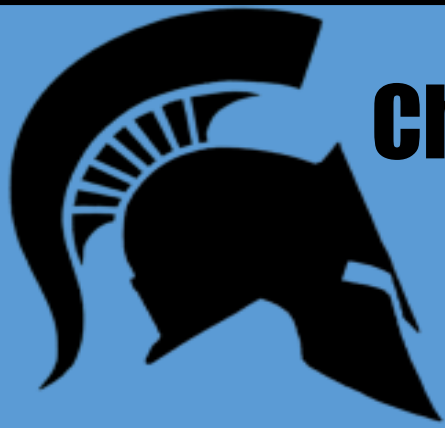
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The best time of day for me to study is \_\_\_\_\_

because \_\_\_\_\_

Draw a picture of you studying in your study spot. Include captions or labels to show why it's the best place for you to study.

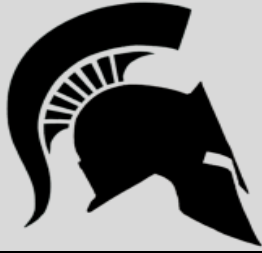
**[#SQUADgoals]**



# **Character Development: Today's Agenda**

## **Day 3 U-Understanding**

- . Warm up**
- . Asking Better Questions**
- . Think Back**
- . 4 Strategies**



# Character Development

Name: \_\_\_\_\_

## Mini Quiz: Circle the Best Response

Before a test, you should

Get no more than 3 hours of sleep

Get at least 12 hours of sleep

Aim for 6 to 8 hours of sleep

When studying, it is best to

Study for 4 hours at a time

Study in short bursts for 20 to 30 minutes at a time

Not study at all

During the test you should

Focus on the easy questions first

Spend all your time on the hardest questions first

Jump around randomly



# Character Development

Name: \_\_\_\_\_

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Before a test, you should

Get no more than 3 hours of sleep

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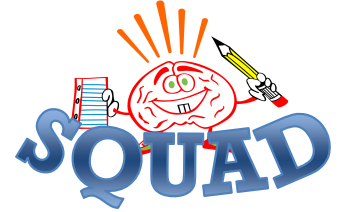
Focus on the easy questions first

Spend all your time on the hardest questions first

Jump around randomly

# Understanding:

## 4 Strategies to Check if You Get It



**Directions:** Fill in the blanks as your teacher goes through them.

### #1 Re-read

Re-read \_\_\_\_\_ or  
\_\_\_\_\_ .

Where you understand,  
put a \_\_\_\_\_ .

Where you need help,  
put an \_\_\_\_\_

### #2 One to Four

After the lesson, rate the work-  
sheet, assignment or lesson 1  
through 4.

1 means you \_\_\_\_\_ ,  
2 means you \_\_\_\_\_ ,  
3 means you \_\_\_\_\_ ,  
and 4 means you feel  
\_\_\_\_\_ .

\*When you go back to school the  
next day, \_\_\_\_\_ the 1s  
and 2's with your  
\_\_\_\_\_ or a  
\_\_\_\_\_ .

### #3 Make Your Own ??

Use your \_\_\_\_\_ or  
assignments to \_\_\_\_\_  
your own questions.

If you understand what was taught,  
you should be able to come up  
with some review questions with-  
out \_\_\_\_\_ what was  
already written.

### #4 Be the Teacher

Be the teacher: The true test of  
understanding is to  
\_\_\_\_\_ what you learned.

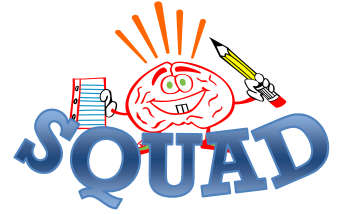
See if you can \_\_\_\_\_  
someone what you just learned. It  
can be anyone, even a little sibling  
or pet, as long as you know what  
you're saying is correct!

\*If you are having trouble explain-  
ing it, you need to go back and re-  
view more.

# ANSWERS

## Understanding:

### 4 Strategies to Check if You Get It



#### #1 Re-read

Re-read handout or notes.

Where you understand, put a Star.

Where you need help, put an X

#### #2 One to Four

After the lesson, rate the worksheet, assignment or lesson 1 through 4.

1 means you don't get it at all,  
2 means you get some of it, 3  
means you get most of it, and 4  
means you feel confident.

\*When you go back to school the next day, review the 1s and 2's with your teacher or a friend.

#### #3 Make Your Own ??

Use your homework or assignments to make your own questions.

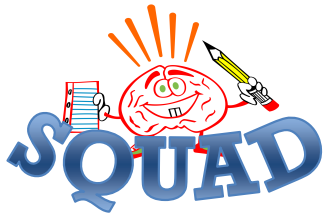
If you understand what was taught, you should be able to come up with some review questions without copying what was already written.

#### #4 Be the Teacher

Be the teacher: The true test of understanding is to explain What you learned.

See if you can teach someone what you just learned. It can be anyone, even a little sibling or pet, as long as you know what you're saying is correct!

\*If you are having trouble explaining it, you need to go back and review more.

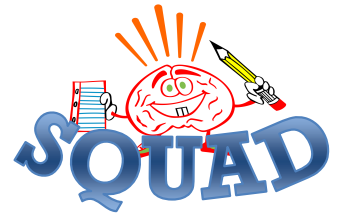


## Understanding: How to ask better questions

These are some statements that teachers hear everyday. Under each quote, write a better way for the student to say their question or ask for help. (You may have to make up some of your information to be more specific).

"I can't do this"	
"This is too hard"	
"Help me"	
"I don't get it"	
"This is too much work"	

# Understanding: Think Back



## **PART 1:**

Reflection	You	Your Partner
Time I Didn't Understand		
Time I did Understand		

## **PART 2:**

**After you hear the story about Alex, get with a partner and answer these questions:**

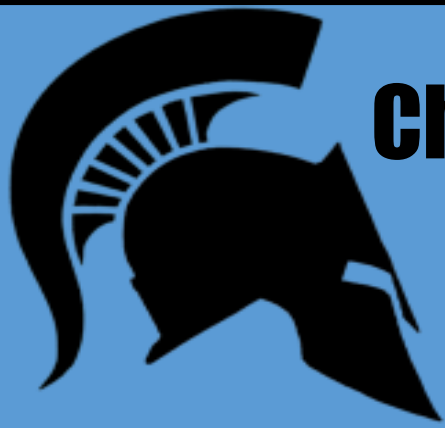
1) Have you ever felt the way Alex felt at the end of class? If so, what did you do about it?

---

2) What could Alex have done at the end of class?

---

3) Did Alex need help with the whole lesson or just parts? How could he have been specific about getting help?



# **Character Development: Today's Agenda**

## **Day 4 A- Active**

- . Warm Up**
- . Simon says + lesson**
- . Active listening worksheet**
- . Brain breaks**
- . Exit Ticket**





# Character Development

Name: \_\_\_\_\_

**“Most people do not listen to understand,  
they listen to reply.”**

- 1) What is wrong with listening to reply?
  
- 2) Do you think you can learn more by listening to understand or listening to reply? Why?”



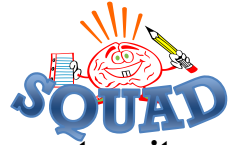
# Character Development

Name: \_\_\_\_\_

**“Most people do not listen to understand,  
they listen to reply.”**

- 1) What is wrong with listening to reply?
  
- 2) Do you think you can learn more by listening to understand or listening to reply? Why?”

# Active: Active and Reflective Listening



**Directions: read and listen to the statements below. After hearing each statement, write a response that demonstrates active or reflective listening.**

Here is an example of active/reflective listening:

Bobby: I get furious with my dad when he says that I don't clean my room and take care of my clothes.

Natasha: What I think I hear you saying is that you feel furious when he makes it seem like you're irresponsible or lazy.

**Here are different phrases that you can use to write in your active listening responses:**

What I think I hear you saying is.....

Correct me if I'm wrong, but it seems like....

In other words, you think that.....

So to sum up, .....

Basically, what you're saying is.....

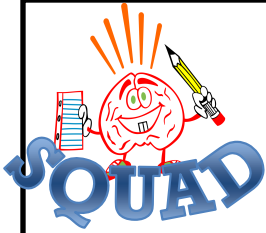
Teacher to Class: "Okay class, I am getting really tired of all this talking and not working. You're too loud and if we don't get through this lesson then you won't be prepared for the test"

Sister to Sister: "I get so mad when you take my stuff, you always ruin my clothes and break my toys and never give it back on time.

Teacher to Student: "I'm sick and tired of you asking to get on the computer before your reading and classwork is done. You need to take some responsibility for your school work"

Friend to Friend: "I'm so bummed out. My boyfriend is acting like he doesn't even know me, he won't sit by me at lunch and he's not returning my texts."

Student to Teacher: "I hate math class! It's so hard and boring and no matter what we are learning I don't get it."



### Exit Ticket

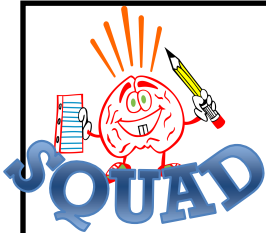
**Circle how well you understand the Study Strategies from today.**

Great- I could use these strategies right now

Okay- I remember some of the things but I don't feel like I could use them on my own

Not good- I don't remember or I would not be able to use them to study

Write one thing you learned in today's lesson and write one thing you need more practice with from today's lesson:



### Exit Ticket

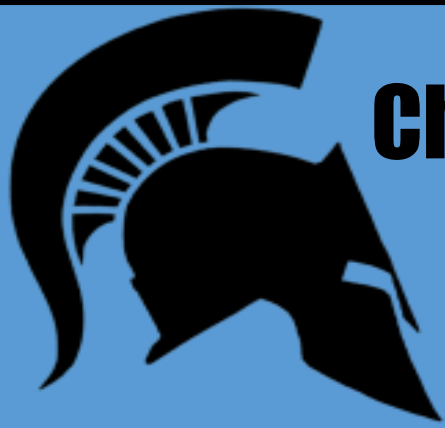
**Circle how well you understand the Study Strategies from today.**

Great- I could use these strategies right now

Okay- I remember some of the things but I don't feel like I could use them on my own

Not good- I don't remember or I would not be able to use them to study

Write one thing you learned in today's lesson and write one thing you need more practice with from today's lesson:



# **Character Development: Today's Agenda**

## **Day 5 d-Design for Understanding**

- . Warm Up**
- . Habit checklist with SMART Goals**
- . Notebook/Folder Clean Out**
- . Resources - planner sheet**
- . Exit ticket**



# Character Development

Name: \_\_\_\_\_

\_\_\_/\_\_\_/\_\_\_

Review Time: Write what each of the letters stands for in SQUAD

S

Q

U

A

D - take a guess what you think D will stand for in today's lesson. \_\_\_\_\_



# Character Development

Name: \_\_\_\_\_

\_\_\_/\_\_\_/\_\_\_

Review Time: Write what each of the letters stands for in SQUAD

S

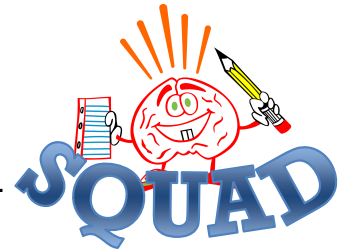
Q

U

A

D - take a guess what you think D will stand for in today's lesson. \_\_\_\_\_

# Design: Habit Checklist & SMART Goal



Directions: check the box next to each good habit you already do.

Check Mark	Good Habit
	Clean out my binder or notebooks each week
	Clean out my locker each week
	Clean out my bookbag each week (if you need one)
	Write down assignments each day or week
	Study for a few minutes each day or week

**[#SQUADgoals]**

**What do I need to start? Write down things that you don't do yet:**

- 1.
- 2.
- 3.

---

**These are things to start working on. You may want to just focus on one habit at a time.**

**Write a SMART goal for the habits that you don't have yet.  
Use the back if you run out of room.**

---



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Design:

## About Notebooks & Binders:

Do I have.....

Check	Strategy
	A notebook, folder or binder for each class?
	Pencils and erasers?
	A place to write assignments?
	A place to keep homework to turn in?
	Blank paper for notes?
	A place to keep important handouts?
	A place to keep things to study?
	No loose papers or ripped papers?
	Name and date on all papers?

What do I need?

If there were things missing from your check-list, write them here:



Design:

## About Notebooks & Binders:

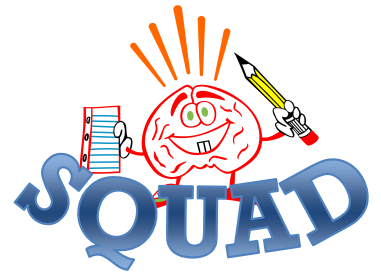
Do I have.....

Check	Strategy
	A notebook, folder or binder for each class?
	Pencils and erasers?
	A place to write assignments?
	A place to keep homework to turn in?
	Blank paper for notes?
	A place to keep important handouts?
	A place to keep things to study?
	No loose papers or ripped papers?
	Name and date on all papers?

What do I need?

If there were things missing from your check-list, write them here:

# SAMPLE ASSIGNMENT PLANNER

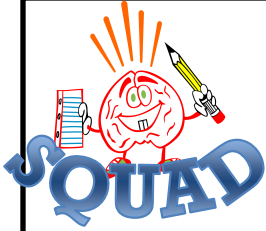


DAY	DATE
-----	------

Class	Assignment	Due Date	Completed



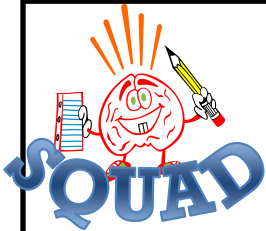
## Exit Ticket



**Explain how having an organized binder or notebooks will help you become a better student.**

**How will having an organized binder help you study?**

## Exit Ticket



**Explain how having an organized binder or notebooks will help you become a better student.**

**How will having an organized binder help you study?**