

# E1. What Type of Student Am I?



This lesson may be extended over several days.

## Introduction

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

## Learning Goals

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

## Materials Needed

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

## Extensions

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

## Preview Activity

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

1. Distribute *What Type of Student Am I?* and explain instructions to students.

## Word Wall

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

**Organize:** To form into a coherent unit or functioning whole

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

2. As you begin the in-class lesson, have students share (as individuals or within small groups) what they discussed and learned in their Preview Activity.
3. You may wish to add value by collecting ideas generated and distributing them to students as a resource.

## Activities

### PART 1: WHAT TYPE OF STUDENT AM I? (10 MINUTES)

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

### PART 2: WHAT TIME IS IT? (30 MINUTES)

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

### PART 3: I NEED HELP! (30 MINUTES)

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

## Reflection Activity

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

## References and Resources

- <http://www.goalsettingforstudents.com/>
- <http://www.scribd.com/doc/10075994/Background-Information-on-Time-Management>
- <http://www.psychologymatters.org/aronson.html>

## Curriculum Standards

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

See Appendix 3 for complete curriculum standards descriptions.