

Sport Youth  
Foundation

4.0 PROGRAM

ATTITUDE

ACADEMICS

ATHLETICISM

THREE A'S TO  
SUCCESS

# (Student Handbook)

Dr. James Dye, DPT, AT, CSTS  
Executive Director

---

## **The Program**

### **SYF 4.0 PROGRAM EDUCATIONAL COMPONENT**

#### **MISSION STATEMENT**

SYF is committed to promoting excellence in academic endeavors and athletic competition. Excellence is achieved by the development of a competitive spirit, responsibility, self-discipline, and skills for working cooperatively with others. The opportunity for students to participate in competitive sports creates a climate which compliments student-athletes' goals for a comprehensive education, instilling in them a life long commitment to excellence in behaviors and practices which contribute to their academic integrity and physical and psychological wellness.

## GOALS:

### Short Term:

- 1) To instruct students on proper study and test taking techniques
- 2) To maintain and/or increase students present grade point level
- 3) To equip student with appropriate tools and knowledge of study habits
- 4) To re-focus student's intellectual attitude and goal setting in relationship to academic requirements

### Long Term:

#### **1 year:**

- 1) To assist academic student through monitoring of studies
- 2) To assign students appropriate tutorial assistance based on needs
- 3) To focus student on the accomplishment of NCAA college entrance requirements including S-A-T/A-C-T/ Core high school requirements/ISTEP testing

#### **3 years:**

- 1) To design and complete a free standing study recreation center independent of student's respective school. Providing accountability to tutorial and educational assistance throughout the academic year and summer.
- 2) To increase the acceptable number of students involved in the program to no less than 200.

#### **4 years:**

- 1) To continue the development of students by developing a (20) station computer lab
- 2) To provide areas of social service to assist in students environmental needs

# PROGRAM

A Change in the  
Student Athletes Attitude  
Toward Academics

## **PURPOSE:**

The SYF staff is committed to academic excellence. We are preparing our student-athletes for the future. We are committed to development and refining the organizational skills necessary to achieve their potential in the highly competitive academic environment both as a student and an athlete. This program has been developed to assist in organizing and prioritizing academic, athletics, social development, and personal free time requirements. It will also assist the student in recognizing the need to receive extra instruction early in an academic subject. Additionally, this program will help the staff maintain a proactive approach in helping the student attain their academic and athletic goals.

## **REQUIREMENTS:**

All student-athletes will maintain a SYF Time Handbook. The handbook will be kept by the student-athlete and will be reviewed 2 times monthly by a SYF member.

## **RESPONSIBILITIES:**

### **STUDENT-ATHLETE:**

- a. Maintain this handbook in accordance with the examples contained within
- b. Develop your schedule as in advance as possible, then update the daily/weekly planner on an **everyday** basis. Complete your entries in pencil, except for scheduled events/classes which should be done in **pen**, in order to reflect the dynamics of changing priorities. Test, quizzes, and graded writing assignments due dates will be highlighted with a **highlighter** or **red ink**. Significant efforts should be made to stay on the schedule you initially set in order to complete academic assignments on time and to thoroughly study each academic discipline.
- c. By the end of the first week of the semester, enter all scheduled classes/labs and exams for the entire semester on weekly planners. Make these entries in **pen**.
- d. Set a realistic goal for each academic class and record your goal line on the graph of graded exercises. When test, quizzes or graded papers are returned, record the grade on the graph. (We strongly recommend you maintain a file of all exercises returned by your instructor in which you record correct responses for those questions missed. This will better prepare you for mid terms and finals).

- e. When you first recognize that you don't fully understand the material being studied or you don't understand the method of examination, seek immediate assistance from instructors, teaching assistants, or students who have taken the class (highly recommended for a "C" and **mandatory** for a "D" or "F"). Seek the **best qualified** help and record the assistance received in the handbook's Extra Instruction Log.
- f. Present the handbook to the designated staff member at least twice monthly for review and recommendations. **DO NOT LEAVE THE HANDBOOK WITH THE REVIEWER.**
- g. Submit your handbook to the SYF staff at the end of the grading period

### **Academic Area Rules:**

- \* Snack food and drink is allowed in study area, (if area is kept clean)
- \* No cassette players, CD players, headphones, or radios, not even if it is for class
- \* No computer game
- \* Always bring books and notes to study, you will not be allowed in empty handed
- \* Do not clock in and leave (to get a drink, foot, bathroom, etc) take care of this prior to arrival
- \* Each study session must be at least **one hour** in length, **but** no more than three hours for a daily study period. You must clock-in and clock-out on the time clock to receive POWER HOUR credit
- \* Each student-athlete's penalty status and total hours will be displayed clearly on a weekly time sheet. All coaches will also be provided with a weekly update indicating the Power Hour status of each of their players
- \* Do not ask to use the phone

### **Advisement:**

All student-athletes must meet with their SYF academic/athletic advisor to discuss their schedule, progression and eligibility requirements prior to each semester registration.

### **Academic Regulations**

#### **Scholastic Warning:**

Remaining in good academic standing is key to the maintenance of your SYF eligibility. If at anytime your cumulative GPA drops below a 2.00, you will automatically go on Scholastic Warning. Scholastic Warning is precautionary and indicates that you are

experiencing academic difficulty. Scholastic Warning, however, does not take away your ability to participate.

### **Communications:**

All students will be assigned a e-mail address within the program's website. This form of communication will enable the student to:

1. Communicate with academic tutors
2. Communicate and receive information to colleges and universities interested in the student for scholarship purposes
3. To allow communication between the student with other students in the program
4. To afford the program contact with administrators, tutors, parents and students for program changes, announcements, and activities

### **Scholastic Probation:**

Student-athletes on Scholastic Probation may not practice or participate in their sport. If you are on Scholastic Probation you must maintain a GPA of at least 2.00 until your cumulative GPA is raised to the required minimum for your class standing.

### **Honors Club:**

#### **3.5 CLUB:**

Those students who attain a 3.5 GPA or better for the year (fall-spring semester) will gain entry into the 3.5 Club and will receive recognition.

#### **3.0 CLUB:**

Any student-athlete who attains a 3.0 or better for the (fall-spring semester) will receive recognition.

#### **2.7 CLUB:**

Any student-athlete who attains a 2.7 or better for the (fall-spring semester) will receive recognition.

### **The SYF Family Award:**

This award will be given to the male and female upper level student-athlete with the highest GPA. This award is one of the most prestigious awards given in the program and is awarded at the end of the year.

## **Program Results:**

Sport Youth Foundation looks forward to its 11<sup>th</sup> year as a non-profit organization designed for the academic and athletic advancement of youth in our immediate area. This is a twelve (12) month per year program with focus on required NCAA core course requirements for scholarship qualifications, S-A-T and high school tutoring in preparation of college entrance.

Our (4) part program include:

- |                       |                     |
|-----------------------|---------------------|
| 1)Academic Counseling | 3)Tutoring Programs |
| 2)Strength Training   | 4)Athletic Exposure |

This letter is to request continued assistance in furthering these goals.

Over a period of 14 years an average 7.25% SYS student/athletes both male and female per year have entered NCAA Division I Universities. Ninety-two student athletes have acquired scholarships to accredited NCAA Division 1, 2 and junior Colleges. Statistically, Sport Youth Foundation from our inception has assisted 9.23 student/athletes of each 12 player roster to go on to college. Each team carried (2) underclassmen not eligible for scholarships. This is a 92% success rate, 100% of funding is spent on housing, traveling, equipment, tutoring, and strengthening programs. All administrative hours are donated by personnel.

**Our 2007 year will be the program's greatest effort serving over 82 young people both male and female between the ages of 13 - 18, and a partnership with Nike.**

# ACADEMICS

## **Academic Year Schedule:**

### **Summer:**

Students will attend five (5) sessions covering the following topics:

- Session 1)     **HOW TO STUDY**
- Session 2)     **TIME MANAGEMENT**
- Session 3)     **SUCCESSFUL STUDYING**
- Session 4)     **HOW TO PLAN YOUR TIME**
- Session 5)     **TEST TAKING**

\* All sessions conducted by SYF academic staff

### **Fall Semester:**

- \*     Grade check every two (2) weeks (progress reports)
- \*     Tutorial support in classes where indicated. Two (2) sessions per week (1) hour each
- \*     S-A-T tutorial session for sophomore through senior level (after ISTEP completion)
- \*     Competition of Clearing House requirements (juniors-seniors)

### **Spring Semester:**

- \*     Re-discuss summer session material
  - How to Study
  - Time Management
  - Test Taking
- \*     Grade check every two (2) weeks (progress reports)

- \* Tutorial support in classes where indicated two (2) sessions per week (1) hour each
- \* S-A-T tutoring program
- \* S-A-T testing - sophomore through seniors
- \* Completion of Clearing House requirement (junior-seniors)

## **Academics:**

### **Academic Assistance Program:**

The academic Support Staff will target those student-athletes they feel are “at-risk” for academic problems. These students will be placed in mandatory tutoring for each of their class subjects. An SYF academic advisor will meet with individual students to explain the expectations of mandatory tutoring and devise a schedule that meets the needs of the student-athlete.

We will make every effort to keep in contact with your instructors and to monitor your academic progress for signs that may indicate a need for tutorial help. Ultimately, however, it is the student-athlete’s responsibility to inform the Academic Support Staff of the need for tutoring and the subjects in which assistance is needed. We strongly encourage all student-athletes to take advantage of the Tutorial Assistance Program whenever difficulties arise during the course of study.

### **Student-Athlete Responsibilities:**

As a student-athlete participating in the SYF 4.0 program you have many obligations to your family, your sport, yourself, and the community. You have a visibility that most other students do not have. Your behavior, whether it is positive or negative, will give people a lasting impression of all student-athletes and the SYF program.

### **Behavior as a Student:**

- \* Always attend class
- \* Be on time for class and do not leave early
- \* Sit in the front of class
- \* Be prepared for class and participate in class discussions
- \* At the beginning of each quarter, introduce yourself to each instructor as a student-athlete. Provide them each with an updated schedule of your season, with those events that may conflict with class highlighted. Express your sincerity to make-up any missed class time prior to your departure, and your commitment to academics.
- \* Before missing any classes for a scheduled athletic event, all students must pick up a letter of explanation. This form must be completed and presented to your instructor(s) at least three days prior to your class absence.
- \* Get make-up work in as soon as possible. You are responsible for completing all missed assignments, quizzes, and test. The Academic Support Staff or coaches are not responsible for contacting your instructors.

## **Athletic Participation:**

Student-athletes should provide instructors with the following information at least three days prior to any class missed due to athletic participation.

- \* A list of class periods that you will miss due to athletic competition (Your coach will provide you with a schedule of athletic competition of your sport)
- \* A proposal of when and how to plan to make up missed assignments, exams, etc.

## **Illness or Injury:**

If absences are unavoidable due to any illness or injury, contact your instructor as soon as possible to work out an agreeable arrangement in fulfilling classes or missed course work. Student-athletes who have **extended** personal illness or injury should contact their Academic Advisor, and the advisor will notify instructors, otherwise it is the student-athlete's responsibility to contact the instructor.

## **Academic Monitoring:**

Monitoring of classroom progress secondary to academy consent form will allow the academic staff to become aware of problems and provide the assistance needed as quickly as possible. Your academic advisor will make every effort to contact you and make you aware of any academic problems that may exist.

Viewing of your academy record is confidential and is limited to the academic advisor, respective student-athlete and coach.

## **Class Attendance Policies:**

Consistent class attendance and participation are essential to academic success. It is your responsibility to attend punctually every class session.

## **Penalties...A Little Incentive:**

### **Power Hour Warning:**

Any hours missed during a week must be made up during the next week. All violations of Power Hour rules will be reported to your Head Coach.

**You are allowed only one warning week to complete make up hours before being placed on practice probation.**

### **Practice Probation:**

Students who do not complete owed hours will be held out of practice until those hours are completed. Regularly assigned hours *must also be completed* to return to good standing. Student-athletes must report to study hall *during* their scheduled practice time for makeup hours from the warning list.

### **Participation Suspension:**

Not making up all hours during Practice Probation week will result in the student-athlete being held out of all team related events until all necessary hours are completed.

You are required to complete study hall hours even while team may be out of season. Any student-athlete who completes a semester on practice probation will have the amount of hours they owe at semester end added to their weekly power hour total for the duration of the next semester.

# **TUTOR SECTION**

## **Tutor's Code of Ethics**

- 1) Subject's proficiency and knowledge are a top priority in my task as a tutor
- 2) My major motivation is building my student's self-confidence
- 3) My student receives my total attention
- 4) The language we share is mutually understandable
- 5) I am able to admit my own weaknesses and seek assistance
- 6) I respect my student's personal dignity and accept them without judgement
- 7) I encourage my students without false hope or flattery
- 8) I strive for mutual openness and honesty as I tutor
- 9) I do not impose my personal values or lifestyles upon my students
- 10) I do not use tutoring time to proselytize my belief system

## **Tutor's Responsibility**

Find out how this course fits into the student's overall educational plans.

Learn about the tutee's past successes or failures which affect feelings about this course. Ask what grade the student wants from the course. Does it seem realistic? Be sure you understand the student's present status in the class. Ask the student for an assessment of his/her problems.

While showing that you care, you also need to establish your position as the leader in your relationship. A mark of an outstanding tutor is the ability to do this without being condescending. Do not assume that your student will know what you expect. Talk about what you expect from each other. Below is a list of items you should consider in deciding what to discuss at this first meeting:

- 1) Discuss your regular meeting time. Many students have problems organizing their time effectively. A regular meeting time will be more effective than a change of time each week.
- 2) Ask to see the student's book and worksheets. When you first see the student, make it clear what materials are to be brought to the session. By seeing this information, you will be better able to set up an effective strategy for a good grade. Be sure the student has all the required materials for the course.
- 3) There are several forms which can help you in setting up clear expectations. Each tutee will have a tutee agreement when assigned a tutor. By your referring to this form, the tutee will see that you are part of a cohesive program. Both the form and the tutor-tutee contract can be referred to again later if expectations need to be reclarified.
- 4) Be sure you have an adequate system for keeping the information you need. Ask your tutee by what name you should call them. Keep a record of what you ask the tutee to do for the next session. By writing this down in front of the students, they will see that you are serious about your expectations.

## **Communication Barriers**

- 1) Making premature comments and evaluations
- 2) Statements that are too general or firm
- 3) Interrupting others
- 4) Mishandling being interrupted and not being understood
- 5) Talking too much
- 6) Repeatedly telling others what to do
- 7) Talking down to people
- 8) Asking loaded questions
- 9) Sarcasm
- 10) Placing emphasis on blame
- 11) Arguing
- 12) Displaying irritating listening habits

## ROAD BLOCKS TO COMMUNICATION

- 1) Ordering or Commanding (You must....You have to.....You Will.....) None of us like being ordered or commanded. Generally, this produces resentment followed by defensiveness, pouting, or retaliation.
- 2) Warning or Threatening (You had better....If you don't,..... then....) This kind of communication invites "testing." It also says "I am superior to you and will use my power against you."
- 3) Moralizing or Preaching (You should..... It is your.....) This usual purpose in this kind of communication is to produce guilt in others. This is similar to ordering but says "there is my way and the wrong way."
- 4) Instructing or Lecturing (Here is why you are wrong..... This is the way you should do it.....) These kinds of remarks may provoke defensiveness and often bring on counter-arguments.
- 5) Providing answers or solutions (What I would do is.....Why don't you.....) People who offer advice that has not been requested often present their opinions as "the truth." Nothing blocks communication more than a failure to respect the decisions and opinions of others—even if you disagree.
- 6) Judging or Blaming (You are foolish....That's stupid....That won't work....) More than any other type of message, this makes people feel inadequate, inferior, incompetent, bad or stupid.
- 7) Diagnosis or Interpreting (What you need is....Your problem is.....) Most people resent it when others "interpret" their motives. This can stop people from communicating rather than encouraging it.
- 8) Interrogating or Prying (Why....Who....Where....How.....) When people are "interrogated" they may get the impression that the interrogator does not find them capable of solving their own problems. The message involves more than a desire for information.
- 9) Avoiding or By-Passing (Let's not talk about it now....We can deal with that later....) This may communicate a lack of interest in the concerns of others. These remarks may frustrate those seeking your opinion or approval.
- 10) Joking or Using Sarcasm (When did they make you the boss....Haven't you read a newspaper lately....) These comments may embarrass others even if the speaker does not intend to do so. Remarks such as these are "put down" anyway you look at them.

## **GENERAL REMINDERS**

- 1) Tutors are expected to be punctual for tutoring sessions and remain at their designated site for the duration of the session.
- 2) If you leave your tutorial location for any reason, please leave a note or a sign on your door stating when you will return. If you relocate to another room, please leave a note.
- 3) If you must cancel a tutoring session due to illness or a valid reason, you must notify the coordinator, not just the department where you tutor or the students who attended the session on the previous night.
- 4) Scheduled tutoring session times are not to be changed without first discussing it with the coordinator. Changes must be cleared with department contact persons and the coordinator.
- 5) Please remember the message that your attitude, behavior, and performance as a tutor sends out to others.

# FORMS

# STUDENT/PARENT CONSENT FORM

I,

\_\_\_\_\_ ,  
the parent/guardian

of \_\_\_\_\_ ,

hereby authorize the SYF academic staff to discuss with counselors and teachers the academic status of my child. I further ask that he be allowed any information on exams and absenteeism that might influence their grade.

\_\_\_\_\_  
(Parent/Guardian Signature)

\_\_\_\_\_  
(Date)

# LETTER OF EXPLANATION FOR MISSING CLASS

\_\_\_\_\_ will not be present on the  
following dates secondary to

\_\_\_\_\_  
He will return to class on \_\_\_\_\_. Please  
assign student appropriate homework for dates missed.

\_\_\_\_\_  
Academic Advisor

\_\_\_\_\_  
Date



**Attitude:****Definition:****Remember:**

Instructors are individuals who have worked just as hard to be leaders in their field as you have in your sport. They are a very valuable resource and deserve respect. Instructors are here to assist you and are available outside the classroom to answer questions. Good communication with your instructors can greatly improve your educational experience.

- \* Be courteous, cooperative, and patient with fans, members of the community, and media personnel
- \* Do not use inappropriate language, signs or symbols
- \* Dress appropriately
- \* Treat others as you would like them to treat you

You are a role model for many people and what may be a small gesture for you could be very important to those who look up to you.

# Athletism

## PROGRAM RESULTS

Below is the Sport Youth Foundation College Roster.

### NCAA Division 1:

<u>Name</u>	<u>College</u>	<u>High School</u>
1)Thomas Cooper	DePaul University	Lew Wallace
2)Charles Hane	Tennessee Tech	Roosevelt
3)Allen Ledbetter	University of Maine	West Side
4)Larry Moore	Eastern Illinois University	St. Francis
5)Omar Lincoln	Southwest Ms. State	Wirt
6)Otis Frazier	Butler University	Lew Wallace
7)Willie Davis	Wichita University	E.C. Central
8)Ronnie Nixon	Mercer University	E.C. Central
9)William Fontleroy	Southwest Ms. State	Roosevelt
10)Bobby Smith	Villanova University	E.C. Central
11)Keith Herron	Indiana State University	Hammond
12)Brandon Donaldson	Drake University	Wirt
13)Eugene Wilson	University of Illinois	Merrillville
14)Brandon Tauber	Indiana University	Highland
15)Chris Woods	Weber State University	E.C. Central
16)Lonnie Jones	Ball State University	Lew Wallace
17)Patrick Danley	Weber State University	West Side
18)Marcus Jefferson	Providence College	E.C. Central
19)Shane Power	Iowa State University	Andrean
20)Brett Busher	Purdue University	Chesterton
21)Steve Draybin	Belmont University	LaPorte
22)Carson Cunningham	Purdue University	Andrean
23)Greg Tonagel	Valparaiso University	LaPorte
24)Kyle Brumm	Iowa State University	Andrean
25)Len Matela	Bowling Green	Andrean
26)Adam Schaper	Iowa State University	Valley
27)Greg McQuay	Purdue University	West Side
28)Rick Wright	Villanova University	E.C. Central
29)Jermaine Boyette	Weber State University	Hammond
30)Steve Reynolds	Western Michigan University	South Bend Riley
31)Lonnie Randolph	Drake University	Merrillville
32)Ken Lampley	Youngstown State College	Roosevelt
33)Justin Johnson	St. Louisville	Merrillville
34)Keith Christmas	Middle Tennessee State	West Side
35)Darnell Franklin	Weber State	Roosevelt

### NCAA Division 1:

<u>Name</u>	<u>College</u>	<u>High School</u>
36)Nathan Carter	Chicago State	Horace Mann
37)Drew Baron	Columbia University	Andrean
38)Demetrius Kilgore	Purdue University	South Bend
39)Ajabe Gillis	University of IL. Chicago	E.C. Central
40)Rodney Wash	Weber State	E.C. Central
41)Mike Macelleri	Stanford	South Bend Riley
42)Eric Gerding	Ball State	LaPorte
43)Chris Thomas	Weber State	Crown Point
44)Gary McQuay	Purdue University	West Side
45)Gary Patterson	Butler University	Bishop Noll
46)Jerome Vann	Western Michigan	LaPorte
47)Kevin Brandy	Bethel College	LaPorte
48)Karima Davis	IUPUI	West Side
49)Belinda Drake	IUPUI	West Side
50)Eric Cole	Elmhurst	Andrean
51)Shawn Robinson	Horace Mann	

*Note: An average of 6.25 SYF players per year have entered NCAA Division Universities*

### NCAA Division II & III:

<u>Name</u>	<u>College</u>	<u>High School</u>
1)Jerry Park	St. Joseph College	Highland
2)Nick Michaels	St. Mary College	Mt. Carmel
3)Douglas Dybzinski	Indiana University	Boone Grove
4)Ashanta Miller	College of the Desert	West Side
5)Andy Tanksley	Manchester Area Community College	LaPorte
6)Joel Tonagel	Indiana Westleyan	LaPorte
7)Rashad Pace	IUPUI	Andrean

**Junior College:**

<u>Name</u>	<u>College</u>	<u>High School</u>
1)Antoine Lewis	South East Nebraska	Hammond
2)Vincent Hart	California Community	West Side
3)Lincoln Glass	Lincoln Trail	South Bend
4)Ezell Moore	Tri-City University	E.C. Central
5)Terrence Banks	Kankakee Junior College	Wirt
6) Batist Haywood	South East Nebraska	Hammond
7)James Borom	Williston	Merrillville
8)Erik Rhinehart	Kalamazoo	Valparaiso
9)Marcus Ford	South East Illinois	Wirt
10)Shallum Culp	Williston	Lew Wallace
11)Donta' Edwards	Des Moines Area Community College	E.C. Central
12)NaQuan Jackson	Hutchinson Junior College	Roosevelt

**Prep School:**

<u>Name</u>	<u>College</u>	<u>High School</u>
1)Marcus Jefferson	Notre Dame	E.C. Central
2)Ajabe Gillis	Notre Dame	E.C. Central
3)Bobby Smith	Maine Central	E.C. Central
4)John Davis	Phil. Christian	Merrillville
5)Jamal Nash	Laurinburg	Roosevelt
6)Tyrone Appleton	Bridgton Academy	Roosevelt
7)Marcus Rhodes	Cincinnati Christian	Lew Wallace
8)Robert Eldridge	New Creation	Wirt
9)Nate Gordon	New Creation	Roosevelt

*Note: Over a (13) year period, 9.23 players of each (12) player roster have gone to college. Each team carried (2) underclassman not eligible for scholarship.*

# *25 ways to get the most out of now*

The following time management techniques are about when to study, where to study, how to handle the rest of the world, and things you can ask yourself when you get stuck. As you read, underline, circle, or otherwise number the suggestions you think you can use.

Pick two or three techniques to use now. When they become habits, come back to this article and pick a couple more.

## *When to Study*

1. **Study difficult (or boring) subjects first**
  - a. If your chemistry problems put you to sleep, get to them first, while you are fresh.
  - b. If you find yourself avoiding a particular subject, get up an hour early to study it before breakfast.
  - c. Consistently avoiding study tasks can also be a signal to re-examine your major or course program.
2. **Be aware of your best time of day**
  - a. Many people learn best in daylight hours. If this is true for you, schedule study time for your most difficult subjects when sun is up

- b. The mind is better able to focus before it is assaulted by the jangle of telephones, traffic, and Top 40 tunes.
  - c. The key point is to find them when learning feels best.
3. **Use waiting time**
- a. Five minutes waiting for a bus, 20 minutes waiting for the dentist, 10 minutes between classes - waiting time adds up fast. Have short study tasks ready to do during these times. For example, carry 3 x 5 cards with facts, formulas, or definitions and pull them out anywhere.

## *Where to Study*

4. **Use a regular study area**
- a. Your body and your mind know where you are. When you use the same place to study, day after day, they become trained.
  - b. Avoid eating, watching television and playing games.
5. **Study where you'll be alert**
- a. In bed, your body gets a signal. For most students, it's more likely to be "Time to sleep," rather than, "Time to study!"
  - b. Easy chairs and sofas are also dangerous places to study. Learning requires energy. Give your body a message that energy is needed. Put yourself into a situation that supports that message.
6. **Use a library**
- a. Libraries are designed for learning. The lighting is perfect. The noise level is low. Materials are available.

## *How to handle the rest of the world*

7. **Pay attention to your attention**

- a. Breaks in concentration are often caused by internal interruptions. Your own thoughts jump in to tell you another story about the world. When that happens, notice the thoughts and let them go.
8. **Agree with living mates about study time**
    - a. This includes roommates, parents, spouses, and kids. Make the rules clear, and be sure to follow them.
  9. **Get off the phone**
    - a. The telephone is the perfect interrupter.
    - b. You don't have to be a telephone victim. If a simple "I can't talk. I'm studying" doesn't work, use dead silence.
  10. **Learn to say no**
    - a. This is a timesaver and valuable life skill for everyone.
    - b. Notice how others misuse your time. Be aware of repeat offenders. Ask yourself if there are certain friends or relatives who consistently interrupt your study time.
  11. **Hang a "do not disturb" sign on your door.**
    - a. They work. Using signs can relieve you of making a decision about cutting off each interruption.
  12. **Get ready the night before.**
    - a. Completing a few simple tasks just before you go to bed can help you get in gear faster the next day.
  13. **Call ahead**
    - a. Used wisely, the telephone actually help you manage time.
  14. **Avoid noise distractions**
    - a. To promote concentration, avoid studying in front of the television and turn off the stereo.

- b. The overwhelming majority of research indicates that silence is the best form of music for study.
15. **Notice how others misuse your time**
- a. Be aware of repeat offenders. Ask yourself if there are certain friends or relatives who consistently interrupt your study.
16. **Ask: What is one task I can accomplish toward my goal?**
- a. This is a useful technique to use on boring, imposing jobs. Pick out one small accomplishment, preferably one you can complete in about five minutes.
17. **Ask: Am I being too hard on myself?**
- a. Worry about the future is another way people beat themselves up. How will I ever get this done alone? What if every paper I write turns out to be this hard? If I can't do this simple calculation now, how will I ever pass the final? Instead of promoting learning, such questions fuel anxiety.
18. **Ask: Is this a piano?**
- a. Ask yourself if what you are doing needs to be perfect. You don't have to apply the same standards of grammar to review notes that you apply to a term paper. The basketball player who refuses to shoot until the perfect shot is available may never shoot.
19. **Ask: Would I pay myself for what I'm doing right now?**
- a. If you were employed as a student, would you be earning your wages? Ask yourself this question when you notice you've taken your third break in 30 minutes.
20. **Ask: Can I do just one more thing?**
- a. If you get in the habit of working until you are done, then doing one more thing, those end-of-the-day tasks will soon add up. The overall increase in your productivity might surprise you.
21. **Ask: Am I making time for things that are important but not urgent?**
- a. Exercise is an example of something that is important but not urgent.
  - b. We can monitor our time and ask if some urgent tasks can be delegated or eliminated altogether. Also, we can list important activities and schedule

specific times for them. That way, these activities won't get lost in the shuffle.

22. **Ask: Can I delegate this?**

- a. If you're absent for a class, find a classmate to explain the lecture, discussion, and any assignments.

23. **Ask: How did I just waste time?**

- a. Notice when time passes and you haven't accomplished what you planned. Take a minute to review your actions and note the specific ways you wasted time. We operate by habit and tend to waste time in the same ways over and over again.
- b. The point is not to blame yourself but to increase your skill.

24. **Ask: Could I find the time if I really wanted to?**

- a. Often the way people speak rules out the option of finding more time. An alternative is to speak about time with more possibility.

25. **Ask: Am I willing to promise it?**

- a. This may be the most powerful time management idea of all. If you want to find time for a task, promise yourself - and others - that you'll get it done.

# HOW TO PLAN YOUR TIME

1. *Schedule fixed blocks of time first.* Start with class time and work time. Other activities must be scheduled around them. Then schedule essential daily activities like sleep and eating.
2. *Include time for errands.* Little errands destroy a tight schedule and make us feel rushed and harried all week. Plan for them and remember to allow for travel time between locations.
3. *Schedule time for fun.* Fun is important. Brains that are constantly stimulated by new ideas and new challenges need time off to digest them. Recreation deserves a place in your priorities. It's important to "waste" time once in a while.
4. *Set realistic goals.* Don't set yourself up for failure by telling yourself you can do a four-hour job in two hours. There are only 168 hours in a week. If you schedule 169 hours, you lose before you begin.
5. *Allow flexibility in your schedule.* Recognize that unexpected things will happen, plan for the unexpected. Leave some "holes" in your schedule. Consider setting aside time each week "marked" time or "open time." These are hours to use for emergencies, spontaneous activities, catching up seizing new opportunities.
6. *Study two hours for every hour in class.* Standard advice that you allow two hours of study time for every hour you spend in class.
7. *Avoid scheduling marathon study sessions.* When possible, study in shorter sessions. Three-hour sessions are far more productive for most people than one nine-hour session.

Finally, if you must study in a large block of time, work on several subjects and avoid studying similar subjects back to back.

8. *Set clear starting and stopping times.* Tasks often expand to fill the time we allot for them.

An alternative is to plan a certain amount of time for that reading assignments, set a timer, and stick to it.

9. *Plan for the unplanned.* The best-laid plans can be foiled by the unexpected.

# REVIEW LOG

WEEK	COACH'S SIGNATURE & COMMENTS
1	
2	
3	
4	
5	
6	