



STUDY BUDDY
Career Launch Curriculum
Student Leadership



STUDY BUDDY STUDENT LEADERS

PAGES

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STUDY BUDDY OVERVIEW

STUDY BUDDY is a student mentor program that provides academic support to classmates who need extra help outside of class to improve academic performance. Study Buddies provide individual help sessions to classmates by teaching information on study skills. A Study Buddy may also be trained in group tutoring that encourages students to meet in groups to address specific academic subjects by asking questions and problem solving new curriculum material. The most common tutor group focuses on math skills - algebra, geometry and advanced algebra.

Criteria for selecting a student to become a Study Buddy is most often a result of interest levels in helping peers with academic improvement and mentor's present and past record of academic achievement.

Research has confirmed that learning study skills results in students benefitting greatly from peer academic support. Math, Science, History and English are subjects in which the peer mentor program often produces in immediate academic improvement.

Study Buddies guarantee the peers they are supporting that they care about them, value them and assure them they are not alone in dealing with daily academic challenges. Ultimately, study skills mentoring is a positive personal development experience with many positive academic results.



STUDY BUDDY TRAINING

Training students as Study Buddy Mentors is focused primarily on learning valuable information on **8 TYPES OF STUDY SKILLS:**

- GOAL SETTING
- TIME MANAGEMENT
- HOMEWORK
- LISTENING
- READING COMPREHENSION
- STUDY HABITS
- NOTE TAKING
- TEST PREPARATION

Student mentors who are interested in becoming study buddies need to be trained in study skill topics and practice role play sessions prior to beginning their leadership role of supporting students academically. Below is a list of training topics important to cover in Study Buddy Training:

- ☐ Study Skill Program Overview
- ☐ Mentor Listening Skills
- ☐ Communication: Feelings, Confidentiality, Referral System
- ☐ Types of Study Skills: 4 Cards
- ☐ Role Play Practice Using Study Skills Cards
- ☐ Group Tutoring Overview
- ☐ Ambassador Roles: New Student Support
- ☐ Implementation Plan: Study Skill Program Start Up
- ☐ Study Skill Referral System
- ☐ Leadership Pledge - Certificate Ceremony

The following pages highlight resources that can be used as handouts at study buddy trainings. Most important are the Study Skills Cards that are detailed scripts that service as talking points for mentors to follow in helping peers learn new study skills resulting in better learning and grade improvement. Many times students being mentored will request Study Buddies sample cards to use outside of study skills listening sessions. Study Skill Mentor Advisers are given permission by the Our Place Community Center Training Team to duplicate Study Buddy Resources.

See imcareerlaunch.org website CONTACT PAGE for more information.



STUDY BUDDY LISTENING SKILLS

Study Buddies are trained to be effective communicators who peers trust and have a willingness to talk to about improving study habits and learning new study skills. Below is a list of **LISTENING SKILLS** that are effective when students help students:

- ☐ Use 'I' Statements - avoid judgment and blaming
- ☐ Listen with respect - restate to show listening
- ☐ Role model honesty
- ☐ Show empathy and understanding
- ☐ Focus on the present - what is happening in class now
- ☐ Ask about feelings - sad, mad, glad, hurt, ashamed, afraid
- ☐ Ask questions about studying - give examples
- ☐ Emphasize study skills change - new study routines
- ☐ Model optimism - You can do it, I am here to help you . . .

LISTENING SKILL BUILDING ACTIVITIES that are effective to introduce during training to promote effective communication and interviewing skills:

MIND MAP: a visual and creative activity created by using symbols, artwork and color to express ideas and promote conversations. Mentors have students draw illustrations with the following questions written inside drawings to write answers to:

- A person I like to do things with is . . . because . . .
- School staff who care about me are . . .
- I enjoy this class because . . .
- My biggest challenge in school is . . .
- The class I need to improve the most is . . . because . . .

INTERVIEW: Mentor asks peer open-ended questions to be answered verbally - positive trust and rapport-building activity. **PERSONALIZE:**

- Examples of interests and hobbies
- Describe your favorite school activity
- Name favorites: books, TV shows, movies, computer games . . .
- Identify your hero - someone you admire because . . .

TESTIMONIALS: Mentor asks peer to tell stories about their experiences:

- Favorite Quote or Saying
- Strong Belief or Opinion
- Take A Stand Against A Current Viewpoint



CONFIDENTIALITY

CONFIDENTIALITY is the most important mentoring rule. Confidentiality means that whatever is said between the Study Buddy and the peer they are helping should not be repeated unless the following information is self disclosed:

- ☐ HARM TO SELF
- ☐ HARM TO OTHERS
- ☐ PHYSICAL ABUSE
- ☐ SEXUAL ABUSE
- ☐ BULLYING



STUDY BUDDY MENTORS establish **TRUST** by practicing confidentiality and sharing personal experiences that relate to their peer's experiences. Below are important statements mentors can communicate to promote open conversations:

- I will support you and promise to be confidential unless you need to talk to someone who can help you more because you deserve the best help
- I will be not tell anyone information you say to me without talking with you first
- I will be your confidant by being available and trustworthy

TRUST BUILDING

Study Buddy Mentors build trust by engaging in positive listening experiences that are characterized by the following communication skills:

Create a sense of belonging
Radiate energy and enthusiasm
Ask about feelings
Be compassionate
Show empathy
Focus on eye contact
Listen by restating what is said
Begin & end with positive comments





STUDY SKILLS CARDS # 1 & 2

#1 INTRODUCTION CARD – Study Skills Check In

1 INTRO Hi, my name is . . . and I am your STUDY BUDDY MENTOR. I am here to assist you in anyway I can to improve your grades. Our school is a safe school and I want to make sure you are comfortable, ready to learn and safe! Let's start by getting to know each other.

2 CONNECTION

Here are a few questions about studying you can talk about –

- How important are your grades?
- What study habit needs improvement?
- What is your homework routine?
- How do you take notes?
- When do you study?
- Who helps you study?

3 WHY STUDY SKILLS

Better Grades, Career Choices, Reading Comprehension, Confidence, Less Stress, Time Saving and Scholarships

4 CLOSING



- *How is school going?*
- *Tell me more about your family . . .*
- *When can we meet again? How about next week . . .*

#2 HOW TO STUDY CARD – Study Routine

1 CONNECTION How has school been going since we met last time?
Tell me something new.

2 FEELINGS How do you feel? *SAD, MAD, GLAD, HURT, ASHAMED, AFRAID*

3 STUDY HABITS What is working for you? Take short breaks every 10-30 minutes
Stand up, stretch: move around
Eat healthy snacks prior to studying: improves focus
Set up a consistent study schedule: take breaks
Check off completed homework: record
Work on most difficult classes first: end with favorite subject

4 STUDY ROUTINE



Are you organized and do you have a study plan?
Establish a reward: Incentives
Write down goals
Study in quiet area: avoid noise - music, TV, phone
Prepare study space: pencils, pens, highlight pens, paper
Use a calendar: block calendar, computer calendar, flip calendar

5 CLOSING

When can we meet again? How about next week . . .



STUDY SKILLS CARD # 3

3 HOW TO STUDY CARD – Study Habits

1 CONNECTION What's up? How have you been? How's school going?

2 RATE YOUR STUDY SKILLS – 1 - Good, 2 - Average, 3 - Needs Improvement

- | | |
|--|--|
| <input type="checkbox"/> ORGANIZATION SKILLS | <input type="checkbox"/> PRESENTATIONS |
| <input type="checkbox"/> TIME MANAGEMENT | <input type="checkbox"/> HOMEWORK |
| <input type="checkbox"/> LISTENING SKILLS | <input type="checkbox"/> MEMORIZING |
| <input type="checkbox"/> READING COMPREHENSION | <input type="checkbox"/> CONCENTRATION |
| <input type="checkbox"/> WRITING SKILLS | <input type="checkbox"/> VOCABULARY |
| <input type="checkbox"/> NOTE TAKING | <input type="checkbox"/> CRITICAL THINKING |
| <input type="checkbox"/> STRESS MANAGEMENT | <input type="checkbox"/> PREPARATION |
| <input type="checkbox"/> TEST TAKING | <input type="checkbox"/> SUPPORT |



3 ORGANIZATION SKILLS – Prioritize: Do difficult studying and learning first!

The solution to improving organization skills and preventing procrastination requires the below STEPS –

Make a list of things to do

Keep a log of your progress

Utilize the A–B–C Priority Method

Do the most difficult tasks first

List realistic goals for each task

Develop a schedule for completing steps

4 READING COMPREHENSION – Remembering what we read

Do you remember what you read? Do you read books at home? Do you enjoy reading?

5 CLOSING – When can we meet again? How about next week?

4 READING & NOTETAKING – Ready To Learn!

1 CONNECTION How are your new study skills and study habits working for you?

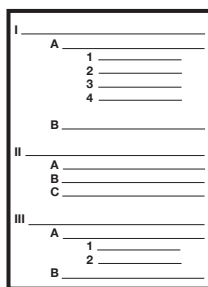
2 READING – PQ5R Method Remembering what read!

PQ5R = PROVEN TO IMPROVE READING COMPREHENSION

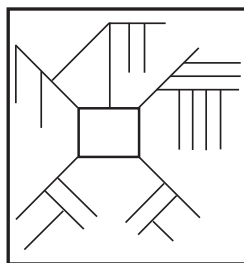
P =	PREVIEW	Glance, summarize and review
Q =	QUESTION	Turn headings and topic sentences into questions
5 Rs	R1 = READ	Stop, Look Up, Learn; re-read: stop and go reading
	R2 = RECORD	Write down important points; Use highlighter
	R3 = RECITE	Read highlights aloud
	R4 = REVIEW	Recall main points; review material
	R5 = REFLECT	Think: What is meaning? Is this true? What is important to remember?

3 NOTETAKING – 3 Proven Styles

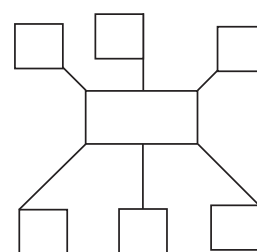
- Taking notes helps students remember 50% more information
- Practice new ways to take notes – see what works best for you
- Subject may determine the notetaking method; i.e., Outline Style works best for history; Branch Style is effective for science



Outline Style



Branch Style



Block Style

4 HOMEWORK – Set A Schedule: Weekly Routine

Do you study at home? (5 out of 7 days a week)

Homework is a reality when it comes to maximizing academic potential

Focusing on studying outside of class time = grades improve!

5 CLOSING

I enjoyed mentoring you!

How will we connect the rest of the school year?





TUTORING

The goal of tutoring is to help students become independent learners. **Tutoring Groups** are an effective way to support students who need academic support for specific subjects. When leading a tutor group it works best when two Study Buddies facilitate the group.

Tutor Guidelines

- Understand information about subjects being tutored
- Identify learning gaps of students being tutored - teaching and learning are different
- Explain subject information more than one way
- Ask students being tutored to explain answers
- Show empathy at all times - academic challenges effect emotions
- Focus on motivation and teaching - remain positive at all times
- Explain why information is important to learn
- Keep explanations short, focused and simple

Tutors encourage students to become leaders and critical thinkers by increasing their confidence. When tutors listen and show kindness they motivate the students they are working with value learning. Tutors need to be patient, avoid judging, persistent and compassionate.

Tutor Action Plan

- Guide students towards solutions and independent learning
- Explain why it is important to follow specific rules, rather than just doing assignments
- Look at what a student has done and their progress
- Make Signs and Visual Aids
- Check in with teacher(s) to discuss class expectations and specific assignments
- Refer students to teacher if there is lack of progress or reoccurring anxiety

Math Tutoring Groups are the most requested tutoring roles. Often times students prefer to ask student tutors questions about math instead of raising their hand in class. Tutoring Groups are very effective because students realize they are not alone when experiencing their academic challenges.

When starting a student tutoring programs it is best to discuss the need and the leadership roles with school counselors, math teachers and the principal. Often times students recognize a need for a tutoring group because their classmates are needing additional help with specific classes. Making sure the tutoring groups are open for students to join anytime is important. When students have fun and learn at the same time, tutors see more success!





HOMEWORK

HOMEWORK is a term used to describe students learning independently outside of class time. From seventh grade to senior year students are expected to spend more time studying at school or at home. Independent studying can range from doing assignments, looking over notes, reviewing curriculum and class notes and preparing for tests.

The amount of time it takes to independently study can range from 15 minutes to 5 hours a day, depending on the students' needs, academic goals and motivation.

Steps To Studying At School

- Read assigned chapters and pages
- Complete worksheets and projects
- Ask help from teacher, tutor, study buddy

Steps To Studying At Home

- Rewrite class notes
- HIGHLIGHT important facts
- Read highlights aloud
- Complete assignments
- Test preparation - class notes and textbook review

