



Enhanced Learning
Educational Services
"the study skills specialist"

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Study Skills Worksheets



Preparing for

High School

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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

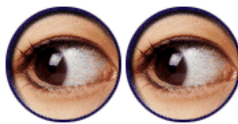
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No.	Section Title	Date Completed	Parent Signature
1	SET UP YOUR HOME STUDY ENVIRONMENT.		
2	USE CLASS TIME EFFECTIVELY.		
3	KNOW WHERE TO GET HELP.		
4	GET YOURSELF (AND YOUR PAPERS) ORGANISED.		
5	MANAGE YOUR TIME AT HOME.		
6	HOW DO YOU APPROACH ASSIGNMENTS?		
7	HOW (AND WHY) DO YOU MAKE STUDY NOTES?		
8	HOW DO YOU STUDY FOR TESTS?		
9	HOW DO YOU APPROACH EXAMINATIONS?		
10	HOW CAN YOU DO WELL IN YOUR SUBJECTS AT HIGH SCHOOL?		



1. SET UP YOUR HOME STUDY ENVIRONMENT

Something you can do **RIGHT NOW** to prepare for high school is to take a good **LOOK**



at **WHERE** you do your homework **AT HOME** and see if you can **IMPROVE** this area to make it more **EFFECTIVE**.

- Do you generally work in your bedroom or in another space in the house?
- Think about where your main working area should be for high school.
- Read through each of the sections below.
- **HIGHLIGHT** the main points in the first paragraph for each section.
- Complete the activities outlined to develop the perfect conditions for working at home.

1. LIGHTING

It is important to have adequate lighting when you are doing school work at home. Poor lighting can cause headaches and make your eyes feel tired and sore. Too much lighting (or badly positioned lighting) produces glare which also strains your eyes. Wherever possible, natural lighting is best (but make sure sunlight is not shining directly onto you or your work). This is not always available (because it gets dark!) so we need to look at the type of lighting you have in your room. For example, it is a good idea to have the room light on (75-100 watts) as well as a desk lamp (40-60 watts) that shines onto your work (but not into your eyes).

YES/NO

✚ Can you use natural lighting in the afternoon rather than turning on a light?

✚ When you do turn on the room light, is it a strong bright light?

✚ Do you have a desk lamp that shines directly onto your work (but not your eyes)?

✚ Do you leave the room light on as well as your desk lamp when working?

Draw a picture of a student studying with the room light on and a desk lamp showing the light shining directly onto their papers. What position would you put the lamp so it does not make shadows or create glare?

No! We want natural light!

☺ **TO DO:**

Have a talk with your parents about the lighting in the space you use to complete your homework. Maybe you need to look at a stronger light bulb or a new desk lamp or maybe just opening the curtains or blinds while you work in the afternoon!



2. VENTILATION

Ventilation refers to how well fresh air circulates or flows through your room. A room with the door and windows closed becomes stuffy and full of stale air. The lack of oxygen makes it difficult for you to think clearly and concentrate. Before you know it, you start to feel sleepy and even a bit sick and begin to nod off or develop a headache! Having a heater running can make it even worse.

YES/NO

✚ Are you able to open your window and have fresh air in your study space?

✚ If you can't open your window, do you go outside for some fresh air regularly?

✚ Do you take nice deep breaths when you are working and fill your lungs up?

✚ When it is cold, do you put on more clothes rather than turn on a heater?

Draw a picture of a student with the window open (just a bit is OK) while they breathe in the fresh air. Show their lungs expanding with all the oxygen they are breathing in.

😊 TO DO:

Depending on where you live, you may have trouble getting fresh air into your study space. See if it is possible to create a cross flow of ventilation. For example if you open your window and door and then another window in a room across the hall, you get a nice breeze flowing through.

No! We want fresh air!



3. WORKING SPACE

The area where you work sets the tone for how you approach your homework. A cluttered and messy workspace is much harder to work in than one that is organised and in control. Your workspace consists of the hard and flat desk or surface you use to study on and the chair you sit on. It is not a good idea to try and work lying on your bed as your brain has strong associations between your bed and sleeping and will try to encourage you to feel sleepy if you lie down.

YES/NO

✚ Do you have a large and clear working or desk space to use for homework?

✚ Do you have a chair that is comfortable but supports your back?

✚ Is the chair adjustable so you can reduce strain on your neck and shoulders?

✚ If you place your hands on the table, are your arms parallel to the floor?

Draw a stick figure picture of a student sitting at their desk with the following correct posture:

- feet resting flat on the floor and thighs completely on the chair seat
- back supported by the back of the chair
- when the student places their hands flat on the desk, their arms are parallel to the floor

😊 TO DO:

Yes! A big desk space.!

Consider your working space at home. What could you do to improve it? Maybe you need to sit on a cushion or prop the desk up so it is higher or find something you can rest your feet on. Maybe it is time for a new chair or a bigger desk? Be creative and look around your house to see what you could use. Maybe one of your dining table chairs could double as your desk chair.



4. STORAGE AND ORGANISATION

In order to keep your work space clear and uncluttered, you need to have places to file away papers, stationery and equipment when you are not using them. It is a good idea to have your most used stationery in an easily accessible place so you don't waste time looking for things - maybe in a container on your desk. Stationery that is not used as regularly should be put away into a drawer. You also need somewhere to file away all the extra bits of paper, past tests or old workbooks from school. Some students use folders and stack these on shelves, others have filing cabinets or plastic storage boxes. It depends on what sort of space you have available in your study area. Many students also find it useful to have somewhere to unpack and stack their textbooks and exercise books when they come home from school. They can then leave them there when they are not being used. Lastly, you might want to consider assigning space to where you can keep assignments that you need to work on over a period of time and where you will put the homework you need to complete.

YES/NO

- | | |
|---|--|
| ✚ <i>Is your stationery organised with the most used items near to hand?</i> | |
| ✚ <i>Do you have somewhere you can keep sheets, past tests, old workbooks etc?</i> | |
| ✚ <i>Have you got a clear desk space & a place to file things you are working on?</i> | |
| ✚ <i>Do you have a noticeboard near or above your desk for important info?</i> | |

Draw a picture of your study space showing what storage or organisational space you have available and what you use these spaces for.

Yes! Organised work space!



☺ TO DO:

Talk with your parents about the storage you have available in your study space. How could you make the best use of the space you have. Do you need to buy any storage containers or folders or bookcases etc in order to organise your study space more effectively?

Try this game with a friend or with your parents



STUDY ENVIRONMENT GAME

1. Decide who will go first.
2. The first person says a feature of a GOOD study environment (for example: lots of natural light).
3. Now the second person says a different feature of a GOOD study environment.
4. Keep continuing until one person cannot think of another good feature.
5. The other person is now the winner!

(You can also try this game by listing the features that make a BAD study environment).

5. NOISE AND DISTRACTIONS

If you work in a space where there is lots of noise (eg TV) or activity taking place, your work takes much longer to complete as the sights and sounds compete for your attention. Who wants to spend MORE time on homework? It makes sense to try and create (as much as possible) a distraction free environment during times you are doing homework.

YES/NO

✚ Can you keep your working space fairly quiet?

✚ Is your working space free from too many distractions?

✚ If you have lots of distractions (TV, Computer games etc) can you remove them (eg put your mobile elsewhere) or unplug them (like your TV) or disable them (like turn off MSN Chat) during the times when you will be doing schoolwork?

Draw a picture showing all the possible distractions you have in your room and write down next to each one how you can remove or manage these distractions during study and homework times.

No! Not during homework time!



😊 TO DO:

On a post-it note, write down how you can minimize your distractions each time you sit down to do work. For example:
 1. Turn off the TV in my room
 2. Get mum to hold my computer games till I finish etc. etc.
 Place this on your desk or above your noticeboard.

Summary:

- Use natural lighting whenever possible.
- Have a desk lamp shining on your work and a room light.
- Ensure there is a flow of fresh air in your study space.
- If you can't have fresh air, go outside regularly for breaks.
- Make sure you have a large flat surface to work on.
- Have a chair at a height that allows you to rest your arms on your desk parallel to the floor with your feet flat on the floor.
- Keep the most commonly used stationery in easy reach.
- Have places to store and file papers and equipment.
- Put a noticeboard above or near your desk.
- Eliminate or manage distractions in your study area.

2. USE CLASS TIME EFFECTIVELY

You might already be making very good use of your **CLASS TIME** at school,
OR
You might benefit from making some **CHANGES** to the way you use your time in class.

Try this checklist to see which category you are currently in.
Put a tick in either the YES, SOMETIMES or NO column.

	Yes	Some times	No
You arrive on time to class and return promptly after recess and lunch.			
You bring the correct books and equipment with you to school.			
You take out your work and get yourself organised as soon as possible.			
You listen carefully to the instructions your teacher gives the class.			
You keep quiet when the teacher is talking or explaining things.			
As soon as you know what to do, you start work straight away.			
You are always working on the task you are supposed to be working on.			
You stay focused and don't get distracted by other people.			
You keep all your books and papers tidy and in the right place.			
You participate in all activities in the classroom.			
You share your ideas but also listen to other people's thoughts too.			
You are always polite and friendly to the other students in your class.			
You ask for permission if you want to do anything different.			
If you are not sure about something, you put up your hand and ask.			
You contribute to class discussions and activities.			
If you use something, you then put it back when you are finished.			
You work well with other people when you are asked to do group work.			
You always try to work to the best of your ability at all times.			

- Count how many ticks you had in the YES column: (a) _____
- Count how many ticks you had in the SOMETIMES column: (b) _____
- Count how many ticks you had in the NO column: (c) _____

To calculate your score work out this calculation:

Multiply the number at (a) by 2, then add the number at (b). Your score is:

What does your score indicate? Well this is just a guide, but the information below should give you some idea:

- 0-10 You can make a huge difference by developing the habits listed above.
- 11-20 You are showing some good characteristics of effective learners but there is lots you can do to improve!
- 21-28 You have some great habits already in place. There are areas to work on but you have certainly got the basics under control.
- 29-36 Wow! Excellent skills in place. You have already worked out what you need to do to make good use of class time. Just keep it up when you go to high school!

☺ TO DO:

Look back at your list on the first page and write down the top 3 things you need to start doing to improve your use of class time. For example: 'I need to not talk when the teacher is explaining what to do'.

1.....
.....

2.....
.....

3.....
.....

Try this game with a friend or with your parents



USING CLASSTIME GAME

1. Each of you draws a picture of a student sitting in their classroom doing all the right things.
2. Label all the things they are doing correctly.
3. Whoever comes up with the most labels of effective classroom behaviours is the winner!

WHAT WOULD YOU DO IN THESE SITUATIONS???

For each of the following, come up with 2 suggestions of how you might deal with this situation if it arose for you in high school. When you have finished, compare your ideas with the suggestions on the next page. But have a go yourself first! You can also discuss your ideas with a friend or your parents if you like.



1. You've met a new friend in high school and you start sitting next to them in some of your classes (not all of your friends will be with you in every class). At first everything is going OK, but after awhile your new friend starts playing up in class, talking all the time and getting you into trouble with the teacher as well. You don't want this situation to continue, but you aren't sure what to do. What approaches could you take to do something about this situation?

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2. You are having a bit of trouble understanding one of your subjects. Sometimes you aren't sure how to do the homework and you don't always understand what your teacher is talking about. What should you do?

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3. You find that you keep forgetting to bring the correct equipment for your lesson and you end up having to borrow things from other people all the time. Sometimes you forget your homework as well! What can you do about this?

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Compare your answers to these suggestions for if you.....

1. HAVE A TALKATIVE FRIEND

- During recess or lunch have a chat with your friend and try to explain to them how you are feeling and that you really want to try and do well in high school.
- When your friend starts being talkative in class, just quietly remind them that you want to try and listen.
- If they still keep talking, you might want to explain to them that you find it really hard to work with them and you might need to change seats and sit with someone else.
- If you feel a bit shy about talking to your friend, you could always see your teacher at recess and ask them to make the decision to separate you and your friend in that lesson.

2. HAVE TROUBLE UNDERSTANDING A SUBJECT

- Firstly, start putting up your hand and asking questions in class whenever you are not sure about something. It is much better to ask as you go and you'll be surprised at how many people were also thinking the same question!
- Talk with your friends at recess or lunch and see if they can help you at all as well – sometimes friends (or even parents) can be really good teachers!
- If you have trouble with your homework, find out where your teacher's staff room is and knock on the door and ask to see them when you get to school. Explain that you had trouble with the homework and they will either help you then or thank you for letting them know and will go through it in class with you.
- You can also ask to make an appointment to see the teacher of a subject at recess or lunch to get some help with that subject.

3. KEEP FORGETTING EQUIPMENT/BOOKS/HOMEWORK

- You will be given a school timetable that tells you which lessons you have on which day. Most students paste this timetable into the front of their diary and many students also put a copy on their desk or noticeboard at home and in their school locker.
- Develop the habit of checking your timetable at a certain time each night (for example, after dinner) and packing your bag with everything you will need for the next day. If you do it at a particular time each day, it will become an automatic habit.

☺ **TO DO:**

In the space below, write your OWN summary of the main points from these 4 pages. What are some positive classroom behaviours? Try and explain these in your own words.

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*
*

3. KNOW WHERE TO GET HELP

One of the most important aspects of high school is knowing **WHO** to see, **WHEN** and **WHERE** to see them and **HOW** to ask for help. Read through the information on the next pages (highlighting important points) then try the quiz.



HIGH SCHOOL STRUCTURE



PRINCIPAL / HEAD / HEADMASTER / HEADMISTRESS / HEAD OF SCHOOL

They might have different names at different schools, but the person at the top is in charge of the whole school and responsible for the staff and students in that school. You will probably see the Principal at assemblies and special school events but mostly they are involved in managing the school and doing all sorts of things behind the scenes.

DEPUTY / ASSISTANT PRINCIPAL

The second in charge in a school is the Deputy Principal or Deputy Head of School. They look after the day to day running of the school and are responsible for academic and subject issues, student welfare and discipline and all the administration issues that come with keeping a school running smoothly. Some schools have just one Deputy while others have a number of people who report directly to the Principal like the ones below. Roles may vary slightly between schools but in general there are three possible types of Deputies each with different responsibilities and focus:

ACADEMIC FOCUS

*Director of Studies
Director of Curriculum
Director of Teaching & Learning
Dean of School / Studies
Curriculum Coordinator*

ADMINISTRATION FOCUS

*Deputy Principal of Admin
Head of Junior School
Head of Middle School*

STUDENT WELFARE

*Deputy Principal Pastoral Care
Welfare Coordinator
Assistant Principal of Welfare
Director of Pastoral Care*

FACULTY COORDINATOR HEAD / LEADER OF SUBJECT DEPARTMENT HEAD

These people are in charge of a particular subject (or group of subjects) and all the teachers who teach that subject. They oversee everything that goes on in that subject in the school as well as do some teaching. They report to the Deputy in charge of all the academic issues.

YEAR COORDINATOR HEAD OF YEAR

These people are in charge of all the issues relating to students at school: things like bullying, discipline, problems in classes, issues that come up in the year group, looking at ways to help the year group and make things more enjoyable and run more smoothly at school for that year group. They will also be a member of a department and teach a subject as well.

SUBJECT TEACHERS

In each faculty or department, these people teach the subject and work under their department head.

FORM / ROLL TEACHERS OR TUTORS

These people will mark the roll of their form or roll class each day and look after the students in their group. They will also be a subject teacher as well.

Some other people in the school might be:

**SCHOOL COUNSELLOR
GUIDANCE COUNSELLOR
CHAPLAIN**

If you have a personal problem or just something you are worried about or would like to talk about, you can see these people at any time. Just go and knock on their door (you can ask at the office if you don't know where to find them) and sometimes they will see you straight away, sometimes they will make an appointment for you to come back later.

**LEARNING SUPPORT STAFF
SPECIAL NEEDS TEACHER**

Sometimes a teacher will ask you to work with one of these teachers or they might seek you out and start helping you anyway. These people are great as they can give you extra help if you are struggling with a subject or find it difficult. They can also help you if you have trouble with reading or writing or some of the other skills you need in high school. You can go and see them if you think you might need some extra help or get your mum and dad to ring them for you. Sometimes they come into the classroom and work with you and other times they will make an appointment for you to leave class and come and work with them instead.

**ESL
TEACHER**

If English is not your first language there are sometimes special teachers in the school to give you extra help! Make sure you ask!!

So who do you see for what?

See your individual **SUBJECT TEACHER** if:

- You didn't get your homework done or couldn't do it (try and see them before the lesson)
- You are struggling with the subject or are finding it difficult
- You didn't understand something in class or are having problems in the class
- You want to ask a question about how to study for that subject
- You have a problem with your textbook or equipment for that subject (maybe you have lost it)
- You missed a class or need to catch up on work you were away for
- You know you will be missing classes and need to find out about the work
- You have questions about an approaching test or exam or assignment for that subject
- You are concerned about your marks in that subject

The subject teacher should be the first person you see about any problems in that subject. You can see them in class or go and see them at their staff room outside of lessons. It is unlikely that you will need to talk directly to the head of the department. In later years of high school you might talk to the head of department when it comes time to making subject choices but for now your subject teacher is the person to talk to. This is very different from primary school where you only had a few teachers. Now you will have a different teacher for each of your subjects. Some examples of the subjects you might have (and it will vary from school to school) are Maths, English, Science, History, Geography, Society and its Environment, Drama, Music, Art, Design and Technology, Computing, French, German, Chinese, Indonesian, Latin, PE, RE....)

PSST. What if you don't really like the subject teacher or don't get on with them?????

Well, at some stage you might have a teacher whom you have a personality clash with – there are always going to be different styles of teaching and you might like some more than others. It is important that you learn to work with different types of people and not let a different teaching style interfere with your future and how well you do in that subject. Observe your teacher and learn what types of behaviours they like and what they don't like in their classroom. You will be expected to work to the rules or guidelines each teacher outlays. If you really feel there is a problem with a teacher or they are not being fair to you then you have a few options:

1. Talk to the teacher about how you feel. This can be hard but can have great results!
2. Talk to your parents and ask them to have a chat with your teacher about your concerns.
3. Talk to your form or roll teacher and they might have some suggestions about how you can manage your issues with that subject – they may even suggest then talking to the head of the department.

See your own **FORM OR ROLL TEACHER OR TUTOR GROUP LEADER** if:

- You have any problems with your timetable
- You aren't sure where a classroom is located
- You have a problem with your uniform
- You are absent, have been absent or are going to be absent
- You need to leave early for an appointment
- You have a problem with another student or teacher at the school
- You are feeling sick or unhappy or worried about something
- You have a problem like you have lost one of your personal items
- You are finding lots of subjects difficult
- You are getting in trouble in lots of classes
- You are feeling bullied or that you are being treated badly in some way
- Really ANY concerns you have about ANYTHING!



You can also talk to lots of other teachers about many of these issues as well. In some schools the form or roll teacher only really has time to mark the roll while in other schools they will spend lots of time with their particular roll class. In some schools you may also deal directly with the Year Coordinator on some of these things. It is a good idea to always go to your roll or form class teacher first and they can direct you to the right person to see if necessary. The Year Coordinator will often talk to the Year Group as a whole and tell you about things affecting the year group and ask certain students to come and see them. If teachers are worried about your progress in their subject, they may tell the Year Coordinator who can then look at how you are going across all of your subjects. Then they will try and find a way to help you improve. You may find that one of your subject teachers actually becomes quite a good friend too and is easy to talk to. If this is the case, feel free to share any concerns with them as well. Teachers are more than happy to help you out when they can so talk to whoever you feel most comfortable with. This is one of the great things about high school – you have so many teachers to choose from and so many people there to help you!

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What about the Deputies and the Principal?

In the first years of high school it is unlikely you will have much to do with these people. They usually deal with issues that are more serious so provided you do the right thing, this should not affect you. However they also work with students sometimes on special projects or committees so if you are lucky enough to be involved in something like this, then you may get the chance to work with them!

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Try this game with a friend or with your parents

ASKING FOR HELP GAME

1. Imagine you are having trouble with a subject. Role-play going to ask your teacher for help. Try different tones of voice (some friendly, some angry, some accusing) and different choices of words.
2. Your partner should then act how they think that teacher would act if you approached them in that way. What difference does the tone of voice make, the way you ask a question, your choice of words or how polite you are?
3. Finish off by each of you acting out how you think the 'perfect' way to ask for help would be. Give each other a score out of 10 for the performance.

How well did you understand and remember the information you just read?
Try the True / False quiz below to find out!

Circle True
or False

You should see the Principal if you feel you are being picked on.	T / F
The subject teachers are the best people to see about issues with your uniform.	T / F
If you are feeling worried about something, you can only talk to your form or roll teacher.	T / F
The Head of Science would be in charge of all the Science Teachers.	T / F
The Year Coordinator will only see you if another teacher refers you to them.	T / F
Schools will generally have extra teachers who can give you help and support if you are struggling at school.	T / F
If you are having trouble with a subject, the first person you should see is your individual subject teacher.	T / F
You should go and see the Deputy if you think a teacher is not treating you fairly.	T / F
You should talk to your roll or form teacher if you are going to be absent from school or need to leave early for an appointment.	T / F
The Year Coordinator is in charge of certain subjects at school.	T / F
Some schools have more than one Deputy or Director or Dean who are in charge of keeping everything running day-to-day in the school.	T / F
There are lots and lots of people you can ask for help in high school - you just have to be polite and ask in a friendly way!	T / F

(answers to the quiz available in the next section)

Summary:

- If you have a problem with a subject > see the SUBJECT teacher
- If you have other concerns > see your ROLL or FORM teacher
- You can also see your YEAR COORDINATOR, the school COUNSELLOR or talk to any teacher you feel comfortable with.

4. GET YOURSELF (& YOUR PAPERS) ORGANISED

Setting up systems **BEFORE** you start high school means you'll be **PREPARED** and ready to starting **MANAGING THE PAPERS** from Day One!

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Here's how it all works. After you attend an information session about your new school you can then fill in any of the information below. Read through this page now and discuss with a parent or friend.

LESSONS

Every day you will have a number of lessons. How many depends on the school. Some schools have 7 lessons of 45 minutes in length while others might have 4 lessons of 80 minutes in length. And lots of other variations in between! This means you will not have every subject every day.

Length of lessons at your new school: _____

Number of lessons each day: _____

TIMETABLE

When you first arrive at high school, you'll be given a timetable. It will show what lessons you have each day, as well as the classroom you will need to go to for that lesson. Unlike primary school, in most high schools you will need to go to different classrooms for different lessons. Your timetable will also show when and where your roll call is held, and other weekly activities such as whole school assemblies, year group meetings, chapel services (if your school has these) and sports afternoons. Some schools have weekly timetables so every Monday you do the same thing. Some schools have a 10 day timetable where Week 1 timetable is different from Week 2 timetable so every fortnight you have the same lessons on that day. To make it even more confusing some schools have a cyclic timetable such as a 7 day cycle: for example Monday is Day 1, Tuesday is Day 2, Wednesday is Day 3, Thursday is Day 4, Friday is Day 5, Monday is Day 6, Tuesday is Day 7 and then it starts again with Wednesday as Day 1. You can see how important your timetable will be as you need to be very clear as to what lessons you have each day so you know what books and homework to bring to school.

Type of timetable your new school has: _____

Day your school's assembly time is held: _____

Day your school has a sports afternoon: _____

Any other activities your school has: _____

BOOKS

Your new school will also give you a book or equipment list. Most schools will require you to have a different exercise book for each subject and a different textbook for each subject. That's a lot of books!!! Some schools have a certain school bag you must use and in other schools you can choose what sort of bag you use. Some schools will also have a school diary and in other schools you can choose the type of diary you want to use yourself. You may be lucky and have a locker at school where you can leave books, or you may be allocated a place to leave your bag or you may need to carry your bag with you.

REFLECTION TIME

In the spaces below, answer the following questions about how developed your organisational skills have been this year.

1. How well have you managed all the bits of paper you were given this year? Did you always stick your sheets in? Did you lose papers at all? Were you always able to find everything? Did you ever lose notes that were supposed to be given to your parents? Describe how you have managed your papers this year.

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2. How could you have improved the way you managed all the bits of paper you were given? You might like to brainstorm some ideas with a friend or your parents.

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3. During the year did you always bring the right books and equipment for school? Did you pack your bag each night or race around in the morning? Did you write down in your diary reminders for when you needed to bring things to school?

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4. Why do you think organisational skills are important for high school?

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ORGANISATION PREPARATION STEPS YOU CAN TAKE THIS YEAR

*Tick when
completed*

Decide where at home you will put the **books and textbooks you are not using that day** at school. Do you have shelf space you can allocate for this?

Decide where you will put **longer term assignments and projects** you will be working on. Where can you keep them so they are safe but easy to access?

Buy a **noticeboard** and place it above your desk so you have somewhere to pin a copy of your timetable when it is given to you.

You need somewhere to keep the sheets and papers that will not fit into your exercise books – things like past tests and assignments. Some students buy a large ring binder folder and put dividers in it to separate each subject. Other students buy a separate ring binder folder for each subject, write the subject name on the spine and line them up on their shelves. These folders stay at home. Then when they are given lots of sheets that they can't fit into their exercise book, they take them home and place them into these folders. Other students have a drawer of a filing cabinet they can use or even just use a pile of manila folders. What will you do to **manage the extra sheets** you are given?

You also need to decide what you will do with these extra pages while you are at school. Some students fall into bad habits of just leaving the sheets inside their exercise books or placing them in their diary. This is a sure way to lose them! A great idea is to have a **pocket folder or a plastic sleeve you can secure shut** (there are all sorts of secure document folders you can buy cheaply) that you keep with you at school. When you are given sheets you can't paste in or notes to bring home, pop them inside this document wallet. When you get home one of the first things you do is remove all the sheets from the day, either paste them in your book, or put them in the folders or files you are using at home (you can either hole punch them or slip them into plastic sleeves) or deal with them if they are homework or a note to give to your parents.

Decide also **where you will keep finished exercise books for your subject** as when they are completed you will still need to keep them to revise from them. Some students make a place on a shelf where they can stack them while others place them inside a plastic sleeve and file them in the folders at home for each subject.



*Try this game with a
friend or with your
parents*

ORGANISATIONAL SKILLS GAME

1. Your friend or parent writes down a list of 12 random objects. You get 1 minute to try and memorise these then you have to see how many you can remember. Now swap roles and you write down 12 random objects and see how many your friend or parent remembers.
2. Now try the game again, but this time write down 4 animals, 4 colours and 4 flavours of ice-cream. See how many each of you remembers.
3. You should find that if the information is ORGANISED (as suggested in step 2 of the game) it is much easier to deal with and much easier to remember. This is why organisational skills are so important for high school – they make life easier!

Answers to Section 3
FFFTFTTFTFTT

ORGANISATION PREPARATION STEPS YOU SHOULD TAKE AT THE START OF THE YEAR

*Tick when
completed*

Look through your new **school diary** or go and buy yourself a student diary to use.

Make a number of **photocopies** of your **timetable**.

Use different colour pencils or highlighters to **colour in the timetable** (eg all Maths lessons in blue, all English in yellow etc) so you can clearly see when you have each type of lesson.

Stick a copy of your timetable in the **front of your diary**, a copy inside your **locker door** if you are given a locker at school, on or above your **desk at home** and maybe even on the **fridge**.

Make sure each of your textbooks and exercise books and all equipment is **labelled** clearly with your name and class.

Decide how you will **identify** each of your exercise books clearly and easily. Some students put a label on the front of their book, other students cover their exercise books in easily identifiable paper and some students even use different coloured paper for different subjects. If you are allowed to cover your textbook a great idea is to cover the same subject textbook and exercise book in the same paper so it is easy to see which ones go together. Another way is to place a matching sticker on the spine of the textbook and exercise book so you can quickly identify each subject.

Some schools will give you a stationery pack but if not you need to make sure you can bring the following to school: **pens, pencils, ruler, eraser, glue, small scissors, small stapler, highlighters**. Make sure the glue you choose is not the sort that leaves a big sticky wet patch! Choose what sort of a pencil case you will use (and make sure your name is clearly marked). Some other useful stationery will be a small hole punch, paperclips and plastic sleeves. You need to have the right stationery so that as soon as you are given pieces of paper you can stick them into your book after completing them.

Each evening after you have finished your homework, carefully check your timetable and **pack your bag for the next day** ensuring you have all the correct books and equipment, the homework or assignments that are due and any extras such as PE or sports equipment.

😊 TO DO:

In the space below, write your **OWN** summary of the main points from these 4 pages. What are the main organisational strategies you want to remember?

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This resource continues for another 26 pages

SAMPLE