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PLAYBOOK: ACADEMIC SUCCESS STRATEGIES

Go on the Offensive!

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OPPOSITIONS TO SUCCESS

(Check all that apply to you)

Free Time Opponents

- Too much social life
- Too much TV, video games, etc.

Extra-Curricular Opponents

- Practice after school
- Appointments
- Conflicts with family schedule

Academic/Study Skills Opponents

- Learning disability
- Poor study habits
- Poor time management
- Poor study environment
- Poor reading skill
- Poor writing skill
- Poor subject knowledge
- Poor note-taking skills
- Poor concentration

Opponents Related to Fear of

- Failure
- Not being perfect
- Pressure
- Success
- Making mistakes
- Difficult tasks

Personal Opponents

- New independent status
- Relationship worries/breakup
- Dislike school & studying
- Unhappy with class/teacher
- High anxiety
- Previous failure
- Negative attitude
- Parental pressure
- Lack of sleep

Other Opponents





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OFFENSIVE STRATEGIES

Free Time Plays

- _ Set goals
- _ Find rewards
- _ Just say NO!
- _ Use planner
- _ Set Nightly Schedule
- _ Other _____

Extra-Curricular Plays

- _ Use open periods effectively
- _ Discuss needs with family

Academic/Study Skills Plays

- _ Use study skill materials on Mrs. H's Lions' Den <http://www.hslionsden.com>
- _ Meet with teachers
- _ Do homework in Academic Success Center or library
- _ Consult Mrs. Hagberg
- _ Change study environment
- _ Form a study group

Plays Related to Fears and Personal Problems/Issues

- _ Pray
- _ Journal - write
- _ Read the Bible: Jer. 29:11; Prov. 3:5,6; Phil. 3:13,14; Phil. 4:8, 13; Isaiah 26:3 (for starters)
- _ Join church youth group
- _ Talk to someone -- parents, Mr. Lee, advisor, the deans, Mrs. Hagberg
- _ Develop a routine using planner and schedule





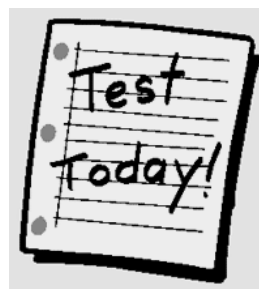
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Test Anxiety

▶ HOW DO I KNOW IF I HAVE TEST ANXIETY?

You probably have test anxiety if you answer YES to four or more of the following:

1. I have a hard time getting started studying for a test.
2. When studying for a test, I find many things that distract me.
3. I expect to do poorly on a test no matter how much or how hard I study.
4. When taking a test, I experience physical discomfort such as sweaty palms, an upset stomach, a headache, difficulty breathing, and tension in my muscles.
5. When taking a test, I find it difficult to understand the directions and questions.
6. When taking a test, I have difficulty organizing my thoughts.
7. When taking a test, I often "draw a blank."
8. When taking a test, I find my mind wandering to other things.
9. I usually score lower on a test than I do on assignments and papers.
10. After a test, I remember information I couldn't recall during the test.





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▶ WHAT CAN I DO ABOUT TEST ANXIETY?

Here are some things you can do *before*, *during*, and *after* a test to reduce your test anxiety.

1. Use good study techniques to gain cognitive mastery of the material that will be covered on the test. This mastery will help you to approach the test with confidence rather than have excessive anxiety.
2. Maintain a positive attitude as you study. Think about doing well, not failing. Think of the test as an opportunity to show how much you have learned.
3. Go into the test well rested and well fed. Get enough sleep the night before the test. Eat a light and nutritious meal before the test. Stay away from junk foods.
4. Stay relaxed during the test. Taking slow, deep breaths can help. Focus on positive self-statements such as "I can do this."
5. Follow a plan for taking the test such as the DETER strategy. Don't panic even if you find the test difficult. Stay with your plan!
6. Don't worry about other students finishing the test before you do. Take the time that you need to do your best.
7. Once you finish the test and hand it in, forget about it temporarily. There is nothing more you can do until the graded test is returned to you. Turn your attention and effort to new assignments and tests.
8. When the graded test is returned to you, analyze it to see how you could have done better. Learn from your mistakes and from what you did well. Apply this knowledge when you take the next test.

You have to know the material to do well on a test. You have to control test anxiety to show what you know.

From: <http://www.how-to-study.com/>



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Specific Plays

⌘ RAP It Attack:

- ✓ **Read one paragraph of your text or notes, then pause...**
- ✓ **Ask yourself: what is the most important information in this paragraph...**
- ✓ **Put the information into your own words or new words on note paper or in the margin**

⌘ 5-W CHART Offense:

As you read/review, complete the chart:

WHO	WHAT (ACTIONS/EVENTS)	WHEN	WHERE	WHY (IMPORTANCE OF AND/OR RELATIONSHIP TO TEXT)

⌘ CHARACTER CHART Offense:

As you read/review, complete the chart:

Title of work/chapter #	Character's Name	Important Actions (page #)	Important Conversations (page #)	Characters Affected by Character	Key Quotes (pg #, line #)	Any Other Significant Information
Example: Odyssey, Book 12	Odysseus	Leaves for Asia, pg. 209	Speaks with Circe about Sirens, pg. 211	Men on boat	"the sirens will sing his mind away" pg. 210, line 53	



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⌘ VOCABULARY CHART Offense:

Vocabulary Word:	Definition:
Part of Speech:	
Sentences using the word correctly: (one sentence from packet; one sentence from article found on Google; one original sentence)	Picture/drawing that reminds you of the word's meaning:







Steps to Learning the Vocabulary Words outside of class for Vocabulary Tests:

- **Day 1 (day of test): Begin studying for next test by reading over the words, definitions, and examples**
- **Day 2: Memorize list of words so that you can create your own word bank**
- **Day 3. Start flash cards – complete top boxes (word, part of speech, definition) and review**
- **Day 4: Complete flash cards – review (Google each word and read documents containing the word, noting how the word is used in context)**
- **Day 5: Review flash cards – partner with someone – they give you their sentences with blanks in place of the vocabulary words, and you give them yours – if each of you can fill in the blanks on the other's "quiz", you're probably on your way to success.**
- **Days 6-8: Repeat Day 5 – have your English teacher take a look at your sentences to clarify any misunderstandings**



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⌘ DECK EM' – Index Card Offense:

<p>In this box, put:</p> <ul style="list-style-type: none">  Term  Formula  Fact 	<p>In this box, put:</p> <ul style="list-style-type: none">  An explanation of the term, formula, fact in your own words
<p>In this box, put:</p> <ul style="list-style-type: none">  An example of the term, formula, or fact in use 	<p>In this box, put:</p> <ul style="list-style-type: none">  A picture, chart, or diagram that helps you visualize the information

- **Review your notes and readings frequently, so the material is "fresh"**
- **As you're reading your text or reviewing your notes,** generate and write down questions about the material. Imagine you're teaching the course. What questions would you ask on the exam?
- **Keep track of any terms you need to know**
- **Write each question or term on the back of an index card**
- On the front of each index card, **write an answer** or an explanation for the question or term on the back. Use your notes and text for a reference, but put the answer or explanation in your own words whenever possible
- **Shuffle the index cards** (so you can't figure out any answers based on their location in the deck)
- **Look at the card on the top of the deck:** Try to answer the question or explain the term. If you know it, great! Put it on the bottom of the deck. If you don't know it, look at the answer, and put it a few cards down in the deck (so you'll come back to it soon)
- **Proceed through the deck of cards until you know all of the information**

Some Tips:

- **Carry your cards with you everywhere.** Take advantage of little pockets of time. Test yourself while you're waiting on line, riding the bus, etc.
- **If you think you know an answer,** but can't put it into words, you probably don't know it well enough. Being able to explain the information is the only way to be sure that you know it. It's also the best way to prevent test anxiety
- **Consider testing yourself someplace where nobody can see you** (and think you're crazy), and reciting the answers out loud. That's the best way to be sure that you can explain them



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⌘ MULTIPLE-CHOICE OFFENSE

Guidelines When Taking Multiple-Choice Tests

- ✓ **Circle or underline important words in the item.** This will help you focus on the information most needed to identify the correct answer choice.
- ✓ **Read all the answer choices before selecting one.** It is just as likely for the last answer choice to be correct as the first.
- ✓ **Cross out answer choices you are certain are not correct.** This will help you narrow down the correct answer choice.
- ✓ **Look for two answer choices that are opposites.** One of these two answer choices is likely to be correct.
- ✓ **Look for hints about the correct answer choice in other items on the test.** The correct answer choice may be part of another item on the test.
- ✓ **Look for answer choices that contain language used by your teacher or found in your textbooks.** An answer choice that contains such language is usually correct.
- ✓ **Do not change your initial answer unless you are sure another answer choice is correct.** More often than not, your first choice is correct.
- ✓ **Choose "all of the above" if you are certain all other answer choices in the item are correct.** Do not choose "all of the above" if even just one of the other answer choices is not correct.
- ✓ **Choose "none of the above" if you are certain all other answer choices in the item are incorrect.** Do not choose "none of the above" if even just one of the other answer choices is correct.

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⌘ ESSAY TEST OFFENSE

Most essay test items are often presented as a statement that includes a **DIRECTION** word. The **DIRECTION** word tells you what you should do when you write your answer to the item.

► **Analyze** - *Analyze* tells you to break something down into its parts and show how the parts relate to each other to make the whole.

Analyze the factors that contribute to good health.

► **Compare** - *Compare* tells you to show how two or more things are BOTH similar and different.

Compare the forms of government found in the United States and in China.

► **Contrast** – *Contrast* tells you to show how two or more things are different.

Contrast the Republican and Democratic political platforms.

► **Define** – *Define* tells you to explain the meaning of something in a brief, specific manner.

Define what is meant by “living life to the fullest.”

► **Describe** – *Describe* tells you to present a full and detailed picture of something in words to include important characteristics and qualities.

Describe what it was like to live in ancient Rome.

► **Diagram** – *Diagram* tells you to illustrate something by drawing a picture of it and labeling its parts.

Diagram a modern commercial jet airplane.

► **Evaluate** – *Evaluate* tells you to present both the positive and negative characteristics of something.

Evaluate the impact of rap music on American youth.





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► **Explain – Explain** tells you to provide facts and reasons to make something clear and understandable.

Explain why the American Civil War occurred.

► **Justify – Justify** tells you to provide reasons and facts in support of something.

Justify the need for the federal income tax.

► **List – List** tells you to present information about something as a series of brief numbered points.

List the ingredients needed to bake bread.

► **Outline – Outline** tells you to present the most important information about something in a carefully organized manner.

Outline what it takes to be successful in school.

► **Summarize – Summarize** tells you to present the main points about something in a brief form.

Summarize how Thomas Edison's inventions have made our lives better.

► **Trace – Trace** tells you to present the order in which something occurred.

Trace the major events that led to America's Declaration of Independence.

Recognizing these direction words and knowing what they tell you to do will help you do well when taking an essay test.

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⌘ MEMORY Power Plays

1. Acronyms and Acrostics: (for information involving key words)

- ✓ **An acronym** is an invented combination of letters. Each letter is a cue to an idea you need to remember. Example: BRASS is an acronym for how to shoot a rifle--Breath, Relax, Aim, Sight, Squeeze.
- ✓ **An acrostic** is an invented sentence where the first letter of each word is a cue to an idea you need to remember. Example: EVERY GOOD BOY DESERVES FUN is an acrostic to remember the order of G-clef notes on sheet music -- E, G, B, D, F.

2. Rhyme-Keys: (for ordered or unordered lists)

- ✓ First, memorize key words that can be associated with numbers. For instance, bun with one; shoe with two, tree with three, door with four, hive with five, etc.
- ✓ Next create an image of the items you need to remember with key words. For example, if you had to remember the four basic food groups – dairy products; meat, fish, and poultry; grains; and fruit and vegetables – imagine cheese on a bun, livestock with shoes on, a sack of grain suspended in a tree, and opening a door to a room stocked with fruits and vegetables.

3. The Method of Loci: (for approximately twenty items)

- ✓ Select any location that you have spent a lot of time in and have easily memorized.
- ✓ Imagine yourself walking through the location, selecting clearly defined places--the door, sofa, refrigerator, shelf, etc.
- ✓ Imagine yourself putting objects that you need to remember into each of these places by walking through this location in a direct path. Again, you need a standard, direct path and clearly defined locations for objects to facilitate the retrieval of these objects. For example if you had to remember George Washington, Thomas Jefferson, and Richard Nixon, you could imagine walking up to the door of your location and seeing a dollar bill stuck in the door; when you open the door Jefferson is reclining on the sofa and Nixon is eating out of the refrigerator.



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4. The Keyword Method: (for foreign language vocabulary)

- ✓ First, after considering the foreign word you need to remember, select a key word in English that sounds like the foreign word.
- ✓ Next, imagine an image which involves the key word with the English meaning of the foreign word.
- ✓ *For example*, consider the Spanish word "cabina" which means "phone booth."
- ✓ For the English keyword, you might think of "cab in a" You could then invent an image of a cab trying to fit in a phone booth. When you see the word "cabina" on the test, you should be able to recall the image of the cab and you should be able to retrieve the definition "phone booth."

5. The Image-Name Technique: (for remembering names)

- ✓ Simply invent any relationship between the name and the physical characteristics of the person. For example, if you had to remember Shirley Temple's name, you might ingrain the name in memory by noticing that she has "curly" (rhymes with Shirley) hair around her temples.

6. Chaining: (for ordered or unordered lists)

- ✓ Create a story where each word or idea you have to remember cues the next idea you need to recall. If you had to remember the words Napoleon, ear, door, and Germany, you could invent a story of Napoleon with his ear to a door listening to people speak in German.

Adapted by Bob Nelson from The Complete Problem Solver by J.R. Hayes, 1989.



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⌘ AUDIBLES

1. Tag Team Review –

- ✎ Team up with at least one other person taking the same class
- ✎ Each person on the team makes up an exam . write questions that are like those that the teacher might think of and put on the test
- ✎ Exchange tests. and answer the questions, independently
- ✎ Correct each other's tests and discuss the answers
- ✎ Take turns teaching each other



2. Study Groups –

Benefits of a Study Group

1. Group members **encourage each other**.
2. You can **ask questions**. You may be reluctant to ask a question in class. You will find it easier to do so in a small study group.
3. You may become more **committed** to study because the group members are depending on your presentation and participation.
4. Group members will **listen and discuss** information and concepts during the study sessions. These activities add a strong auditory dimension to your learning experience.
5. You can **learn valuable new study habits** from the other group members.
6. You can **compare your class notes** with those of the other group members to clarify your notes and fill in any gaps.
7. Teaching/explaining information and concepts to the other group members will help you **reinforce your mastery** of the information and concepts.



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Getting a Study Group Started

- ✓ **Who:** When selecting a classmate to join your study group, you should be able to answer YES for each of the following questions:
 - Is this classmate motivated to do well?
 - Does this classmate understand the subject matter?
 - Is this classmate dependable?
 - Would this classmate be tolerant of the ideas of others?
 - Would you like to work with this classmate?
- ✓ **Who** names, telephone numbers, and email addresses. Make sure each group member has this list and update the list as needed.
- ✓ **When:** Decide how often and for how long you will meet. Meeting two or three times a week is probably best. If you plan a long study session, make sure you include time for breaks. A study session of about 60 to 90 minutes is usually best.
- ✓ **Where:** Decide where you will meet. Select a meeting place that is available and is free from distractions. An empty classroom or a group study room in the library are possibilities.
- ✓ **What:** Decide on the goals of the study group. Goals can include comparing and updating notes, discussing readings, and preparing for exams.
- ✓ **What:** Decide who the leader will be for the first study session. Also decide whether it will be the same person each session or whether there will be a rotating leader. The leader of a study session should be responsible for meeting the goals of that study session.
- ✓ **Why:** Clearly decide the agenda for the first study session and the responsibilities of each group member for that session.: Form a group of three to five. Develop a list of all group members that includes their

Characteristics of a Successful Study Group

- ✓ Each group member contributes to discussions.
- ✓ Group members actively listen to each other without interrupting. Only one group member speaks at a time.
- ✓ The other group members work collaboratively to resolve any concern raised by a group member.



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- ✓ Group members are prompt and come prepared to work.
- ✓ The group stays on task with respect to its agenda.
- ✓ Group members show respect for each other.
- ✓ Group members feel free to criticize each other but keep their criticisms constructive. This can encourage group members to reveal their weaknesses so that they can strengthen them.
- ✓ Group members feel free to ask questions of each other.
- ✓ At the end of each study session, an agenda including specific group member responsibilities is prepared for the next session.
- ✓ Above all, the positive attitude that “we can do this together” is maintained.

Possible Problems with a Study Group

- ✓ Do not let the study group get distracted from its agenda and goals.
- ✓ Do not let the study group become a social group. You can always socialize at other times.
- ✓ Do not allow group members to attend unprepared. To stay in the group, members should be required to do their fair share.
- ✓ Do not let the session become a negative forum for complaining about teachers and courses.
- ✓ Do not allow one or two group members to dominate the group. It is important that all members have an equal opportunity to participate.

The information you just read will help you decide when a study group is appropriate for you and will help ensure its success.

From: <http://www.how-to-study.com/>



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⌘ THE “MURDER” OFFENSE

Mood:

- ✓ Set a *positive mood* for yourself to study in.
- ✓ Select the appropriate time, environment, and attitude

Understand:

- ✓ Mark any information **you don't understand** in a particular unit;
- ✓ Keep a focus on one unit or a manageable group of exercises

Recall:

- ✓ After studying the unit, stop and put what you have learned **into your own words**

Digest:

- ✓ Go back to what you did not understand and **reconsider the information**;
- ✓ Contact external expert sources (e.g., other books or an instructor) if you still cannot understand it

Expand:

- ✓ In this step, ask **three kinds of questions** concerning the studied material:
 - If I could speak to the author, what questions would I ask or what criticism would I offer?
 - How could I apply this material to what I am interested in?
 - How could I make this information interesting and understandable to other students?

Review:

- ✓ **Go over the material you've covered**
- ✓ Review what strategies helped you understand and/or retain information in the past and apply these to your current studies



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⌘ ANTICIPATE TEST CONTENT OFFENSE

- ✓ **Pay particular attention to any study guides** that the instructor hands out in class before the exam, or even at the beginning of the course! For example: key points, particular chapters or parts of chapters, handouts, etc.
- ✓ **Ask the instructor what to anticipate on the test** if he/she does not volunteer the information
- ✓ **Pay particular attention--just prior to the exam--** to points the instructor brings up during class lectures
- ✓ **Generate a list of possible questions** you would ask if you were making the exam, then see if you can answer the questions
- ✓ **Review previous tests** graded by the instructor
- ✓ **Confer with other students** to predict what will be on the test
- ✓ **Pay particular attention to clues** that indicate an instructor might test for a particular idea, as when an instructor:
 - says something more than once
 - writes material on the board
 - pauses to review notes
 - asks questions of the class
 - says, "This will be on the test!"

Including information adapted from On Becoming a Master Student by David B. Ellis and How to Study in College by Walter Pauk.





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⌘ FINAL EXAM ACTION PLAN

Final Exam Action Plan

List Classes in Order of Hardest to Easiest (1 = Hardest 6 = Easiest)	For Each Class, List the Most Challenging Section, Chapter, Unit, or Part	For Each Class, List the Materials You Can Use When Studying
1.		
2.		
3.		
4.		
5.		
6.		

Study the hardest part of the hardest class first!

Study out loud!

Write out what you read - RAP!

Take 5 - 10 minute breaks every 30 - 45 minutes!

Study every day - don't cram for any exam the night before!

...And remember:

Do your best, trust God for the rest, and you'll be blessed:

Peace: Peace I leave with you, my peace I give unto you: not as the world giveth, give I unto you. Let not your heart be troubled, neither let it be afraid (John 14:27).

Health: I wish above all things that you may prosper and be in health, even as your soul prospers (3 John 2).

Rest: When my anxious thoughts multiply within, Your consolations, oh Lord, comfort my soul (Psalm 94:19).

Hope: Then Jesus spoke again to them, saying, I am the light of the world; he that follows me shall not walk in darkness, but shall have the light of life (John 8:12).



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⌘ TEST TAKING CHECKLIST

1. To prepare for exams, I keep up my homework and review my notes regularly...

Most of the time Sometimes Rarely, if ever

2. In reviewing notes and text, I look for main topics and key ideas....

Most of the time Sometimes Rarely, if ever.

3. I arrange facts in some logical order (importance chronological, etc)...

Most of the time Sometimes Rarely, if ever

4. The night before the exam I try to get a good night's sleep...

Most of the time Sometimes Rarely, if ever.

5. I get unusually tense and nervous during an exam..

Most of the time Sometimes Rarely, if ever

6. I read the directions and questions carefully before I begin the test...

Most of the time Sometimes Rarely, if ever.

7. In essay tests, I start on the easiest questions first...

Most of the time Sometimes Rarely, if ever.

8. I read every question all the way through...

Most of the time Sometimes Rarely, if ever.



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9. I let myself get upset over a question that I think is extremely difficult or unfair...

Most of the time Sometimes Rarely, if ever

10. In essay exams, I read all questions before answering any...

Most of the time Sometimes Rarely, if ever.

11. In essay exams, I jot down important ideas that come to mind as an outline in the margin

Most of the time Sometimes Rarely, if ever.

12. After the test, I meet with the instructor to review the exam..

Most of the time Sometimes Rarely, if ever



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⌘ ADDITIONAL OPTIONS

Test Taking Resources:

<http://dl.clackamas.cc.or.us/os11class/TestingSkills/testsklinks.htm>

Here are some study skills sites specifically focused on math:

“Study Skills Module for Mathematics”

<http://webster.commnet.edu/mathcenter/handouts/module.htm>

“Math Study Skills Handouts” <http://www.swt.edu/slac/math/stsk.htm>

“Successful Math and Science Study Skills”

<http://wc.pima.edu/~carem/studyskills.html>

“How to Do Well on Math Tests” printable booklet

<http://www.wvu.edu/depts/tutorialcenter/mathanxietybrochure.pdf>

“SQ6R – Math Textbook Reading System”

<http://www.wvu.edu/depts/tutorialcenter/sq6rformath.pdf>

“Math Vocabulary – Translating Math Into English”

<http://www.wvu.edu/depts/tutorialcenter/englishtomathandvocab.pdf>

“Help for Math Anxiety” <http://mtsu32.mtsu.edu:11064/anxiety.html>

3 column “booklet” on how to study for a math test

<http://euler.slu.edu/Dept/SuccessinMath.pdf>

“Word Problem Strategy”

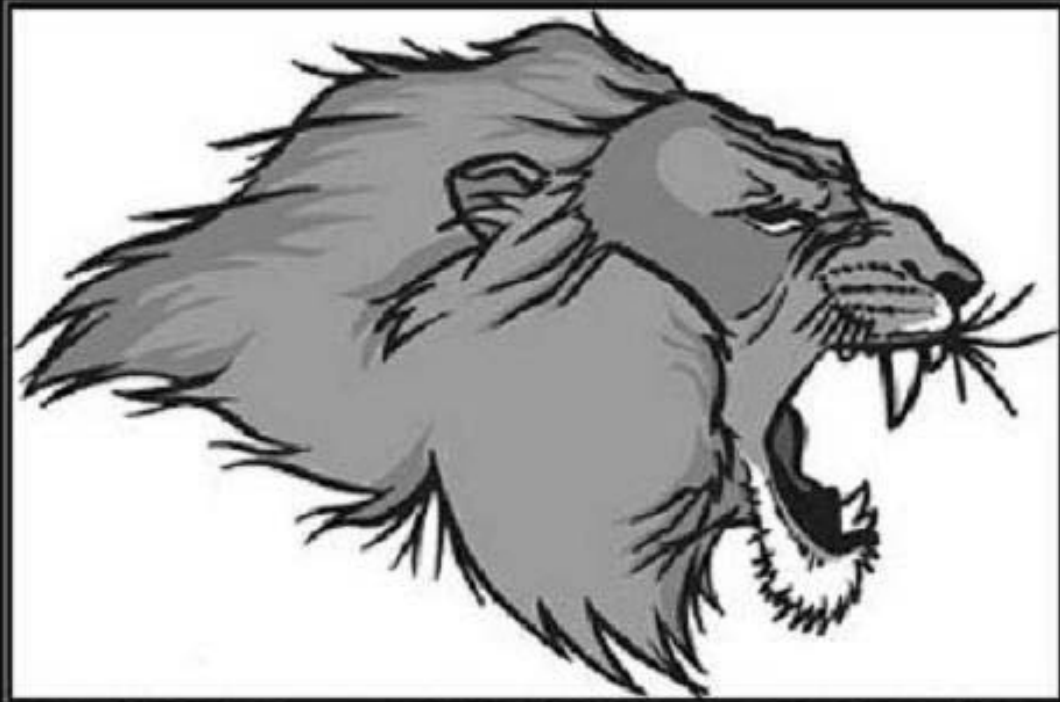
<http://www.wvu.edu/depts/tutorialcenter/wordproblemstrategy.pdf>

“Math Study Skills Inventory”

<http://www.wvu.edu/depts/tutorialcenter/mathstudyskillsinventory.pdf>



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BELIEVE...ACHIEVE...SUCCEED!
"Commit your works to the Lord, and your plans will succeed." - Proverbs 16:3