

Part II: Establishing Organization Routines

Lesson 9: Why is it important to be organized?

Learning Target: Students will reflect on the benefits of being organized.

Materials/Preparation:

- Think of an example to share with students about a time when being unorganized negatively affected you.
- Blank chart paper

Steps:

1. Explain how there's a spectrum of organization—on one end are people who are extremely unorganized and on the other end are people who are extremely organized. Ask students to think honestly about where they fall on this spectrum and to explain why as a short journal entry.
2. Share with students an example of a time when being unorganized negatively affected you.
3. Ask students to briefly share with a partner their own negative experience of being unorganized.
4. As a class, create a list titled "Reasons to be Organized" on a piece of chart paper (keep this displayed for the remainder of the module as motivation). (Anticipated responses: Helps you get better grades, feel less stressed, waste less time searching for things, make your parents and teachers happy, etc.)

Lesson 10: Organizing Our Binders, Folders, and Notebooks

Learning Target: Students will create a checklist to use to evaluate the level of organization in their binders, folders, and notebooks.

Materials/Preparation:

- Copies of the Organization Checklist template (You will need three copies of this for each student to be used during Lessons 10-12)
- Post-it notes (if the students don't have their own)

Steps:

1. Connection to previous lesson: "In our last gathering, we discussed why being organized can be helpful to us. Today we're going to consider what makes our binders, folders, and notebooks organized."
2. As a class, create an organization checklist for binders, folders, and notebooks (students fill in their own copy based on what you write on the board). Make sure the following items make it on the list (prompt students as necessary)
 - a. no loose papers in binders (must be snapped in) or stuffed in notebooks
 - b. papers are in date order (oldest at the front and newest at the back)
 - c. all materials are in the correct section/notebook
 - d. student names and dates are written at the top of each handout; all notebook pages are dated
 - e. notebooks and dividers are labeled
3. Students use the checklist the class created to evaluate their own (or a partner's) binders, folders, and notebooks.
4. Students fix any item they checked "Not Yet" for
5. Students brainstorm a daily habit they can begin to help them maintain organization in their binders, folders, or notebooks. For example, if a student found that she often forgot to snap a sheet into her binder, she could write a reminder to herself on a post-it note on her binder to always snap papers in the rings before leaving class. Ask students to jot a reminder to themselves on a post-it note and put it in a strategic spot.

Organization Checklist for _____

[illegible]

Lesson 11: Organizing Our Lockers

Learning Target: Students will create a checklist to use to evaluate the level of organization in their lockers.

Materials/Preparation:

- Copies of the Organization Checklist template
- Post-it notes (if the students don't have their own)

Steps:

1. Connection to previous lesson: "In our last gathering, we organized our notebooks, binders, and folders. Today we'll use the same process to organize our lockers.
2. As a class, create an organization checklist for lockers (students fill in their own copy based on what you write on the board). Make sure the following items make it on the list (prompt students as necessary)
 - a. no loose papers
 - b. books and materials arranged so they are visible and easily accessible
 - c. no trash, old food, etc.
 - d. take home or return to classroom anything you no longer need
3. Students use the checklist the class created to evaluate their own (or a partner's) lockers.
4. Students fix any item they checked "Not Yet" for
5. Students brainstorm a daily habit they can begin to help them maintain organization in their lockers. For example, if a student found that she often forgot to bring home her lunchbox, she could write a reminder to herself on a post-it note on her locker door. Ask students to jot a reminder to themselves on a post-it note and put it in a strategic spot.

Lesson 12: Organizing Our Bedrooms and Study Areas

Learning Target: Students will create a checklist to use to evaluate the level of organization in their bedrooms and study areas.

Materials/Preparation:

- Copies of the Organization Checklist template
- Post-it notes (if the students don't have their own)

Steps:

1. Connection to previous lesson: "In our last gathering, we organized our lockers. Today we're going to plan how we can use this process to organize our bedrooms and study areas. We started this work when we were thinking about where homework should be done. Today we'll make plans for any changes that still need to be made."
2. Ask students to picture their bedrooms and/or study areas. What do they see? Is it neat and organized? Can they find everything they need? Does it make them feel calm and ready to work?
3. As a class, create an organization checklist for bedrooms and study spaces (students fill in their own copy based on what you write on the board). Make sure the following items make it onto the list (prompt students as necessary).
 - a. a system for storing belongings (baskets, bins, etc.)
 - b. a clear desk/work area
 - c. readily available school supplies
 - d. a filing system to put work that is no longer needed every day
4. Students use the checklist the class created to make a plan for what they need to change at home.
5. Ask students fix any item they checked "Not Yet" for when they go home today.
6. Students brainstorm a daily habit they can begin to help them maintain organization in their bedrooms and study areas. For example, if a student found that she often lost her soccer uniform, she could designate a special spot where she always stores it.