

Studying as a Team Sport – Finals Prep: Juniors

Jan. 9, 2018

	Lessons	Standards
Last Week Jan 1-5	Winter Break – No School (Mon) Smart Goal Review/Winter Court Voting (Tues)	SEL 1: Self-Regulation
This Week Jan 8-12	Early Release – No AG (Mon) Studying as a Team Sport – Finals Prep (Tues)	SEL 1: Self-Regulation
Next Week Jan 15-19	MLK Jr. Day – No School (Mon) Balancing Individuality & Managing School (Tues) Winter Formal Assembly (Fri)	SEL 1: Self-Regulation

Materials: Study Team Checklist (In box, attached)

Procedure:

1. Begin advisory according to personal preference.
2. Take attendance.
3. Read announcements.
4. Hand out Progress Reports.
5. Conduct the Classroom Activities below. **The goal of this lesson is for students to understand the purpose and benefits of a study group. Students will develop a plan to create a study group for school. As students are closer to finals, highlight that a study group is a great way to study for finals that cover a more extensive amount of material.**
6. End advisory according to personal preference.

CLASSROOM ACTIVITIES

1. **Smart phone (or other related device) brainstorm.** Divide students into small groups of 3 to 6 members each. Then tell them that each team is competing to win an award for designing a brand new and innovative smart phone. Ask them to take 5 minutes to brainstorm the different types of skills they will need on their team to succeed. Note that students are NOT asked what features their new phone should include – instead they're being asked to list the different types of skills the people working on the smart phone should have so that they can come up with successful features and actually build an innovative new phone. After 5 minutes, compare the groups' lists. Students may note that their team will need software expertise, to develop an operating system for their phone and develop new apps; hardware expertise, to build a phone that actually works; design expertise, to make the phone look good; manufacturing expertise, to get the phone mass-produced;

telecommunications expertise, to make sure the phone can make calls; marketing expertise, to sell the phone. What other types of expertise have students listed?

2. **Discuss the purpose of study teams.** Continuing with the smart phone example, explain that in nearly any workplace, people work in teams. In fact, working as a team – just as in band, drama, choir, robotics, sports – is the best way to succeed. No one person can be good at everything, so successful teams recruit people with a variety of different skills. Now ask students if they think this team approach could work at school. Have them return to their groups and jot down another list of the types of skills they might want in a study team. Give them a few minutes then have the groups share their lists. What types of skills do students identify as the most valuable? Explain that just as with the smart phone team, a successful study team should have students with a mix of skills. That way, students can help others in their strong areas and get help in areas where they are not as strong.
3. **Plan a study team.** Distribute the *Study Team Checklist* handout and review it with students. Then have them work individually to complete the checklist. They do NOT need to share their work with anyone, so they can feel free to list other students they might like to invite to join a study team and to honestly assess their own skills and weaknesses. Tell them that their “assignment” from this lesson is to ask at least two other people (in this class or in others) to be part of a study team with them.
4. **Practice the concept of study teams.** Take a simple, universal content area and form teams and see how students would help each other learn the material. For example, students could be asked to do any of the following:
 - Learn all 50 states and capitols (or, for more advanced students, learn all of the countries in another continent)
 - Learn the steps of the scientific process
 - Learn and apply 10 vocabulary words