



Enhanced Learning
Educational Services
"the study skills specialist"

Study Skills Worksheets

Level 5

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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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Record of Completion

Date Completed	No.	Worksheet Title
	1	Welcome to Senior High
	2	Self Evaluation
	3	Tips for Success
	4	Maximising Classtime
	5	Working Smarter
	6	Note-taking Skills
	7	Reading to Remember Skills
	8	Time Management Skills
	9	Organisational Skills
	10	Internet Research Skills
	11	Preparation Techniques
	12	Study Techniques
	13	Further Study Techniques
	14	Examination Techniques
	15	Evaluation Techniques
	16	Making the Most of Teachers
	17	Finding Additional Help
	18	The Power of Groups
	19	Continuous Improvement
	20	Looking Ahead to Year 12



1

Welcome to Senior High

Many students find the transition from junior high school to senior high school quite demanding. There are a lot of changes to get used to.

Self-Evaluation:

Have you noticed any of these changes so far this year?

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

	Yes	A Bit	No
1. The amount of homework has dramatically increased.			
2. We are expected to do more work in class.			
3. Teachers seem to have higher expectations.			
4. The pace of school and class is faster.			
5. We are expected to take more responsibility for our work.			
6. I am starting to feel more pressure this year.			
7. I feel like I need to start thinking about what's next after Year 12.			
8. The work is increasing in difficulty.			
9. My teachers treat me a bit differently.			
10. I find I don't have as much spare time.			
11. My parents expect me to do more work.			
12. I am thinking I may have to cut down a bit on outside activities.			

Based on your self-evaluation, what are the major changes you have noticed so far this year? If you haven't noticed ANY changes, why do you think that is? Should there be changes?

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Read and highlight key points:

Maybe you haven't had all these changes yet. Most students will find things have changed a lot this year. The workload usually increases dramatically and the expectations are so much higher.

But for many students, the biggest difference lies in the way that your teachers treat you. You are often treated more as adults than as students and you may find your teachers don't check your homework as often or nag you quite as much. Of course, maybe this hasn't been the case at all yet for you!

This year you are expected to take more responsibility for your own work and success at school. It is up to you to complete your work: not simply to avoid getting into trouble, detentions or other penalties, but because it is in your interests to do so. You have started the marathon of the last two years of school and although there are always paths to get you where you want to go, doing your best at school can help you fast track the path to where you want to be.

You need to make a change in your mind set. Many students slack off a bit in Year 10 and lose much of their motivation for school, often doing just the bare minimum needed to scrape through. You can't get away with this in Year 11! Once you fall behind, because of the pace of your studies this year, it becomes quite difficult to catch up. To this end then, you need to do things well right from the start of the year - being organised, keeping on top of your work, making the most of your classtime. A little effort to improve goes a long, long way.

If you are struggling with your work, seek help immediately. Don't wait and let the problems pile up. Maybe you have difficulty with a particular subject or with your organisational skills. There will be people in your school you can go and talk to: your teachers, Year Coordinator, counsellor or even another student who demonstrates the skills you'd like to have. Being able to ask for help when needed is an important quality in a successful learner.

Think of the next two years like a long distance run: try and keep a steady pace along the way.

Write down the most relevant point for you and why it relates to you:

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Your To Do List:

1. Get myself organised straight away.
- 2.
- 3.

2 Self Evaluation

Time to have a reality check. Let's have a look at the study habits you have in place so you can work out what you need to focus on to improve and be ready for the next two years.

Self-Evaluation:

For each of the following, rank yourself on a scale of 1 (excellent) to 10 (poor).

	Rank
I arrive at school and class on time.	
I bring the correct books and equipment to class.	
I listen in class and pay attention to what the teacher is saying.	
I generally participate in class discussions and activities.	
I am on task, doing the allocated work for most of the lesson.	
I don't talk when I am supposed to be listening.	
I organise my folders and notes well.	
I complete homework regularly and on time.	
I start work on assignments well before they are due.	
I prepare for tests or assessments thoroughly.	
I make study notes for my subjects throughout the year.	
I ask questions about work I don't understand.	
I work through tests or essays when returned to learn from my mistakes.	
I spend time reviewing areas with which I have difficulty.	

Based on your self-evaluation, what are the main areas you need to work on improving?

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Read and highlight key points:

In the Classroom

Think about each of your subjects. There may be some subjects you are great in - you listen, do your work, are involved in class discussions and demonstrate all the abilities of a successful senior student. In other subjects you could be the direct opposite - you talk all the time, you don't listen, you rarely know what is going on, you complete little work in class and instead just muck around and waste your and other people's time. There is usually a reason for this difference. Maybe you hate the subject and are only doing it because you have to as you need it for uni or there was no other choice. Or maybe you really don't like the teacher, you might find them boring or annoying or hard to listen to or just have a personality clash. Or maybe it has to do with the people you sit next to. You find them distracting and tend to talk with them all lesson. It is easy to find excuses and reasons. The thing to do is to look past these and think about yourself. How is your lack of application in class affecting you? What effects will it ultimately have on your results and perhaps your life? Don't let someone else ruin it for you. Once you leave school you will probably come across a boss or a co-worker you dislike but you have to learn to deal with it and move on. You can't let it affect what you do. It's the same with school. Put yourself first and think about what is best for you, regardless of other factors.

At Home

Think about your study space at home and how you use it. Is it well set-up? Do you have a space to do work on and adequate shelves or storage space for your folders? Do you allocate time each day to do schoolwork? Do you focus on completing homework first then work on assignments or on improving your notes? It is a good idea to each day decide exactly what time you are going to allocate to your schoolwork. In the early stages of Year 11 you should be doing about 2-3 hours of work per night. Use any extra time after homework and assignments to get yourself organised and improve your notes. Doing this on a regular basis helps you maintain a smooth approach to your work. If you just work in fits and starts, half an hour one night, four hours the next, you will find you get stressed and worn out. Sure you'll have more homework some nights than others, but regular work will help you to stay on top of it all more efficiently.

Write down the most relevant point for you and describe how it relates to you or your situation:

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Your To Do List: What changes do you need to make in the classroom and at home?

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3 Tips for Success

There are a number of specific things you can do that make a huge difference to your level of success at school.

Self-Evaluation:

For each of the following, write down how you think doing this could help YOU at school.

1. Making summaries or study notes every time you finish a topic.
2. Filing away all past tests, assignments and useful handouts.
3. Asking for help when you don't understand something instead of leaving it.
4. Keeping up-to-date with your work.

Based on your self-evaluation, what are the main areas you need to work on improving?

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Read and highlight key points:

1. Making summaries or study notes every time you finish a topic.

This would have to be one of the most important things you could do to help you deal with Years 11 and 12. Many students take some time to kick into gear. They think they have plenty of time, but before they know it half the year has slipped away and examinations are fast approaching. Don't let this happen to you. This simple action can make the most amazing difference to your year. All it takes is just a little effort. Each time you get to the end of a topic in your subject, set aside a bit of time and draft out some summaries for the topic. Look at the main headings in the topic and jot down the main points for each topic. Organise your material on the topic and work out what you don't yet understand and need to ask about. This process gives you a huge advantage closer to the examination period.

2. Filing away all past tests, assignments and useful handouts.

Yes it helps if you are good at a subject and good at school. But there are things you can do to help you improve your results in a subject. Being organised can make up for a lot. Having structure to your notes, past tests and assignments to use for revision makes it easier for your mind to process and recall information. Our brains are very structured so the more structure you can introduce into your notes and papers, the more help you are giving your brain to learning the information.

3. Asking for help when you don't understand something instead of leaving it.

Successful people in all walks of life have this quality in abundance: they know when to ask for help and are not hesitant about asking for it. Being proactive in your learning is essential if you want to achieve good results. And don't forget Murphy's Law - if you don't understand something and do nothing about it, it is sure to be in the next examination.

4. Keeping up-to-date with your work.

This is pretty much self-explanatory. The advantages of keeping up-to-date are not only keeping your parents and teachers off your back, but also it means less stress for you. The most important thing though, is once you do fall behind, it can be challenging to catch up again.

Write down the most relevant point for you and describe how it relates to you or your situation:

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Your To Do List: What do YOU need to do now and what changes do you need to make?

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4 Maximising Classtime

*Do you make the most of the classtime available to you?
Try the True /False quiz below.*

Self-Evaluation:

You can either think about all your classes in general or select just a few classes, and go through the quiz more than once using a different colour pen for each class.

I enter the class with a positive attitude willing to do my best.	T / F
I complete as much work as possible in class so I have less to do at home.	T / F
I make an effort to minimise the time I am talking or bludging.	T / F
I try and complete my work to the best of my ability.	T / F
I am prepared to put the effort in even if it is difficult to understand.	T / F
I am prepared to put the effort in even if it is not the most exciting thing.	T / F
I am prepared to put the effort in even if I don't like the teacher much.	T / F
I am prepared to ask questions during class if I am not understanding it.	T / F
I realise that my teacher, while maybe not perfect, has good subject knowledge, lots to teach me, and is a great resource for me to take advantage of and so help me gain better results.	T / F

Based on your self-evaluation, what are the main areas you need to work on improving?

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Read and highlight key points:

Imagine you have left school and are working in an office job. Your boss says you need to get a report done for tomorrow. 'No problemo' you say. Then you spend the whole day stuffing around, chatting with colleagues, emailing and texting friends, surfing the net, all the while pretending to look busy whenever your boss walks past. As 5 o'clock rolls around, you start to panic. You had a whole day to get this work done and now you'll have to stay home all night trying to get it done so you don't get fired. But you get home and your wife/husband has invited your mother-in-law over for dinner and you have to be social. Now you really have a problem.

It is like this at school for many students. They blow off basically a whole day, straight down the drain, then get home having accepted that they have lost some of their leisure time only to find that something else has come up and they don't have the time to get their work done. They fall more and more behind. Other students aren't this bad. They generally work in class but certainly aren't as efficient as they could be. Maybe they sit next to someone who distracts them quite a bit, or they find it hard to focus or stay on task. They do things half-heartedly like copying work down from the board without reading it or thinking about it, not putting much effort into answering questions or even copying from answers or another student's work.

The problem is, they are shooting themselves in the foot twofold. Firstly, they are making it difficult for themselves to achieve the sort of mark they are capable of in that subject. This in turn affects their overall results and their options after school ends. Secondly, and perhaps of more relevance due to its immediacy, each minute they waste in class is a minute they'll have to make up in their own time at home. Time that they could have had to do the things they really enjoy. And if they decide not to do the work then as well, they just fall more and more behind and get more and more stressed about it all.

Make the decision to do the smart thing for yourself. Make an effort to try and use every minute of your time in class.

Write down the most relevant point for you and describe how it relates to you or your situation:

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Your To Do List: What do you need to do to improve your use of time in class? Be specific.

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5 Working Smarter

Do you work smarter or make the work harder?

Self-Evaluation:

Let's work out how productive you are.

	Yes	sort of	No
1. Do you spend the majority of your time on the top priority or most important things?			
2. Do you limit the number of tasks that you want to achieve each day based on realistically how much time you will have available to you?			
3. Do you work on the most urgent and important things in the time of the day when you are freshest and most alert? For some people this is mornings while for others it is afternoons or late at night.			
4. Do you focus on one project at a time and complete it before moving onto the next? Do you avoid jumping from one task to another and not completing any of them?			
5. Do you get organised before you start work on a task so everything you need is at hand and you do not need to waste time looking for things?			
6. If there are things you have to do on a regular basis, do you look for ways to standardise the process? For example, there may be a particular process that is efficient for you when starting to write an essay.			
7. Do you streamline your workflow by looking to see if there are steps or things you do that can be combined or even eliminated? Do you do similar tasks together rather than spreading them out? For example, think about the research you need to do across subjects and do 1 trip to the library rather than 5 because you weren't organised.			

Based on your self-evaluation, what are the main areas you need to work on improving?

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Read and highlight key points:

The amount of time you work does not always match up with the amount of work you complete. If you have several hours ahead of you to complete your homework, it is likely you will end up wasting a large proportion of your time. Have you ever noticed how much more efficient you are when you are under the pressure of having something completed for a deadline? Suddenly you get so much more work done. Whereas when you have lots of time available, it seems to take you twice as long to do anything. This is why some students say 'I can't get things done until the last minute'.

Implementing some of the strategies listed in the table above can help change your approach so that you are not caught in the trap of having to do things at the last minute only. If you can build your ability to focus on the task at hand, you'll see a marked rise in your efficiency. Many students avoid doing the most urgent piece of work by doing other bits of easier and less urgent pieces of homework instead. They don't feel as bad as if they were wasting time sitting in front of the TV, but this is just another avoidance strategy. Anything that keeps you from focusing on your main goal is a distraction. If you allow yourself to be distracted by the millions of little things you need to do, you'll get to the end of your study period having finished lots of little non-urgent unimportant tasks, but not having tackled the big project that is due tomorrow.

Try the Razor's Edge technique. This is where you write a list of the things you need to get done in order of importance. You start on the first piece of work and do not let yourself do anything else on the list until that piece of work is completed. If you have trouble focusing set yourself work goals: work for 15 minutes straight then a 5 minute break. Gradually increase the amount of time you can work solidly. If the piece of work seems too big and overwhelming, break it down into steps and again start at the top and finish the first before going to the next.

Something different to finish on. It has been said that the scent of mint can help you to concentrate. I guess if you are desperate you'll try anything! Try sucking on peppermint lifesavers while you work and see if it makes a difference.

Write down the most relevant point for you and describe how it relates to you or your situation:

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Your To Do List: What do you need to do to organise work smarter?

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6 Note-taking Skills

We have already discussed the importance of developing your notes as you go, and ensuring you have started making study notes on a regular basis. But what makes a good set of notes?

Self-Evaluation:

For each of the following mark a cross on the scale.

	No	sort of	Yes
1. Your study notes are very visual - lots of colour, diagrams and tables. You photocopy and include good diagrams from textbooks.	_____	_____	_____
2. Your headings are clear and easily identified in your notes. At a glance, you are able to see the main sections of each topic.	_____	_____	_____
3. You redo sections of your notes that are hard to understand or not organised logically.	_____	_____	_____
4. You incorporate good handouts into your study notes and check your textbook to ensure you have included everything you need to know.	_____	_____	_____
5. Your study notes are neat and legible even if you are normally a messy writer - you make the effort to have clear, well-written study notes.	_____	_____	_____
6. The key points or formulas are highlighted or boxed so that they stand out and are memorable.	_____	_____	_____
7. After tests or examinations, you add to your study notes based on what you got wrong or what you learnt in the exam.	_____	_____	_____
8. You are confident that your study notes are comprehensive, memorable and effective.	_____	_____	_____

Based on your self-evaluation, what are the main areas you need to work on improving?

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Read and highlight key points:

There are a number of reasons why developing a good set of notes is essential for your subject. Making notes in class, especially during discussions or when your teacher is explaining to the class, helps you to concentrate and focus on what is going on. It forces you to actually think rather than just letting the words wash over you. Make sure your notes are:

1. Comprehensive

You want your notes to be like a one-stop shop. You want to make sure you have covered everything you will need to know for the topic. This way, when it comes time to learn the information, you don't have to go back and forth between a number of books trying to piece it all together. The best way to ensure you achieve this is to first gather all the material before you start: your class notes, handouts, textbooks, study guides, anything at all related to the topic. Grab some paper. Before you start getting into any detail, look through all your material jotting down what the main headings are. Look at how things are related and work out in what order you should organise the headings. Then start making notes on each heading one by one, referring to all the sources that have information on that particular section. It is not necessary to rewrite your class notes (unless they are really disorganised). Sometimes making study notes is simply a matter of reorganising your existing class notes and adding in handouts and extra notes from the textbook and other sources. If you have made pretty good notes in class, you may not need to do much to them at all to turn them into a great set of study notes.

2. Memorable

Although you want to make sure everything you need to know is included, at the same time you don't want your study notes to be an enormous wad of paper that takes a month just to read through. It is essential you streamline your notes. This is why you may end up rewriting sections of your class notes. Pages of paragraphs are hard to remember. You want to reduce the information to point form or lists as much as possible. Take out anything you won't need to know for the examinations or put it in a separate folder labelled background reading. Use the suggestions on the first page such as highlighting and boxing information to make the information more visually memorable.

Write down the most relevant point for you and describe how it relates to you or your situation:

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Your To Do List: What changes do you need to make to your study notes?

- 1.
- 2.
- 3.
- 4.

7 Reading to Remember Skills

If only there was a machine like on The Matrix movie where you just upload all the information you need to know into your brain. No such luck, you have to do it the hard way.

Self-Evaluation:

Put a TICK or a CROSS as to whether you have ever experienced any of the following:

	Tick or Cross
Sometimes I am reading my textbook and I realise I have read a number of pages without actually taking any of it in as I was thinking about something else.	
There is so much to remember that it all just becomes a big blur at examination time. I think I have remembered it but then I get into the examination and it all goes blank.	
<i>Put a tick or a cross as to whether you use any of these SQ3R techniques when you are reading to remember.</i>	
S: SURVEY. Skim through sections of the material, note chapter headings, sub-headings, illustrations, introductory paragraphs. Get a feel for the material before you start reading in detail.	
Q: QUESTION. Who, where, when, what is it all about? Ask yourself questions as you read, turn the heading into a question.	
R: READ. Now read as though you are looking for an answer to the question you created a moment ago. Underline key words. Try and put the information into your own words.	
R: RECITE. Look away from the book and try and answer the question you made up without checking back.	
R: REVIEW. Look back over the material. Go through and check your memory on each of the headings.	

Based on your self-evaluation, what are the main areas you need to work on improving?

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Read and highlight key points:

How come it is so easy to remember some things and so difficult to remember others? It's all to do with motivation and desire. If you want to remember something you will! Learning all about an historical figure might not be challenging but most students are able to remember plenty about their favourite sports or movie star. Everyone has the capacity to remember information. When someone says 'I can't remember things, I've got a hopeless memory', it simply is not true. If you are interested in the topic, you will remember the information. Think of all the things you remember so effortlessly. How does that help you with your schoolwork though? Much of what you have to remember doesn't interest you in the slightest. Luckily there is another way to make sure you remember. It's all to do with concentration and focus.

Concentration is defined as focusing on one thing and one thing only. There are a number of things you can do to improve your concentration:

1. Read through your notes a single section at a time. Maybe you can only concentrate for a paragraph, maybe a page, maybe a whole chapter. If possible, highlight as you go.
2. As you read, try and visualise or make a mental picture of what you are reading. Visualisation helps you create a strong visual memory.
3. Look for associations with other material. If you can find ideas in your mind to relate these facts to it this aids your memory.
4. At the end of each section (however long you can focus for, and this time will increase with practice), turn the book over and see what you can either write down or speak out loud from what you just read. Take regular breaks at the end of each section.
5. Ask yourself these questions at the end of the section: What was the most important point I read? What was this section all about? How does this relate to the earlier section? What is likely to be in the next section? If you know you are going to test yourself at the end, you are less likely to daydream.
6. Look back over the section you just read and see if you forgot any of it. Repeat when necessary to burn these details into your mind - keep telling yourself the important points and adding details.
7. Write down one or two questions about the section that you can ask yourself at the end of your study period. Keep adding to these questions and at the end of your study time answer all the questions you have written down as a mini test.

Write down the most relevant point for you and describe how it relates to you or your situation:

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Your To Do List: What do you need to do to improve the way you read to remember?

8 Time Management Skills

No-one has perfect time management skills. But some people are better than others. Developing these skills will help you not just now but in later life as well.

Self-Evaluation:

Circle the letter for which of the following applies to you:

- a) I make good use of my time and am excellent at scheduling my schoolwork to fit in around my life. The time I allocate for school I use effectively.
- b) I tend to generally get my work in on time although it can be a bit rushed towards the end. I use most of my time well but I also waste a bit of time as well.
- c) I am a bit up and down. Sometimes I am really organised and manage my time well and sometimes I just lose it and struggle to get all my work done in the available time.
- d) I don't manage my time very well. I generally leave assignments until the last minute and run out of time to study and prepare for tests. My work is often rushed.
- e) My time management is really poor. I don't make much effort to schedule anything or do any planning. I just do things when I feel like it and get little done.

Highlight any of these tips you use:

- * studying difficult or boring subjects first
- * knowing your best time of day to work
- * having a wall calendar so you can see when work is due and workload is heavy
- * putting a 'do not disturb' sign on your door
- * turning your mobile off (not silent)
- * prioritising your work: what MUST be done
- * making a personal timetable
- * giving yourself a reward for completing urgent and important tasks
- * doing a plan at night for the next day
- * monitor what you waste time on: change

Based on your self-evaluation, what are the main areas you need to work on improving?

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Read and highlight key points:

Your school diary is the best tool you have to help you manage your time. In red pen, write in when work is due, whether it be assignments or tests. Don't chew up valuable diary space writing all the details of the assignment - use pages at the back of your diary for this if necessary. In blue pen, actually schedule when you are going to do the work. Most of your homework you'll write in blue pen as you will actually do it that day. But if you have a larger piece of work that is not due for a week, turn to the due date and write it in red pen, but then take a minute to think about that task, think about your activities over the next week, and break the task down into manageable tasks that you schedule in over the week. For example, if you have a test on the following Monday, on Wednesday you write in your diary : 'organise notes for topic test'. You see you will have no free time Thursday or Friday so you write in for Saturday 'do revision for test' and on Sunday night you write in 'review work for test'.

This is a simple but magical system. All it involves is you taking just that bit of extra time to break a large task down and schedule in when you will try and do each piece over the period of time you have. Most students do not bother to do this but instead just write in when work is actually due. They turn the page in their diary to look at the next week and freak out as suddenly all these assignments and tests have snuck up on them. If you prefer doing work in big blocks that is fine, again just schedule which block of time you will use so you know that slab of time has been allocated to a particular task.

If you can start doing this, it takes the stress out of managing your time and your workload. You don't have to worry about whether you are going to get everything done because you have a plan! All you have to do is stick to doing the work you have allocated in your diary for that day and the work gets completed. Of course, things happen. A social function, too much other homework or just plain laziness one night. Don't stress, this is natural. All you do is cross the work out and allocate it for another night. If you are finding there is too much to do each night it is time to make some sacrifices to keep on top of your work. You may have to do some late nights, early mornings or lunchtimes, just for a few days, to stay in control.

Write down the most relevant point for you and describe how it relates to you or your situation:

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Your To Do List: What do you need to do to improve your time management skills?

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This resource continues for another 24 pages

SAMPLE