



Enhanced Learning
Educational Services
“the study skills specialist”

Study Skills Worksheets

Level 3

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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	Study Habits Review
	2	Using Classtime
	3	Managing Workload
	4	Organising Your Papers
	5	Summarising As You Go
	6	Helping Your Memory
	7	Learning From Study Notes
	8	Practising Subject Skills
	9	Power of the Mind
	10	Caring For Your Brain
	11	As Exams Approach
	12	Managing Study Time
	13	Study Techniques
	14	Memory Tricks
	15	Exam Techniques
	16	Reflecting on Goals
	17	Dealing with Difficulties
	18	Getting Motivated
	19	Exam Preparation Grid
	20	Learning From Exams



1

Study Habits Review

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

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

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

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

OVERALL SCORE:

Total Number of 'YES' _____ x 2 = _____

Total number of 'SOME' _____ x 1 = _____

Total number of 'NO' _____ x 0 = _____

Add these up to get your grand total:

/60

If you got 30 or over you are doing OK but there are certainly things you can do to improve. Of course the higher your score, the more effective study habits you already have in place. Choose the top three things that you could change which could make a big difference to your results at school. Now write down your three NEW SCHOOL YEAR RESOLUTIONS. For example, if you select "On time to school and classes", you might write as one of your resolutions: "I will be on time to school every day this term", or "I will get to Science before Mr. Smith does every day".

- 1.
- 2.
- 3.

Now discuss your answers on this worksheet with your parents.

2 Using Classtime

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

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

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

Good classroom behaviours

Read through the behaviours listed below.

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

Firstly, add in one final 'positive behaviour' that helps make effective use of classtime. Now rank them from 1 (most important) to 10 (least important).

Action plan

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

English	
Maths	
Science	

Now discuss your answers on this worksheet with your parents.

3

Managing Workload

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

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

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

Using a diary

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

tick or highlight completed work

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

cross at work not done & transfer

allocate times before you get home

- *
- *
- *
- *

What aspect of managing your workload do you find most difficult? Is it getting assignments completed on time? Perhaps you have trouble completing homework? Maybe you often feel overwhelmed by the amount of work there is to do? How do you use your diary to help you manage your workload? Do you have a method that works for you?

.....

.....

.....

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

.....

.....

.....

Now discuss your answers on this worksheet with your parents.

4

Organising Your Papers

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

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

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

The more 'a's the better!

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

Organising Your Papers

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

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

What do you need to think about when managing digital or electronic resources?

Can you come up with another three advanced techniques for managing your papers?

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

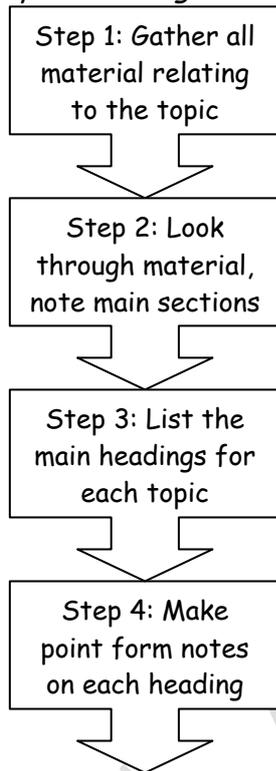
Go back and tick which of the above you already do.

Now discuss your answers on this worksheet with your parents.

5 Summarising As You Go

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

Steps to making a summary:



Features of a good summary or set of study notes:

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

One of the best habits you can develop is:

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

How do the steps above compare to what you do?

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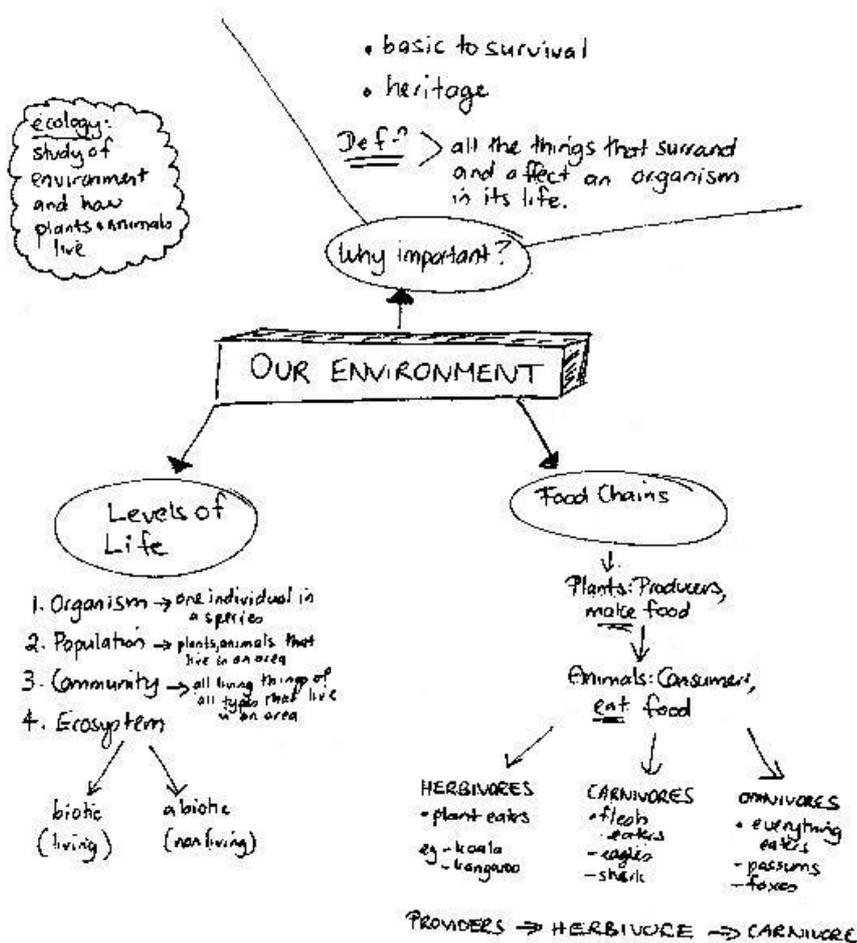
.....

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

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

Mind maps

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



To Do:

Choose a topic in one of your textbooks or a section of a topic. Get a blank piece of paper. Make a mind map of the topic making it as visual as possible. Show your parents to get some feedback on the mind map you have created.

Now discuss your answers on this worksheet with your parents.

6 Helping Your Memory

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

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

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

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

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Highlight any of the tips that you currently do.

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

- 1.
- 2.
- 3.

Now discuss your answers on this worksheet with your parents.

7

Learning From Study Notes

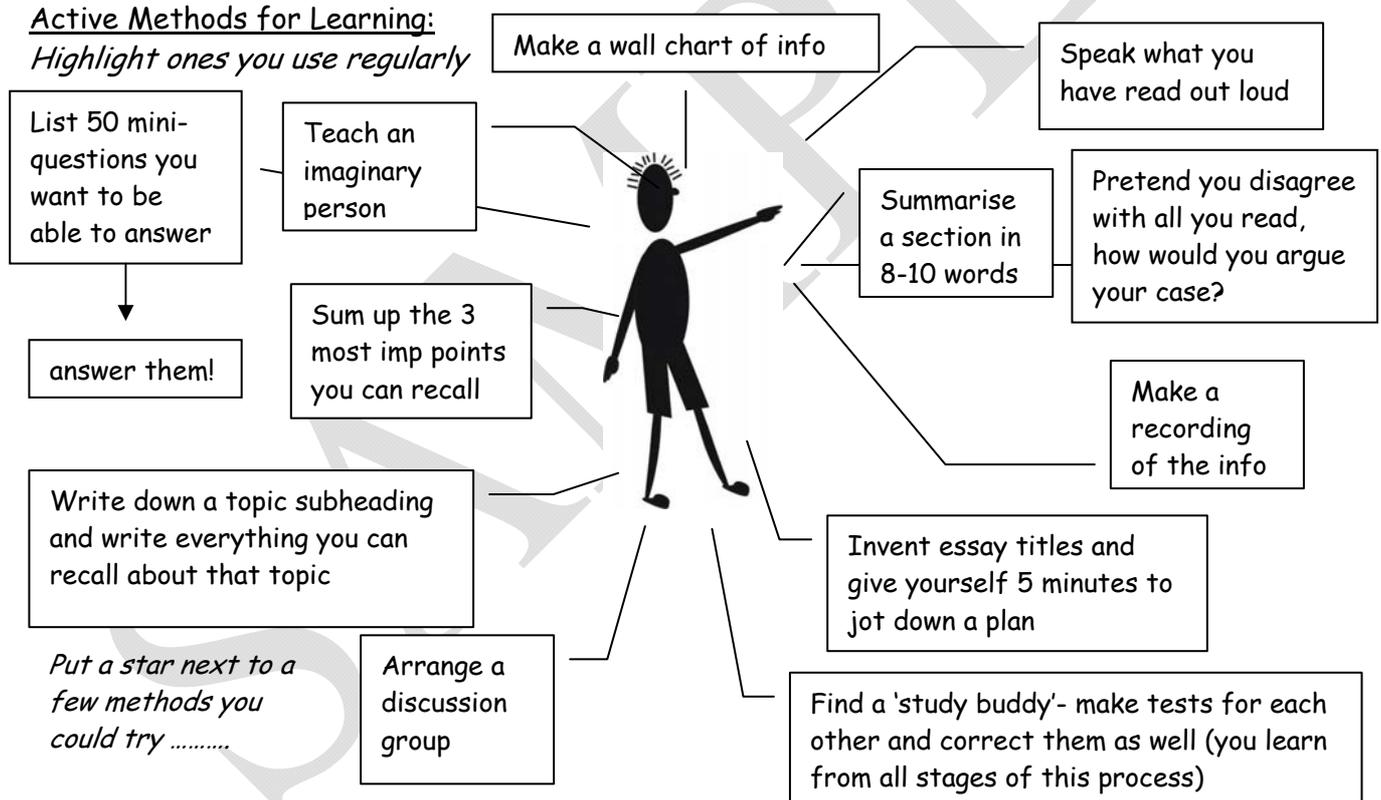
So you've made your study notes and now you are ready to start learning them. Do you just sit down and read through them a few times and hope you'll remember them? A few lucky people are able to do this, but most of us need to make the way we learn very active in order to move the information into our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

A strategy you can follow is:

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

Active Methods for Learning:

Highlight ones you use regularly



Activity 2 - Pairs

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

Good luck!

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

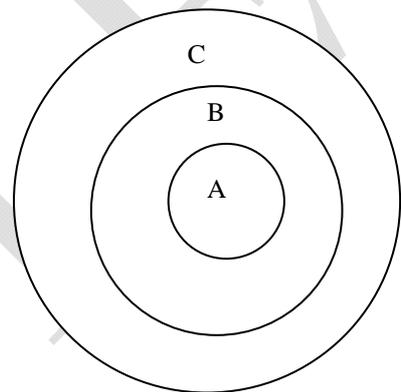
Now discuss your answers on this worksheet with your parents.

8 Practising Subject Skills

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

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

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



Results												
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So, did you improve with practice???

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

Now think about the qualities you are showing when you practise this particular activity. Some qualities are listed below. Circle those that apply to you when you are practising and list 4 other qualities that also apply to you.

- | | | | |
|---------------|-------------|-----------------|------------|
| Dedication | Persistence | Time Management | Enthusiasm |
| Energy | Effort | Hard Work | Creativity |
| Concentration | Focus | Strength | Commitment |
| _____ | _____ | _____ | _____ |

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

For each subject brainstorm ideas about the sorts of things you could do to practise the skills of the subject. A few examples have been included for each to get you started.

ENGLISH

- Ask your parents to give you a creative writing topic and write within a time limit. Or take a sentence of a book or newspaper and write a story.
- Practise comprehension skills by reading an article in the newspaper and condensing it to the three most important points.
- Write character sketches on each major character in your novel or play.
- Practise writing essays about novels or plays and ask your teacher to mark them.

HUMANITIES (History, Geography etc)

- For History draw timelines showing important dates and events.
- Write essays arguing particular viewpoints or stances in History.
- For Geography re-do any skills worksheets you have been given.

CREATIVE (Visual Arts, Design & Tech. etc)

- Practise writing about pieces of art you see in magazines etc and analysing their features.
- Practise writing for reports such as paragraphs on methods used for construction or techniques applied.

SCIENCES (including Mathematics)

- Review all practical work in Science and see if you can explain what has happened in particular pracs.
- Construct concept maps in Science showing how particular concepts are linked.
- Practise mixed question types in Maths so you can identify which method to use when.

Now discuss your answers on this worksheet with your parents.



This resource continues for another 25 pages

SAMPLE