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JOHN XXIII
COLLEGE
SEEK JUSTICE

7 Steps to Better Study

An **interactive workbook** and **planner** for students to **lift performance** through the **development of better study habits** and **learning behaviours**

Full of interactive helpful exercises, tools and checklists
for students ranging from 12 years of age and older

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We recommend for **Secondary Students**
3 important resources:

1. 7 Steps to Better Study
2. 7 More Steps to Independent Learning
3. Digital Study Blueprint



For more details or visit our web site:

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In preparing this publication, two reference resources were used to guide grammatical style and spelling. They were:

- ❖ *Style Manual for authors, editors and printers*, 6th edition (2002) reprinted 2010, John Wiley & Sons Australia Ltd
- ❖ *Macquarie School Dictionary*, 3rd edition 2010, John Wiley & Sons Australia Ltd

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FOREWORD

To the Student,

We are going to assume that you or your parent or your school have purchased this book and are interested in improving your study performance and therefore your results at school.

Consider these simple questions and answer YES or NO for each:

- | | | |
|--|-----|----|
| • Is there room for you to improve your results at school? | YES | NO |
| • Are there some habits or behaviours that you can change to improve your results? | YES | NO |
| • Could you manage your study time at home better than you do now? | YES | NO |
| • Are there things you can do at school to improve your results? | YES | NO |
| • Are you interested in learning more about what you can do to improve? | YES | NO |

If you answered YES to most of the above, then this workbook will be very helpful for you.

Study is something that needs to be constantly refined and adjusted.

This book and the activities in it will provide you with many ideas and tools that will be helpful as you make an effort to improve your study routines and learning behaviours.

Director
Red Tick Education

Introduction – Understand your problem ...

The first step to take in fixing your problem is to thoroughly understand it.

If you think that you have problems with study, then you need to pinpoint what your problems are in more detail.

Just thinking “I am not good at my study” will not be enough to work out how the problem can be fixed. You need to be able to answer the questions “What is it about my study effort that is not working?” and “What do I need to do to improve?”

To begin understanding your problems in more detail, work through the following exercises as a way to stimulate your thinking about the way you study now.

Exercise 1 - What do you think study is?

For each of the following activities, click on one of the columns next to each activity, indicating if you think the activity IS STUDY or IS NOT STUDY or you are NOT SURE. **You can check your responses with the author’s answers and explanations at the back.** Be honest if you want the best results.

ACTIVITY	IS STUDY	IS <u>NOT</u> STUDY	NOT SURE
Reading			
Meeting in a group with friends to go over school work			
Doing assignments set by the teacher			
Revising work just before the test			
Writing a list of priorities			
Drawing diagrams to organise new information			
Writing out notes in a different format			
Doing homework set by the teacher			
Writing summaries			
Drawing mind maps			
Making flash cards			
Colouring in a picture			
Making a model			
Highlighting key words in a text			
Drawing up a plan for the weeks ahead			
Working for a whole hour before taking a short break			

Consider how you currently organise yourself for study and answer either YES or NO for each of the following:

Do you have a:

- | | | |
|--|-----|----|
| • clear set of goals? | YES | NO |
| • list of behaviours you are going to change? | YES | NO |
| • study timetable? | YES | NO |
| • term planner? | YES | NO |
| • good place to study? | YES | NO |
| • method of measuring the time you spent on study? | YES | NO |

Study, homework and assignments – are all NOT the same thing

Study, homework and assignments are three (3) **very different** things. Consider these definitions.

Homework	Homework are tasks set by your teacher to be done outside of class time.
-----------------	--

Assignments	Assignments are specific projects that your teacher gives you to complete in a certain way by a certain time.
--------------------	---

Study	Study is the act of making an effort to learn information, processes or skills. It is an active process where you learn about something or work to understand it so that you can recall and apply it rapidly whenever you need it. Study is a process where you move the things that you learn from your short term memory to your long term memory.
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Why Study?

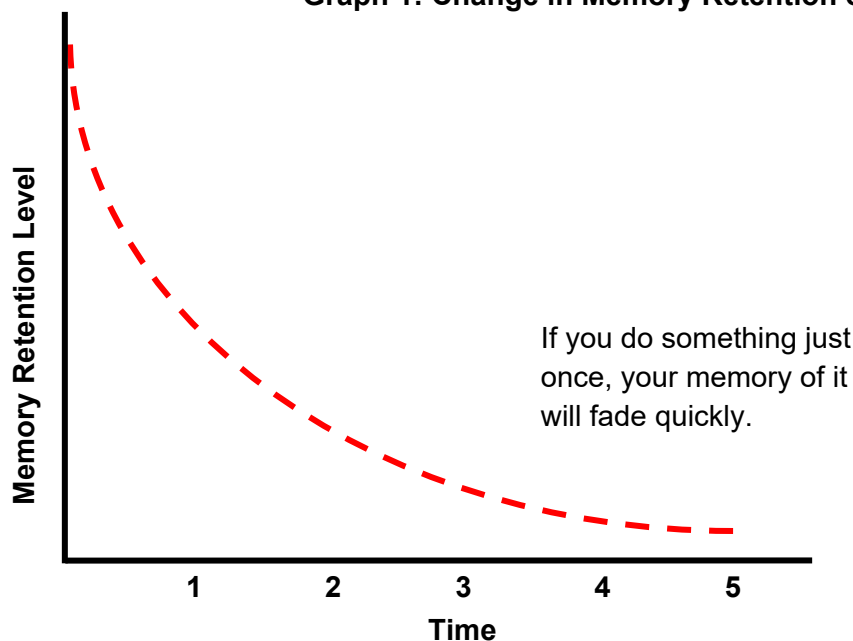
There is a very simple reason we need to study – **because we forget things.**

After seeing, doing or hearing something in class for the first time, it will quickly be forgotten unless we do something to move it from our short term memory to our long term memory. This is why during study we often spend time repeating things, over and over again. Unless you repeat something, your memory of it will quickly fade. Your memory of anything only improves when you are repeating it over time.

What do you do when you have to remember a phone number? Repeat it. Why is it that you cannot remember a phone number somebody told you last month but you can remember your own phone number and probably the phone numbers of some of your friends very easily? You use your own and your friends number often so you recall them easily.

According to the research findings of Hermann Ebbinghaus, we forget 40 percent of what we learn after the first 20 minutes and retain only 30 percent of the information after six days. He discovered how repetition improves our memory and showed that we can have much better recall if we spread out the number of times we review new material.

Graph 1: Change in Memory Retention over Time



The Learning Pyramid developed by the NTL Institute in the early 1960s stated that people remember:

- 90% of what they learn when they teach someone else/use immediately
- 75% of what they learn when they practise what they learned
- 50% of what they learn when engaged in a group discussion
- 30% of what they learn when they see a demonstration
- 20% of what they learn from audio-visual
- 10% of what they learn when they've learned from reading
- 5% of what they learn when they've learned from lecture.

By repeating something over and over again, you begin to move it from your short term memory into your long term memory.

Repetition can be tedious, but it is effective. The satisfaction of being able to easily recall something when required is very rewarding and it allows you to move on to more complex things.

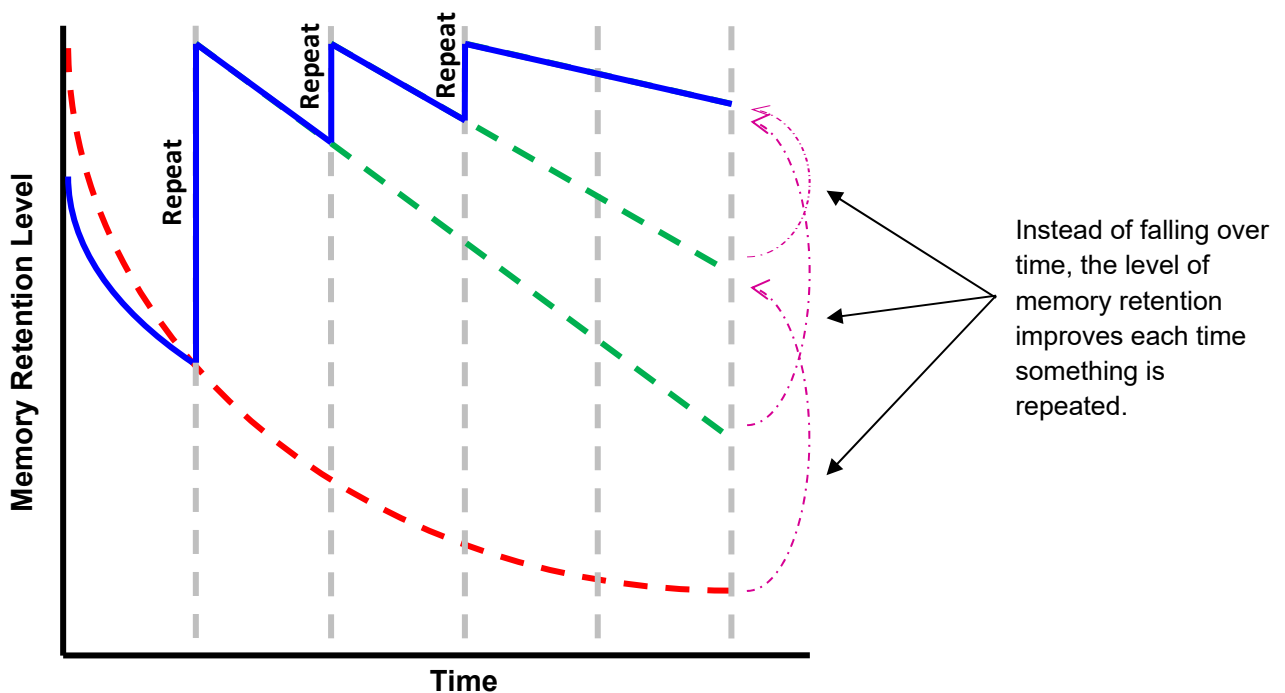
When you were young, repetition played a large part in how you learned the alphabet, how you learned to talk, how you learned to tie your shoe laces, and so on. Repetition still plays an important role in learning as you get older.

The more you repeat a certain activity (for example, a rule, a pattern, a process or a skill), the more that activity moves from your short term memory to become 'hard wired' into your long term memory.

The repetitions need to be spaced out over hours, days, weeks and months to be truly effective and ensure that the retention is long term.

The graph below is another way of showing how repetition improves your memory over time.

Graph 2: Change in Memory Retention over Time involving Repetition



Instead of falling over time, the level of memory retention improves each time something is repeated.

Study is about organising yourself to spend regular quality time on schoolwork and doing repetitive things to ensure that what you are learning will stick more in your long term memory.

How often are you doing each of the following study activities to help make something stick in your long term memory?

Exercise 2 - Study activities

Click on the option that best describes how often you do each of the following activities:

Study Activity	Every day	Every week	Once a month	Once a year	Never
Write or re-write notes					
Draw a diagram					
Write a summary					
Prepare flash cards					
Draw a mind map					
Say things out loud					
Watch an audio visual clip					
Make a model					
Write out solutions to problems					
Get someone to test/quiz you					

For many people, reading over notes or watching audio visual clips are not very effective ways to remember things, unless they read/watch the same thing over and over again.

The good news is that you can do many other things apart from reading textbooks, handouts or your own class notes.

Talk to your teachers

Your teachers are likely to have some helpful suggestions for what you can do in class to improve your results. If you explain to them that you are looking for anything you can do to improve your results and ask them for any comments they can offer, you will usually get some good suggestions.

Look back over the responses you have given in the two exercises so far and check your answers for Exercise 1 with the answers at the back. You should now have a better understanding of what study is and, as far as your study routine is concerned, what your current study problems are.

The next seven steps will add some more ideas to help you get on the right track to improving your study.

STEP 1 – Identify your learning style

Learning styles are crucial because you learn in different ways (or styles) to others.

Everybody does not learn in the same way.

There are 3 general types of learning styles – visual, auditory and kinaesthetic. Each one is different and has implications for what you do to learn things.

Each learning style can be broadly described as follows:

- Visual learning style = learning by seeing/observing
- Auditory learning style = learning by hearing/listening
- Kinaesthetic learning style = learning by doing/touching

Most people tend to have one learning style that they prefer and that is their dominant learning style. Sometimes people are able to learn effectively through two out of the three styles.

When you are aware of your dominant learning style, you will be able to choose particular types of study activities that are more suited to that style.

Sometimes, information is taught in a style that is difficult for you to engage with, so to study new information effectively, you may have to develop a way of learning that information that is closely aligned with your dominant learning style.

For example, a book chapter may be read aloud in class, or a tape of it may be played for the class. There could be many different reactions to this kind of activity, such as:

1. Some students will be very comfortable with listening and will be able to retain information well.
2. Some other students may need to follow the text as the words are read out loud to be sure they absorb it well.
3. There will also be students who find it very difficult to listen for long periods of time and will remember very little about the key points. These students will need to find a different way (draw a diagram, role play etc.) to learn the key points and retain the information as well as the students that prefer the auditory learning style.

Many educators believe the first thing that you should discover is your preferred learning style so that you can involve yourself in activities that best match that style when you are learning and studying.

The key characteristics of each learning style are listed below, as well as suggestions for things you can use when studying if that is your dominant learning style.

Read through these to determine which learning style is most likely to be your dominant style and which types of study activities you should consider to use that style to your advantage.

AUDITORY

Auditory learners tend to:

- learn from verbal instruction
- like using or hearing sounds and speech to understand things
- enjoy plays
- remember names and forget faces
- remember by listening, especially with taped notes

If you are an AUDITORY learner, you may wish to recite things aloud and use tapes when studying.

VISUAL

Visual learners tend to:

- think and draw in pictures, or concept maps using colour
- see key words and pictures more than anything else
- remembers faces but not names
- draw diagrams or flow charts to summarise or understand things

If you are a VISUAL learner, then you should use colours, draw diagrams, flow charts, concept maps, or make flashcards when studying.

KINAESTHETIC

Kinaesthetic (tactile) learners tend to:

- learn by doing, being active and moving
- touch or make things like models or mould, manipulate or build things
- be impulsive and enjoy playing games

If you are a KINAESTHETIC learner then you should regularly write out notes, role play things, build models or play appropriate games to help you study.

Exercise 3 - Learning Style Diagnostic

You can work through the exercise below to get a better idea of your dominant learning style.

For each statement below, decide if the behaviour or preference described is something that you agree with (and do often) or do not really agree with (and don't do often).

If you agree then click to place a tick in the YES column. If you don't agree, then click to place a tick in the NOT REALLY column.

You can then refer to the totals on the next page to discover what your dominant learning style is most likely to be, based on your responses in this exercise.

Statement		YES	NOT REALLY
1	I can remember more when the teacher lectures the class.		
2	I learn best when I see information on the board.		
3	Writing things down always helps me to remember them better.		
4	I like making models and developing posters to learn things.		
5	I like getting information from graphs or diagrams.		
6	I learn well by working with hands or making things.		
7	I enjoy drawing charts and graphs, using sticky notes or a highlighter.		
8	I learn well if I can make up songs or rhymes or jingles.		
9	I remember things well when I write them out several times.		
10	I can understand and read maps and plans.		
11	I remember information that I hear on podcasts or recordings.		
12	I tend to play with coins or pens in my pocket.		
13	I like to write things down and read them back.		
14	I remember more about a news story by reading the newspaper than listening to a radio report.		
15	I chew gum, chew my nails during study.		
16	I recall things most easily as pictures in my head.		
17	I trace words or diagrams or patterns with my finger.		
18	I follow spoken directions better than written ones.		
19	I am good at solving mazes and jigsaw puzzles.		
20	I am very comfortable with tools in my hands.		
21	I prefer to listen to radio reports than read newspapers.		
22	I tend to scan information for key words or figures.		
23	I enjoy foreign languages.		

Statement		YES	NOT REALLY
24	I like working with one other person at role playing.		
25	I am good at spelling but forget names.		
26	I like to read out loud.		
27	I take many breaks when studying.		
28	I work well with colours, photos and pictures.		
29	I enjoy field trips and visiting places.		
30	I notice sound effects and music in movies.		
31	I like quiet places to work and generally dislike background noise.		
32	I cannot sit for long and get fidgety.		
33	I enjoy speaking up in class.		
34	I like writing lists over and over again.		
35	I enjoy explaining things to others.		
36	I like labs and demonstrations.		
37	I like acting things out and moving around.		
38	I like drawing process diagrams to help me remember/understand.		
39	I remember names and faces if I shake hands with someone.		
40	I like to study in a group and listen to others.		
41	I remember faces easily but not names.		
42	I remember names easier than faces.		

Visual Score = ____/14

Auditory Score = ____/14

Kinaesthetic Score = ____/14

Based on your responses, your preferred learning style will be the one where you recorded the highest score out of a possible 14.

You may have also scored reasonably well in one of the other two styles, which is not uncommon so this will be another style that you are comfortable with most of the time.

If you scored a very low result in one of the three styles then you need to make sure that you are aware of those types of learning style activities and find other ways of engaging with the subject matter if you are going to improve your prospects of learning and studying more effectively.

STEP 2 – Set your goals

Another key aspect to improving study is goal setting. Without goals, you have nothing to aim for.

Before you set goals, there are two very helpful things you can identify:

1. Some study and learning behaviours to take action on
2. Some old routines and habits to avoid

Exercise 4 – Identifying behaviours to take action on

You can help yourself to improve at home by changing your behaviour when you study (**study behaviours**). Similarly, you can also help yourself improve at school by changing the way you behave in class (**learning behaviours**).

For each of the study or learning behaviours in the following table, select your priority for how important it is for you to make a change:

Study or learning behaviour to take action on	Select one of the following: <ul style="list-style-type: none"> • MUST do • SHOULD do • WON'T do • NOT SURE
Increase time spent studying	
Study earlier in the term/semester, and not just before the test or exam	
Write out study notes more often	
Draw diagrams or concept maps more often (to help understand and remember)	
Say things out loud	
Read more often	
Ask more questions in class or after class	
Practise writing out solutions more often	
Check setting out and neatness more often	
Participate more often in class discussions or organise activities and group work	
Ask the teacher to thoroughly check essay drafts	
See the teacher during the next class or at least each week with any problems	

Study or learning behaviour to take action on	Select one of the following: <ul style="list-style-type: none"> • MUST do • SHOULD do • WON'T do • NOT SURE
When uncertain of how to work out an answer, go back and look for a similar example before asking for help	
Start to make a glossary definition page	
Develop a 'Flash' card system	
Have a note book handy for writing down words or concepts you do not understand	
Tell others (parent, teacher, friend) that you are trying to take action on changing your behaviour	

Exercise 5 - Bad Habits

What are the old routines and habits you are going to avoid?

To ensure that you are considering all the behaviours that could impact on better study habits, work through the following table and identify which bad habits are the ones that you will need to reduce by selecting the appropriate option.

Avoiding your bad habits is a very important way to free up more time and energy to make the other changes necessary to reach the goals you have set for yourself.

Bad habits	How big is this problem for you? <ul style="list-style-type: none"> • BIG problem • SOME problem • NO problem
Watching too much television or spending too much time watching movies.	
Playing computer games too much.	
Browsing the internet, spending too much time online.	
Spending too much time on Facebook.	
Talking or texting on the phone too much.	
Spending too much time with headphones on listening to music.	
Going to bed very late at night too often.	
Eating junk food or drinking too many sugary, 'energy' or caffeinated drinks.	
Spending too much time procrastinating.	
Too many social activities.	
Too many sporting/other commitments.	

Setting Goals

To improve your study performance, just hitting 'any' kind of goal will not do! You must know what you are aiming for by setting goals in each subject area.

Your goals must be about achieving better results.

Your goals must also be about taking action to change your behaviour – in class and at home.

The three key questions you must ask yourself when setting goals are:

1. What is a realistic result that I should aim for in each subject?
2. What are some of the behaviours that I can take positive action on in each subject?
3. What will be my measures of success?

1. What is a realistic result that I should aim for in each subject?

Aiming high is important, but being realistic is important too. For example: if you have previously achieved a 'C' grade in a subject, then aiming for a 'B' as the next step might be more realistic than aiming for an 'A'.

2. What are some of the behaviours that I can take positive action on in each subject?

Setting goals without taking time to identify the behaviours you will need to change is a meaningless exercise that will not lead to any real, long lasting change. You must make time to identify what behaviours you will change, then your chances of improving your study and learning outcomes (and therefore your results) will increase substantially.

Do not hesitate to ask your teacher, your family or a friend about what behaviours you could look at changing to achieve better results.

3. What will be my measures of success?

Achieving a better result is one thing, but you can also measure success through the behaviours you change such as greater participation in class, spending more time on study, improving the quality of your revision notes or developing other activities to improve your memory.

Exercise 6 - Goal Setting

To generate a set of goals including the identification of a number of behaviours that you will aim to change in order to achieve those goals, follow the instructions below.

1. In the table following, type each of your subjects in the first column.
2. Beside each subject, type the previous result you achieved for that subject.
3. Type the new result you wish to achieve by the end of the term or semester. Remember to be ambitious but also be realistic.
4. For each subject, type in up to 4 behaviours that you can take action on either with your study or your participation in class that will help you achieve your goal. Use the list in Exercise 4 for help. You may choose very similar behaviours for a number of subjects but make sure that you take time to think through specific behaviours linked to each subject that will have a positive impact.
5. Discuss your goals and the action you have decided to take with your parent(s) and your teachers.
6. Print the page and sign your name to your goals and the behaviour changes you have committed to make. Get a parent signature and a teacher signature as well so they can see what you are aiming to achieve and how you intend to achieve it.

You will find an example of a completed exercise at the end of this publication. This can be used as an example.

Signing your goals is an important step to declare your commitment and to let others know that you are serious.

If there is not enough space in the tables provided in this publication, then draw up your own table.

A final word

There is no magic formula for setting goals and achieving them.

What is required from you is some honest reflection on what you are prepared to do to achieve your goals, what behaviours you are prepared to change and what bad habits you are prepared to kick.

It takes hard work and discipline to stick at your goals – but nobody else can do it for you.

You are the only one who can do it.

Subject	Previous Result	New Result	Behaviours to change for this subject
			1 _____ 2 _____ 3 _____ 4 _____
			1 _____ 2 _____ 3 _____ 4 _____
			1 _____ 2 _____ 3 _____ 4 _____
			1 _____ 2 _____ 3 _____ 4 _____
			1 _____ 2 _____ 3 _____ 4 _____
			1 _____ 2 _____ 3 _____ 4 _____
			1 _____ 2 _____ 3 _____ 4 _____

Subject	Previous Result	New Result	Behaviours to change for this subject
			1 _____ 2 _____ 3 _____ 4 _____
			1 _____ 2 _____ 3 _____ 4 _____
			1 _____ 2 _____ 3 _____ 4 _____

Student _____ Parent _____ Teacher _____
 Signature Signature Signature

STEP 3 – Improve your time management

Create your own Study, Homework and Assignment Timetable to better manage your time

Until you take the step of planning out a whole week of your time, it will be difficult to get properly organised and appreciate how everything fits together.

In this section you will prepare a study, homework and assignment timetable. The time you spend on school related work can be split into three general categories - homework, assignments and study.

There are no set standards for this, so use the following table as a sample guide. In some schools or families, the expectations about your workload may be lighter than this, and in others it may be heavier. The types and combinations of subjects you are studying can also have an impact on how you spend your time between homework, assignments and study. For example, a subject such as Art is likely to be more time consuming with assignment related work.

Notice that time has been split up into homework, assignments and study.

The most important thing to find out from your school is what the ideal time commitment should be for a student at your age. Discuss this with your parent(s) as well so that they understand what you are trying to achieve. Table 1 below provides an example of how weekly hour commitments might progressively build year after year for a school student who could be bound for tertiary studies.

Table 1

Age	Homework	Assignments	Study	Total
	Average hours per week	Average hours per week	Average hours per week	Average hours per week
10	2	1	2	5
11	2	2	2	6
12	3	2	3	8
13	4	2	3	9
14	5	3	4	12
15	6	3	4	13
16	7	4	5	16
17+	7	4	6	17

Exercise 7 - Developing your weekly time allocation plan

To create your own weekly time allocations for homework, assignment and study, you must first decide what time you are going to allocate in each subject for homework, assignments and study, per week.

The grid below can help you develop a plan to spread your time across different subject areas and across the three core activities of homework, assignments and study.

SUBJECT	TEACHER	Weekly time allocation target (minutes)			TOTALS per week
		HOMEWORK	ASSIGNMENTS	STUDY	
TOTALS					

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As you type in weekly time allocations for homework, assignments and study for each subject, make sure that you take note of:

- a) The running total for the overall time for each subject (adding up horizontally), or
- b) The running total for the overall time for homework, assignments and study (adding up vertically).

The overall weekly total for everything (red box) is an important number as it represents the time you are going to have to find to make everything fit into a week on top of any other regular commitments you have. You are likely to need to go through several drafts until you reach a point that you think everything sits in a suitable balance. **There are examples near the end of this book that you may find helpful.**

Developing your Study, Homework and Assignment Timetable

To create your own study, homework and assignment timetable for one week, use the blank copy supplied¹ with this publication (next page) and follow the steps below:

1. Look at the left hand column and appreciate that the time periods (blocks of time such as 10min, 15min or 20min) you use, and the times at which you decide to do your homework, assignments and study, depends on you. Type in the times for the time periods (blocks) you intend to use. You **do not** put your school timetable periods in the table, but other times before and after school.
2. Enter in all your regular commitments such as sports training, music lessons, part-time work, other interests and activities.
3. Use the horizontal subject totals from the **weekly time allocation plan** you just developed in Exercise 7 to split the amount of time for each subject into a number of sessions that can be spread throughout the week with a realistic balance, e.g. two hours for mathematics for a Year 10 student could be split into four 30 minute sessions (1 for assignments, 2 for homework and 1 for study) which may be set for Monday evening, Tuesday evening, Thursday evening and Sunday afternoon.

Do not give the smallest amount of time to the hardest subjects and the longest amount of time to the easiest subjects.

It is also wise to attempt the more difficult subjects first on some days as this helps you confront the harder work when you are still fresh.

Leaving the tough work until the end of the day or week makes it tempting to defer or not give that work the commitment that it really requires.

4. Next, take a close look at the total amount of time you have allocated to study for each day of the week. Some adjustments may be necessary when you stand back to see the overall picture.
5. Finally, print out your work and invite others (parents, siblings and even your teacher) to look at your homework and study timetable and ask them for some constructive criticism about your organisational efforts.

Changing your timetable plan several times is not necessarily a bad thing, if it is for a good reason.

There are examples near the end of this book that you may find helpful.

¹ Draw up your own if you wish.

Breaking up the week into manageable time blocks is an important step.

The next important step is to look at the bigger picture across a whole term.

Developing your Term Planner

Another important step in becoming properly organised involves stepping back to see the whole term of school work and note how all of your exams, assignments, and other activities (e.g. swimming carnival, school musical, sports carnival, excursions, field trips etc.) impact on your study and other commitments.

Remember however that this is not a social calendar. It should generally be filled with school activities and the more regular activities and commitments that occupy your time.

A Term Planner will give you the chance to see 'at a glance' the scope all your activities and identify which weeks are going to be much busier than other weeks.

Seeing this 'bigger picture' will help you make better decisions about when to increase your study commitments earlier in the term. This avoids last minute cramming at the end of the term when other activities might cause problems in balancing your time.

If you have other sporting interests, part-time work or other activities, it is also very important that you see very early on in a semester how your time might be affected in certain weeks with heavy workloads.

Use your school calendar, school diary and any other information about dates given to you by your teachers (e.g. exam timetables) and enter it all on the Term Planner.

As with other planning you do – it pays to get your parents, a classmate or a teacher to check what you list in the Term Planner if you are unsure of what to enter in it or how to use it.

Term Planner

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Week 1 ____ to ____							
Week 2 ____ to ____							
Week 3 ____ to ____							
Week 4 ____ to ____							
Week 5 ____ to ____							
Week 6 ____ to ____							
Week 7 ____ to ____							
Week 8 ____ to ____							
Week 9 ____ to ____							
Week 10 ____ to ____							
Week 11 ____ to ____							

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STEP 4 – Measure your effort and progress

One of the best forms of personal encouragement and a very smart way to keep focussed and disciplined is to keep a track record of the time you have spent on homework, study and assignments over a week, a month, a term and a year.

By setting (typing in) time periods such as 10, 15, 20 or 30 minutes and ticking the boxes, you are showing yourself that you can do it and are able to stick to your own plan. It is a great boost for your confidence!

This is also a great way to show others (parents, teachers and friends) that you are making good progress and consistently putting the time into making your plan work.

The charts (or study logs) on the next few pages are an example of how you can create logs for study, homework and assignments, and thereby hold yourself to account.

You can print out these pages and put them on the wall so you can have a constant reminder of how well you are sticking to your plans, or how far behind you may be falling.

If it is proving to be difficult to fit everything in and make the kind of progress you planned on – then it is important to review your plan.

If you use the interactive fields in this file note how the totals automatically update as you enter and save each entry.

Tracking of your performance will only help if you are being honest and you are prepared to be accountable for what you commit to and what you achieve.

Homework Time Log for _____

One (✓) = _____ minutes

Make sure you enter a time amount like 10 or 15 or 30 minutes

SUBJECT	WEEK 1			WEEK 2			WEEK 3			WEEK 4			WEEK 5		
			Total			Total			Total			Total			Total

SUBJECT	WEEK 6			WEEK 7			WEEK 8			WEEK 9			WEEK 10			Term Total
			Total			Total			Total			Total			Total	

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Assignments Time Log for _____

One (✓) = _____ minutes

Make sure you enter a time amount like 10 or 15 or 30 minutes

SUBJECT	WEEK 1			WEEK 2			WEEK 3			WEEK 4			WEEK 5		
	Total			Total			Total			Total			Total		

SUBJECT	WEEK 6			WEEK 7			WEEK 8			WEEK 9			WEEK 10			Term Total
	Total			Total			Total			Total			Total			

Study Time Log for _____

One (✓) = _____ minutes

Make sure you enter a time amount like 10 or 15 or 30 minutes

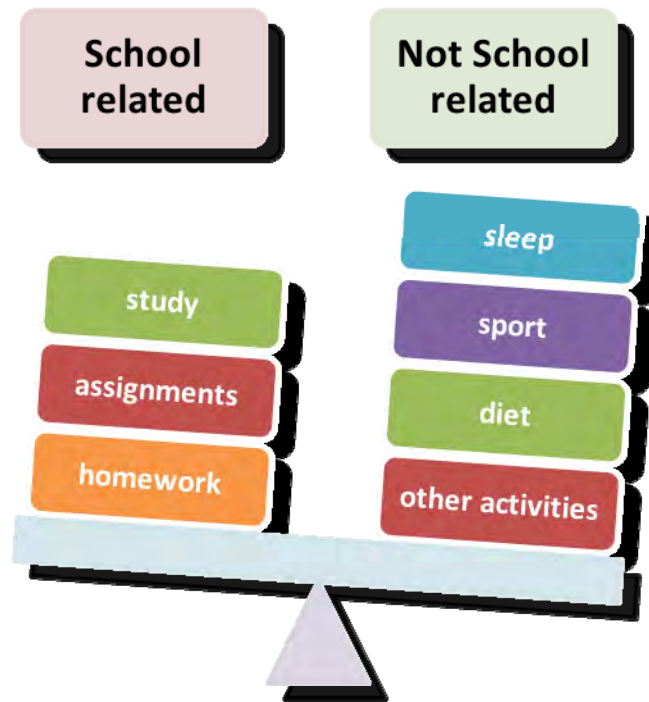
SUBJECT	WEEK 1			WEEK 2			WEEK 3			WEEK 4			WEEK 5		
			Total			Total			Total			Total			Total

SUBJECT	WEEK 6			WEEK 7			WEEK 8			WEEK 9			WEEK 10			Term Total
			Total			Total			Total			Total			Total	

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STEP 5 – Find the right balance

Make sure your study activities (study, homework, assignments) are in balance with each other and make sure the rest of your life is in balance with activities other than study and school.



Balance between types of activity (study, homework, assignments)

Is the study time that you have allocated to each subject a good reflection of the total time it occupies in your school timetable?	YES	NO
Are you allocating enough time for assignments well before they are due?	YES	NO
Are you allocating more time to subjects where you have the most work to do in order to achieve your toughest goals?	YES	NO

Balance with activities that are NOT related to school

Depending on the time commitment you have made for all school related activities, you have 10-20 hours per week for other activities that are not school related or general personal time (including sleeping, eating, travelling and so on).

List the other interests you have and type in a weekly time allocation beside each:

Activity	Time each week
Sport/Exercise	
Chores (home duties)	
Part-time work	
Music lesson, ballet, choir	
Club membership	
Hobby	
Other	

CHECK if you have set this time aside each week in your weekly timetable.

Diet/Exercise/Sleep/Relaxation

Eating properly makes a big difference to your energy levels, memory, concentration and ability to sleep properly.

A well balanced diet (that includes all food groups, and is not high in sugar and fat) will help you feel energetic for longer periods of time and think more clearly.

Regular exercise is just as important as a good diet. If you do not play a lot of sport or you do not exercise by doing other things on a regular basis then even scheduling a ‘walk around the block’ for a few kilometres each day or second day will help to keep you in reasonable shape if you have a well-balanced diet.

If you are unsure or worried about your diet then talk to your doctor or a dietician/nutritionist.

Avoid junk foods and energy drinks that can give you a quick energy boost but leave you feeling flat shortly afterwards.

If you do not get sufficient sleep, you will end up with a sleep deficit that will decrease your concentration and performance.

Be careful about your relaxation time and do not confuse relaxation with distraction and avoidance. If you have extended periods of relaxation it is often difficult to build momentum again. Frequent extended periods of watching TV or DVDs or browsing the web are not really best for relaxation, so consider other activities for relaxation time.

STEP 6 – Set up the best study environment

The right place and the right equipment

To improve your study you will need to create the best environment that you can. There can be many things that make your study area (your room or another room) the right place, or the wrong place.

Exercise 8 - Study Environment Review

Go through the following list of questions and click on the column to indicate it is either 'NOT a problem' or something that 'NEEDS attention' from you in order to improve your study area.

Item	Questions	NOT a problem	NEEDS attention
Desk light	Can you see well at your desk? If not then get a proper desk light.		
Room light	Do you have adequate lighting? It is a good idea to also have a room light on. This helps to soften the intensity of the desk light.		
Seating	Do you have a comfortable fitting seat with proper back support?		
Desk	Is your desk at the right height?		
Desk	Can you fit everything on it that you need to?		
Noise	Are there any loud noises or constant noises that distract you?		
Interruptions/ distractions	Do others know that you are not to be interrupted?		
Bed	Do you lie on your bed to study ... and fall asleep?		
Computer – laptop, tablet	Are you easily distracted by the laptop or tablet when you are not using it? Switch it off unless it really needs to be on.		
Television	Do you watch too much television? Television (or watching movies or TV online) is often cited as the single biggest problem that interferes with young people achieving quality time for study and other things. Only watch what you have planned.		
Phone	Landline or mobile, phones are a big distraction – how big a distraction is this for you?		
Radio/MP3 player	Music is great to listen to but can also negatively affect your concentration. It can also be a distraction when one of your favourite songs is playing!		

Cont/..

Item	Comment/questions	NOT a problem	NEEDS attention
Pets	Pets are great – whether they be goldfish, cats, dogs or birds – but be careful that your pet doesn't live in your room in a way that negatively impacts your study time and routine.		
Materials – pens, pencils, notepads	Do you have all the right materials available when you need them?		
Equipment – calculator, textbooks	Do you have the right equipment? Or are you one of those people who keep forgetting to bring it home?		
Snacks	Snacks are helpful but watch out for constantly eating and making your study space a messy place with food scraps. Eat healthy foods so your energy level stays high while you study.		
Drinks	It is important to drink water regularly. Drinking too much coffee, soft drink or so called 'energy' drinks may provide a temporary buzz, but in the long term they are not an effective option.		
Regular breaks	Make sure you stand up after every 20-30 minutes and stretch. This is better for your body, your posture and your concentration. Take a walk when you take a break.		

STEP 7 – Reward yourself

Planned breaks and rewards work!

Regular short breaks between sessions can refresh and reinvigorate you.

What kinds of things will you do for a break?

- Computer game
- TV
- Movie
- Food/drink
- Play with pets
- Something else?

When you have achieved a significant goal – maybe you have permanently changed your behaviour at home or in class, or maybe you achieved the results that you set for your goal – make sure you reward yourself, but also make sure that your reward matches the effort you have put in to achieving the challenge of reaching your goal!

What kinds of things will you do for a reward?

- Money to buy something special
- Go out with friends
- Special trip
- Share news of your success with someone, for example, ring your grandparents
- Something else?

One other thing to be mindful of with any reward is that the reward matches the effort you put in.

For example, if you spent 2 hours studying for something, taking yourself off to the beach for a day as a reward might be a mismatch. However, if you achieved an 'A' result in a tough subject after a long semester, a day at the beach might be a very good match of effort and reward.

It is always rewarding to achieve a goal and it is very encouraging to know that you had what it took to step up. Remember that when you set your next goal to achieve even higher results.

BONUS SECTION – How to improve test preparation and technique

In this section it will be assumed that you are well organised with your study routines and that you have been applying yourself well to your study in the lead up to the test.

In most cases tests or examinations are a very significant portion of the assessment program.

Therefore they deserve significant attention and effort.

Managing yourself and managing your time well on tests will reduce your stress and put you in a position where you can achieve your best results.

The day before the test

Before you sit your test, consider the following things that you should do to be well prepared:

- Have you got all the right equipment?
- Do you know what equipment is permitted in the test room (including textbooks, calculator and other tools)?
- Have you got spare batteries for your calculator?
- Have you double checked the date, time and location for the test?

If you have been disciplined at applying yourself to your study routine, then there should be no need to 'cram' the night before.

Last minute cramming is often not helpful as it can make you tired, anxious and confused. Better to get a good night's sleep so you are in the best frame of mind to concentrate during the test.

It is also best to avoid stimulants like coffee and energy drinks as these will make it harder for you to sleep and harder for you to wake up properly refreshed and able to perform at your peak during the test on the next day.

On the day of the test

Make sure you:

- Travel to the test venue early enough so that you do not become anxious about arriving on time;
- Go to the toilet before the test; and,
- Avoid discussing the test with others, as you may just become confused and pick up on their anxiety.

During the test

There are some practical things you can do to also manage your anxiety and maintain confidence about doing well.

Perusal time (or reading time)

If your test allows perusal time, read the questions but also make sure you read any instructions thoroughly before you begin writing answers. Use perusal time to also get into the habit of allocating time to sections and questions that the test may be broken in to. Often tests papers indicate the weighting of sections and questions. Use this as a guide to how you will divide your time – i.e. 30% weighting means 30% of your time; 25% weighting means 25% of your time, and so on.

Allocating your time

After perusal time, you should immediately write down the times you have allocated for each section and/or each question in a place where you can readily see them. Make sure you refer back to your time when you finish a section to judge if you are ahead or behind on time. It is often good to begin with easier questions as this allows time to settle and gain confidence before you attempt more complex questions.

During the test period

Regular stretching and deep breathing is very helpful for stimulating blood flow, keeping your energy levels up, keeping your concentration level high and also reducing tension that can cause you to be anxious and make careless errors. Keep hydrated but not to the point where you have to make lots of trips to the toilet.

Paying close attention to interpret the question accurately

Questions involving longer responses often contain important key words that direct you as to how you should answer the question. Directional words such as compare, contrast, discuss, explain, analyse and critique all mean slightly different things. Examiners are always looking to distinguish the stronger students from the rest so it is important to pay close attention to the subtle differences in any directions given as to how you provide the solution to questions that require longer responses.

Tackling the tough questions

Often, the tougher, more complex questions can be broken down into parts, and this makes it easier to work out an answer. In your class lessons, you will have covered the techniques that are required to solve a complex question, but in a test you are being tested on your ability to use a number of techniques together to solve a challenging question.

When you face a complex question, it can help to break (or deconstruct) the question down into key parts. It may also be helpful to make rough notes about the parts of the question or to highlight key words in it to help you think about what techniques to use. This may help you to see what technique to apply first and what steps to follow after that to arrive at a solution.

Even when you don't get the final answer, there can be part marks awarded for the working you show – so be sure to show ALL your working. So breaking down the question can also help you gain some credit. When required, make sure you draw clear diagrams, properly labelled. Even if you get the final answer wrong, you may still be awarded marks for demonstrating that you know some of the method or process.

Be mindful of getting stuck on a tough questions and wasting time. If you cannot make progress after a period of time, stop working on that question and move to another one. When you come back to it later you may be able to work out a new way to answer the question or you may spot something that you missed on the previous attempt.

Finish by reviewing your answers if you have time

If you have managed time well then you should take a deep breath and use what time you have left to check some or all of your answers.

Never leave a test early – always use all of your allotted time to complete your responses and check and double check them if time allows. Make sure that you submit ALL answer booklets.

After the test

What is done is done. Worrying about it won't help prepare for the next test. There will be time for reflection and evaluation when you get the test results back.

A word about multiple choice tests

Usually in multiple choice tests, there are 4 or 5 choices, and one of these is the correct answer. While it may be tempting to guess the answer for a tough multiple choice question, there is something you can do to increase your chances of success.

Most multiple choice questions are constructed with two or three choices that are 'far away' from being correct. You can help your chances by identifying these and eliminating them. This then leaves two choices that are 'close' to what the answer could be, and one of them (obviously) is going to be the correct one. On the tougher questions, take the time (if you have it) to eliminate the less likely choices first. In doing so you may find that you can more easily identify an answer that you believe is correct. Or, worst case, you are increasing your chances of guessing the right one!

If you do end up in a terrible situation where there is just one minute left and you haven't answered ten multiple choice questions – then make sure you select the same choice (e.g. 'c') for all of them. That way, you have a good chance of getting some of them correct.

Caution: Watch out for multiple choice tests where you are penalised for incorrect answers! These are rare, but make sure you read any instructions carefully so you can be confident that you are not unduly penalising yourself.

Exercise 9 - Test/Examination Checklist

	THE DAY BEFORE THE TEST	YES	NO
1	I have checked and organised all the materials I will need for my exam tomorrow e.g. stationery, books and equipment like a calculator.		
2	I have checked my timetable for the time and the location of the exam.		
3	I have arranged to get a good night's sleep and avoid stimulants.		
4	I have planned to eat a proper breakfast in the morning.		
5	I have made plans to arrive at least 15 minutes early.		
6	I have placed a copy of the test/exam timetable on the fridge so my family can know my schedule.		
ON THE DAY OF THE TEST			
7	I have made sure I have water for the test.		
8	I have checked my timetable and all my exam equipment.		
9	I plan to arrive 15 minutes before the exam and have given myself enough time to settle and feel confident.		
10	I wait with supportive friends to remain in a positive state of mind and I avoid people who may be trying to make me anxious.		
DURING THE TEST			
11	I read all questions thoroughly and look for the directional words and instructions in each question.		
12	I have checked the marks and weightings for each section/question and have allocated an amount of time to my answer that properly reflects the weighting of that question.		
13	Any diagrams I design are clear, simple, well-labelled and appropriate to the question.		
14	I show all detailed workings for answers to the questions.		
15	I attempt all sections and all questions.		
16	I regularly take deep breaths and stretch muscles to avoid tension.		
17	I allow time to review my answers and make changes.		
18	I use <u>all</u> the allocated time for the exam.		
AFTER THE TEST			
19	I shift my attention to, and focus on, the next scheduled examination.		
20	I keep to my study plan.		

If you clicked 'YES' for most statements you can feel confident your test preparation and technique is sound. For the items where you clicked 'NO', you now have a good list of things to work on to improve your test technique.

ANSWERS
and
EXAMPLES SECTION

Answers to Exercise 1

The best rule to apply in determining if each activity is really study or not is to pose the question: Will this activity really improve retention of what I need to know in my long term memory?

ACTIVITY	IS STUDY	IS <u>NOT</u> STUDY	Comments
Reading		✓	Reading is helpful but not very likely to improve long term memory.
Meeting in a group with friends to go over school work		✓	Helpful, but not very likely to improve long term memory.
Doing assignments set by the teacher		✓	Assignments are not to be confused with study.
Revising work just before the test	✓	or ✓	If the <u>only</u> study you have done is to revise work on the day before the test then this is not really study.
Writing a list of priorities		✓	Listing priorities is good time management, but it is not study.
Drawing diagrams to organise new information	✓		As long you are drawing diagrams for the purpose of study.
Writing out notes in a different format	✓		This is definitely helpful in transferring information from short term memory to long term memory.
Doing homework set by the teacher		✓	Set homework is not study
Writing summaries	✓		This is definitely helpful in transferring information from short term memory to long term memory.
Drawing mind maps	✓		This is definitely helpful in transferring information from short term memory to long term memory.
Making flash cards	✓		This is definitely helpful in transferring information from short term memory to long term memory.
Colouring in a picture		✓	Helpful for some people, but not very likely to improve long term memory.
Making a model	✓		For people with a kinaesthetic learning style, this may be helpful for study but for people with other styles it is not likely to be helpful.
Highlighting key words in a text		✓	Helpful for short term memory, but not very likely to improve long term memory.
Drawing up a plan for the weeks ahead		✓	Very good time management, but it is not study.
Working for a whole hour before taking a short break	✓	or ✓	It is good if the work being done is going to help retention in long term memory, but it would be best to consider shorter spans of working time with more breaks.

Example of a complete goal table (Exercise 6)

Subject	Previous Result	New Result	Behaviours to change for this subject
English	B	A	<ol style="list-style-type: none"> 1. Plan to submit all assignment drafts early for teacher feedback 2. Increase participation in class discussions 3. Write out a glossary/definitions page 4. Find and use more references for essays and assignments other than internet research
Mathematics	C+	B	<ol style="list-style-type: none"> 1. Make and regularly check a list of concepts not understood 2. Check setting out on all longer response questions 3. When stuck on a problem, go back & refer to earlier work & try again before seeking any other help 4. Write out a formulas/rules page
Science	B	A-	<ol style="list-style-type: none"> 1. Increase participation in class discussions 2. Write out a scientific rules page 3. Check all graphs and diagrams to improve neatness 4. Use own drawings of diagrams or concept maps to improve understanding
Geography	B-	B+	<ol style="list-style-type: none"> 1. Write out a glossary/definitions page 2. Check all graphs and diagrams to improve neatness 3. Increase participation in class discussions 4. Plan to submit all assignment drafts early for teacher feedback
History	C	B	<ol style="list-style-type: none"> 1. Increase participation in class discussions 2. Develop a 'Flash' card system for key dates and events 3. Use own drawings of diagrams or concept maps to improve understanding 4. Ask the teacher to check essay drafts
Computing	A-	A	<ol style="list-style-type: none"> 1. Plan to submit all project drafts early for teacher feedback 2. Use own drawings of diagrams or concept maps to improve understanding 3. Use note book handy for terms or concepts not understood 4. Develop a 'Flash' card system for computing acronyms
Religion	B+	A	<ol style="list-style-type: none"> 1. Write out a glossary/definitions page 2. Increase participation in class discussions 3. Plan to submit all assignment drafts early for teacher feedback 4. Ask others to regularly test on basic facts

Signatures: Student _____ Parent _____ Teacher _____

Example for a 16 or 17 year old student - Exercise 7 - Developing a weekly time allocation plan

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SUBJECT	TEACHER	Weekly time allocation target (minutes)			TOTALS per week
		HOMEWORK	ASSIGNMENTS	STUDY	
English	Ms Wilson	90	30	30	150
Mathematics	Mr Wallace	90	0	60	150
Chemistry	Mrs Phillips	90	0	30	120
Economics	Mr Gold	60	30	60	150
French	Mrs Brighton	60	60	60	180
Business	Ms Masters	60	30	30	120
Computer	Mr Hogan	90	30	30	150
TOTALS		540	180	300	1,020

EXAMPLE for a 16 year old student - Study, Homework and Assignment Timetable

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
3.00 pm - 4.00 pm	Soccer Training	Band practice	Soccer Training	Band practice	Computer club	8.00 am - 9.00 am	Soccer game	Free Time
4.15 pm - 4.45 pm	Home and Changed	French Homework	Home and Changed	Free Time	Computer club	9.00 am - 10.00 am	Soccer game	Maths Study
4.45 pm - 5.15 pm	English Homework	English Homework	Washing at Home Chores	Business Homework	Computer club	10.00 am - 10.30 am	Free time	Break
5.15 pm - 5.30 pm	Break	Guitar Practice	Break	Guitar practice	Break	10.30 am - 11.30 am	Free time	French Study
5.30 pm - 6.00 pm	Maths Homework	Computing Homework	Chemistry Homework	English Assignment	Free time	11.30 am - 12.30 pm	Free time	Break
6.00 pm - 6.30 pm	Chemistry Homework	Maths Homework	Maths Homework	Economics Homework	Free time	12.30 pm - 1.00 pm	Lunch	Lunch
6.30 pm - 7.00 pm	Dinner	Dinner	Dinner	Dinner	Dinner	1.00 pm - 2.00 pm	Band Group Practice	Economics Study
7.00 pm - 7.30 pm	Computing Homework	Economics Assignment	French Assignment	Computing Homework	Part-time work	2.00 pm - 3.00 pm	Band Group Practice	Catch Up
7.30 pm - 8.00 pm	Computer Assignment	TV	French Assignment	Computing Study	Part-time work	3.00 pm - 3.30 pm	Band Group Practice	Break
8.00 pm - 8.15 pm	Free Time Feed the dog	TV Feed the dog	TV Feed the dog	TV Feed the dog	Part-time work	3.30 pm - 4.30 pm	Band Group Practice	Do the ironing
8.15 pm - 8.45 pm	Business Study	Chemistry Study	TV	TV	Part-time work	4.30 pm - 6.30 pm	Free Time	Do the ironing
8.45 pm - 9.15 pm	Business Homework	Chemistry Homework	English Homework	French Homework	Part-time work	6.30 pm - 7.00 pm	Dinner	Dinner
9.15 pm - 9.30 pm	Free time or catch up	Free time or catch up	English Study	Free time or catch up	Part-time work	7.00 pm - 9.00 pm	Computer Games	Bins out Feed the dog
9.30 pm - 10.00 pm	Economics Homework	Business Assignment	Catch Up	Catch Up	Check all soccer gear	9.00 pm - 10.00 pm	Free Time Feed the dog	Pack Gear for tomorrow
10.00 pm - 10.30 pm	Pack gear for tomorrow	Pack gear for tomorrow	Pack gear for tomorrow	Pack gear for tomorrow	Early Night	10.00 pm - 10.30 pm	Free Time	Early Night

Signed by student _____

Signed by parent _____

Signed by teacher _____

EXAMPLE for a 13 year old student - Study, Homework and Assignment Timetable

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
7.45 am - 8.00 am	Travel to school	Travel to school	Band practice	Travel to school	Band practice	8.00 am - 9.00 am	Breakfast	Breakfast
3.15 pm - 4.00 pm	After School Art	Free time/ afternoon tea	Free time/ afternoon tea	Free time/ afternoon tea	Free time/ afternoon tea	9.00 am - 10.00 am	Netball game	Church
4.00 pm - 4.30 pm	Trumpet practice	Netball Training	Trumpet practice	Trumpet practice	Trumpet practice	10.00 am - 11.00 am	Netball game	Trumpet practice
4.30 pm - 5.00 pm	English homework	Netball Training	Write up Science expt	Review hosptry lesson	English reading	11.00 am - 12.00 pm	Free	Catch up / free time
5.00 pm - 5.30 pm	Maths questions	Trumpet practice	Science homework	Reading	English reading	12.00 pm - 1.00 pm	Free	Catch up / free time
5.30 pm - 6.00 pm	Maths questions	Maths questions	Pack Hosptry bag+ingredients	Catch up	French hmwork / reading	1.00 pm - 2.00 pm	Lunch	Lunch
6.00 pm - 6.30 pm	Go for a run	Catch up	Go for a run	Go for a run	Catch up	2.00 pm - 3.00 pm	Finish off homework	Catch up / free time
6.30 pm - 7.00 pm	Catch up	Maths questions	Catch up	Prepare / cook dinner with mum	Get ready for netball t'mrrw	3.00 pm - 4.00 pm	Trumpet practice	Catch up / free time
7.00 pm - 7.30 pm	Dinner	Dinner	Dinner	Dinner	Dinner	4.00 pm - 5.00 pm	Extra Readings	Review work for next week
7.30 pm - 8.00 pm	Clean up duty in kitchen	French homework	Clean up duty in kitchen	Hospo homework	Clean up duty in kitchen	5.00 pm - 6.00 pm	Free time	Extra reading/study
8.00 pm - 8.15 pm	Free time	SOSE reading	SOSE hmwk	Art theory reading	Free time	6.00 pm - 7.00 pm	Free time	Free time
8.15 pm - 8.45 pm	Free time	Science reading	SOSE hmwk	Art theory reading	Free time	7.00 pm - 8.00 pm	Dinner	Dinner
8.45 pm - 9.15 pm	English reading	Science reading	Review hospo homework	French homework	Free time	8.00 pm - 9.00 pm	Free time	Pack for the week
9.15 pm - 9.30 pm	English reading	Leisure reading / downtime	Leisure reading / downtime	French homework	Free time	9.00 pm - 10.00 pm	Free time	Sleep
9.30 pm	Sleep	Sleep	Sleep	Sleep	Sleep	10.00 pm - 11.00 pm	Sleep	Sleep

Signed by student _____

Signed by parent _____

Signed by teacher _____

Example for a 16 or 17 year old student - Term Planner

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Week 1 28/4 to 4/5	Holidays	New Time table / Band practice	Class reps election / Soccer training	English Essay draft / Band practice	Computer club / New software to be put on computer	Soccer trials for the A and B teams	Outing for dad's birthday at the local cafe at 10.00 am
Week 2 5/5 to 11/5	English essay due / Business terms / Soccer practice	Band practice / Select English poem	Soccer practice / Comp Assignment / Maths Test	Band Practice	French lunch mtg / Computer club material ready	Soccer match - Home fixture	
Week 3 12/5 to 18/5	Business H/W Chemistry expt Soccer prac	Band practice / Computer club meeting lunch time	Soccer training / French Listening Test / Mini-Maths Test	English Poem due / Band practice	Economics Test / French lunch meeting	Soccer match - Away fixture	Computer club meeting to plan excursion
Week 4 19/5 to 25/5	House Day Activities / Soccer training	Band practice / Prepare letter for Paris buddy	Soccer training / Chemistry write up due	Maths Investigation / French wk Band practice	Band and school performance / No French lunch meeting	Soccer match - Home fixture	Computer club excursion
Week 5 26/5 to 29/5	English play reading / Economic Glossary due / Soccer training	Band practice / Business essay test outline	Soccer training / Business Essay test / Computer program review	Band practice	French lunch meeting	Soccer match - Away fixture	
Week 6 30/5 to 1/6	Economic excursion to ASX / Homework and Assessment free week!	Band practice / Homework and Assessment free week!	Soccer training / Homework and Assessment free week!	Band practice / Homework and Assessment free week!	French lunch meeting / Homework and Assessment free week!	Soccer match - Away fixture / Study and more Study	STUDY and more STUDY!
Week 7 2/6 to 8/6	Exam Week 1 Home Study	English AM Room 204	Maths PM Room 204 / Soccer training	French Written AM Rm 222	Chem AM Rm 112 Economic PM Rm 204	Soccer match - Home fixture / Study and More Study	STUDY and more STUDY!
Week 8 9/6 to 15/6	Exam Week 2 Holiday Queens Birthday	Business PM Room 128	French Orals AM Rm 316 Chem Practical PM Rm Chem	Computing AM Room 128 Band Practice	Free - NO Exams and NO School	Soccer match - Home fixture	Band performance Council House
Week 9 16/6 to 22/6	Business Exam and Maths Exam corrections	Chem Exam and Economic Exam corrections	Soccer training French exam correction	Band practice English exam corrections	All exam correction due to be submitted with parent signature	Soccer match - Finals Away	
Week 10 23/6 to 29/6	Locking at next terms topics and subject weightings	Chemistry experiment write up + Aths trials	French cooking	Band practice Aths trials	Holidays	Holidays	Music Camp
Week 11 30/6 to 6/7	Music Camp	Music Camp	Music Camp	Holidays	Holiday	Holidays	Holidays

Example for a 16 or 17 year old student - Study Log

One (✓) = 15 minutes

John XXIII College

SUBJECT	WEEK 1					Total	WEEK 2					Total	WEEK 3					Total	WEEK 4					Total	WEEK 5					Total
English	✓	✓				30	✓	✓				30	✓	✓	✓			45	✓	✓				30	✓	✓				30
Mathematics	✓	✓	✓			45	✓	✓	✓			45	✓	✓	✓			45	✓	✓	✓			45	✓	✓				30
Chemistry	✓					15	✓	✓	✓			45	✓					15	✓					15	✓	✓	✓			45
Economics	✓	✓	✓	✓		60	✓	✓	✓	✓		60	✓	✓	✓			45	✓	✓	✓	✓		60	✓	✓	✓	✓		60
French	✓	✓	✓	✓		60	✓	✓	✓			45	✓	✓				30	✓	✓	✓			45	✓	✓	✓			45
Business	✓					15	✓	✓				30	✓	✓				30	✓	✓				30	✓	✓				30
Computers	✓	✓	✓			45	✓	✓	✓			45	✓	✓				30	✓	✓	✓			45	✓	✓				30

SUBJECT	WEEK 6					Total	WEEK 7					Total	WEEK 8					Total	WEEK 9					Total	WEEK 10					Total	Total for Term
English	✓	✓				30	✓	✓	✓	✓	✓	75						0	✓					15	✓	✓				30	315
Mathematics	✓	✓	✓			45	✓	✓	✓	✓	✓	75						0	✓	✓				30	✓					15	375
Chemistry	✓	✓				30	✓	✓	✓	✓		60						0	✓					15	✓					15	255
Economics	✓	✓	✓			45	✓	✓	✓	✓		60	✓	✓				30	✓					15	✓	✓				30	465
French	✓	✓	✓	✓		60	✓	✓	✓	✓		60	✓	✓	✓			45	✓					15	✓	✓				30	435
Business	✓	✓				30	✓					15	✓	✓	✓			45	✓	✓				30	✓					15	270
Computers	✓	✓				30	✓	✓				30	✓	✓	✓			45	✓					15	✓	✓				30	345



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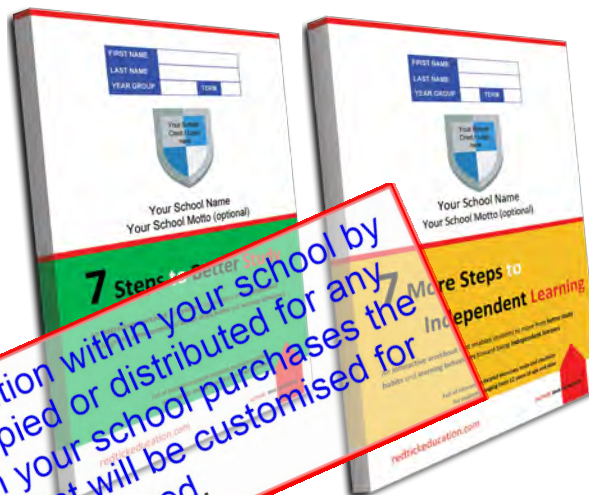
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We recommend for **Secondary Students**
3 important resources:

1. 7 Steps to Better Study
2. 7 More Steps to Independent Learning
3. Digital Study Blueprint



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In preparing this publication, two reference resources were used to guide grammatical style and spelling. They were:

- ❖ *Style Manual for authors, editors and printers*, 6th edition (2002) reprinted 2010, John Wiley & Sons Australia Ltd
- ❖ *Macquarie School Dictionary*, 3rd edition 2010, John Wiley & Sons Australia Ltd