Academic Academy Classroom Habits Teacher Guide

**Overall Objective:** The overall objective of this session is to have students think about the kinds of habits that might make them successful or inhibit their success academically. They will not memorize a list or become proficient in the habits for success in this one session. This serves as a starting point or introduction for some of the habits they can learn or perfect while at NMMI.

**Students:** Students will practice some things like reading, and engage in some discussion. The goal is to have an active learning session.

**Teachers:** The goal is not to lecture about classroom habits. The teacher will facilitate student practice but there will be opportunities to lead discussion and to give hints and recommendations.

**Materials:**

* The visual materials are on the webpage.
* There is a student handout for students to answer questions and take notes. They can keep this.
* There is a sleep survey. After students fill this out, please collect it and return it to the team leader.
* There are some readings. Pass these out when the reading happens and collect them after the reading is finished so they can be re-used. There is one set per classroom. Students do not keep these.

**Setup:**

* Before the sessions begin, write the brain rules on the board. Put the first six in one spot and the second six in another spot. The students will take a picture of one set and take notes on the second set.
* Get the webpage ready. You will need a screen and sound in the room where you do the presentation. <https://www.nmmi.edu/Media/Academic_Academy/default.html>

**Brain Rules:** Write these in separate locations on the board. If possible, write them behind the students or in a location where they cannot peek later on.

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| **Rule #1: The human brain evolved, too.****Rule # 2: Exercise boosts brain power.****Rule # 3: Sleep well, think well.****Rule #4: Stressed brains don’t learn the same way.****Rule #5: Every brain is wired differently.****Rule #6: We don't pay attention to boring things.** | **Rule #7: Repeat to remember.****Rule #8: Stimulate more of the senses at the same time.****Rule #9: Vision trumps all other senses.****Rule #10: Study or listen to boost cognition.****Rule #11: Male and female brains are different.****Rule #12: We are powerful and natural explorers.** |

**Activities:**

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| **Time** | **Item**  | **Notes and instructions** | **Objectives** |
| N/A | Intro Screen | Students enter the room and prepare for the session. You can hand out the student worksheet. Do not hand out the sleep survey or readings yet. You can mention that this session is for students to think about habits that will make them successful in their classes. You can also mention that they will look briefly at ideas about sleep, habits, and brain functions.  | Get ready to start the session. |
| 1-2 min  | Video | On the second screen, there is a video of students doing things before class. Most of them are doing something wrong. Have students take notes on what they see on their worksheet. This is a warm-up. You may need to play the video twice. | This video has students intentionally doing the wrong thing and one student doing the right thing.  |
| 2 min | Discussion | Have some students share what they saw. You can lead a discussion about the proper way to be prepared for class during the 10-minute passing time.  | Get students to think about what appropriate behavior is when waiting for class to start. |
| 5 min | Notes | You can start by mentioning that this slide deals with brain rules that come from a book about brain functions written by John Medina. This is a popular book with some interesting ideas about how the brain works that can be applied to school and everyday life. Have students take notes of the brain rules. For the first list (1-6), have them write the brain rules on their paper and maybe mention or discuss what they mean. For the second list (7-12) have them take a picture with their phone or just read them. After they finish, move one. We will come back to these later.  | The idea is to use this later to see if there is any difference between physically writing notes and taking pictures of things with your phone.  |
| 2 min | Sleep Survey | Pass out the sleep survey and have students complete it. Make sure they have their student ID number if they know it. Each question has two possible answers. They should put a check-mark in front of the one that best fits them. Have them hand the survey in when finished.  | This survey asks some questions that might help us when looking at student sleep habits and their success at NMMI. It will be kept as data. |
| 2-5 min | Results screen | Talk about the results of the survey and the sleep situation at NMMI. You might point out that NMMI cadets have a busy day with limited sleep time. It is easy to get off-track and use up sleep time for other things. | Get students to think about sleep as an important issue and be aware of their own sleep habits. The first reading is about sleep, so this is an intro of sorts.  |
| 5-6 min | Reading | You can mention that this reading comes from a book written by sleep researcher Matthew Walker. It has some interesting ideas about the history of sleep and why sleep is important. Hand out the reading selection from *Why We Sleep*. Have the students quietly read with no distractions. There are some questions for them to answer on their handout. Allow them about 5-6 minutes.  | Get students to take some time to read without distractions. Hopefully they will get through the reading.  |
| 2-10 min | Discussion | Have a brief discussion of the reading. You may summarize it, go over the questions, or talk about it in any way that seems appropriate. At some point, ask the students how many pages they got through.  | Get students to think about the importance and benefits of sleep, especially at NMMI. Also, get them to notice that they could get through the reading if there were no distractions.  |
| 6-7 min | Second Reading | You can mention that this reading comes from a popular book about habits by journalist Charles Duhigg. The book talks about the history of people who studied habits. It also talk about how habits form and how habit can change. Good habits are one key to success at NMMI.Pass out the second reading. This time play a video clip while the students are reading. There are seven clips. Feel free to choose any one you want. There are many, so you can choose a different one each class if you would like a variety. The first one is about a military school.  | Get students to read about habits. Also, with the video clip playing, some of them may not get through the whole thing or may have a hard time focusing.  |
| 2-10 minutes | Discussion | Have a brief discussion of the second reading. In addition to talking about the material, which is habits, also find time to talk about the difference between trying to read or do homework when there is a distraction and when there are no distractions.  | Get students to think about the importance of good habits for academics. Also, get them to notice if there is a difference in performance when there are distractions.  |
| 2 min | Note recall | Have the students write as many of the brain rules as they can remember. For the discussion, see if they remembered more of the ones from the list they wrote, or the list they took pictures of. Discuss how they might have improved their recall. Could taking pictures be a successful strategy? How? If you are close to the end of the period, you could finish with this piece. Perhaps you could expand on one or two of the ideas from the reading if there is no time to pass it out.  | Get the students to think about the benefits of writing notes vs taking pictures.  |
| Rest of the period | ReadingBrain Rules | If there is time left in the period, distribute the reading on brain rules. If there is a limited amount of time, you could have students pick one brain rule that interests them. If you have more time, you could read all of them, or perhaps have each student read one and give one response each.  | Get the students to think about how brain functions might determine how they can be successful at NMMI. |