

# Developing Academic Support

## Activity

Teacher may say to students: *We will learn how to develop our own academic support system so that as students, you can get the encouragement, support, and help when you need it.* Teacher can then ask, using the technique of students moving to opposite sides of the room to express their individual view on a question posed by the teacher:

- *Is it a good thing or a bad thing to do well in school?* (Students then move according to the teacher –designated side of the room that expresses how they feel on this question.)
- After all students have taken a stand on one side of the room or the other, then teacher may ask:

*What evidence do you have for this feeling? How does this attitude affect you?*

- ✓ *Have you ever known the right answer, but you were too afraid to say the answer? Why do you think that is?*
- ✓ *Why do you think students are teased or put down for wanting to be good students?*
- ✓ *How can you best respond to negative attitudes toward school?*

*How can you be a support to your friends and peers in being good students?*

## Objectives

- Reflect on their academic attitude.
- Identify members of their academic support system, including themselves.
- Describe how they can build a strong academic support system.
- Identify school resources, and successfully use those resources.

## Materials

Teacher may plan for this class by inviting school support staff (counselors, VP, tutors, social workers, resource room personnel) to speak on the type of support they can provide students. These short presentations could occur throughout a week on this topic. Teacher may also choose to use any or all of the SW below.

SW A What's Wrong w/ a Bad Attitude?  
SW A Failing Classes  
SW A Getting Along w/ Teachers & Staff  
SW A Lifetime Earnings Soar w/ Education

## Vocabulary

- Guidance & Counseling Office
- Resource Room
- Career Center

## Summary

Teacher and students can review the function and responsibilities for assistance that is offered by each of the above designated personnel who were identified for students. Situational examples of academic issues could be described to elicit student response.

## Notes for Teachers

Have available the school student handbook, guidance office flyers, a list of academic resources/personnel, and any other informational guidelines for student academic support.

## Reflection

Students may be assigned a topic to write a page in the student journal. Pertinent topics could be selected from the following:

- **Why Being A GOOD Student Is My Goal**
- **Why I Think Students Get Teased for Knowing Answers**
- **The REAL Reason Students Don't Want to Be Good Students**
- **I Support GOOD students Who Are My Friends By\_\_\_\_\_**
- **The Challenges For Me To Being A Good Student**

## Home Connection

Parents can be interviewed by the student on the following question after school for class discussion on the following day: **How are you able or willing to help me be a better student in HS? (Give details.) Also, how often will you assist me with my challenges in school?** Student will take notes and return to the classroom for the next day discussion.