

**ask
questions**

**make
mistakes**

**take
notes**

**practice
with friends**

**do homework
in the morning**

**speak
English
only**

**be
organized**

**state
opinions**

**add extra
information**

**speak
out**

**review
notes**

**be
quiet**

**be very very
careful
all the time**

**use dictionaries
in class**

make noise

**speak
Japanese**

**wait to
be called on**

**practice
alone**

**go drinking
every day**

**never go out
with friends**

**sometimes go out
with friends**

**set goals each
week and month**

**organize all
your papers**

**copy homework
to save time**

**stay in your room
during breaks**

**leave the room
during breaks**

**do homework
at night**

**study for five hours
every night**

**sleep five hours
every night**

**sleep seven
to eight hours
every night**

Good Habits Study

Purpose:

- Students identify and discuss positive and negative study habits.
- Focus students on effective language acquisition techniques.
- Create accountability for students' study habits throughout the session.
- Identify students existing study habits.
- Create a positive, learning environment.

Activities:

Higher level:

Classes can be directed in a conversation session to discuss the topic with hints from the teacher to help move the conversation in the right direction if necessary.

Students should try to give reasons why they chose the answers they did.

Assuming the students have come up with most of the ideas the teacher wished to present, the cards below can then be used to *reinforce* the ideas the group came up with, point out remaining ideas, and as tools for explanation.

Lower level:

Classes can be fed examples by way of cards. "Good St" cards and "Bad St" cards are mixed and students asked to separate them into their respective categories. They are given a short time to talk about why they made the choices they did and to discuss possible changes.

Additional ideas are introduced if the students have more to add, (*the more the better.*)

As always you don't really need the worksheet or cards unless you have a particularly quiet class. I've found the cards really helpful. In several cases the higher level students have gone through the activity quickly and then had the big aha moment at the end when I've asked them to make a poster. It seems like a silly thing to do at first or like a bit of busy work. But that poster hanging on the wall everyday is their promise to themselves about what they are going to do. It's been a great way to create accountability for groups and a good bit of fun.