



# Summer Bridge

## Module 3

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# What have we learned so far?

- During the previous two modules
  - We examined inspiration and what brings you inspiration
  - We also looked at the Personal Bank Account and how to make deposits during the weeks and months ahead.
  - We examined what it means to be an independent learner and how to be proactive and not reactive.
  - We looked at organization, from your study spot, to your material, time and thoughts

# What's the Plan for Module 3?

- In this first module, we are going to look at:
  - Beginning With the End in Mind
  - What is Your Personal Mission Statement
  - Taking Notes – It's the process, not the product!

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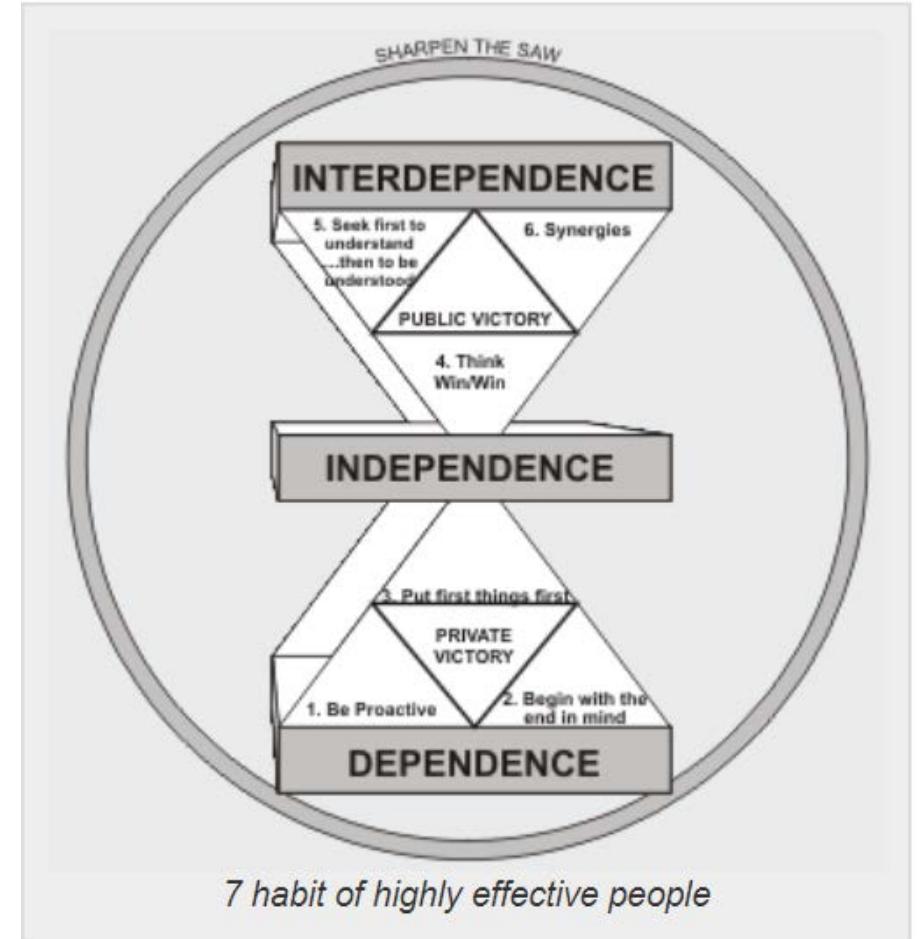
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# Independent Learners

- One of the goals of Summer Bridge is prepare students to be independent learners.
- With school starting on-line and students learning from home, the importance of being an independent learner is even more critical.
- As we learn the strategies in the rest of the modules, remember the goal:

***To Become an Independent Learner!***



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# What Do You Have in Mind?

At this time, please pause the video and think about the following questions:

- What do you hope to achieve in your advance courses this year? A certain grade? Some new learning? Something different?
- How will you keep track of where you are? How will you prioritize your time and energy to get to your goals?

Please give yourself a few minutes to think about these questions before restarting the video.



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# Begin With the End in Mind

- Along with being proactive, beginning with the end in mind can help students become independent learners.
- Please stop the video here and complete the reading on Beginning With the End in Mind.
  - When you get to “The Great Discovery” complete the activity. You will use it to create a personal mission statement. That mission statement will be part of the reflection at the end of the module.
- You may also enjoy watching the video on [Big Rocks](#) that is on the main page.

# Something to Highlight

- Mission Statements can be powerful for reminding us what we motivates and inspires us and broadens our view about what is important in life.
- Goals should support the mission statement, but are much more focused.
  - Goals are about accomplishing something, mission statements are about being someone.
- Mission statements can also reminds us why we are doing something. When we are challenged, returning to a mission statement can help us overcome adversity.
  - “The person that has a why to live for can bear almost any how”

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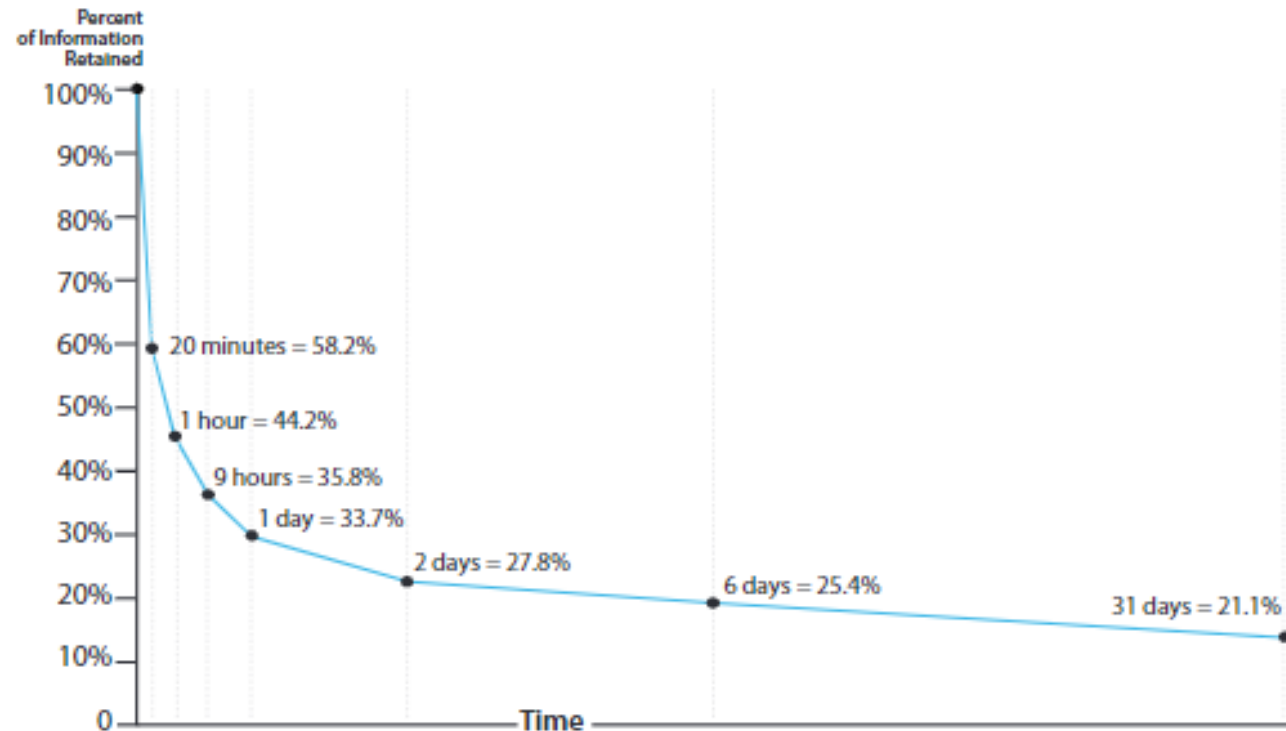
# Writing It Down

- Note-taking has always been a part of school work. Notes help us remember what has been covered, highlight what is important, and organize our thoughts.
- Now that more and more things are online and easily accessible, why should we take notes is a question that is frequently asked.
- Remember, taking notes should be a process, not a product.



# The Curve of Forgetting

## The Curve of Forgetting



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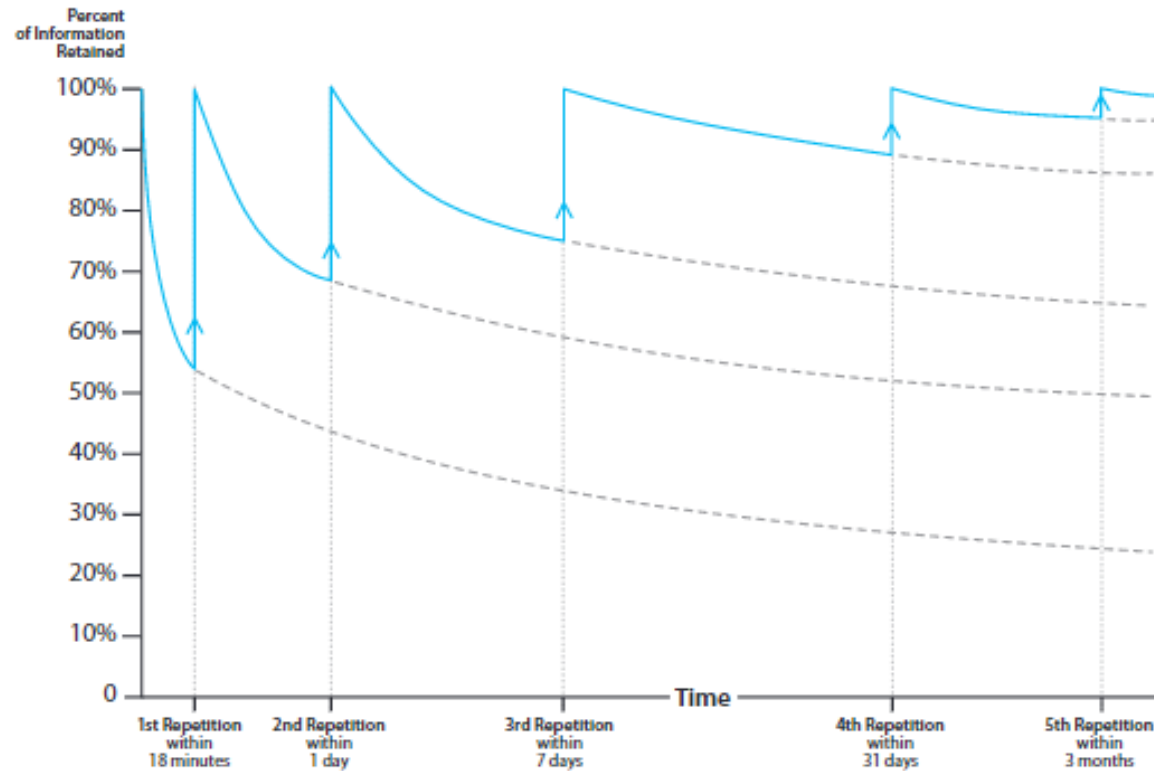
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# The Curve of Forgetting

## Rate of Forgetting with Study/Repetition



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# Writing It Down

- One strategy for note-taking is the AVID Focused Note-Taking Strategy.
- This strategy has five steps:
  - Taking the Notes
  - Processing the Notes
  - Connecting Thinking
  - Summarizing and Reflecting on Learning
  - Applying Learning

<b>Taking Notes</b> 	<b>Create the notes.</b> Select a note-taking format, set up the note page, record the Essential Question, and take notes based on an information source (lecture, book, website, article, video, etc.), selecting, paraphrasing, and arranging information in a way that meets your note-taking objective.
<b>Processing Notes</b> 	<b>Think about the notes.</b> Revise notes—by underlining, highlighting, circling, chunking, questioning, adding, deleting—to identify, select, sort, organize, and classify main ideas and details. Evaluate the relative importance of information and ideas in the notes.
<b>Connecting Thinking</b> 	<b>Think beyond the notes.</b> Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions and adding your own thinking to create greater understanding, identify gaps or points of confusion, and connect your new learning to what you already know.
<b>Summarizing and Reflecting on Learning</b> 	<b>Think about the notes as a whole.</b> Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps you meet the note-taking objective.
<b>Applying Learning</b> 	<b>Use the notes.</b> Save and revisit your notes as a resource or learning tool to help you apply or demonstrate what you have learned.






# Writing It Down

- The goal of this process is not to have a specific way to take notes. Notes can take many forms, from handwritten Cornell Notes to something in OneNote or a Word document.
- The critical thing is that you re-read, revise, and reflect on your notes - remember *the Curve of Forgetting?*

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# Writing It Down

- On the main page, there are resources that you can use to develop your note-taking skills.
- The goal of Summer Bridge is to support students to becoming independent learners. Part of that is knowing how you are going to record, revisit, revise and reflect on your classwork!

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# The Four R's

At this time, please pause the video and think about the following questions:

- What will be your note-taking system? How will you ensure you have time to record, revisit, revise and reflect on your notes?
- How will your time management and organization be influenced by your note-taking?

Please give yourself a few minutes to think about these questions. There are also resources for note-taking on the main page.



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# End of Module 3

- Thank you for taking the time to complete Module 3!
- Please stop the video and complete the reflection so we can know what you thought!



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