**Mentorship Study Skills**

**Preamble**

Getting organized and learning how to focus is a huge part of academic success. As senior students, you have become ‘seasoned’ about what works and what does not work, in general, when you study. It is time to share some of your expertise and tips with your mentorship students!

**Assignment**

You have **one class** to complete this assignment and the printouts are due at the end of class so I can have them photocopied for you tomorrow morning. Your self- and peer-assessment are due at the same time.

With your partner(s) you will be creating a study sheet of tips and ideas to give to your students and to generate some discussion. It must be two-sided, contain tips and be visual appealing. Assessment rubric below.

**Things to consider:**

* **Space and place** (eg. where is the best place to study?)
* **Noise** (eg. does music help?)
* **People** (eg. studying alone vs. a study buddy?)
* **Distraction** (eg. who and what is around? Where is your phone?)
* **Organization** (eg. planner, systems to stay organized such as colours, duotangs, stickies, review sheets, study guides, etc…)
* **Time Management** (eg. chunking Projects-small deadlines and larger ones)
* **Communication** (eg. what to do when you need help)
* **Positive Mindset** (eg. “I am having trouble” instead of “I can’t)
* **Learning Techniques** (eg. reading is NOT learning. Doing ‘t charts’ to learn)
* **Destressing** (eg. The power of laughter, doing something joyful, exercising)

**Assessment /30**

You and your partner will be assessed as follows:

Self-Assessment /10 Peer-Assessment /10 Teacher Assessment /10

Fixed Scale: 1 Seldom 2 Sometimes 3 Usually 4 Always

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| --- | --- | --- | --- | --- |
| **Teacher Assessment Criteria** | **4** | **3** | **2** | **1** |
| Study Tips Sheet is thoughtful, complete, accurate and contains no typos |  |  |  |  |
| Study Tips Sheet is neat, organized and visually appealing. Contains some visuals |  |  |  |  |

Fixed Scale: 1 Seldom 2 Sometimes 3 Usually 4 Always

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| --- | --- | --- | --- | --- |
| **Self-Assessment Criteria** | 4 | 3 | 2 | 1 |
| **Co-operation**  I worked cooperatively with other member(s) of my group and was willing to help with any task. |  |  |  |  |
| **Respect**  I listened to others’ ideas, considered their points of view and offered constructive suggestions. |  |  |  |  |
| **Responsibility** **and Effort** I worked responsibly and to the best of my ability on my contributions to the task as much as I could. |  |  |  |  |
| **Task Commitment**  I was able to focus on what we needed to do throughout the process of our task and kept working even when I found something challenging. |  |  |  |  |
| **Problem Solving**  I tried to think of and use good problem solving strategies throughout the process of completing the task. |  |  |  |  |

Fixed Scale: 1 Seldom 2 Sometimes 3 Usually 4 Always

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| --- | --- | --- | --- | --- |
| **Peer-Assessment Criteria**  **Partner Name(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | 4 | 3 | 2 | 1 |
| **Co-operation**  My partner(s) worked cooperatively with my group and was willing to help with any task. |  |  |  |  |
| **Respect**  My partner listened to others’ ideas, considered their points of view and offered constructive suggestions. |  |  |  |  |
| **Responsibility and Effort** My partner(s) worked responsibly and to the best of their ability on contributions to the task as much as they could. |  |  |  |  |
| **Task Commitment**  My partner(s) were able to focus on what we needed to do throughout the process of our task and kept working even something was challenging. |  |  |  |  |
| **Problem Solving**  My partner(s) tried to think of and use good problem solving strategies throughout the process of completing the task. |  |  |  |  |

Assessment rubric adapted from: http://schools.sd68.bc.ca/fore/webquests/weather/group.htm