

How to Use the Student Workbook

This workbook can be used three ways:

1. As a stand-alone text in a study skills course
2. As a supplement in any course
3. As a required text for students to use on their own

An understanding of the overall format will help you determine how you want to use this in your course. Each unit or “week” contains three types of activities:

1. **Fire It:** This is the important “making connections” step wherein students think about what they already know so that they can connect the upcoming material to their existing network. These activities are very metacognitive: they help develop thinking about their thinking and frontal lobe functions. You can have students do this outside of class or use it as class discussion points or for group work. There are typically no wrong answers and this is not something you would grade. It is the *process* of doing it that is important.
2. **Lessons:** Each unit, chapter, or “week” contains five lessons. These do not have to be done in a week. For college students, the entire “week” could be one assignment. For middle or high school students you can use one or two weeks as you prefer. (There is another version that is a “chapter” format rather than a “week” format and you can specify you prefer the chapter format when you order). Each lesson is not meant to take more than 30 minutes for younger students or 10 minutes for fluent readers. These lessons are not graded. Each lesson has four parts:
 - a. **The Research:** This explains a relevant piece of research in easy-to-understand terms so the students see what they are being told is scientifically grounded. It is not just the teacher or parent telling them what is best, but what has been demonstrated through scientific research to be best.
 - b. **So What?** This is where the research is related to the students and how it might impact them.
 - c. **Just Do This:** This is a simple statement of a strategy or behavior they should immediately adopt and apply to their learning in any content area.
 - d. **Reflect and Connect:** An important part of any lesson is consolidation and reflection. This is the step that helps them use their frontal lobes and engage in metacognition. It can also be used for class discussion.
3. **Wire It:** This is the actual application step of what has been learned in the chapter (week) – the five lessons. When this textbook is used in a content area course, the student would do the appropriate tasks from the selection, applying them to the typical assignments that you would give. Some of these items would be suitable for handing in for a grade, should you desire to do so. You may require part or all of the items on the list.

For **students in grades 8-12**, you will want to use some guidance with this book. It is designed to take as little as 5 minutes a day every day or perhaps, 20 minutes once a week. However, time spent on this can be expanded into an entire course should you desire to do so.

For **college students** you may want to assign the entire week (chapter) once a week and require one or more of the *Wire It* activities to be turned in. I would suggest that you devote some class time to a discussion of the material during the week, but it does not need to be extensive.

This is primarily a **self-help book**. It can be done with no parental or instructional supervision. However, it makes an ideal supplement in any course because it contains only the *essential* and documented research about how to learn in the most efficient way. It is also very effective for student success courses because activities can be applied to homework in other courses and because it contains the latest brain research on how to learn and how to study effectively.

I welcome your feedback so new versions can serve you and your students even better.