



Enhanced Learning
Educational Services
"the study skills specialist"

Time Management Techniques

Level 1

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Enhanced Learning Educational Services

“the study skills specialist”

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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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*"The bad news
is time flies.
The good news
is you're the
pilot."*

Michael Althsuler

SAMPLE

Introduction to Time Management

Let's consider what 'time management' actually means.



For You To Do:

How would you define 'time management'? Tick any of the statements below that YOU think are good definitions of time management.

TIME MANAGEMENT is:

- Finding ways to manage your time effectively.
- Making schedules and timetables.
- Using specific techniques to make yourself more efficient.
- Making sure you have time to do all of the things you want to do.
- The skill of being able to allocate time to all of your activities.
- Finding ways to help yourself stop wasting time.

Any or all of these statements would actually be a good choice! Time Management is a very broad topic. One of the best definitions we've heard was actually from a student:

"I think time management is about learning how to use the time you get in a day so you can get all your stuff done."

Matthew, Year 7.

And that's really the key. We want to find ways to manage our time to make sure we waste less time on doing the things we HAVE to do so we have more time to do the things we WANT to do.



For You To Do:

In the space below, list some examples of the HAVE to do and the WANT to do.

Some things you HAVE to do:	Some things you WANT to do:

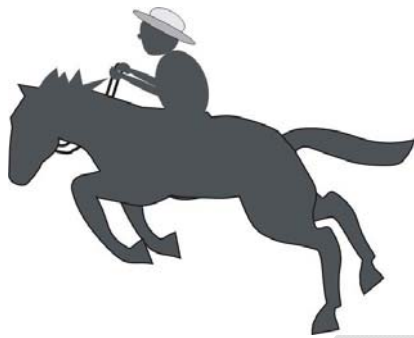
Before you start your self-analysis on the next page, you might like to take a short break and read through the following.

THINKING ABOUT TIME

Where did 'Daylight Saving Time' come from?

First of all, what is Daylight Saving? It is where people put their clocks forward at an agreed time in order to artificially have more daylight hours while they are awake.

You've heard of Benjamin Franklin. Famous American writer, inventor and statesman, remembered particularly for his famous experiment with lightning and a key on a kite. In 1784 he first suggested the concept of daylight saving in what was supposed to be a joke essay.



But it was actually implemented due to a London builder, William Willet (1865-1915) who wrote a pamphlet called 'Waste of Daylight'. He'd gone for a ride early one morning and was struck by the fact that the Sun was up but everyone was asleep in their houses with the blinds shut. He thought that it didn't make much sense that people were asleep in daylight then awake when it was dark. There is so much more you can do during the daylight hours. Think of all the activities that you like to do in daytime. He realised that people could enjoy the sunlight hours for much later in the day if only they changed what the clock said!

His campaign led to the introduction of British Summer Time in 1916. In World War 1 it was advantageous, as with longer light people did not need to turn lights on till much later, and this meant the fuel needed to create electric power was conserved. In World War 11, in order to save even more energy, Britain went onto Double Summer Time. The US went onto War Time where for the duration of the war the clocks were put forward an hour.

Today approximately 70 countries utilise Daylight Saving Time in at least a portion of the country. They all save one hour in the summer and change their clocks some time between midnight and 3 am. The only major industrialised country not to have introduced daylight saving is Japan. Equatorial and tropical countries do not observe Daylight Saving Time since the daylight hours are similar during every season, so there is no advantage to moving clocks forward during the summer.

Australia has had some form of Daylight Saving Time since the 1900s. At the time of printing, Queensland, Western Australia and the Northern Territory are not observing Daylight Saving Time. For the other states, it generally starts late October and finishes late March.

Ok, enough procrastinating! Let's now look at how you use time.

Time Self-Analysis

Where does your time go?



For You To Do:

Let's have a look at how you currently distribute your time. Fill in the table below for a typical week recording what you do with your time. You might even like to record the information over the next week as you go. You could also draw symbols instead of writing it in words such as a picture of a TV for when you are watching TV, food for when you are eating meals, a bus or train for when you are travelling and a water droplet for when you are showering.

	Monday	Tuesday	Wednesday	Thursday	Friday
6-7					
7-8					
8-9					
9-3	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL
3-4					
4-5					
5-6					
6-7					
7-8					
8-9					
9-10					
10-6	SLEEP	SLEEP	SLEEP	SLEEP	SLEEP

Now using your table, work out the number of hours from **M-F** you spend:

Sleeping	_____	Watching TV	_____
At School	_____	Playing sport	_____
Travelling	_____	Other activities	_____
Eating	_____	Playing with friends	_____
Showering	_____	Doing homework	_____

Looking at the numbers you just worked out, circle your answer to the following questions:

1. Do you think you get enough sleep? YES / NO
2. Do you think you watch too much TV? YES / NO
3. Do you think you do enough sport or activities? YES / NO
4. Do you think you do too much sport or activities? YES / NO
5. Do you think you spend too much time with friends? YES / NO
6. Do you think you spend enough time on your homework? YES / NO

Now answer the same questions again, but this time pretend your parents or teachers are answering the questions about you. Insert your name in the spaces below.

1. Do you think _____ gets enough sleep? YES / NO
2. Do you think _____ watches too much TV? YES / NO
3. Does _____ do enough sport or activities? YES / NO
4. Does _____ do too much sport or activities? YES / NO
5. Does _____ spend too much time with friends? YES / NO
6. Does _____ spend enough time on homework? YES / NO

Did you have a different answer to any of the questions? _____
 If so, in the space below explain why you think the answers were different.

.....

In the space below, fill in what you might do on a normal weekend:

In the space below, fill in what you would do if you could do ANYTHING you liked on a weekend:

Sat	Sun		Sat	Sun
		Morning		
		Middle of the day		
		Afternoon		
		Evening		

Are the two columns very different? Are you happy with how you use and manage your time? In the next section we will look at what you would like to improve about your use of time with respect to school and your schoolwork.

Time Management Outcome Checklist

What areas do you need to work on?

Although ELES produces 'Time Management Techniques' for each year group, the checklist below is included in every Time Management resource regardless of the year level. It is a fact that students across all levels share common problems in managing their time but that these problems may change from year to year. Indeed, you could ask your parents to fill this checklist out with respect to work instead of school and you would find that they too are often facing similar challenges. In completing the list, don't feel discouraged if you are ticking lots of 'NONE's'. Instead, pat yourself on the back for the things you are doing well. Everyone will have areas they can improve on, and that is what working through these worksheets is all about.

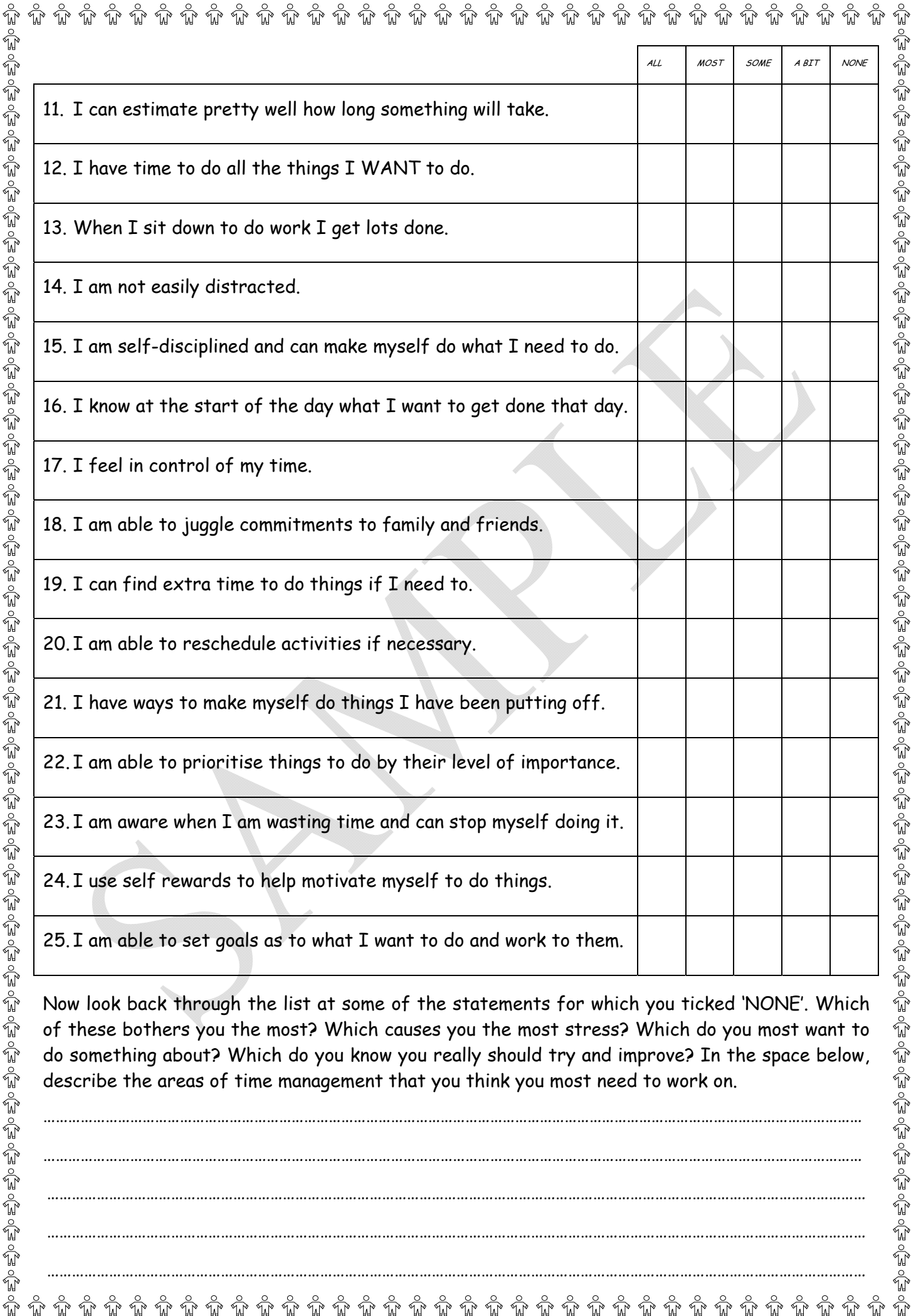
For each of the following statements tick either:

ALL of the time, MOST of the time, SOME of the time, A BIT of the time or NONE of the time.



For You To Do:

	ALL	MOST	SOME	A BIT	NONE
1. I keep up-to-date with my schoolwork without many problems.					
2. I start working on assignments well before they are due.					
3. I don't end up leaving work till the last minute.					
4. I finish assignments on time.					
5. I hand in all schoolwork on time.					
6. I don't ask for extensions.					
7. I don't feel stressed about the work I need to do for school.					
8. I plan when I am going to do work.					
9. I use my time in the classroom efficiently.					
10. I use my time at home efficiently.					



	<i>ALL</i>	<i>MOST</i>	<i>SOME</i>	<i>A BIT</i>	<i>NONE</i>
11. I can estimate pretty well how long something will take.					
12. I have time to do all the things I WANT to do.					
13. When I sit down to do work I get lots done.					
14. I am not easily distracted.					
15. I am self-disciplined and can make myself do what I need to do.					
16. I know at the start of the day what I want to get done that day.					
17. I feel in control of my time.					
18. I am able to juggle commitments to family and friends.					
19. I can find extra time to do things if I need to.					
20. I am able to reschedule activities if necessary.					
21. I have ways to make myself do things I have been putting off.					
22. I am able to prioritise things to do by their level of importance.					
23. I am aware when I am wasting time and can stop myself doing it.					
24. I use self rewards to help motivate myself to do things.					
25. I am able to set goals as to what I want to do and work to them.					

Now look back through the list at some of the statements for which you ticked 'NONE'. Which of these bothers you the most? Which causes you the most stress? Which do you most want to do something about? Which do you know you really should try and improve? In the space below, describe the areas of time management that you think you most need to work on.

.....

.....

.....

.....

.....

.....

Core Time Management Skills

Let's examine the essential time management techniques.

There are some fundamental or core techniques for effective time management. Even if you have worked through the next four pages in a previous year, it is worthwhile reviewing them again before progressing to the section on new techniques in order to ensure you are still on track. If this is the first time you have used one of the ELES Time Management Techniques resources, you need to be comfortable with these techniques before progressing to the next section.

The true secret to Time Management is:

***YOU CAN'T ACTUALLY MANAGE TIME.
YOU MUST MANAGE YOURSELF.***

To improve the way you manage yourself, the following first 3 steps are essential:



For You To Do:

	STEP	Often	Sometimes	Rarely
How often do you currently do these steps? Put a tick in one of the boxes for each of the steps.	1	Set your goals.		
	2	Prioritise.		
	3	Schedule your time.		

STEP 1: SET YOUR GOALS

Why set goals? Unless you know what you are aiming for you can't hit it! Imagine a boat without any particular destination in mind. It would float aimlessly among the seas and if it made it to land it would be due to luck rather than any other factor. By creating a goal, you have created something you can work towards. Goal setting helps increase your efforts and motivate you by giving you a direction towards which you can work.

Many students are put off by the words 'goal setting'. They have read information before detailing setting long-term, medium-term and short-term goals and have found the whole process overwhelming and unworkable.


***"A GOAL IS JUST A LIST OF THINGS YOU
EITHER HAVE TO DO OR WANT TO DO."***

If you think of goals in this way, you'll find them much less daunting and more workable.

The most effective goals are WRITTEN DOWN and are 'SMART':


<i>Specific</i>	Make sure your goals explain exactly what you want to achieve.
<i>Measurable</i>	Make sure you are able to easily see when you have achieved your goals.
<i>Action oriented</i>	Put specific action steps into your goals rather than just 'airy-fairy' ideas. If you want to improve in a subject, decide on some specific steps you can do.
<i>Realistic</i>	Don't make unrealistic goals like 'I will read 28 chapters of my History textbook tonight'. All this will do is discourage you so make goals achievable.
<i>Timebound</i>	Put a timeframe on your goals - when do you want to achieve them by?

<i>Examples of Effective Goals</i>	<i>Examples of Less Effective Goals</i>
I will finish my History Assignment tonight.	I will keep up with my work.
I will do 15 minutes each day on French vocab.	I will improve in French.
I will beat my last exam result in Maths.	I will get better in Maths.

 **For You To Do:** A good way to start your goal setting is to take a piece of paper and think of absolutely EVERYTHING you need to do. Make it a complete and total list of everything to be done and everything you'd like to do. It can seem daunting, but once you have listed everything in black and white then you can start to deal with it. Try this now.

STEP 2: PRIORITISE

It is a fact of life that everything always takes longer than you think it will. And it is often an impossible task to achieve absolutely everything you want to achieve in the time available. Ideally you'd like to get everything done, but if you can't, look objectively at the things to do from your goal list and prioritise everything into the three categories below.

 **For You To Do:** On a piece of paper, draw up and fill in the table below for your current workload using your list of work from Step 1.

<i>Things I need to do urgently:</i>	<i>Other things to be done:</i>	<i>Things that can be postponed:</i>
Include here everything that is overdue, or very important or that will have serious consequences if you don't complete it urgently.	Include here other work that is currently due, due soon or should at least be started soon.	This would be work that you really should do but that you won't get in trouble or affect your marks if you leave it till later - like the next holidays.

You may not be able to get everything done but you can focus on what is really important. Many students prioritise in a way that is simply not efficient. Instead of doing the most important things first and the least important things next, they do the things they LIKE first - regardless of whether there are things that are more important that they should be doing. Remember:

MOST IMPORTANT tasks FIRST (not the things you like most first)
LEAST IMPORTANT tasks LAST (not things you like least last)

STEP 3: SCHEDULE YOUR TIME

"Timetables? They don't work for me. I can't make a study timetable, I just don't stick to it."

Sound familiar? So many students just switch off when they see the words STUDY TIME-TABLE. Some of the reasons why timetables may not have worked for you in the past:

- You made an unrealistic and unachievable timetable, so became discouraged when you couldn't achieve it.
- You tried to schedule too far ahead and so when you had to readjust things it was too big a task to adjust the whole timetable.
- You made a timetable of what you thought you SHOULD get done (even if you knew there was no way it would happen), not what you knew you could do.
- You didn't play to your strengths, you didn't think about when you work best, how long you can work for and what was the best way for you to work.
- You were not prepared to be flexible or experiment to find out what works best for you. For example, maybe you work best working on one thing solidly for a time, or maybe you work better if you break it up by working on a variety of things for shorter periods of time.
- You were too rigid with your timetable and expected to be able to stick to it exactly and gave up when you couldn't.



For You To Do: Put a tick next to any of the above reasons that have applied to you in the past.

So what can you do?

1. Look first at the big picture. What do you want to achieve over the next month?
2. Plan out the next week by first putting in all of your commitments and seeing how much time is available, then taking the things you want to get done that week and slotting them into the available time.

RULES FOR DOING THIS:

- Don't make it so tight there is no spare time at all - you will need extra time for rescheduling.
 - Be realistic about how long things will take. You'll get better at this with practice.
 - Ensure you schedule in the higher priorities first.
3. Once you have a plan for the week, take each day 'day-by-day' and really focus on what you need to do that day.
 4. If you don't get everything done, and you probably won't, then don't stress or give up or see it as failure. Instead, reschedule it to another time in the week and when you get to that day, deal with it then.

EXAMPLE: *Let's take an example. You wrote your list of things you wanted to get done, then put it into the priority table. This is something you could do every Friday night to look in general at the weeks ahead and to help you plan specifically for the coming week and what you need to do that weekend. It would only take a few minutes and would mean you have taken your first big step towards managing time by managing yourself. Try it!*

Thinking of the weeks ahead, you came up with this list:

Things I need to do urgently:	Other things to be done:	Things that can be postponed:
- Science homework overdue - French vocab quiz Tues	- History Assign. next week - Maths test week after	- Make summaries for Geography (leave till holidays)

Your first overall plan or schedule might look like this, drawn up by hand on a bit of paper:

- First put the major dates for big pieces of work that are due or things you want to focus on.
- Also put in any time commitments or extra-curricular or social activities so you can see how much time you actually have available to you.

Sat	Sun	Mon	Tues	Wed	Thurs	Fri
				BASKETBALL TRAINING		
BASKETBALL GAME				BASKETBALL TRAINING	History Assignment	
	MUM'S BIRTHDAY		Maths Test	BASKETBALL TRAINING		

Now think just about this week:

- Start with the things you need to do urgently and schedule time in for them.
- Look then at the other things to be done like the History Assignment and Maths Test and allocate some time in the week to doing something specific to start these tasks - many students just do immediate homework only. Scheduling time for these tasks is much better than just letting the time slip by and leaving the task till the last minute.

Sat	Sun	Mon	Tues	Wed	Thurs	Fri
get Science homework done study French vocab test find books at library for History		review French vocab	start research for History	BASKETBALL TRAINING	redo hard exercises in Maths chapter.	brainstorm ideas for History assignment



For You To Do: Follow the steps outlined above to schedule your prioritised work into the coming weeks.

SUMMARY

1. Write down absolutely EVERYTHING you need to get done.
2. Take everything on the list and put it in one of three columns:
 - a) Things I need to do urgently
 - b) Other things to be done
 - c) Things that can be postponed
3. Look 3 or 4 weeks ahead to see what you need to do and how much free time you have.
4. Focus on the coming week and schedule in your work from the Priority Table.

'The Rule of Three'

Aim:

To improve prioritisation skills and the ability to focus on completing the most important tasks first.

QUICK THOUGHTS

"Focus is the key
to success."

1. What is the most important thing for you to do today?
2. Who sang the song 'This Is The Time'?

WHEN??

Use this technique when you have trouble getting everything done and difficulty deciding what to do.

The Issue:

Michelle found the first year of high school quite challenging. She had enjoyed primary school and especially liked having the same teacher all year. Things were of course different in high school. Suddenly she had to manage different subjects, different teachers, and no longer did she have just one person telling her what she needed to do each afternoon. Instead she had to decide herself. It was hard to know what to do first! Michelle would shuffle her papers around her desk, never knowing what to start working on first. In the end she'd give up and go and watch TV and

be in trouble at school the next day. It was a frustrating situation for her and not getting any better...



For You To Do:

Draw a picture of Michelle feeling frustrated OR write down when you feel frustrated about your schoolwork:

The 'Rule of Three' Technique:

- ➡ Write down a list of everything you need to do.
- ➡ Circle the top 3 tasks that need to be done.
What is most important and most urgent?
- ➡ Put them in order from 1 to 3.
- ➡ Start at the first task and complete it before moving onto the second.
- ➡ Once all three tasks are completed, look through your list again to choose the new top 3 tasks.



For You To Do:

Quick Quiz (circle your answer)

When you do your homework, what would best describe the approach you usually take?

- a) I try to do what is most important first.
- b) I do the easy things first.
- c) I do the subjects I like the best first.
- d) I don't get very much work done at all.

Why this technique works:

- *It helps you focus on the key pieces of work that need to be completed.*
- *You aren't distracted by other more interesting tasks that are actually less important.*
- *By focusing on the key tasks and completing each before the next, you work much more efficiently.*

If you answered:

- A) Well done! You already have this technique mastered!
- B) This is a good strategy too as long as you don't spend too much time on it, so only spend a half hour or so doing this and then move to the more important things.
- C) This technique means that you leave the subjects you like least until later. The problem is of course that you could end up running out of time and if any of this work is important or urgent you may find yourself becoming stressed or getting in trouble at school the next day.
- D) Try the 'Rule of Three' technique. You may not get everything done but you will complete the work that has the highest priority.

TOP TIP: Think about tasks from your teacher's perspective. What would they say has the highest priority?



Pitfalls to avoid:

Make sure that you don't cheat on yourself! It is easy to fall in the trap of not fully completing the most important task before moving onto the next task. The whole point of this exercise is to ensure you focus on the most important and urgent piece of work first.

How do you decide what is most important and urgent?

- One of the most urgent would be a test or large piece of work that is due the next day.
- Homework that has been set to be checked the next day is also urgent.
- After this, start to look at work that may not be due immediately, but that you should start working on in order to ensure it is not left until the last minute.



For You To Do:

Try this technique now.

a. Write down a list of all the schoolwork you need to do in the space below.

b. Choose the top three most urgent and important tasks.

- 1.
- 2.
- 3.

c. Finish the first task completely before moving to the second task. Then finish the second before moving to the third.

Answer from Page 1: Billy Joel

'Clever Diary Use'

Aim:

To improve the way the school diary is used so that it becomes a tool for time management.

QUICK THOUGHTS

"Time is just waiting for you to decide to use it properly."

1. If your parents or a teacher picked up your school diary, what would they think of it?
2. Who sang the song 'This Time'?

WHEN??

Use this technique all the time! Learning to use your diary efficiently is essential for managing your time in high school.

The Issue:

John was sitting in class when his teacher walked past and accidentally knocked his diary onto the ground. Photos spilled out as well as worksheets and past tests that he had just shoved in there. There was graffiti over all the pages and if there was homework written on any of the pages it was hard to see. Unfortunately John's school had a rule about not defacing the school diary so it was confiscated and he had to buy a new one. The problem now was, John wasn't really sure exactly what the best way was to use

his diary. He knew he should be writing in his homework but that was about it. He wasn't really sure what else he could do...



For You To Do:

Write down 2 suggestions about how to use a school diary well. (You might like to have a look at the front of your school diary. Sometimes information about your school is included as well as information about good use of your diary.)

*

*

The 'Clever Diary Use' Technique:

- ➡ In your diary keep personal and school things separate (and maybe split the space for the day in half so you can write in friends' birthdays, sports commitments, outings with friends in a different section from where you write your homework).
- ➡ When you have completed the piece of work – HIGHLIGHT it. This way you can clearly see what is left to do.
- ➡ If there is work you did not complete that day, cross it out by drawing a neat line through it. Then write it in the next day (or whenever you are going to be able to complete it).



For You To Do:

Open your school diary and on a scale of 1 to 10 (1 being a little and 10 being a lot) rank your diary on the following:

NEATNESS _____

GRAFFITI _____

USEFULNESS _____

AMOUNT OF HOMEWORK WRITTEN IN _____

Why this technique works:

- By separating all your personal and school commitments, it is much easier to clearly see your homework.
- By highlighting the work that is completed, you feel satisfaction at what you have done and can see what you need to do.
- Moving work not completed to another day is a good idea as you don't have to keep looking back in your diary and you are less likely to forget about it.

If you had:

→ SCORES FROM 1-4

You haven't really yet taken a 'high school' approach to the use of your diary. It will make life at school much easier if you learn to use your diary for schoolwork as well as to scribble in.

→ SCORES FROM 5-6

Your diary is at least being used to some extent for schoolwork! You would benefit from improving the way you record your homework to make it as clear as possible.

→ SCORES FROM 7-10

Well done! You probably already have your own system for using your diary as a tool and it if works, stick with it! Maybe try the technique described here and adapt it to work for you.

TOP TIP:

Ask your friends if you can have a look at their diaries to see what sort of a recording system and style they use.

Pitfalls to avoid:



PITFALL # 1

Not even having a diary for school! It is impossible to remember everything. A diary is a way for you to record and organise all the information.

PITFALL # 2

Having a diary but not writing your homework into it! Again, you are relying on your memory which is not always perfect. Get into the habit of recording your homework as you are given it.

PITFALL # 3

Making your diary difficult to read and follow. Not being systematic about the way you record your homework so it is difficult to even see what you need to do.



For You To Do:

- Look at next week in your diary. For each day rule it so you split the day in two. You can split it either horizontally or vertically. The sections don't have to be equal in size.
- In one section, write in anything you are doing that week like sports training, meeting friends, family commitments.
- As you get homework, write it clearly into the other section.
- During this week, try this system out each day:
 - HIGHLIGHT the work you complete
 - at the end of the day, CROSS OUT (with a neat line) the work you did not complete and WRITE IT onto another day.

Monday 3 rd July	
Do French exercises	HOCKEY TRAINING
Finish exercise 2.3 in Maths	Susie's Birthday today!!!
Start work on Geography Assignment	Bring CD tomorrow
Start solar model for Science	

Answer from Page 1: Bryan Adams

'Chipping Away'

Aim:

To improve the skill of breaking down a large piece of work into manageable chunks.

QUICK THOUGHTS

"Lots of little steps feel better than one giant step."

1. How do you approach big pieces of work like assignments?
2. Who sang the song 'It's Going To Take Some Time'?

WHEN??

Use this technique whenever you are given an assignment or large piece of work.

The Issue:

Jonathan always left things until the last minute. Not just school stuff – everything. He tended to wait until something really had to be done, till there was absolutely no time left at all, then he'd get started. Whether it was cleaning his room or beginning his school assignments, unless he was under last minute pressure he found it difficult to make himself do any work on it. This of course meant late nights finishing off things at the last minute, work that was not completed to a very high standard and lots of stress. At the start of high school Jonathan was sure he could get away with still leaving

things till the last minute. But he was finding that the number of assignments was increasing and he wasn't handling it all very well...



For You To Do:

Think of some things in the past that you have left till the last minute:

The 'Chipping Away' Technique:

- ➡ When you are given an assignment, a large piece of homework or told about a test, take a few minutes to write down on a piece of paper all the steps that are involved in completing this task:
Eg Assignment: research, gather material, do first draft (maybe you can split this into sections as well), find pictures, work on presentation.
Eg Test: make study notes, review them, practise questions, go through study notes again, do more practice questions, more memorisation.
- ➡ Now look at how much time you have left until the piece of work is due. You want to space the steps out over the time available.
- ➡ Start by choosing which steps you will do in the first week and write them into your diary as actual pieces of homework to be done.
- ➡ At the end of the week, schedule the next steps into your diary as part of your homework for the week.



For You To Do:

Quick Quiz (circle your answer - Yes or No)

Have you ever handed in an assignment late? Y / N

Do you usually hand in your assignments late? Y / N

Do you often leave things till the last minute? Y / N

Do you end up not completing everything? Y / N

Do you tend to sit down and try and do everything in one sitting? Y / N

Why this technique works:

- By breaking the task down into manageable steps it seems much less daunting and much easier to actually start.
- By writing the steps into your diary as actual pieces of homework you are also more likely to actually do them.

If you answered:

→ LOTS OF 'YES'

This technique will be good for you to use to change the habits you have in place with assignments. It is a good idea when you are first starting this technique to ask your parents or a teacher to have a look at your plan to complete the piece of work. Have you thought of all the steps you will need to do? Have you made a realistic plan of what steps you will do this week?

→ LOTS OF 'NO'

Congratulations! You are doing really well. You have some good work habits in place. Even if you have things fairly well under control now, practise this technique of breaking tasks into pieces and chipping away at them over the allocated time. This means when the workload gets heavier, you'll be ready for it!



For You To Do:

Try this technique now.

a. Choose an assignment or a long-term piece of homework and write down a list below of all the steps you would need to take to complete this piece of work.

b. Look at the coming week and how busy you are this week, and decide how many of the steps you would like to try and complete this week. Put a star next to these.

c. Now take your diary and write these steps in as homework for that week.

TOP TIP: Think about not just writing into your diary the steps for the first week only, but instead all the steps to complete the task. That way you have a plan fully in place. It is a good idea to write the steps in your diary in pencil as if you fall behind and need to reschedule, it is easy to do.



Pitfalls to avoid:

Don't feel discouraged if you don't complete everything you planned on getting done that week. Everything always takes longer than you think it will! Instead, try to give yourself more time than you will need to complete each step. If you didn't finish everything, reschedule it for the next week. Also plan on completing the work at least a few days before it is due. That way if you fall behind you will have a few days up your sleeve to catch up and finish it on time.

Answer from Page 1: The Carpenters

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SAMPLE