



Associated Bodywork
& Massage Professionals

Instructor Guide

Exclusively for ABMP Premier
and Premier-Plus Schools

Unit 1

ABMP MBLEx Prep Curriculum

A 3-part course preparing
students to pass the test

Whether you have
two hours, two weeks,
or two months to
devote to this topic,
ABMP's three-part
MBLEx prep course
is adaptable for
instructors to fit into
current curriculums
at any point in
their programs.





ABMP MBLEX PREP CURRICULUM

UNIT 1

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INTRODUCING THE ABMP MBLE_x PREP CURRICULUM

Whether you have two hours, two weeks, or two months to devote to this topic, ABMP's three-part MBLE_x prep course is adaptable for instructors to fit into current curriculums at any point in their programs.

Incorporate it from the start of your program. Using both ABMP Exam Coach and ABMP Five-Minute Muscles, this ABMP MBLE_x Prep Curriculum shows how you can incorporate MBLE_x study and learning strategies from the *start* of your program, helping build skill sets that will support students throughout their training.

Or find a place for it at the end of your program. Does your program consolidate exam preparation into the final sections of the curriculum? If so, we've built a pathway for you to get your students over this final, critical testing hurdle as well. This program is adaptable for any length of time you have allotted for test prep.

This three-unit curriculum can be adapted in multiple ways to meet your needs. Each unit includes:

- **A PowerPoint** presentation with lecture scripts and built-in learning activities that give you ample content for getting learners ready for their licensing exams.
- **An Instructor Guide** complete with lecture outlines, learning objectives, activity instructions, and student handouts. All content within is cross-linked so you can easily find the resources you need; or print a copy for your curriculum notebook.
- **A Student Guide** with partnering lecture outline notes, activity directions, and fillable handouts and study aids.

This curriculum is broken into three courses:

➤ UNIT 1: BECOMING A STELLAR STUDENT

Expose students to the skills, tools, and resources that will set them up for success from the start. Creating study plans, discovering their own hurdles, and mastering study skills are just some of the focal points for students in this unit. *Deliver at the start of a cohort, or prior to Unit 2. Continue to use the activities throughout your program.*

UNIT 2: PASS THE MBLE_x WITH FLYING COLORS

Teach students the strategies they need to ace the test on the first try. From learning the best test-taking approach to handling test anxiety, this unit is the core of the MBLE_x prep course. *Deliver 8–10 weeks prior to graduation.*

UNIT 3: THE FINAL ENTRYWAY

Guide students through each step of their test application and state credentialing process. Students will do the research to understand their own state requirements, and then apply for the MBLE_x in class. Guidance through these final stages is critical for ultimate student success. *Deliver in last few weeks of program.*

This curriculum is exclusively available to ABMP Premier and Premier-Plus School partners. Need help? Have questions? Connect with your ABMP liaison at education@abmp.com.

UP TO 2 HOURS

UNIT 1 OVERVIEW

BECOMING A STELLAR STUDENT

Skills, Tools, and Resources to Set Students Up for Success

“

Using this approach replaces waiting until the end of the program to help students “cram” for the exam. Use this course to build necessary study skills from the beginning.

At a Glance

WHERE DOES THIS FIT IN MY CURRICULUM?

Best option—First 2 weeks of new cohort; continue to utilize these activities throughout entire program

Suitable option—Prior to Unit 2: Pass the MBLE_x with Flying Colors, which should be delivered 8–10 weeks before graduation

WHAT SHOULD I KNOW ABOUT THIS UNIT?

Implementation Time: Up to 2 hours, depending on activities you choose to use

Prerequisites: No prerequisites required

Lesson Includes: Interactive lecture with PowerPoint slides, peer activities, discussion, and concept implementation activities

Delivery Model: In-classroom or online remote learning experience

INTRODUCTION

The best method for preparing students for the MBLE_x is to teach them to have a growth mindset, acquire effective study skills and habits, and plot out an ongoing study plan from the *start* of their training program. This approach replaces waiting until the end of the program to help students “cram” for the exam.

By implementing these lessons early in the training program, instructors ensure that learners receive the right information, process the information through application, and eventually use the information to solve complex scenarios and problems, rather than simply memorize what they think they need to know for the exam.

The MBLE_x becomes much easier to pass when the knowledge and skills are already engrained and genuinely understood in the learner’s mind. What is nurtured is a confident, highly knowledgeable, skilled, and motivated future massage practitioner and lifelong learner.

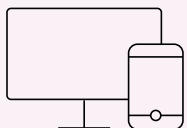


Time Frame

Unit 1 of the ABMP MBLE_x Prep course is designed to be taught within the first two weeks of the program. If the school or instructor decide not to implement this course at the beginning of the program, then teach it *prior* to Unit 2, which occurs 8–10 weeks prior to graduation. The implementation time for this Unit 1 material is approximately two hours. *The course can be lengthened with the addition of optional class activities we’ve curated for you.*

INSTRUCTOR PREPARATION FOR THIS UNIT

- Download and review [Unit 1 PowerPoint presentation](#) and lecture notes.
- Assign students to review applicable materials in the [ABMP MBLEx Prep Student Guide](#) that you have downloaded and shared with them: abmp.com/mblex-prep.
- Determine if the school will provide supplies for the “Organize Your Study Materials” activity. If not, purchase supplies or give students the student resources list (right) and have them bring items to class.
- Assign students to bring the syllabi for each of their current courses to this class.



Equipment

- Presentation projector or smart TV
 - Laptop or other device
 - Speakers
 - Optional: Whiteboard with markers
-

TEACHER RESOURCES

- [Unit 1 PowerPoint presentation](#) (includes sample lecture notes)
- ABMP Exam Coach
- ABMP Five-Minute Muscles
- [ABMP MBLEx Prep Instructor Guide: Unit 1](#)
 - [Lecture Outline](#)
 - [Activity Instructions and Student Handouts](#)



Activity Supplies List

- Binders
- Binder dividers with tabs
- 3-hole punch
- Colored pencils/markers

STUDENT RESOURCES

- ABMP Exam Coach
- ABMP Five-Minute Muscles
- [ABMP MBLEx Prep Student Guide](#)
 - Lecture Outline
 - Activity Instructions and Student Handouts



Pro Tip

We've built time in this unit for students to log in to their ABMP accounts so they can easily access Exam Coach and Five-Minute Muscles throughout these lessons.

Have questions?

Email education@abmp.com.

LEARNING OBJECTIVES

Having participated in a **2-hour interactive lecture** and associated activities, the learner will be able to:

- Describe in basic terms how the brain creates connections.
- Identify ways to direct their brain.
- Compare and contrast fixed mindset with growth mindset.
- Discover obstacles in their mindset.
- List three effective study methods.
- List and describe the benefits of five powerful study habits.
- Define a study plan and its benefits.
- Determine how their time is currently spent and identify time gaps that can be used for study.
- Develop an ongoing study plan.

Note to Instructors

Unit 1 utilizes ABMP Exam Coach and ABMP Five-Minute Muscles as part of the curriculum. However, if your school does not have access to both of these ABMP student resources, the activities can be adapted to work with other materials.

Want to know more about bringing ABMP Five-Minute Muscles into your program? Email your liaison at education@abmp.com.

CLASS TIME BREAKDOWN

TIME	ACTIVITY	DESCRIPTION	MATERIALS
5 MINUTES	Lecture	Let's Get Started; Success Mindset	Lecture Outline
15 MINUTES	Activity	Discover Your Blocks	"Student Habit Builder Checklist" Note paper
TIME VARIES	Homework	Discover Your Blocks	"Discover Your Blocks" class activity results
20 MINUTES	Lecture	Study Skills	ABMP Exam Coach ABMP Five-Minute Muscles Note-taking forms Graphic organizer options "Active Reading Form"
TIME VARIES	Activity	Choose optional activities for terms, flash cards, or quiz questions	Varies by activity
20 MINUTES	Activity	Organize Your Study Materials	Binder supplies (see Activity Supplies under Teacher Resources, page 7)
5 MINUTES	Lecture	Study Plan	Lecture Outline
20 MINUTES	Activity	Create a Study Plan	"Time Management Planning Form" "Weekly Study Plan" Class syllabi
TIME VARIES	Homework	Create a Study Plan	"Assignment Calendar" "Weekly Study Plan" Class syllabi

LESSON EVALUATION

POST-CLASS

Fill in details of what worked, what didn't, what you would change when you teach this course again, how the students responded, if learning objectives were met, how you were able to observe if they were met, and any other relevant notes. Continue to add to this evaluation as you refine your course.

Lecture Outline: **Becoming a Stellar Student**

Unit 1: “Becoming a Stellar Student” is most effective when presented within the first month of a new class start. (Includes strategically placed activities to begin implementing ABMP Exam Coach at the start of each cohort, and continue to use it as a program-long classroom tool.)

1. LET’S GET STARTED

A. SESSION GOALS

i. Success Mindset

1. Direct your brain
2. Choose your mindset
3. Discover your blocks

ii. Study Skills

1. Choose the right tools
2. Use effective methods
3. Engage in powerful habits

iii. Study Plan

1. Why you need one
2. How to make one

2. SUCCESS MINDSET

A. DIRECT YOUR BRAIN

- i. Learning and mental performance are functions of the brain—a dynamic, multifaceted, constantly changing entity
- ii. Anything new you learn changes the physical structure of your brain by creating new neural connections and strengthening or weakening existing connections
- iii. You can direct your brain to pay attention, make associations, put info into long-term memory using images and sensory awareness

B. CHOOSE YOUR MINDSET

- i. Fixed Mindset
- ii. Growth Mindset

C. DISCOVER YOUR BLOCKS

- **Activity:** “[Discover Your Blocks](#)” – 15 minutes, pg. 22
- **Take-Home Activity:** “[Discover Your Blocks](#)” – time varies, pg. 24

3. STUDY SKILLS

A. CHOOSE THE RIGHT TOOLS

- i. ABMP Exam Coach – 10 minutes (woven into class time)
 1. View [ABMP Exam Coach video \(abmp.com/exam-coach-schools\)](http://abmp.com/exam-coach-schools)

Pro Tip

All activities are hyperlinked. Find a summary of all the Unit 1 activities starting on page 15.

Log-In Issues?

If you have a student with log-in issues, refer to your school's ABMP Exam Coach Tracker account to verify the log-in email and then send a “reset password” link if needed.



2. Have students log into their ABMP Exam Coach account
3. Resolve any log-in issues

ii. Have Students Record ABMP Log-In

1. Username: have students record theirs
2. Password: have students record theirs

B. USE EFFECTIVE STUDY METHODS—TERMS, FLASH CARDS, QUIZZES

i. 3 Ways to Focus on Terminology

1. Speak terms and definitions aloud from ABMP Exam Coach topic-specific terminology lists
2. Practice with peers
 - a. Translate terms into your own words
 - b. Without using the term, use other simpler terms to describe the term you are defining; have partner guess the term
 - c. Pretend to teach the term to a child
 - d. Turn the term into a story using analogies and metaphors; relate to simple, everyday concepts

3. Break words down into word parts

- **Optional Activity: “Teaching Terminology”** – 20 minutes, pg. 25
- **Optional Activity: “Lecture Preview #1”** – 35 minutes, pg. 26
- **Optional Activity: “Lecture Preview #2”** – 45 minutes, pg. 28
- **Optional Activity: “Hot Seat”** – 35 minutes, pg. 31
- **Optional Activity: “Talk Moves”** – 35 minutes, pg. 32

ii. Drill and Practice with Flash Cards

1. ABMP Exam Coach topic-specific flash cards test your comprehension of terminology
2. Remove flash cards you have mastered, focus on what you haven't mastered
 - **Optional Activity: “Rotating Stations”** – 35 minutes, pg. 33
 - **Optional Activity: “Making Connections”** – 35 minutes, pg. 34
 - **Optional Activity: “Four Things”** – 35 minutes, pg. 36

iii. Take Topic-Specific Quizzes

1. Take 10-question, topic-specific quizzes and deconstruct questions you get wrong
2. When you answer a quiz question wrong, rather than just keep clicking on answers until you get it right, break the question down
3. Ask: What are key terms in the question or the possible answers? Do I know what they mean? Why am I choosing this answer? Why was my answer wrong?
 - **Optional Activity: “Deconstruct Quiz Questions”** – 35 minutes, pg. 38

Pro Tip

Use these optional activities throughout your entire program to help students with quizzing, terminology, and flash card learning functions.





- **Optional Activity: “Quiz Previews and Reviews”** – time varies, pg. 40

C. ENGAGE IN POWERFUL STUDY HABITS

i. Show up for class

1. Missing even one class puts you behind and in catch-up mode
2. If you must miss a class, make it up immediately

ii. Take good notes

1. Reading assignments (read them!)
 - a. Read only 10 pages at a time
 - b. Use “Active Reading Form” to summarize what you are reading (find this in the *Student Guide* or *Study Aids* resource)
 - c. Complete pre-reading tasks
 - d. Complete active-reading tasks
 - e. Use ABMP Exam Coach terminology list for specific topic to reinforce key terms
2. Lectures
 - a. Listen actively
 - Make eye contact with instructor
 - Ask questions
 - b. Choose a note-taking method
 - Outline
 - Mind-map
 - Whatever works for you, preferably written by hand to enhance memory recall
 - c. Rewrite your notes
 - Use graphic organizers
 - Immediately reorganize/rewrite notes on a fresh sheet so you can clean them up and enhance recall
 - d. Review your lecture notes alongside your reading notes
 - Note any terms or concepts you are uncertain about and discuss with your instructor, look it up in your textbook, or use a trusted online resource
 - e. Use ABMP Exam Coach flash cards and quizzes to test comprehension and ABMP Five–Minute Muscles to review
 - Log in to ABMP Five-Minute Muscles to become familiar with features and navigation

Don’t Have ABMP Five-Minute Muscles?

Students can purchase this program individually, or schools can have it added to their ABMP membership. Contact your liaison at education@abmp.com for more information.

iii. Complete all homework assignments

1. Complete homework as soon as it is assigned; it will quickly reinforce what you learned
2. Review graded homework to learn from errors

iv. Review your exams

1. Research and write down why the answer you chose was incorrect and why the correct answer is correct
2. Create flash cards, or use ABMP Exam Coach search function, for all incorrect responses

v. Organize your study materials

1. Create a binder for each course broken up into sections
 - a. Reading and class notes
 - b. Graded assignments
 - c. Graded exams
2. Choose supplies that are colorful and inviting—add your flair!
 - **Activity:** “Organize Your Study Materials” – 20 minutes, pg. 41
 - a. Additional study aids
 - Mind maps and graphic organizers
 - Note-taking forms
 - Study planning forms
 - b. Students should pick one study aid from each group



Study Aids

All of these study tools can be found in the *Study Aids* resource that accompanies this curriculum; students have access to all these study aids in their *MBLEx Prep Student Guide*.

4. STUDY PLAN

A. WHY YOU NEED ONE

- i. Helps you pace yourself so you eliminate stress, anxiety, and chaos from the learning process
- ii. It is the only avenue to getting things done. Learning to plan is a life skill used in many ways
- iii. Prepares you for the MBLEx, which has to be done to fulfill your dream. If you're studying along the way, you won't need to cram right before the test
- iv. Allows for more flexible school-life balance
- v. Spending time planning saves you time. Keep the long game in mind

B. HOW TO MAKE ONE

- i. Keys to a stellar study plan
 1. Reveal your habits
 - a. Plot out how you spend your time now

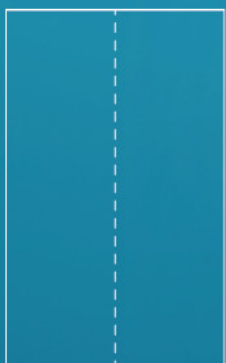
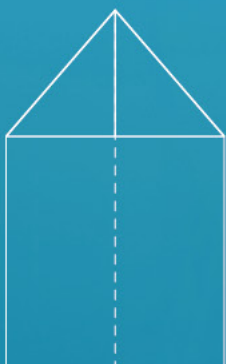
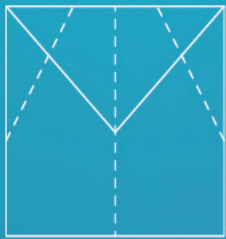
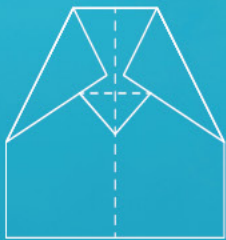
- b. Determine blocks of time that could be used studying instead of watching TV, scrolling social media, or other distracting activities
- 2. Incorporate spaced repetition
 - a. To increase your ability to retain information over time, study it more frequently over time
 - b. Study for shorter time frames on a consistent basis
 - c. Focus on a single topic during each study session
- 3. Set a time frame
 - a. Use a timer and don't stop until it goes off
 - b. Practice flash cards for 30 minutes
 - c. Complete 10 pages of reading
- 4. Reward yourself
 - a. Give yourself a 10-minute break between time blocks
 - b. Treat yourself in a way that feels enjoyable and supportive

- **Activity:** “[Create a Study Plan](#)” – 20 minutes, pg. 42
- **Take-Home Activity:** “[Create a Study Plan](#)” – time varies, pg. 45



UNIT 1

ACTIVITY SUMMARY



SECTION 1: LET'S GET STARTED

SECTION 2: SUCCESS MINDSET

Class Activity: "Discover Your Blocks" – 15 minutes

Take-Home Activity: "Discover Your Blocks" – time varies

SECTION 3: STUDY SKILLS

Class Activity: Optional activities for terminology – time varies

Class Activity: Optional activities for flash cards – time varies

Class Activity: Optional activities for quizzes – time varies

Class Activity: "Organize Your Study Materials" – 20 minutes

SECTION 4: STUDY PLAN

Class Activity: "Create a Study Plan" – 20 minutes

Take-Home Activity: "Create a Study Plan" – time varies

SECTION 1

LET'S GET STARTED

No activities

Pro Tip

This outline shows all the activities you can use in Unit 1. Each activity and handout in the outline is hyperlinked for easy reference.

SECTION 2

SUCCESS MINDSET



CLASS ACTIVITY (SLIDE 18)

Discover Your Blocks

Part one of a two-part activity that helps students identify self-defeating behaviors and work toward the “success mindset.”

You will need:

- [Activity Instructions, pg. 22](#)
- [“Student Habit Builder Checklist” Student Handout, pg. 23](#)



TAKE-HOME ACTIVITY (SLIDE 22)

Discover Your Blocks

This take-home assignment is part two of a two-part activity that helps students identify self-defeating behaviors and work toward the “success mindset.” Time varies.

You will need:

- [Activity Instructions, pg. 24](#)

SECTION 3

STUDY SKILLS



Optional Activity for Terminology

CLASS ACTIVITY (SLIDE 41)

Teaching Terminology

Use a variety of methods to deepen the learning of terms and definitions.

You will need:

- [Activity Instructions, pg. 25](#)
- ABMP Exam Coach



Optional Activity for Terminology

CLASS ACTIVITY (SLIDE 42)

Lecture Preview #1

Improve overall comprehension and help students have a working definition of important terms used during lectures.

You will need:

- [Activity Instructions, pg. 26](#)
- ABMP Exam Coach
- [“Lecture Preview #1 Activity” Student Handout, pg. 27](#)



Optional Activity for Terminology

CLASS ACTIVITY (SLIDE 43)

Lecture Preview #2

Improve overall comprehension and help students have a working definition of important terms used during lectures.

You will need:

- [Activity Instructions, pg. 28](#)
- ABMP Five-Minute Muscles
- [“Lecture Preview #2 Activity” Student Handout, pg. 29](#)
- [“Muscle Terminology” Student Handout, pg. 30](#)



Optional Activity for Terminology

CLASS ACTIVITY (SLIDE 44)

Hot Seat

Using a peer-learning format, this activity reinforces content and improves learner recall of information.

You will need:

- [Activity Instructions, pg. 31](#)
- ABMP Exam Coach
- ABMP Five-Minute Muscles



Optional Activity for Terminology

CLASS ACTIVITY (SLIDE 45)

Talk Moves

To build conceptual understanding, use this activity before or after a lecture, as a review before a quiz or exam, or to reinforce terms.

You will need:

- [Activity Instructions, pg. 32](#)
- ABMP Exam Coach
- ABMP Five-Minute Muscles



Optional Activity for Flash Cards

CLASS ACTIVITY (SLIDE 49)

Rotating Stations

A peer learning activity to use for review days, or in preparation for a subject-level exam.

You will need:

- [Activity Instructions, pg. 33](#)
- ABMP Exam Coach



Optional Activity for Flash Cards

CLASS ACTIVITY (SLIDE 50)

Making Connections

This activity helps students connect pieces of information together for better conceptual understanding.

You will need:

- [Activity Instructions, pg. 34](#)
- ABMP Exam Coach
- [“Making Connections” Student Handout, pg. 35](#)



Optional Activity for Flash Cards

CLASS ACTIVITY (SLIDE 51)

Four Things

Use this activity to help students recognize their current knowledge and personalize the content.

You will need:

- [Activity Instructions, pg. 36](#)
- ABMP Exam Coach
- ["Four Things" Student Handout, pg. 37](#)



Optional Activity for Quiz Questions

CLASS ACTIVITY (SLIDE 54)

Deconstruct Quiz Questions

This process requires students to engage their critical-thinking skills.

You will need:

- [Activity Instructions, pg. 38](#)
- ABMP Exam Coach
- ["Deconstruct Quiz Questions" Student Handout, pg. 39](#)



Optional Activity for Quiz Questions

CLASS ACTIVITY (SLIDE 55)

Quiz Previews and Reviews

This process requires students to engage their critical-thinking skills.

Time varies.

You will need:

- [Activity Instructions, pg. 40](#)
- ABMP Exam Coach



CLASS ACTIVITY (SLIDE 70)

Organize Your Study Materials

Give students the time to creatively organize their materials and be inspired by the process.

You will need:

- [Activity Instructions, pg. 41](#)
- Supplies

SECTION 4

STUDY PLAN



CLASS ACTIVITY (SLIDE 83)

Create a Study Plan

Help students manage their academic time with this activity.

You will need:

- [Activity Instructions](#), pg. 42
- [“Time Management Planning Form” Student Handout](#), pg. 43
- [“Weekly Study Plan” Student Handout](#), pg. 44
- Class Syllabi



TAKE-HOME ACTIVITY (SLIDE 84)

Create a Study Plan

Have students continue this exercise at home as part of an ongoing study management tool. Time varies.

You will need:

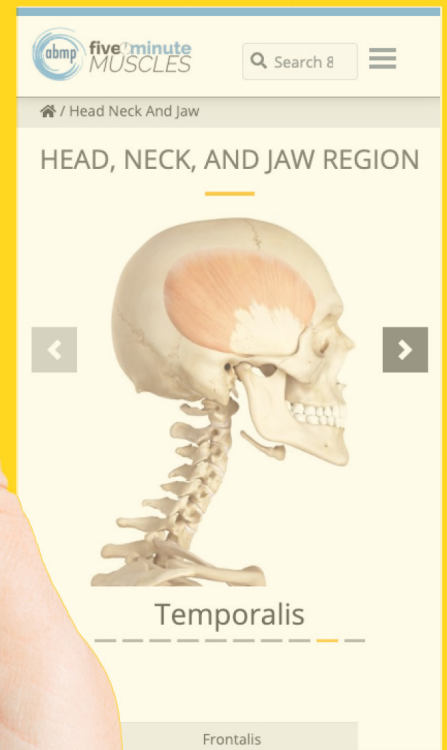
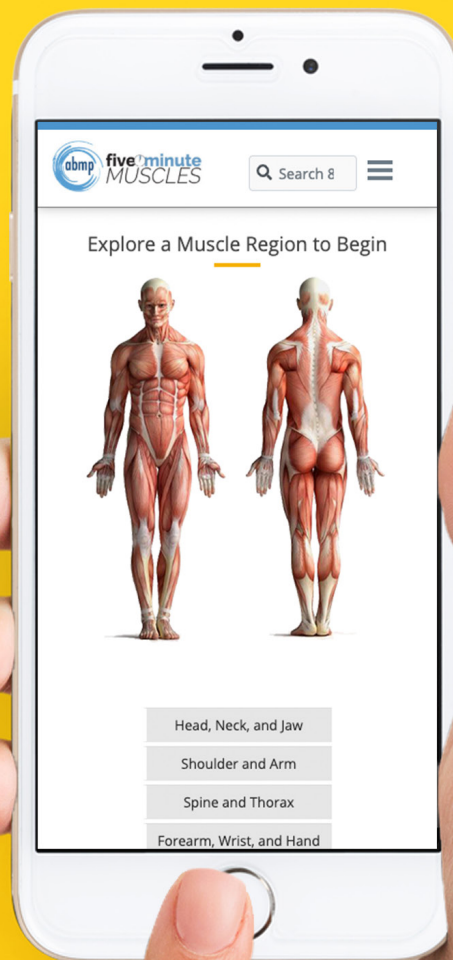
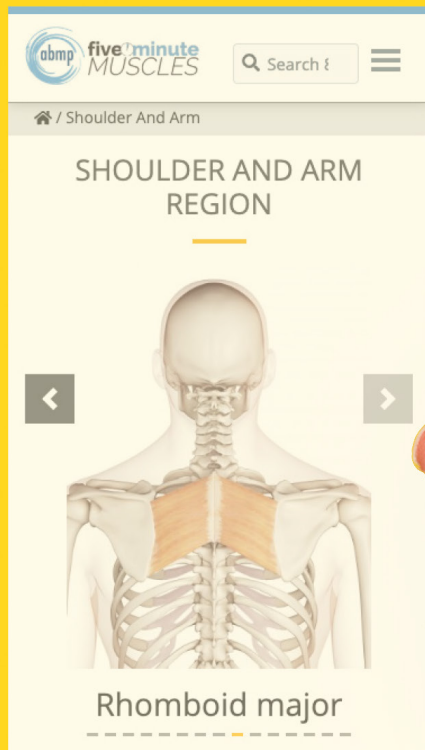
- [Activity Instructions](#), pg. 45
- [“Assignment Calendar” Student Handout](#), pg. 46
- [“Weekly Study Plan” Student Handout](#), pg. 44
- Class Syllabi

FAST FACTS AT YOUR FINGERTIPS

ABMP's dynamic Five-Minute Muscles app allows students to navigate through muscle-specific palpation, technique, and dissection videos, plus actions, origins, and insertions for the 83 muscles most commonly addressed by bodyworkers.

Take five and try it at **abmp.com/five-minute-muscles**

Don't have Five-Minute Muscles in your school yet? Contact your ABMP liaison at **education@abmp.com** for a demo.



UNIT 1

ACTIVITY INSTRUCTIONS AND STUDENT HANDOUTS

“

All the activities and accompanying student handouts used throughout this MBLEx Prep Curriculum are listed sequentially in this section, in accordance with how they appear in this course. You can make the course longer and shorter by adding activities you want and removing those you don't.



ACTIVITY: DISCOVER YOUR BLOCKS – 15 MINUTES

Unit 1 Lecture PPT, Slide #18

YOU WILL NEED:

- “Student Habit Builder Checklist” (Student Handout)

READ TO STUDENTS: One of the most common obstacles to learning is resistance to incorporating positive habits that support success. Habits get hardwired into your brain and behavior when you repeat them over and over again. Therefore, when you try to “disconnect” a bad habit and acquire a new, more supportive habit, the process can feel very difficult. This is why we encounter resistance to change.

Your thoughts, emotions, and attitudes play a significant role because they tend to reinforce old habits. However, when you become aware of old-patterned thoughts, emotions, and attitudes that hold you back, you can consciously choose new ones that build new pathways in your brain, which results in new habits. Awareness is key! This activity will shed light on which habits students are and are not practicing, and will support them in building new, positive habits.

All student directions can also be found in the *ABMP MBLEx Prep Student Guide*. Download a guide for your students at abmp.com/mblex-prep.

STUDENT DIRECTIONS

1. Identify the “Student Habit Builder Checklist.”
2. Read each habit listed in the top row of the form. For each habit you performed in the past week, place a check in the corresponding box in the row for Week 1. (3 minutes)
3. Take out a blank sheet of paper.
4. For each habit you didn’t perform in the past week, re-read the habit while tuning in to any thoughts, feelings, or sensations that accompany the thought of performing the habit. (2 minutes)
5. On your sheet of paper, list the habit and write a short paragraph (1–3 sentences) on why you feel resistant to this habit and what thoughts/feelings/sensations accompany this habit. (10 minutes)
6. Keep your paper and results for an upcoming take-home activity.



STUDENT HABIT BUILDER CHECKLIST

Directions: Check off the successful student habits you performed each week. Set goals in areas where you notice weaknesses. Watch your grades improve as your student habits improve!

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
I made school a top priority in my life.																
I attended all classes.																
I participated fully in class activities and group discussions.																
I took notes during reading assignments, lectures, and activities.																
I asked questions when information or directions seemed unclear.																
I listened attentively.																
I practiced good sleep hygiene.																
I used time-management tools to plan ahead.																
I turned in homework assignments on time or completed reading assignments.																
I prepared to the best of my ability for quizzes, practical evaluations, or exams.																
I planned a study session with a classmate or study group.																
I studied at least 1 hour per night outside of class.																
Other:																
Other:																
Other:																



TAKE-HOME ACTIVITY: DISCOVER YOUR BLOCKS – TIME VARIES

Unit 1 Lecture PPT, Slide #22

YOU WILL NEED:

- Results from student's in-class "Discover Your Blocks" activity

Make sure students keep their results from the previous in-class activity, "Discover Your Blocks," as they will use them for this take-home assignment.

All student directions can also be found in the *ABMP MBLEx Prep Student Guide*. Download a guide for your students at abmp.com/mblex-prep.

STUDENT DIRECTIONS

1. Keep your sheet of paper from the "Discover Your Blocks" in-class activity within reach for one week.
2. Observe yourself throughout the next week in relation to the habits that need strengthening. When you hear your internal dialogue repeating any of the "fixed mindset" thoughts you discovered in the class activity, write them down in the extra space you provided on your activity sheet.
3. Then, take action. Step outside of your comfort zone and experiment with incorporating the new habit. Write an affirmation that shifts your previous attitude.
4. Conjure a feeling that is more elevated than what you were previously feeling. Turn anxiety into excitement . . . it's the same physiological response!



ACTIVITY: TEACHING TERMINOLOGY – 20 MINUTES

Unit 1 Lecture PPT, Slide #41

YOU WILL NEED:

- ABMP Exam Coach

READ TO STUDENTS: Learning terminology is essential to building conceptual understanding of more complex terms and concepts in massage and bodywork. Studies have shown that when you verbalize a term and its definition aloud, you provide an additional pathway to where the information is stored in your brain. In addition, when you recall a term's definition in your own words, teach it to someone else, and associate it to something similar and familiar to you, your chances of moving the information into long-term memory are much greater.

All student directions can also be found in the *ABMP MBLEx Prep Student Guide*. Download a guide for your students at abmp.com/mblex-prep.

STUDENT DIRECTIONS

1. The instructor will choose a Subject and Topic from ABMP Exam Coach which aligns with a recent lecture.
2. Each student will secretly choose a term from the terminology list for that Topic.
3. Now, pair up with a partner or in groups of three.
4. Each person must teach the term definition to the other student(s) in the group using one of the following methods:
 - a. Describe the term without using the term or any part of it in the description. Attempt to get your partner to guess the term you are describing.
 - b. Pretend to teach the term to a child.
 - c. Turn the term into a story using analogies and metaphors.
5. Discuss your experience. Was it helpful? If not, what would have made it more effective?

ACTIVITY INSTRUCTIONS

Use with Unit 1, Section 3—Study Skills *Optional Activities for Terminology*



LECTURE PREVIEW #1 - 35 MINUTES

Unit 1 Lecture PPT, Slide #42

YOU WILL NEED:

- ABMP Exam Coach
- “Lecture Preview #1 Activity” (Student Handout)

Having students preview and research key terminology that will be used during the presentation and discussion will give them a working definition of important terms that will be discussed. This activity will improve students’ overall comprehension of the material and build their fluency with massage and bodywork language.

INSTRUCTOR DIRECTIONS

1. Identify the Subject and Topic in ABMP Exam Coach that relates to your upcoming lecture and review the key terminology list for that Topic.
2. Make a list of 5–7 important terms covered in the lecture and give them to students, along with the handout, ahead of the presentation.
3. Focus on no more than 5–7 terms, as it will take students about 5 minutes per term to complete the activity.
4. This activity can be done independently or in pairs. Provide the attached “Lecture Preview #1” student handout for detailed instructions on working through the learning tasks. (This can also be adapted into a pre-class activity.)
5. Begin your lecture. As you encounter a selected term during your presentation, call upon a student to do their best to explain the term in their own words before you explain it as part of the presentation.
6. Make sure students know ahead of time that they will be participating in this way, so they are prepared to speak to the group.

TIPS

A big bonus with this activity is that instructors will notice improved attention levels and better knowledge acquisition from lectures.



LECTURE PREVIEW #1 ACTIVITY

Lecture Topic: _____

ABMP Exam Coach Subject: _____ and Topic: _____

Review the list of terms provided by your instructor. These are important terms you'll encounter during the lecture. Preview these terms in ABMP Exam Coach, following these directions for each term:

1. Look up the term in ABMP Exam Coach.
2. Click on the term to pull up the term definition.
3. Click the "Hear Pronunciation" link associated with the term.
4. Pronounce the term aloud four times.
5. Read the term definition aloud.
6. Identify any terms used in the term definition that you do not recognize or understand.
7. Use the "Search" function in ABMP Exam Coach to look up each of the terms used in the primary term definition. Review the meanings of these words and then return to the primary definition.
8. Read the definition of the term aloud again.
9. Attempt to explain the meaning of the term aloud in your own words. If working in pairs, take turns explaining the term to each other.
10. Read the definition of the term aloud again.
11. Make a second attempt to explain the meaning of the term in your own words.
12. Move on to the next term, repeating this process.

When you listen to the lecture, notice how much more you comprehend because you previewed the terminology.

ACTIVITY INSTRUCTIONS

Use with Unit 1, Section 3—Study Skills *Optional Activities for Terminology*



LECTURE PREVIEW #2 - 45 MINUTES

Unit 1 Lecture PPT, Slide #43

YOU WILL NEED:

- ABMP Five-Minute Muscles
- “Lecture Preview #2 Activity” (Student Handout)
- “Muscle Terminology” (Student Handout)

Assign this before your scheduled class to help students preview and research the key terminology you intend to use during the presentation and discussion. This way, students will have a working definition of important terms you will be discussing. This activity will improve students' overall comprehension of your material and build their fluency with massage and bodywork language.

INSTRUCTOR DIRECTIONS

1. Identify the body region that relates to your lecture in ABMP Five-Minute Muscles. Make a list of 3–5 muscles covered in the lecture and provide them to students ahead of the scheduled class time.
2. This activity is designed to be done independently. Provide the “Lecture Preview #2” activity handout for detailed instructions on working through the learning tasks. Also, provide the “Muscle Terminology” student handout.
3. You want to focus on no more than 5 muscles, as it will take students about 5–7 minutes per muscle to complete the activity.
4. As you encounter a term relating to a muscle you are covering during your lecture, call upon a student to do their best to explain or describe the term in their own words before you explain it as part of the presentation. Make sure students know ahead of time that they will be participating in this way so they are prepared to speak to the group. You may opt to allow them to use their notes from the “Muscle Terminology” handout they completed prior to class, as needed.



LECTURE PREVIEW #2 ACTIVITY

ABMP Five-Minute Muscles Body Region:

Muscles to Review:

1. Review the "Overview" section for each muscle provided by your instructor.
2. For each unfamiliar term you encounter within the overview section, write it on the "Muscle Terminology" handout. For example, the term could be an anatomical structure, such as transverse processes of the cervical region, or it could be a physiological term, such as *neurovascular*.
3. Use your textbook, the "Search" function in ABMP Exam Coach, or other resources to look up the definition of each term and write it on the "Muscle Terminology" handout.
4. Read the term definition aloud.
5. If the term is a structure, identify its location on yourself, an image, or another person.
6. Identify any terms used in the term definition that you do not recognize or understand.
7. Use your textbook, the "Search" function in ABMP Exam Coach, or other resources to look up each of the terms used in the primary term definition. Review the meanings of these words and then return to the primary definition.
8. Read the definition of the term aloud again.
9. Attempt to explain the meaning of the term aloud in your own words either on your own or to another person.
10. Read the definition of the term aloud again.
11. Make a second attempt to explain the meaning of the term in your own words.
12. Move on to the next term, repeating this process.

When you listen to the lecture, notice how much more you comprehend because you previewed the terminology.

MUSCLE TERMINOLOGY

MUSCLE	TERM	DEFINITION



HOT SEAT - 35 MINUTES

Unit 1 Lecture PPT, Slide #44

YOU WILL NEED:

- ABMP Exam Coach
- ABMP Five-Minute Muscles

This is a peer-learning format that reinforces cognitive content to improve learner recall of information. Use this activity before or after a lecture, as a review for a class quiz or exam, or to reinforce important terms during a review class.

INSTRUCTOR DIRECTIONS

1. Using either ABMP Exam Coach or ABMP Five-Minute Muscles, select terms for a topic you are teaching.
2. Provide the list of selected terms to students.
3. In addition, assign each student to focus specifically on one of the terms. Ask that they not share their assigned term with the other students.
4. Start the activity by placing a student in the “hot seat.” (If using Zoom as your online learning platform, this is done by making the student the co-host on the Zoom dashboard. Other students will be able to see and hear the highlighted student.) Set a timer for 2 minutes.
5. The student in the “hot seat” assumes the role of their term and plays it like a character. For example, if my secret term is *trigger point*, I might play-act referring pain to somewhere else. If my secret term is *diarthroses*, I might move all my diarthrotic joints through their full range of motion.
6. The students in the audience ask the student in the hot seat yes-or-no questions as they try to determine which term they are acting out. (If using online, students can use the chat box to ask questions or you can unmute the students so they can hear each other; the latter option is only recommended for small class sizes.)
7. The student in the hot seat responds to the questions with a yes-or-no answer, or through play acting.
8. If the students in the audience don’t guess the correct term before the time is up, circle back to the term after one pass through the term list. If they do guess in the 2-minute time frame, remove the term from the list.
9. With each new term, place the next student in the hot seat. (If using online, do so by making them the cohost using the Zoom dashboard.)
10. Play until all the terms are correctly guessed or until the designated time is up.



TALK MOVES - 35 MINUTES

Unit 1 Lecture PPT, Slide #45

YOU WILL NEED:

- ABMP Exam Coach
- ABMP Five-Minute Muscles

“Talk Moves” is a peer-learning format where students paraphrase the statements of another learner and then add to those statements to build their conceptual understanding. Use this activity before or after a lecture, as a review for a class quiz or exam, or to reinforce important terms during a review class.

INSTRUCTOR DIRECTIONS

1. Review the terminology list in ABMP Exam Coach or the muscles in ABMP Five-Minute Muscles for a topic you are teaching.
2. Provide a list of selected terms to the students prior to the scheduled class time.
3. Ask students to review these terms on their own, using ABMP Exam Coach or ABMP Five-Minute Muscles as a reference.
4. They want to ensure that they can pronounce the term correctly and that they understand key words used in the term definition.
5. During the scheduled class time, engage the students in this activity as a whole group or in smaller peer groups. (If online, use Zoom’s breakout group feature to create smaller peer groups.)
6. Assign each student a number 1–4.
7. Have Student #1 correctly pronounce the first term and offer a piece of information related to the term’s meaning.
8. Student #2 paraphrases the input of the first student and adds to the first input by supplying an additional piece of information about the term or rephrasing the first student’s term information for clarity.
9. Student #3 paraphrases the first and second student and then adds to their input by offering an additional piece of information about the term or rephrasing the input for clarity.
10. Student #4 reads the term definition from ABMP Exam Coach or ABMP Five-Minute Muscles and the group briefly discusses how close their explanations are to the true meaning of the term. If online, this can be done by the student logging into these programs in a separate browser window and sharing their screen. If in the classroom, pull up the term for them to see. Either way, students should be able to see the term and its definition as it is being read aloud and discussed.
11. The next term is introduced, and this time Student #2 goes first. The process repeats itself until the group has worked through all the terms or the designated time is up.
12. *Optional:* Work through a quiz together at the end of the activity to check term comprehension and promote further discussion.



ROTATING STATIONS - 35 MINUTES

Unit 1 Lecture PPT, Slide #49

YOU WILL NEED:

- ABMP Exam Coach

On a review day, or in preparation for a subject-level examination, use ABMP Exam Coach flash cards in a rotating stations, peer-learning format. (In the online version of this activity, breakout groups are assigned during a scheduled online group class.) Each group is given a topic to review and discuss using the flash card feature of ABMP Exam Coach. At each 10-minute interval, you plug in to each group and give them a new topic for the next 10 minutes of flash card work. The time allotted to this activity will depend on the number of topics in a particular subject.

INSTRUCTOR DIRECTIONS

1. Break students into groups of 2–4 (if online, use the breakout session feature of Zoom or other online meeting platform which offers this type of function).
2. Assign a topic to each group based on the topics in an ABMP Exam Coach subject area that's relevant to your upcoming exam. For example, if students are preparing for an end-of-the-course examination on Ethics and the Law, you could create stations for "The Therapeutic Relationship," "Code of Ethics," "Professional Boundaries," and "Laws and Regulations."
3. Each topic/scenario and its related questions or statements will be typed up and situated at different "stations" around the room.
4. Assign a facilitator for each group and a station where they will start.
5. Facilitators are responsible for finding the specified topic in ABMP Exam Coach, clicking the "Flash Card" link, reading flash cards to the group, and directing different students to give answers or input. In groups of two students, the students simply switch roles with each new flash card. Otherwise, facilitators change at each new station. Make sure the group facilitator is sharing their screen so the other students in the group can see and follow along with the ABMP Exam Coach flash cards.
6. Set a timer for 4–10 minutes, depending on group size. When the timer goes off, each group moves to a new station, continuing in this manner until students have worked through all the stations.



MAKING CONNECTIONS - 35 MINUTES

Unit 1 Lecture PPT, Slide #50

YOU WILL NEED:

- ABMP Exam Coach
- “Making Connections” (Student Handout)

READ TO STUDENTS: The more you connect pieces of information to other pieces of information, the richer your conceptual understanding. We want students to build complete, multilayered webs that support the informed practice of massage. In this activity, we ask specific questions about one piece of information to deepen your understanding of a concept and connect it to other pieces of information.

INSTRUCTOR DIRECTIONS

1. Determine a subject and topic in ABMP Exam Coach that you want your students to explore. For example, you might want them to explore the “Benefits and Effects” topic in the subject “Massage Theory.”
2. Distribute the “Making Connections” handout to students.
3. Allow groups to assign facilitators and scribes as directed by the handout, unless you choose to facilitate the activity during a scheduled group class. If you have a larger class, you can also perform this activity in breakout groups. This enables you to supervise each breakout group as the activity is being performed.
4. Direct facilitators to read the handout introduction so that students understand the purpose of the activity.
5. Ask the facilitator to go to the appropriate Subject and Topic in their ABMP Exam Coach program, and then click on the “Flash Card” link. Be sure the facilitator is sharing their screen so the other students can read and follow along with the flash card work.
6. The facilitator sets a timer to allow 25 minutes for the group or groups to work through flash cards within the designated Topic and Subject area.
7. When the designated time is up, groups conclude their flash card work. The facilitator resets the timer for 5 minutes to allow groups to answer the questions for the large group discussion.
8. Students return to the big group and report on their findings (5 minutes). If the activity is assigned as an independent group assignment between scheduled classes, begin the next scheduled group class with the discussion.



MAKING CONNECTIONS

Subject: _____ Topic: _____

When you use the flash cards in ABMP Exam Coach, you have to search your memory banks for information in response to a particular question or to define a term. The more often you travel the memory path to retrieve information, the better your recall of that information. This activity takes it one step further and requires you to connect one piece of information to other pieces of information, leading to deeper learning.

DIRECTIONS

1. **Group:** Assign a facilitator for this activity. The facilitator is responsible for reading directions, reading flash cards aloud to the group, and prompting group input.
2. **Group:** Assign a scribe for this activity. The scribe is responsible for taking notes throughout the activity and for presenting the group's findings later in the large group discussion to follow this activity.
3. **Facilitator:** Read the introduction of this activity to your group.
4. **Facilitator:** Click to the appropriate Subject and Topic in your ABMP Exam Coach program, and then click on the "Flash Card" link. Set a timer for 25 minutes.
5. **Facilitator:** Read the front of the card to present the first question or term to the group.
6. **Group:** State what you know about the answer, or provide a definition for a term. Briefly discuss any disagreements about the answer or definition.
7. **Facilitator:** Read the back of the card to answer the question or provide an official definition to a term.
8. **Facilitator:** Choose one of the following questions to ask the group in relationship to the information you have just discussed. Choose a question that will help your group think more deeply about the information:
 - a. In what particular massage situation can this information be used?
 - b. Can this information be categorized or grouped with other information? If yes, how and what?
 - c. Do standards or criteria exist that further define this information? If yes, what are they?
 - d. Of what value is this information in the practice of massage?
 - e. How does this information relate to other information we know?
9. **Group:** Offer insights, answers, more questions, or comments related to the question asked by the facilitator. Move on when the discussion is complete.
10. **Facilitator:** Move on to the next flash card and repeat the process until the designated time is up.
11. **Group:** Prepare for the large group discussion. The scribe will capture group answers to the questions below, write them down, and prepare to present them when asked by the instructor during a large group discussion.
 - a. What did we learn that was new for us?
 - b. What is one useful idea generated by the activity?
 - c. What is something we discussed that enriched our understanding of this topic/subject?
 - d. What is one surprising piece of information we discussed during this activity?

ACTIVITY INSTRUCTIONS

Use with Unit 1, Section 3—Study Skills *Optional Activities for Flash Cards*



FOUR THINGS - 35 MINUTES

Unit 1 Lecture PPT, Slide #51

YOU WILL NEED:

- ABMP Exam Coach
- “Four Things” (Student Handout)

Use the “Four Things” activity in combination with the flash card function of ABMP Exam Coach to help your students recognize their current knowledge, personalize content, and identify new learning. Research shows that when learners acknowledge, personalize, and recognize that new learning is occurring, they tend to care more about content; this increases their confidence and motivation to learn.

INSTRUCTOR DIRECTIONS

1. Determine a Subject and Topic in ABMP Exam Coach you want your students to explore. For example, you might want them to explore the “Professional Boundaries” Topic in the Subject “Ethics and Laws.”
2. Have students study on their own, or have them meet in small groups (or online via Zoom), prior to the scheduled class time.
3. Assign students to work through the flash cards of the appropriate topic for 15 minutes.
4. Provide the “Four Things” handout to students prior to class.
5. Ask learners to complete the “Four Things” handout based on the information they just reviewed in ABMP Exam Coach.
6. Share your worksheet responses; begin your next scheduled class time with sharing and discussion of the students’ answers from the handout to wrap up the activity.



FOUR THINGS

Subject: _____ Topic: _____

When you use the flash cards in ABMP Exam Coach, you have to search your memory banks for information in response to a particular question or to define a term. The more often you travel the memory path to retrieve information, the better your recall of that information. This activity takes it one step further and requires you to connect one piece of information to other pieces of information, leading to deeper learning.

DIRECTIONS

Click on the appropriate Subject and Topic in ABMP Exam Coach. Choose "Flash Cards" from the list of study methods. Use the designated time to work through the flash cards for this Topic and then complete these questions:

List 4 pieces of flash card information you viewed that you already know:

List 4 pieces of flash card information you viewed that you didn't know:

List 4 ways this information will influence your work in the massage profession:

ACTIVITY INSTRUCTIONS

Use with Unit 1, Section 3—Study Skills *Optional Activities for Quizzes*



DECONSTRUCT QUIZ QUESTIONS - 35 MINUTES

Unit 1 Lecture PPT, Slide #54

YOU WILL NEED:

- ABMP Exam Coach
- “Deconstruct Quiz Questions” (Student Handout)

To deconstruct means “to reduce something to its constituent parts in order to understand it better.” We want to teach our students to deconstruct their wrong answers on test questions. When they do this, they better understand themselves as test takers. They learn about how they might be second-guessing themselves and talking themselves out of the correct answers when they take multiple-choice examinations.

INSTRUCTOR DIRECTIONS

1. Determine a Subject and Topic in ABMP Exam Coach that you want your students to explore. For example, you might want them to explore the Topic “Posture Assessment” in the Subject “Client Assessment and Session Planning.”
2. Distribute copies of the “Deconstruct Quiz Questions” student handout to students. Make sure you fill in the Subject and Topic you want them to examine. Ask them to complete the assignment on their own or you can have them choose a partner with whom they will complete the assignment prior to the next scheduled class.
3. Ask students to work through the directions on the activity sheet for a designated period of time (approximately 20–30 minutes).
4. At the beginning of the next scheduled class, ask each student to share something they learned from the activity.

DECONSTRUCT QUIZ QUESTIONS

Subject: _____ Topic: _____

INTRODUCTION

Researchers tell us that test takers often second-guess their thinking and talk themselves out of correct answers on multiple-choice examinations. This is what happens: You immediately identify the answer you believe is correct. Then, you see a possible option that contains terminology or information you don't know. This flusters you. You can't decisively rule out the option as incorrect. So, researchers say, you'll choose it, even if you believe another answer is the right one. By deconstructing your responses to quizzes, you learn to account for this common testing occurrence and adapt to compensate for it, becoming a stronger test taker in the process!

To *deconstruct* means to "reduce something to its constituent parts in order to understand it better." This activity teaches you to deconstruct your thinking when you take a multiple-choice examination.

DIRECTIONS

1. Pair up with another student.
2. One of you will act as the facilitator and the other as a test taker. You will switch roles each time you complete a quiz. Work through at least four quizzes in this topic area.
3. Facilitator: Click on the appropriate Subject and Topic in ABMP Exam Coach and choose "Take a Quiz" from the study options.
4. Facilitator: Read the first question and options to the test taker. Allow the test taker to review the questions and options as needed to make a choice.
5. Test taker: Choose the best option.
6. Facilitator: If the test taker chooses a correct option, move on to the next quiz question. If they choose the wrong option, ask these questions to help the test taker deconstruct their thinking:
 - Why did you choose the option that you did?
 - What thinking caused you to rule out the other options?
 - What key terms in the question or possible answers could lead me to a correct response?
 - What do you need to know to answer this question correctly if you see it again on another quiz?
7. Test taker: Talk through your findings with the facilitator in response to the deconstruction questions.
8. Facilitator: Move on to the next quiz question and continue to work through the quiz.
9. When the quiz is completed, capture your score for reference and change roles.



QUIZ PREVIEWS AND REVIEWS - TIME VARIES

Unit 1 Lecture PPT, Slide #55

YOU WILL NEED:

- ABMP Exam Coach

Educational researchers explain that many students don't realize they are learning information during classes. When teachers help students recognize and celebrate the acquisition of new information, students experience pride and feel a deeper commitment to content and higher levels of learner motivation. Use the quiz function of ABMP Exam Coach to preview, review, and demonstrate learning.

INSTRUCTOR DIRECTIONS

1. Determine the Subject and Topic in ABMP Exam Coach you are preparing to teach. This is a topic that students have not yet learned or may have only been introduced to them through other topic areas.
2. Prior to the scheduled class, assign students to click the appropriate Subject and Topic in ABMP Exam Coach and choose "Take a Quiz" from the study options.
3. Ask students to take a quiz in the unfamiliar topic area and record their score. Let students know they should expect the score to be low, as they don't really understand the content yet.
4. Teach the content in your next scheduled class as you usually do with methods like lecture, peer discussion, and so forth.
5. As homework, assign your students to review the Topic using the terminology and flash card functions in ABMP Exam Coach.
6. Ask students to take another quiz, record their second score, and answer the following questions to turn in. These questions help students recognize that learning is occurring:
 - a. How did your score change from the first quiz to the second quiz?
 - b. What learning method (lecture, peer discussion, independent activity, review in ABMP Exam Coach, etc.) that we used today helped you the most to improve your score?
 - c. What has this activity taught you about how you learn, and learning in general?
 - d. How will what you learned today about yourself and the way you learn change the way you approach study sessions in the future?



ORGANIZE YOUR STUDY MATERIALS - 20 MINUTES

Unit 1 Lecture PPT, Slide #70

YOU WILL NEED:

- Art and office supplies

READ TO STUDENTS: Without organization skills, learning becomes much more difficult. The brain categorizes information so it can easily recall it later when you need it. By organizing your reading and class notes, graded assignments, and graded exams, you not only categorize the new information you are learning, but you work in partnership with your brain and its memory processes. You also build straightforward study skills to prepare you for the MBLEx, as well as great references and resources for your future professional life!

All student directions can also be found in the *ABMP MBLEx Prep Student Guide*. Download a guide for your students at abmp.com/mblex-prep.

STUDENT DIRECTIONS

1. Gather supplies
 - a. Binder(s)
 - b. Binder dividers with tabs
 - c. 3-hole punch
 - d. Colored pencils or markers
2. Divide the binders between subjects
 - a. Use one small binder per subject.
 - b. Use 3–5 medium binders with 2–3 subjects per binder.
 - c. Use 2 large binders and put half of the subjects in each.
3. Be creative! Add color, texture, images, affirmations, or sparkle.



CREATE A STUDY PLAN - 20 MINUTES

Unit 1 Lecture PPT, Slide #83

YOU WILL NEED:

- Class syllabus from any course
- “Time Management Planning Form” (Student Handout)
- “Weekly Study Plan” (Student Handout)

READ TO STUDENTS: In order to stay on top of studies, students need to have a plan. Research shows that studying in short time frames, with pauses in between, consistently over time (called Spaced Repetition) is a powerful technique for improving the brain’s ability to recall what is learned. It allows the brain to solidify new neural pathways that are created before adding on more, similar to waiting for a first coat of paint to dry before applying a second coat in an effort to reduce the possibility of flaws. This activity helps students create an effective study plan by determining where they currently spend their time, weeding out time-wasting activities, and creating space for short, frequent study sessions. The result will be a more balanced life, better memory recall, less stress, and more academic success for students.

All student directions can also be found in the *ABMP MBLEx Prep Student Guide*. Download a guide for your students at abmp.com/mblex-prep.

STUDENT DIRECTIONS

1. Locate the “Time Management Planning Form” and the “Weekly Study Planning Form.”
2. Plot out your current schedule on the “Time Management Planning Form.” Make it as true to the way you currently spend your time as possible. Include class time, work time, study time, drive time, family time, social time, down time, and sleep.
3. Identify time frames in your schedule that will be used to study.
 - a. It is recommended you set aside 2 hours per day.
 - b. Set 30-minute study goals.
4. Using your class syllabus and the “Weekly Study Plan Form,” plot out 3–4 study tasks per day for the next week based on homework assignment due dates and exam dates.

TIME MANAGEMENT PLANNING FORM

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6:00 a.m.							
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 p.m.							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
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9:00 p.m.							
10:00 p.m.							
11:00 p.m.							
12:00 a.m.							
1:00 a.m.							
2:00 a.m.							
3:00 a.m.							
4:00 a.m.							
5:00 a.m.							

WEEKLY STUDY PLAN

MONDAY		TUESDAY		WEDNESDAY	
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THURSDAY		FRIDAY		SATURDAY/SUNDAY	
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PHONE CALLS/EMAILS		APPOINTMENTS		IMPORTANT TASKS	



TAKE-HOME ACTIVITY: CREATE A STUDY PLAN - TIME VARIES

Unit 1 Lecture PPT, Slide #84

YOU WILL NEED:

- Class syllabi from all courses
 - “Assignment Calendar” (Student Handout)
 - “Weekly Study Plan” (Student Handout)
- (Find this form with the in-class version of this activity, page 44)*

This homework assignment builds on the previous “Create a Study Plan” in-class activity. Now, have students take it a step further and list assignment due dates and upcoming exam dates on their “Assignment Calendar” and “Weekly Study Planning” forms.

This is a good time to share additional study planning forms included in the *Study Aids* resource that accompanies this curriculum, so students can see the many ways they can approach formalizing their study habits. Find it at abmp.com/mblex-prep.

All student directions can also be found in the *ABMP MBLEx Prep Student Guide*. Download a guide for your students at abmp.com/mblex-prep.

STUDENT DIRECTIONS

1. Locate the “Assignment Calendar” and the “Weekly Study Planning Form” used in the classroom version of this activity.
2. Using your course syllabus for each course, list all assignment due dates and exam dates on the calendar for the month, term, or module. It's beneficial to color code assignments according to the class they align with.
3. Prioritize study tasks based on due dates, then place them on the “Weekly Study Planning Form.”
4. Stick with the plan and watch how it makes life more manageable!

[illegible]

Directory of Resources

Here is an alphabetical listing of class activity instructions and accompanying student handouts found in the ABMP MBLE^x Prep Curriculum: Unit 1. You can also strategically incorporate these activities into your other courses, all throughout your program.

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