

Self-Management Skills

Self-management skills refer to steps, strategies, and skills that individuals can use toward the achievement of goals. Some examples include organizing study materials, setting goals, and monitoring progress. Teaching self-management skills will prepare students in environments where there is little guidance structure and monitoring.* Explain to students that the material in GED classes may be new to them and therefore they should use strategies that can help them to stay organized and meet their goals. Explicitly state to students that some strategies that have worked well for college students include:

Pre- and post- self-evaluations -

The self-evaluations help students monitor their progress as they work through the material presented in class. The Science lessons have a pre- and post- self-evaluation at the beginning and end of each unit to help students with monitoring their progress. It is also an opportunity for students to review the main themes of the unit. Explain to students the importance of previewing their knowledge of the material before studying. Discuss with students the benefits of reflecting on what was learned after the lessons. Ask them why an evaluation is important before and after study units.

Managing class materials –

In order to meet their stated education goals, students should have a 3-ring binder and notebook in order to better manage materials. Explain to students the importance of being organized at college and at work and how the 3-ring binder will help students as they review previous lessons and move on to new units. Demonstrate to students how their notebook can be set up as a learning journal with sections for each GED subject matter: reading, math, science, and social studies. Tell students their notebook and is a place to write their notices (evidence) and wonderings (remaining questions) about a lesson. Be explicit on how the use of the notebook is a method to organize new vocabulary related to the areas of study for GED 2014®.

Knowing when to ask for help –

Explain to students that a lot of the material for GED 2014® will be new to them and it is OK to ask for help to better understand. Students should get in the habit of asking for help, asking for clarifying questions, and checking in with the teacher when they don't grasp a concept in class.

Being involved in learning and in class –

Explain to students that they need to be actively involved in their learning and in the class. Their job is not only to show up for class, but they need to take notes and ask questions if they don't understand. Explain to students that participating in group activities and paired work is another way for them to be exposed to the material.

Planning for time to review –

The GED classes have new materials presented weekly and at times daily. Explain to students that there is usually time set aside in each class to review the previous lesson, however, students must plan for time to study in class and review material outside of class. Discuss with students that research shows that students who review material on a daily basis can improve retention of the material by up to 60%. Give further explanation on how students should try to review and re-read material on a regular basis that may mean setting up to 30 minutes a day to review notes. For some students, this may include summarizing the previous days' lesson in their notebook.

Using flashcards to remember key vocabulary –

Explain to students that there may be some memorization needed for GED 2014[®] items such as math formulas, chemical equations, important dates and figures in history, as well as academic vocabulary. Explain to students that one method that many other students find helpful is to create flash cards to help with memorization. Show students a stack of index cards and how they can put the prompt (vocabulary or equation) on one side and the answer or definition on the other. Students can then use the flash cards to study in spare moments, such as when riding the bus or during break times at school or work.

Reading and rereading slowly for better comprehension -

Explain to students that reading slowly and actively (paying attention to important details) will help them remember key points in a passage. It is also important for them to reread material presented in class. Point out that if they don't understand a sentence or point, they should reread it slowly. If they still don't understand it, they should ask the teacher or a classmate to interpret it.