

Lesson 11

Try & Use Strategies

Next students will select the specific strategies that will help them reach their goals. You will find that the Personalized Toolbox will enable students to easily narrow down their options based on their goals (e.g., class participation, getting organized), strengths, and needs. Ideally, students will include study strategies for homework time as well as strategies to use during class. Students without a Mindprint Learner Profile can still access all the same strategies for free, but they might need adult guidance to make good choices.

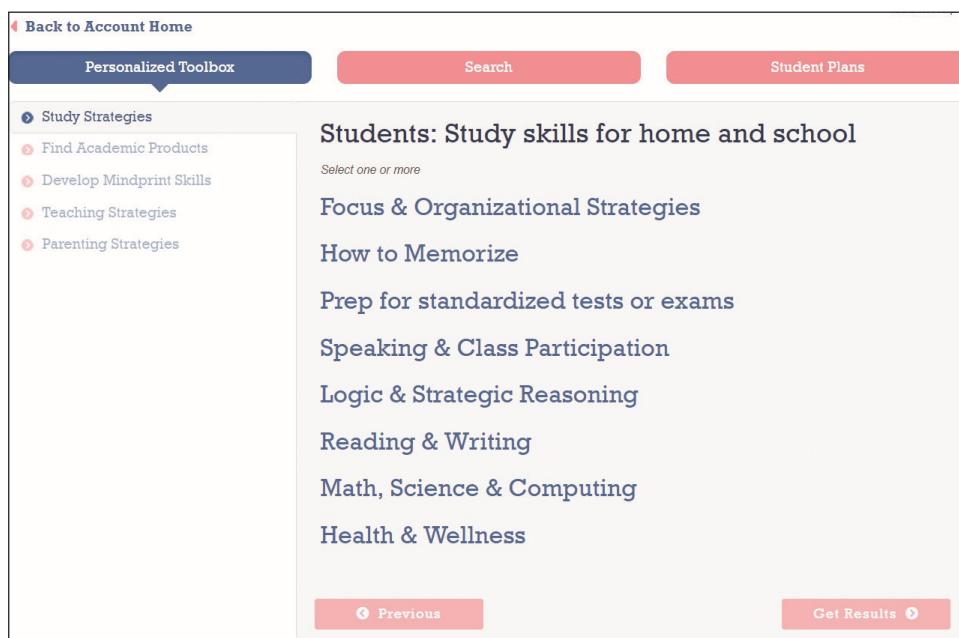


Figure 21: Personalized Toolbox

Using new strategies often requires changing old habits. Students might need support from teachers or parents, ranging from gentle reminders to more formal instruction. Consider which students are likely to know when to ask for help, and which students you might want to proactively support.



VITAL VOCAB

parenting strategies: Approaches parents can use to help students with homework or other academic, cognitive, or personal tasks.

study skills: Approaches that students take to improve their performance at home and in the classroom.

teaching strategies: Evidence-based supports that teachers use with students to cultivate strengths and support areas of need.



TEACHER TAKEAWAYS

- All strategies in the Mindprint Toolbox are evidenced based and effective. You will want to focus on helping students try strategies that will be most practical and beneficial for them based on their current needs, goals, and environment.
- It is best to limit students to no more than three new strategies at a time to increase the likelihood that they will follow through and be successful.
- Teachers can play a critical role in narrowing down options, but it is important for the students to ultimately choose the final strategies. Student-driven choices will increase the likelihood of follow-through.
- You might want your class to focus on a specific area, such as group work, growth mindset, or health and wellness, and have groups of students try a specific strategy. Use the Search tab in the Teacher's Mindprint Toolbox to identify strategies.
- Some of the strategies will require teacher or parent support to get started. Consider whether you want to encourage strategy choices based on these factors.



STUDENT TAKEAWAYS

- The process of choosing and trying the strategies that will work best for you will require some trial and error. Don't expect strategies to be easy or work perfectly the first time.
- Start with two or three strategies you believe will work best for you. In deciding, consider what you've tried in the past, your after-school schedule, and so forth.
- You might need help getting started with some of these strategies. Just ask. Or you might decide to abandon one strategy and try another.



MINDPRINT STRATEGIES FOR STUDENTS

- Give Limited Options (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/1100>) (T)
- Create Contingency Plans (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/10779>) (T, S)
- Homework Wrappers (General and by Cognitive Skill) (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/12327>) (T, S)



A CLOSER LOOK

- Getting Started with the Mindprint Toolbox; Mindprint Learning (https://s3.amazonaws.com/wordpress_uploads/site/uploads/2015/05/MindprintGettingstarted.pdf)



LESSON ACTIVITIES

Direct Instruction

What are strategies? Discuss the importance of deliberate strategy selection but also a willingness to try different strategies if one isn't working as expected. (E, M, H)

Teacher Background

Start by highlighting where students are in the process of Plan & Set Goals—Try & Use Strategies—Reflect & Adapt. Guide them to choose the best-fit strategies to help them meet their goals.

Teacher-led Discussion

Strategies are simply approaches to help you work more efficiently and effectively. You are trying strategies all the time to help you learn and work, whether or not you are aware of it. Examples include:

Organizational strategies: writing assignments in your notebook, checking off assignments as you complete them, estimating time for each assignment before you start.

Study strategies: flashcards, having a parent quiz you, saying words out loud.

Explain the process of hand-picking strategies based on what they know about themselves as learners and the goals they set.

Encourage students to choose two or three strategies initially. Remind them that this process involves some trial and error, and they might need to try a few strategies before discovering what works best.

Anticipate that some of the strategies will be new to both you and students. Be prepared to teach strategies, and help students practice with you before working independently.

Expect to check in with students to ensure that they are using the strategy successfully and make any needed adjustments.

Direct Instruction/Student Activity

Strategy Selection: Guide students in identifying strategies using the Mindprint Personalized Toolbox. If you have specific areas where you want students to

focus, you should instruct students on the search criteria to use. Alternatively, you can print a list of strategies for students to select from. (E, M, H)

Direct Instruction/Student Activity

Developing Metacognition: Students will see quotes for 10 key metacognitive questions they can use to improve their self-awareness and performance. Have students identify the questions that resonate the most and add the corresponding strategies to their Mindprint Learning Plans. They can use the strategies even if they do not have a Learner Profile or have not set their specific goals. (E, M, H)

Student Activity

Strategy Action Plan: After choosing strategies, students should have a written action plan and both you and the student should have a copy. Students can use the template provided, or you can support students in customizing an action plan that is best suited for the student's planning and organizational needs. (E, M, H)

Student Activity

I Haven't YET gives students a visual motivator once they have chosen their strategies. Students can keep these papers in their assignment binders or consider hanging one up on the wall for inspiration. (E)

Student Activity

Create a Contingency Plan provides students with low-stakes practice in handling disappointment and planning ahead. Though important for all students, it might be particularly beneficial for anxious students or those with weaker flexible thinking. (E, M, H)

Coaching

Assignment/homework wrappers (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/12327>)—Customize wrappers to include the chosen strategies. (E, M, H)

STUDENT ACTIVITY: Strategy Selection

Name: _____

1. Pick one goal from Step 5 of the Goal Setting Worksheet.

MY GOAL	MY GOAL MEASURES

- 2a. Look in your Mindprint Personalized Toolbox under “Study Strategies” to find what strategies might help you meet your goal. Feel free to identify your own strategies too.
 - 2b. Students without a Personalized Toolbox, you can use the Search tab. Select a skill from the Cognitive Skills dropdown menu. On the left sidebar, adjust the age range and deselect all product types except Mindprint Skills and Study Skills.
3. Make a list of strategies you find in your Mindprint Toolbox that you think are interesting.
 4. Choose up to three strategies you will use. If you have difficulty deciding, use the template below to help you think through which strategies will be best.

STRATEGY	HOW WILL IT HELP ME?	WHEN WILL I USE IT?

STUDENT ACTIVITY: Strategy Action Plan

My Goal: _____

My Goal Measures: _____

STRATEGIES I WILL USE TO REACH MY GOAL	WHERE I NEED HELP/OTHER COMMENTS

Teacher Comments: _____

My Strategy Use: _____

	STRATEGY 1	STRATEGY 2	STRATEGY 3
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Weekend			

STUDENT ACTIVITY: I Haven't YET

Name: _____

I haven't

YET...

But if I _____

I will be able to!

STUDENT ACTIVITY:

Developing Metacognition

Use these questions to help students think about their learning process. Encourage students to pick the three strategies they will find most useful, read about them, and add them to their Mindprint Learning Plan or Mindprint folder.

“Do I understand better when I read or when I see a picture or diagram? Will combining pictures or visuals with words help?”

- Draw Pictures of Word Problems (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/1917>)
- Visualization or Mind Movies (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/11520>)

“Do I fully understand the topic? How can I be sure?”

- “W” Questions to Encourage Deeper Analysis (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/10179>)
- Ask Questions (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/1944>)

“How can I apply what I already know to help me learn this subject more easily?”

- Make Connections to Previously Learned Information (Elaboration) (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/12302>)
- Activate Prior Knowledge (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/1900>)
- Diagramming Similarities and Differences (Analogical Reasoning) (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/11493>)

“Do I learn better when I work with someone else? How can I learn best when I study with my classmates?”

- Peer Teaching (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/12100>)
- Study Groups (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/11175>)
- Convince a Skeptic (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/11769>)

“Do I often cram and then sometimes forget on the test?”

- Spaced Repetition (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/11427>)

- Mix Up Content to Improve Learning & Retention (Interleaved Practice) (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/11511>)

"After I think I've finished studying, how will I be sure that I really know it?"

- Restate/Stop & Summarize (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/11507>)
- Use the Images in Non-fiction (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/11796>)
- Re-read & Re-write Notes (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/1294>)

"What do I do when I get 'stuck'?"

- Read Problem to an Adult (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/1836>)
- Restate/Stop & Summarize (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/11507>)

"How will I keep track of what I don't understand so I can get help later?"

- Save Questions (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/11488>)
- Prep for Teacher Review Sessions (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/11322>)

"How will I plan ahead for long-term projects or bigger assignments to make sure I'm not scrambling at the end?"

- Daily Reflection (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/10325>)
- Lists to Check Work (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/1726>)
- Self-Assess What You Know (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/11912>)

"Before I get started, do I have everything I need to be successful? How can I avoid realizing I forgot something at the last minute?"

- Homework Routine (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/1187>)
- Develop a System (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/12229>)
- Project Outline (<https://my.mindprintlearning.com/toolbox/toolbox-demo/product/1189>)

STUDENT ACTIVITY:

Create a Contingency Plan

Name: _____

One strategy to increase your likelihood of success is to anticipate what could go wrong and be prepared with a backup plan. Think about an important project, sporting event, or activity you have coming up. You want to be sure it is a success. How will you plan for the unexpected?

What is the event?

List one or two things that could go wrong.

How will I prepare for the “just in case”? _____
