



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

*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.

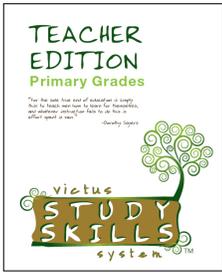
Sincerely,

A handwritten signature in black ink that reads "Susan Ison". The signature is written in a cursive style with a large initial "S".

Susan Ison, President
Victus Study Skills System
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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.

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.

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?

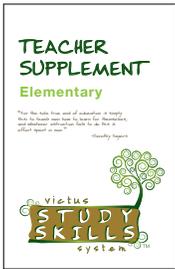
Are there different steps you could have taken to reach the same goal?

- 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.



Victus Study Skills System

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>
1. Write things down because you remember them better when you do.	1. Study with a friend/tutor/parent so that you can drill facts out loud.	1. To memorize, pace or walk aloud while reciting to yourself or looking at a list or index card.
2. Underline or highlight information in notes or books (when possible).	2. Recite out loud the information you want to remember (quotes, lists, dates, etc.).	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. Draw a picture of facts, like a map to label state capitals.	3. Put information into a rhythmic pattern: create a poem, rhyme, song, etc. Use mnemonics. (See examples in the appendix.)	3. Trace letters and words to learn spelling and remember facts.
4. "See" facts in your mind, and picture correct spelling.	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.	4. When studying, take breaks as frequently as you need. A reasonable schedule is 30 minutes of studying and five minutes of break.
5. Write vocabulary words in color on index cards with short definitions on the back.	5. Learn by interviewing or by participating in discussions.	5. Try studying in different positions.
6. Limit detail on index cards.		6. Use a dry erase board.
7. Take notes in class.		

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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

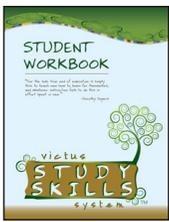
You have certain gifts and strengths and desires. You also have a purpose. When you put all these together, you have a mission. I decided in the second grade that I was on this earth to teach. Not everyone decides that young, but many dreams take root when we are young. It's a good time to start thinking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

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>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
<p>DR. SEUSS</p> <ul style="list-style-type: none"> • Rejected by 27 different publishers 	<p>THE CAT IN THE HAT</p>

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."

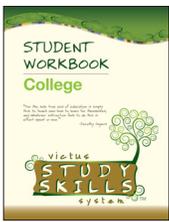
How do I get there?

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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COLLEGE WORKBOOK

Where am I now?

Learning Strengths

You are gifted in many ways by our Creator. You may be really good at a sport or at playing an instrument or understanding how things work. You are unique, and there is no one like you. The color of your eyes, your height, the way your hands look, the tone of your voice are all things special about you.

You also have a certain way that you take in and process information, and that is called your learning strength. It is helpful for you to know your learning strength and modify your study habits to build on your strength. Doing this will help you process information into your memory in a more effective manner.

There are three major learning strengths: visual, kinesthetic and auditory. Visual learners learn best by seeing, while auditory learners learn best by hearing and saying what they are learning. Kinesthetic learners learn best by doing and touching, incorporating movement into their learning.

There are many benefits to knowing your learning strengths: you can adjust your study habits to help you reach your fullest learning potential, and you may find ways to modify your behavior during lectures or labs to capitalize on your strengths. For example, you might realize you should be sitting closer to the front if you are a visual learner, or you may become more hands-on in your approach if you are a kinesthetic learner. Engaging your learning strengths will help you retain information more easily, and this will save valuable time and energy.

Application:

The next three pages will introduce you to the first steps to identify and build on your learning strength. When you are in a learning situation, pay attention to what you can do to learn more effectively. Read about learning strengths and styles to gain more insight. Doing so will help you fine tune the skill of using your learning strength to your advantage.

Where do I want to be?

MISSION, VALUES, and GOALS

Where there is no vision, the people perish. - Proverbs 29:18

Once we have a clear picture of where we are now, we need to determine where we want to be. This is done by writing our mission statement and identifying our values and goals.

If you had not done so in previous Victus levels, be sure to write your mission, values and goals.

Mission

A mission statement is a statement of no more than 25 words and no more than two sentences that describes what you are to become. In preparing to write your mission statement, write words or phrases that you think should be included. A mission statement usually has emotional impact because it declares to yourself and others what you are passionate about. It also is your preferred stand for the future. It will help you not only determine what you will do, but also what you won't do. Once you have revised it and lived with it for a while, you may decide to modify it somewhat, but it should remain 25 words or less, and it should always reflect your passion.

There are many examples of well-written personal mission statements, but it is most 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."

Application:

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

How do I get there?

Listening and Participation Assessment

Listening is a skill which can be developed.

Application:

Answer the questions below to help you identify your listening strengths and weaknesses. Build on your strengths and look for ways to grow in your areas of weakness.

Never Sometimes Often

- Do I pay complete attention?
- Does my attention span/listening ability fluctuate?
- Do I find it difficult to pay attention and listen?
- Do I take care of physical needs such as food, water, and rest?
- Do I take care of stress the best I can; exercise, take peaceful walks, talk, pray, not let it build up?
- Do I regularly take care of clutter and disorganization?
- Do I write down words I don't know and look up their meaning later?
- Do I avoid tuning out for any reason, even if I disagree, am bored or do not understand?
- Do I come to class prepared with thoughtful questions?
- Do I understand that active learning is enhanced by my participation?
- Do I know my instructor's participation requirements?
- Do I try not to interrupt?
- Do I write down questions to ask at an appropriate time?
- Am I respectful when I ask questions?
- Do I listen to my classmates?
- Do I restate answers to clarify, if needed?
- Do I maintain eye contact with the speaker?

Take some time to reflect on your current listening skills. Think about areas you can improve, and what you will commit to do in order to become an excellent listener.

Next, we will take a look at effective note-taking habits.

How do I get there?

Good Strategies for Test Taking

Read about strategies and types of tests on page 64. As you read, be active in your reading. Underline, highlight and take notes. After you read a section, close your eyes and try to summarize in your mind what you have just read.

Approach the Test Confidently and Take It Calmly.

Whenever we do something important, it is best to first plan it, then do it, then check it. This applies to taking test as outlined below.

I. Plan

- Carefully read and listen to all directions.
- Pay attention to how questions will be scored. An essay question, for example, might be worth 25 points, while a multiple choice question may only be two points.
- Distribute your time wisely. Preview the test to acquaint yourself with its parts and how to budget your time.

II. Do

- Do easy questions first, and the ones that are worth the most points.
- Get credit for the ones you know. Put a plus sign (+) by questions that require more thought and come back to them later.
- Mark a minus sign (-) beside the questions about which you have "no clue." Go back later and guess if there is no penalty for guessing.
- Make sure you understand the question before you answer it.
- Ask the teacher to rephrase difficult questions for you.
- Use relaxation techniques as needed.
- Keep a positive attitude.

III. Check

- Check your answers. Proofread long-answer and essay questions.
- Be a "bitter ender" — there is no reward for being the first to turn in your test.
- Remember, your first answer is usually the correct one. Change your answer if you know your first one is incorrect.

Application: Use these techniques to take the test on page 76.