

The background of the page features a large, faded circular seal. The outer ring of the seal contains the text "UNITED STATES AIR FORCE AUXILIARY" at the top and "CIVIL AIR PATROL" at the bottom. Inside this ring is a shield with a propeller in the center. Above the shield is an eagle with spread wings, perched on a globe. There are stars around the inner circle of the seal.

# **Study Skills Seminar**

## **Facilitator's Guide**

**Capital Composite Squadron**

443 Airport Rd; Suite 4  
Santa Fe, NM 87501

# Study Skills Seminar

## Facilitator's Guide

### Introduction for the Facilitator

Getting good scores on Aerospace and Leadership tests, just like most aspects of life, is based on how much you accomplish rather than how much effort you put into it. In school, students get grades for how much they have learned and can communicate back, not for how much time or effort you put into *trying* to learn. Advancing in the CAP program, like doing well in school, requires hard work and “doing your homework.” It is impossible to get around that, but there are other skills you can teach that will help your students improve their scores, save time, and make things go a lot more smoothly.

It is easy to see why tips on some things, like taking notes and reading text books, will help them study better, but the usefulness of things like communication and nutrition may not be readily apparent. If you are not alert in an aerospace study session because you are not eating properly, traditional study skills will be of little help. And because cadets must depend on seniors and more advanced cadets as they progress through the program, performance will inevitably suffer if they are constantly “at odds” with others in the squadron.

This training package on study skills consists of:

1. Facilitator's Guide —  
consists of a needs assessment document, design document, instruction guides, presentation notes, reference list, and blank worksheet forms
2. Student Packet —  
consists of presentation notes and transfer tools
3. Overhead Slides —  
may be copied onto clear plastic sheets for use with overhead projector

We have taken an holistic approach to academic skills and it is our hope that you will find the variety of topics not only useful to you, but also stimulating and enjoyable.

Finally, we recognize that squadrons and presenters often have different situations, styles and personalities, so each presentation topic is reproduced on a separate page. This, along with the blank worksheets, will make it easy for you to personalize and “build your own” seminar to fit your individual needs.

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# Study Skills Seminar

## Needs Assessment Document

### Problem Statement

Civil Air Patrol Cadets may be described as typical children in our society, possessing average intelligence, abilities, motivations and attitudes. They are drawn to CAP for a variety of reasons and tend to be willing to put out the extra effort required for the program. Of late, many of the cadets in our squadron have failed to advance their grade due to poor study habits, and in some cases have been bared by their parents from attending CAP functions because of inadequate performance in school.

In order to advance in the CAP program certain basic study skills seem to be lacking, including:

- C test taking skills
- C organization and time management skills
- C research techniques
- C communication and coping skills
- C motivation and personal needs awareness

This indicates a “Change Beginning” or “New Directions Beginning” class of problem where awareness regarding study skills and academic techniques will be addressed so as to enhance potential academic performance and help the cadet further their endeavors in the CAP program.

### Needs Assessment Process

Questions directed to cadets, senior staff and parents intended to guide the design process.

#### General

*What kinds of problems arise that impeded the students ability to learn?*

*What skills, knowledge and attitudes regarding study skills are required to function effectively?*

*What level of proficiency is needed in each?*

*How do you know when the cadet is performing effectively?*

#### Student / Delivery Environment Centered

*Who are they?*

*How many are there?*

*What is their background?*

*What prior study skills training have they had?*

*What is their motivation towards academic achievement?*

*What expectations do they have?*

The following table identifies the anticipated current and desired conditions of the cadet students regarding study skills knowledge.

	<b>CURRENT CONDITION</b>	<b>DESIRED CONDITION</b>
<b>K N O W L E D G E</b>	C Limited knowledge of meta-learning concepts. C Little or no awareness of how motivation, communication, and basic needs affects learning. C Unawareness of personal learning styles and preferences.	C Increased knowledge of learning, personal preferences and styles. C Understanding of ancillary concepts to the learning process
<b>S K I L L S</b>	C Limited knowledge of basic study skills.	C Improved competency in note taking, reading, organization, testing and research technique.
<b>A T T I T U D E</b>	C Possible unawareness or animosity toward academics and the connection to their futures. C Possible deficiency in self-worth and feelings of personal well being.	C Awareness of self as a worthy and capable human being. C Awareness of others as sources of aide and motivation C Awareness of academics as a tool for personal advancement in achieving their goals.

## Needs Assessment Conclusion

A problem exists in the academic performance of CAP cadets. This is due to a lack of knowledge, skills and attitudes regarding study skills and technique that can be corrected with a unit level training program. Details of that program will be discussed in the design document.

# Study Skills Seminar

## Design Document

### Learner Analysis

Rather than being an inert vessel into which knowledge is poured, the Civil Air Patrol cadet is expected to be an active participant in his or her studies. Because of this, the students will bring a wide variety of experiences, abilities and attitudes into the classroom. And although each student is unique, there are common factors which should be considered in the design of this particular course.

Demographics — various cultures derived from ethnic, gender, school, and other experiences and backgrounds. Some cadets come from traditional, stereotypical nuclear family structures while others come from family settings quite varied, ranging from very nurturing and supportive to dysfunctional and “at risk.” Cadets may range in age from eleven to twenty years old but most will range from thirteen to sixteen.

Experience — Some students may have experienced study skills training in other settings while most will have not. Furthermore, some may have developed bad habits that can be corrected before they become major problems.

Learning Styles — Learning styles and preferences will be address during the instruction.

Pre-Requisites — No special pre-requisites will be required for this class.

Attitude — It is expected that many students will have attitudes ranging from ambivalence to a downright disdain for school and academically related subjects. Many, however, will possess an emerging awareness concerning the importance of academic performance and will be receptive to ideas that will increase their ability to do well.

### Setting Analysis

The development, delivery and eventual transfer of skills, knowledge and attitudes will take place in widely different location and environments.

#### Delivery Environment

The training will be delivered in a classroom environment with movable chairs and tables that will allow for small group activities as well as lecture and group presentation. The atmosphere and task load will be much quieter than the work setting to allow for reflection and contemplation of the new material.

#### Transfer Environment

The cadet in today’s school and CAP setting functions in a hectic and demanding environment. The tasks and duties of the job leave precious little time for any new behavior requiring thought or consideration. Any skills dealing with improved study technique must be completely incorporated into the student’s personality before a measurable change will be noted.

## **Content Analysis**

The following is a list of facts, skills and attitudes that the CAP cadet will be able to use in school as well as the CAP cadet program. Topics include basic study skills, motivation awareness, communication skills and nutritional skills.

In this course we will be covering:

- Goals, Motivation and Learning

  - Definitions, Motivation Theory, Learning Theory

- Basic Study Skills

  - Time and Environment Management, Reading Textbooks,

  - Taking Notes, Memorizing, Using Resources,

  - Preparing for Tests, Taking Tests

- Communication Skills

  - Language, Perception, Biases and Effects, Rules for Students,

- Nutrition

  - Basic Nutrition, General Health

## **Statement of Philosophy**

The Civil Air Patrol strives to provide high quality service to all of its members regardless of race, gender, or cultural background. In order to provide this level of service, a minimum amount of cultural awareness and sensitivity is necessary on the part of the team. This includes an understanding and respect for the beliefs, values, and customs of the diverse peoples that make up our community.

CAP cadets live in a hectic environment in today's society. In order to function effectively in school a minimum level of learning techniques and awareness is required. This includes an understanding and respect for self and self needs, responsibility and skills.

## **Goal Statement**

This training program intends to provide knowledge, skills and attitudes that will enable the cadet to function more effectively in scholastic endeavors.

## **Concluding Objectives**

Upon completion of this training, student participants will be able to recognize the importance of setting goals, identify how present activities relate to those goals, develop a personalized learning strategy that will work for them, and apply various study techniques to improve the effectiveness of their studies. They will be able to use more effective communication techniques and understand how communication is used in the learning process. The students will also recognize the importance that proper nutrition and physical well being plays in learning and possess skills to maintain good nutritional health.

## **During Objectives**

In order to accomplish the concluding objectives above, the students will:

Observe the style and manner of the instructor and hear the expected classroom procedures.

Observe and discuss the concepts of goals, motivation and associated rewards.

Demonstrate the concepts of goals, motivation and associated rewards.

Discuss the definition of intelligence quotient.

Recognize Gardner's Seven Intelligences.

Recognize education domains and how lessons can be categorized by them.

Recognize learning modalities and how preferences can be used to increase learning.

Experience visual and aural learning modalities determine which of the two they prefer.

Observe the structure of language through the use of statements and related details.

Demonstrate comprehension of definitions by defining and categorizing various airplane components.

Explore the use of idioms in the English language.

Discuss various tips and techniques concerning Time and Environment Management, Reading Textbooks, Taking Notes, Using Resources, Preparing for Tests, and Taking Tests.

Recognize various aspects of perception.

Recognize perceptual structuring by experiencing natural visual grouping tendencies.

Observe that our perceptions can be manipulated so that what we believe we see is in fact not what is there.

Recognize that perception is influenced by our attention and that we have the



ability to control that attention.

Explore how concepts of perceptual organization can be applied to social situations.

Observe that just as our visual perceptions can be tricked, our social perceptions can also give us erroneous information.

Refocus from general psychological principles to application of principles to communication

Consider tips to make their listening more productive.

Consider tips to improve their spoken presentations.

Discuss various aspects of non-verbal communication and how they may use this form of communication to enhance rather than detract from their talk.

Consider tips to improve their written presentations.

Recognize the six nutritional substances, in what foods they can be found, and how they are used in the body.

Cite the amount of water needed daily and express a simple way of insuring adequate intake of water or fluids.

Express a simple way to insure adequate intake of vitamins and minerals.

Categorize various foods and commercial food products into “real food” or “pretend food” categories.

Observe the important aspects of planning a nutritious menu.

Practice planning a day’s nutritious menu.

Observe the criteria necessary to judge the relative value of food items based on the nutrition label.

Read several food package labels and judge their value based on nutrition criteria.

Hear about the importance of proper sleep patterns and the affects of puberty on sleep requirements.

Check their understanding by answering nutrition related questions.



# **Pre-Class Checklist**

## **Equipment and Supplies**

- " Lectern
- " Tables and Chairs for 20 to 30 cadets
- " Flip chart, Easel and Markers
- " Pencils and Paper
- " Pencils and Extra Paper
- " Refreshments if appropriate
- " Overhead Projector (or Digital Slide Projector and Computer) and Screen

## **Media and Materials**

- " Student Packet
- " Facilitator's Guide
- " Overhead Slide Packet or Power Point Disk

## **Final Preparations**

- " Set up Classroom
- " Set up Lectern
- " Set up Flip Chart
- " Make sure Overhead Projection System is working
- " Make sure markers are not dried out
- " Make sure room lighting and temperature is appropriate
- " Check overall "look and feel" of the room.

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# Study Skills Seminar Lesson Guide

## Module #1 (Introduction, Motivation, Learning Theory)

No.	Event Type	Time 1:35	Description	Aids & Equipment	Notes
1	'	0:05	Introductions & Overview	Overhead Slide	
2	' U	0:10	Goals and Motivation Discussion	Overhead Slide	
3	C	0:10	Goals and Motivation Exercise	Student Packet	
4	'	0:05	Intelligence and Intelligence Quotient	Overhead Slide	
5	'	0:10	Multiple Intelligence	Overhead Slide	
6	C	0:10	Visual / Aural Preference Exercise	Overhead Slide	
7	'	0:05	Education Domains	Overhead Slide	
8	'	0:05	Bloom's Taxonomy of Educational Outcomes	Overhead Slide	
9	C	0:15	Bloom's Taxonomy Exercise	Student Packet	
10	'	0:05	Learning Modalities	Overhead Slide	
11	C	0:15	Learning Modalities Inventory	Student Packet	

† Ice Breaker    Observation   ' Presentation   @Break   C Participation   K Transfer   U Check for Understanding   ( Energizer

# Instructor's Notes

Module 1

Introductions & Orientation (0:05)	
Detail	Notes
<p>Objective: In this topic, the student will observe the style and manner of the instructor and hear the expected classroom procedures.</p> <p>Introduce yourself and tell a little about your background.</p> <p>Explain the procedures, location and policies including;</p> <ul style="list-style-type: none"><li>Food and drink</li><li>Restroom breaks</li><li>Hand raising</li><li>Etc.</li></ul> <p>Explain that topics and activities here are designed to engage the student fully, and solely for the purpose of learning.</p> <p>Explain that this class is to be a safe place of exchange and that at no time will threats, accusations, insinuations, belittlement or blame against any student or group be tolerated. This is a place where thoughts, and feelings should be openly expressed without fear of attack or reprisal.</p> <p>Rewards are for performance not effort. Work Smart</p> <p>Review the Course Contents:</p> <ul style="list-style-type: none"><li>Goals &amp; Motivation</li><li>Basic Study Skills</li><li>Communication</li><li>Life Skills</li></ul>	

# Instructor's Notes

Module 1

Goals and Motivation Discussion (0:10)	
Detail	Notes
<p>Objective: In this topic, the student will observe and discuss the concepts of goals, motivation and associated rewards.</p> <p>Describe the association between motivation and achievement.</p> <p>Define compare and contrast: Motivation–Goals–Rewards (reinforcer).</p> <p>Discuss how the students' understanding of how motivation works can be used to enhance performance.</p> <p>Introduce Maslow's Hierarchy of Needs: Physiological, Safety, Social, Esteem, Self Actualization</p> <p>Compare to: Pavlov - conditioned response, reinforcers Skinner - food, sex, aggression, achievement Glasser - survival, power, belonging, love, fun McClellan - power, achievement (nAch)</p> <p>Question various students on aspects of the discussion as a check for understanding.</p>	

# Instructor's Notes

Module 1

## Goals and Motivation Exercise (0:10)

Detail	Notes
<p>Objective: In this topic, the student will demonstrate the concepts of goals, motivation and associated rewards.</p> <p>Instruct students to consider and write down in their packets their answers to the exercise questions.</p> <p>What do you want to do for a career?</p> <p>What skills are required to be good at that career?</p> <p>What are you doing right now to improve those skills?</p> <p>Discuss several answers and emphasize the importance of establishing concrete goals.</p>	



# Instructor's Notes

Module 1

Intelligence and IQ (0:05)	
Detail	Notes
<p>Objective: In this topic, students will discuss the definition of intelligence quotient.</p> <p>Definition: ratio comparing mental age to chronological age</p> <p>Discuss: intelligence quotient mental age developmental theory testing accuracy standardized tests</p>	

# Instructor's Notes

Module 1

Multiple Intelligence (0:05)	
Detail	Notes
<p>Objective: In this topic, students will be able to recognize Gardner's Seven Intelligences.</p> <p>Introduce the Intelligences.</p> <p>Discuss the talents and abilities associated with each.</p> <p>Discuss the importance of developing all Intelligences.</p> <ul style="list-style-type: none"><li>* Verbal/Linguistic is the intelligence responsible for the production and interpretation of language</li><li>* Logical/Mathematical is the intelligence associated with scientific thought. It also includes abstract symbols, pattern recognition and identifying relationships between distinct pieces of information.</li><li>* Visual/Spatial is the intelligence that enables such things as visual arts, map-making, architecture, chess and flights of fancy.</li><li>* Body/Kinesthetic is the intelligence applied when we use the body to express emotion in dance, play a physical game, or create a piece of sculpture.</li><li>* Musical/Rhythmic is the intelligence that enables the recognition of rhythmic and tonal patterns.</li><li>* Interpersonal is the intelligence involved in the ability to work cooperatively in groups as well as communicate with other people.</li><li>* Intra-personal is the intelligence involved in the knowledge and understanding of inner feelings, self-reflection, intuition and spirituality.</li></ul>	

# Instructor's Notes

Module 1

## Visual Aural Preference Exercise (0:10)

Detail	Notes
<p>Objective:</p> <p>In this topic, the student will experience visual and aural learning modalities determine which of the two they prefer.</p> <p>Explain the purpose of the exercise.</p> <p>Exercise Procedure:</p> <p>Visual</p> <ul style="list-style-type: none"><li>* Instruct students to prepare a sheet of paper to record their answers</li><li>* Make sure each student can see the visual cards.</li><li>* Have students put their pencils on their desks.</li><li>* Present the first card for 10 seconds.</li><li>* Instruct the students to pick up their pencils and write down the number</li><li>* Repeat the process for all the cards.</li></ul> <p>Aural</p> <ul style="list-style-type: none"><li>* Have students put their pencils on their desks.</li><li>* Read the first number.</li><li>* Instruct the students to pick up their pencils and write down the number</li><li>* Repeat the process for all the numbers.</li></ul>	

# Instructor's Notes

Module 1

Education Domains (0:10)	
Detail	Notes
<p>Objective: In this topic, the student will be able to recognize education domains and how lessons can be categorized by them.</p> <p>Discuss the three education domains and give examples of how different lessons can be placed in each category.</p> <p>C Cognitive — the area of education that deals with thought. When you are learning facts, figures and concepts, you are in the cognitive domain.</p> <p>C Skills — the area of education that deals with performance ability. Learning how to produce a term paper in English class and how to drive a car in driver's ed are examples of skills learning.</p> <p>C Affective — the area of education that deals with feelings and emotions. Art, Music and Drama deal heavily with the affective domain.</p> <p>In reality, all domains are addressed in each and every subject at some level.</p>	

# Instructor's Notes

Module 1

Bloom's Taxonomy (0:05)	
Detail	Notes
<p>Objective: In this topic, the student will be able to recognize educational levels of learning as defined by Bloom.</p> <p>Introduce, define and discuss Bloom's levels of educational outcomes.</p> <p>Knowledge -- Remembering previously learned material, including facts, vocabulary, concepts, and principles.</p> <p>Comprehension -- Grasping the meaning of material</p> <p>Application -- Using abstractions, rules, principles, ideas, and other information in concrete situations</p> <p>Synthesis -- Combining elements, pieces, or parts to form a new whole, or constitute a new pattern of structure</p> <p>Evaluation -- Making judgments about the extent to which methods or materials satisfy extant criteria</p>	

# Instructor's Notes

Module 1

## Bloom's Taxonomy Exercise (0:15)

Detail	Notes
<p>Objective: In this topic, the student will be able to apply an understanding of educational levels of learning as defined by Bloom.</p> <p>Assign students into groups of 3 or 4.</p> <p>Instruct various groups to perform one of the tasks described in the Bloom page in the student packet.</p>	

# Instructor's Notes

Module 1

Learning Modalities (0:05)	
Detail	Notes
<p>Objective: In this topic, the student will be able to recognize learning modalities and how preferences can be used to increase learning.</p> <p>Discuss the various learning modalities.</p> <p>* Visual — The visual learner learns best when lessons are seen or when new tasks are demonstrated. (I know it when I see it.)</p> <p>* Aural — The auditory learner prefers to hear explanations and descriptions. (Just tell me the facts.)</p> <p>* Tactile — The tactile learner learns best when the object of learning can be manipulated. (I want to get the feel of this.)</p> <p>* Bio-kinetic — The bio-kinetic, or somatic, learner learns by doing. (Let me do this a few times to get it down.)</p>	



# Instructor's Notes

Module 1

## Learning Modalities Exercise (0:10)

Detail	Notes
<p>Objective:</p> <p>In this topic, the student will identify their own preferred learning modalities as described by the CITE self inventory.</p> <p>Explain the purpose of the exercise.</p> <p>Exercise Procedure:</p> <ul style="list-style-type: none"><li>* Instruct the students to fill out the learning preference inventory.</li><li>* Write the value of each question on the tally sheet.</li></ul>	

# Study Skills Seminar Lesson Guide

## Module #2 (Language and Study Skills)

No.	Event Type	Time 1:00	Description	Aids & Equipment	Notes
1	'	0:05	Statements and Related Details	Overhead Slide	
2	'	0:05	Definitions	Student Packet	
3	C	0:10	Definitions Exercise	Paper & Pencil	
4	'	0:05	Idioms	Student Packet	
5	'	0:05	Basic Study Skills Introduction	Overhead Slide	
6	'	0:05	Organization Skills	Student Packet	
7	'	0:05	Note Taking Skills	Student Packet	
8	'	0:05	Reading Skills	Student Packet	
9	'	0:05	Using Resources	Student Packet	
10	'	0:05	Test Preparation	Student Packet	
11	'	0:05	Test Taking Skills	Student Packet	
12	'	0:05	Rules for Students	Student Packet	

† Ice Breaker    Observation   '   Presentation   @Break   C Participation   K Transfer   U Check for Understanding ( Energizer

# Instructor's Notes

Module 2

Statements & Related Details (0:05)	
Detail	Notes
<p>Objective:</p> <p>In this topic, the student will observe the structure of language through the use of statements and related details.</p> <p>Point out that in a statement of any kind, the listener has the responsibility of either accepting or rejecting the idea. The related details are the things that help the listener decide.</p> <p>ST: A number that can be composed by multiplying 2 or more prime numbers is called a composite number.</p> <p>RD: For example, 6 is a composite number because it can be composed by multiplying 2 times 3.</p> <p>Explain that most related details support the statement but it is not required that they do. A related detail may question the statement or deny it.</p> <p>ST: My esteemed colleague said that the price of tea in China has much to do with the economic climate in this country.</p> <p>RD: I would just like to say that I don't see what this has to do with the price of tea in China.</p> <p>Supporting details come in the form of either additional bits of information, proofs or examples. There can be any one or any combination of the three but they will all relate somehow to the original statement.</p> <p>When taking notes make the statement on a new line and indent the related details.</p>	

# Instructor's Notes

Module 2

Definitions (0:05)	
Detail	Notes
<p>Objective: In this topic, the student will observe one of the structures that definitions can take</p> <p>Definitions are used to isolate and to communicate</p> <p>To define something:</p> <p>You first name the item.....A cell</p> <p>You say the words "is a" which is actually short for; "is a member of the larger category.".....is a</p> <p>You name the category, group, or general classification .....mass of protoplasm</p> <p>You give the things that make this item different from all the other items in the classification.....</p> <p style="padding-left: 150px;">which is the smallest structural unit of an organism able to function independently.</p>	

# Instructor's Notes

Module 2

Definitions Exercise (0:10)	
Detail	Notes
<p>Objective:</p> <p>In this topic, the student will demonstrate comprehension of definitions by defining and categorizing various airplane components.</p> <p>Instruct the students to define one or more of the following airplane components using the method and structure discussed.</p> <p>They may work in groups, elements or alone.</p> <p>Wing Fuselage Empennage Aileron Flaps Control Yoke Rudder Elevator NAV/COM Altimeter Airspeed Indicator Vertical Speed Indicator Pitot Tube Stall Warning Indicator</p>	

# Instructor's Notes

Module 2

Idioms (0:05)	
Detail	Notes
<p>Objective: In this topic, the student will explore the use of idioms in the English language.</p> <p>Explain how idioms can break the normal rules of language but that since they are fixed phrases they have meaning that transcends the meanings of the individual words.</p> <p><b>My car is a sedan.</b> Makes linguistic sense.</p> <p><b>My car is a banana.</b> Does not make sense.</p> <p><b>My car is a lemon.</b> Is an idiom and so makes sense.</p> <p>some English idioms.</p> <p style="text-align: center;"> <b>sell down the river</b>  <b>eat my hat</b>  <b>let his hair down</b>  <b>give him a piece of your mind</b>  <b>bite your tongue</b>  <b>put his foot in his mouth</b> </p> <p><b>She put her foot in her mouth</b> has the same structure as <b>She put her bracelet in the drawer.</b> but where, <b>The drawer in which she put her bracelet was hers.</b> and <b>Her bracelet was put in her drawer.</b> have the same meaning as the original sentence. <b>The mouth in which she put her foot was hers.</b> and <b>Her foot was put in her mouth.</b> do not have the same idiomatic sense.</p>	

# Instructor's Notes

Module 2

## Introduction to Basic Study Skills (0:01)

Detail	Notes
<p>Objective: In this topic, the student will review the basic study skills topics that will be presented.</p> <p>Highlight and preview the kinds of study tips that will be introduced.</p> <p>Time and Environment Management Reading Textbooks Taking Notes Memorizing Using Resources Preparing for Tests, Taking Tests</p>	



# Instructor's Notes

Module 2

Organization Skills (0:05)	
Detail	Notes
<p>Objective: In this topic, the student will discuss various organization tips and techniques.</p> <ul style="list-style-type: none"><li>* In class, sit in the front of the class.</li><li>* Attend every scheduled class.</li><li>* Revise your schedule as it becomes necessary.</li><li>* Deal with school on a long term basis instead of just a daily basis. Divide long term objectives into smaller, manageable tasks.</li><li>* Review materials on a regular basis to help to commit it to memory.</li><li>* Be flexible on the amount of time you spend on each subject.</li><li>* Study difficult material in several short periods instead of one long intense period.</li><li>* Begin your homework with the hardest or least interesting when you are fresh and spend about one half hour on that course. Take about a five minute break and then work on the easiest assignment for a half hour. After another five minute break, begin the next hardest assignment, etc.</li><li>* Do not give up athletic activities so as to do better in school. In fact many skills learned in sports can help you do better in school.</li><li>* A positive attitude is necessary for good performance and can make up for a less than ideal study environment, but can't make up for poor study habits.</li><li>* Always attempt to improve study skills and habits.</li><li>* Prepare a daily and weekly activities schedule this will actually save you time in the long run.</li></ul> <p>C Tailor your schedule to your own circumstances but stick to your schedule rather than studying as time and energy permit. Study together when possible.</p>	

# Instructor's Notes

Module 2

Taking Notes (0:05)	
Detail	Notes
<p>Objective: In this topic, the student will discuss various note taking tips and techniques.</p> <ul style="list-style-type: none"><li>* Keep notes in a logical order. Clearly dated and labeled.</li><li>* Take notes in outline form This helps distinguish the main points from supporting details.</li><li>* Recopy notes as a way to review This is a good way to better organize your thoughts. It also brings more learning styles in to play.</li><li>* Compare class notes with corresponding textbook assignments This will help identify concepts that are poorly understood.</li><li>* To be able to take good notes, be an effective listener Ignore other noise and distractions.</li><li>* Use abbreviated words and symbols to get an idea on paper quickly.</li><li>* Give special attention to technical terms and factual details which are given in class. These are the vocabulary items used to describe the subject.</li><li>* Do not try to write down every thing the teachers says. Rather, jot down phrases and key words. You can fill in the details when you review and rewrite your notes.</li><li>* Review class notes daily while they are fresh.</li></ul>	

# Instructor's Notes

Module 2

Reading Textbooks (0:05)	
Detail	Notes
<p>Objective:</p> <p>In this topic, the student will discuss various reading tips and techniques.</p> <ul style="list-style-type: none"><li>* After reading a passage, say the main ideas aloud to reinforce what you have just read.</li><li>* Pay special attention to boldface and italic type styles. They are used to emphasize important ideas and concepts.</li><li>* Take notes while you read the textbook. This will help when you review later.</li><li>* Try relating new material to something you have already learned. This will help you remember the new material longer.</li><li>* Take time to study charts and graphics before you read the text. They can summarize complex ideas and relationships without using a lot of words. They also provide information not provided in the text.</li><li>* Study the relationship between the graphics and the text.</li><li>* Analyze the graph legend (paying special attention to scale and units) so you can fully understand the graphic. These provide a lot of information.</li><li>* Numerical data is often easier to understand in graphic form.</li><li>* Use other resources to help clarify confusing textbook sections.</li><li>* Look up unknown words while reading text assignments it can make the difference between understanding what you have read or not.</li><li>* Vary reading speed depending on the type of material being read.</li><li>* Review the subject headings and boldface type before you read the chapter.</li><li>* Read entire phrases Language usually contains idioms where phrases mean more than the individual words.</li></ul>	

Using Resources (0:05)	
Detail	Notes
<p>Objective: In this topic, the student will discuss various research tips and techniques.</p> <ul style="list-style-type: none"> <li>* The most up to date information can be found in newspapers, magazines, and journals. Be sure to separate fact from opinion when using a journal or news paper.</li> <li>* Use non-print references such as microfiche, cassettes and computerized indexes.</li> <li>* Collect references for a bibliography throughout the writing process.</li> <li>* Spend some time browsing through the reference section of the library to familiarize yourself with what is available.</li> <li>* Talk to the librarian for help in searching for resources.</li> <li>* Read primary information sources before you begin writing but. begin writing your first draft early in the research process. This will help formalize your thoughts and direct your subsequent research.</li> <li>* Keep track of name, date, source and location of all references.</li> <li>* Use several different resources when researching a paper.</li> <li>* Use a thesaurus to find the right word to express an idea.</li> </ul>	

Preparing for Tests (0:05)	
Detail	Notes
<p>Objective: In this topic, the student will discuss various test preparation tips and techniques.</p> <ul style="list-style-type: none"> <li>* Predict Test Questions                             <ul style="list-style-type: none"> <li>* Look over previous test questions (save old test if possible)</li> <li>* Look for patterns, trends etc.</li> <li>* Get a good 'overview' of the test topics</li> <li>* Find out the kind of test you will be taking                                     <ul style="list-style-type: none"> <li>* You will use a different strategy for different tests such as objective, essay, analytical, etc.</li> </ul> </li> <li>* Calculation tests use practice problems</li> <li>* Memorizing without meaning may work for objective test but are not effective on essay tests.</li> </ul> </li> <li>* Complete all relevant assignments even if the time for credit has passed.</li> <li>* Give your self practice test. (chapter test in the book, etc.) in the form the test will be given.</li> <li>* Test anxiety can be reduced through study and review.</li> <li>* Be sure you are well rested and have a good breakfast on the day of the test.</li> <li>* Review on a regular basis. This is more effective than last minute cram sessions.</li> </ul>	

Taking Tests (0:05)	
Detail	Notes
<p>Objective:</p> <p>In this topic, the student will discuss various test taking tips and techniques.</p> <ul style="list-style-type: none"> <li>* Take as much time as necessary on each question but do not dwell. Leave enough time to check answers at the end.</li> <li>* If stumped by a question, skip it and come back at the end.</li> <li>* Ignore how long it takes others to take a test. They may just not know anything.</li> <li>* Panic attack — stop, close your eyes, take a deep breath, and the go on.</li> <li>* Test strategies             <ul style="list-style-type: none"> <li>* Multiple choice                     <ul style="list-style-type: none"> <li>Read all the questions first</li> </ul> </li> <li>* Essay                     <ul style="list-style-type: none"> <li>Look for key words and phrases (explain, prove, define, identify)</li> </ul> </li> <li>* Use point assignments as a guide to how much information is required.</li> <li>* Be thorough with your answer. This is more important than being long.</li> <li>* Concentrate on the question at hand. Don't be distracted by the next question.</li> <li>* Start with a good general statement (position) then facts, details, examples (defense)</li> <li>* True/False                     <ul style="list-style-type: none"> <li>Look out for words like always and never.</li> <li>Find out about guessing on T/F tests.</li> <li>Sometimes guessing can be advantageous.</li> </ul> </li> <li>* Analytical/Computational                     <ul style="list-style-type: none"> <li>Write down hard-to-remember formulas, equations, rules before working the problem.</li> </ul> </li> </ul> </li> <li>* Turn in a picture perfect exam             <ul style="list-style-type: none"> <li>Studies have shown that papers that are neat and easy to read get higher scores than sloppy papers containing exactly the same words.</li> <li>Use erasable pen or pencil wherever possible.</li> </ul> </li> </ul>	

Rules for Students (0:05)	
Detail	Notes



Objective:

In this topic, the student will discuss the "Rules of Students."

### Rules for Students

Rule 1. Be sure that the teacher knows what name is attached to your face, and vice versa. This may become crucial for a student on the border line between grades. If the teacher can't remember who the student is, there is no reason to give the student the benefit of the doubt.

Rule 2. Eliminate, forever, the verbal behavior known as Hedging.

Typical Hedges are:

"I know this is probably a stupid question, but..."

"I'm sure everybody else knows the answer to this question except me, but ..."

"I know you said we couldn't turn in our papers late, but..."

"I know this is against the rules and there's no point in even asking for an exception, but..."

This is the verbal equivalent to wearing a sign on your backside that says, "Please kick me - I love to be a victim!"

Rule 3. Never use any verbal mode or speech pattern with an instructor that gives the impression, "Okay, we're equals...I can do anything you can...You're no great shakes."

Most teachers have a rule not to humiliate students in front of people. This is along the same vane as; "Pick on people your own size." If you break this rule you can forget about Rule 1. You will be remembered.

Rule 4. Make sure you understand and accept the class rules and expectations the first week of class. If they are not specified, it is your responsibility to ask during that first week. Don't expect to object half way through the semester.

Rule 5. When you want a teacher to do something for you, such as include extra credit work into your class grade, prepare in advance and bring that preparation with you to present as a possible alternative. You must show the teacher that you deserve the extra consideration, time and effort on his part. Never try the following:

"I need an extra credit project, what can I do?"

"I know my term paper is due tomorrow, so I thought I'd better ask you for a couple of topics I could write on."

Either one of these will exempt you from Rule 1. Remember, you are asking the teacher to do something special for you. Be prepared before you go to the teacher.

Rule 6. If you behave like a doormat, expect to be stepped on.

Rule 7. Before you alienate a teacher for a stupid reason, such as how good it would make you feel to demonstrate to the class what an idiot he is, remember this: The day will probably come when you need to ask that teacher for something. An incomplete grade, A late exam. Extra credit work. When that day comes, and you have broken this rule, the answer will probably be no.

Rule 8. Never let the teacher find out that you have not read whatever it was you were supposed to have read, unless you have been directly asked and would have to lie to conceal that fact. This also goes for the class syllabus, reading lists, class assignments and course requirements.

Rule 9. If you aren't sure about an assignment or something discussed in Rule 8, do not ask the instructor. Ask another student, preferably the class superstar. Remember, you are responsible for all assignments even if you are unable to attend class. Absence is no excuse for not learning.

Rule 10. Never argue with an instructor in front of other students or faculty or anybody, unless it is truly a matter of principal and you are prepared to accept the consequences. Rather, talk to the teacher after class where you can discuss the disagreement on a more equal footing. Alone, the teacher can more easily admit the error if there is one and will usually pass the correction on to the rest of the class.

Rule 11. If, in spite of your best intentions, you find yourself in a situation where you have really fouled up. You are 100 percent wrong, and disaster approaches. There is only one thing you can do, and your not going to like it. Go to the teacher after school, sit down, and level. Say that you are there because you have done whatever ridiculous thing you have done, that you already know that you have no excuse for it, and that you have come to clear it up as best you can. Do not rationalize; do not talk about how this would never have happened if...do not say that the instructor should have done something to ward this off; do not in other words try to spread the guilt around. Level and be done with it. You may have to suffer the consequences anyway, but your chances are far better with this tactic than with any other.

# Study Skills Seminar Lesson Guide

## Module #3 (Communication)

No.	Event Type	Time 1:00	Description	Aids & Equipment	Notes
1	'	0:05	Introduction & Overview		
2	'	0:05	Psychology of Perception		
3	'	0:05	Perceptual Grouping		
4	'	0:05	Illusions		
5	'	0:05	Attention		
6	'	0:05	Social Perception		
7	'	0:05	Failures in Social Perception		
8	'	0:05	Applying Perception to Study Skills		
9	'	0:05	Listening		
10	'	0:05	Verbal Communication		
11	'	0:05	Non-Verbal Communication		
12	'	0:05	Written Communication		
13	'	0:05	Summary and Conclusions		

† Ice Breaker    Observation    ' Presentation    @Break    C Participation    K Transfer    U Check for Understanding    ( Energizer

Introduction & Overview (0:05)	
Detail	Notes
<p>Objective:  In this topic, the student will organize this module's topics into perspective and prepare for the learning.</p> <p>Introduce yourself and tell a little about your background.</p> <p>Explain that topics and activities here are designed to engage the student fully, and solely for the purpose of learning.</p> <p>Explain how communication is an important aspect of study skills.  Improve your understanding of lectures  Give clearer answers on tests and in class  Get along better with teachers and classmates</p> <p>Review the Module content  Perception, Illusions, Attention  How perceptions fail  Aspects of Communication  Listening, Verbal, Non-Verbal, and Written</p>	

Psychology of Perception (0:05)	
Detail	Notes
<p>Objective: In this topic, the student will recognize various aspects of perception.</p> <p>Perception vs sensation</p> <p>Review of senses Visual Auditory (Aural) Tactile</p> <p>Review individual preferred learning modes</p> <p>Perception as a distillation and organization of sensations.</p> <p>Experiences influence and mold perception</p> <p>Organization and structure</p>	

Perceptual Grouping (0:05)	
Detail	Notes
<p>Objective: In this topic, the student will recognize perceptual structuring by experiencing natural visual grouping tendencies.</p> <p>Introduce the concepts of</p> <p>(Perceptual Grouping Slide)</p> <p><b>Proximity</b> - Grouping by association  <b>Similarity</b> - Grouping things that look alike  <b>Closure</b> - Creating mental objects</p> <p>(Closure Slide)</p> <p><b>Do you see the dog in the random dots?</b></p> <p>(Adaptation Slide - must be in color)          Have students stare at center of the flag for 10 to 15 seconds without moving their eyes and rapidly remove the slide.</p> <p>(Figure Ground Slide)</p> <p><b>Figure-Ground</b> - You can see two faces or a vase but not both at the same time.</p> <p>These principles work together in order for us to make sense out of the world.</p> <p>Objects in clouds          Canals on Mars          Ghosts? UFOs? &amp; Apparitions?</p>	

Illusions (0:05)	
Detail	Notes
<p>Objective:</p> <p>In this topic, the student will observe that our perceptions can be manipulated so that what we believe we see is in fact not what is there.</p> <p>Introduce, display, and discuss</p> <p><b>Ponzo Illusion</b> - depth size constancy</p> <p><b>Poggendorf Illusion</b> - parallel illusion</p> <p><b>Reversible Images</b></p> <p>Woman/Hag</p> <p>Face/Vase</p> <p>Rat/Face</p> <p><b>Adaptation Level</b></p> <p>Lemon/chocolate</p> <p>Light level</p> <p>Bath water</p>	

Attention (0:05)	
Detail	Notes
<p><b>Objective:</b> In this topic, the student will recognize that perception is influenced by our attention and that we have the ability to control that attention.</p> <p>Introduce and discuss factors affecting attention</p> <p><b>Internal Factors</b></p> <p><b>Selectivity</b> - conversations at a party</p> <p><b>Motivation</b> - smell of cafeteria near lunchtime</p> <p><b>Past Experience</b> - hearing new word after learning its meaning or "Paris in the Spring."</p> <p><b>External Factors</b></p> <p><b>Salience</b> - standing out like a Tuxedo at a football game</p> <p><b>Vividness</b> - emotional component like a picture of a cancerous lung on a smoking poster</p>	

Social Perception (0:05)	
Detail	Notes
<p>Objective: In this topic, the student will explore how concepts of perceptual organization can be applied to social situations.</p> <p><b>Attribution</b> - assigning reason to behavior</p> <p>Focused primarily on three factors</p> <p><b>Consensus</b> - do others act similarly in same circumstances?</p> <p><b>Consistency</b> - does a person act the same on other like occasions?</p> <p><b>Distinctiveness</b> - does a person act differently in different situations?</p> <p><b>Impression Formation</b> - processing behavioral information into a single impression</p> <p>We attach greater weight to impressions that:</p> <ol style="list-style-type: none"><li>1. Reflect lasting instead of temporary traits</li><li>2. Come from credible authority</li><li>3. We receive first (primacy effect)</li><li>4. Are negative instead of positive</li><li>5. Extreme instead of moderate</li></ol>	



Failures in Social Perception (0:05)	
Detail	Notes
<p>Objective: In this topic, the student will observe that just as our visual perceptions can be tricked, our social perceptions can also give us erroneous information.</p> <p>Fundamental Attribution Error - viewing the actions of others as being internally motivated rather than external</p> <p>Actor-Observer Effect - viewing your own actions as being externally motivated while others' actions are internal</p> <p>Self-Serving Bias - taking credit for good outcomes while denying responsibility for bad outcomes</p> <p>Stereotypes - attributing a certain behavior to an entire group of people</p> <p>Halo Effect - once a first impression is formed, subsequent judgements are biased as if under a halo</p>	

# Instructor's Notes

Module 3

## Applying Perception to Study Skills (0:05)

Detail	Notes
<p>Objective: In this topic, the student will refocus from general psychological principles to application of principles to communication.</p> <p>Transition the discussion from understanding how people think and behave to applying this knowledge to:</p> <p>Listening</p> <p>Speaking</p> <p>Non-verbal Communication</p> <p>Writing</p>	

Listening (0:05)	
Detail	Notes
<p>Objective: In this topic, the student will consider seven tips to make their listening more productive.</p> <p>Introduce and discuss:</p> <ol style="list-style-type: none"> <li>1. Getting ready to listen Where possible, take care of your physical needs and ignore the rest. Review previous knowledge.</li> <li>2. Taking responsibility for comprehension Expect to learn not to be taught.</li> <li>3. Listening for Understanding Listen critically but listen completely. How can what is being said be right (not how can it be wrong)</li> <li>4. Controlling your Emotions Don't shoot the messenger. Listen to the message.</li> <li>5. Listening for the main ideas Statements and Related Details</li> <li>6. Mental agility Maintain focus, relate new statements in a presentation to previous statements, predict future statements.</li> <li>7. Taking notes Should be memory jogs, not transcriptions</li> </ol>	

Verbal Communication (0:05)	
Detail	Notes
<p><b>Objective:</b> In this topic, the student will consider tips to improve their spoken presentations.</p> <p>It seems like a simplistic solution, but proper preparation can eliminate most of the causes of a poor oral presentation.</p> <p><u>Prepare Your Subject</u> If you have adequately prepared your subject, you have done the vast majority of the work necessary to give a good spoken presentation.</p> <p>Analyze your subject and your audience. Conduct adequate research. Support your ideas. Get organized. Use language that is alive. Practice.</p> <p><u>Prepare Yourself</u> Focus your attention on your audience and the subject of the talk, rather than yourself. Relax. Take several long, deep breaths before you rise to face your listeners. Take your time. Don't rush into your talk. Establish appropriate eye contact with your audience.</p>	

Non-Verbal Communication (0:05)	
Detail	Notes
<p><b>Objective:</b> In this topic, the student will discuss various aspects of non-verbal communication and how they may use this form of communication to enhance rather than detract from their talk.</p> <p><b>Appearance</b> grooming, appropriate dress, etc.</p> <p><b>Eye Contact</b> appropriate for the audience, what is expected, establishes authority</p> <p><b>Movements and gestures</b> not too much or too little, time, emotion, more efficient than words</p> <p><b>Voice</b> Quality of voice</p> <p><b>Rate</b> 150 wpm normal, nervous speed up, vary the rate</p> <p><b>Pitch</b> punctuation, emphasis, avoid singsong, pitch related to energy level</p>	

## Instructor's Notes

Module 3

Written Communication (0:05)	
Detail	Notes
<p>Objective: In this topic, the students will consider tips to improve their written presentations.</p> <p>Discuss the similarities and differences between spoken and written communication</p> <p>Used to inform or persuade , More formal and permanent, Absence of non-verbals</p> <p>Change of writing style over time</p> <p>Reader Centered Writing. What do you want your reader to know or be able to do as a result of reading your paper?</p> <p>Consistent structure Hour Glass Design Begin on common ground Statements and Related details</p>	

Summary and Conclusions (0:05)	
Detail	Notes
<p>Objective:</p> <p>In this topic, the student will summarize the learning of the topic and begin the transference process.</p> <p>Questions and Answers</p>	

# Study Skills Seminar Lesson Guide

## Module #4 (Nutrition)

No.	Event Type	Time 1:45	Description	Aids & Equipment	Notes
1	'	0:05	Nutrition Introduction	Overhead Slide	
2	'	0:05	Definitions of Nutrients	Overhead Slide	
3		0:10	Drink 2 Liters	Overhead Slide	
4	'	0:10	Eat 5 Real Food Items	Overhead Slide	
5	C	0:15	Real vs Pretend Exercise	Student Packet	
6	'	0:10	How to Plan a Healthy Menu	Overhead Slide	
7	'	0:15	Menu Planning Exercise	Overhead Slide Student Packet	
8	'	0:05	Nutrition Label Basics	Overhead Slide	
9	C	0:15	Nutrition Label Reading Exercise	Student Packet	
10	'	0:05	Sleep 8 Hours	Overhead Slide	
11	U	0:05	Nutrition Check Discussion	Overhead Slide	
12	'	0:05	Summary and Conclusions	Overhead Slide	

† Ice Breaker Energizer    Observation    ' Presentation    @Break    C Participation    K Transfer    U Check for Understanding    (



## Instructor's Notes

Module 4

Nutrition Introduction (0:05)	
Detail	Notes
<p>Objective: In this topic, the student will organize this module's topics into perspective and prepare for the learning.</p> <p>Introduce yourself and tell a little about your background.</p> <p>Explain that topics and activities here are designed to engage the student fully, and solely for the purpose of learning.</p> <p>Review the Module content</p> <p>Six things that make up nutrition carbohydrates, proteins, fats, vitamins minerals and water</p> <p>Simple way to balanced nutrition Keep it straight.....2-5-8</p> <p>Identifying real and pretend food.</p>	

Definitions of Nutrients (0:05)	
Detail	Notes
<p>Objective:</p> <p>In this topic, the student will recognize the six nutritional substances, in what foods they can be found, and how they are used in the body.</p> <p>Define the Six things that make up nutrition, what foods they can be found in, how the body uses them, and how much of each the body needs a day.</p> <p>Carbohydrates</p> <p>beans, potatoes, starchy foods breads, pasta, grains sugars <i>used for energy, 2000 calories/day</i></p> <p>Proteins</p> <p>meats, beans <i>used to build, repair, maintain body tissues, can be used for fuel if required</i></p> <p>Fats</p> <p>animal fats, animal &amp; vegetable oils <i>used to transport nutrients, makes up portions of cells, used for fuel after carbohydrates, 1TbIs or 20-30g</i></p> <p>Vitamins &amp; Minerals</p> <p>vegetables <i>used as cellular spark plugs</i></p> <p>Water</p> <p><i>transports nutrients throughout body, transports food through digestion, regulates body temperature, lubricates eyes, mouth, sinuses, skin, 2 liter/day</i></p>	

Drink 2 Liters (0:10)	
Detail	Notes
<p>Objective:</p> <p>In this topic, the student will cite the amount of water needed daily and express a simple way of insuring adequate intake of water or fluids.</p> <p>Total fluid intake should be approximately 2 liters.</p> <p>Use a 2 liter coke bottle as a visualization tool.</p> <p>Drink plenty of fluids with meals.</p> <p>Drink an additional liter of water a day.</p> <p>Sip</p>	

## Instructor's Notes

Module 4

Eat 5 Real Food Items (0:10)	
Detail	Notes
<p>Objective: In this topic, the student will express a simple way to insure adequate intake of vitamins and minerals.</p> <p>This is a nutrition plan for normal teenagers.</p> <p>Nature has made it possible to get good nutrition from 'real' foods.</p> <p>Our American culture has exchanged quality for convenience.</p> <p>Back to basics Keep foods looking as natural or 'real' as possible.</p> <p>Cereal is cardboard sprayed with vitamins.</p> <p>Processed lunch meat is mostly fat.</p>	

# Instructor's Notes

Module 4

Real vs Pretend Exercise (0:15)		
Detail		Notes
Objective: In this topic, the student will categorize various foods and commercial food products into “real food” or “pretend food” categories.		
Real	Food	Pretend
<input type="checkbox"/>	apple pop tart	<input type="checkbox"/>
<input type="checkbox"/>	apple	
<input type="checkbox"/>	orange	
<input type="checkbox"/>	banana	
<input type="checkbox"/>	peas	
<input type="checkbox"/>	beans	
<input type="checkbox"/>	carrots	
<input type="checkbox"/>	romaine lettuce	
<input type="checkbox"/>	butter lettuce	
<input type="checkbox"/>	ice burg lettuce	<input type="checkbox"/>
<input type="checkbox"/>	green leaf lettuce	
<input type="checkbox"/>	baked potato	
<input type="checkbox"/>	french fries	<input type="checkbox"/>
<input type="checkbox"/>	mashed potatoes	
<input type="checkbox"/>	potato chips	<input type="checkbox"/>
<input type="checkbox"/>	rice	
<input type="checkbox"/>	green chili	
<input type="checkbox"/>	ketchup	<input type="checkbox"/>
<input type="checkbox"/>	salsa	<input type="checkbox"/>
<input type="checkbox"/>	orange juice 100%	
<input type="checkbox"/>	Sunkist pop	<input type="checkbox"/>
<input type="checkbox"/>	apple juice 100%	
<input type="checkbox"/>	High C	<input type="checkbox"/>
<input type="checkbox"/>	grape juice	
<input type="checkbox"/>	Hawaiian punch	<input type="checkbox"/>
<input type="checkbox"/>	milk	
<input type="checkbox"/>	any soda pop	<input type="checkbox"/>
<input type="checkbox"/>	gator aid	<input type="checkbox"/>
<input type="checkbox"/>	chocolate milk	
<input type="checkbox"/>	chocolate drink	<input type="checkbox"/>
<input type="checkbox"/>	cottage cheese	
<input type="checkbox"/>	any punch or drink	<input type="checkbox"/>
<input type="checkbox"/>	cream cheese	
<input type="checkbox"/>	cheese	
<input type="checkbox"/>	butter	
<input type="checkbox"/>	yogurt	
<input type="checkbox"/>	cheese food	<input type="checkbox"/>
<input type="checkbox"/>	processed American cheese	<input type="checkbox"/>
<input type="checkbox"/>	Crisco	<input type="checkbox"/>
<input type="checkbox"/>	margarine	<input type="checkbox"/>
<input type="checkbox"/>	vegetable oil	<input type="checkbox"/>
<input type="checkbox"/>	canola oil	
<input type="checkbox"/>	olive oil	
<input type="checkbox"/>	ice cream	
<input type="checkbox"/>	lard	<input type="checkbox"/>
<input type="checkbox"/>	pudding	
<input type="checkbox"/>	whole wheat bread	
<input type="checkbox"/>	white bread	<input type="checkbox"/>
<input type="checkbox"/>	any cold cereal	
<input type="checkbox"/>	oatmeal	
<input type="checkbox"/>	cream of wheat	
<input type="checkbox"/>	Malt-O-Meal	
<input type="checkbox"/>	Instant Breakfast drink	
<input type="checkbox"/>	popcorn	
<input type="checkbox"/>	Fritos	<input type="checkbox"/>
<input type="checkbox"/>	pretzels	
<input type="checkbox"/>	tortilla chips	

**How to Plan a Healthy Menu (0:10)**

Detail	Notes
<p>Objective: In this topic, the student will observe the important aspects of planning a nutritious menu.</p> <p>Avoid fats</p> <p>Keep foods as close to their natural appearance as possible. The least amount of processing the better.</p> <p>Include green leafy vegetables.</p> <p>Pretend is OK. Just not too much.</p>	

Menu Planning Exercise (0:15)	
Detail	Notes
<p>Objective:</p> <p>In this topic, the student will practice planning a day's nutritious menu.</p> <p>Instruct the students to create a full days menu consisting of a breakfast, lunch, dinner and snack.</p> <p>Have them make sure that their menu contains approximately one liter of fluids (preferably milk or juice).</p> <p>Have them make sure that their menu contains at least 5 "real" food items chosen from their list.</p> <p>Caution the students to make their menus realistic and something that they would actually eat.</p> <p>Have some students copy their menus on the board and positively discuss their selections.</p>	

Nutrition Label Basics (0:05)	
Detail	Notes
<p>Objective:</p> <p>In this topic, the student will observe the criteria necessary to judge the relative value of food items based on the nutrition label.</p> <p>There is little in the way of absolute “good” or bad when it come to food.</p> <p>In general, we tend to get too much of some things in a regular diet and too little of others.</p> <p>Things where less is better;</p> <ul style="list-style-type: none"> <li>Fat</li> <li>Sugar</li> <li>Cholesterol</li> <li>Sodium or salt</li> </ul> <p>Things where more is better;</p> <ul style="list-style-type: none"> <li>fiber</li> <li>vitamins</li> </ul> <p>Many vitamins and minerals may appear on a label but only two vitamins (A &amp; C) and two minerals (Calcium (Ca) and Iron (Fe)).</p>	



## Instructor's Notes

Module 4

### Nutrition Label Reading Exercise (0:05)

Detail	Notes
<p>Objective: In this topic, the student will read several food package labels and judge their value based on the nutrition criteria.</p> <p>Hand out several packaged foods.</p> <p>Have students identify various nutritional components and evaluate relative “goodness” of the food.</p>	

Sleep 8 (0:05)	
Detail	Notes
<p>Objective:</p> <p>In this topic, the student will hear about the importance of proper sleep patterns and the affects of puberty on sleep requirements.</p> <p>Your body needs exercise and sleep to keep everything in balance.</p> <p>Teens need 8 to 12 hours of sleep a night.</p> <p>The best sleep happens when you establish a routine. Go to bed at the same time each night. If you go to bed at 10pm each night, for example, get up at the same time at 6am every morning.</p> <p>There is no such thing as catch up sleep. You can not make up for lost sleep. Teens who do not get enough sleep are slower, take tests poorly, are easy to anger, etc.</p> <p>You may need to get as much as 12 hours of sleep to feel sharp, decisive, and happy.</p> <p>Puberty also increases your need for sleep.</p> <p>So hang up the phone, get off the computer and go to bed.</p>	

**Nutrition Check Discussion (0:05)**

Detail	Notes
<p>Objective: In this topic, the student will for understanding by answering nutrition related questions.</p> <p>Is an apple the same as an apple pop-tart?</p> <p>How many calories do I need?</p> <p>How much fat do I need?</p> <p>If I am in training, do I need more fat?</p> <p>What is a calorie? Can I see It?</p> <p>Is Gatoraid better than real juice or milk?</p> <p>Can you be overweight and under nourished?</p> <p>Do I only need to drink when I am thirsty?</p> <p>The more I pay for food means the better it is for me.....Right?</p>	

# Study Skills Seminar Lesson Guide Worksheet

Module # \_\_\_\_\_

No.	Event Type	Time	Description	Aids & Equipment	Notes
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

† Ice Breaker    Observation   '   Presentation   @Break   C Participation   K Transfer   U Check for Understanding ( Energizer

## Instructor's Notes

Topic _____ (time _____)	
Detail	Notes
Objective: In this topic, the student will	