



Enhanced Learning
Educational Services
"the study skills specialist"

Study Skills Worksheets

for Year 9 Students



Enhanced Learning Educational Services

“the study skills specialist”

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Enhanced Learning Educational Services Profile

Our Organisation:

Enhanced Learning Educational Services (ELES) is the leading provider of study skills resources in Australia. Since 2001 over 500,000 students across Australia have benefited from our study skills worksheets and workbooks. An Australian business based in Sydney, our clients extend throughout Australia and to international schools overseas. We are committed to helping all students improve their ability to learn and study by providing study skills seminars and resources on the topics students need.

Our Mission:

To provide a worthwhile and effective service to teachers, students and parents, enhancing students' learning skills and abilities through dynamic programs, resources and strategies to unlock the power of the mind and enable greater success at school and in life.

Our Commitment:

As part of ELES' commitment to education, 5% of all gross income is donated to charities that help and assist children.

Our Staff:

The majority of our resources are created by Prue Salter (B.A., B.Math., Dip.Ed., M.Acc., M.Ed.), founder and director of ELES. Prue has over 20 years' experience in the Education Industry in Australia. With a strong background in teaching and pastoral care, Prue was frustrated by the absence of high quality resources available to help students develop and maintain effective study skills. A committed scholar, passionate about learning, Prue combined her natural organisational and time management abilities with her research in how students learn to develop a series of resource kits designed to address the gaps and to present them in a format that is entertaining, as well as simple and effective.

For further information about ELES or our products or contact details:

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www.enhanced-learning.net

INFORMATION FOR TEACHERS

Welcome to 'Study Skills Worksheets for Year 9 Students'. We hope you will find it a valuable resource to help your Year 9 students develop their study and learning skills.

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SUGGESTED USAGE

How you choose to use this resource will depend on your existing programs and types of students. Below are some suggested approaches you may wish to consider.

□ **Approach A**

Have a plastic sleeve (or a manila folder) for each student with their name on the front on a sticky label. Keep all plastic sleeves in a large ring binder folder. Hand out worksheets one at a time only when you are completing them with the students. As each worksheet is completed, hand out the plastic sleeves for students to file them, then collect back until you are ready to work through the next worksheet.

□ **Approach B**

Have students purchase a folder to keep all their worksheets in as they are completed. Or alternatively they may file them in a folder they currently use for another subject.

□ **Approach C**

Photocopy and bind all worksheets into a book for each student. Either the students take the book home and bring it in when needed or the teacher keeps all the books in the classroom.

You may also decide that in order to keep parents informed you would require students to have the completed worksheet signed by a parent before it is filed. It is also important that teachers check the 'Materials needed' for each worksheet prior to the lesson.

ADDITIONAL NOTES TO THE WORKSHEETS

Worksheet 3

Missing words are as follows:

1. Assignments, Chunks, Diary
2. Prioritise, Determine
3. Specific, Study
4. Overwhelmed, Complete

Worksheet 6

- ❖ We learn best when we understand the material we are studying and even better when we can find ways to enjoy it.
- ❖ We remember most easily what is repeated and reviewed at regular intervals: for optimum memory, review material a half hour later, then 24 hours, then a week later, then 3 weeks later.
- ❖ Memory is aided by working in small specific sections of content and completing tasks in their entirety.
- ❖ To be active in remembering something we must use energy!
- ❖ Regular breaks are needed to give your mind time to form associations between the old and the new knowledge and absorb what you have just studied.
- ❖ If you study on automatic pilot without really thinking about what you are doing you won't retain the information. You need to direct your attention consciously and purposely.
- ❖ If you use your knowledge and review it, this strengthens the mental trace of the path of the information in your brain and aids later recall.
- ❖ You learn best when you create the right environment, remove distractions and create study triggers such as clearing the desk, or placing an object in front of you so your body recognises it is time to go into study mode.
- ❖ Optimal state for learning is when you are not tired, not stressed, not hungry, and not on a sugar high.
- ❖ Water helps neural activity in the brain and gives energy; memory is affected by dehydration so keep fluids up.
- ❖ Try to tie your new knowledge to as many different areas as you can. If you can form associations between the old and the new then the pieces of your knowledge act as triggers for recall.
- ❖ If listening to music choose string music which has a recognisable melody and a steady bass rhythm of about 60 beats/min -Baroque music (Bach or Vivaldi), classical Indian or New Age healing tapes.

Worksheet 15

1. subconscious
2. confidence
3. instructions
4. deciphering
5. breakfast
6. check
7. dump
8. allocate
9. guideline
10. liquid paper

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9. Power of the Mind
10. Caring for your Brain

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13. Study Techniques
14. Memory Tricks
15. Exam Techniques

16. Reflecting on Goals
17. Dealing with Difficulties
18. Getting Motivated
19. Exam Preparation Grid
20. Learning From Exams

EVALUATION

Year 9 Study Skills Worksheets

We value your feedback to help us tailor our resources further to your needs. Once you have worked through the material, please post this evaluation to ELES, PO Box 9, Neutral Bay NSW 2089 to receive some 'thank you' bonus material.

Name:

Position:

School:

What did you find most useful in the worksheets? What activities / features in particular did you like? What worksheets worked best with your students?

Were there any worksheets or activities that you felt did not work effectively? Are there any areas that could be improved? Do you have any suggestions for improvement?

What other types of resources would you be interested in or find useful in your role as Year Coordinator?

Do you agree to ELES using your comments for marketing purposes? YES / NO

Thank you.



Name: _____ Class: _____

Please colour this page in and add some of your own pictures.

Year 9



Study Skills

Worksheets

.....to help you make your learning at school easier for you!



Record of Completion

Date Completed	No.	Worksheet Title
	1	Study Habits Review
	2	Using Classtime
	3	Managing Workload
	4	Organising Your Papers
	5	Summarising As You Go
	6	Helping Your Memory
	7	Learning From Study Notes
	8	Practising Subject Skills
	9	Power of the Mind
	10	Caring For Your Brain
	11	As Exams Approach
	12	Managing Study Time
	13	Study Techniques
	14	Memory Tricks
	15	Exam Techniques
	16	Reflecting on Goals
	17	Dealing with Difficulties
	18	Getting Motivated
	19	Exam Preparation Grid
	20	Learning From Exams

1

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 = _____

Add these up to get your grand total:

/60

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	

3

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 5F Qs 2-7 Maths	4:30-5:30	Ex 5G Qs 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

- *
- *
- *
- *

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.

.....

.....

.....

.....

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.

.....

.....

.....

.....

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
-
-
-

5 Summarising As You Go

Name:

Class:

Materials needed: students each need a textbook, blank paper for all students

Activity 1 - Individual

At this stage of high school, you should have a good idea of what the features are of a good summary. In the box next to the stages of making a summary, write down three more features of a good summary or set of study notes:

Steps to making a summary:

Step 1: Gather all material relating to the topic

Step 2: Look through material, note main sections

Step 3: List the main headings for each topic

Step 4: Make point form notes on each heading

Features of a good summary or set of study notes:

- Only important and relevant information included
- Point form as much as possible
- Write information in own words
- Use highlighters for key points, formulas
-
-
-
-
-
-
-
-

Activity 2 - Class

Your teacher will ask the class to share their ideas on features of a good summary. When someone in your class shares an idea that you hadn't thought of, add it to your list above until your list is complete. Can your class come up with enough features to fill the whole list?

HOT TIP!!!

One of the best habits you can develop is:

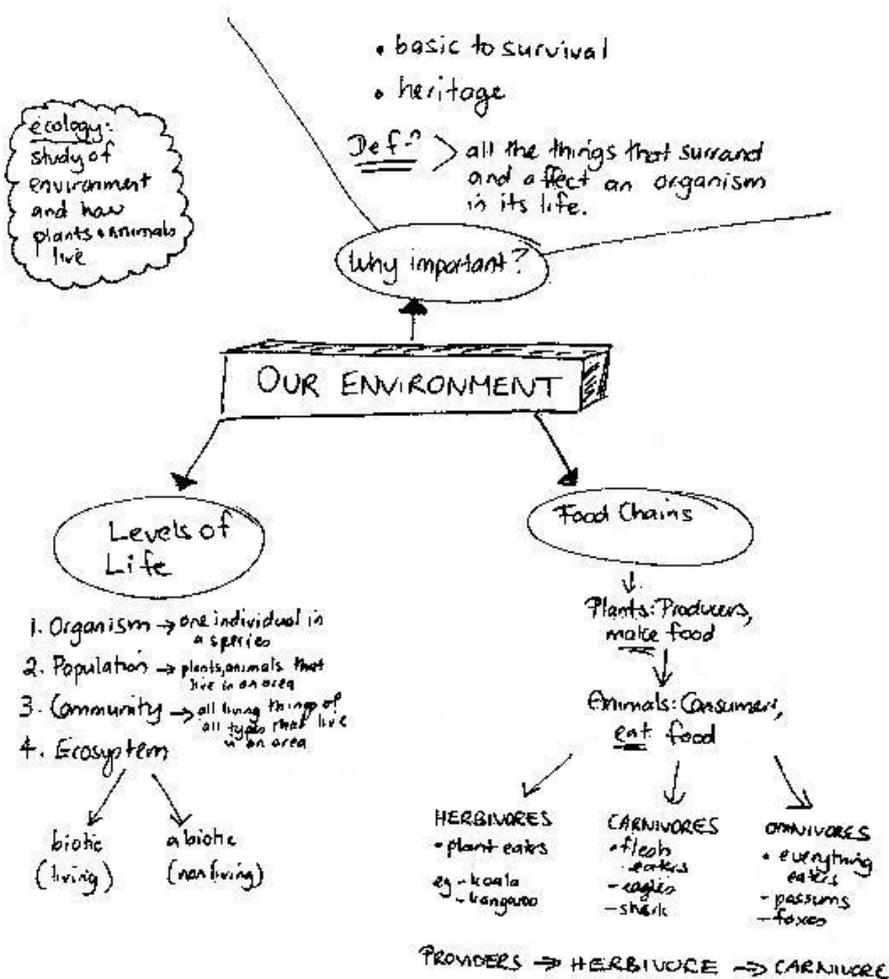
EVERY time you **FINISH** a **TOPIC** at school, make some **STUDY NOTES** right away.

There are a number of advantages to summarising as you go:

- ❖ you are checking your understanding of the material in a timely manner
- ❖ you can resolve any problems in understanding early
- ❖ you are revising as you go
- ❖ it gives you a great time advantage as examinations approach
- ❖ at exam time you can improve and add to your summaries rather than starting from scratch
- ❖ it makes the whole examination process much less stressful
- ❖ you develop good habits that you will need for senior studies

Activity 3 - Pairs

A great way to make your summaries more effective is using mind maps. A mind map is where you put the topic in the centre of the page, then branch out with the headings. Under each heading you jot down the main points. This gives you an overview of the whole topic at a glance and is a good process to go through before making more detailed notes on each section. You can also do more detailed mind maps on sections of the topic. There are two main advantages to using mind maps. Firstly, the process of making one forces you to think about the topic as a whole and how different parts of the topic are related. Secondly, a visual summary like a mind map is much easier to remember and recall. An example follows:



To Do:
 With your partner, choose a topic in one of your textbooks or a section of a topic. Your teacher will give you a blank piece of paper. Make a mind map of the topic making it as visual as possible. Use colour if you can. At the end of the time, your teacher will ask you to pass your mind map around the classroom so everyone can have a look at the different styles people use.

6

Helping Your Memory

Name:

Class:

Materials needed: a second copy of this page or both worksheet pages photocopied single sided, scissors, glue

There are lots of things you can do to help your memory. We are going to examine some of these in the next exercise.

Activity 1 - Pairs

Your teacher will give you each a second copy of this first page. Cut each of the squares out so you can move them around freely. Your job is to match the two halves of the sentences together. First get all the starts of sentences (look for capital letters!) on one side and all the ends of sentences (look for full stops!) on the other side. See if you can match the sentences together. When you and your partner are happy with your sentences, turn the page over and paste the sentences together correctly.

We learn best when we understand the material we are studying	If listening to music choose string music which has a recognisable melody and a steady bass	Optimal state for learning is when you are not tired,	we must use energy!
you won't retain the information. You need to direct your attention consciously and purposely.	and completing tasks in their entirety.	rhythm of about 60 beats/min -Baroque music (Bach or Vivaldi), classical Indian or New Age healing tapes.	Memory is aided by working in small specific sections of content
Try to tie your new knowledge to as many different areas as you can. If you can form	memory is affected by dehydration so keep fluids up.	and even better when we can find ways to enjoy it.	If you study on automatic pilot without really thinking about what you are doing,
review material a half hour later, then 24 hours, then a week later, then 3 weeks later.	To be active in remembering something	If you use your knowledge and review it, this strengthens the	not stressed, not hungry, and not on a sugar high.
Regular breaks are needed to give your mind time to form associations	Water helps neural activity in the brain and gives energy;	You learn best when you create the right environment, remove distractions and create study triggers	We remember most easily what is repeated and reviewed at regular intervals: for optimum memory,
mental trace of the path of the information in your brain and aids later recall.	between the old and the new knowledge and absorb what you have just studied.	associations between the old and the new then the pieces of your knowledge act as triggers for recall.	such as clearing the desk, or placing an object in front of you so your body recognises it is time to go into study mode.

Paste your completed sentences in the boxes on the next page:

--	--

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Highlight any of the tips that you currently do.

Now look at the other suggestions. Choose 3 that you will start trying and write them below:

1.

2.

3.

7

Learning From Study Notes

Name:

Class:

Materials needed: dice or blank paper

Activity 1 - Individual

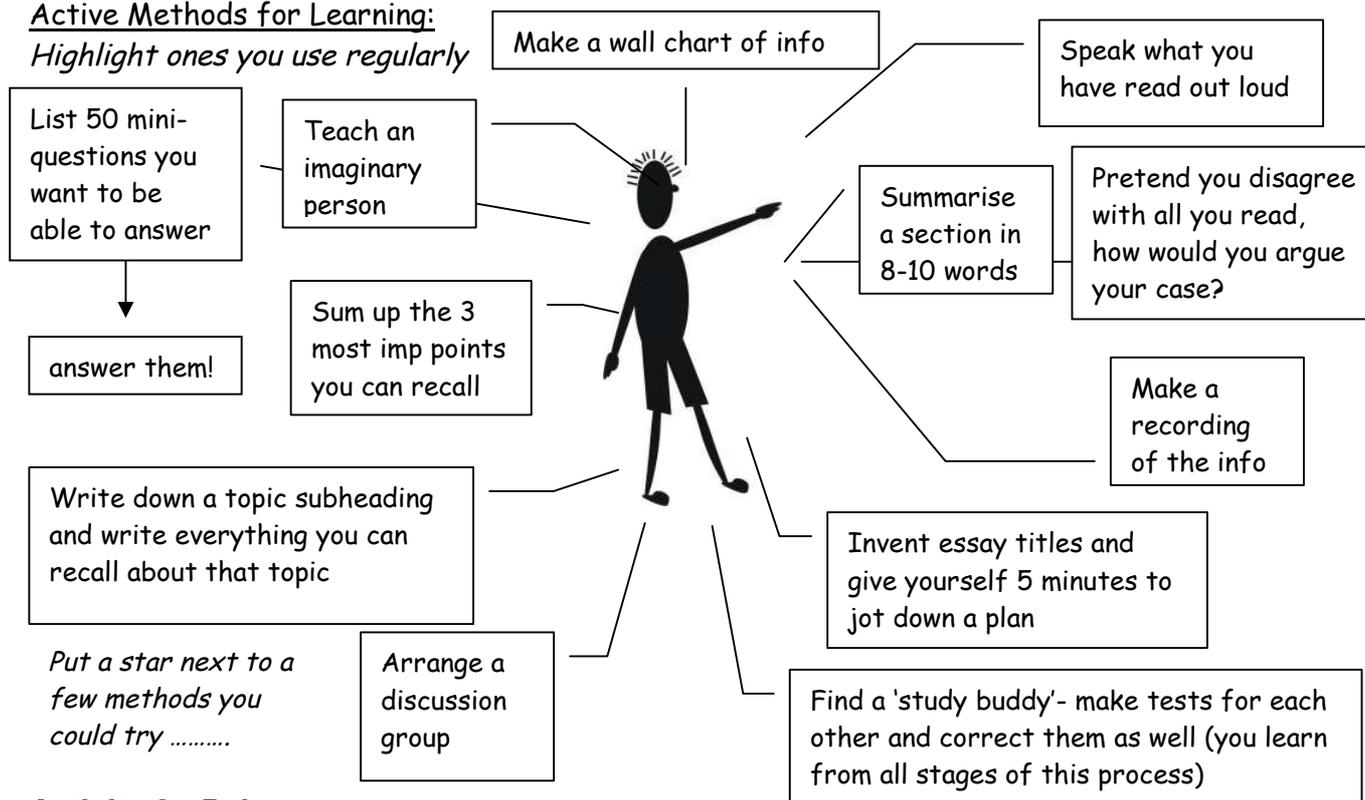
So you've made your study notes and now you are ready to start learning them. Do you just sit down and read through them a few times and hope you'll remember them? A few lucky people are able to do this, but most of us need to make the way we learn very active in order to move the information into our long-term memory.

A strategy you can follow is:

- read, skim or look through your study notes briefly
- use one of the active methods below to improve your retention of the concepts
- keep testing yourself to see what you really remember
- start the process over again!

Active Methods for Learning:

Highlight ones you use regularly



Activity 2 - Pairs

You and your partner each need to find a counter you can use for the 'Snakes and Ladders' game on the next page. A small sharpener, a bit of paper, be creative! Your teacher will also give you some dice or may ask you to cut 6 small squares. Write the numbers 1-6 on them and put them face down. Instead of throwing a die you will choose a square of paper to see how many moves forward you go. If you land on the start of a ladder, well done, you follow the ladder up! If you land on a snake's head, that is not so good as you follow the snake down to the end of its tail. Look for the tips along the way of do's and don'ts for learning to remember.

Good luck!

40 FINISH!	39	38 You read through your notes while lying on the bed, listening to music and getting sleepy.	37	36 You feel confident that you will remember work but you don't actually test yourself to see if you do.
31	32	33	34	35
30	29 You constantly test yourself to see if you are remembering the information.	28	27	26 You study in blocks of about 20-30 minutes for optimal retention.
21 You don't condense your notes at all to summaries or key points or main concepts to learn.	22	23	24 You vary the activities you do while studying and ensure you are alert and focused.	25
20	19	18 You develop lists of key words or definitions and ensure you know them.	17	16
11 You sit at your desk for hours on end but with no plan of what you are going to do and so achieve little.	12	13	14	15 Your main method of learning is reading your textbook and you tend to get bored and tune out.
10	9	8	7	6
1 START	2	3 You activate visual memory by making charts, diagrams and visually memorable study notes.	4	5

8 Practising Subject Skills

Name:

Class:

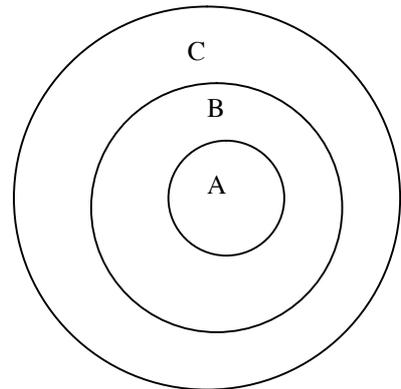
Materials needed: lots of blank paper!

Activity 1 - Pairs

When you start a new sport, first you learn the rules of the game, then you PRACTISE PRACTISE PRACTISE. Each time you practise the sport, the skills become more familiar and your performance improves. It is the same with study. You must familiarise yourself with the content, then practise the skills of the subject over and over until you are very comfortable with them.

Let's try a short activity to prove our point about practice.

- Your teacher will give you a blank piece of paper.
- Draw a big bullseye on it:
- Place the bullseye right at the end of your desk.
- Take turns with your partner to throw an eraser or a small ball of paper onto the bullseye.
- Record your results (either A,B,C) in the table below.
- You want to try to get as close to the centre as possible.
- Don't have it too close to you or it will be too easy.



You											
Friend											

Did you improve with practice???

Activity 2 - Individual

Think of something that you do which requires lots of practice. Maybe it is a sport or a musical instrument or a particular hobby. Write it in the space below:

Now think about the qualities you are showing when you practise this particular activity. Some qualities are listed below. Circle those that apply to you when you are practising and list at least three other qualities that also apply to you.

Dedication

Persistence

Time Management

Enthusiasm

Energy

Effort

Hard Work

Creativity

Concentration

Focus

Strength

Commitment

You have clearly demonstrated that you do possess these abilities. Now you need to apply the same focus to practise for your subjects as you do to your particular chosen activity. You are certainly capable of it! It simply comes down to making the choice to do it.

Activity 3 - Class

For each part of the table, your teacher will ask the class to brainstorm ideas about the sorts of things you could do to practise the skills of the subject. A few examples have been included for each to get you started. Maybe one person in your class could be the scribe and record the answers on the board while everyone else records them on their sheet.

<p style="text-align: center;">ENGLISH</p> <ul style="list-style-type: none">• Ask your parents to give you a creative writing topic and write within a time limit. Or take a sentence of a book or newspaper and write a story.• Practise comprehension skills by reading an article in the newspaper and condensing it to the three most important points.• Write character sketches on each major character in your novel or play.• Practise writing essays about novels or plays and ask your teacher to mark them.	<p style="text-align: center;">HUMANITIES (History, Geography etc)</p> <ul style="list-style-type: none">• For History draw timelines showing important dates and events.• Write essays arguing particular viewpoints or stances in History.• For Geography redo any skills worksheets you have been given.
<p style="text-align: center;">CREATIVE (Visual Arts, Design & Tech. etc)</p> <ul style="list-style-type: none">• Practise writing about pieces of art you see in magazines etc and analysing their features.• Practise writing for reports such as paragraphs on methods used for construction or techniques applied.	<p style="text-align: center;">SCIENCES (including Mathematics)</p> <ul style="list-style-type: none">• Review all practical work in Science and see if you can explain what has happened in particular pracs.• Construct concept maps in Science showing how particular concepts are linked.• Practise mixed question types in Maths so you can identify which method to use when.

9 Power of the Mind

Name:

Class:

Materials needed: highlighters

Activity 1 - Individual / Class

Einstein said: 'Genius is 10% Inspiration and 90% Perspiration'

Henry Ford said: 'If you think you can or think you can't you're right'

In the space below, write down what you think these quotes are trying to say:

.....

.....

.....

Your teacher will ask students in your class to share their ideas and thoughts with the class.

Activity 2 - Pairs

Your teacher will ask a pair of students to come out the front first to demonstrate this activity. Then you can have a go with your partner.

- **Step 1:** The pair of students stand facing each other. Student A makes a fist and extends or raises their right arm up to chest level and holds it out straight in front of them. Student B pushes down on their arm with their hand while Student A resists and tries to hold their arm out straight.
- **Step 2:** Now Student A lowers their arm and stands there with their eyes closed and says the following sentence out loud ten times. "I am a weak and unworthy person".
- **Step 3:** Repeat Step 1 again. Usually Student A finds it much harder to hold their arm out straight and Student B is able to push the arm down easily.
- **Step 4:** Student A stands there again and with their eyes closed repeats this sentence 10 times "I am a strong and worthy person".
- **Step 5:** Repeat Step 1 again. Usually Student A finds they are able to resist the pressure of Student B much better this time.

How did it go with your demonstration pair?

It can be hard to take this activity seriously but it really does work!

Activity 3 - Individual

Our thoughts are very powerful. The subconscious mind cannot tell the difference between reality and imagination. If you keep telling your subconscious mind that you are 'bad at Maths' then it does everything it can to make sure that is true! Have you ever stopped and thought about the 'self-talk' you do all day long? It is really hard to shut off your brain. All day long it is chattering away to itself, making comments and judgements about what is happening around you and what you are doing all day long. Unfortunately most people tend to have very negative self-talk instead of positive.

Their mind is saying things like the following: "Gee I'm fat, I'm not as pretty as her, I'm so bad at soccer, I am hopeless at school, I don't think my friends really like me, I shouldn't have said that I'm so stupid, I just made a fool of myself again, I can't believe I just did that what an idiot"..... and so on. Any of these familiar?

Pretty soon your mind comes to believe these are true, if you think it often enough. It all has to do with how your mind actually works. So here's a short biology lesson. Read and highlight the box below and in the space next to it write down the three most important points you read.

The brain is a web of neurons, which are special nerve cells. The connections between these nerve cells are called dendrites. The gap where a dendrite meets a neuron is called a synapse and this is where messages or thoughts are sent across. Short-term memory is actually the electrical pattern of the thought passing across this route. But if you think the same thought over and over, it keeps passing along the same path in your brain until eventually it is permanently encoded on the brain's outer layer - the cortex. A chemical change happens to make this thought now actually part of your long-term memory. Looking at it with a computer analogy, when you first think something it is like storing it on a floppy disk, it is easily erased. But if you think it enough times, it is like burning it onto a CD-ROM, pretty permanent. This means your thoughts are really powerful. If you think something often enough it becomes hard-wired into your brain and an integral part of you. This means that you need to be careful what you think about yourself and your abilities and what messages you are encoding on your brain. Maybe you need to change some of your thoughts to more positive and rewarding ones. Your body takes these hard-wired thoughts and puts its millions of cells to work to make this thought a reality. So give your brain some good thoughts to work with.

Activity 4 - Individual

Lastly, it is your turn to privately think about how you view yourself and your abilities and start to change the messages you are sending to your brain. Think about some of the self-talk you say to yourself and think carefully about how you could change it into a positive present tense message. Write the old and new message in the table below. Some examples are listed below:

I always do poorly in exams.	I am improving my results in exams by starting to study much earlier.
I am hopeless at Science.	I am spending more time on Science and asking more questions and my marks are getting better!

If you are serious about changing the messages in your brain, write the new sentence on a card and read it out loud 5 times when you first get up in the morning and 5 times just before you go to sleep each night for 30 days. Any time you think the old thought immediately say the new one 5 times. Sounds weird, but it really works!

10 Caring For Your Brain

Name:

Class:

Materials needed: whiteboard and markers

Activity 1 - Class / Individual

Have you ever played *Celebrity Heads* before? This is where two or three people sit out the front of the room in front of the board facing the class. Someone in the class writes a name above the head of each of these people. They are not allowed to turn around and see it! They then have to ask Yes or No questions to the class such as "Am I female?" "Am I a movie star?". If the class answers YES they get to ask another question. If the class answers NO it is the next person's turn to ask a question. For each of the following sections, your teacher will ask for a few volunteers to come out the front of the class and a few volunteers to write up the names. But it is not just anyone's name you write up! Instead, you need to write up a name as directed in each of the sections below.

SECTION 1 - WATER

Caring for your brain means caring for your body. Your body is made up mainly of water, and your organs, like your brain, need water to function properly and efficiently. You really should be drinking 1.5 litres of water a day - that's about two and a half of those 600ml bottles water usually comes in. Dehydration does bad things to your brain, impairs brain function and knocks out the effectiveness of your short-term memory. It is really easy to become dehydrated and not even notice it. But here's a tip, although it is a bit delicate to mention.... But when you next go to the toilet, the clearer your urine is the better! The darker it is, the more dehydrated you are. Sorry, but I warned you it wasn't a pleasant topic.

The main change I need to make based on what I just read is: _____



Celebrity Head Game 1:

For this first round, choose famous people who are strongly associated with water. It might be a famous swimmer or surfer or their name might have something to do with water or a reference to water.

SECTION 2 - FOOD AND TOXINS

You would have heard before 'You are what you eat'. Unfortunately it is true! Obviously things like drugs and alcohol have a huge effect on your body and your brain. You would have learnt in Personal Development classes how you can actually destroy brain cells and impair brain function with substance abuse. But did you know that things like sugar and unhealthy foods can be a big toxin trap? When you grab a chocolate bar or a bag of chips you get a short fast energy burst and a high glucose hit, and the level of your blood sugar rises. This initial good feeling is quickly replaced by a sluggish and often depressed feeling as the sugar hit quickly runs out.

Whole grain cereal based products or fruit with their natural sugars are a much better choice for your brain, as they have slow release sugars that release energy much more slowly and consistently allowing you to concentrate better and learn and study more effectively. You'll feel better too. The many different components that make up our brain, the receptors, the neurotransmitter, the message of thoughts passing in our head are made of different compounds that come from different foods we eat. Most are amino acids and the brain needs intelligent nutrients to turn the amino acid into a neurotransmitter so your thoughts pass along clearly and smoothly. Vitamins and minerals are essential for this process which is why all good dietary advice stresses the importance of fresh fruit and vegetables. In the end, you just can't beat a balanced diet for optimum health. One last thought, it is quite common for high school students to get in the habit of skipping breakfast. This is possibly the worst thing you can do for your body. It is like trying to start the car for a big marathon when there is no petrol left in the tank and you try to drag the car along for a few hours before finally adding fuel. Don't drag yourself along, get a good start to the day, get your brain into gear and eat a healthy and nourishing breakfast.

The main change I need to make based on what I just read is: _____



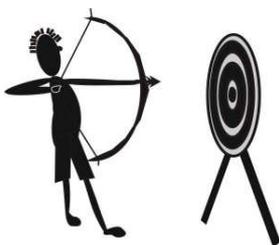
Celebrity Head Game 2:

For this first round, choose famous people who are at one end of the extreme in the way they look after their body. Either very healthy in their approach to life or very very unhealthy!

SECTION 3 - EXERCISE AND SLEEP

Besides making you much healthier and fitter overall, exercise releases endorphins and can restore the balance in the brain's chemistry, which is why it helps relieve stress and negative feelings. It makes you feel good! If you are stressed, you are not able to take in information effectively. Take a break and go for a short jog or run around the back yard kicking a ball around. Do some form of exercise to clear your head and burn off the stress so you can sit down and study effectively. Sleep does the same thing. Unless you allow your body enough time to sleep and regenerate for the next day, you will feel sluggish and your mind will be much fuzzier and less sharp than normal. Not a very productive state for learning.

The main change I need to make based on what I just read is: _____



Celebrity Head Game 3:

For this first round, choose people who are known for being super fit and healthy because of the exercise they do or the lifestyle they lead. Choose people who you would consider a role model for healthy living.

11

As Exams Approach

Name:

Class:

Materials needed: nil

Your teacher will give you this worksheet about 6 weeks prior to your examination period in order to help you think about what you need to do over those 6 weeks.

Activity 1 - Groups

Your teacher will now ask you to break into groups of about 4 students. Each group will be given one of the sections below to work on. You need to work out what else should be added to these 'to do' lists. At the end of the time (it will only take a few minutes), your teacher will ask your group and any other group working on that section to come out to the front of the class and present your ideas to the class. The class can then record your suggestions in the spaces below.

SECTION 1

6 weeks before the examination you need to focus on:

- ❖ Finding out what topics will be tested.
- ❖ Asking your teacher about any work you still don't understand.
- ❖ Finding any sheets or notes you have lost.
- ❖ Organising your notes into subjects and topics if not done.
- ❖ Starting summaries if you haven't been doing them as you go.
- ❖
- ❖
- ❖
- ❖

SECTION 2

4 weeks before the examination you need to focus on:

- ❖ Refining and improving summaries and study notes.
- ❖ Getting past papers and work you can use for practice.
- ❖ Starting to learn the material in active ways.
- ❖
- ❖
- ❖
- ❖

SECTION 3

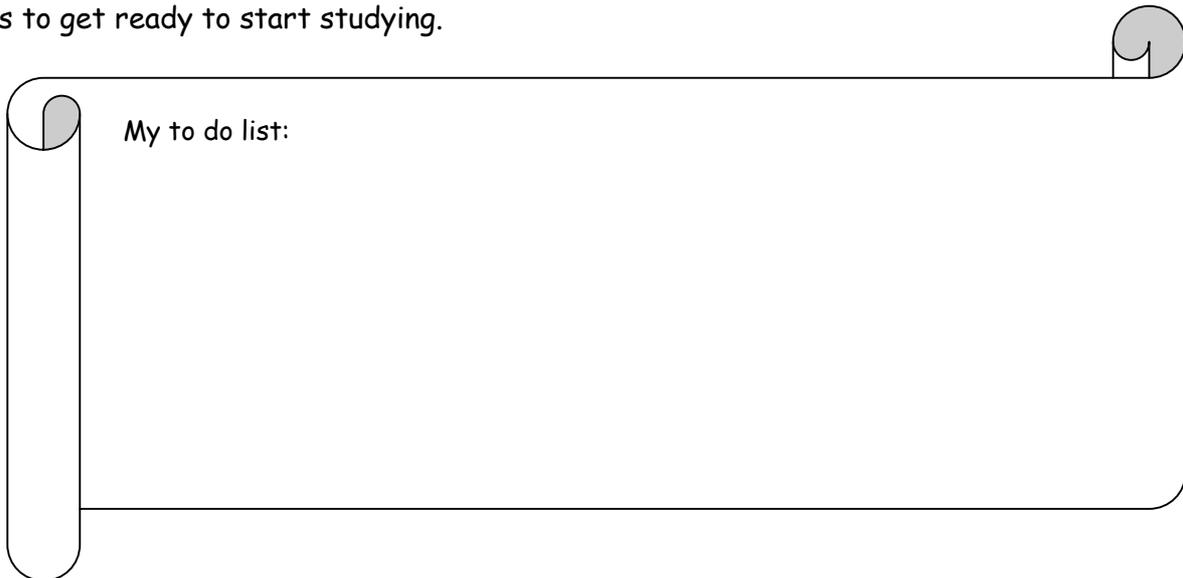
2 weeks before the examination you need to focus on:

- ❖ Practising the skills of the subject.
- ❖ Doing lots of past papers under examination conditions.
- ❖ Testing yourself to make sure you are remembering the content.

- ❖
- ❖
- ❖
- ❖

Activity 2 - Individual

How did your classmates go? Lots of good ideas? The main focus for 6 weeks before the examinations is getting yourself all organised for study. It helps if you have been doing this throughout the year as it means you then have so much less to do now. But if not, it certainly isn't too late. What you need to do now depends on what you have done so far, and this is different for everyone. So in the space below, think about what you should do in the next two weeks to get ready to start studying.



My to do list:

Activity 3 - Pairs

After this, your focus becomes learning the content in an active way so you remember it, and practise the skills of the subject as discussed in Worksheets 7 and 8. In the table below, fill in as many suggestions as you and your partner can think of for these activities.

Some methods you can use to LEARN are:	Some things you can do to PRACTISE are:

12 Managing Study Time

Name:

Class:

Materials needed: nil

Activity 1 - Individual

Answer the following TRUE/FALSE questions by circling your response.

- | | |
|---|--------------|
| 1. You play sport that requires after school or weekend training. | TRUE / FALSE |
| 2. You play a musical instrument that needs lessons or practice. | TRUE / FALSE |
| 3. You have other extracurricular activities like Drama or tutoring. | TRUE / FALSE |
| 4. You like watching TV when you come home from school or at night. | TRUE / FALSE |
| 5. You have to travel a fair bit to get home from school each day. | TRUE / FALSE |
| 6. You have friends who live nearby that you like to meet after school. | TRUE / FALSE |
| 7. You sometimes go to a friend's house after school. | TRUE / FALSE |
| 8. Sometimes your friends come to your house after school. | TRUE / FALSE |
| 9. You like to shop, eat McDonalds or skateboard etc. after school. | TRUE / FALSE |
| 10. You have to help around the house and do a share of home duties. | TRUE / FALSE |
| 11. You sometimes have to look after younger brother or sisters. | TRUE / FALSE |
| 12. You get lots of homework to do most days. | TRUE / FALSE |
| 13. You have a part-time job or help out in a business after school. | TRUE / FALSE |
| 14. You have to walk your dog some afternoons. | TRUE / FALSE |
| 15. You get lots of assignments and tests to prepare for. | TRUE / FALSE |
| 16. You like to spend time with your family (sometimes!). | TRUE / FALSE |
| 17. You have a boyfriend/girlfriend you like to spend time with. | TRUE / FALSE |

If you circled YES to 5 or more questions, welcome to the vast majority of students who find it really hard to find time to study for their examinations. There is so much going on in their lives that it is challenging to actually discover the time to prepare for examinations.

Activity 2 - Pairs

So let's try and find some time for you. The important thing to do is to actually allocate some time that you will set aside for preparing for examinations apart from just trying to get homework complete.

Most schools expect students at your level to be doing about 1.5 hours of schoolwork per day. Roughly half an hour for homework, half an hour for assignments and tests, and half an hour for working on study notes and summaries. Sometimes a bit less, sometimes a bit more.

With your partner, discuss what time you have available to you and decide what specific times you can set aside each day for study. Write it in the space on the next page.

	Time set aside for study (eg 5-5.30pm and 7-8pm)
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
WEEKEND	

Once you have found and allocated the time, the hard part is then making yourself use it!

Activity 3 - Individual

The best way to make yourself use the study time is to have a plan before you start of what you will do in this time. This means you don't waste time pushing papers about! Have a clear picture of what you want to get done in the time. Work in half-hour blocks and give yourself a reward at the end of the half-hour. You might say to yourself, right, as much as I don't want to do it, I am going to sit down and make study notes for Science for half an hour without getting up and getting distracted, and then I'll watch TV for half an hour. If you give yourself a reward to look forward to and have the reward as a condition of you doing the work, it can sometimes be easier to force yourself to sit down and do the work.

What are some rewards you could use to motivate yourself to do study?

1. _____
2. _____
3. _____
4. _____

Activity 4 - Individual

Try doing a plan for the current week. Plan time for any assignments or tests you need to work on, leave time for homework, and allocate time for study whether it be making study notes or starting to learn and practise the content. Having a plan means you are more likely to do the work.

Eg. Monday: 5-5.30 homework 6.30-7 do section 1 of History assignment 8-8.30 make vocab flashcards for French

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Weekend	

13 Study Techniques

Name:

Class:

Materials needed: nil

Activity 1 - Individual

Look down the list of study techniques and RANK them as one of the following:

- A - You use this a lot, it works really well for you*
- B - You use this sometimes but not often*
- C - You have tried this but it didn't work for you*
- D - You have never tried this before*

Study Techniques	Ranking A,B,C,D	(leave this column until Activity 2)
3Rs - Read, Recite, Recheck		
Write out what you remember in your own words		
Create a test and swop with a friend		
Make up rhymes or songs to help you remember		
Do past papers under exam conditions		
Re-do class exercises from the textbook		
Re-do past topic tests		
Have a parent or friend test you		
Write out lists of questions and answer them		
Make and use flashcards		
Make acronyms using the first letters of words		
Make lists of key points of part of a topic		
Put up formulas and rules around the house		
Teach what you have learnt to someone else		
Look, cover, check		
Write out info over and over		
Form discussion groups		
Make recordings of the info you need to learn		

Activity 2 - Pairs

With a partner to help you, complete the last column of the table as follows:

If you ranked it A - you don't need to write anything!

If you ranked it B - write down WHY you don't use this very often

If you ranked it C - write down why you think this technique doesn't work for you

If you ranked it D - think of an advantage or a benefit for using this method

Activity 3 - Class

Look down the list of study techniques again. Can your class come up with 10 other techniques that are not listed over the page? Your teacher will ask you to share your ideas with the class and you can write the ideas you hear below:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Activity 4 - Individual

You should be familiar with most of the study techniques discussed today. There aren't really that many new techniques around! You should have at least heard of all of these. But the point is, do you use them? It is very easy to just stick with doing the same old thing each examination time, and not experiment or try new techniques even though what you are doing may not be as effective as it could be. It is simply a matter of not getting lazy or stuck in a rut. If you are perfectly happy with the results you are achieving at school - then don't change anything! If you keep doing the same thing you will keep getting the same results so if you would like to change your results, change the way you study!

On the scale below, put a cross as to where you are at the moment in your feelings about the results you are achieving at school:

_____	_____	_____	_____	_____
very happy	moderately happy	OK	not very happy	very unhappy

To improve my results, I could make the following changes to the way I study:

14 Memory Tricks

Name:

Class:

Materials needed: highlighter

Activity 1 - Pairs

Read the following notes, highlighting what you consider to be the most important or interesting points.

- Memories work by using extensive networks of brain cells. Each idea has its own pattern of cells but some ideas will have common cells in their patterns. Look for associations between information to make the memory more accessible. Long term memory develops as associations are appreciated either consciously or subconsciously in the days and nights that follow learning.
- Memory works sort of like water soaking through paper. When you first read something it is in the outer layer and the more you read, reflect and think about it, the deeper it soaks into the memory and the more firmly entrenched the memory becomes. Unless information is strongly associated with existing information or proves useful quickly it will be forgotten.
- When you believe you can learn and remember, you create a positive state of mind for remembering.
- Image associations help your memory as visual memory is often more powerful than other forms of memory. This means the way you organise your study notes is important. The more notes are broken into headings, sub-headings, sections and points the easier they will be to learn and remember. Making visual notes like mind maps makes you concentrate on the fundamentals, helps you see relationships and puts a topic in perspective. Pictures activate the right hand side of the brain, while colour and illustration stimulate memory.
- If you study on automatic pilot without consciously thinking about the material, you won't retain the information. You need to purposely direct and focus your attention to first move the information into short-term memory. In order to prevent this information fading you need to rehearse the information and interact with it in your working memory in order to store and encode it in your long-term memory.

Write down what you remember from what you just read:

Let's try some more non-traditional and unusual memory tricks.

Activity 2 - Pairs

• When you want to locate information in your brain, moving your eyes to particular locations can actually stimulate memory. When trying to recall a particular piece of information, look up and to the left, up and to the right, down and to the left then down and to the right. Does looking in one particular direction make it easier to remember? Have your partner give you a phone number to remember. Write it out a few times to help yourself remember it, then try looking in different directions to see if you can locate where the information is in your brain.

Activity 3 - Pairs

• One of the tricks used by memory experts is to develop a table with a word in it that rhymes with the number. They then learn this table off by heart. Some examples are given below. Fill in the table with words that rhyme with the number and create a strong mental picture.

1	sun	6	
2	blue	7	
3	tree	8	
4		9	
5		10	

• Now, when they want to learn a list of information, they use this table to form associations to remember it. For example, a student could be trying to remember a list of things they should include in a geography essay such as characteristics that make Australia unique; for example our aboriginal culture, our flora and fauna, climatic diversity, natural resources and cultural identity. Once the table has been memorised, it can be used to help remember any list of information. The way you do it is by creating vivid mental pictures using the words in the table. So for the first one, you'd create a mental picture of an aborigine hunting under the sun, the second of a bright blue koala and gumtree, the third of a tree being buffeted by extreme climate conditions and so on. Then when you go to remember the item, you say to yourself 1, sun and the picture of the aborigine hunting under the sun pops into your mind and you remember the first item is aboriginal culture.

• The first step is learning the table off by heart. Because you won't have done this, you can look at your table for this exercise. Have your partner write down a list of 10 things they'd like you to try and remember in order. Make mental pictures for each item using the table. Then pass the list back to them and see if you can recall the items in order!

Activity 4 - Pairs

• Another version of this is to place things you want to remember along a familiar route or background. For example, if you go home by the same route each day and pass the same landmarks, you can place the things you are trying to remember at each of these points on your path. Again, the more vivid you can make the images the better. Try the previous exercise using this method.

15 Exam Techniques

Name:

Class:

Materials needed: nil

Activity 1 - Pairs

Complete the crossword and check your knowledge of effective examination techniques.

DOWN

2. Which questions first? Depends on your style. Play to your strengths and do the questions that will help you build C _ _ _ _ _ E and momentum. Some recommend leaving the multiple choice till last - ask your teacher what is best in their subject.
3. At the start of the exam read through all I _ _ _ _ _ S and look through the whole paper taking note of choices. Remember your strengths and plan your attack. Some students like to jot down points for all their plans first.
4. Write neatly so examiners don't waste time D _ _ _ _ _ G and then feel your work is disjointed.
5. The morning of the exam ensure you have had a decent B _ _ _ _ _ T and you arrive well on time with correct equipment.
8. A _ _ _ _ _ E and plan out your time before you start. Keep a watch in front of you at all times and don't spend too long on just one question.

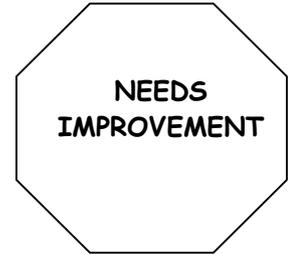
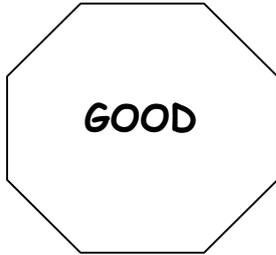
ACROSS

1. If you have a mental blank, leave it and come back : let your S _ _ _ _ _ S work on it.
6. If you finish early, C _ _ _ K and C _ _ _ K again, especially the details. Attempt EVERY question - don't leave anything out.
7. You can memory D _ _ P formulas or things you think you might forget, but don't spend too long on this.
9. The marks are an important G _ _ _ _ _ E for the depth of response required by the examiner. Don't just write everything you know - answer the question!
10. Avoid L _ _ _ _ D P _ _ _ R, it takes time and you may forget to go back.

1.			2.				3.											
														4.		5.		
														6.				
							7.											
											8.							
						9.												
			10.															

Activity 2 - Individual

Think about the last time you took an examination or test. What are you good at in exams and where do you need to improve? For each of the following techniques listed below, draw an arrow from each to either GOOD or NEEDS IMPROVEMENT.



- Have breakfast
- Bring the correct equipment
- Arrive early to the exam
- Read through instructions
- Plan your approach
- Jot down points for essay plans
- Memory dump formulas etc
- Use the marks as a guideline
- Not use liquid paper
- Write neatly
- Keep an eye on the time
- Don't spend too long on any one qu.
- Read question carefully
- Underline key words in qu.
- Make sure you answer the qu.
- Don't leave any sections out
- Check through at the end
- Use all available time
- Come back to difficult questions

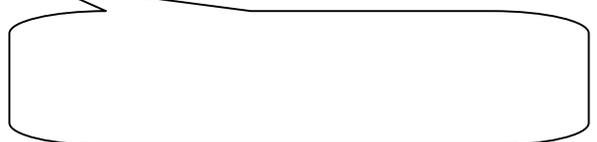
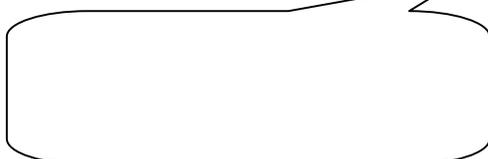
What can you do in the next exam to improve your application of a few of these techniques?

.....
.....
.....

Activity 3 - Class

What can you do if you are feeling stressed in an examination???? See if the class can give some suggestions to fill in the blanks.

Stop for a moment, close your eyes and take some really deep breaths to get oxygen into your lungs.



16 Reflecting on Goals

Name:

Class:

Materials needed: nil

Activity 1 - Individual

Do you remember your goals from the start of the year? You should have written down three goals on Worksheet 1 after doing the study skills checklist.

- Goal 1 was :
- Goal 2 was:
- Goal 3 was:

In the space below, write down how well you have achieved these goals. What difficulties have you faced? What has been challenging about making these changes? Did you manage to make some improvements? If you can't remember your goals from the start of the year, think in general terms about your study skills. What improvements or changes have you made over this year? Again, what have you found difficult in implementing these changes?

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.....

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Activity 2 - Pairs

Students are often very good at pinpointing what they are bad at, but have great difficulty highlighting what they are good at. This is where perhaps your partner can help you. It is important to be clear on your strengths as a student as well as your weaknesses.

Some examples of STRENGTHS:

Being organised, hardworking, quick at understanding new concepts, good listener, good at following instructions, good at learning from your mistakes, neat handwriting, good at assignments, good in test situations, good in practical subjects, strong in creativity, willing to experiment, positive attitude, open to new experiences....

Some examples of WEAKNESSES:

Can be lazy, get bored easily, easily distracted, messy handwriting, messy books, lose papers and homework, don't do homework, too busy, find it hard to concentrate, find it hard to listen, panic in tests, leave assignments till the last minute, don't do homework regularly, don't ask enough questions, make silly mistakes....

There are many things that can contribute to your weaknesses as a student or that can make it more difficult for you to improve.

Some examples of THREATS to your success as a student:

Doing too many activities outside school, spending too much time on the phone, having nowhere quiet at home to do work, the person you sit next to in class who stops you working, watching too much TV, computer games, email, Facebook.....

But you also have lots of opportunities to find ways to change your outcomes.

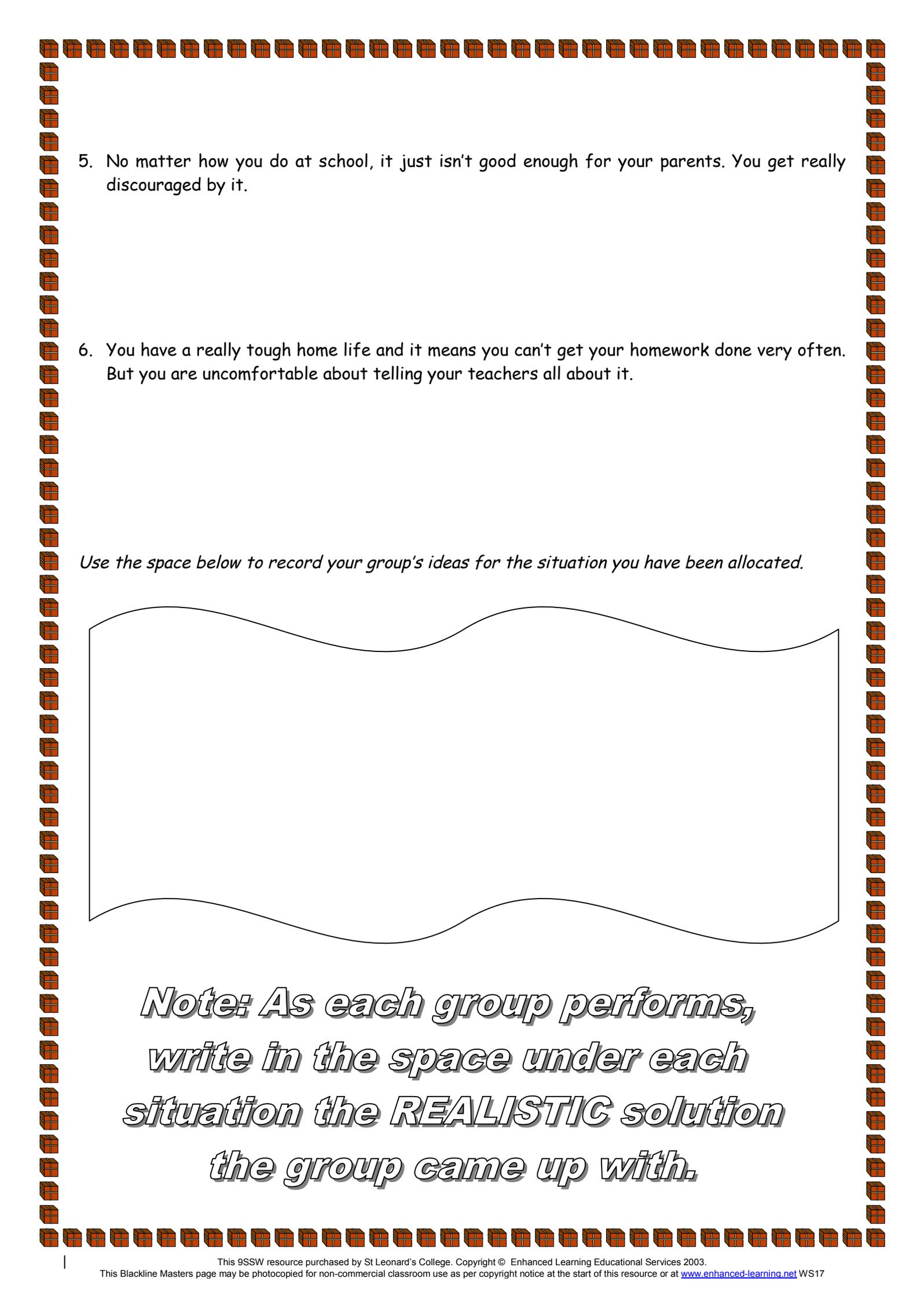
Some examples of OPPORTUNITIES for you to improve as a student:

Changing who you are sitting next to, starting a new study regime, a new school term and a fresh start, the next set of examinations, the next day, the next class....

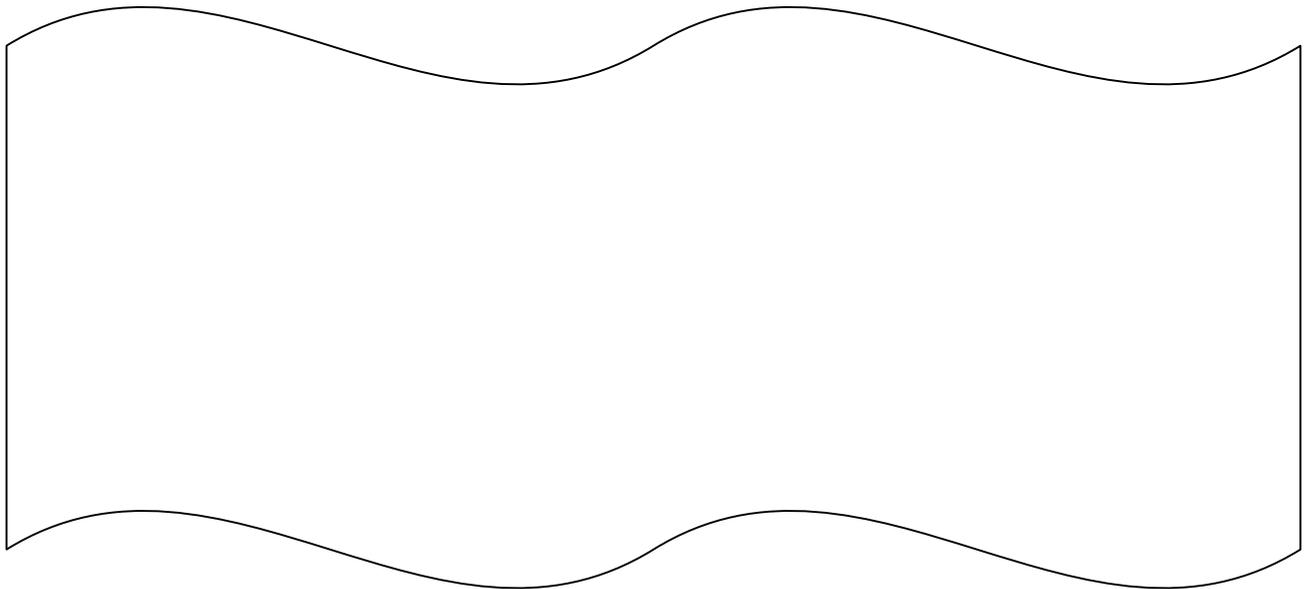
As a student, what are your:

STRENGTHS	OPPORTUNITIES
WEAKNESSES	THREATS

To eliminate these weaknesses I could:	To remove these threats, I could:
---	--

- 
5. No matter how you do at school, it just isn't good enough for your parents. You get really discouraged by it.
 6. You have a really tough home life and it means you can't get your homework done very often. But you are uncomfortable about telling your teachers all about it.

Use the space below to record your group's ideas for the situation you have been allocated.



***Note: As each group performs,
write in the space under each
situation the REALISTIC solution
the group came up with.***

18 Getting Motivated

Name:

Class:

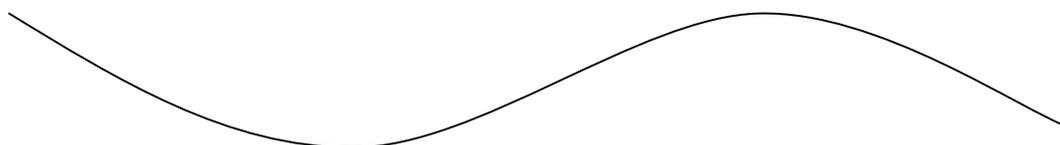
Materials needed: small amount of scrap paper

Activity 1 - Individual

Your level of motivation can have a big impact upon your achievements at school. It is important to accept that EVERYONE has times when their motivation is low and they feel disinclined for work and bored or frustrated with school. Everyone has times when they have that 'can't be bothered' feeling and achieve little. Everyone has times when they are just sick to death of school, homework and study. It is a bit like a roller-coaster, sometimes you are up and sometimes down. And some people have more ups than others. Whereabouts are you at the moment on the motivation scale? Put a cross on the graph below.

HIGH

LOW



Everyone does some schoolwork. Some people definitely do more than others! Think for a moment about why you do your schoolwork.

Rank each of the reasons from 1 (main reason) to 10 (least reason).

To avoid PAIN	To gain PLEASURE
<input type="checkbox"/> To avoid getting into trouble from parents	<input type="checkbox"/> To gain a sense of self-satisfaction
<input type="checkbox"/> To avoid detentions / penalties	<input type="checkbox"/> To please your parents
<input type="checkbox"/> To avoid teachers getting mad at you	<input type="checkbox"/> To please your teachers
<input type="checkbox"/> To avoid failing a subject	<input type="checkbox"/> To get the pleasure of good marks
<input type="checkbox"/> To avoid a bad school report	<input type="checkbox"/> To ensure more career choices later

Which of these is a stronger motivator for you? AVOID PAIN or GAIN PLEASURE. (Circle)

Reflect on your top two motivators. Write down why these in particular are important to you:

.....

.....

.....

.....

.....

Activity 2 - Individual

Read through the ways to strengthen your motivation listed in the squares below. Write down which three you think are most likely to work for you.

- 1.
- 2.
- 3.

Activity 3 - Pairs

Take some scrap paper and cut 12 small circles each. One person colours their circles or marks them in some way so you can tell them apart. Have you played draughts or checkers before? It is easy. Each person places their 12 counters on the black squares of the first three rows facing them. You can only move on the black squares. You can only move forwards. You take it in turn to move one space each at a time. If you are touching the square your opponent is on, you can take their piece by jumping over them onto the next black square. If you set it up right you can do a number of jumps in one go. If you lose all your pieces the other person wins. And if you make it to the opposite end of the board you become a king (draw a crown on it) and you can then move (and jump) both forwards and backwards. Take note of the ways to strengthen your motivation again as you go and good luck!

	Break tasks into small achievable goals		Celebrate any successes you have along the way		Research possible careers of interest		Keep a list of your achievements in a journal
Aim to do a bit better each time		Create or join a study group of friends		Ask your parents to help you with hard tasks		Write your motivating factors on a card	
	Find someone who encourages you		Find someone you admire and can try to be like		Make a list of all the good things about doing work		Make a list of consequences of not doing work
Write down the goals you'd like to achieve		Review your goals regularly		Write your goals in a positive way		Write goals as though already happened	
	Look on the web for careers to think about		Make a clear mental picture		Write down steps to overcoming obstacles		Set yourself small targets or sub-goals
Find ways to increase your enjoyment in schoolwork		Reflect and think about what you do at school		Think about what your 'distractions' are to study		Change your study space to make it motivating	
	Have a study buddy who rings you and encourages		Don't be too hard on yourself		Be aware and proud of your achievements		Look for options to make yourself effective
Take time to evaluate your progress at school		Ask your teachers for ways to get more involved		Copy the qualities you admire in other people		Think about importance of keeping options open	

19 Exam Preparation Grid

Name:

Class:

Materials needed: nil

Create a plan for each subject of what you are going to do and when. Find out the topics to be tested, the format of the exam, and any other information your teacher can give to you. Plan what you will do for each subject in the weeks before the exam. For example, 6 weeks before the exam you might decide to work on particular topics or do summaries of some sections. You might decide that 4 weeks before the exam is when you will do some past papers and that 2 weeks before the exam you will focus on testing yourself on the content. Be specific!

SUBJECT:

Topics to be tested	Format of exam or any further info
6 weeks before exam:	
4 weeks before exam:	
2 weeks before exam:	

SUBJECT:

Topics to be tested	Format of exam or any further info
6 weeks before exam:	
4 weeks before exam:	
2 weeks before exam:	

SUBJECT:

Topics to be tested		Format of exam or any further info
6 weeks before exam:		
4 weeks before exam:		
2 weeks before exam:		

SUBJECT:

Topics to be tested		Format of exam or any further info
6 weeks before exam:		
4 weeks before exam:		
2 weeks before exam:		

SUBJECT:

Topics to be tested		Format of exam or any further info
6 weeks before exam:		
4 weeks before exam:		
2 weeks before exam:		

20 Learning from Exams

Name:

Class:

Materials needed: cardboard or A3 paper

Activity 1 - Individual

Have you ever felt any of these things after an examination? Put either a tick or a cross.

- Why did I do so badly? I thought I did better than that.
- My parents are going to kill me. I don't want to tell them my marks.
- I just want to forget about this exam and not think about it again.
- I hate this subject. I wish I didn't have to do it.
- It wasn't fair. That exam was way too hard.

And have you ever done any of the following after getting your exam paper back?

- Screw it up and throw it in a bin straight away.
- Not look at it properly, just look at the mark then put it away.
- Throw it in your bag and forget about it.
- Check it once to see if the marks add up then not look at it again.
- Take it home and file it away but not look at it again.

Of course, most students would know that none of these are really productive behaviours. If you do any of these, it is time to think about changing what you do so that you actually learn from the examination and use it as a vehicle to improve your future performance.

Activity 2 - Pairs

One way to make sure you actually learn from your mistakes is to make up your own questionnaire or list of questions that you can take the time to complete after an examination. Read through the suggested questions below, and then with your partner come up with another three questions that would make you think about what you could learn from the examination.

- ❖ How much preparation did I do for this examination?
- ❖ What could I have improved in my preparation?
- ❖ What changes should I make to the way I studied for this examination?
- ❖ What sections of the examination did I do well in and why?
- ❖ What sections of the examination did I do poorly in and why?
- ❖ Did I make silly mistakes or mistakes in understanding?

- ❖ What topics do I need to do more work on?
- ❖ What things do I still not understand?
- ❖ Are there questions I need to ask the teacher?
- ❖ What follow-up work should I do after this exam?

Can you and your partner think of three other useful questions you could ask yourself?

- ❖
- ❖
- ❖

It is a good idea to work through these or similar questions at home and in writing. This allows you to really think about each question and analyse your performance.

Activity 3 - Pairs

In the space below (or your teacher may give you cardboard), design a poster with your partner that would promote one of the following benefits of doing post-examination evaluations:

SPENDING TIME ANALYSING YOUR EXAM PAPER WHEN YOU GET IT BACK ALLOWS YOU:

- to learn from the experience
- to find silly mistakes so you can prevent them in the future
- to fill in holes in your understanding
- to find extra marks!
- to congratulate yourself on all the things you do know
- to find ways to improve for next time

