



Record of Completion

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Study Habits Review

Name:

Class:

Materials needed: nil

The start of the year is a great time to think about the habits you have developed during your first years of high school.

Activity 1 - Individual

For each of the following tick either YES, SOMETIMES, or NO.

	Yes	Some	No
1. I am on time for school and for classes.			
2. I use my classtime properly and efficiently and make the most of it.			
3. I bring the right textbooks / equipment for my lessons.			
4. I try to listen in class, not daydream, and think about what is being said.			
5. I concentrate on what I am writing down from the board instead of just copying it down without thinking.			
6. I try and participate and be involved in the lesson.			
7. I don't talk while the teacher is explaining things.			
8. I don't sit next to people I know will stop me from doing work.			
9. If I don't understand in class, I ask questions.			
10. If I still don't understand, I ask the teacher for help again.			
11. I write my homework in my diary to make sure I don't forget to do it.			
12. I always check my diary at home to see what I need to do for homework.			
13. I do some study each week in addition to my homework.			
14. If I am absent, I find out what I missed and catch up.			
15. I am pretty self-disciplined and can make myself do what I need to do.			
16. When I sit down to study I actually do study.			
17. The place where I study is set up for quiet learning.			
18. I don't waste time.			

	YES	SOME	NO
19. I make summaries or study notes for all my subjects.			
20. I organise and file my class and study notes carefully.			
21. I keep past tests and examinations to redo near examination time.			
22. I actually do these at examination time.			
23. I have a wall calendar where I can see when everything is due.			
24. I start my assignments well before they are due.			
25. I finish my assignments on time.			
26. I use some form of study timetable to plan for examinations.			
27. I never leave study till the last minute.			
28. I feel prepared for the tests and exams I take.			
29. I think and plan before writing an answer to a question in an examination.			
30. I plan how much time to spend on each question before I begin.			
TOTAL TICKS FOR EACH			

OVERALL SCORE:

Total Number of 'YES' _____ x 2 = _____

Total number of 'SOME' _____ x 1 = _____

Total number of 'NO' _____ x 0 = _____

<p>Add these up to get your grand total:</p> <p style="text-align: right; font-size: 1.2em;">/60</p>
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Activity 2 - Pairs

Share your score with the person next to you. If you got 30 or over you are doing OK but there are certainly things you can do to improve. Of course the higher your score, the more effective study habits you already have in place. Ask your partner to look down your list and note where you ticked NO. Your partner is to choose the top three things that you could change which could make a big difference to your results at school. Once they have done this for you, write down your three NEW SCHOOL YEAR RESOLUTIONS. For example, if your partner selects "On time to school and classes", you might write as one of your resolutions: "I will be on time to school every day this term", or "I will get to Science before Mr. Smith does every day".

- 1.
- 2.
- 3.

2 Using Classtime

Name:

Class:

Materials needed: nil

Activity 1 - Individual

Each year at school, efficient use of classtime becomes more and more important. The workload increases each year, as does the amount of work you are expected to complete at home. This means that if you waste time in class you will have even more to do at home as you will need to complete classwork as well. Conversely, if you work well in class, you may even have a chance to complete some of your homework as well, leaving you more time to pursue the activities you enjoy outside of school. Commonsense!

In the table below, fill in each of the subjects you are currently studying then write down what you think your teacher would HONESTLY say about how you use your classtime in this subject.

Example: John tends to arrive at class a bit later than other students and so takes some time to open his books and start working. He generally works well provided he is not sitting next to Mike. He can talk too much.	Science
English	Maths

Activity 2 - Pairs

With a partner, read through the behaviours listed below.

- _____ Arrives at class on time.
- _____ Brings correct equipment and books to class.
- _____ Doesn't talk while the teacher is talking.
- _____ Listens to instructions about what to work on.
- _____ Listens to explanations by the teacher.
- _____ Participates in class discussions and activities.
- _____ Works on the task set for the lesson using available time constructively.
- _____ Asks for help if unsure what to do or cannot understand the work.
- _____ Stays focused on the task at hand and ignores distractions.
- _____

Firstly, you and your partner need to add in one final 'positive behaviour' that helps make effective use of classtime. Secondly, you and your partner need to agree on what you think the most important behaviour is and then rank them from 1 (most important) to 10 (least important).

Activity 3 - Class

Your teacher will read through the list of 9 behaviours asking for a show of hands each time as to who selected this behaviour as the most important. Your teacher will also ask students to share with the class what they wrote for the additional positive behaviour.

Activity 4 - Individual

Think about the behaviours you have discussed and then read over what you wrote for each of your subjects on the first page. What is the number one thing you need to do in each subject to improve your use of classtime this year? Fill this into the table below:

English	
Maths	
Science	

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Managing Workload

Name:

Class:

Materials needed: highlighters

Activity 1 - Pairs

See if you can find and highlight the missing words below to complete the sentences of tips to stay on top of your workload. Only one of the words is on a diagonal.

1. Break A _____ S into manageable C _____ S of work and allocate time for each section. Write in your D _____ Y when you will start each piece of work.
2. Before you start your homework, P _____ E the work to D _____ E what should be done first so you can start work on the most important piece of work.
3. If you have difficulty starting your work, have S _____ C times set aside each day for completing homework and S _____ Y. You are then more likely to sit down and do the work.
4. If you are feeling O _____ D, write a C _____ E list of everything you need to get done and in your diary fill in when you are going to do everything over the next weeks.

O	A	S	S	I	G	N	M	E	N	T	S
I	V	M	O	O	R	E	T	U	I	B	P
D	F	E	P	D	D	I	A	R	Y	Y	E
E	R	G	R	B	G	H	S	T	U	L	C
T	G	N	I	W	C	C	A	V	C	S	I
E	J	E	O	L	H	J	S	N	O	E	F
R	L	P	R	F	U	E	Z	M	M	T	I
M	O	O	I	T	N	Y	L	O	P	A	C
I	M	I	T	G	K	T	R	M	L	I	W
N	Y	U	I	H	S	B	D	O	E	S	R
E	U	J	S	T	U	D	Y	I	T	D	T
S	I	H	E	E	O	D	A	G	E	S	E

Activity 2 - Class

Look at the following sample diary excerpt. As a class, list strengths or good features of using your diary in a manner similar to this.

tick or highlight completed work

<u>Monday</u>		<u>Tuesday</u>	
✓ Science h/w pg 62-73	5:30-6	Study for French test	4:30-5:30
✓ Ex 5 Fou 2-7 Maths	4:30-5:30	Ex 5 Fou 1-5 for Maths	5:30-6:00
English assignment do Part 1 tonight!	no time!	English assignment Part 1	7:00-7:30
✓ Study for French test Wed.	7-7:30		

cross out work not done & transfer

allocate times before you get home

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- *
- *
- *

How do you use your diary to help you manage your workload? Do you have a method that works for you? Share your ideas with the class.

Activity 3 - Individual

What aspect of managing your workload do you find most difficult? Is it getting assignments completed on time? Perhaps you have trouble completing homework? Maybe you often feel overwhelmed by the amount of work there is to do? Describe it below.

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With most workload problems, small changes to the way you work can have a big impact. Think about one simple change you could make that might make a big difference for you. Maybe you just need to actually start using your diary. Or maybe it is a question of scheduling your work better to ensure you don't end up with everything due at once. Maybe you need to set aside specific times each afternoon when you will work on your homework and assignments. Use the space below to reflect on the changes or improvements you need to make.

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4

Organising Your Resources

Name:

Class:

Materials needed: nil

Activity 1 - Individual

Let's take a little quiz to evaluate how well you manage all the bits of paper and the digital resources in your school life. Circle either a, b or c for each.

1. If someone looked at your folder or exercise books, what would they say?
 - a) Your work is very tidily filed away and well organised
 - b) Your folder seems a little messy but basically everything is where it should be
 - c) Why are your History notes in your Science folder?
2. When you are given sheets or handouts from your teacher, you:
 - a) Hole punch or paste them into the correct section of your folder or book
 - b) Leave them in your diary or bag for a while but eventually file them away
 - c) Lose them, throw them away or find them scrunched up in your bag
3. With past tests, assignments and larger handouts, you:
 - a) File them in a folder or file at home where you keep past work on subjects
 - b) Keep them in your file or folder but lose track of them after a while
 - c) Throw them away as soon as you get them back
4. Your class notes and classwork are:
 - a) Neat, well set out, clear and easy to read and understand
 - b) A bit untidy in parts, handwriting and setting out could be neater
 - c) Quite messy with sections scribbled out, torn out or written untidily
5. With your computer and digital resources, you:
 - a) Know where all your files are and have them organised in folders
 - b) Can usually locate what you need, but sometimes it takes awhile
 - c) Struggle to find resources or files on your computer
6. If you had to rate your overall ability to organise your resources, you would say:
 - a) I manage all the resources associated with school really well
 - b) It may not look perfect but I know where everything is
 - c) I don't really have it under control

Number of 'a' s	Number of 'b' s	Number of 'c' s

The more 'a's the better!

Activity 2 - Pairs

Read through the following paragraph and fill in the boxes below.

Organising Your Papers

It is fairly simple to organise your papers. Firstly, what is your work style? Do you have an exercise book for each subject? Do you have one or two folders with dividers in them that you use for your subjects at school, keeping the current work in this folder and taking out the topic when you have finished it? Do you have a separate folder for each subject? Whatever your style, it needs to be what works for you although sometimes your school may have certain requirements that you must follow. Secondly, do you have everything you need to manage the sheets of paper you are given? Do you have a hole punch or glue and scissors in your pencil case or do you just shove all the sheets in the back of your book? What can you do to improve your management of your papers? Do you need to buy some plastic sleeves to keep in your folder? Do you need to maybe have another folder or file at home where you can keep extra sheets or past tests? Maybe even a folder at home for each subject?

What sort of exercise book or folder system do you use? Is it working? Do you need to change anything? What does your partner do?

What changes do you need to make to ensure all your papers are filed away as you receive them?

Activity 3 - Class

Below are ideas for managing the paper. Can your class come up with three advanced techniques for managing your digital or computer resources for school?

- Using dividers or sticky labels to show where different subjects or topics are
- Numbering pages so you can keep everything in order and see if anything is missing
- Making a table of contents page for each subject in your folder or exercise book
- Writing down the textbook page number reference whenever you do work from your text
- Putting dates on your work and on sheets when you are given them
- Using highlighters to highlight headings, new sections or important points
- Using same pen colours for headings and same for notes for consistency in setting out
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