

Study and Life Skills for Youth Activities

Succeed in School

Student
and
Teacher
Workbook



Published by
The Church of Jesus Christ of Latter-day Saints
Salt Lake City, Utah

© 2021 by Intellectual Reserve, Inc.

All rights reserved.

Version: 12/20

PD60012306 000

Printed in the United States of America

Contents

Topics_____	2	23: Answer Multiple-Choice Questions_____	66
Creating Christ-Centered, Learner-Focused Experiences_____	3	24: Review Progress on Your Goals_____	68
How to Use This Workbook_____	4	25: Be a Diligent Learner_____	70
Skills to Help You Succeed in School_____	9	26: Think Positively_____	73
Get to Know Each Other_____	10	27: Know Who You Really Are_____	76
Activities:		28: Be Honest in Your Writing_____	79
1: Understand the Importance of Education_____	12	29: Manage Your Stress_____	82
2: Treat Others with Respect_____	14	30: Answer True-or-False Questions_____	85
3: Improve Your Home Learning Space_____	16	31: Think Positively during Exams_____	88
4: Make Educational Goals_____	18	32: Ask Good Questions_____	90
5: Humbly Ask for Help_____	20	33: Overcome Procrastination_____	92
6: Develop a Growth Mindset_____	22	34: Continue Your Education_____	94
7: Overcome Challenges through Choices_____	25	35: Choose a Mentor_____	96
8: Organize Your Class Notes_____	28	36: Meet with Your Mentor_____	98
9: Use a Study Plan_____	30	37: Prepare for Your Future_____	102
10: Use Critical Thinking to Make Decisions_____	32	38: Discover Your Future Path_____	104
11: Learn in the Savior's Way_____	36	39: Choose a Job or Career_____	107
12: Organize Tasks and Priorities_____	38	40: Evaluate Your Goals_____	110
13: Create a Weekly Schedule_____	40	41: Be Safe and Wise Online_____	112
14: Use Meaning to Memorize_____	42	42: Use Social Media Wisely_____	114
15: Organize Information to Memorize_____	45	43: Learn Ways to Get a Job_____	116
16: Review Your Class Notes_____	48	44: Prepare for a Job Interview_____	120
17: Learn from Mistakes_____	50	Answers_____	122
18: Be an Obedient Student_____	52	Skills to Help You Succeed in School_____	123
19: Solve Problems_____	54		
20: Prepare for Exams_____	58		
21: Read Exam Questions Carefully_____	60		
22: Manage Time on Exams_____	63		

Topics

This page shows the activities in this workbook organized by topic. You may want to review a specific topic and its activities. For example, you could review all of the exam preparation strategies before a large national exam, or you could focus on all of the future planning activities at the end of the school year.

Education Is Important

- 1: Understand the Importance of Education
- 11: Learn in the Savior's Way
- 34: Continue Your Education

Creating a Learning Environment

- 2: Treat Others with Respect
- 3: Improve Your Home Learning Space

Setting Goals

- 4: Make Educational Goals
- 24: Review Progress on Your Goals
- 40: Evaluate Your Goals

Managing Your Time

- 9: Use a Study Plan
- 12: Organize Tasks and Priorities
- 13: Create a Weekly Schedule
- 33: Overcome Procrastination

Developing Christlike Attributes

- 5: Humbly Ask for Help
- 7: Overcome Challenges through Choices
- 18: Be an Obedient Student
- 25: Be a Diligent Learner
- 27: Know Who You Really Are
- 28: Be Honest in Your Writing

Positive Thinking

- 6: Develop a Growth Mindset
- 17: Learn from Mistakes
- 26: Think Positively
- 29: Manage Your Stress

Note Taking

- 8: Organize Your Class Notes
- 16: Review Your Class Notes

Memorization Strategies

- 14: Use Meaning to Memorize
- 15: Organize Information to Memorize

Critical Thinking and Decision-Making

- 10: Use Critical Thinking to Make Decisions
- 19: Solve Problems
- 32: Ask Good Questions

Exam-Taking Strategies

- 20: Prepare for Exams
- 21: Read Exam Questions Carefully
- 22: Manage Time on Exams
- 23: Answer Multiple-Choice Questions
- 30: Answer True-or-False Questions
- 31: Think Positively during Exams

Technology

- 41: Be Safe and Wise Online
- 42: Use Social Media Wisely

Future Planning

- 37: Prepare for Your Future
- 38: Discover Your Future Path
- 39: Choose a Job or Career
- 43: Learn Ways to Get a Job
- 44: Prepare for a Job Interview

Mentors

- 35: Choose a Mentor
- 36: Meet with Your Mentor

Creating Christ-Centered, Learner-Focused Experiences

Thank you for accepting the call to be a Succeed in School leader. You will bless the lives of those you teach. The Lord will bless you because of your service to the youth.

The goal of Succeed in School is to help students learn and progress in their education and develop stronger testimonies of Jesus Christ. The activities in this book will help youth learn study and life skills as well as exam-taking strategies.

The following ideas can help you create Christ-centered, learner-focused experiences as you gather together:

Focus on Conversion: Succeed in School classes should help students become more converted to Jesus Christ and His gospel. Find opportunities to bear your testimony about the gospel principles that are included in the activities. Encourage the students to pray to Heavenly Father for help and guidance in their schoolwork and in other areas of their lives. Invite them to share their testimonies in class and with friends and family members.

Make Learning Relevant: The activities will help students develop the skills they need for school and future opportunities. Encourage them to apply the things they learn to their lives and to discuss them with their friends and family members. There may be words or ideas in the activities that they do not recognize. Use examples, phrases, or stories that are familiar to help them make connections and understand what they are learning.

Create a Sense of Belonging: Each time you gather, encourage the students to be kind to each other as they work together to solve problems, ask questions, make mistakes, and think through challenges. This will help the students feel comfortable, safe, and welcomed. They will grow closer together and learn to rely on and help each other. As the students work in groups, ensure that every student participates and feels included.

Help All Students Learn: The students may be at different levels of learning. Ask them to help each other as they work together in groups or pairs. If most of the students do not understand what is being taught, it is OK to review the activity or go more slowly. If the students continue to struggle, there may be others in your ward or branch who can also help your students learn. Each student should have their own workbook to use each day. Once they have finished their workbooks, they can take them home to share with their families and teach what they have learned.

How to Use This Workbook

Information for Leaders

Each time the students meet, they will work on school assignments and help each other study. These classes can give the students a safe place to support each other as they learn. As a leader, you can help make the classes a place where the students feel a sense of belonging. You do *not* need to be a teacher or an expert in school subjects. All the students need is a leader who will care about them and help them work together and stay on task.

You may want to do one of the study skills activities together weekly or more frequently depending on how often you meet. These activities can help the students become better learners and plan for the future. You should support, but not teach, the activities.

Class

When students meet, they should be able to share their ideas and make mistakes without worrying that others will be unkind. Here are some important things to remember when you meet:

- Before the students arrive, arrange the room so that the students can sit around tables or in groups and set up any technology that is available.
- Try to include every student in the activities. Some students are quiet or shy. That is OK. However, it is best if many students share their ideas and feelings.
- Each activity should take about 10–15 minutes. Be careful not to spend too much time on one activity.
- Discuss the rules below as a group:

Class Rules

Be Responsible	Be Respectful	Be Ready
<ul style="list-style-type: none">▪ Arrive on time.▪ Stay on task.▪ Follow instructions.▪ Help clean up.	<ul style="list-style-type: none">▪ Listen to others.▪ Use kind words; do not tease.▪ Do not distract others.	<ul style="list-style-type: none">▪ Bring enough work to do.▪ Bring and share resources.▪ Ask for help.▪ Help others.

Student Helper

The first two or three times you meet, guide the students through the activities yourself. This will help them see how to guide the group themselves. Then choose a different student each time you meet to help lead the other students in the activity. It is a good idea to choose the student helper and the topic beforehand so the student can be prepared to lead the activity. Students will develop leadership skills as they lead activities, help others stay on task, and encourage others to work together.

During the Class

After completing an activity, the students can work on the following tasks:

- do schoolwork and help others with their schoolwork
- study for an exam
- review class notes
- practice math, reading, or writing skills

How to Use This Workbook

Follow the outline below each time you gather. On some days, you will complete a skill activity together. On other days, the students will only do schoolwork and study.

Skill Activity Class (1–2 days per week)	Schoolwork Class (Additional days per week)
Welcome	
Greet Students Record Attendance Opening Prayer	Greet Students and Record Attendance Opening Prayer Talk about Previous Skill Activity Discuss a Skill Activity the students are using that is helping them in school.
Learn and Study	
Do Skill Activity (15 minutes) <ul style="list-style-type: none"> ▪ Allow a student to lead the activity. ▪ Invite everyone to participate. Do Schoolwork (20 minutes) <ul style="list-style-type: none"> ▪ Ask students to make a plan for what they will work on. ▪ Consider dividing students into groups studying the same subject. ▪ Have students work on schoolwork or study school topics. 	Do Schoolwork (40 minutes) <ul style="list-style-type: none"> ▪ Ask students to make a plan for what they will work on. ▪ Consider dividing students into groups studying the same subject. ▪ Have students work on schoolwork or study school topics.
Reflect and Apply	
Review Schoolwork Have students discuss with a partner: <ul style="list-style-type: none"> ▪ What do you still need to do? ▪ Who can help you? Choose the Next Student Helper Closing Prayer	Review Schoolwork Have students discuss with a partner: <ul style="list-style-type: none"> ▪ What do you still need to do? ▪ Who can help you? Closing Prayer

Class Attendance

Attendance should be taken near the beginning of every activity. Count how many students attend, and write that number next to the activity you are teaching that day. *An example is shown in the first row: 17 students attended the day the “Example” activity was taught.*

After you complete the last activity in this workbook, share your attendance report with your stake education supervisor.

Activity Name	Number of Students	Activity Name	Number of Students
<i>Example</i>	17	Review Progress on Your Goals	
Understand the Importance . . .		Be a Diligent Learner	
Treat Others with Respect		Think Positively	
Improve Your Home Learning . . .		Know Who You Really Are	
Make Educational Goals		Be Honest in Your Writing	
Humbly Ask for Help		Manage Your Stress	
Develop a Growth Mindset		Answer True-or-False Questions	
Overcome Challenges through . . .		Think Positively during Exams	
Organize Your Class Notes		Ask Good Questions	
Use a Study Plan		Overcome Procrastination	
Use Critical Thinking to Make . . .		Continue Your Education	
Learn in the Savior’s Way		Choose a Mentor	
Organize Tasks and Priorities		Meet with Your Mentor	
Create a Weekly Schedule		Prepare for Your Future	
Use Meaning to Memorize		Discover Your Future Path	
Organize Information to . . .		Choose a Job or Career	
Review Your Class Notes		Evaluate Your Goals	
Learn from Mistakes		Be Safe and Wise Online	
Be an Obedient Student		Use Social Media Wisely	
Solve Problems		Learn Ways to Get a Job	
Prepare for Exams		Prepare for a Job Interview	
Read Exam Questions Carefully			
Manage Time on Exams			
Answer Multiple-Choice . . .			
		Approximately how many nonmember students attended each class?	

Information for Students

The activities in this workbook will teach you how to study and how to prepare for exams. They will help you develop skills to be more successful as a student and in other areas of your life. During the classes, you will also have time to do your schoolwork with other students and learn about topics that you are studying.

You may meet as a class before or after school, with your youth group, or at home with your family. Remember to be kind to the other students in your class. Everyone should be able to share their ideas and make mistakes without other students being unkind.

When you meet, remember to come prepared, be an active learner, and help other students.

- Be prepared when you come to the class. Bring this workbook and any schoolwork you need to do. Try to eat or drink something before you come so that you can have energy to study.
- Be an active learner by asking questions and working together to solve problems. Talk about what you are learning with the other students, and ask them what they are learning.
- Work together and help other students in the class. Love and support each other. Work in groups on schoolwork. Find answers to questions together. Talk about the activities and how what you have learned helps you in school.

Each student may be asked to be a student helper. This helper leads the activities. Do your best to be a good example and to help the other students stay on task and work together.

If your friends would like to come to Succeed in School with you, talk with your leader to see if that is possible.



Skills to Help You Succeed in School

These are skills you can develop that will help you in school. Are these things that you do? Think about how often you do each one and what you want to work on. The activities in this workbook will help you improve these skills. Keep this list somewhere so that you can review it. You may want to use this list to guide you as you make goals to improve as a student.

Exam Skills

- I pace myself so I can complete an exam before the exam time is over.
- I pray before studying or taking an exam.
- I start studying for exams early.
- I take practice exams to see where I need to improve.



Study Skills

- I use a schedule or planner to write down upcoming school and personal activities.
- I set goals and discuss them with a parent, teacher, or leader.
- I review, modify, or rewrite my notes after class.
- I make time for studying and completing schoolwork at home.



Schoolwork Skills

- I turn my school assignments in on time and receive passing scores or marks.
- I find someone to help me when I do not understand.
- I make sure I understand the instructions so I can complete the assignments correctly.
- I start doing assignments as soon as I get them.



Learning Skills

- I ask questions to learn more.
- I learn from mistakes and try again.
- I listen and share my ideas when I work with others.
- I enjoy learning and find ways to learn new things.

A copy of this list is included at the end of this workbook. You may tear it out, take it home, and review it as you make goals.



Get to Know Each Other

Review

Share an experience where you were new to a class. How did you feel when you did not know anyone? Why is it important to get to know other students and feel comfortable as you meet together?

Learn

These activities will help you learn how to get to know other students better. They can also teach communication, leadership, and trust skills. Choose one activity to do together. If there is more time, do another activity. After you have completed an activity, discuss how you will help each other as you meet together. You can repeat an activity during later classes to help students get to know each other more.

Activity 1

1. Form a group of 8 to 12 students.
2. Have your group stand in a circle, shoulder to shoulder.
3. Put both hands into the circle to find two other hands to hold. Do not grab the hands of a person next to you.
4. See that your group is in a big human knot.
5. Your goal is to get back into a circle without letting go of each other's hands.
 - Talk with each other to figure out where to start untangling.
 - As you are bending and twisting while untangling, you can change your hand grip, but do not let go.
6. As you form a circle again, some students may be facing in or out of the circle. That is OK. The important thing to remember is not to let go of each other's hands for the entire activity. If your group is having difficulty after five minutes, the leader may allow you to unclasp and reclasp one set of hands.



Activity 2

1. Each student chooses a different letter of the alphabet.
2. Each student then thinks of as many words to describe themselves as possible that start with that letter.
 - For example, a person who chooses *h* could choose words like *happy*, *helpful*, *hardworking*, and so on.
3. After five minutes of writing these words down, each student should share their words with the group.

The player with the most words after everyone takes their turn is the winner.

Activity 3

1. Divide everyone into small groups of four to six people.
2. Have one person call out the name of an object.
 - Examples could be a car, food, clock, washing machine, fire, or church.
3. Each group should work together to try to form a shape that looks like the object described. Some people will be standing, others may be sitting, some may join hands, and so forth. The groups have only 20 seconds to make the shape.

This should be a fun activity as the students see the different ways the groups work together to make the shape of the object.

Activity 4

This should be a fun game to help students learn to work together.

1. Each student should have a partner. The two partners sit on the ground with their backs touching and their arms linked at the elbows.
2. Each pair of students should try to stand up together. This can be fun and a little silly as the students push against each other to try to stand up.



Talk with Your Family

When you go home, talk with your family and share who you met today, and show them how to do one of the activities you learned. Be prepared to share the next time you come to class.

1 Understand the Importance of Education

Review

Talk about why you decided to attend Succeed in School. What do you hope to learn? How do you hope it will help you in school? For example, do you want to understand what you are learning in school or get help from others in your school assignments?

Learn

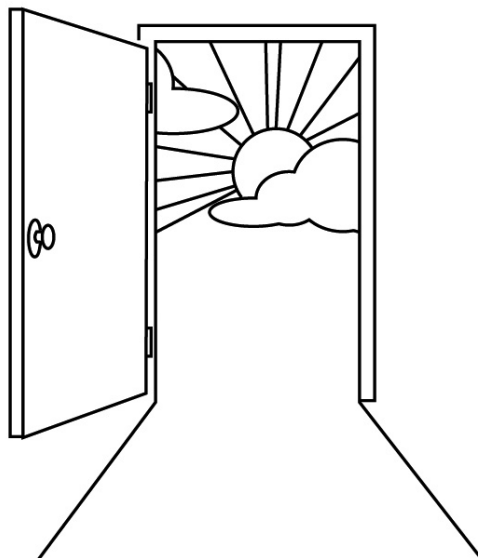
Each of God's children has great worth and a divine mission and purpose. Because Heavenly Father wants us to grow, He has commanded us to learn, change, and improve. We can increase in light and truth and become more like Him.

Education is an important part of our growth on earth. It can help you have greater hope for the future and feel a greater sense of peace about the present. It can help you prepare to fulfill your purpose in life.

President Gordon B. Hinckley taught that education is very important. He said it is like a key that can "unlock the door of opportunity" ("Inspirational Thoughts," *Ensign*, June 1999, 4). This means that education can help you learn new skills that may make it possible for you to do many things:

- get better jobs or be better trained for jobs
- provide the things your family needs more easily
- provide you with the opportunities you need to reach your goals
- help improve your ability to read and study the scriptures

Talk about how you think education will help you in your life. How will education unlock the door to opportunities in your life?



1

Understand the Importance of Education

Activity

Each picture below shows different things that may be easier to do as you continue your education. Talk about how education could help you do each thing shown in the pictures.



As you go to school this week, think about how important education is to you. When a class is hard or your school assignments are difficult, remember the importance of education and how it positively affects your future. This can help you keep working and learning even when school is hard.

Talk with Your Family

Talk with your family about how education can help you in life. What are examples of family members or friends who continued their education? How has their education helped them?

2 Treat Others with Respect

Review

Think about your relationships. Do you have good friends who support and help you? How does it feel when other people treat you with kindness and respect?

Learn

When you work with other students in school, church, and other areas of your life, it is important for you to treat them with respect and kindness. As you do so, your relationships will grow stronger. Here are some ways you can strengthen your relationships with others:

- Try to be kind and listen to the thoughts and ideas of others.
- Avoid judging others when they make mistakes.
- Help others when they are struggling or do not understand.

As you support others in their learning and they support you in your learning, everyone improves and your relationships grow stronger. It is important for all class members to treat each other with respect and kindness because you are all children of God.

It can be embarrassing when someone makes a mistake in class or when other students are unkind. Remember to say kind things and not judge others when they make mistakes. Try to understand how other students feel, and be nice to them. This will help you grow closer together and learn to rely on and help each other. When you work in groups, make sure that every person feels included.

Think about a time when you have been kind to someone or helped them in their learning. How did it make you feel?



Activity

Sometimes it can be hard to show kindness and respect to others. Read the example below and discuss how your words and actions make the people around you feel.

Mario and Luis are in the same class. Mario made a mistake on a problem in front of the whole class.

Mario: "I feel so stupid. I cannot believe I made that mistake in front of the entire class."

Luis: "Are you OK? We all make mistakes. I have made mistakes in front of the class too, and I remember feeling really embarrassed after that happened. Do not worry about what people say. I will still be your friend."

How did Luis comfort and support Mario? How do you think Luis's words made Mario feel?

Read the examples below and write what you could say or do in each situation to show kindness and respect.

Your brother broke something important to you. How can you respond to him in a kind way even though you are upset?

Your friend says something in class and the other students laugh and are unkind. How can you comfort your friend?

Talk with Your Family

Talk with your family about ways to show each other more kindness and respect. How can you say kinder words or give more praise or encouragement to each other?

3 Improve Your Home Learning Space

Review

In “Treat Others with Respect,” you discussed ways to improve your relationships with others. Share a specific experience when you showed kindness and love to someone else or to yourself.

Learn

When you study, try to find a place where you are able to focus so that other thoughts and worries do not distract you.

Here are some ideas to think about as you look for a good place to study:

- Find a comfortable place to study that has good lighting. Some people like sitting at a table or in a chair. Others like studying on a mat or on soft ground.
- Let others know when you are studying. They may be able to help those around you be quiet while you study so that you can focus.
- If there is a lot of noise around you, try using headphones, earplugs, or the noise of a fan to help you avoid distractions.
- Pray and ask the Lord to help you focus as you learn and remember information you study.

Many distractions can interfere with your studies. Read these three examples of distractions that some students experience and how they can overcome them:

	Distraction or Problem	Plan to Overcome
Jorge	When my schoolwork is hard or I have too much to do, sometimes I want to quit.	I will talk with my parents or my friends. They can help me when I do not understand, or they can ask someone they know to help me.
Rebecca	Often when I am trying to study, I can hear my brother playing games in the next room. I really want to play games too.	I have decided to study in a quiet place away from my brother’s games so I will not be distracted.
Eli	Whenever my friends want to go to the beach or do other fun things, I do not want to say no. I really should be studying, but I want to have fun too.	I will say, “I am sorry. I need to spend my time studying. Could we do something when I am finished or on a day when I don’t have schoolwork instead?”

3

Improve Your Home Learning Space

What do you find distracts you when you study at home? What is one way you can limit or reduce that distraction? Share your ideas with the class.

Activity

What have you learned about finding a study space? Where will you study? What do you want your study space to look like? In the box below, draw the space where you plan to study. You may also want to write a few notes about things you will do to create or improve this space.

Talk with Your Family

Talk with your family about where you study at home. How can you improve that place? What can your family do to help you reduce distractions while you study?

4 Make Educational Goals

Review

Think about school last year. Are you happy with how you performed? Do you want to make any changes this year? Talk about what you want to improve or accomplish this school year.

Learn

Setting goals can help you accomplish the things you want to do and become the person you want to be. President Henry B. Eyring of the First Presidency spoke about how you can ask the Lord to help you as you set these goals: “Plead that the Spirit will show you what the Lord wants you to do. Plan to do it. Promise Him to obey. Act with determination until you have done what He asked. And then pray . . . to know what you might do next” (“Act in All Diligence,” *Liahona*, May 2010, 63).

President Eyring gave you a path to follow for setting goals: **Discover** what the Lord wants you to do, **plan** to do it, **act** with determination, and **reflect** and pray about what you learned.

Activity

Today you will use the following pattern to set a goal that will help you in school: **Discover, Plan, Act, Reflect**. Read the example below to learn how a young man named Kobi set a goal to do better in school.

<p>1. Discover: What do you need to work on? What do you need to improve or change? <i>“I need to turn all my schoolwork in on time.”</i></p>	<p>2. Plan: How will you make this change? What steps do you need to take? <i>“I will write a list of my schoolwork and due dates. I will complete them by the due dates.”</i></p>
<p>3. Act: How does faith in Jesus Christ help you reach your goal? Do you need more help? <i>“I did not finish some schoolwork by the due dates. I prayed to know what to do. The Spirit gave me the idea to tell one of my parents every night what schoolwork I completed.”</i></p>	<p>4. Reflect: What did you learn? Do you need to set a new goal or continue working on this goal? <i>“Telling one of my parents what I completed each day is helping me get more done. I will continue to work and talk with them.”</i></p>

Think of one goal that will help you do well in school. Pray and talk to your parents or teachers about your plan and how they can help. Reflect on your goal often.

4

Make Educational Goals

Here are some examples of goals:

- I will improve my marks.
- I will be prepared for my classes all year long.
- I will study for my exams before I take them.
- I will learn something new this year that excites me.

Complete steps 1 and 2 for your goal below. Return to this activity and complete steps 3 and 4 as you work on your goal. You will review this goal and make a new goal in the middle of the school year in this class.

1. **Discover:** What do you need to work on? What do you need to improve or change?

2. **Plan:** How will you make this change? What steps do you need to take?

3. **Act:** How does faith in Jesus Christ help you reach your goal? Do you need more help?

4. **Reflect:** What did you learn? Do you need to set a new goal or continue working on this goal?

Talk with Your Family

Share with your family the goal that you made. Talk about how the Holy Ghost can guide you in completing your goal.

5 Humbly Ask for Help

Review

In Matthew 7:7, Jesus taught us about asking for help: “Ask, and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you.” How can asking for help from others help you do better and succeed in school? What makes it hard to ask for help?

Learn

God has commanded us to be humble and ask for help so we can improve. As a student, you can ask for help from your parents, your teachers, your tutors, and other students. Sometimes it can be hard to ask for help. You may feel embarrassed or worried that others will laugh at you for not understanding.

Pedro is a young man who had a difficult time learning mathematics. He needed help. Read about Pedro’s story below:



I did not understand how to do mathematics at school. I tried to listen in class to my teacher, but I still did not understand. I was embarrassed, and I did not know what to do or who to ask for help.

I prayed to Heavenly Father. I asked Him to help me know who to ask. I had a thought to ask Brother Martinez for help. I talked to Brother Martinez after church. I asked

him if he could help me understand my mathematics schoolwork. Brother Martinez said he could meet with me on Tuesday evenings before our youth activities. I am so grateful Brother Martinez is willing to help me. I am also grateful that Heavenly Father answered my prayer by giving me a thought.



Like Pedro, you may be embarrassed and may not know who to ask for help. Remember that everyone needs help. You should never feel embarrassed or afraid to ask for help. There are people around you who want you to succeed and are willing to help you.

What do you need help with in school? Who are some people you know who might be able to help you?

Activity

Work with a partner to complete this activity. In the space below, write some things that are hard for you or that you might need help with.

Choose one of the things you wrote above. Fill in each blank below with the name of the person who could help you and what you might say to that person.

1. Think of a person who can help you.

I think (*Write person's name*) _____ could help me with my problem.

2. Ask that person for help.

(*Write person's name*) _____, I need help with (*Write the challenge or problem you have*) _____. Could you please help me?

3. Thank the person for helping you.

(*Write person's name*) _____, thank you very much for helping me (*Write what they helped you do*) _____.

Talk with Your Family

Talk with your family about the problem you discussed today. Ask them for help with this problem.

6 Develop a Growth Mindset

Review

Sometimes learning can be difficult. How do you feel when trying to learn something new? Talk about how you can keep trying even though it may be difficult.

Learn

Sometimes people get discouraged or think that learning is too hard for them. They may say things like “I am just not very good at math” or “Writing is too hard for me.” If you view yourself in this way and believe you cannot learn, you have a **fixed mindset**.

People with a fixed mindset doubt their ability to learn. They are afraid to fail, and they believe they cannot learn certain things.

Fixed mindset thoughts:

- “I do not like to try new things.”
- “I am very bad at math.”
- “I cannot learn things.”
- “When I am frustrated, I give up.”

It is important to remember that you are a child of God. You are not limited in what you can learn or how you can grow. Heavenly Father loves you and will help you. Believe in yourself and in what you can do with God’s help.



When you begin to change your thinking and believe in yourself, you realize that you have the ability to grow. A **growth mindset** is the belief that you can learn and change. You can push yourself even when things are difficult.

Growth mindset thoughts:

- “I learn through mistakes.”
- “If I want to learn something, I can learn it.”
- “I can try new things and enjoy challenges.”
- “Working through difficult problems helps me grow.”

Talk about the difference between a fixed mindset and a growth mindset.



Activity

Often we say things to ourselves that reflect a fixed mindset about our learning. Let us see if we can change those thoughts to reflect a growth mindset. With a partner, fill out the column titled "Try saying . . ." A few examples are provided for you.

Instead of saying . . .	Try saying . . .
"I cannot do this."	I need some feedback and help from others.
"I give up."	I will succeed if I put forth effort and find a better strategy.
"My mistakes show that I am not smart."	When I make a mistake, I will learn from it and get better.
"I am just not good at mathematics."	
"I will never be as smart as my friend."	
"I tried, but I still could not do it."	
"This is too hard."	

Talk with Your Family

Share with your family the difference between a growth mindset and a fixed mindset. You may want to write down positive thoughts such as "I can do it!" or "I can always improve" and put them in a place where you will read them often.

6

Develop a Growth Mindset

Use this page to write notes as you complete the activity.

7 Overcome Challenges through Choices

Review

You make choices every day to go to school, listen to your teachers, and do your schoolwork. How do these choices help you do better in school?

Learn

Heavenly Father has given each of us the power to make choices through the gift of agency. There are some things in your life that you cannot control or change. However, there are other things that you *can* control. You can control how you respond to the situations you are in. You can go to school every day. You can listen to your teacher and do your best to learn.

The story below is about a young man named Alex who made good choices so he could continue in his education even when he faced challenges.

Alex lived in a small village in Africa. His parents died when he was young, and he was sent to live with his aunt and uncle. He helped his uncle work on the farm every evening and went to school during the day.

When Alex was 11 years old, his uncle could no longer pay for his school. Alex wanted to keep going to school, so he grew vegetables that he could sell to pay his school fees. He did not make enough money to buy shoes, so he walked to school each day barefoot. It was very hard, but he knew going to school would mean a better future.

Alex struggled to read. One day, his friend invited him to go to his Church class called "seminary." Alex went to seminary and listened to the teacher. The teacher used large words and gave him a Book of Mormon to read. Alex decided to keep going to seminary to improve his reading and learn more words. Eventually,

as he read the Book of Mormon, Alex received a testimony of the Savior, Jesus Christ, and was baptized. He began to pray for help in his schooling and strength to continue.



In senior high school, Alex continued to sell vegetables to pay his school fees, but he did not have enough money to buy textbooks. He borrowed his friends' books and read them while they slept at night. He was very tired, but he prayed for God's help.

During Alex's last year in high school, he no longer had money to pay his school fees. He felt very discouraged. He had made the best choices he could. He had worked hard and studied. At first, Alex thought, "I cannot keep going to school. I want to give up." But Alex remembered how far he had come and how he had been blessed to keep going. He prayed for a way to pay his school fees.

The next day, the headmaster told Alex that he had been given a scholarship that would pay for all of his fees so he could continue going to school. Alex was so happy. He knew that he was blessed for making good choices to continue his education. He gave thanks to the Lord for answering his prayer.

When Alex finished high school, he went on a mission and then went to a university. After he finished his university degree, Alex became a teacher. He taught his students to make good choices and to keep trying even when it seems impossible.

Activity

You may have things in your life that make it difficult for you to continue your education. You may be tempted to make excuses and think, "My life has been too hard. I cannot keep going to school. I want to give up." Like Alex, you can make choices that will help you continue your education even when it is difficult. Below are examples of excuses you might want to make and the good choices you could make instead.

Excuse	Good Choices
I did not turn in my assignment because I do not understand how to do it.	I did as much as I knew how to do. I will ask for help on things I do not understand.
I cannot find my book, so I did not read the story.	I have not found my book yet. I will keep looking.
My friend did something wrong, so I did it too.	I will make good choices even when my friends do not.
I did not study for my exam because I wanted to spend time with my friends.	I will choose to study rather than spend all my time with friends.

7

Overcome Challenges through Choices

What excuses do you make about school that keep you from achieving your goals?

An excuse I have told myself is _____

A more responsible statement that I can tell myself is _____

Share your statement with the rest of the class if there is time.

Talk with Your Family

Share with your family a few ways that you have taken responsibility for your learning.

Talk with them about other ways you can be responsible.

8 Organize Your Class Notes

Review

Talk about ways you take notes in your classes. Share a way that taking notes can help you review and prepare for your exams.

Learn

Prophets of God write for the people in their generation and future generations. Their writings are found in the scriptures and in general conference talks and Church magazines. As we read and listen to their messages, we can take notes to help us remember the things the Lord has commanded them to share with us. At school, you can take notes on what your teacher says or on what you learn from books in order to organize and remember the information.

Research shows that writing things down helps people remember important information. Taking good notes while you listen to teachers and read books can help you review and remember what you are learning. The following ideas can help you take better notes:

Decide What to Write

- Write the main ideas or topics, not everything the teacher says or everything you read.
- Write questions you have about what you are learning.
- Write what you do not understand so you can ask for help after class.
- Use symbols (like a star), numbers, or different colors of ink to remember important details.

Organize Your Notes

- If you can, use a different notebook to write notes for each subject you are studying.
- Write the date you are taking the notes in the margin of your notebook.
- Find the note-taking strategy that works best for you, and use it each time.

Use Your Notes to Prepare for Class

- Review your notes or the summary from previous lessons before you go to class.
- Write questions you want to ask your teacher after reviewing your notes.

Share some other helpful things you do when you take notes.

Activity

There are different ways to organize your notes from class. Below are two different examples of notes. Discuss the differences between them and the strengths of each example.

Date

How to Take Effective Notes

What to Write

- Main ideas or topics
- Questions
- Use symbols or numbers to remember details

Be Organized

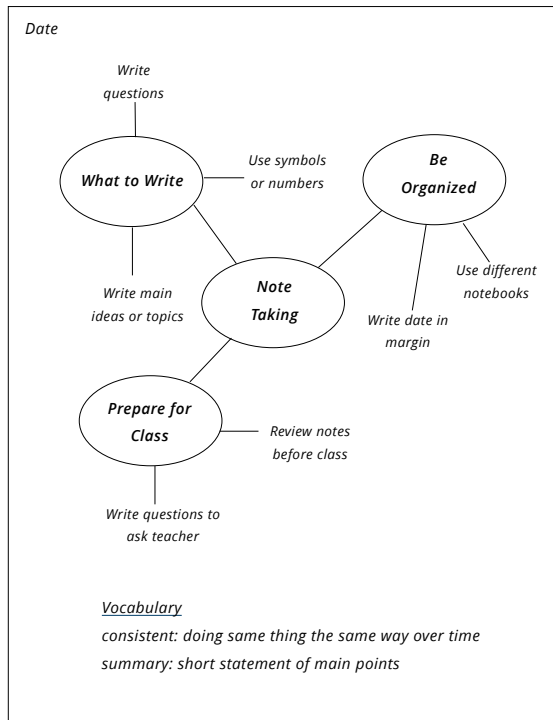
- Different notebooks for each subject
- Write date in margin

Prepare for Class

- Review notes before class
- Write questions to ask teacher

* Write a summary of my notes
 * Make connections to real life
 * Share what I learn with someone

Summary
 Taking good notes in class is important. It will help me remember what my teacher taught me. Organized notes help me study.



What have you learned today that will help you take better notes for your classes?

Talk with Your Family

Share with your family at least one thing that you can do to improve taking notes at school or at church.

Review

How do you complete school assignments now? Talk about the things you do that help you study and complete your school assignments before they are due.

Learn

A study plan is a plan you can follow to complete school assignments, prepare for upcoming exams, or learn more about subjects you are studying in school. Here is a sample study plan.

Step 1: Make a Plan

- What school assignments will you work on, or what subject will you study today?
I will finish mathematics problems and study for a science exam.
- When are your assignments due?
Mathematics is due tomorrow, and my science exam is on Friday.
- What do you need to do to complete your assignments?
I will finish the mathematics problems in my notebook and review my notes from class for my science exam.
- How long should the assignments take to complete?
Mathematics should take 30 minutes. I will need to study for science for the next three days.
- If you do not know how to complete your assignments, which people and what other resources can help you?
I will ask my aunt to help me study my notes from class.

Step 2: Follow Your Plan

Follow your plan to complete your schoolwork or study a subject in school.

Step 3: Reflect on Your Plan

Share with someone else what you did and what you still need to work on.

I finished my mathematics, but no one could help me study for science. I will ask my classmate to study with me.

Activity

Read through the study plan below. With a partner, answer the questions for one or two of your current school assignments.

Step 1: Make a Plan (5 minutes)

- What school assignments will you work on, or what subject will you study today?

- When are your assignments due?

- What do you need to do to complete your assignments?

- How long should the assignments take to complete?

- If you do not know how to complete your assignments, which people and what other resources can help you?

Step 2: Follow Your Plan

Follow your plan to complete your schoolwork or to study a subject you need to learn more about.

Step 3: Reflect on Your Plan (5 minutes)

Share with someone else what you did and what you still need to work on.

Talk with Your Family

Talk with your family about this three-step plan to complete your school assignments at home. Make a plan when you study. Ask your family members to help you focus and to help you complete your plan.

Review

Think about all the decisions you make every day. Why is it important to take time and think deeply about important decisions that will affect your life and future?

Learn

Although you will not make the perfect choice every time, it is important to think about each decision carefully. You can use critical thinking skills to help you make good decisions.

Critical thinking is thinking carefully and deeply. Use these four critical thinking skills as you read, study, or think about decisions in your life:

Observe and Gather Details

Read or watch closely. Gather details about what you learn.

For example, you can learn at church by listening to people's voices as you hear their testimonies. Pay attention to how you feel and the thoughts that come to you through the Spirit.



Question

Do you agree with what you hear, read, or learn? Why or why not? Ask questions to learn more.

The best thinkers ask questions to gain a deeper understanding. The Restoration of the Church began with Joseph Smith's question about what church to join. He thought carefully, studied, and asked questions all his life.



Discuss

Talk about what you learn with someone.
Share your ideas and listen to their ideas.

Listen to others' ideas and learn from them.
Think about what you know and how you
know it. Share your ideas to help others learn.
Someone else may need to hear your ideas
and thoughts to help them understand what
they are learning.



Solve Problems

Decide how what you learn can help you solve problems
or help others.

Look for different ways to solve a problem. Ask the
Lord for help and carefully think through each possible
solution. Use this critical thinking skill in all areas of your
life to solve problems and to help others.



Think of some of the choices you make at school and in your life. How can these critical thinking skills help you decide what to do?

Activity

This activity will help you practice the critical thinking skills you have learned.

Sarah, Hannah, Daniel, and Jeremiah are two sisters and two elders serving as full-time missionaries in four different countries: Ghana, Spain, Brazil, and Japan. Their surnames are Garcia, Egebe, Johnson, and Chen. The four missionaries like to write each other letters. Can you figure out which missionary has which surname? Can you figure out in which country each missionary is serving? Use the chart and the hints below to help you. Work with your group as you gather details, ask questions, discuss, and solve problems.

1. Hannah is not serving in Europe. (Hint: We can draw an X in the box for Hannah and Spain. This clue tells us that she is not in Spain.)
2. Sarah is writing a sister missionary in South America.
3. Jeremiah’s surname begins with the same letter as his first name.
4. Sister Chen is serving in Asia.
5. Daniel is serving in a country in Africa.
6. Sister Egebe speaks Portuguese as a missionary.

	Sarah	Hannah	Daniel	Jeremiah	Ghana	Spain	Brazil	Japan
Garcia								
Egebe								
Johnson								
Chen								
Ghana								
Spain		X						
Brazil								
Japan								

After completing this activity, review the answers found on the last page of this workbook together.

10

Use Critical Thinking to Make Decisions

Talk with Your Family

Talk with your family about a problem that you are having and ask them to help you solve it. How can thinking critically help you solve your problem?

Review

In "Understand the Importance of Education," you learned how education unlocks the doors of opportunity. Share some ways you and your family have made education a priority.

Learn

The scriptures teach us that when Jesus lived on earth, He did not receive "of the fulness at the first" (Doctrine and Covenants 93:12; see also verses 11–14). This means he didn't know everything when he was born or learn everything all at once. Instead, he "increased in wisdom and stature, and in favour with God and man" (Luke 2:52). He learned "line upon line; here a little, and there a little" (Isaiah 28:10). In other words, He learned one thing or one step at a time, just like we do.

It takes time to learn. It can be difficult to keep trying and learning when a school subject or topic we are learning about is difficult for us to understand. What can we learn from Jesus's example? How can we learn one step at a time?

Read the story below about how a young woman named Priscilla kept trying to write even though it was hard for her.

Writing was always hard for me. I could not think of what to write. I always felt like my writing was not very good, but I knew I needed to be able to write to do well in school and on exams.

I asked my teacher how I could make my writing better. She told me not to give up and to write as much as I could even if it was only a few words. It was still hard, but I kept trying, and I prayed for the Lord to help me become a better writer.

My teacher also told me to read books and notice how the writing sounds when I read it aloud. As I followed the advice of my teacher, I began to see when my own writing was confusing and when it was getting better. I know if I keep trying, writing will become easier for me.



Activity

Think about something you have learned. For example, you might think about a skill such as sewing, riding a bike, or making food. Or you might think about how you learned algebra or how to read. Answer the questions below about your experience learning how to do that thing:

What is the skill you learned?

What made it hard to learn?

What helped you keep learning when it was hard?

Think about something hard you are learning in school right now. What is one step you can take now to keep learning or make it easier to learn? Who can help you?

Talk with Your Family

Talk with your family about following the example of the Savior as we learn. Ask your family members about times when it was hard for them to learn and what they did to keep learning even though it was difficult.

12 Organize Tasks and Priorities

Review

In “Use a Study Plan,” you learned a process to make a plan to complete your schoolwork at home. Share an example of when you have used this plan to help you complete school assignments or prepare for an exam.

Learn

You have many things to do each day. You can choose to use your time wisely by prioritizing all the things you need to get done each day. Prioritizing means deciding what things are more important than others and doing those things first.

In the Book of Mormon, King Benjamin counseled his people to order, or *prioritize*, the many things they needed to do:

“And see that all these things are done in wisdom and order; for it is not requisite that a man should run faster than he has strength. And again, it is expedient that he should be diligent, that thereby he might win the prize; therefore, all things must be done in order” (Mosiah 4:27).

Decide How You Will Spend Your Time

There are many ways we can use our time each day. It is a challenge to use our time wisely. Some ways we can spend our time are more important than others. When we identify the most important things we need to do, we can create a plan to spend our time more effectively.

Complete each sentence for how long you spend on each activity every day.

- I spend ____ minutes a day getting ready for school.
- I spend ____ hours a day at school.
- I spend ____ hours a week exercising or playing sports.
- I spend ____ minutes/hours a day on spiritual activities like scripture study.
- I spend ____ minutes/hours a day watching television or videos on YouTube.
- I spend ____ minutes/hours a day playing computer or video games.
- I spend ____ minutes a day talking with friends in person, on the telephone, or through social media.

Activity

Think about how you spent your time when you were not at school last week. How much of it was spent unwisely? How much time was spent on things that really matter? It may be helpful to make a list of the things you did and order them with the most important items first.

Below, make a list of tasks you need to do this week in the "Task" column. Some possible tasks might include helping with chores, studying for a mathematics exam, buying food, washing clothes, fixing a bike, or studying the scriptures.

Under the word "Priority," write the number that helps you know how important that task is compared to the other tasks on your list. (For example, if you have eight tasks, then you would prioritize those tasks using the numbers 1–8.)

Priority	Task

You can use this list to help you plan how you will spend your time this week. You can also share this list with a parent and ask them to help you get the important things done.

Talk with Your Family

Talk with your family about what you learned today. How will you spend your time more wisely? Ask your family members to help you make good decisions about how to use your time.

13 Create a Weekly Schedule

Review

In "Organize Tasks and Priorities," you learned how to use your time wisely. Share one way you have used your time better this week.

Learn

A schedule is a simple plan for when you will do things that need to be done. Making a schedule also helps you make sure that you do not forget any events or activities. Using a schedule regularly will help you make sure that you complete the most important things in your life. For example, a schedule can help you remember to complete your chores and schoolwork before you spend time with friends.

It may be helpful to create a schedule at the beginning of each week and then review it each day. It is OK to change things in your schedule when new activities arise or other tasks become more important. In your daily prayers, ask for help to accomplish the tasks you have scheduled.

Sample Schedule

	Morning	Afternoon	Evening
Monday	School	Succeed in School Seminary	Help prepare dinner Family scripture study
Tuesday	School	Math tutor Seminary	Family scripture study
Wednesday	School	Succeed in School Seminary	Youth activity Family scripture study
Thursday	School	Seminary	Family scripture study
Friday	School Science help from teacher	Succeed in School Seminary	Family scripture study
Saturday	Work around house Football game		Help prepare dinner Family scripture study
Sunday	Church	Leadership meeting Devotional	Dinner with Danso family Family scripture study

Activity

Create a weekly schedule. Use the example on the previous page to guide you.

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Talk with Your Family

Talk with your family about the importance of making a schedule. Ask your family members about how they use a schedule. You may want to create a schedule for your entire family to use each week.

14 Use Meaning to Memorize

Review

Do you find it difficult to remember names, phone numbers, or vocabulary words? Share some things you do to help you remember information.

Learn

It can be hard to remember what you learn. Everyone struggles to remember information and details, and it is easy to forget what you have studied. Remembering information can help you do well in school because exams are written to test what you have learned and memorized.

It is easier to remember information that is meaningful to you. If you are studying or learning a topic that is unfamiliar, try relating it to something familiar. For example, if you are memorizing a list of vocabulary words, you could create a story in your mind using all the words to help you remember them.

The example below shows how important meaning is to memory. Read list 1 slowly; then close your eyes and see how many words you can recall. Do the same for lists 2–4.

List 1: A girl and her cat played in the field today.

List 2: boy dog field chase stick fun rain wet run home

List 3: see ditch car cry can child eat rug do oar

List 4: tuc lemt ry pon kub mizz nar li tiys sef

Was it more difficult to remember the words from list 1 or list 3? Why?

List 4 does not contain real words. Was it the most difficult to remember? Why?

List 1 was most likely the easiest to remember because the words made a sentence that had meaning. List 4 was likely the most difficult to remember because it did not have meaning.

Activity

Another way to use meaning to help memorize something is called storytelling. Storytelling strategies help you connect what you are trying to remember to a story you create in your mind. For example, if you needed to remember the words *Nephi*, *Jeremiah*, *bananas*, and *Jerusalem*, you might make up a story about Nephi and Jeremiah traveling to Jerusalem to buy bananas. A little story can help make memorization easier.

Complete the activity below with a partner to practice the storytelling memory strategy.

Imagine that your teacher gave you a list of vocabulary words to remember. Write a story using all the words that you need to remember.

Vocabulary List:

find boulder journey weather smart

Write your story about the vocabulary words below:

Read your story to a partner and see how many vocabulary words they can remember.

How can storytelling strategies help you as you study topics for school?

Talk with Your Family

Share the storytelling strategy with your friends or family. Talk about ways this may help you do better as you prepare and study for exams.

14

Use Meaning to Memorize

Use this page to write notes as you complete the activity.

Review

In "Use Meaning to Memorize," you learned strategies to help you memorize information. Share ways you have used the storytelling strategy to remember information for school.

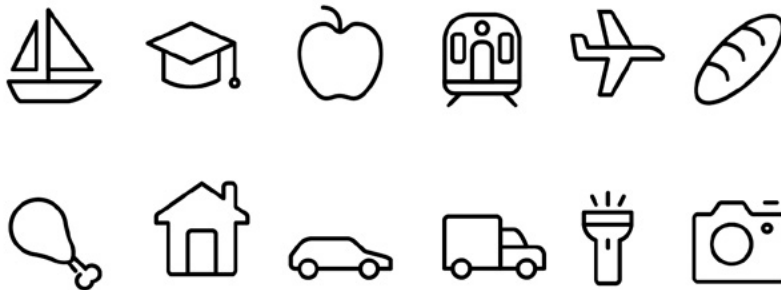
Learn

Organizing information into groups can help you memorize lists or details. When information is organized into groups of similar terms or objects, it is easier to remember. For example, it can be very difficult to memorize all the prophets from the scriptures. However, if you organize the prophets into groups based on where they are found in the scriptures, memorizing the prophets is much easier. For example, if you are memorizing the prophets in the Book of Mormon, you might organize them into groups based on the books where they are mentioned in the Book of Mormon.

Memory Game

Complete the game below with a partner to help you understand how to memorize information by organizing it into groups.

1. Look at the items below for 10 seconds. Cover them up and tell your partner every item you remember.



How many items did you remember? _____

2. Now, look at the items again and visualize putting them into the following groups: school, food, and transportation. Then cover them up and tell your partner every item you remember.

How many items did you remember? _____

Talk about how many items you remembered each time you played the game. Did you remember more items when you organized them into groups? How can this strategy help you remember other important information?

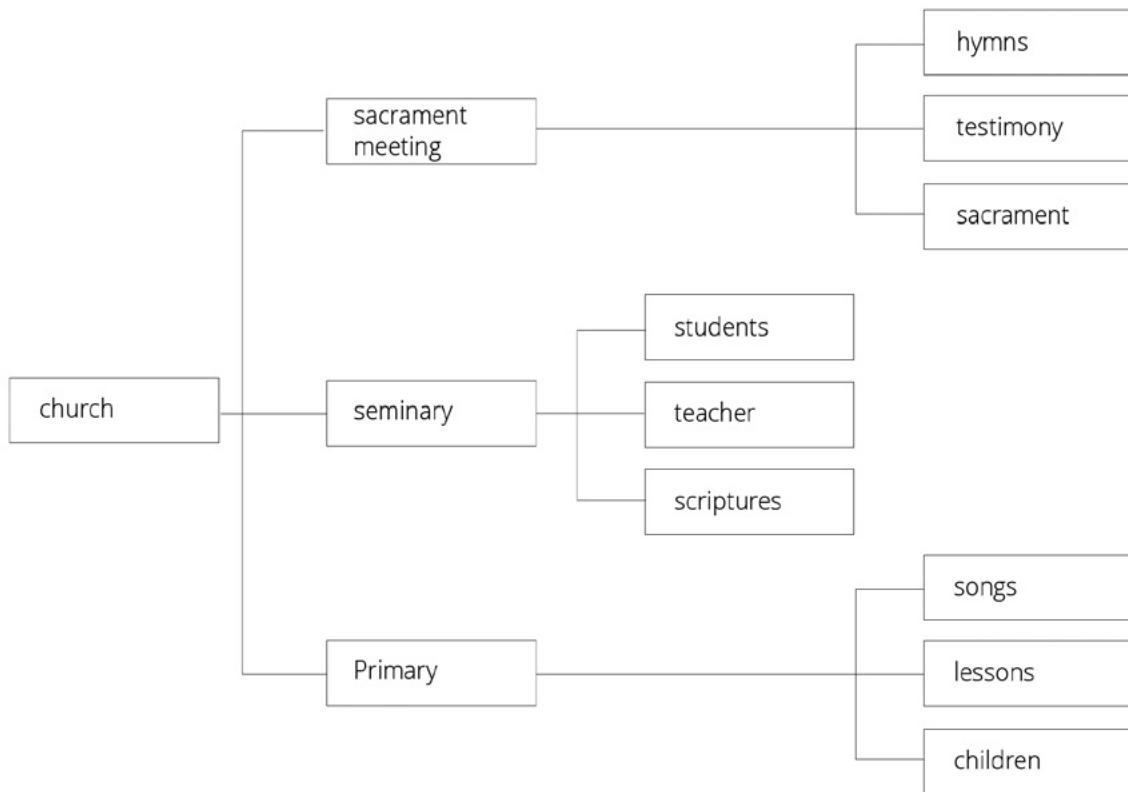
Activity

Word Map

Another way to help you remember things is to make a map to organize ideas that go together. Imagine you have been given a list of vocabulary words to memorize about the topic "church." Look at the word map below. How does organizing these words by topic help you memorize them more easily?

Words

- students
- hymns
- children
- teacher
- songs
- sacrament
- scriptures
- lessons
- testimony

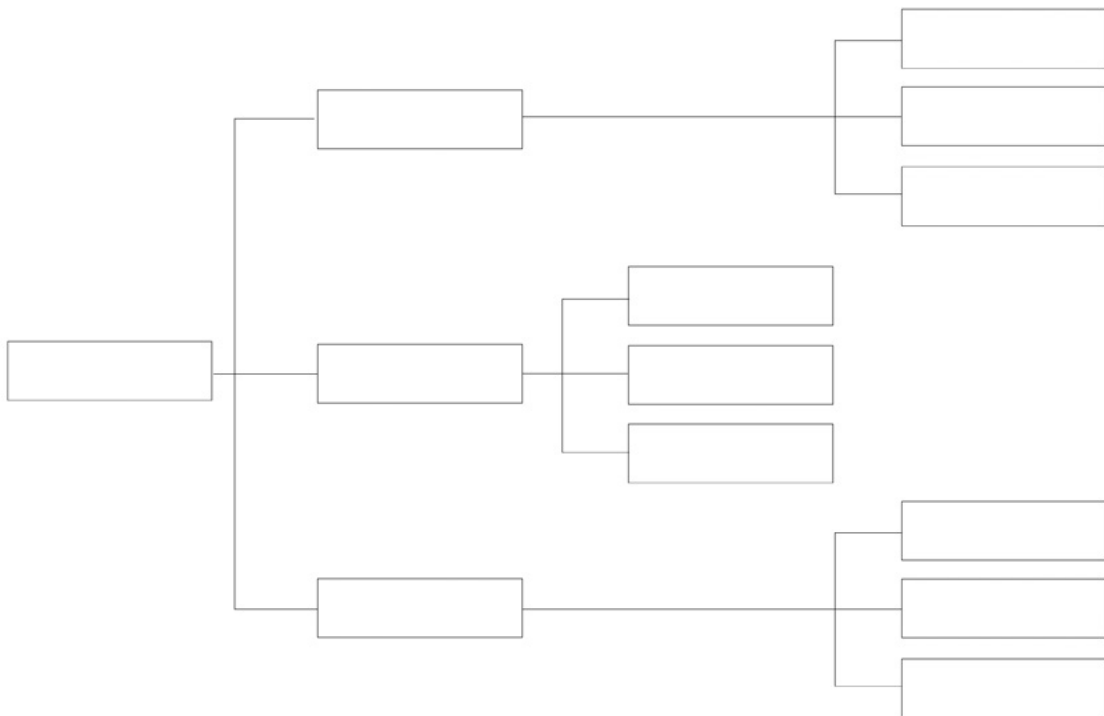


15

Organize Information to Memorize

Now make a map for one of the following topics: school, animals, or weather. Think of 8–10 words about the topic you have chosen. Write your words below. Organize these words into three different topics to create a word map.

Words



This strategy may be especially helpful to you when you are studying words and terms you need to memorize for subjects like science, health, or history. How can you use this strategy to help you do better on exams or organize your class notes?

Talk with Your Family

Share this strategy with someone in your family. Talk about ways that word maps may help you when you take notes or when you prepare for exams.

16 Review Your Class Notes

Review

In “Organize Your Class Notes,” you learned how to take better notes in class to help you prepare for exams. Did you change the way you take notes? Share how organizing your class notes has helped you do better in school.

Learn

After you write notes, review them as soon as you can. The longer you wait, the more difficult it will be for you to remember what you have learned. It is especially helpful if you review your notes after class and then again before the next class. This may help you remember what you have learned and be prepared before each class.

Read these suggestions for reviewing your notes:

Write a Summary

Write in your own words what you have learned. Doing so can help you understand and remember the most important ideas. These summaries can be helpful as you review your notes for an exam. Include examples and definitions in your summaries to make difficult ideas easier to remember.



Ask for Help to Review Your Notes

Find someone who can help you review your notes.

- Ask a friend or family member to read through your notes and ask you questions to test your knowledge.
- Explain what you learned to a friend or family member. If you are struggling to remember or understand what you learned, write down questions you can ask your teacher in class.

Test Yourself

You can also review your notes on your own to remember what you have learned.

- Test yourself by covering up your notes and trying to remember the information.
- Explain the ideas and terms out loud to yourself.
- Make flash cards that you can use to test your knowledge. (Flash cards are small pieces of paper with words or ideas on one side and the definitions or explanations on the other side.)

Activity

Read through the notes below that a student wrote from a science class. Write a 2- to 3-sentence summary about what you learned. Explain what you learned to a partner.

Date

Forecasting Weather

Conditions measured for forecast

forecast: a prediction or guess of weather conditions
cold front: a change to cold weather
warm front: a change to warm weather

1. Air pressure

- if pressure rises, warm or fair weather may happen
- if pressure falls, precipitation or a change in weather happens

2. Wind direction

- a shift in the direction of the wind may bring in a cold front or a warm front

3. Temperature

- a drop in temperature may forecast a cold front
- a rise in temperature may forecast a warm front

Summary:

Commit yourself to reviewing your notes often.

Share other ways that you review your notes to help you prepare for class or an exam.

Talk with Your Family

Talk with your family about the importance of reviewing your notes from class. Identify 3–5 people who can help you review your notes.

Review

In “Develop a Growth Mindset,” you learned how to think more positively about different situations. You were asked to write growth mindset statements on a paper you could review regularly. Share some statements that help you think about yourself in a better way.

Learn

Heavenly Father knew we would all make mistakes in this mortal life. He sent Jesus Christ to atone for our sins and mistakes. Because of Jesus Christ, we can learn from our mistakes and realize they are opportunities to grow.

Like the prodigal son in the Bible, sometimes the mistakes we make can cause us to feel sorrow and pain. But there is always a way to overcome those feelings. We do not need to be happy every time we fail, but we can learn from our experiences and make choices that can help us be happier.



Elder Lynn G. Robbins said: “Mistakes are a fact of life. Learning to skillfully play the piano is essentially impossible without making thousands of mistakes. . . . ‘Success,’ it has been said, ‘isn’t the absence of failure, but going from failure to failure without any loss of enthusiasm’” (“Until Seventy Times Seven,” *Liahona*, May 2018, 21).

Activity

Read the story below about a girl named Sofia who learned from her mistakes.

I finished junior high school and was preparing for my exams. I had studied, but sometimes I spent time with my friends or looked at my phone when I should have been studying more.

When I got my scores back, I was very sad. I had not received the marks I needed on the mathematics exam to continue my schooling. I talked with my parents about what I should do. They told me that I should study and retake the mathematics exam. They also told me that I would have to pay to take the mathematics exams again because they did not have the money to pay for the exams. I wanted to give up and stop trying. I prayed to Heavenly Father to know what I should do.



I received a prompting to get a job. I went to a shop near my house and got a job sweeping. Every day after school, I swept the shop floors. Then I went home and studied mathematics. I did not spend time with my friends or waste time looking at my phone. It was hard, but I learned the mathematics skills, and I earned enough money to sit for the exam again.

The second time I took the mathematics exam, I received high marks. I was very happy. Through this experience, I learned to work hard and to study. I also learned to use my time well. I am grateful for all I have learned through my mistakes.



Think about a time when you made a mistake or failed at something. Were you sad? Did you want to give up? What did you do? Complete each sentence below about your experience:

I was (doing, learning, trying) _____
_____.

It was difficult and I felt _____
_____.

Then I _____
_____.

If possible, share your story with the group.

Talk with Your Family

Talk with your friends or family members about times when they have made mistakes. How did they learn and grow through their mistakes or failures?

18 Be an Obedient Student

Review

In “Overcome Challenges through Choices,” you learned about the importance of taking responsibility and not making excuses. Share an experience when you took responsibility for your learning.

Learn

When you are obedient to the commandments of God, your parents’ requests, and school rules, you will be blessed with strength, knowledge, joy, and peace. You will also have the constant companionship of the Holy Ghost. The blessings of obedience will help you endure and overcome challenges in your life and in school.

Elder Joseph B. Wirthlin of the Quorum of the Twelve Apostles said: “In addition to helping you to become better servants of the Lord, obedience to these laws will help you to be better in everything you undertake in life. . . . You will enjoy your life more; you will be happier and at peace with yourself because you will know that your life is acceptable to your Heavenly Father and His Beloved Son, Jesus Christ” (“Live in Obedience,” *Ensign*, May 1994, 39).

Being obedient is important to your success. For example, in math there are certain rules that you must follow in order to complete a problem correctly. Look at the math problems below. Why would it be important to know the rules for each problem?

Order of Operations

$$4 + (10 - 4) \div 5 =$$

Distributive Property

$$a(b + c) = ab + ac$$

The consequence of not following math rules is that you will not calculate the correct answer. The consequence of not following school rules may be that your learning experience is not as positive as it could be.

Our Heavenly Father asks us to obey Him and His commandments because He loves us and wants what is best for us. In addition to obeying the commandments of God, you have expectations and rules at school that you must obey. Obeying these rules will help you progress in your learning.

Activity

Read the list below and think about how well you do each of the following activities at school. Put a number (1, 2, or 3) in front of each statement. 1 = needs work, 2 = doing OK, 3 = doing well

How am I doing at school?

	Following the school rules
	Following directions from your teachers and leaders
	Listening carefully to instructions and following them the very best you can
	Completing your own schoolwork and turning it in on time
	Arriving at school on time
	Following the rules for exams

Think about the results you want in school. If you want to pass your classes, what is expected of you? If you want to become a better learner, what do you need to do?

Below are different situations you may experience in your classroom at school. Talk about what you would do in each situation to make sure you are obedient to the school rules and expectations.

What should you do if . . .

1. Your teacher is in the middle of teaching a lesson, and you want to write a note to your friend instead of taking class notes.
2. You are excited to get started on a science project and do not want to wait for your teacher to give you instructions before you begin.
3. Your class is taking an exam, and the person next to you is cheating off your paper.
4. Class is beginning, but your friend is still talking to you.

Share other ways you can be an obedient learner.

Talk with Your Family

Talk with your family about the blessings you have seen from being obedient. Are there ways you can be more obedient in school or to your parents?

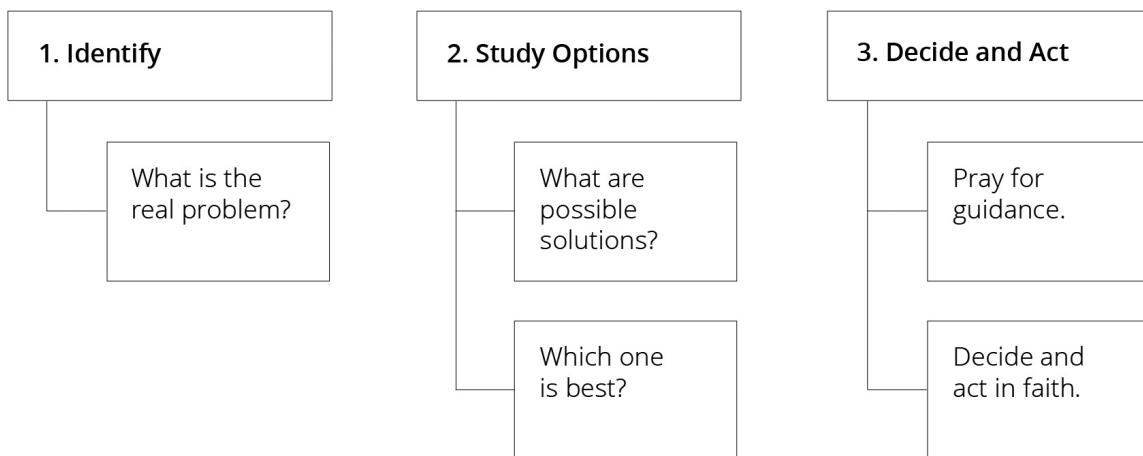
19 Solve Problems

Review

In “Use Critical Thinking to Make Decisions,” you learned how thinking critically can help you make good choices. How has this thinking affected your choices?

Learn

Critical thinking skills can help you solve problems and think deeply about the decisions you must make. When you have a problem, here are three steps you can take to help you think about and solve the problem:



- **Identify** the problem and gather as much information as you can.
- **Study your options**, discuss possible solutions, and ask for help from those you trust.
- Finally, as you **decide and act**, pray for guidance and go forward in faith.

(See “6: Solve Problems,” *My Foundation: Principles, Skills, Habits* [2015], 14–15.)

Activity

In the story below, a young woman named Mercy must make a difficult decision. As you read the story, discuss how Mercy completes each step to solve her problem.

Mercy was the only member of her family to join the Church when she was 17. Two years later, she felt prompted to serve a mission. She told her parents about her decision. Her parents were very unhappy.

Her father said, "Mercy, if you do not go to university now, we will not pay for your schooling when you come home." Mercy still felt she should serve a mission, so she did. She had a wonderful mission and taught many of God's children the gospel.

When Mercy came home, her parents reminded her they would not support her. She was very sad. She knew she had made the right choice to serve a mission, but she did not know how she would go to university and get a good job.



Identify the Problem: What is the problem Mercy faces? Write it below:

Mercy talked with her friends and Church leaders and asked for advice. She thought of two different solutions: she could find a good job instead of going to university, or she could try to work and go to university at the same time.

Mercy prayed about each possible situation. She wanted to go to university, but she could not find a job that she could do while going to school at the same time.

One day, Mercy was walking from the market. As she walked, she prayed to know what she should do. Suddenly, a woman stopped Mercy to ask her about the basket she was using to carry potatoes. The woman told her it was the most beautiful basket she had ever seen. She asked Mercy if she could buy it from her. Mercy told her that she had made the basket, and she would be happy to sell it to her for a very good price.



Study Options: What are the possible solutions to Mercy’s problem?

When Mercy returned home, she thought about her experience. She loved making baskets, but she had never thought that anyone would want to buy them.

Mercy realized that she could make baskets and sell them at the market during the day and go to school in the evenings. She prayed to know if this was the right decision. She felt peace and knew that she should go forward with faith.

After three months, Mercy was selling baskets and going to school. She worked very hard and sometimes got tired, but she knew the Lord was blessing her with the ability to focus on both school and work. She was grateful for the Lord's guidance to help her solve her problem.



Decide and Act: What did Mercy do and how did she act?

Think about a problem you are facing. Think about possible solutions to your problem and how you will decide what to do.

Talk with Your Family

Talk with your friends or family members about some of the problems they have faced and how they have solved them.

Review

When you take an exam, there are strategies you can use that will help you succeed. Share an example of something you do that helps you when you take exams.

Learn

Most classes use exams to have you demonstrate how well you have learned the information. Although exams can be difficult, there are some things you can do that will help you prepare and be more successful:

Before the Exam

- Study the material that you need to know for the exam. It is a good idea to study frequently in short study sessions rather than trying to study everything all at once right before the exam.
- Try to get a good amount of sleep before the exam so that your mind is clear.
- Gather the supplies you will need for the exam, such as a pencil or calculator.
- If possible, eat healthy food and drink water before the exam so that you can focus.
- As you prepare for the exam, pray for help to remember what you studied.

During the Exam

- Be honest on your exam. Do not cheat or share answers.
- Pace yourself carefully so that you can complete all of the questions.
- Read the instructions and each question carefully.
- Complete the easiest questions first. Skip questions that you do not know, and come back to them after you have finished the other questions.

The Lord knows that your schooling is important to you. You can ask for His help to remember the things you have studied. Pray before and during exams to invite the Holy Ghost to enlighten your mind and help you remember what you have learned.

Doctrine and Covenants 6:15 says, “Behold, thou knowest that thou hast inquired of me and I did enlighten thy mind; and now I tell thee these things that thou mayest know that thou hast been enlightened by the Spirit of truth.”

Share an experience when you asked the Lord in prayer to help you do well on an exam.

Activity

It is important to carefully read and reread exam instructions. If you do not, you may answer a question incorrectly. This activity will help you practice reading the instructions carefully on an exam.

Complete the following activity to help you practice following directions.

Instructions: Read all the steps *before* you begin to complete the first one. Work as quickly as you can. You will have two minutes. Again, do not begin until you have read all the steps.

Name _____ Score _____

1. Do not share your answers with anyone.
2. Read all the steps before you complete each step.
3. Write your name in the space above.
4. Circle the word "you" in each step.
5. Draw a star next to the odd numbers.
6. Solve $3,564 + 2,899 =$
7. Draw a square around your name.
8. Stand up and turn around 5 times.
9. Write the date at the top of this paper.
10. Now that you have read each step, only complete steps 1 and 3.

Did you follow the instructions correctly? Talk about how this activity helped you learn the importance of carefully reading instructions.

Talk with Your Family

Talk with your family about the importance of following directions and reading instructions carefully.

21 Read Exam Questions Carefully

Review

In “Prepare for Exams,” you learned strategies for taking exams successfully. Share an example of something you do that helps you when you take exams.

Learn

Sometimes the most difficult part of an exam is understanding what the questions are asking you to do. You may remember the mathematics skills you have learned in school, but you may not know which skill to use to answer a mathematics word problem on an exam. You may have understood a reading passage in an exam, but you may not know which part of the passage is important to reread to answer a question about the text.

To help you in situations like these, it is important to read each exam question carefully and understand what it is asking you to do. Here are some ideas to help you:

- Use your hand or a piece of paper to cover the possible answers below the question. This will help you focus on the question and not be distracted by wrong answers.
- Read confusing questions more than once to ensure you understand them. Reading through questions too quickly can cause you to make mistakes.
- Stop and think after reading each part of a long question. Understanding the smaller parts of a question may help you find the answer.
- Answer written-response or essay questions completely. Reread each question to make sure you have answered all parts of the question, and review your written answers.

Sometimes there are important words in questions that tell you exactly what to look for in the answers. Here is a list of important words to remember and ways in which these words might be used in questions:

- **best:** Look for the *best* answer to this question.
- **all:** What are *all* of the possible solutions to this question?
- **least:** Which of the following is the *least* likely to happen?
- **except:** All of these answers are correct *except* for . . .
- **not:** Which of these answers is *not* discussed in the passage?

Activity

Use the strategies above to practice answering the following questions, and discuss the strategy you used.

1. Read the question below. Why would it be important to reread it to make sure you answer it correctly?

Martin ate $\frac{4}{6}$ of a cake. Jacob ate $\frac{5}{6}$ of a different cake. Martin ate more cake than Jacob. How is this possible?

After first reading this question, you may think it is necessary to do a math equation to find the answer. However, if you reread the question carefully, you will realize that the reader is not told how large the cakes are. It is only possible for Martin to have eaten more cake than Jacob if his cake was larger. Carefully reading the question helped you find this answer.

2. Read the question below. Look for key words that will help you answer the question correctly.

Samuel the Lamanite prophesied the signs of Christ's death. Which was *not* one of the signs included in Samuel's words?

- | | |
|-------------|-------------------------------|
| a. darkness | c. thunderings and lightnings |
| b. flooding | d. shaking of the earth |

In this example, the word *not* is very important. You are looking for the answer that does not show one of the signs of Jesus Christ's death. The answer to this question is *b*. "flooding," which was not a sign prophesied by Samuel.

3. The question below is a written-response or essay question. How many different parts of this question are there?

What is the main problem in the novel *Oliver Twist*? How is this problem resolved? What does the main character learn in the novel?

There are three parts to this question. It is important to read written-response or essay questions very carefully so that you can answer all of the parts of the question.

Talk with Your Family

Talk with your family about the exam-taking skills you learned today. Are there other things your parents or siblings have done to be successful on exams?

22 Manage Time on Exams

Review

In “Read Exam Questions Carefully,” you learned how to read each question to understand it correctly before choosing an answer. Share how this strategy has helped you.

Learn

Managing your time on an exam is just as important as studying and being prepared for it. Here are some ways to manage your time while taking an exam:

Practice

If possible, take practice exams beforehand. Practicing will help you feel more comfortable with the format of the exam. If there is a time limit, taking a practice exam and timing yourself on each section will help you prepare for the real exam. Identify and spend extra time studying for the sections that are taking more time.

Decide Which Section to Complete First

When you begin your exam, look through it to see if there are sections that will be more difficult and will need more time. For example, if your exam has a multiple-choice section and an essay question section, you may want to answer the multiple-choice questions first and then focus on the essay questions.



Read Each Question Carefully

Reading each question carefully will help you save time because you will avoid the need to return to the questions you did not understand. Reading each question carefully can also help you avoid simple mistakes.

Answer the Easy Questions First

Answering the easier questions first can help build your confidence. If you are having trouble with a specific question, move to another question. Taking a break from difficult questions and coming back to them later may help you answer them correctly.

Check Your Answers

If possible, try to answer every question. Use any remaining time to go back over the exam and check your answers.

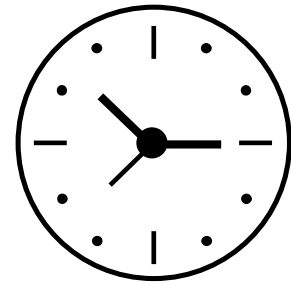
Activity

Time often seems to pass quickly when you are doing something fun or when you are busy and working on something important. Time may pass more slowly when you feel bored or tired or when you are waiting for something. Understanding how quickly or slowly time passes as you take an exam can help you complete all of the questions.

Time Management Game

Play this game by using a ball and your clock, phone (with a clock), or watch. Once you begin the game, set a timer for two minutes and play the game until the time is up:

Each student should stand in a circle facing the others and toss the ball to another student. That student tosses the ball to another student, and so forth. If a student drops the ball, he or she sits down. Continue playing until only one player is left standing (the winner) or until time runs out.



You played the game for two minutes, and the time may have seemed to go by quickly. Now try a very different game:

Each student should sit quietly with their eyes closed for two minutes. (Once again, set the timer or use a clock or watch to time them sitting quietly for two minutes.) After two minutes, open your eyes.

Did the time go by more quickly when you were playing a game or sitting quietly? Why? Talk about how time goes by much more quickly when you are focused on a game or task. When you are focused on an exam, time may pass very quickly because you are focused on answering each question.

If possible, when you take an exam with a time limit, wear a watch or look at a clock so that you can know how much time you have remaining. This will help you know how quickly you must complete each section or question.

Discuss how managing your time on an exam can help you be more successful.

Talk with Your Family

Talk with your friends or family members about managing your time on exams. What advice can they give you to help you manage your time effectively?

Review

In “Manage Time on Exams,” you learned how to manage your time so you can answer all the questions on an exam. What is one thing you have done to manage time successfully on an exam?

Learn

In this activity, you will learn how to better answer **multiple-choice questions**.

Multiple-choice questions include a statement or question and several possible answers to choose from. Review the following strategies that may help you answer these questions.

1. When a question has only one correct answer, eliminate answers that are very similar.

Choose a word that means the opposite of *frightened*:

- | | |
|-----------|-------------|
| a. joyful | c. alarmed |
| b. happy | d. unafraid |

The question asks you to find the one correct answer. Because *joyful* and *happy* have similar meanings, you can guess that neither is the correct answer. This helps you eliminate those two possibilities. The correct answer is *d*.

2. If more than one answer is correct, then “all of the above” should be selected.

In this question, note that one of the possible answers is *d*, “all of the above.”

Which colors are primary colors?

- | | |
|---------|---------------------|
| a. red | c. yellow |
| b. blue | d. all of the above |

If you know that at least one answer is incorrect, “all of the above” cannot be the correct answer. If you are sure that at least two answers are correct, such as in this question, “all of the above” may be the correct answer. In this case, all of the colors are primary colors, so the answer is *d*. *all of the above*.

3. If at least one answer is correct, then “none of the above” cannot be correct.

Which of the following is a prophet from the Book of Mormon?

- a. Nephi
- b. Jeremiah
- c. Daniel
- d. all of the above
- e. none of the above

Because you know that at least one of the possible answers is correct, “none of the above” cannot be the correct answer. In this case, the answer is *a*, “Nephi.”

Activity

Complete the following practice questions. Identify which strategy you would use to choose the best answer. The correct answers are on the last page of this workbook.

1. Which of the following is NOT one of the Ten Commandments?
 - a. Thou shalt not steal
 - b. Thou shalt not kill
 - c. Thou shalt not pray
 - d. None of the above
2. What does the word *parable* mean?
 - a. a sheep
 - b. a story
 - c. a lamb
 - d. a coin

Read the following paragraph and answer the questions:

One day, Joseph Smith and Oliver Cowdery had a question: What was the right way to be baptized? They prayed to know the answer. An angel came. It was John the Baptist. He had baptized Jesus. He told them that they needed the priesthood to baptize people. John gave Joseph and Oliver the priesthood so they could baptize people the way Jesus was baptized. Joseph baptized Oliver in the river. Then Oliver baptized Joseph. Later, many others were baptized too. Because Heavenly Father answered Joseph Smith’s and Oliver Cowdery’s prayer, the priesthood is back on earth.

3. What happened when the angel came to Joseph Smith and Oliver Cowdery?
 - a. They learned that the angel was John the Baptist, who baptized Jesus.
 - b. They were given the priesthood.
 - c. Joseph and Oliver were baptized.
 - d. All of the above.
4. Who baptized Joseph?
 - a. Jesus
 - b. John
 - c. Joseph
 - d. none of the above

Talk with Your Family

Talk with your family about what you learned today. Commit to using these strategies when answering multiple-choice questions on future exams.

Review

Share the goal you made at the beginning of the school year. Talk about the steps you have taken to complete your goal. If you are still working on your goal, share what has helped you or what has made it challenging.

Learn

It is important to review the progress you are making on your goals. In the activity “Make Goals,” you read an example of Kobi making a goal to turn his schoolwork in on time. Read and discuss the steps Kobi has taken to complete his goal. Do you think he needs to keep the same goal or make a new one?

1. **Discover:** What do you need to work on? What do you need to improve or change?

“I need to turn all my schoolwork in on time.”

2. **Plan:** How will you make this change? What steps do you need to take?

“I will write a list of my schoolwork and due dates. I will complete each assignment by the due date.”

3. **Act:** How does faith in Jesus Christ help you reach your goal? Do you need more help?

“I did not finish some schoolwork by the due dates. I prayed to know what to do. The Spirit gave me the idea to tell one of my parents every night what schoolwork I completed.”

4. **Reflect:** What did you learn? Do you need to make a new goal or keep this goal?

“Telling one of my parents what I completed each day is helping me get more done. I will continue to work and talk with them.”

Kobi has done really well turning his schoolwork in on time. He has made a lot of progress. However, he has been struggling with his mathematics class. He wants to make a new goal to help him do better in mathematics. His goal is below:

Goal: “I want to get help with mathematics when I do not understand something.”

Talk about the steps Kobi could take to accomplish his goal. For example, who can he ask for help? How can he get the help he needs?

Activity

Look at the goal you made at the beginning of the school year. Did you complete your goal? Do you need to keep working on that goal? Do you need to make a new goal? If you keep the same goal, what do you need to do to help accomplish that goal?

Write your goal by completing steps 1 and 2 below. As you work on your goal, complete step 3, and reflect on your progress in step 4. You will evaluate your goal at the end of the year.

1. **Discover:** What do you need to work on? What do you need to improve or change?

2. **Plan:** How will you make this change? What steps do you need to take?

3. **Act:** How does faith in Jesus Christ help you reach your goal? Do you need more help?

4. **Reflect:** What did you learn? Do you need to make a new goal or keep this goal?

Talk with Your Family

Share with your family the goal that you made. Ask them to help you complete your goal. Talk about how the Holy Ghost can help you complete your goal.

25 Be a Diligent Learner

Review

In “Humbly Ask for Help,” you learned about asking others for help. Have there been times when you have asked people for help?

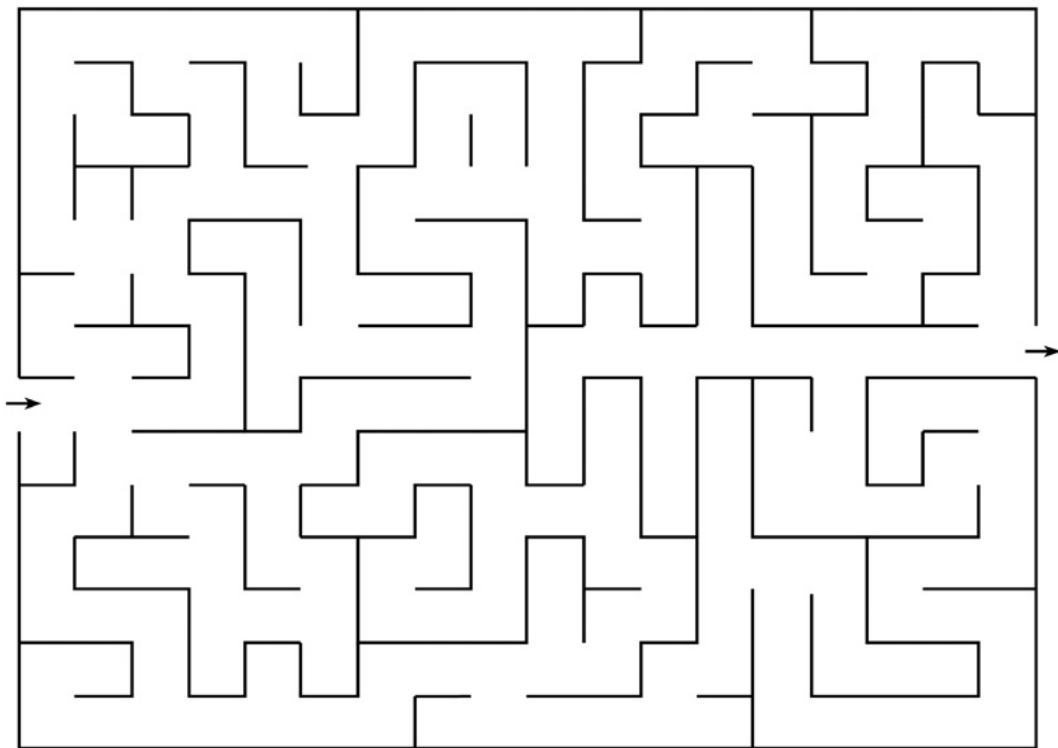
Learn

“Diligence is steady, consistent, earnest, and energetic effort in doing the Lord’s work. The Lord expects you to work diligently—persistently and with great effort and care. . . . *When you are diligent, you find joy and satisfaction in your work.* . . . Continue until you have done all you can, even when you are tired. Focus on the most important things and avoid wasting time. Pray for guidance and strength. Plan regularly and effectively. Avoid anything that distracts your thoughts or actions” (*Preach My Gospel: A Guide to Missionary Service* [2019], 127; emphasis added).

Completing a maze like the one in the activity below takes **diligence**, which is steady work, and **persistence**, which means never giving up. When you are studying for school and exams, you must also be diligent and persistent. You must believe in yourself and your power to succeed. As you work hard and persist, Heavenly Father will bless you to do your best.

Activity

Take a few minutes to complete the following maze. After everyone is done, discuss this question: How were you diligent and persistent as you completed the maze?



Read the story below about a young man named Paulo and how he learned the importance of being a diligent learner. How can you learn from Paulo's experiences?

Paulo frowned as he looked at the pile of dirt. It was as tall as his shoulders and five meters wide. Paulo knew they needed to move the dirt to the garden, but he felt overwhelmed. Papa had broken his leg and could not walk, so it was up to Paulo, Mama, and Paulo's nine-year-old sister, Marta, to move the dirt using shovels and an old wheelbarrow.

Mama smiled and said, "Do not get discouraged. We can do it! We are like the pioneers who walked in the dust and did not give up until they reached Zion."

For several days, they worked in the hot sun. They were covered in dust and dirt, and Paulo's muscles ached. But Mama told stories and sang songs. When Paulo wanted to give up and stop working because he was so tired, Mama would say, "Do a little more. Just keep going a little longer." Finally, they moved all the dirt and planted the garden. They were able to grow enough food for the family and to sell at the market. Paulo was proud of his hard work.

Three years later, Paulo was trying to prepare for his important exams in senior high school. There was so much to study, and sometimes Paulo became discouraged and wanted to give up. But then he would hear Mama's voice in his mind: "Do a little more. Just keep going a bit longer." Those words would help him study a little longer even though he was tired. He knew that his studies were just like moving a large pile of dirt in the hot sun. It was difficult, but if he kept going, he knew that he would have success and he would be proud of his hard work.



How was Paulo diligent and persistent as he worked to move the dirt to the garden?

How was Paulo diligent and persistent as he studied?

What can you do to be a diligent learner?

Talk with Your Family

Talk with your family about how being a diligent and persistent learner can bless you in school. Ask them to share experiences when they have been diligent and persistent.

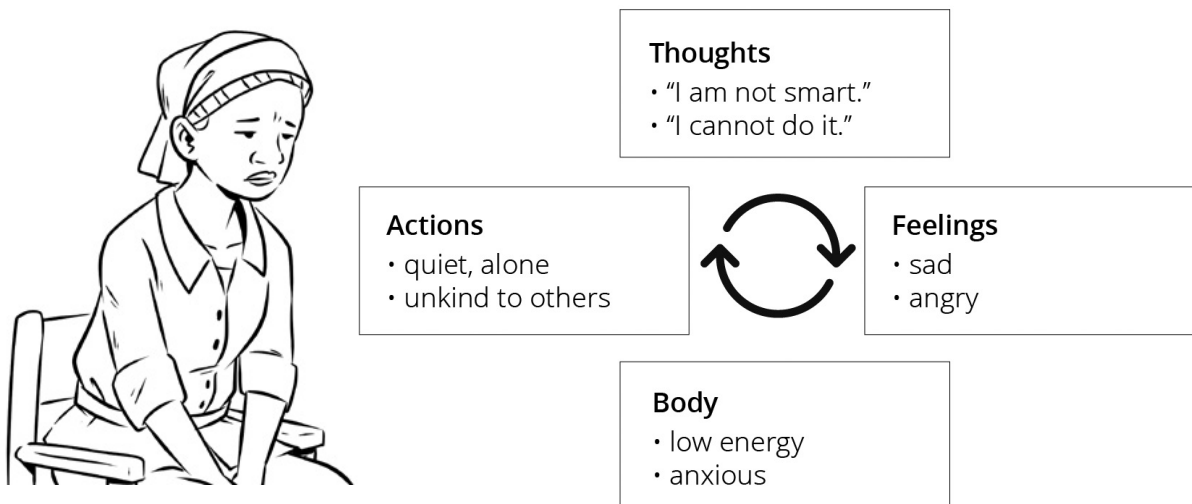
Review

In "Learn from Mistakes," you learned how making mistakes helps you grow. Share an experience when you learned from a mistake. How did this help you grow?

Learn

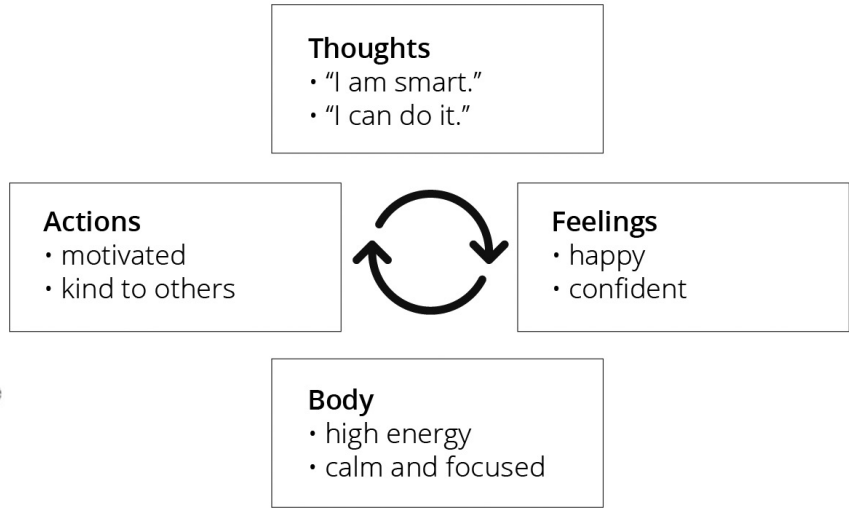
Think about a time when you felt a lot of stress in your life or with school. What did you do? How did you feel? Sometimes when we are faced with a stressful situation, we can think negative thoughts about ourselves and others. Negative thoughts can affect our physical and mental health. They can cause us to make poor decisions and lose confidence in ourselves. The image below shows some of the ways negative thoughts can affect us.

Negative Thoughts and How They Can Affect Us



Just as negative thoughts can affect us in negative ways, positive thoughts can affect us in positive ways. Thinking positive thoughts can help us move forward with faith and make good choices. The image below shows some of the ways positive thoughts can affect us.

Positive Thoughts and How They Can Affect Us



Changing our thoughts can be difficult and takes time. Be patient with yourself. Learn to listen to what the Spirit tells you about yourself and your abilities. Remember that the Savior is there to help you. He knows who you are and will bless you as you try to think positive thoughts.

Activity

Talk about the challenging situations below. In each situation, the student first thinks negative thoughts. How could positive thoughts help each student feel and do better?

Situation A

Challenge	Negative Thoughts
Samuel comes home tired and worried about an upcoming exam. His mother reminds him that he forgot to sweep the house.	Samuel thinks, <i>"I cannot do anything right! I forgot to sweep, and I am going to fail my exam. I am not smart, and I forget things."</i>

What is a better way of thinking? What positive thoughts could Samuel think instead?

Situation B

Challenge	Negative Thoughts
Natasha has spent time with friends all day, and she does not start her homework until late at night. She is very tired.	Natasha tells herself, <i>"I cannot do this homework! It is too hard!"</i> She goes to bed without studying.

What is a better way of thinking? What positive thoughts could Natasha think instead?

Situation C

Challenge	Negative Thoughts
Maria worries that the girls at school do not like her. She is afraid to talk to them because she is worried they will judge her.	Maria tells herself, <i>"They are not good enough to be my friends anyway. I do not want them to be my friends."</i>

What is a better way of thinking? What positive thoughts could Maria think instead?

Talk with Your Family

Talk with your family about how positive thoughts help them. Discuss with them how you can help each other have positive thoughts. Write in your journal some statements that will help you think positively. Read these statements often.

Review

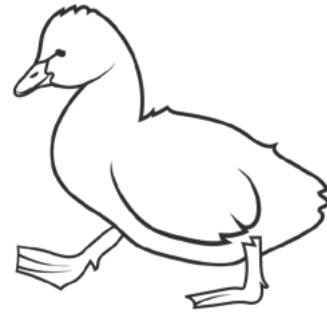
In “Be a Diligent Learner,” you learned how to be more diligent in your education. How have you been more diligent in your studying and schoolwork?

Learn

Heavenly Father has given you talents, spiritual gifts, and abilities that will help you as you progress in your education and help build the kingdom of God on the earth. He will also help you use your talents and gifts to find a job and further your education.

In 2009, President Dieter F. Uchtdorf of the First Presidency spoke about identity. As he spoke, he told the story of “The Ugly Duckling,” by Hans Christian Andersen. Here is a summary of the story he shared:

There was once a mother duck who, when her eggs hatched, saw that one of the ducklings was very large and ugly. The other ducklings were very unkind to the ugly duckling. They pecked, teased, and mocked him. The ugly duckling was sad and decided to leave. He spent a long winter hungry and cold. He struggled to stay alive. He learned to be strong and fly to escape danger.



One sunny spring day, he looked up into the sky to see a flock of beautiful white birds soaring above him. He tried to imagine what it would be like to be that powerful and majestic. He flew into the sky and followed them, but he was afraid they might hurt him because of his ugliness. To his surprise, the birds welcomed him and allowed him to fly with them to a pond of clear water.

When he landed and glided on the water, the ugly duckling looked down and saw a reflection of a magnificent swan. He looked around to find the beautiful creature and realized that the reflection was his own.

Indeed, the duckling was a beautiful swan. At last, he had realized his true identity.

President Uchtdorf reminded us that like the duckling, we need to understand who we are:

“There will always be voices telling you that you are foolish to believe that you are swans, insisting you are but ugly ducklings and that you can’t expect to become anything else.

“But you know better. Because of the revealed word of a merciful God, you have seen your true reflection in the water and you have felt the eternal glory of that divine spirit within you. You are no ordinary beings, my beloved young friends all around the world. You are glorious and eternal” (“The Reflection in the Water,” *Church News*, Dec. 18, 2009).



God sent you to earth to do a great work. He wants you to know who you are. Understanding who you are will give you the confidence to use the talents and gifts Heavenly Father has given you to bless your life and the lives of His children.

Your gifts and talents may be visible—such as talents involving music, athletics, or art—or they may be spiritual gifts, such as kindness or faith. These talents and gifts will help you in your education and throughout your life as you decide what you want to do and who you want to become.

Activity

Answer the questions below:

What are your talents? What do you like to do?

Who are the most important people in your life? What do you enjoy doing together?

What do you hope your future will look like?

Talk with Your Family

Talk with your family about your gifts and talents. Share the story about the ugly duckling and what you know about your identity from this activity.

Review

In “Know Who You Really Are,” you reflected on who you are and what you want out of your life. What did you learn about yourself that can help you?

Learn

Because of the internet and access to so many different resources, it has become easier for students all over the world to steal other people’s words and use them as their own. Using someone else’s words as your own without giving them credit or mentioning the original author is called **plagiarism**. Plagiarism is dishonest and a form of cheating. Some students have received failing grades or have even been asked to leave school because they have plagiarized. People have also lost jobs because of plagiarism.

Read the information below about what plagiarism is and is not:

What Plagiarism Is	What Plagiarism Is Not
Copying something you find on the internet or on someone else’s assignment and saying you wrote it.	Using someone else’s words and including a reference to who said the words.
Copying someone’s words and changing one or two words in the paragraph.	Reading about a topic and writing what you learn in your own words, including a reference to the original author.
Including specific facts or statistics that you find from other sources without giving those sources credit.	General statements that are not specific words someone said: <ul style="list-style-type: none"> ▪ The sky is blue. ▪ God loves you.
Only using the ideas and thoughts of others in your writing.	Using mostly your own thoughts or ideas.

The example below will help you understand plagiarism and how to avoid it.

In the October 2018 general conference, Elder Uchtdorf said, “God knows you. You are His child. He loves you. Even when you think that you are not lovable, He reaches out to you” (“Believe, Love, Do,” *Liahona*, Nov. 2018, 47).

You may change a few words from Elder Uchtdorf’s talk and write this: “God knows you. You are His beloved child. He really loves you. He reaches to you.” This is still plagiarism. Even if you change a few words, because almost all of a quote is still the same, it is still plagiarism. You need to include a reference to Elder Uchtdorf’s talk.

Activity

Read the original passage and then decide if the passage following it includes plagiarism. Discuss why or why not. After your discussion, review the answers below.

1. Original Passage

Jesus Christ gave us a perfect example to follow of love and kindness. He healed the sick, showed kindness to the outcasts, and called for the little children to come to Him.

Plagiarized or Not?

Jesus Christ gave us a perfect example to follow of love and kindness. He healed the sick, showed kindness to the outcasts, and called for the little children to come to Him.

2. Original Passage

Dolphins live together in small groups called pods. They talk to each other through squeaks, chirps, and whistles. They also hunt for food together.

Plagiarism or Not?

Dolphins live and hunt together in groups. They communicate through different sounds.

3. Original Passage

He was a very happy man by nature.

Plagiarism or Not?

He was often a happy person.

4. Original Passage

A literary text is written to entertain or share a message. These stories may be true, or they may be created in the mind of the writer.

Plagiarism or Not?

A literary text is written to entertain and share a theme. Sometimes these stories are true, but other times they are created by writers’ minds.

Answers:

- a. Plagiarized: These are the same words as the original text.
- b. Not plagiarized: The new passage includes information stated in a new way.
- c. Not plagiarized: The original sentence is a general statement; the new sentence says the same general idea using new words.
- d. Plagiarized: The new text is too close to the original text. It expresses the same ideas without referencing the original author.

Talk with Your Family

Share with your family members at least one tip you will use to avoid plagiarism when you write your next paper for school.

Review

In “Think Positively,” you learned about positive thinking. How has it helped you in school and in your life?

Learn

As you complete your education, you will experience stress. Stress is your body’s reaction to situations that challenge you. Stress is what you feel when you are worried or fearful about something. This worry can make you feel angry, frustrated, or afraid. Feeling stressed is part of life. You may often feel stressed in school for many reasons:

- not being prepared
- not finishing assignments on time
- fear of failing an exam
- fear of speaking in front of others
- feeling like you have too many things to do
- working with other people
- others treating you unkindly



As you move forward with faith, the Lord will bless you with strength and the ability to do hard things. You cannot completely avoid stress. You may feel anxious, worried, sad, or a lack of desire to try. You may also get a headache or feel ill. When you experience stress, find things that will help you manage the stress. The suggestions below may help you:

- Rethink your expectations.
- Let go of what you cannot control.
- Focus on what you are doing well.
- Avoid comparing yourself to others.
- Exercise.
- Serve others.
- Rest.
- Focus on gratitude.
- Break down big or difficult tasks into smaller pieces.
- Take one small step forward now.

Discuss how these suggestions can help you manage stress in your life. What other things have you found that help you manage stress?

Activity

Think about what will help you when you feel stressed. Answer the following questions to help manage your stress.

What stress do I have in my life right now?

Choose one way of managing stress that you would like to try. Complete the following sentence:

When I feel stressed about _____, I will

Sometime today, copy this sentence onto another piece of paper. Post it somewhere it can help you remember how you will manage stress.

Talk with Your Family

Talk to your family about ways to manage stress. Ask your parents how they manage stress when things are hard.

29

Manage Your Stress

Use this page to write notes as you complete the activity.

Review

Talk about different strategies you have learned to help you feel more confident when taking an exam.

Learn

One type of exam question is **true-or-false**. True-or-false questions typically include a statement followed by the words “True/False” or the letters “T/F.” When answering these questions, it is important to remember that in order for the answer to be “True,” *every part* of the statement must be true. If even part of the statement is not true, then the answer is “False.”

When you read the statement, look for words we call **absolute words** or **qualifiers**:

- Examples of **absolute words** include *never, always, all, none, except, and only*. Statements that include these words are often false because they use extreme language. For example, the statement “People never make mistakes” is false because of the absolute word *never*. Everyone makes mistakes.
- Examples of **qualifiers** include *sometimes, often, frequently, ordinarily, some, and generally*. Statements with qualifiers are often true because they allow exceptions. For example, the statement “People sometimes make mistakes” is true because of the qualifier *sometimes*.

Circle the **absolute words** or **qualifiers** in each statement below. How do these words help you decide if the statement is true or false?

- Fires are always started by lightning.
- Fires are sometimes started by lightning.
- Fires are never started by lightning.

In the above statements, *a* and *c* have absolute words (*always* and *never*). These statements are both false. *B* has a qualifier (*sometimes*). This statement is true.

Look for **absolute words** and **qualifiers** below, and circle “True” or “False.”

- All members of the Church walk to church each Sunday. **True/False**
- The Bible is the only word of God. **True/False**
- Some people are nervous when they speak in church. **True/False**

Which statements did you mark “True” and which ones did you mark “False”? The answers are *d*, “False”; *e*, “False”; and *f*, “True.” Discuss how you decided which statements were true and which were false.

Activity

Read the story about Joseph Smith and the First Vision. Then answer the true-or-false questions using the strategies you have learned. After you are done, compare answers with the person next to you and talk about what strategy you used to choose the correct answer.

During the First Vision, Joseph Smith saw Heavenly Father and Jesus Christ and learned they are two separate beings. This event marked the beginning of the Restoration—the return of Jesus Christ’s Church to the earth. Heavenly Father and Jesus called Joseph by name and spoke to him. The First Vision is one of three times recorded in the scriptures that Heavenly Father introduced His Son, Jesus Christ (see Joseph Smith—History 1:17). The other times were when the Savior was baptized and when He visited the Nephites (see Matthew 3:17; 3 Nephi 11:7).



1. The only thing Joseph learned from the First Vision is that Heavenly Father and Jesus Christ are two separate beings. **True/False**
2. Heavenly Father sometimes introduces Jesus Christ on earth. **True/False**
3. No one has seen Heavenly Father and Jesus Christ except for Joseph Smith. **True/False**

After completing these questions and discussing your answers with a partner, review the answers found on the last page of this workbook together.

Read the following story about the birth of Jesus. Write one true-or-false question about the story. Include an **absolute word** or **qualifier** in your question. Switch your paper with someone next to you and answer each other's question.

One day an angel appeared to Mary. He told her that she would have a baby called Jesus, the Son of God, the Messiah. Mary and Joseph traveled to a town called Bethlehem. While they were at Bethlehem, Jesus was born. A new star appeared in the sky. An angel appeared to the shepherds and told them that Jesus had been born. They hurried to find Jesus in the manger. They knelt and worshipped Him. We celebrate the birth of Jesus at Christmas.

Write your question here: _____

Talk with Your Family

Teach a friend or family member what you have learned about true-or-false questions.

31 Think Positively during Exams

Review

Talk about how you feel when you take an exam. Do you feel stressed or anxious? What do you do to manage your anxiety during an exam?

Learn

Negative thoughts can add to the stress you feel and make it difficult for you to prepare for or think clearly during an exam. Read the story below about John, a young man taking an exam.

John looked at the clock on the wall nervously. The minutes were passing by, and he was running out of time on his exam. He knew if he passed his exam, he would be able to attend a very good school. If he did not, he would have to wait to retake his exam, and his parents would be very sad.



As John looked at the next question, he imagined his mother's sad face if he failed his exam. His heart began to beat quickly as he thought about how upset his father would be if he failed. He tried to read the next question, but he could not focus on the paper in front of him, and he could not think of the correct answer. A voice in his mind began to say, "You will fail. You cannot do this. Give up."

Have you ever felt like John during an exam? Have you felt worried and struggled to focus? One way to manage such worries is to repeat to yourself positive statements like these:

- "I am prepared for this."
- "I can handle this situation."
- "These nervous feelings are normal. I am strong and I can overcome them."
- "I am in control of my thoughts and feelings. I can breathe calmly."

Read the rest of John's story below. Notice how thinking more positively helps him.

John took a deep breath. He realized that his thoughts were making it impossible for him to think and focus, and he worried he would not finish his exam. He closed his eyes and said a silent prayer. "Heavenly Father, please help me. I have worked very hard to study for this exam, and I am prepared. Please help me focus and be calm."

John breathed deeply in and out three times. He felt a peaceful feeling. He opened his eyes, read through the question carefully, and found the correct answer. He said a small prayer of thanks as he continued to work on his exam.

Activity

What is a negative thought you have had when you were preparing for or taking an exam?

What are some positive statements you can tell yourself when you are preparing for or taking an exam?

Share your positive statements with a partner. Write down any additional statements that may help you have a more positive attitude before you take an exam.

Talk with Your Family

Talk with your family about the positive statements you can tell yourself to help you on your exam.

Review

In “Solve Problems,” you learned how to solve problems. Discuss how you have used the three-step solving process.

Learn

Sometimes it is difficult to ask questions in class. You might be too nervous to talk in front of others, or you may worry others will think your question is foolish. You are not alone; many students do not like speaking in front of others. However, it is important to remember that asking questions is the beginning of all learning. God’s children have always asked questions as they have searched for knowledge and answers. Questions have led to discoveries in history and the Restoration of the Church of Jesus Christ. Honest questions lead to blessings of great knowledge.

It is important to ask questions that will help you gather more information so you can understand what you are learning. In the example below, Hali is in Sunday School. She does not understand how to receive answers to her prayers. Read about the questions she asks and what she does as she seeks knowledge.

Hali could ask, *“Will Heavenly Father answer my prayers?”*

This is a good question, but the teacher could just answer “yes” and move on. Hali wants to learn more, so she asks these questions instead:

“Why will Heavenly Father answer my prayers?”

“How will Heavenly Father answer my prayers?”

These are questions that will lead to detailed answers.

As her teacher answers her questions, Hali realizes she still does not understand. She asks her teacher to repeat his answer and explain it. She tries not to worry about what other students think. She remembers that it is important that she learns and understands.

During class, Hali thinks of several other questions. She writes them down so she will not forget them. She decides to ask her parents her other questions when she goes home. After class, other students tell Hali they had the same questions, but they were afraid to ask them. They thank Hali for being brave and asking good questions.

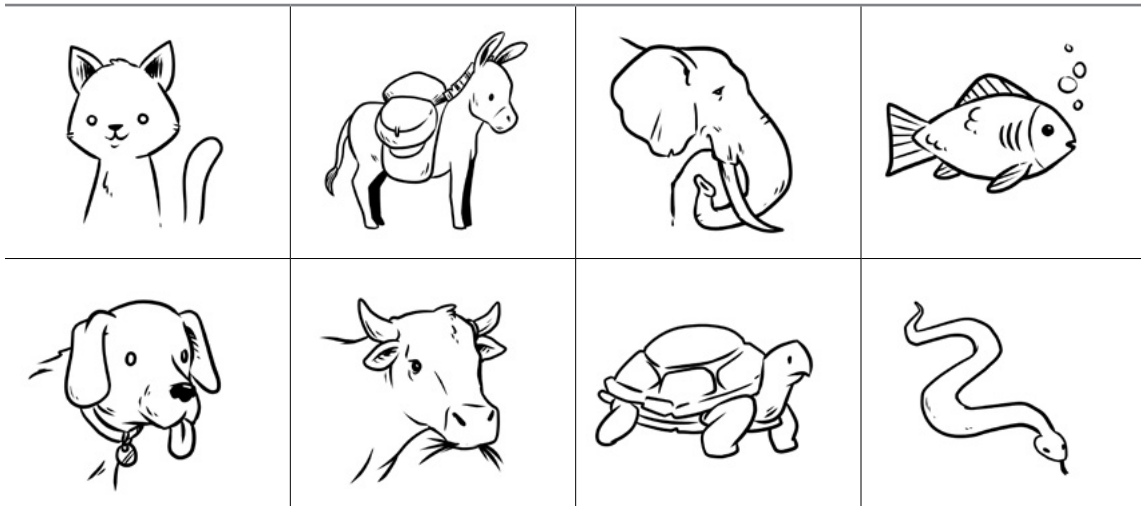


All the things Hali did in Sunday School are things you can do school or at church to learn more when you do not understand.

Activity

With a partner, play the following question game. In this game, you will ask questions to get information. Notice which questions help you get information and which do not. You will have to think carefully about your questions. Follow these steps:

1. Partner A chooses a picture without telling Partner B what picture they have chosen.
2. Partner B may ask only **three** questions to figure out which picture Partner A chose. Partner A may only answer with the word **"yes"** or the word **"no."** Partner B will need to ask very good questions. If Partner B asks, "Is it an animal?" and Partner A answers yes, Partner B will not have much information. However, if Partner B asks, "Does it have fur?" and Partner A says yes, Partner B will have more information to use to correctly guess which picture Partner A has chosen.
3. After Partner B has correctly guessed Partner A's picture (or asked three questions), Partner B chooses a picture, and Partner A asks three questions.



What have you learned about asking questions that will help you in school? How can the questions you ask help you gather information and understand what you are learning?

Talk with Your Family

Talk with friends or family members about times when they have felt nervous about asking questions. What have they learned about the importance of asking good questions?

Review

In “Create a Weekly Schedule,” you learned how making a schedule can help you organize all the things you need to do. How has having a schedule helped you?

Learn

Throughout your life, there may be dates or times when certain things must be completed, such as schoolwork. If you do not give your schoolwork to your teacher on time, you may receive a low mark or score.

Sometimes it can be difficult to complete schoolwork on time. You may delay starting assignments. Delaying or postponing the completion of things is called **procrastination**. Procrastination can make it difficult to be successful in school or work.

Read each statement about schoolwork. Decide how often you do the following, and mark “Never,” “Sometimes,” or “Always” depending on which describes you.

	Never	Sometimes	Always
I read the instructions before I begin an assignment so I understand what is expected.			
When I get an assignment, I put the due date on a calendar and plan the steps to finish it.			
I avoid procrastinating.			
If I need help, I ask someone to help me before the assignment is due.			

Think about your answers. Do you procrastinate? Sometimes it can be difficult to begin an important task; however, when you finish one, you feel successful and confident. Here are some suggestions from *Education for Better Work—For Self-Reliance* ([2016], 175) to help you avoid procrastination:

- Some students find it is best to do easier tasks first and then focus on the hard ones. Other students prefer to do the opposite. Figure out which strategy works best for you.
- Set aside a time to do important tasks. Try to stay focused until they are completed.
- Take short, regular breaks to refresh your mind and refocus.
- Reward yourself. If you complete your assignment by a certain time, celebrate your success and hard work. Be proud of yourself for being a diligent student.

Activity

Complete the questions below to help you start an important task that you need to get done on time.

What is an important task that you did not complete this week or last week?

You did not complete the task because it is:

- boring or uninteresting
- difficult or you do not understand
- overwhelming
- other: _____

What can you do to overcome the things that make it hard to complete this task?

What is one small thing you can do to help you get started on this important task?

Who can help you do this task?

Decide on a time today or this week to complete this task.

Talk with Your Family

Talk with your family about something you need to get done but have procrastinated finishing. Ask them for ideas that will help you avoid procrastination.

34 Continue Your Education

Review

In “Learn in the Savior’s Way,” you learned how to keep trying even when things are hard. What is something that has been hard for you to learn? What did you do?

Learn

Our Heavenly Father wants His children everywhere to get an education. President Russell M. Nelson said, “Continue your education, wherever you are, whatever your interest and opportunity” (“Where Is Wisdom?,” *Ensign*, November 1992, 6).

Many people struggle to continue their education because of problems that make it difficult to go to the next level of school. Read the list below of things that could make it difficult to continue your education.

- The cost of schooling, tuition, and supplies
- The need to work to help your family
- Friends or family members who do not want you to continue your schooling
- The pressure and anxiety caused by school

Think about the list above. Which problems apply to you? As you complete the activity below, think about how it relates to your own life.

Activity

Read the first example below about Esther along with the possible answer for helping her continue her education. Then read Eli’s example and discuss what you could say to Eli to help him do the same.

	What is my plan when I finish this school year?	What could make it difficult to continue my education?	How can you help your friends continue in their education?
Esther	Once I finish school or pass my national exams, I will go to a university or a trade school. This will help me take care of myself and provide for my family.	Sometimes school is hard for me and I feel stressed. Sometimes I worry about how I will pay for school. I will probably get frustrated and want to quit.	You can tell Esther that she can create a list of family and friends who support her. She can call them when she gets discouraged. She could get a scholarship or a job to pay for her education. You can share scriptures and quotes to help her.

	What is my plan when I finish this school year?	What could make it difficult to continue my education?	How can you help your friends continue in their education?
Eli	When I finish school, I will become an electrician, but I have to go to a school far from home. I will be able to provide for myself, and it will feel good.	My parents would not be happy if I went to school far away. My father would come to the school and ask me to come home to work in the fields and help provide for my parents and siblings.	

Answer the questions below about continuing your education.

What are my plans when I finish this school year? _____

What challenges could make it difficult to continue my education? _____

What can I do to overcome these challenges? _____

Talk with Your Family

Talk with your family about things that might make it difficult for you to continue your education. Pray for guidance to know what you should do.

Review

Think of someone you respect who you trust to give you advice. Share what you admire about this person. Why is it important to have people like this in your life?

Learn

In Samoa, longboats called *fautasi* are raced in competitions. These *fautasi* are 30 meters long and have crews of 45–50. Each boat has a captain and a drummer. The captain calls out commands, and the drummer sets the rowing pace with the drum.



Often, the most precise rowers, those who are best at keeping the tempo with the captain, are in the back of the *fautasi*, farthest from the captain. The strongest rowers, those who are the largest and can give the crew its speed, are in the middle of the boat. The rowers who need the most help, who may be weak or new to the crew, sit closest to the captain. They learn from him and become stronger and more precise.

Like the rowers in the *fautasi*, sometimes we feel strong and can help those around us. Sometimes we are precise and know exactly what to do. At other times, we need extra help from a “captain” or mentor. A **mentor** is a person that you respect and admire. This person can help you through challenges and give you advice and encouragement. Mentors can also help you overcome negative thoughts and behaviors. As you progress in your education and think about your future career, a mentor can help you reach your goals.

Jesus Christ is the ultimate mentor and captain. For example, He patiently mentored the Apostle Peter by loving him and seeing his potential. He asked Peter questions that helped him to think differently. He taught Peter and showed him by example how to become a powerful prophet to lead His Church.

There are people who can mentor you also—such as your parents, Church leaders, or schoolteachers. You may also know others in your community who can be your mentors.

Activity

Think about the people you know whom you respect and admire. Is there someone you trust who could help give you counsel regarding decisions you must make about your education and future job opportunities? Who could be your “captain” or mentor? Write the names of two or three people here:

Look at your list of possible mentors. Pray about these individuals and ask Heavenly Father to help you identify someone who would be a positive mentor in your life. Let the Holy Spirit guide you.

After you have chosen a possible mentor, speak with this person and ask if they are willing to mentor and guide you. Talk with them about your goals, and ask for help with your goals. As you seek advice from your mentor, ask them to share experiences and things they have learned. Ask them to share how they reached their goals and how they overcame challenges.



You may have different mentors at different times in your life. For example, a youth leader might be a mentor during your teenage years. A mission president might be your mentor if you decide to serve a mission. Later in your life, you may have an older family member or someone in your ward or branch who can mentor you.

Talk with Your Family

Talk with your family about the individual you would like as a mentor. Ask them to share experiences they have had with a “captain” or mentor who guided them.

Review

In “Choose a Mentor,” you learned the importance of choosing mentors to help you make decisions about your future. Share who you chose and why.

Learn

Remember that a mentor is a person that you respect and admire who can give you advice and encouragement. Think about someone you trust who can give you counsel on decisions you must make about your education and career. You may have chosen a mentor in a previous activity. After doing so, you will want to set goals and ask them to meet with you regularly. When you meet with your mentor, discuss how you hope they will help you. Ask them questions so you can learn from their experience. Discuss when and how often you will meet based on your goals and on the ways your mentor can help you.

Ideas for Having a Successful Mentoring Meeting

- Prepare questions to ask your mentor before you meet.
- Arrive on time and thank the mentor for being willing to meet with you.
- Discuss your questions with your mentor, and listen carefully to his or her answers. You may also want to take notes as you listen.
- After meeting, write what you learned and questions to ask next time you meet.
- Thank your mentor by sending an email, text, or thank-you note.

Activity

Before You Meet with Your Mentor

Talk to your mentor before you meet, and make a plan using the steps below:

1. I will contact my mentor:

In person

By email

By phone

By text

Phone: _____

Email: _____

2. The first time we meet, we will meet:

In person

By email

By phone

Online

3. After you make a plan to meet, write one or two goals you will discuss with your mentor. (Examples: decide what university to attend, research different career paths, learn about job opportunities, or write a resume)

4. Share your plan with a family member or friend, and discuss your goals with him or her.

Questions to Ask Your Mentor

Choose three or four questions from the following list, or write your own questions to ask your mentor. Choose the questions that will help you as you think about your education and career path.

1. Why did you choose your job or career?

2. What education have you received? How has it helped you?

3. What were some of the challenges that made it difficult to receive your education or get this job?

4. What things have you done in your career that you are most proud of?

5. What do you see as my strengths?

6. What can I do to prepare for my future education and career goals?

7. Do you have a mentor? How have mentors influenced your life?

Before Completing Your Meeting

Decide if you will meet again and when: (date, time, place) _____

Choose a topic to discuss the next time you meet: _____

Activities to consider that you and your mentor can do together:

- Review your resume or job application.
- Practice a job interview and take turns asking and answering questions.
- Spend a day at work with your mentor.
- Attend a workshop or conference together.
- Visit a university or technical school together.

Talk with Your Family

Share what you learned about your mentor with your family. Discuss your educational and career goals.

36

Meet with Your Mentor

Use this page to write notes as you complete the activity.

Review

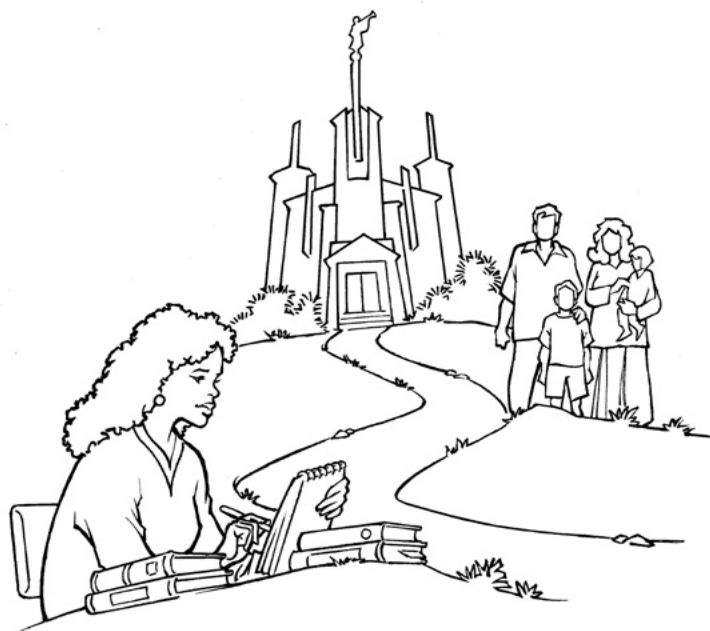
What do you hope for your future? How will you find joy in your life? Share your plans for your future. Be respectful and supportive of others' plans.

Learn

As you look to your future, what do you see? What are your hopes and dreams? Yours may be different from your friends' and even other family members'. What you enjoy may be different from what others enjoy. That is OK. True joy is found through the gospel of Jesus Christ. The choices you make for your future in your education, career, and family can also help you feel happy.

As you think about your future, consider what can help you provide for your needs both physically (such as where you will live, what you will eat, and how you will earn money for your family) and spiritually (such as how you grow closer to Jesus Christ, how you can learn more about the gospel, and how you can serve others). Thinking about your future now can help you make the choices that will help you reach your goals.

Sometimes it helps to think about the future as a path. Your path leads to your destination or goal—who you want to become. Along the path, there are important things that will help you reach your destination. These may include schooling, technical training or an apprenticeship, and jobs. Along the path, there are other things that will help you reach your goals of what you want spiritually and for your family. These may include serving a mission, marrying in the temple, and serving in the Church. Thinking about where you want to go and what you need to do to get there will help you as you look to the future.



Activity

Try to imagine your future in 10 years. What do you hope for your future self?

- Do you have a spouse and children?
- Where do you live?
- How are you serving in the Church?
- What kind of job or career do you have?

In the space below, draw the path that will lead you to the future you imagine. Include some of the things that will help you along the way to reach your goals.

What do you need to do today to make sure you are on the path that will lead to your desired future? Are there any changes you need to make?

Talk with Your Family

Talk with your family about your hopes for your future. Share how you believe you can reach your goals. Ask them for help and advice.

Review

In "Prepare for Your Future," you drew a path for your future. Talk about what you drew and how you plan to reach your goals.

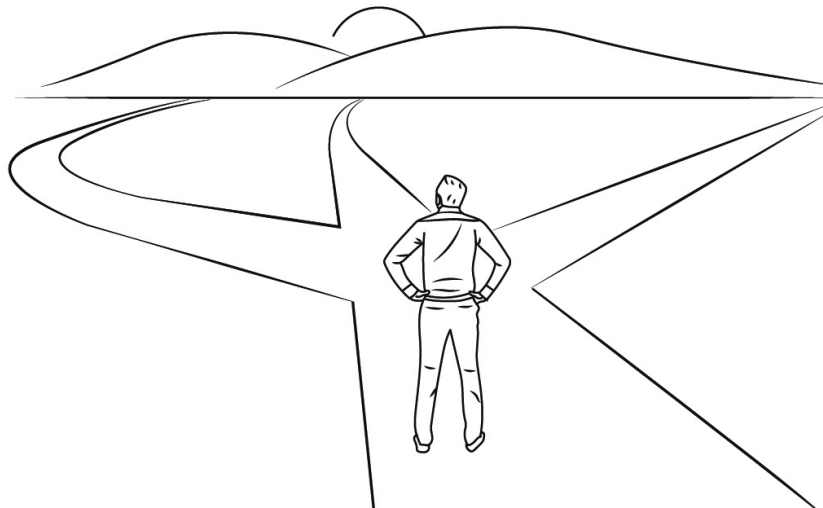
Learn

One of the best ways to choose your job or career is to think about what you enjoy doing and what you do well. Think about what talents and skills you have. Consider what you have learned in school or in your life that could be used in a future job.

Understanding what you do well will help you accomplish your goals for the future. Knowing your strengths can also help you decide what you want to do. By identifying your interests and strengths, you can find connections to a job that you would enjoy.

Today, you will think about three things to help you follow the path to reach your future goals:

- Know yourself and what you do well.
- Know the world around you and what opportunities are available.
- Know the steps you would need to take to seek out these opportunities.



Activity

Complete this activity. Then share what you have written.

Know Yourself

- What do you do well?
- What do you enjoy doing? What do you *not* enjoy?
- What subjects do you enjoy in school?

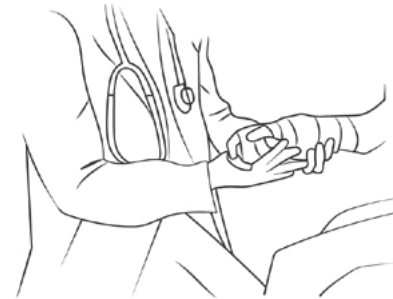


Write some of the things you do well and enjoy doing here:

You may also want to ask a friend, family member, or mentor to answer these questions about you. Ask them what career or job they might recommend for you.

Know the World around You

- What jobs are needed where you live that use the skills you described above?
- What companies are growing in your area?



Write the answers to these questions here:

Ask adults you trust for more information about good jobs in the area where you live.

Know the Steps You Would Need to Take Next

Think about one or two of the opportunities you discussed above as you answer these questions.

- What skills would you need to develop further?
- What university or technical training would you need?
- What kind of experience or apprenticeship would you need?



Write the answers to these questions here: _____

Talk with a mentor or people you know who have good jobs where you live. Ask them what steps are necessary to prepare for some of the jobs you have thought about in this activity.

Talk with Your Family

Talk to family members about what they believe are your best qualities and talents. Ask them for advice to help develop these qualities or talents.

Review

In “Discover Your Future Path,” you thought about the skills you have, the opportunities in your area, and the training you might need. Share how you can prepare for these opportunities.

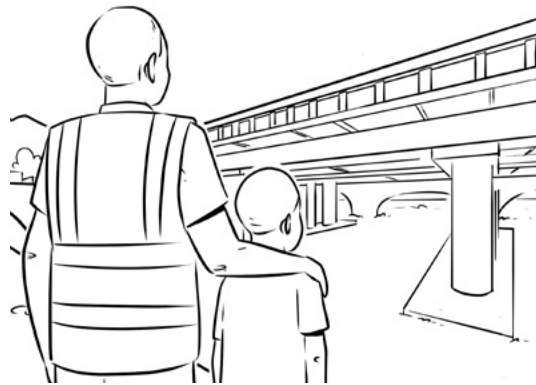
Learn

Understanding your skills and interests and the opportunities in your area can help you find a job or career you could have in your future. Think of a specific job or career that you would like to have. Some jobs will require you to go to a university to get the training you need. Other jobs will require technical training, an apprenticeship, or other experience.

The example below is about a man named Emmanuel who worked toward a dream job. It can help you learn how to identify a job you want and what to do next.

1. Identify your skills and interests that will help you in a job. Research a job that will fit those skills and interests.

Emmanuel loved to build things. He would stack blocks together and build little houses as a child. When he grew older, he would find scrap wood and nails and use his father’s old hammer to make things to help his family. In junior high school, his father took him to a bridge in the city. He explained that engineers had figured out how to make a bridge that would cross a large river. Emmanuel dreamt of being an engineer.



2. Talk with someone about this career.

In senior high school, Emmanuel talked with his youth leader, Brother Egbe, who was an engineer. Brother Egbe told Emmanuel about his job and how he studied at a university to become an engineer.

3. Pray for help and guidance. Have patience and go forward in faith.

Emmanuel prayed about his choice of careers. He asked God to bless him as he worked toward his goal. He studied very hard and was accepted into an engineering program at the university he attended. The classes were difficult, but he studied a lot and worked at night to pay for his schooling.



When Emmanuel finished his classes at the university, he could not find a job right away.

He went to Brother Egbe for advice. Brother Egbe helped him prepare for job interviews and introduced him to a new company. Emmanuel was able to get a job and begin his career as an engineer.

Activity

Consider the steps Emmanuel took to think about and plan for his career. Identify one job you are interested in. For example, you might consider being a teacher, a house builder, a computer programmer, or a nurse. You may want to work for someone else, or you may want to start your own business.

Do you know what it will take to qualify for the job you want? Do you know what training or education you need? What do you not know about the job you want?

Complete the following steps to help you plan for your career as Emmanuel did.

1. Identify your skills and interests that will help you in a job. Research a job that will fit those skills and interests.

Write the answer to each question below:

What job interests you? _____

What do you know about this job? Why does it interest you? _____

What schooling or training does this job require? _____

2. Talk with someone about this career.

Like Emmanuel, you can talk with someone who has this career or knows about this job. Write the name of this person and two questions you would like to ask them:

3. Pray for help and guidance. Have patience and go forth in faith.

Ask the Lord to guide you in your job and career.

Talk with Your Family

When you go home today, find someone—such as a member of your ward, a family member, or a leader—who can help you learn more about the job you want.

Review

Share the goal you made at the beginning or in the middle of the school year. Talk about the steps you have taken to complete your goal. If you are still working on your goal, share what has helped you or what has made it challenging.

Learn

Goals can help us set a proper course for our lives and focus on what we want to accomplish.

Elder Marvin J. Ashton of the Quorum of the Twelve Apostles said: "The direction in which we are moving is more important than where we are at the moment. Goal setting should cause us to stretch as we make our way" ("The Word Is Commitment," *Ensign*, Nov. 1983, 61).

As you review the goals you set this school year, has this process "stretched" you to be a better student? Share an example of how setting and accomplishing your goals has brought you closer to Jesus Christ. For example, you may have developed more patience or diligence or developed a stronger relationship with your Heavenly Father through prayer.

Activity

Review the goals you made at the beginning or in the middle of the school year. Take some time to answer the questions below about setting goals and what you learned from the activities in this workbook.

1. Did you reach your goal? _____

2. If you reached your goal, what made it possible for you to reach your goal?

3. If you did not reach your goal, what made it difficult?

4. What is something you learned in the Succeed in School activities that helped or could help you reach your goal?

5. What did you learn this year about setting goals and studying that can help you next year?

Use the space below to write other things you learned this year.

Talk with Your Family

Talk with your family about your goals, and celebrate your successes. Share something you learned in the Succeed in School activities that helped you in school.

Review

How do you use the internet? Do you use it for research, to send emails, or for social media? Share both positive and negative experiences you have had online.

Learn

The internet is an amazing resource. You can use a computer, phone, or tablet to communicate with friends, learn information about any topic, and connect with people. Although internet resources can provide powerful ways to learn and communicate, they can also be dangerous if you do not know how to use them responsibly. The following ideas can help you be safe online:

Be Wise in What You View and Share Online

What you share online is available to anyone and can last forever. If you are not wise about the things you share or view online, you can find yourself in bad situations.

- Keep personal details about yourself and others private. Do not post inappropriate pictures or share information publicly that will give details about where you live.
- Every time you post, think about how it could affect your future. Ask yourself, “How will this look in a few years? Does this show that I am a disciple of Jesus Christ?”
- When you post on social media or other forums, use kind and respectful words. Avoid saying anything online that you would not say in person and wouldn’t be comfortable with others reading—even years in the future.

**Determine If Something Is Fake or Real**

People and situations online are not always what they seem. Deciding what is real and what is not can be very difficult. Some people may try to get your information or money through dishonest posts, emails, or websites. Follow these guidelines to avoid things that are fake:

- Statements that say you have won something or are getting something for free are usually not true.
- Trust the Spirit when you get the feeling that something does not seem honest.
- Ask your parents before you sign up for or purchase anything online.
- Do not arrange to meet people you befriend online in person. They may not be who they say they are and could harm you.

Keep Your Information Private

Privacy and security are just as important online as they are offline. People can steal your money and your identity if they get your information.

- Keep your private information safe by creating strong passwords and changing them often. Do not ever share your passwords.
- Only share financial information on a secure banking app or website.

When you come across something questionable or inappropriate, talk to a trusted adult, teacher, or parent.

Activity

Read the following online scenarios. Talk about what you should do if something like this happens to you. Go back and reread the “Learn” section if you are not sure what you should do.

Scenario 1

You find an interesting competition online. It says that if you enter now, you might win something free. They just need your email address and name. What should you do?

Scenario 2

When browsing on the internet, you find a website that allows you to play games online for a monthly fee. It says to type in your credit card number to purchase. You don't have a credit card, but your parents do. What should you do?

Scenario 3

You meet someone new online and you both really like swimming and school. This person wants to meet you in person at the local swimming pool. What should you do?

Scenario 4

You see something horrible online today—like pornographic or violent images. It makes you feel really sad inside, and you know such images do not invite the Spirit into your life. What should you do?

Scenario 5

You receive an email from someone claiming they are a relative or famous person who needs money, but you do not know them. They ask you to send a check to them and then they will pay you back. What should you do?

Talk with Your Family

Talk with your parents about safe and unsafe internet experiences. Share at least one of the suggestions in this activity and how it will help you be safe while using the internet.

Review

In “Be Safe and Wise Online,” you learned about internet safety. What have you done to become safer online?

Learn

Technology is a great blessing and can be used to share light and truth. President M. Russell Ballard taught, “Make sure that the choices you make in the use of new media are choices that expand your mind, increase your opportunities, and feed your soul” (“Sharing the Gospel Using the Internet,” *Ensign*, July 2008, 60).

As you make choices about using technology, remember that you can miss the beautiful life outside of your phone if you spend too much time messaging, gaming, or viewing social media. These activities can be very addicting. They can pull your focus away from the things that are real and important.

Only share things online that help you connect with and uplift those around you. Sometimes people share things that are boastful, shocking, or sexual to get attention. Seeking attention or “likes” from an online audience can actually weaken your self-confidence and your understanding of who you are. Read the story about Karla below, and think about how you can avoid the negative effects of social media in your own life.

Karla liked posting pictures of her friends and things she liked to do on social media. She felt happy when people “liked” and commented on her pictures.

Karla saw that a girl at her school sometimes posted pictures that were a little inappropriate. The girl received many likes and comments on her post, and Karla wished her own posts were also that popular.

Karla began posting more pictures. Some of her pictures were a little boastful, and others were even a little inappropriate. Each time she posted, Karla tried to get more and more likes and comments. When her posts were popular, she felt happy and good about herself. When her posts were not as popular, she felt sad. Soon, Karla was spending most of her free time online posting pictures and reading comments.

Karla’s parents began to worry about her. She was always on her phone, and she spent less and less time focused on her friends, family members, and schoolwork. Her self-confidence



was directly connected to the popularity of her posts. When her parents saw the pictures she had posted, they were sad. They asked her if she felt the pictures she posted really represented who she was and who she wanted to be.

Karla thought about how she would feel if her future family and employers saw her posts. She was embarrassed. She decided to take down any posts that did not represent her as a daughter of God and a follower of Jesus Christ. She limited her posting and began to focus more on the things that truly mattered in her life.

Activity

Read each statement below. If the statement is true about you and your social media habits, write an X in the space provided. If you find that several of these statements describe you and your habits, you may wish to focus on real-life connections and limit the time you spend on your phone.

	I spend most of my free time on social media or playing games online.
	If I do not receive several messages or "likes," I am sad.
	Whenever I am bored or if I am not working on something, I am on my phone.
	I am on my phone too much and do not have enough time to study or work.
	I text more than I talk with my friends and family.
	I am not careful when I post things. Sometimes I have posted things that are inappropriate or mean.

What is one way you can be more responsible with social media and how you use your phone?

Talk with Your Family

Talk with your family about how you use social media. Discuss how you could use it more wisely.

Review

In “Choose a Job or Career,” you learned about a job or career that interests you. Share what you learned.

Learn

Before you can apply for a job, you need to know where to look for one. Some ways you can search for a job include looking in newspapers and company websites, asking businesses if they are hiring, and asking people around you about available jobs. Talking to people you know can help you find employers that need your skills.

Talk about other places that post job openings in your area. Perhaps there is someone you know who could help you find a job where they work. Write down names of people who might be able to help you find a job you would like.

Job Application

To get most jobs, you need to fill out a job application. Since applications are important, practice filling one out beforehand. Ask for help if there are things on the application that you do not understand. Often you will need to apply to several jobs before you get one, so do not give up.

Here are some tips for turning in a paper application to potential employers:

- Write neatly as you complete all parts of the application.
- When going to the store or company office, dress nicely. Although you are not being interviewed yet, this shows you are serious about the job.
- Give your application directly to the person who will be hiring, such as a manager or supervisor, if possible.
- When you meet the manager, shake his or her hand and make eye contact. Smile and be polite and respectful to make a good first impression.

Curriculum Vitae (CVs) or Resumes and Letters of Interest

Many jobs require you to bring a curriculum vitae (CV) or a resume to the interview. Others require a letter of interest. Some require both. A CV or resume is a document that tells employers about your skills and experience. A letter of interest (or letter of intent) is a document that tells employers more about you and why you would be a good employee.

Activity

The next pages show examples of a letter of interest and a resume or CV. These are examples of what you may need to complete as part of a job application.

As you read through these examples, think about what you would write in your own resume or letter of interest. Discuss what you should include in each document.

Emmanuel Appiah
Phone: 233-2002-49508 | Address: P.O. Box 4501, Adum, Kumasi
Email: emmanuel.ap@yahoo.com

06 June 2021

Dear Sir,

I am interested in the position of server at your restaurant. My past experiences with customer service and leadership have helped me gain the skills that an ideal candidate needs to succeed in this role and support your business.

Currently, I am working as a cashier in the Honeybee grocery store, where I regularly interact with customers and coworkers. Additionally, I regularly provide childcare for neighbors and fulfill leadership roles in my school and church. Because of the many responsibilities I have taken on, I have learned to work hard while being friendly and service-oriented.

I work well by myself and as part of a team. I am very compassionate and understanding. Due to my resourcefulness, I have solved problems between customers, coworkers, and peers. For example, a customer recently came to me angry because of a defective product. I spoke to this customer calmly and respectfully, resolving the situation quickly so the customer went away happier.

I am currently a high school student, and I will graduate with a high school diploma next year. The knowledge and problem-solving skills I have gained from my high school education will allow me to effectively serve the customers in your restaurant.

It would be an honor for me to work in your restaurant as a server. Thank you for your time, and I look forward to hearing from you soon.

Sincerely,

Emmanuel Appiah

Emmanuel Appiah
Phone: 233-2002-49508 | Address: P.O. Box 4501, Adum, Kumasi
Email: emmanuel.ap@yahoo.com

JOB SUMMARY

I am looking for a company where I can contribute my problem-solving and good interpersonal skills to learn and grow and help the company succeed.

EDUCATION

Gorman High School January 2018–present
Working toward high school diploma
Classes include general mathematics, biology, social studies, and English

EXPERIENCE

Cashier September 2019–present
Honeybee Grocery Store

- Work smoothly with customers
- Trained 2 coworkers
- Learned tech and systems

Childcare Provider April 2016–present
Self-employed

- Provided physical care for 6–8 children below the age of 12
- Tutored children in various subjects
- Established, adjusted, and enforced rules
- Found creative solutions to problems
- Created activities to occupy and educate children

EXTRACURRICULAR ACTIVITIES

Volunteer 2018–present
The Church of Jesus Christ of Latter-day Saints

- I have volunteered in various capacities in my role as a youth church leader.

REFERENCES

Isaac Palomeras, Manager, Honeybee Grocery Store
Cell: 020-511-0808
Email: palomeras.isaac@hbgrocery.org

Sample Letter of Interest

Emmanuel Appiah

Phone: 233-2002-49508 | Address: P.O. Box 4501, Adum, Kumasi
Email: emmanuel.ap@yahoo.com

06 June 2021

Dear Sir,

I am interested in the position of server at your restaurant. My past experiences with customer service and leadership have helped me gain the skills that an ideal candidate needs to succeed in this role and support your business.

Currently, I am working as a cashier in the Honeybee grocery store, where I regularly interact with customers and coworkers. Additionally, I regularly provide childcare for neighbors and fulfill leadership roles in my school and church. Because of the many responsibilities I have taken on, I have learned to work hard while being friendly and service-oriented.

I work well by myself and as part of a team. I am very compassionate and understanding. Due to my resourcefulness, I have solved problems between customers, coworkers, and peers. For example, a customer recently came to me angry because of a defective product. I spoke to this customer calmly and respectfully, resolving the situation quickly so the customer went away happier.

I am currently a high school student, and I will graduate with a high school diploma next year. The knowledge and problem-solving skills I have gained from my high school education will allow me to effectively serve the customers in your restaurant.

It would be an honor for me to work in your restaurant as a server. Thank you for your time, and I look forward to hearing from you soon.

Sincerely,

Emmanuel Appiah

Sample CV

Emmanuel Appiah

Phone: 233-2002-49508 | Address: P.O. Box 4501, Adum, Kumasi
Email: emmanuel.ap@yahoo.com

JOB SUMMARY

I am looking for a company where I can contribute my problem-solving and good interpersonal skills to learn and grow and help the company succeed.

EDUCATION

Gorman High School January 2018–present
Working toward high school diploma
Classes include general mathematics, biology, social studies, and English

EXPERIENCE

Cashier

Honeybee Grocery Store September 2019–present

- Work smoothly with customers
- Trained 2 coworkers
- Learned tech and systems

Childcare Provider

Self-employed April 2016–present

- Provided physical care for 6–8 children below the age of 12
- Tutored children in various subjects
- Established, adjusted, and enforced rules
- Found creative solutions to problems
- Created activities to occupy and educate children

EXTRACURRICULAR ACTIVITIES

Volunteer

The Church of Jesus Christ of Latter-day Saints 2018–present

- I have volunteered in various capacities in my role as a youth church leader.

REFERENCES

Isaac Palomeras, Manager, Honeybee Grocery Store
Cell: 020-511-0808
Email: palomeras.isaac@hbgrocery.org

44 Prepare for a Job Interview

Review

Talk about a job you would like to have and why you would enjoy it. If you have a job, share what steps you took to get the job.

Learn

Often when you are applying for a job, you must complete a job interview. A job interview can be a stressful experience. Following the four steps below can help you look and feel more confident during the interview.

1. **Research the Company:** Find out as much as you can about the company before the interview. You can find information by visiting the company's website, talking to employees who have worked at the company, or talking with their customers.
2. **Get Ready:** Try to look nice and well-groomed to make a good first impression on the person who will interview you. It can be a good idea to wear church clothes to an interview. For example, a young man might wear a nice shirt and tie, and a young woman might wear a dress or a skirt. Try to take care of personal hygiene before an interview; you might bathe, brush your teeth, shave, and comb your hair.
3. **Ask What to Bring:** Some employers may want you to bring certain items such as an application, references, personal identification, a resume, or a letter of interest. Try to write neatly and keep paperwork protected from folds or tears.
4. **Prepare for Interview Questions:** Often you will be asked some common interview questions about your education, work experience, career goals, and skills you need for the job. The best way to prepare for an interview is to practice answering interview questions.

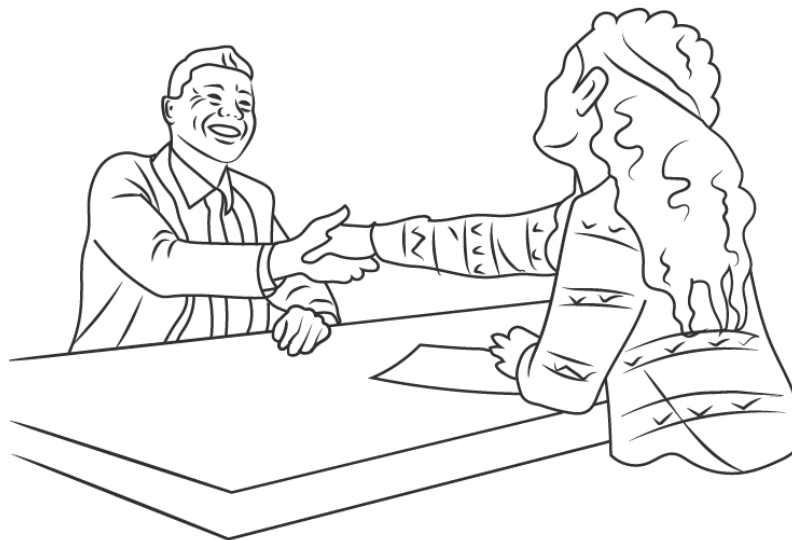
Activity

With a partner, pretend you are interviewing for a job at a shop. One partner will ask the questions below, and the other partner will answer them as they would during an interview. After one partner has answered the questions, switch roles.

Sample Interview Questions

1. Tell me about yourself. What do you like to do?
2. What are three of your greatest strengths?
3. What is your greatest weakness, and what do you do to overcome it?
4. What skills do you have that will help you with this job?
5. How has school prepared you for working for this shop?
6. What is one example of how you work with others as part of a team?
7. Why do you want to work for this shop?

After each partner takes a turn answering questions, tell your partner what he or she did well.



Talk with Your Family

Talk with your family about their job interview experiences. What advice do they have for you as you prepare for a job interview?

Answers

The answers below are for select activities in the workbook.

Activity: Use Critical Thinking to Make Decisions

Sarah = Sister Chen in Japan

Jeremiah = Elder Johnson in Spain

Hannah = Sister Egebe in Brazil

Daniel = Elder Garcia in Ghana

Activity: Answer Multiple-Choice Questions

1. c
2. b
3. d
4. d

Activity: Answer True-or-False Questions

1. False
2. True
3. False

Skills to Help You Succeed in School

These are skills you can develop that will help you in school. Are these things that you do? Think about how often you do each one and what you want to work on. The activities in this workbook will help you improve these skills. Keep this list somewhere so that you can review it. You may want to use this list to guide you as you make goals to improve as a student.

You may tear this page out of the workbook and take it home. Review this list of skills often as you make goals that will help you succeed in school and in other areas of your life.

Exam Skills

- I pace myself so I can complete an exam before the exam time is over.
- I pray before studying or taking an exam.
- I start studying for exams early.
- I take practice exams to see where I need to improve.



Study Skills

- I use a schedule or planner to write down upcoming school and personal activities.
- I set goals and discuss them with a parent, teacher, or leader.
- I review, modify, or rewrite my notes after class.
- I make time for studying and completing schoolwork at home.



Schoolwork Skills

- I turn my school assignments in on time and receive passing scores or marks.
- I find someone to help me when I do not understand.
- I make sure I understand the instructions so I can complete the assignments correctly.
- I start doing assignments as soon as I get them.



Learning Skills

- I ask questions to learn more.
- I learn from mistakes and try again.
- I listen and share my ideas when I work with others.
- I enjoy learning and find ways to learn new things.



