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1 Study Habits Review

Name:

Class:

Materials needed: nil

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

Activity 1 - Individual

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

Activity 2 - Pairs

Share your score with the person next to you. 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. Ask your partner to look down your list and note where you ticked NO. Your partner is to choose the top three things that you could change which could make a big difference to your results at school. Once they have done this for you, write down your three NEW SCHOOL YEAR RESOLUTIONS. For example, if your partner selects "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.

4 Organising Your Papers

Name:

Class:

Materials needed: nil

Activity 1 - Individual

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 crunched 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!

Activity 2 - Pairs

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 does your partner do?

What changes do you need to make to ensure all your papers are filed away as you receive them?

Activity 3 - Class

Can your class 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
-
-
-

5 Summarising As You Go

Name:

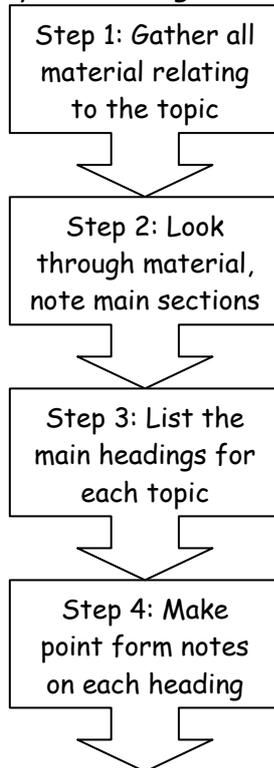
Class:

Materials needed: students each need a textbook, blank paper for all students

Activity 1 - Individual

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
-
-
-
-
-
-
-
-
-

Activity 2 - Class

Your teacher will ask the class to share their ideas on features of a good summary. When someone in your class shares an idea that you hadn't thought of, add it to your list above until your list is complete. Can your class come up with enough features to fill the whole list?

HOT TIP!!!

One of the best habits you can develop is:

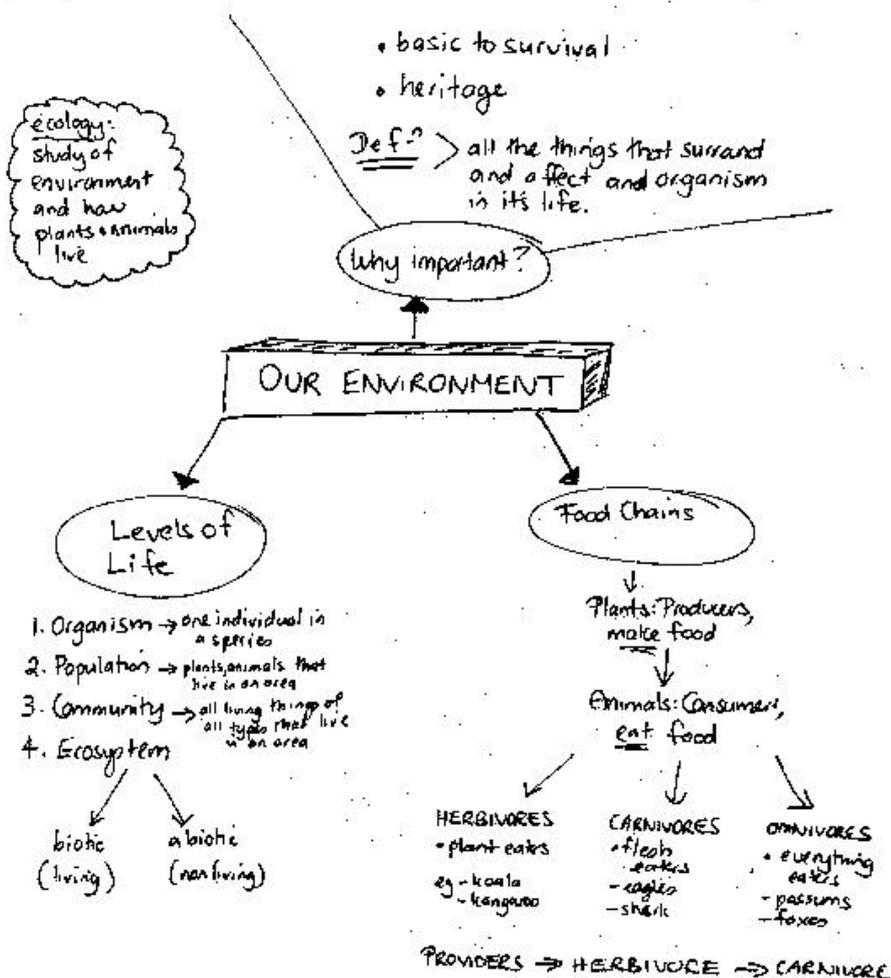
EVERY time you FINISH a TOPIC at school, make some STUDY NOTES right away.

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

Activity 3 - Pairs

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:

With your partner, choose a topic in one of your textbooks or a section of a topic. Your teacher will give you a blank piece of paper. Make a mind map of the topic making it as visual as possible. Use colour if you can. At the end of the time, your teacher will ask you to pass your mind map around the classroom so everyone can have a look at the different styles people use.

12 Managing Study Time

Name:

Class:

Materials needed: nil

Activity 1 - Individual

Answer the following TRUE/FALSE questions by circling your response.

- | | |
|---|--------------|
| 1. You play sport that requires after school or weekend training. | TRUE / FALSE |
| 2. You play a musical instrument that needs lessons or practise. | TRUE / FALSE |
| 3. You have other extracurricular activities like Drama or tutoring. | TRUE / FALSE |
| 4. You like watching TV when you come home from school or at night. | TRUE / FALSE |
| 5. You have to travel a fair bit to get home from school each day. | TRUE / FALSE |
| 6. You have friends who live nearby that you like to meet after school. | TRUE / FALSE |
| 7. You sometimes go to a friend's house after school. | TRUE / FALSE |
| 8. Sometimes your friends come to your house after school. | TRUE / FALSE |
| 9. You like to shop, eat McDonalds or skateboard etc. after school. | TRUE / FALSE |
| 10. You have to help around the house and do a share of home duties. | TRUE / FALSE |
| 11. You sometimes have to look after younger brother or sisters. | TRUE / FALSE |
| 12. You get lots of homework to do most days. | TRUE / FALSE |
| 13. You have a part-time job or help out in a business after school. | TRUE / FALSE |
| 14. You have to walk your dog some afternoons. | TRUE / FALSE |
| 15. You get lots of assignments and tests to prepare for. | TRUE / FALSE |
| 16. You like to spend time with your family (sometimes!). | TRUE / FALSE |
| 17. You have a boyfriend/girlfriend you like to spend time with. | TRUE / FALSE |

If you circled YES to 5 or more questions, welcome to the vast majority of students who find it really hard to find time to study for their examinations. There is so much going on in their lives that it is challenging to actually discover the time to prepare for examinations.

Activity 2 - Pairs

So let's try and find some time for you. The important thing to do is to actually allocate some time that you will set aside for preparing for examinations apart from just trying to get homework complete.

Most schools expect students at your level to be doing about 1.5 hours of schoolwork per day. Roughly half an hour for homework, half an hour for assignments and tests, and half an hour for working on study notes and summaries. Sometimes a bit less, sometimes a bit more.

With your partner, discuss what time you have available to you and decide what specific times you can set aside each day for study. Write it in the space below on the next page.

| | Time set aside for study (eg 5-5.30pm and 7-8pm) |
|-----------|--|
| MONDAY | |
| TUESDAY | |
| WEDNESDAY | |
| THURSDAY | |
| FRIDAY | |
| WEEKEND | |

Once you have found and allocated the time, the hard part is then making yourself use it!

Activity 3 - Individual

The best way to make yourself use the study time is to have a plan before you start of what you will do in this time. This means you don't waste time pushing papers about! Have a clear picture of what you want to get done in the time. Work in half-hour blocks and give yourself a reward at the end of the half-hour. You might say to yourself, right, as much as I don't want to do it, I am going to sit down and make study notes for Science for half an hour without getting up and getting distracted, and then I'll watch TV for half an hour. If you give yourself a reward to look forward to and have the reward as a condition of you doing the work, it can sometimes be easier to force yourself to sit down and do the work.

What are some rewards you could use to motivate yourself to do study?

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

Activity 4 - Individual

Try doing a plan for the current week. Plan time for any assignments or tests you need to work on, leave time for homework, and allocate time for study whether it be making study notes or starting to learn and practise the content. Having a plan means you are more likely to do the work.

Eg. Monday: 5-5.30 homework 6.30-7 do section 1 of History assignment 8-8.30 make vocab flashcards for French

| | |
|-----------|--|
| Monday | |
| Tuesday | |
| Wednesday | |
| Thursday | |
| Friday | |
| Weekend | |