



**Enhanced Learning**  
**Educational Services**  
*"the study skills specialist"*

# Study Skills Worksheets

*Level 4*

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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	Why is this year Important?
	2	Choose Your Target
	3	Setting Up Systems
	4	Habits of Success
	5	Making the Most of Classtime
	6	Handling Workload
	7	Working with Teachers
	8	Managing Parents
	9	Balancing School and Life
	10	Brain Power
	11	Finding Motivation
	12	Getting Yourself Started
	13	Maintaining Momentum
	14	Improving Study Styles
	15	Memorisation Skills
	16	Exam Preparation Stages
	17	Focused Revision
	18	Examination Strategies
	19	Learning from Examinations
	20	Starting Senior High School



# 1

## Why is this year Important?

*Year 10 has the potential to be an incredibly valuable year for you.*

What are your first thoughts as to why Year 10 is an important year? What do you think makes this year special? What things could you learn this year that might help you in later studies?

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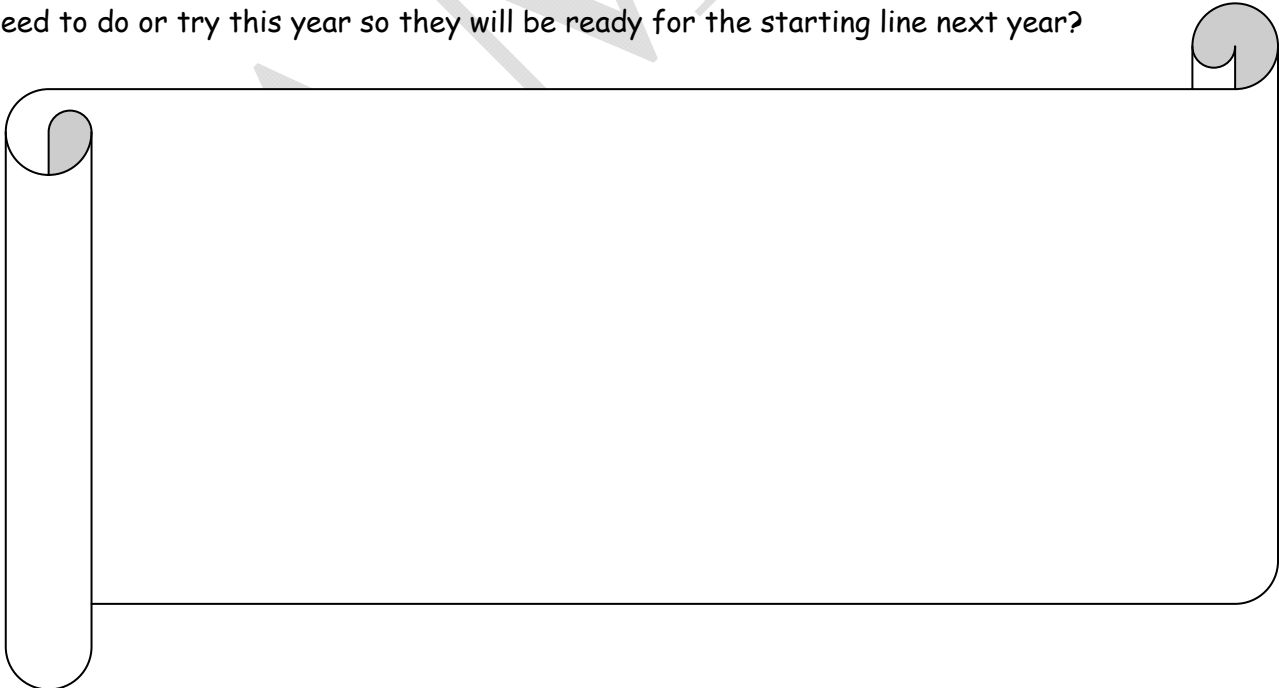
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### **Strategies to make the most of Year 10**

Your task now is to come up with 3 strategies or suggestions that Year 10 students could implement to help them make the most of this year. There will be a huge jump in workload and expectations at the start of Year 11, so focus on ways that students could ensure they develop and hone this year the skills they will need to deal with senior high school. What do students need to do or try this year so they will be ready for the starting line next year?



Note: If you are planning on leaving at the end of Year 10 then don't think you don't need to worry about this. The skills others are putting in place to help them for Year 11 are skills that you will need if you go on to do an apprenticeship or even if you are entering the workforce. Employers need employees who are organised, who can manage their time and are disciplined.

Listed below are some of the reasons why Year 10 is an important year. See if you can fill in the missing word in each sentence from one of the words listed to the right.

<i>You have developed certain study ..... that take time to change so you want to make sure these are effective.</i>	<b>training</b>
<i>You can experiment with different examination ..... while there is not as much pressure.</i>	<b>workload</b>
<i>If you want to run a marathon, you have to train and prepare. Year 10 is the year to do your .....</i>	<b>selection</b>
<i>You can get used to an increased ..... and work out the best way to handle it.</i>	<b>classtime</b>
<i>You can work out what subjects you really are good at and so help you with your subject ..... for next year.</i>	<b>habits</b>
<i>You can work on improving your use of ..... so that the time you spend at school is effective giving you more free time.</i>	<b>self-discipline</b>
<i>You can develop your skills like ..... which are essential in both future study and workplace situations.</i>	<b>techniques</b>

Can you think of one more reason why Year 10 is important?

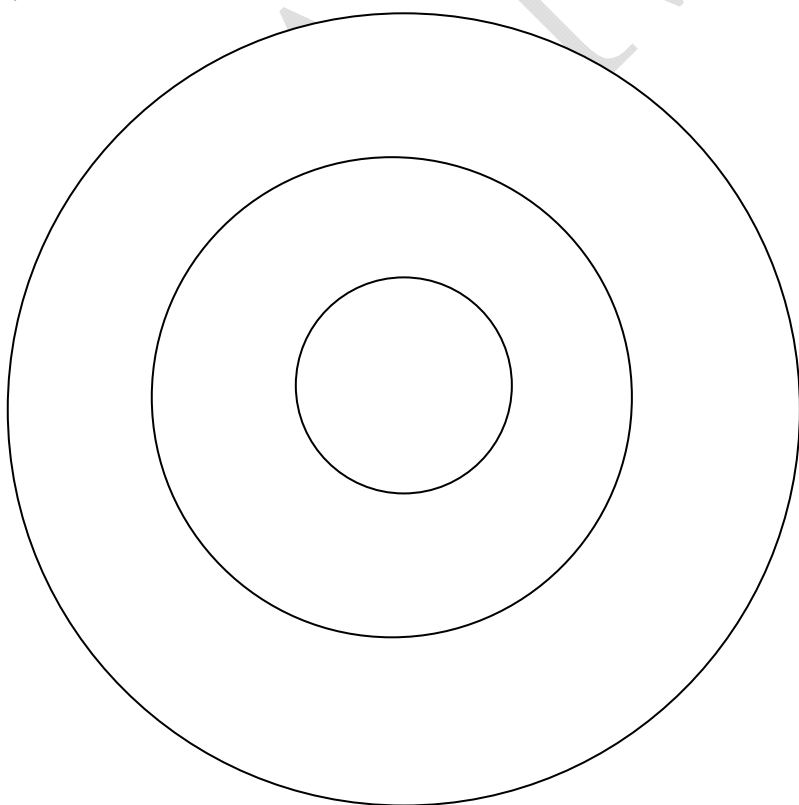


In the space next to each reason in the table above, rank each of the reasons from 1 (the reason you think is most important) to 7 (the reason you think is least important).

## 2 Choose Your Target

Look through the list of effective student behaviours below. Highlight the things you do well and circle the things you need to improve.

1. Being on time for classes.
2. Bringing the correct equipment, textbooks etc.
3. Listening to what is going on in class and what your teacher is saying.
4. Making the most of classtime by working rather than talking or wasting time.
5. Participating in class discussions.
6. Completing homework on a timely and regular basis.
7. Working on assignments over a period of time rather than just at the last minute.
8. Organising your notes and managing all the papers you are given.
9. Studying for examinations effectively.
10. Showing good techniques and strategies in examination situations.



In the space to the left, you need to place the top three things you need to improve in one of the rings in the bullseye.

First think about each of the things you need to improve. Which one, if you did manage to make this change, would really make the most difference to your results at school? Place this one in the centre of the bullseye (write small!). Now write the next most important thing around the next ring and so on until you have a hierarchy of study skills targets.

Write down at least one suggestion for each of the following.

What can you do to make sure you ....

Are on time for classes.	Complete homework on a timely and regular basis.
Bring the correct equipment, textbooks.	Work on assignments over a period of time rather than just at the last minute.
Listen to what is going on in class and what your teacher is saying.	Organise your notes and manage all the papers you are given.
Make the most of classtime by working rather than talking or wasting time.	Study for examinations effectively.
Participate in class discussions.	Show good techniques and strategies in examination situations.

It is now time for you to make some decisions about ways for you to reach your target this year. Remember that the aim is to focus on what will have the greatest effect on your marks and for everyone this will be different. For each of your targets in your bullseye, write down 3 specific actions you could take that would help you come closer to this goal. Use the ideas you wrote down in the table above to help you. For example, if you are wasting classtime one specific action you might make is to change who you are sitting with.

	Target 1	Target 2	Target 3
Action 1			
Action 2			
Action 3			



# 3

## Setting Up Systems

What systems do you use to manage all the paper you are constantly given at school? Do you have a single folder that you use for all subjects? Do you use exercise books instead? Do you have a folder with your current work in it and file the rest at home? How do you manage the electronic and digital resources?

EXPLAIN YOUR SYSTEMS HERE:

Read and highlight the following and write down what you think the most important point is in the space below.

*Finding a system that works well for you is important this year. Next year the amount of paper you have to manage will dramatically increase to the point where you feel like you need a secretary! Your notes and the handouts you are given form the basis of the material you will use to study for examinations. Being able to find everything you need is certainly important. But having everything well organised and easily accessible also gives you a greater advantage around examination time. The process of organising your written material also helps you to get a real feel for the topic. By finding patterns and structure in your notes you help your brain to remember the information more effectively. The more structured and organised your work, the more it mirrors the way your mind works. Set up systems this year while you have time to think about it so that next year it is just an automatic process that makes life easier for you.*

.....

.....

.....

Remember, a system is just a series of steps that becomes so habitual it is second nature to you and you don't need to think about it at all. So far we've focused on organising your papers

but there are a number of systems you should try and put in place this year. You might think, 'I don't need systems, I just do the work when I have to.' That's well and good this year, but students often find that when the workload increases they are forced to be more organised and more systematic and often spend the first few months of senior high school struggling to find ways to manage their work. It makes sense to get your systems in place and working now.

*Read through the list below highlighting the things you do in one colour and the things you need to do in another.*

- **PAPER SYSTEM**

You have folders or exercise books that you use for your subjects. You automatically hole punch or paste in any sheets you are given. Your work is secure in the folder and won't fall out or get lost. Within each topic you label and organise your notes. At the end of a topic, you make sure the notes are all organised and you file that topic away. If you need to find something, it is easy to locate. You also have folders at home to file away more bulky things like tests and assignments.

- **HOMEWORK SYSTEM**

You automatically record your work in your homework diary once it is given to you. When you have completed the work, you cross out or highlight it so it is easy to see what work has not been completed. If you don't finish all the work that day, you cross it out and write it in the next few days. When you come home from school, you check your homework diary before starting work. Your diary is a tool to help you manage your workload, not just somewhere for you and your friends to graffiti. You try and have set times each day that you allocate to schoolwork to make it easier to sit down and do the work. You make time on a regular basis to make study notes and summaries as you go so you do not have to do it all at exam time.

- **ASSIGNMENT SYSTEM**

When you are given an assignment, you take the time to break the task down into more manageable chunks, maybe writing a list of what the different things are you need to do to complete it. You look at your diary and work out when you are going to start the first piece of the assignment rather than leaving it till the last minute. You schedule completion of your assignment over the time available to you.

Rank each of the following from 1 to 4 based on your opinion of which is most important (1) to success at school to least important (4).

- ✓ \_\_\_\_ Managing your homework effectively and completing all work on time.
- ✓ \_\_\_\_ Organising your papers and notes so that your work is well set out and easy to find.
- ✓ \_\_\_\_ Scheduling work for assignments over the available period of time.
- ✓ \_\_\_\_ Finding ways to make your work at school more effective and efficient.

# 4

# Habits of Success

Let's take a little quiz to evaluate your work and study habits. For each of the following, think about what your teachers would say about you:

## 1. IN THE CLASSROOM:

- a) A hard worker who listens and uses their time effectively.
- b) Generally a good student although can be distracted at times.
- c) Finds it difficult to focus and wastes lots of time.

## 2. AT SCHOOL:

- a) Has a positive outlook, tries to enjoy things and do their best.
- b) Fairly positive, can be a bit unenthusiastic at times.
- c) Generally pretty negative and uninvolved.

## 3. HOMEWORK:

- a) Conscientious about completing homework thoroughly and on time.
- b) Pretty good with homework although every now and then it isn't done.
- c) Very slack, doesn't put much effort into completing work at all.

## 4. ASKING FOR HELP:

- a) Always asks questions if unsure or having trouble understanding work.
- b) Mostly asks for help although at times doesn't bother.
- c) Rarely asks for help along the way, just leaves out difficult things.

## 5. WORKING IN A GROUP:

- a) Works well with others, helps lead and always completes their share.
- b) Does what needs to be done but only plays a minor role in the group.
- c) Doesn't pull their weight at all, others in the group have to do extra.

## 6. PREPARING FOR TESTS AND EXAMS:

- a) Prepares well for tests and generally does OK in most.
- b) Does some preparation for tests although sometimes a bit last minute.
- c) Does little preparation and generally does poorly.

## 7. ASSIGNMENTS:

- a) Takes pride in their work and hands up quality work that shows effort.
- b) Does a fairly good job on big pieces of work but can be a little sloppy.
- c) Hands in work late or poorly composed, much more effort is needed.

Number of A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_

- If you had mainly A - Congratulations. You have really good study habits in place. You are doing things efficiently and effectively and are on track for success at school. The habits you have in place show that you have the sorts of qualities that will make you a good student in senior high school and ultimately a valuable employee. Keep up the good work! Write down in the space below 1 thing you could maybe improve.
- If you had mainly B - You are doing OK but you do need to make some improvements to ensure that you don't fall into bad habits that are hard to break later on. It seems that you are about 80% on track. You do things pretty well but every now and then you slip up or don't put in as much effort as you could. You have some good habits in place, but they need to be reinforced to ensure they stay that way. This category is where a large majority of students will find themselves, especially this year. You need to work this year on moving more towards the 'A' category. Look at your responses and in the space below write down the top 2-3 things you could improve.
- If you had mainly C - You are not really putting much effort into school at all. In fact, in some ways you are almost treating it like it is a joke. There is usually a reason for this:
- Maybe your peer group puts pressure on you to act this way, to slack off because it is perceived by them as the cool thing to do. Unfortunately, your friends don't get to determine what ultimately happens in your life and listening to them can limit your choices later on. If this is the case for you, you need to do some serious thinking about what you want out of life and whether the way you are behaving now is going to affect it.
  - Maybe you are just being lazy. Again, think past the immediate present and how this course of behaviour can affect your future. Choose actions based on what will be best for you, not just what is easiest right now.
  - Maybe the reason is that you just find school really difficult and slacking off is your way of dealing with it. If this is the case, you are just making it harder for yourself. A better strategy would be to see your teachers individually and ask for some help. Many students struggle with the academic demands of school but there are things you can do to make it easier for yourself.
- Write down the top 5 things you should improve.

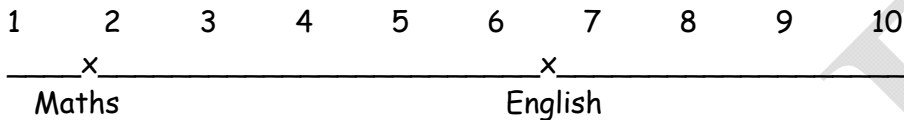
The areas I need to work on are:

# 5

## Making the Most of Classtime

For each of the following, put crosses on the scale from 1 (excellent) to 10 (poor) for each of your subjects. If you have too many subjects, you may want to choose just five to focus on.

*For example: How well do you work in class?*



a) Rate how well you LISTEN to your teacher in each subject.



b) Rate how effectively you USE your classtime in each subject.



c) Rate how HARD you work in class in each subject.



d) Rate how well you PARTICIPATE in each subject.



e) Rate how well (overall) you make the most of your classtime for each subject.



Is there one subject in particular that you work really well in? \_\_\_\_\_

In the table below, see if you can come up with another 5 ways you can make the most of your classtime. Think about the behaviours you exhibit in the subject you work well in to give yourself some ideas.

### MAKING THE MOST OF CLASSTIME

Bringing everything you need to class every time.

Getting your books open and ready without being told to do it.

Sitting next to people who are going to help you work rather than hinder you.

Listening for the instructions and asking if you aren't sure what to do.

Getting as much work as possible completed in class so you have less to do at home.

Treating your teacher as a valuable resource who is there to help you.

Really thinking about what you are doing rather than working on auto-pilot.

- 1.
- 2.
- 3.
- 4.
- 5.

Is there a subject that you really need to improve in? One where you are definitely not making the most of your classtime? Choose a subject and in the space below, write down three changes you will make in the next two weeks that will affect the way you use your time in that subject. For example, you might sit next to someone else for two weeks. Or you might put that you will not talk while the teacher is talking, or will ensure you have your homework completed or will concentrate on what you are copying down from the board. Write the three changes you are going to make in the space below.

Subject:

Change 1	Change 2	Change 3

# 6 Handling Workload

You've done a number of years of high school so far. Everyone copes with the workload in different ways. Some people seem to find it really easy and don't do all that much work. Or at least, they say they don't. Others do a bit of work and some people work really hard. In the space below, write down how you have found the workload so far this year. Has it changed much from last year? Do you have to do more work than you expected?

There are a number of basic time management techniques that are worth implementing. Developing these skills will not only help you manage the workload this year but will also help you prepare for future study or for future employment. Every job requires you to be effective in the way you manage the workload your boss gives you. You can use this year to develop skills that will help to make you a more effective person in everything you do. Match the two sides of the sentences together by drawing a line to join them.

Make a 'to do' list in order and work
Study the most difficult and
Always write your homework in your
Have regular times set aside to
Be aware what time of day
Break large pieces of work into
Do the most urgent tasks first and
Plan what you are going to do
Use a calendar so you can clearly see
Be aware of your distractions like

you are most productive.
more manageable chunks to do.
tv or phones and minimise them.
leave the ones that can wait.
boring subjects first.
when all your work is due.
diary so you are clear on what to do.
do your homework and schoolwork.
through it one by one.
before you start working.

Highlight the techniques that you currently use.

Put a star next to one or two that you don't use now but will try.

*You can improve the way you manage your workload by making a series of small changes. The first step is to keep track of your work. Make sure you know exactly what needs to be done. Just use your homework diary properly. Easy. The second step is to use your time at home effectively. The easiest way to do this is to have set times each day to do your work. They might vary from day to day due to sporting or other commitments, but having specific periods set aside means you are more likely to use the time effectively. Before you start work, make sure you have a list of what you need to do, prioritise it in order of importance (not in order of what you'd rather do first) and then start at number one and systematically work through the list crossing off each as you complete it.*

**Homework Diaries.**

How well do you use your homework diary? Do you record all your homework clearly? Do you cross off completed work? Do you check each day when at home what work needs to be done?

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.....

**Use of Home Time.**

How well do you use your time at home? Do you have time set aside for your work? Do you get all of your homework done each day? How could you use your home time more effectively?

.....  
.....

**Scheduling Work**

Do you have a calendar so you can see when the periods are when lots of work is due? Do you break large pieces of work into smaller tasks? How can you better manage your workload?

.....  
.....

**5 Step Plan**

Your task now is to come up with a '5 STEP PLAN' to managing your workload. What are the top 5 things you need to make sure you do? How will you approach your work each afternoon? Look back over some of the ideas discussed in this worksheet.

1.	2.	3.	4.	5.
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# 7 Working with Teachers

Over the course of your time at school, you are sure to end up at some stage with a teacher you don't like very much. Have you ever thought any of the following about a teacher before?

- *X really doesn't like me and is totally against me.*
- *X is unfair and really picks on me, most of time for nothing at all.*
- *X doesn't want to help me at all.*
- *X wants me to fail.*
- *No matter what I do, I can't do anything right for X.*

Everyone has these thoughts at some stage even though they are not always based in reality. Learning to work with people, regardless of differences in personality, is a fantastic skill to develop. You may have already found in part-time employment that it requires effort at times to get along with colleagues. Once you start working full-time you will find yourself under a variety of bosses. And they won't always be easy to get along with. Sometimes you won't like them. This year it is a good idea to try and improve the way in which you work with your teachers by developing some of your interpersonal skills. The added benefit of doing this is that it can make school more enjoyable for you and even end up helping you improve your marks.

In the space below write down how you would describe your ability to work with your teachers.

.....

.....

.....

Think about the way you interact with your teachers. Think about what you currently do and circle the category that best describes you.

<p><b>EXTROVERT LEVEL 1</b></p> <p>You are confident and stand up for yourself. If you think something isn't fair then you say so. You tend to take conflict head on and sometimes can get into trouble because you are too direct and can put people offside.</p>	<p><b>EXTROVERT LEVEL 2</b></p> <p>You are confident but you don't go looking for conflict. You will stand up for yourself and express what you are thinking if it is important enough to you. But you tend to only do it if it is really really important to you.</p>
<p><b>INTROVERT LEVEL 1</b></p> <p>You are fairly quiet and tend to just take things as they come. You don't complain if you think something is unfair. You tend to keep to yourself and not express your feelings as much as others do.</p>	<p><b>INTROVERT 2</b></p> <p>You are fairly quiet and tend to just take things as they come. But if it really bothers you then you will say something. But you are not at all keen on confrontation. It doesn't come naturally to you.</p>

Part of developing your interpersonal skills is working out the most effective way to approach difficult situations. You may have heard the saying 'don't cut off your nose to spite your face'. This is exactly what many students do. They blow up or react angrily to situations only making things worse for themselves. It is more important to think about reacting in a way that will help you achieve the outcome you want rather than just venting and letting off steam.

Read the examples in the table below of positive versus negative actions. Then fill in the blanks.

<i>ISSUE</i>	<i>NEGATIVE ACTION</i>	<i>POSITIVE ACTION</i>
You haven't done your homework.	Being defensive and whinging when you are confronted about not doing the work.	Seeing your teacher BEFORE the lesson starts to explain and apologise.
You don't understand part of the work and need help.	Saying things like 'I don't get any of this', or making negative comments about the subject or teacher. Or just doing nothing about it.	Doing some work at home to work out exactly what you are having trouble with then asking your teacher for some help.
You feel the teacher picks on you.	Complaining to your friends about how you hate that teacher or making things worse by reacting badly.	Ensuring you always do the right thing and perhaps even talking to the teacher outside of class - maybe ask what you need to do to improve in this subject.
You don't agree with the mark your teacher gave you.	Angrily saying to your teacher 'this mark isn't fair. You've given me a worse mark than everyone else and it isn't fair.'	Seeing your teacher outside of class and saying 'I'm not sure what I did wrong, can we look through my mark so I can work out how to improve?'
You are not happy with the group you have been put in for group work.		
You find the lessons or the teacher really boring.		

*You may find it hard to believe, but teachers mostly do want to help you achieve your best! They became teachers because they were passionate about their subject matter and wanted to help students learn to love it too. But they are human and they do have bad days. Just accept that they are not perfect and you will find it much easier to work with them. Remember that it is the way you approach the situation that will determine the outcome: keep your tone of voice calm and respectful and be aware of your body language. Sensible and rational requests are usually no problem. In the end, your teachers really are looking for an opportunity to help you.*

# 8 Managing Parents

Look at these difficulties that some students have with their parents:

1. Your parents have really high, and unrealistic, expectations.
2. Your parents nag you all the time about doing your schoolwork.
3. You get in trouble for being on the phone or using the Internet too much.
4. Your parents won't let you go out with your friends very often.
5. Your parents freak out if you get a bad mark at school.

You don't need to circle the ones that apply to you, but think about which, if any, you have experienced.

For each of the issues listed above there are a number of suggestions below as to how to deal with these. You need to come up with one more suggestion for each and write it in the space provided.

## 1. Too High Expectations

It can be difficult when your parents have high expectations of you that you just find almost impossible to meet. To help alleviate the pressure you could:

- try talking to your parents about how the pressure makes you feel and its effect on you.
- ask your teacher to stress at parent teacher night that you are actually doing your best.
- talk to your parents about what you would like to do after you leave school.
- keep your parents informed about the work you are doing at school and your progress.
- do your best at all times!
- 

## 2. Nagging About Schoolwork

The best thing you can do is to actually do the work and demonstrate to your parents that it is done. Keep them informed about what you have to do and when you are doing it. Of course, if you are actually not doing the work then you don't have a leg to stand on! But most of the time your parents are just concerned because they don't know what is going on. Communicating can make it much better.

## 3. Internet / Phone / Facebook

- Have set times that you do work each day and make sure your parents know when they are.
- Negotiate a certain amount of time for yourself to use the phone/Internet guilt free.
-

#### 4. Restricted Going-Out Time

- Again your best bet is communication and demonstrating to your parents that you are doing your work at the appropriate times.
- Negotiate a deal with your parents where if you do a certain amount of schoolwork during the week you can go out on the weekend. If you use your time efficiently, your parents may be more willing to allow you to see your friends regularly.
- 

#### 5. Bad Marks not Dealt with Well

- The most obvious thing to do is not get bad marks! But that isn't always possible.
- Discuss your marks on a regular basis with your parents and tell them how you are going in your subjects so your marks are not a surprise to them.
- Ask them for some help after you get a bad mark, it will divert them from getting angry at you and allow them to realise you want to improve.
- 

*Now it is time to see if you can apply your skills. Choose one of the topics below, and write a paragraph outlining what you would say in this situation.*

1. You want to tell your parents that they are expecting too much from you in Mathematics. You are doing your best but you are really struggling with the level and you want to change to a lower level of Mathematics.
2. You want to ask your parents to back off a bit instead of nagging all the time about doing homework. You want them to understand that it is ok, you are under control.
3. You want to explain to your parents about the work you are doing and negotiate more time on the phone or Internet.
4. You want to negotiate with your parents to let you go out every Saturday night without being hassled.
5. You need to tell your parents about a bad mark and you know they aren't going to be happy.

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**This resource continues for another 25 pages**

SAMPLE