



E-PACKET



Thank you so much for your interest in the Victus Study Skills System, designed to help students succeed in academics and in life.

We are pleased to send you some sample pages of each level:

Level 1 Primary

Level 2 Elementary

*Level 3 Middle through High School

Level 4 College Bound and College

Student Planner

DIY Workbook

*Please note that the "Student Workbook" pages and the accompanying "Teacher Edition" pages were our original product and can be adapted to any age. The "Teacher Edition" is a foundational tool and is an essential resource for all levels.

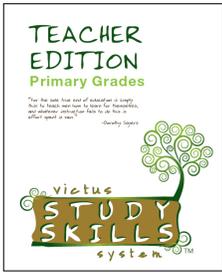
Please let me know if we can be of further help.

A handwritten signature in black ink that reads "Susan Ison".

Susan Ison, President
Victus Study Skills System
susan@studyskillssystem.org

HELPING STUDENTS SUCCEED IN ACADEMICS AND IN LIFE

www.studyskillssystem.org



Victus Study Skills System

PRIMARY TEACHER EDITION

Including Student View

PROCEDURE RECAP

Procedure for each day is repeated at the beginning of each section.

Day 1 Develop an interest in the course and teach Lessons 1 and 2.

Where do I want to go?

Lesson 1
HOW DO I STUDY?

	YES	SOMETIMES	NO
1. Do you do your homework every day or night?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you study in a quiet place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. When you listen:			
• Do you look at the person who is talking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Are you quiet while the person talks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Do you ask questions if you don't understand?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Before you read a story:			
• Do you wonder what it is about?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Do you read the title?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Do you look at the pictures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. When you have a test:			
• Do you practice for it every day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Does someone call out spelling words/math facts for you every day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Do you check your answers before you turn in your test?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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SEE WHAT THEY SEE

A thumbnail of the student page is repeated in each section

SUGGESTED ACTIVITIES TO SUPPORT THE LESSONS

It's important for students to have a physical activity to support each lesson. Choose at least one activity that results in "work" that the student can include in his/her workbook.

Lesson 1 Study Habits

- Let students talk about what they do when they come home from school and do homework. Role play the actions. Allow as many students to be involved as possible.
- Use puppets to allow students to role play in small groups.

Use art materials to make a paper bag hand puppet: The student draws and decorates the fold of the bag to look like a face: the top of the mouth is on the fold; the bottom of the mouth is on the bag so that when the student puts his/her fingers into the fold from inside the bag, the mouth opens and shuts as he/she lifts the flap of the fold.

- Go over the lesson and encourage students to stand up if they answered "Yes" to a question. Vary with stand up and turn around, wave your hands in the air, etc. Allow students to applaud their answers!

Day 2 Pass out students' workbooks and involve students in reviewing Day 1. Teach Lesson 3.

Where do I want to go?

Lesson 3
LET'S TALK ABOUT GOALS!

What is a goal?

• A goal is something you need to do.	• It's a goal something you need to do.
• You may need to play a board game.	• You may need to be a good student athlete.
• You may need to be a teacher when you grow up.	• You may need to be a teacher when you grow up.

Draw a picture or write about something you need to do.

Where do I want to go?

Lesson 3
LET'S TALK ABOUT GOALS!

What is a goal?

• A goal is something you need to do.	• You might need to study your spelling words.
• You might need to get to school.	• You might need to complete an art project.

Some of your goals are more important than others. You may not get all of your goals done, but try to get the most important ones done first.

Draw a picture or write about something you need to do.

Where do I want to go?

Lesson 3
LET'S TALK ABOUT GOALS!

Once you have a goal, you have to decide what steps you need to follow to reach that goal.

• If you need to play a board game, what are the steps you need to follow?
--

1. Get the game.
2. Get instructions.
3. Find a place to play.
4. Play the game.

Write the steps you need to follow to study for your spelling tests.

- 1.
- 2.
- 3.
- 4.

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Lesson 3 Goal Setting

- Go over pages 5, 6, and 7 with the students. Allow students to stand and talk about the pictures they drew in the lesson related to something they want to do, something they need to be, and something they need to do. Encourage students to talk about the steps that are necessary to reach their goals.

Let students talk about something they wanted to do and they did it! ("I wanted to make a costume for Halloween.")

- Ask the student questions such as:
What did you do to reach your goal?
How did it feel when you reached your goal?

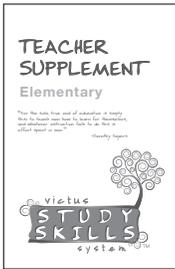
Are there different steps you could have taken to reach the same goal?

- Introduce a specific goal. Tell the students that you know a child who has a goal of getting an A in math on her next report card.

Ask the students what she could do to be better in math.

Write their responses on a board or chart. Guide them to think about practicing math facts, asking the teacher if they do not understand, and doing well everyday and not just on a test.

If the child had a C on her last report card, ask the class if a better or more realistic goal would be to get a B on the next report card instead of an A. Encourage all answers. Tell them that sometimes a goal can be too big if it is too hard to reach. Discuss setting a goal that can be reached.



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ELEMENTARY SUPPLEMENT

Including Student View

Lesson 2

Learning Strengths

1. Read TE pages 25-27, including the Student Views to understand more fully.
2. Introduce the concept of learning strengths.
3. Have students complete ESW pages 6 and 7.
4. Talk to students about taking action to build on their learning strengths. Ask different types of learners to find strategies they can use on page 8.

Now write your section totals in the boxes below.

A = ____ B = ____ C = ____

1. If your highest total is in **section A**, you are likely a **Seeing learner**. You remember best by using your eyes.
2. If your highest total is in **section B**, you are likely a **Hearing learner**. You remember best by using your ears.
3. If your highest total is in **section C**, you are likely a **Doing learner**. You need movement or activity while you study to remember best.

Now fill in the blanks below:

I am strongest as a _____ learner.

My second area of strength is as a _____ learner.

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Tips to Build on My Learning Strengths

Learning is easier — and more fun — when we connect with our learning strengths. Try some of these aids to sharpen your learning strengths:

VISUAL <small>seeing learner</small>	AUDITORY <small>hearing learner</small>	KINESTHETIC <small>doing learner</small>
<ol style="list-style-type: none"> 1. Write things down because you remember them better when you do. 2. Underline or highlight information in notes or books (when possible). 3. Draw a picture of facts, like a map to label state capitals. 4. "See" facts in your mind, and picture correct spelling. 5. Write vocabulary words in color on index cards with short definitions on the back. 6. Limit detail on index cards. 7. Take notes in class. 	<ol style="list-style-type: none"> 1. Study with a friend/tutor/parent so that you can drill facts out loud. 2. Recite out loud the information you want to remember (quotes, lists, dates, etc.). 3. Put information into a rhythmic pattern: create a poem, rhyme, song, etc. Use mnemonics. (See examples in the appendix.) 4. Write vocabulary words in color on index cards with short definitions on the back. Review them frequently by reading the words aloud and saying the definition. 5. Learn by interviewing or by participating in discussions. 	<ol style="list-style-type: none"> 1. To memorize, pace or walk aloud while reciting to yourself or looking at a list or index card. 2. If you need to fidget while in class, cross your legs and bounce the foot that is off the floor, or use a focus object that is not distracting to others. 3. Trace letters and words to learn spelling and remember facts. 4. When studying, take breaks as frequently as you need. A reasonable schedule is 30 minutes of studying and five minutes of break. 5. Try studying in different positions. 6. Use a dry erase board.

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Lesson 3

Mission and Goal Setting

1. Read TE pages 28-30. Mark ideas that you want to stress.
2. Have students turn to ESW page 12 and read aloud some of the points with each photo.
3. Have students draw stick figures in the boxes on page 13 of the ESW. Talk to them about points that you want to stress.
4. Point out important ideas from your reading on TE pages 29-30. Have students complete the mission activity on page 13.
5. Read TE page 31. Explain ESW page 14 and give students time to complete the activity.

Creating My Mission Statement

Five Years Ago	Me When I Grow Up
<div style="border: 2px solid gray; width: 100%; height: 100%;"></div>	<div style="border: 2px solid gray; width: 100%; height: 100%;"></div>

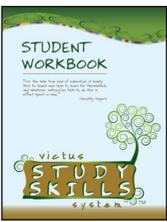
You have certain gifts and strengths and desires. You also have a purpose. When you put all these together, you have a mission. I decided in the second grade that I was on this earth to teach. Not everyone decides that young, but many dreams take root when we are young. It's a good time to start thinking about it...so let's begin!

Your mission statement declares your purpose for being on this earth. It should be no longer than 25 words, and no more than two sentences. That makes it easy to remember. Your mission statement should show emotion, because it tells others what you are passionate about!

Write two to three sentences about what you want to be doing when you are 30 years old.

Write your personal mission statement here:

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STUDENT WORKBOOK

Where am I now?

Learning Strengths

Definition:

- How you take in and _____ information.

Benefits:

- Helps you adjust your _____ so you may reach your fullest learning potential.
- Helps process information into your _____ more effectively.

Three Types of Learning Strengths:

- _____ learners learn best by seeing.
- _____ learners learn best by hearing/saying.
- _____ learners learn best by doing/touching (incorporating movement).



Where do I want to be?

what's their story?

<p>BABE RUTH</p> <ul style="list-style-type: none"> Career Strikeouts: 1,030 Career Home Runs: 714 	<p>WILMA RUDOLPH</p> <ul style="list-style-type: none"> As a child, was told she would never walk much less run... At age 16, Bronze Medalist at 1956 Olympics 	
<p>ABRAHAM LINCOLN</p> <ul style="list-style-type: none"> Endured 20 years of losing elections before becoming President of the United States of America 	<p>DR. SEUSS</p> <ul style="list-style-type: none"> Rejected by 27 different publishers 	<p>BENITO JUAREZ</p> <ul style="list-style-type: none"> Became Mexico's most acclaimed President Born a poor Indian peasant Spoke only his native language and didn't learn Spanish until he was 12 years old

Where do I want to be?

Creating Your Mission Statement

Five Years Ago

Now

Five Years From Now

10 Years From Now

Write a brief mission statement below that tells why you believe you are on this earth.

Although there are many examples of personal mission statements, it is more effective first to try to write one on your own. Later you can compare yours to others which can be found through an Internet search for "personal mission statement examples."

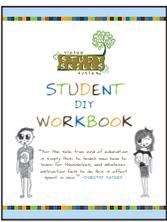
How do I get there?

Monthly Schedule

Monthly Assignment Schedule

MONTH FEBRUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		Begin internet research for research paper	Decide on science project and research	Finish research for science project	Make material list	STUDY for Math test
1	2	3	4	5	6	7
	Begin science experiment	STUDY FOR MATH TEST	MATH TEST		Record data for science project	STUDY FOR ENGLISH
8	9	10	11	12	13	14
	STUDY FOR ENGLISH	STUDY FOR ENGLISH	ENGLISH TEST		Begin paper on science project findings	Finish paper on science project results
15	16	17	18	19	20	21
		RESEARCH PAPER DUE	Begin science project board	FINISH science project board	SCIENCE PROJECT DUE!	
22	23	24	25	26	27	28



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STUDENT DIY WORKBOOK

Where am I now?

Study Habits Checklist

The checklist that follows will help you identify your current study skills. Please read each question and check whether you never, sometimes or always do what is asked in the question.

	Never	Sometimes	Often
Making a Schedule			
1. Do you keep a schedule showing the time you plan to spend each day studying?			
2. Do you keep up to date with your homework?			
3. Do you get enough sleep?			
Arranging a Place to Study			
1. Do you study in a place where you are free from distractions?			
2. Do you study in a place where you have access to resources to help with studying (ie. textbooks, computers, dictionaries, etc.)?			
3. Do you consider your optimal study environment each time you study?			
Listening			
1. Do you look at the person who is speaking?			
2. As you listen in class, do you write down the main points?			
3. Do you take part in class discussions?			
4. Do you ask questions when you are not sure of something?			
5. Can you listen in class without taking mind trips or daydreaming?			
Reading			
1. As you read, do you keep in mind questions that you are trying to answer?			
2. Do you look a chapter over before reading it in detail?			
3. Do you find the main ideas in what you read?			
4. Do you use the table of contents, index and other helps in a book?			
Taking Notes			
1. Do you take notes?			
2. Do you revise your notes as soon as possible?			
3. Do you review class notes as soon as possible after class?			
4. Do you use shorthand and outline form when taking notes?			
Preparing for a Test			
1. Do you begin preparing for a test many days before you take it?			
2. Do you daily review facts taught in class?			
3. Do you have a sure method for memorizing facts?			
4. Do you make up a sample test for yourself and try to answer it?			
Taking a Test			
1. Do you budget your time?			
2. Do you double check all of your answers?			
3. Do you review the test papers when the teacher returns them so that you will not make the same mistakes again?			
4. How often do you take a test without anxiety?			

As you look over your answers on the Study Habits Checklist, you will begin to understand honestly where you are now in your study habits. You already may be seeing skills you want to improve, which helps you know what to do.

Where am I now?

Part 1: Review

1. You have read in this section that if you are honest about where you are, then you will know what to do.

What does that mean?

2. Define the term *learning strength*.

3. Name and define three possible learning strengths.

4. Why is it important to know your learning strength?

If you don't know the answers to these questions, go back and try to find them in the pages you just read.

Where do I want to be?

Part 2: Where do I want to be?

In this part of the workbook we are answering the question: *Where do I want to be?* You will learn about mission, goals and objectives.

In the spaces below, draw four stick figures of yourself. Below the heading **Five Years Ago**, draw a stick figure of something you might have been doing then.

Below the heading **Now**, draw a stick figure of something you might be doing now. Below the heading **Five Years from Now**, draw a stick figure of something you might be doing five years from now. Finally, below the heading **Ten Years from Now**, draw a stick figure of something you might be doing ten years from now.



Five Years Ago

Now

Five Years From Now

10 Years From Now

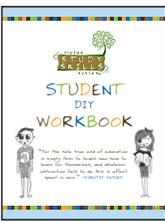
How do I get there?

How does your calendar compare with the following?

Monthly Assignment Schedule

MONTH FEBRUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	Begin internet research for research paper	Decide on science project and research	Finish research for science project	Make science materials list	STUDY for Math test
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



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COLLEGE WORKBOOK

Where am I now?

Study Habits Checklist

Instructions: Place a check mark in the column next to each question that applies most often.

	Never	Sometimes	Often
Making a Schedule			
1. Do you keep a schedule showing the time you plan to spend each day studying?			
2. Do you stay up to date with your homework?			
3. Do you get enough sleep?			
4. Do you study two hours for each hour of class?			
Effective Study			
1. Do you study in a place where you are free from distractions?			
2. Do you study in a place where you have access to resources to help with studying (e. textbooks, computers, dictionaries, etc.)?			
3. Do you consider your optimal study environment each time you study?			
4. Do you have a study group?			
5. Do you use your syllabus?			
Listening			
1. Do you look at the person who is speaking?			
2. As you listen in class, do you write down the main points?			
3. Do you take part in class discussions?			
4. Do you ask questions when you are not sure of something?			
5. Can you listen in class without taking mind trips or daydreaming?			
Reading			
1. As you read, do you keep in mind questions that you are trying to answer?			
2. Do you look a chapter over before reading it in detail?			
3. Do you find the main ideas in what you read?			
4. Do you use the table of contents, index and other helps in a book?			
5. Do you adjust your speed to your purpose?			
Taking Notes			
1. Do you take notes?			
2. Do you revise your notes as soon as possible?			
3. Do you review class notes as soon as possible after class?			
4. Do you use abbreviations and outline form when taking notes?			
5. Do you use highlighters?			
Preparing for a Test			
1. Do you begin preparing for a test several days before you take it?			
2. Do you review daily the facts taught in class?			
3. Do you have a sure method for memorizing facts?			
4. Do you study when you can best concentrate?			
5. Do you study old tests?			
Taking a Test			
1. Do you budget your time?			
2. Do you double-check all of your answers?			
3. Do you review your test papers when your instructor returns them so that you will not make the same mistakes again?			
4. Do you know and use techniques to calm yourself?			

Where do I want to be?

Once you have written your priorities, take a few moments and reflect on your work so far.

You have completed a very important step. Although your mission statement may be somewhat modified over time, it should remain basically the same. Your mission, values and priorities comprise the vision that you have for your life.

Objectives

Your mission, values and goals will remain the same, but your objectives and action plans will change as you accomplish them.

To begin writing your objectives, start by writing one to two for each priority. An objective tells you what you will accomplish within your priority. It is specific and it includes a number and a date. It is measurable, and therefore will be clear to you whether or not you have done it. An objective is usually limited to no more than 10 words.

A business objective for financial performance might read: To increase profits by 10% by the end of the fiscal year. A personal objective for family might read: To spend 15 minutes alone with each family member each day.

Think back to your SWOT analysis on page 15. Since an objective answers the question, "What will I accomplish in the priority?" you might get some good ideas from your analysis. Understanding where you are now helps you know what to do. The questions you answered in your SWOT analysis can help you understand where you are and clarify where you want to be.

Application:

Write one of your goals on page 28, and follow it by writing one or two SMART objectives (Specific, Measurable, Achievable, Realistic, and Time-Bound). Then do the same thing with your remaining goals using the Goal Sheets in the Appendix.

Once you have completed your objectives, take some time to look over them. Is each one no more than 10 words? Does your objective answer the questions "What am I going to do in this priority?" and "What will I accomplish?" Does your objective include a number and date so it can be measured? Business folks would say if it cannot be measured, it cannot be managed. There is a lot of truth in that statement. Does it have a date, so you know when it must be accomplished?

Think...
SMART
AN OBJECTIVE MUST BE:

Specific
Measurable
Achievable
Realistic
Time-Bound

How do I get there?

Time Management in College

Many people might agree that poor time management is one of the greatest reasons for failure, and efficient time management is one of the greatest reasons for success.

Below are tips to help you with time management in college. Read over them, and then see if you can fill in the blanks on page 57 without looking back.

- Use a written or electronic calendar. If you use a written one, write in pencil to allow for changes.
- You will receive a syllabus for each class. A syllabus will contain all of your assignments for the entire semester. Your professor will not necessarily mention ANY of these assignments in class. Read each syllabus in its entirety on the day it is received.
- A syllabus may be given in class in written form or may be on the web on the professor's page. If only available online, print the syllabus and keep it in your class folder. Some details may be missed easily if you only read a syllabus online.
- Fill in all class times on your schedule. These can be found on your syllabus. Use time between classes effectively.
- Each professor's contact information in your phone, along with noting their preferred method of contact.
- As you read the syllabus, fill in the tests, projects, and paper due dates on your calendar. Set reminders in your phone for important dates.
- For some courses, there will be a daily schedule online with information about what you should do to prepare for the next class. Be sure to check for changes regularly. Professors will expect you to know ahead of time what will be covered in class that day.
- Your required books and materials for each class will be on the syllabus. Make a list of all items you need to buy at your college bookstore. Be sure you have all your textbooks as soon as classes start.
- Be sure your schedule helps you achieve your goals and objectives.
- Realize you will always have unexpected incidents pressing into your schedule. Make certain that you permit time for these incidents.
- Understand the principle of distributed practice. Prior to an exam, study a little bit every day rather than all in one day to increase retention. This practice activates your long-term memory.

Application:

- A sample syllabus and calendar for you to fill in are found on pages 32-35.

How do I get there?

Organization

In this course, we discuss the aspects of organization that are essential to developing effective study habits. As you transition into adult life and take on more roles, you will have more to organize. For now, let's focus on the most important parts of your life as a student: academics and home.



Application:

Select the correct word or phrase to fill in the blanks:

blame	written	quizzes	schedule	responsibilities
agenda book	tests	study buddy	homework	grade log

MUST USE

- _____ / Planner
- _____ goals/objectives and action steps
- Supplies (pens, pencils, highlighters, computer, etc.)
- Appropriate File Organizer (binder, accordion, spiral)
- To-do list and checklists
- A _____ in your notebook (see page 58)

MUST DO

- Write down all _____ in your agenda book/planner before you leave the classroom.
- Write down dates of _____ and _____.
- Write down your _____ at school and home.
- Incorporate your goals, objectives and action steps into your _____.
- Check your agenda book after each class and at home.
- Keep your books, supplies and devices in a consistent place (bag, notebook, textbooks).
- Get a _____ (someone who has equal or greater knowledge of material).
- Prioritize your to-do lists.
- Summarize, paraphrase, and recite instructions before beginning a task.

MUST ELIMINATE

- Clutter
- Irresponsibility
- Placing _____ on others
- Spending more time on a task than necessary
- Stigmas about organizational problems

Check your answers on page 58.