



ROCK STAR STUDENT Program Guide

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The program guide is intended as a rough outline for the topic and can be adapted as you see fit to meet the needs of your program, school, or situation. The guide also includes copy-permissible pages for use in activities as a supplement to instruction. **Please note that color handouts are copyright-protected and duplication in any form is strictly prohibited.** See our website www.dreamcatchercurriculum.com for additional info, resources, and new curriculum topics.

➡ **BEFORE YOU BEGIN:** This workshop requires minimal prep, however, it is strongly recommended that you read and review the program guide along with the handout before meeting with students.

ROCK STAR STUDENT OBJECTIVE & INCLUDED TOPICS

To inform students of good habits to develop academically and socially during middle school and high school in order to be competitive and college-ready by high school graduation; *Academic Success Strategies, Study Skills, Rigorous Curriculum, College Admission Criteria, Resilience, Organization, Brain Science Study Strategies, Common Academic Mistakes*

BEFORE THE WORKSHOP/SESSION

This workshop is designed for middle school/junior high level students in preparation for success in high school and college. Although the tips and advice included on the handout would work for high school students, the material is best suited for students at the middle level. To establish the “rock star” theme, you might want to incorporate rock music (with appropriate lyrics) to play as participants arrive to the workshop/session and throughout the session during transitions. If you have time to arrange a ROCK STAR panel of guest speakers, such as current college students or graduates (perhaps former participants), they could conduct a brief panel discussion offering advice/expertise on how best to prepare for the college experience.

STEP ONE TIME: APPROXIMATELY 5 MINUTES

Begin by asking participants to share what they believe colleges are looking for in the *ideal* student, someone who would be guaranteed admission and awarded scholarships. Allow for brainstorming what characteristics they think are important, such as good grades, high test scores, athletic ability, etc. Ask aloud: ***How do you think you'd stack up against the "ideal" student?*** Mention that habits formed during adolescence are likely to become *permanent* habits (good or bad) due to the way the teen brain develops. This means if they are developing good academic and social habits during middle school, there is a greater probability for success in college.

STEP TWO TIME: 15-20 MINUTES

ROCK STAR ACTIVITY—For this activity you will need one roll of painter's tape, one roll of crepe paper (optional), and small star stickers (any color). Students could also draw stars on paper if stickers aren't available.

If possible, divide the class/workshop space in half with a strip of painters tape or crepe paper rolled on the floor down the middle of the room. To opposite walls tape the signs ***IN THE BAND!*** and ***NO RECORD DEAL.*** Use painter's tape if possible to avoid damaging surfaces. Read aloud the list of behaviors (see activity page) one at a time. For each time a student responds *yes* to the behavior, they can collect one star sticker and move to the IN THE BAND side of the room. Remind students to be honest in their responses. If that behavior does not apply, students should move to the NO RECORD DEAL side of the room, without collecting a star.

After all behaviors have been read aloud, participants should count up their stars. For **12** stars or more, they are officially “in the band”; any less means they “didn't get a record deal” and need to do some work developing healthier habits if they want to be rock star students. Feel free to process the activity with brief discussion.

DreamCatcher Extra: The signs for the activity are included on this guide and are copy-permissible. You need one of each sign per workshop.

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STEP THREE TIME: 10-15 MINUTES

Distribute *How to Be A Rock Star Student* handouts. Read the text boxes on the cover page aloud and ask if any of the *In the Band* statements from the previous activity connect to being a rock star student. Open the handout and review the categories for behaviors to be made into habits: *Show Up, Have Epic Courage, Roll With It, Round It Out, and Manage Your Stuff*. To cover these sections, you might have volunteers read parts aloud or you could read, discussing as time allows. Several sections have interactive responses tied to the concept. Provide several minutes for students to engage with the material and respond on paper.

Be sure to cover the *Mosh Pit of Mistakes* section. First, have students read the mistakes on their own and add stars as needed. If time permits, share with students the risk of these behaviors when in college, such as procrastinating homework/reading for a class could be devastating to your grades, due to the advanced pace of college classes.

STEP FOUR TIME: 15-20 MINUTES

Turn to the back page of the handout to review the *Study Jam Session* text box. In the upper right corner, highlight the importance of incorporating brain science into study habits. Ask students how much time (in hours) they currently study per week for all of their classes combined. To provide a point of reference, mention that study time in college is approximately 24+ hours per week *outside of class time*. Discuss the importance of developing good study habits now (and during high school) because there will be little time to learn how to study once on a college campus. Stress that these next years need to be practice for learning how best to study and that effective studying is a vital part of college success.

Instead of covering the individual study tips on the back page, have students pair up with a "study buddy." Tell students: *One really cool trick about the brain (when learning new information) is that teaching someone else what you learn helps seal the info into long term memory. In fact, new information that is taught to someone else can be remembered with up to 90% accuracy! To cover brain-friendly study and memory tips, we're going to put that to the test.*

Using the ROCK YOUR BRAIN cards included on this program guide, distribute two different cards to each pair (one card per student). Cards are differentiated by the shape of the star at the top. Tell students that they will be given a few minutes to learn a brain-friendly study technique well enough to teach it to their partner. The partner will need to know that concept well enough to teach it to someone else, so the pressure to be a good teacher is on! Give students about 3-5 minutes to read and study the brain tip on the card, allowing enough time to commit to memory. After that time, ask students to take turns "teaching" the brain tip to their study buddy. Peeking at their card is okay, if needed. Allow 3-5 minutes of teaching time, then ask students to find a new partner (with a different card). Students should teach the concept from their original card as well as the concept they learned from their original study buddy. This regrouping can be repeated for several rounds as time permits.

DreamCatcher Extra: The cards included on this guide are copy-permissible. Simply copy on cardstock and trim. Make as many sets as needed for each student to have one card each for the activity. Collect all cards when finished with the activity.

LAST STEP & ASSESSMENT TIME REMAINING

Conduct assessment (included on this guide) and collect before students are dismissed. To wind down the workshop, as assessments are completed, you could share with students the following brain science fun facts:

physical exercise improves learning ability by growing new neurons and slowing cognitive decay; 60% of college students report having stayed up all night to study, however, researchers have found an association between pulling all-nighters and lower grades; sleep experts advise that studying the most challenging material right before sleeping makes it easier to recall the next morning; studies show that students who study the same material in 2 different rooms test better than those who stick to the same location; studies have debunked the idea that people fall into rigid "right brain vs. left brain" and learning style categories; adults who played a musical instrument as kids perform better on memory and cognitive ability tests than non-musicians; foreign language students show growth in their brains' hippocampus and cerebral cortex regions after only 3 months of study

LEARNING OUTCOME

At the end of this session, students will have learned behaviors to adapt (as well as avoid) to be "college-ready" and to perform their best in school. Students will be able to provide four criteria colleges are looking for in applicants as well as list four habits to develop between middle school and high school to be college-ready by graduation.

ROCK STAR STUDENT PROGRAM ASSESSMENT



List **FOUR** things colleges are looking for in a **ROCK STAR** student:

1. _____
2. _____
3. _____
4. _____



What are **FOUR** habits you plan to develop between now and college:

1. _____
2. _____
3. _____
4. _____



ROCK STAR STUDENT PROGRAM ASSESSMENT



List **FOUR** things colleges are looking for in a **ROCK STAR** student:

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What are **FOUR** habits you plan to develop between now and college:

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ROCK STAR STUDENT PROGRAM ASSESSMENT



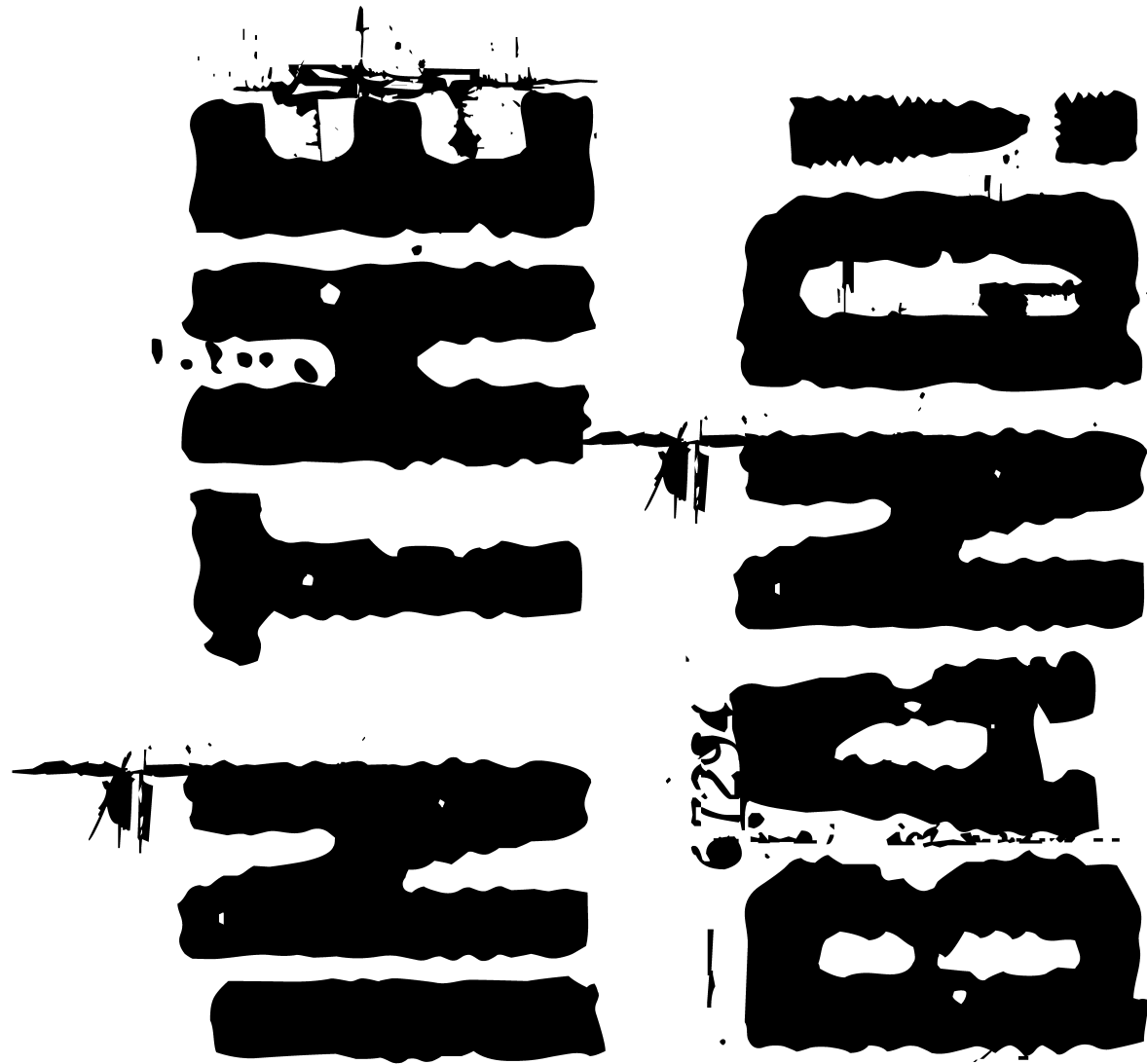
List **FOUR** things colleges are looking for in a **ROCK STAR** student:

1. _____
2. _____
3. _____
4. _____



What are **FOUR** habits you plan to develop between now and college:

1. _____
2. _____
3. _____
4. _____



WORLD OF
WONDERS

WOW!

WOW-
WOW

ARE
YOU



ROCK STAR STUDENT?



You will be read a list of statements. For each one, determine if the statement applies you, specifically. If YES, move to the **IN THE BAND** side of the room and collect one star. If the statement does NOT apply to you, then move to the **NO RECORD DEAL** side of the room without collecting a star. Be honest in your answers.



1. You ate breakfast this morning.

2. You've watched or read a news story in the last 24 hours.

3. You are involved in at least two different co-curricular activities.

4. You volunteered to help others in the last month.

5. You haven't missed a day of school this year so far.

6. You haven't been late to an event, school day, or club meeting in the last month.

7. You've visited a college campus before.

8. You had at least 7 hours of sleep last night.

9. You haven't turned in an assignment late in the last year.

10. You have taken notes in a class this month and reread them for the test.

11. You have read a book for fun in the last month.

12. Your notebooks for class are neat and organized.

13. You haven't shown up unprepared for class all year so far.

14. You volunteer or participate with an organization outside of school (like in a church or community group).

15. If you make mistakes or have failures, you try again rather than give up.

16. You have tried something new in the last six months (could be food or activity or joined a club, etc.).

17. You have taken on extra responsibility or leadership this year.

 **ROCK YOUR BRAIN**

Waiting until the last minute to study does not work for the brain to seal new information into long-term memory. Revisit the material at least three separate times, making certain to **SPREAD OUT STUDY SESSIONS** with prolonged periods of time in between.

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 **ROCK YOUR BRAIN**

Research shows that studying different subjects in a single study session results in better retention. This could be because we subconsciously strive to find deeper patterns among different kinds of material, craving novelty while making connections. **MIX IT UP WHILE YOU STUDY.**

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 **ROCK YOUR BRAIN**

SELF TEST or quiz yourself following a study session. Research has proven quizzing (after studying) results in remembering the info longer than simply studying the material twice. This could be as simple as self-reflection after reading a passage, answering questions at the end of a chapter, or taking a practice test.

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 **ROCK YOUR BRAIN**

One of the best things you can do for your brain is **SLEEP**. This is when your brain processes all the new learning from the day. Shoot for 7-8 hours per night for your brain to function at its prime. Sleep improves memory, lowers stress, increases creativity, sharpens attention, stabilizes mood, and strengthens the immune system.

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 **ROCK YOUR BRAIN**

The brain is made up of about 75% water. Even minor dehydration can affect the brain negatively, causing lack of concentration and sluggish thinking. **DRINK PLENTY OF WATER** during study sessions. Also, caffeinated and sugary beverages can spike blood sugar and affect concentration. Stick with water.

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 **ROCK YOUR BRAIN**

The brain requires oxygen to function and stay alert. If you start to feel distracted or sleepy while studying, **BREATHE DEEPLY**. In fact, take several deep breaths to fully oxygenate your blood and regain focus. To get the blood flowing, stand up and walk around a bit.

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 **ROCK YOUR BRAIN**

For your brain to work most efficiently, **AVOID MULTI-TASKING**. Focus on one task at a time, rather than juggling several projects at once. Along those same lines, find a quiet place to study that is free from distractions (no television, cell phone, etc.).

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 **ROCK YOUR BRAIN**

Take breaks periodically when studying or learning new information. For neurons in your brain to connect (forming long-term memory), you need to take a break from the material to allow what researchers call **THINK TIME**. Occasional daydreaming and free thinking without distraction is good for you!

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