



Enhanced Learning
Educational Services
"the study skills specialist"

GRADE 6

STUDY SKILLS

FOR SUCCESS!

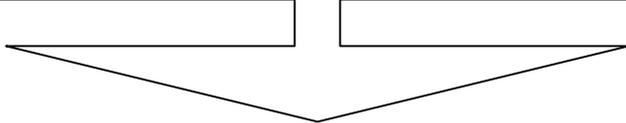


Your Name:.....

(You will need a PEN!)

Note: We will not complete this entire booklet during the session. Some of it is set up for you to work through at home or your teacher may ask you to bring the booklet back to school to complete the remainder at another time.

Aim: The aim of this session is to help you think about the things you are currently doing at school in order to determine what changes you need to make so you can learn and study better and make your time at school easier, less stressful and more fun.



SUCCESS CHECKLIST

Read later:
 If you can do something every day for 30 days it will become a habit and you won't have to think about it anymore. It will happen automatically.
 Keep your list of the areas you need to work on where you can see it every day to remind yourself of what you need to do.
 Don't try and fix everything at once. Choose a few things to target, and once you are doing them automatically choose new areas to focus on.

	YES	Sometimes	NO
<i>Example:</i>	x		
1. I am on time for classes			
2. I bring textbooks & equipment to classes			
3. I start work at the beginning of the lesson			
4. I listen to the instructions in class			
5. I ask for help if I don't understand			
6. I use class time effectively			
7. I find out what I missed when I am absent			
8. I record homework in a diary/online planner			
9. I complete my daily homework			
10. I don't leave test preparation and assignments until the last minute			

What is the main thing you could do to be a more efficient and effective student and work towards achieving your personal best at school?

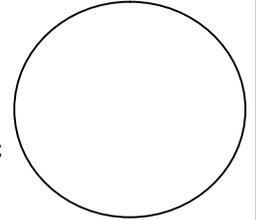
CLASSROOM SKILLS

Two essential skills in the classroom are:



l _ _ _ e _ _ _ g and p _ _ t _ _ i _ _ t _ _ n

A good listener doesn't just use their _____ they also use their:



	My Guess	Answer
In a normal conversation, I would say about _ words per minute.		Try this later, have someone count for you for a minute!
The average person would say about _ words per minute.		
The brain thinks about _ times faster than we can speak.		

Because our brains are so speedy, we need ACTIVE LISTENING

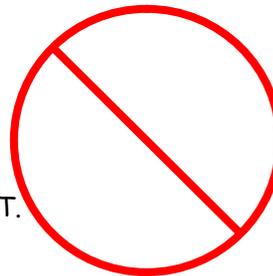
ACTIVE LISTENING

THINK ABOUT WHAT IS BEING SAID AND ASK YOURSELF....	
<i>What are the main ideas?</i>	<i>What will come next?</i>
<i>What questions do I need to ask?</i>	<i>How does this relate to earlier work?</i>

Read later:
Active listening does not always come naturally. It is something we have to think about, be conscious of and make an effort to achieve. It is so easy to 'tune out' and start daydreaming in a lesson. Start to become more aware of how often you do this in lessons. Maybe keep a little tally and see if you can reduce the length and frequency of the times when you are not paying attention.

Other techniques to improve listening skills:

- SIT UP STRAIGHT.
- LOOK AT THE SPEAKER.
- TAKE NOTES, UNDERLINE OR HIGHLIGHT.



Good listeners:

PARTICIPATION

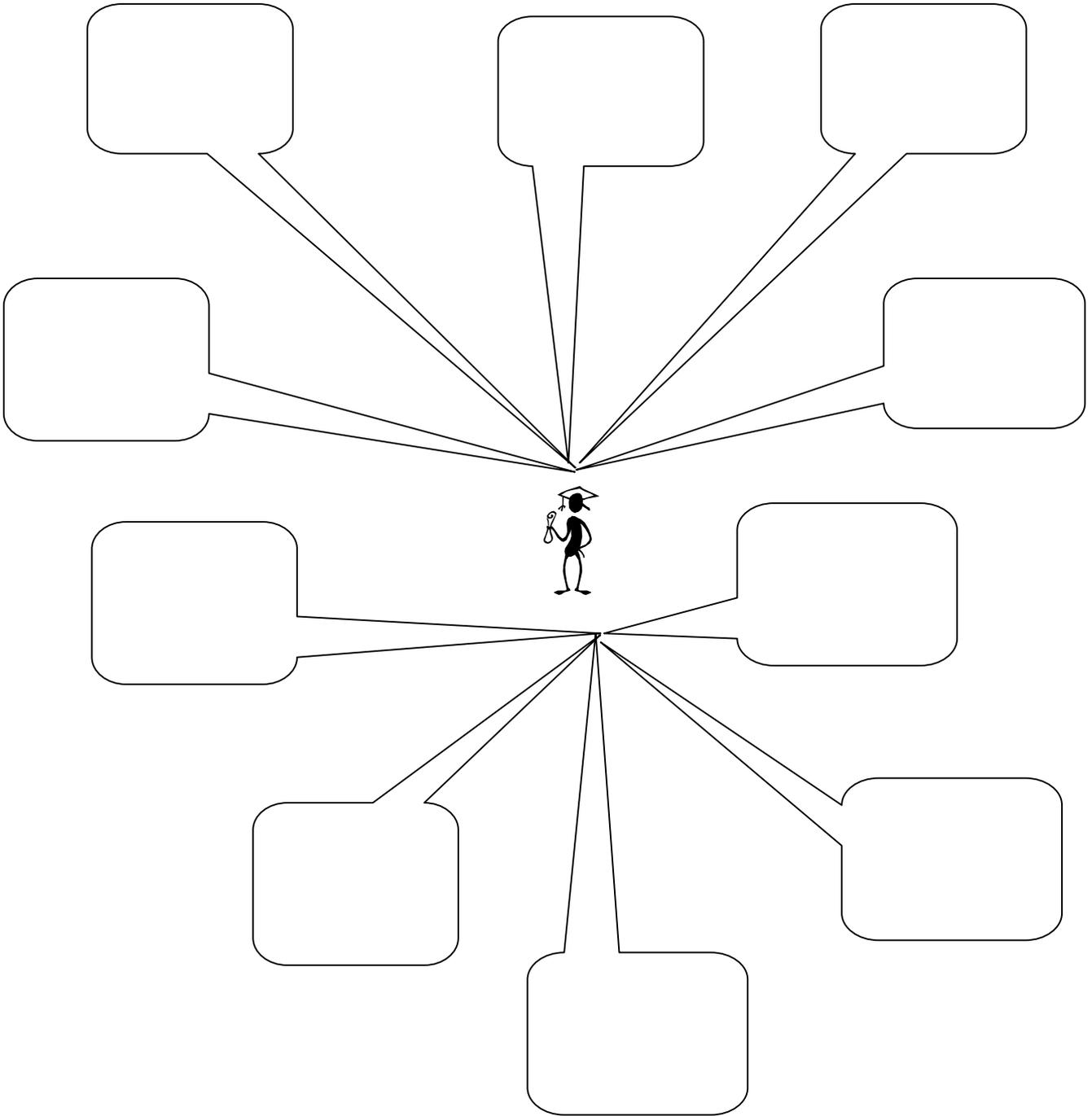
- 1. Be on time and bring all equipment. 5.....
- 2. Complete all homework. 6.....
- 3. Be positive and enthusiastic. 7.....
- 4. Ask lots of questions. 8.....

<i>What do you need to do to improve your use of classtime or your listening or participation skills?</i>



REMEMBER TO ALWAYS BE A GOOD LISTENER IN CLASS!

GETTING ORGANISED FOR SCHOOL



SETTING UP YOUR OWN ORGANISATION AND FILING SYSTEM



MANAGING PAPERS & DIGITAL RESOURCES

Tick or cross which of these you do, or don't do.

- 1. Paste in loose sheets as soon as you can.
- 2. Have a folder or file to put the sheets that can't be pasted in.
- 3. At home, have a folder or file etc to file away work you are finished with and to keep past assignments and tests.

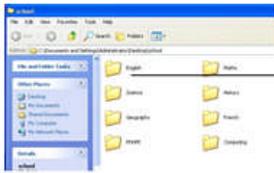
What could you do to improve the way you manage your loose sheets of paper for school?

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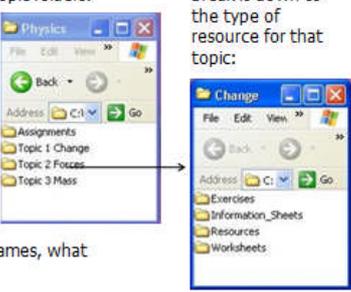
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Folder for each subject:



Within each subject, topic folders:



Within each topic, break it down to the type of resource for that topic:

Then think carefully about file names, what do you think of these?

- maths.doc
- worksheet.doc
- calculus stuff.doc
- calculus homework.doc
- calculus_area_curves.doc
- calculus_area_curves_010610.doc

What could you do to improve the way you manage your electronic resources?

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WORKING WELL & KEEPING ORGANISED AT HOME

Do you use exercise books or folders at school?

Where do you keep at home the work you have finished with, for example past tests, assignments, finished books or topics?

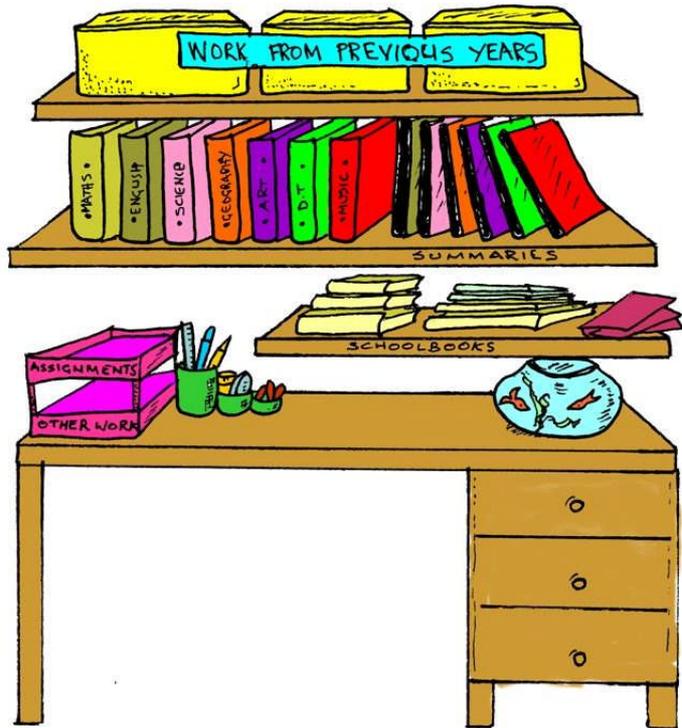
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Where do you keep things like assignments that you are working on or projects that take longer than a day or so?

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Tick or cross which of these you do, or don't do.

- 1. Have a space at home where you can keep your work for school together.
- 2. Spend 10 minutes each afternoon when you get home unpacking your bag, organising your papers and computer files. File away things like returned tests.
- 3. Before you start your work for the evening, make a plan of what you need to do and in what order you will do it.
- 4. Before you start a piece of homework, take out everything you will need to do that piece of work.
- 5. Work in 20-30 minute blocks with no distractions during that time!
- 6. At the end of the night, work out what you need to take to school tomorrow and pack everything you'll need into your bag. Place the books you don't need to take into the space you have designated for this at home.



What could you do to improve the way you work at home and manage your materials for school at home?

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HOW DO YOU STUDY IN SECONDARY SCHOOL?

A.

B.

C.

The '3 MUSKETEERS' Technique

Tick which of the things below you do to prepare for tests or exams:

MUSKETEER 1 – Organising the information

- make summaries and study notes
- make recordings of the information you need to remember
- write out lists of formulas or rules
- make signs to put up around the house of info you have to learn

MUSKETEER 2 - Moving the information into long term memory

- regularly read through and review the study notes or textbook and test yourself
- listen to the recordings of information you have made and try to recite the info
- read the info then write out what you remember without looking (do this over & over)
- read the info then speak out loud what you remember without looking over & over
- test yourself or have someone test you on what you remember
- teach or explain the information to someone else

MUSKETEER 3 – Practising the skills of the subject

- do as many different question types or examples as possible and check answers
- do lots of questions under examination conditions (no looking!)
- re-do past topic tests or do practise exams
- re-do hard questions in the textbook and from past worksheets

Remember: When studying, keep a list of questions or things you need to ask your teacher about.

FLASHCARDS

Buy or make some index or palm cards. Write questions on the front and answers on the back then use them to test yourself! Keep reviewing until you can answer each question perfectly – make sure you shuffle up the cards.

MNEMONICS

When you are trying to remember a list of things, take the first letter of each and make a 'nonsense' word to jog your memory of each of the items during the test. You can also make up a rhyme or story instead of a 'nonsense' word.

MAKING YOUR OWN NOTES

Summarising is where you identify the key points or main ideas and then condense these into point form or notes. The organisation, neatness and legibility of these notes are very important. Your brain likes patterns and structure so make sure your study notes are well organised in order to help your brain remember the content.

To make a summary, you should first look through your class notes, textbook and any handouts to work out what the main headings or topics are. Then for each heading, re-read the material on this topic and write down the most important points you will need to remember.

Everyone's summaries are different. Some people like lots of detail, some people like examples, some people like just the main points. Making summaries is also a good way to see if you really understand the work. It means you are actually revising as you go!

Highlight the key points in the paragraphs on the left.

Write down the main ideas in brief point form (in your own words if you can):

*

*

Steps

1.

2.

3.

4.

*

Circle your answers:

Have you ever made study notes before? Y / N **If yes:**

- Do you try and make the notes early so you have time to learn them before the test? Y / N
- Are your notes brain-friendly, clear headings and structured and highlighting etc.? Y / N
- Can you think of some ways you can improve your notes? Y / N

MAXIMISE GROUPWORK ACTIVITIES

There are many different ways to classify the roles in a group. Something that works well for school groups is:

Leader

This does not have to be a formal role, but it helps if there is someone in the group who can sort of be in charge and drive the project. This doesn't mean that they take over and everyone has to do what they say though! It just means they keep the group focused on the end goal.



Facilitator

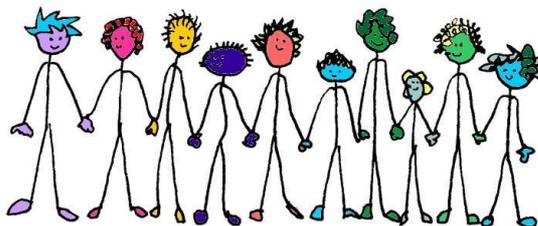
The facilitator is sort of like the leader but a bit more concerned with the people side of things. The facilitator is a role that is often neglected but it is really important in groupwork.

The facilitator keeps the group on task, tries to ensure that everyone is involved and everyone has a chance to contribute.

While the leader is really focused on ensuring decisions are made, goals met and the task completed, the facilitator is more focused on the social elements of the group - keeping everyone involved and not letting discussions get heated or off track or taken over by someone. You can probably get away with a combined Leader/Facilitator role.

Scribe: There needs to be someone in the group to take notes and record ideas.

Team Members: All members of the team need to encourage or support the other members in the group and ensure they all get a chance to contribute.



Working Together As A Group - Process to follow:

- Clarify the task. Discuss definitions and what the outcome is supposed to be.
- Allow time for brainstorming, discussion and the generation of new ideas. By allowing ideas to flow freely and people in the group to bounce ideas off each other this generates lots of additional ideas. Decide in advance how long you will brainstorm for (so you don't spend the whole time allocated for the groupwork just on the brainstorming). During this time no ideas are to be dismissed or judgments made as to whether the idea is good or bad, just let the ideas flow. Every idea is written down.
- When the brainstorming is completed, it is then time to discuss and evaluate the ideas. Don't make the judgments personal in any way, just select the ideas that are most useful. If decisions need to be made there are a number of ways you can approach the decision making process.
- Decide on an approach or strategy to tackle the problem. How are the ideas from the group going to be organized? What steps need to be taken?
- Create an action plan for either what needs to be done before the next meeting or for the whole project if possible. Does work need to be apportioned to members in the group? If so, who is going to do what and by when.
- Decide when the next meeting will be.

Possible Problems:	Possible Solutions:
No-one keeps the group on task and nothing gets done.	
There is someone who tries to take over, or doesn't respect the opinions of others in the group or is consistently negative or interrupts other people.	
There are people in the group doing nothing because they are a bit shy.	
There are people in the group choosing to do nothing and not contribute at all.	
The group is not really sure what they are supposed to be doing.	