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INSTRUCTIONS

Teacher Note: There is more than 20 minutes of activities available for each session. As the facilitator you DO NOT need to get through everything. It is better to have quality discussions and learning than a superficial and rushed session. ALL study advice and discussion is valuable. Please share with the students what has worked for you. From our experience, each student has different needs when it comes to advice for study skills and no one approach suits everyone.

Students will have access to all of the session guides and worksheets via the LibGuides Page for their records and for them to complete at a later date if they wish. Please remind students to see Library staff if they would like further support in any area.

Thank you for taking the time to facilitate these sessions. Our aim is to foster good study habits throughout the college. Please reinforce these study skills with students in your courses as well.

Thank you in advance!

Organisation of the Sessions

Each House Group for Year 10 will be divided into 4 groups (approx. 10-13 students per group).

Each group will begin at a different study session (1 through to 4) and after each 20 min session students will be asked to move onto the next session.

Each session facilitator (teacher) will have a printed version of the Session Guide and a copy of the required resources.

During each session, students will download their worksheets from the LibGuides Page: http://ccb.vic.au.libguides.com/year10 (worksheets are at the bottom of each session box).
Session 1: Successful Students and Stress

Aim: For students to be able to articulate and recognise what makes a person successful at learning. To highlight stress management strategies.

Resources:
Whiteboard and two Whiteboard Markers

Stress Management Do’s and Don’t Cards (Laminated Cards)

Extra Video: How to Organise an Agenda (8:42 min)
http://www.youtube.com/watch?v=qBtWuw9uPOA

Activity 1: Brainstorm - What does a successful student do differently?

‘If you look at many successful people there are certain characteristic behaviours that they demonstrate. Let’s begin by brainstorming points about what we think successful students do.’

Get two students to be scribes on the board; when a student makes a suggestion ask them to go a bit further e.g. ‘What makes you say that?’ ‘Can you give us an example?’ ‘Why is that important?’ ‘Tell us how that would help someone’, etc.

If student ideas start to slow, some possible prompts to encourage more points (and suggested answers - not all need to be covered):

- ‘What behaviours might a successful student demonstrate?’
  - Organised
  - On time / punctual
  - Come to class prepared (Books, pens, laptop charged, etc.)
  - Hard working - Put in the effort
    - They revise their work regularly
    - Start revising for exams weeks before the exam.
  - Pay attention to details / Read carefully
  - They don’t just hear their teachers, but they listen to their teachers
  - They don’t sit right up the back of the classroom
  - Take risks (Not afraid to look silly)
  - They try to understand something on their own first and then ask for help when they need it
  - They behave as if they have already succeeded.
  - They are focused on where they want to go.
- They approach obstacles as an opportunity to grow and learn.
- Know how to stay out of trouble.
- Complete work on time
- They understand how they learn best
- They set themselves goals
- Take responsibility for their learning - seek help, ask questions, motivate themselves.
- Use their time wisely

- **What type of personality traits might a successful student have?**
  - Determined
  - Focused
  - Curious
  - Positive attitude
  - Independent
  - Confident they will get there in the end.

- **What does a successful student feel like?**
  - Alert (Had enough sleep)
  - Healthy (Eat the right foods)

- **What does a successful student say?**
  - ‘Can do’ attitude.
  - Ask questions - to teacher and students.
  - Encourage others
  - They can tell you what their goals are
  - Usually confident

- **What do successful students do outside of school?**
  - Get 8 hours sleep and knows the power of a nap.
  - They can manage their own stress
  - They regularly exercise (Exercise zaps harmful stress chemicals. It boosts problem-solving, planning and attention.)
  - They read widely. (Read anything, newspapers, novels, internet articles, etc.)

‘Successful students are able to identify both their strengths (what they are good at) and their weaknesses (the things they need to improve) and they work towards improving their weaknesses.’
Activity 2: Share Ideas on Successful Habits / Traits / Behaviours

Students share with the group something from the brainstorm they already do well, and one thing that they need to work on.

Activity 3: Stress Management Discussion

You may wish to play some peaceful meditation music in the background for the next activity - http://www.youtube.com/watch?v=UaQHFXTf2hs

Fast Facts

- According to research and common sense we know that ALL teens feel stress at some point.
- ‘A recent study researching the teen stress revealed the following statistics, the top 5 causes of teen stress.’ (From Parentingteens.com)
  
  1. School Work 78%
  2. Parents 68%
  3. Relationships 64%
  4. Friends and problems with friends 64%
  5. Younger brothers and sisters 64%

Ask: ‘What are some stressful events / activities?’

- Some Exams
- Arguments
- Homework and assessments
- Being harassed
- Being left out of a group
- A new school
- Being late
- Girlfriends / boyfriends
- Moving house
- Going to the dentist
- A job interview
- Etc.

Activity 5: Stress Management Cards

‘Everyone experiences stress in different ways. What are some things we can do to manage stress?’

Group sits in a circle. Layout the laminated Stress Management Cards face up. Each student picks a card and decides if it is a Stress Management Do or Don’t. Placing it under the appropriate heading of Do or Don’t. Ask each student to explain why they have placed the card in this position.

Extra Activity 6: Video

ONLY if time permitting. This is a video that leads into the next topic and there wasn’t enough time to fit it in there. Even just watching part of the video would be beneficial. Video: How to Organise an Agenda (8:42 min)  
http://www.youtube.com/watch?v=qBtWuw9uPOA
Stress Management

Do’s

Stress Management

Don’ts

• Think positive thoughts.

• Visualise calmness and coolness.

• Use affirmations such as “I can...” “I am able to...”

• Deal with the issue as soon as possible.

• Use a relaxation technique such as meditation.
• Plan and map out the situation. Use a diary and problem-solving techniques.

• Set achievable short term goals and tackle the situation step by step.

• Go for a walk, get some fresh air. Clear your head.

• Surround yourself with positive people. Talk to someone about the situation.

• Avoid the situation or withdraw.

• Get angry, argumentative or personal.
• Get down on yourself.

• Hype yourself up with caffeine or sugar.

• Stress over things you have no control over or that have already happened.

• Worry endlessly about what hasn’t happened yet.
Session 2: How to Manage Your Time and Study Effectively.

AIM: To assist students to explore their current study habits and consider the aspects of study - where (what places are available to them), when is the best time and tips on how much, how to focus etc.

Resources:
Worksheet: Home Study Habits Quiz
Worksheet: SWOT Analysis of Study Habits
Worksheet: Study Timetable Template

Fast Facts
- Last year’s Library Survey of Year 10-12 students the MOST IMPORTANT study skill students listed was – **How to manage your time and study effectively.**

- Overwhelmingly, the student responses to the question ‘What are some of your concerns about school?’ focused on managing workloads and not keeping up with workload demands.

Activity 1: Quiz
Individually, complete the **Worksheet: Home Study Habits Quiz**

As a small group go through the answers. Ask students for suggestions as to how they could improve for each one.

Activity 2: SWOT
Next students complete a **Worksheet: SWOT Analysis of Study Habits** and look at ways that students can individually improve their study. As a group move through each box, explaining with examples and ask students to share their ideas.

Activity 3: Create a Timetable
It is important to establish a study routine.

Open the **Worksheet: Study Timetable Template**
Teacher to walk students through adding areas to their timetable:

- **Regular commitments / activities:**
  - Sport or Exercise (training and playing)
  - Music Practice
  - Job / Work Commitments
  - Other Commitments?

- Allocate a time slot each school day and at least a few hours on the weekend for **homework** and **completing school tasks**. When deciding on your study times, consider:
  - When am I most alert? Morning or Evening? Use this time for your most challenging subjects.
  - If you study longer than an hour, try to break it up with a 10-15 min break.
  - At the end of the week allocate at least 15 mins to each subject for **revision** - that is, going over the weeks work, making sure your notes are organised and creating summary notes. Start with the subject you find the most challenging and knock this over first.
  - Think about how you can creatively win back time - E.g. reading your novel on the bus or listening to it on your iPod.

- **Time for relaxation**
  - Meditation, drawing, writing, reading, exercise, listening to music, surfing the internet, writing, watching TV, taking the dog for a walk, etc.

- Do you have a regular time you usually **socialise** with friends? E.g. Saturday nights. Do you need to add this?

- Check that you are getting **8 hours sleep**! Mark down when to go to bed.

Note: ‘We will cover what to actually DO in your study time in Session 4.’

**Activity 4: Extra activity ONLY if there is time remaining.**

Complete the **Worksheet: Time Analysis Sheet** on LibGuides.
Aim: This sheet will allow students to visually appreciate how they spend their time and be able to identify places where they can cut back to save time for more important tasks.

- How long do you spend on the following activities?
- How long should you spend on these?
- What can you cut back and gain extra time?

**Other Fast Facts**

- Time is the only resource that is limited in the same way to every person in the world.
- 8,760 hours per year; an average lifespan has 700,000 hours (If we sleep an average of 8 hours a night, we have 467,200 awake hours in a lifetime).
- We need to effectively allocate our time to different tasks.
Home Study Habits Quiz

Are you satisfied with your home study habits?

Whether you are satisfied with your study habits or not, you can raise your level of achievement by examining and improving your approach to study. Read the questions below, then circle the response that most closely reflects your behavior.  
Y – Yes  N – No  S – Sometimes

Effective use of home study time
I have a study area at home that is well established for my study needs.  
Y  N  S

I have all the equipment and resources I need available in my study area.  
Y  N  S

My study area is free from distractions (noise, TV, people etc).  
Y  N  S

I schedule definite times and specific goals for my study time.  
Y  N  S

I avoid activities that interfere with my planned study schedule.  
Y  N  S

I use prime time (when I am most alert) for study.  
Y  N  S

I begin major assignments well in advance.  
Y  N  S

I use my planner / diary to write down my homework and assignments  
Y  N  S

I always study on my own.  
Y  N  S

I reward myself when I complete a task.  
Y  N  S

Motivation
I have to force myself to sit down and study.  
Y  N  S

I always seem to come up with excuses not to start studying.  
Y  N  S

I am easily distracted from my study.  
Y  N  S

I don’t think I am good at studying.  
Y  N  S

I am always trying to improve my results.  
Y  N  S

I really enjoy studying.  
Y  N  S
Home Study Habits Worksheet Two  
SWOT Analysis

Analysing your **strengths** and **weaknesses** is the first step to improving your study habits. Once you have done that you can take action to turn your weaknesses to strengths. This **SWOT Analysis** is a tool that will help you do that.

Now that you have completed the **Home Study Quiz** you will have identified your study strengths and weaknesses. Put them directly into the boxes below.

Next you need to think about the **opportunities** you have that can help you learn – what are **ACTIONS** you could take.

Now think about what the **threats** are to you making the necessary changes to your habits. This process can help you become aware of **WHAT** you need to learn, **HOW** you might learn it and what might **GET IN THE WAY** of your learning. You can then decide on how to best approach the problem.

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> I finish my assignments ahead of time.</td>
<td><strong>Example:</strong> I get distracted easily by the TV.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPPORTUNITIES</th>
<th>THREATS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Study group, special tuition to help with my hard subjects</td>
<td><strong>Example:</strong> Too many distractions to your study time.</td>
</tr>
<tr>
<td>Time</td>
<td>Monday</td>
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<td>6:00</td>
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<td>7:00</td>
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<td>8:00</td>
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<tr>
<td>Period 1 &amp; 2</td>
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<td>9:00 – 10:35</td>
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<tr>
<td>Period 3</td>
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<tr>
<td>10:55 – 11:45</td>
<td></td>
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<tr>
<td>Periods 4 &amp; 5</td>
<td></td>
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<tr>
<td>11:45 – 1:15</td>
<td></td>
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<tr>
<td>Lunch</td>
<td></td>
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<tr>
<td>1:15 – 1:55</td>
<td></td>
</tr>
<tr>
<td>Periods 6 &amp; 7</td>
<td></td>
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<tr>
<td>2:00 – 3:30</td>
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<td>3:30 – 4:00</td>
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<td>10:00</td>
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<td>11:00</td>
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</tbody>
</table>

**Further Recommendations:**
- That each study session be no longer than 1 hour
- That you have at least 15–20 minute breaks between study sessions.
- That you are not interrupted by facebook, skype, mobile phones or any other form of social media when studying.
Session 3: How to Be and Stay Organised and Goal Setting

Aim: To explore different ways to be and stay organised and have students select a few of these as strategies that they can practice over this term.

Resources:
Worksheet: Tips on How to Manage Your Time
Access to Projector (or use a computer screen)
Video: How to get organised for school (2:13 min)  
http://www.youtube.com/watch?feature=player_embedded&v=ZQL_9OM9OVw
Worksheet: Quotes on Goals
Worksheet: Goal Setting
Extra Video: Binder Organization Tips (8:50 min)  
http://www.youtube.com/watch?v=PIHi8F55cUk

Activity 1: Worksheet Ordering Study Skills

Students open the Worksheet: Tips on how to manage your time and follow the instructions here that say to read the list of tips and order from 1 to 10 what you think are the most important time management tips. (The ones that would be most useful)

Students share this with a partner and together they decide on the most useful / important 2 tips. Pairs then report back their Top Tips and explain why they chose these ones.
Note: This is purely to get students exploring the tips, there is no wrong answer.

Activity 2: Video & ‘Connect - Extend – Challenge’ Routine Discussion

During the viewing students are to jot down or remember 3 points:
1. Something that they already do. (They connect with this)
2. Something they would like to do in the future. (This extends their study skills)
3. Something they would find challenging or difficult to do and why.

Watch: HowCast: How to get organised for school (2:13)  
http://www.youtube.com/watch?feature=player_embedded&v=ZQL_9OM9OVw
Next Part: Goal Setting
‘One way to stay organised … is to stay motivated … the best way to do this is to have goals’

Activity 3: Exploring Goals

Open the Worksheet: Quotes on Goal Setting. Students read all of the quotes and select one that speaks to them. They have a few moments to think about the quote and then share what their quotes tells them about setting goals. (Teacher may ask: What makes you say that? What made you select this one?)

Activity 4: Setting Goals

Open the Worksheet: Goal Setting. Each student selects one important school related goal that they wish to accomplish within this year. Students apply the S.M.A.R.T. test to see if their goal is a quality goal. Instructions are on the sheet.

Extra Activity 5: Video

ONLY if time permitting. This is a useful video that will help students be more organised with their subjects. The same rules can apply for online folders and for print folders. Even just watching part of the video would be beneficial.

Watch the video: Binder Organization Tips (8:50 min) http://www.youtube.com/watch?v=PIHI8F55cUk

Please remind students:

- To see a Teacher Librarian for further information
- To use the LibGuides Page for more Study Skills advice
- The 1 % Rule = A number of small increments leads to overall success
Tips on How to Manage Your Time

Read through the list of simple ways to help you manage your time more effectively.

Take 1 minute to order the tips from most valuable (1) to of lesser value (10). Order the list on your own. Ask yourself: Which would be the most important tips on this list to help someone use their time effectively?

<table>
<thead>
<tr>
<th>Order from Most Valuable 1 – to Least Valuable 10.</th>
<th>Time Management Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calendar</strong> - Record due dates here as soon as you get them.</td>
<td></td>
</tr>
<tr>
<td><strong>Term Planners</strong> - You can see what is coming up just for the Term.</td>
<td></td>
</tr>
<tr>
<td><strong>Alarm Clock</strong> - Set this earlier so that you are not rushed in the morning AND place the clock across your room so that you have to get up to turn it off.</td>
<td></td>
</tr>
<tr>
<td><strong>To-Do Lists</strong> - These can be electronic post-it notes or paper. You can divide the list into 4 categories and up-date them daily. (See next page)</td>
<td></td>
</tr>
<tr>
<td><strong>Goals</strong> - Set goals that you can achieve to keep you motivated.</td>
<td></td>
</tr>
<tr>
<td><strong>Diary / Day Planner</strong> - May be online or a paper copy. It must be portable and taken with you.</td>
<td></td>
</tr>
<tr>
<td><strong>Rewards</strong> - These will entice you study. You decide. They can be small - A 10 min walk and a Tim Tam; if I finish this assessment task early I will go to the movies with x.</td>
<td></td>
</tr>
<tr>
<td><strong>Friends that are organised</strong> - Hang around people that are organised, ask them what tips they have, it will rub off on you, form a study group - these are powerful ways to learn.</td>
<td></td>
</tr>
<tr>
<td><strong>A Tidy Bedroom</strong> - Don’t waste valuable study time cleaning your room each afternoon. Try to keep it tidy or find a new study area.</td>
<td></td>
</tr>
<tr>
<td><strong>File Management</strong> - Keeping all of your work on the computer well-organised. Also back-up your work at least every week in case your computer crashes entirely - It will happen!</td>
<td></td>
</tr>
</tbody>
</table>
When you have finished, **compare** your list to the person next to you and **decide** on the top two most important / effective ways to stay organised. **Share** this with the group and **explain** why you chose these ones.

Are there any other things that are not on the list that you could do to stay organised?

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**A New To-Do List**

Another way to organise your To-Do List is to create a matrix:

<table>
<thead>
<tr>
<th>To-Do List Matrix</th>
<th>Important</th>
<th>Less Important</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Urgent</strong></td>
<td>• Maths Questions due tomorrow</td>
<td>• Must remember to do tonight's house chores.</td>
</tr>
<tr>
<td><strong>Not Urgent</strong></td>
<td>• History Essay due in 2 weeks.</td>
<td>• Find B'day present for Mark</td>
</tr>
</tbody>
</table>
Quotes on Goal Setting

Read all the following quotes. Select one that speaks to you and share with the group what the quote tells you about setting goals.

“What keeps me going is goals.”
Muhammad Ali (Boxer)

“Goals are the fuel in the furnace of achievement.”
Brian Tracy (Author of Eat the Frog)

“Setting goals is the first step in turning the invisible into the visible.”
Tony Robbins (Motivational Speaker)

“Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success.”
Pablo Picasso (Artist)

“Aim higher in case you fall short.”
Suzanne Collins (Author of Hunger Games)

“The new year stands before us, like a chapter in a book, waiting to be written. We can help write that story by setting goals.”
Melody Beattie (Author)

“A good archer is known not by his arrows but by his aim.”
Thomas Fuller (17th Century Writer and Historian)

“Your goals are the road maps that guide you and show you what is possible for your life.”
Les Brown (Motivational Speaker)

“If you’re climbing the ladder of life, you go rung by rung, one step at a time. Don’t look too far up, set your goals high but take one step at a time. Sometimes you don’t think you’re progressing until you step back and see how high you’ve really gone.”
Donny Osman (Presenter)
Goal Setting

It is good to have several goals throughout a year, however today we will just focus on one.

Think about something related to school work that you would like to achieve this year. It might be to improve in a particular subject, or it might be to stick to a study routine, etc.

Select one goal and complete the boxes below for this goal.

<table>
<thead>
<tr>
<th>Specific: What is your goal? Be specific – not just “improve in English” – instead “improve my essay writing skills.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable: How will I measure that I have achieved my goal? How will I know when I have completed it?</td>
</tr>
<tr>
<td>Attainable: Is my goal realistic? How will I reach my goal? Who can help me reach my goal?</td>
</tr>
<tr>
<td>Relevant: Why is this goal important to me?</td>
</tr>
<tr>
<td>Time-Bound: When will I achieve my goal? How much time will it take?</td>
</tr>
</tbody>
</table>
Session 4: What’s My Learning Style?

Aim: For students to be aware of and explore different learning strategies through a learning style quiz.

Resources:

Extra Worksheet: Learning Styles Study Strategies

Extra Video: How to take awesome notes: Tips and Tricks (9:16 mins) [http://www.youtube.com/watch?v=FClk9Dg4524](http://www.youtube.com/watch?v=FClk9Dg4524)

Fast Facts
- There are many different ways that we can learn. Most of us have some strength as a visual, auditory AND tactile learner... but how do we PREFER to learn? By finding the answer to this question, we can then choose study methods that are tailored to OUR personal strengths.

- Many studies have proved that our brains are NOT able to multi-task when we are trying to learn something new. Your brain cannot multitask and adequately remember ideas or develop new ideas.

Activity 1: Learning Style Quiz


Look at your score. ‘What is your strongest learning style?’

IMPORTANT! Do not leave this page. Under this message is a Help Sheet for your learning style. It has information on:
- INPUT (How you learn best)
- STUDY (how you best teach yourself) and
- OUTPUT (How you best demonstrate what you have learnt).

Students are to read through this page and note down three different strategies they feel will work well for them. Students share these with the group.

Note: There are more learning strategy guides suited to different learning styles on the LibGuide page too.
Activity 2: Video

If there is time remaining, watch the video. Even if there is only 5 mins left start the video, it a very useful one for students.

Video: How to take awesome notes: Tips and Tricks (9:16 mins)
http://www.youtube.com/watch?v=FCIk9Dq4524

Please remind students:

- To see a Teacher Librarian for further information
- To use the LibGuides Page for more Study Skills advice
- The 1 % Rule = A number of small increments leads to overall success
The VARK Questionnaire

How Do I Learn Best?

This version of VARK has been modified from the main VARK questionnaire for people aged 12-18 years. Acknowledgment of this version should be made to Neil Fleming at vark-learn.com.

Choose the answer which best explains your preference and circle the letter(s) next to it.

Please select more than one if a single answer does not match your perception. Leave blank any question that does not apply.

You are about to buy a new digital camera or mobile phone. Other than price, what would most influence your decision?

☐ Trying it.
☐ The salesperson telling you about it.
☐ Reading the details about its features.
☐ It is the latest design and looks good.

After reading a play you need to do a project. Would you prefer to:

☐ act out a scene from the play.
☐ draw or sketch something that happened in the play.
☐ write about the play.
☐ read a speech from the play.

You are not sure whether a word should be spelled 'dependent' or 'dependant'. You would:

☐ find them in the dictionary.
☐ hear them in your mind or out loud.
☐ see the words in your mind and choose by how they look.
☐ write both words on paper and choose one.

I like websites that have:

☐ things I can click on and do.
☐ audio channels for music, chat and discussion.
☐ interesting information and articles in print.
☐ interesting design and visual effects.

You are learning to take photos with your new digital camera or mobile phone. You would like to have:

☐ examples of good and poor photos and how to improve them.
☐ clear written instructions with lists and bullet points.
☐ a chance to ask questions and talk about the camera’s features.
☐ diagrams showing the camera and how to use it.

You have a problem with your knee. Would you prefer that the doctor:

☐ demonstrated what was wrong using a model of a knee.
☐ gave you an article or brochure that explained knee injuries.
☐ showed you a diagram of what was wrong.
☐ described to you what was wrong.
You are about to hook up your parent’s new computer. You would:

☐ read the instructions that came with it.
☐ phone, text or email a friend and ask how to do it.
☐ unpack the box and start putting the pieces together.
☐ follow the diagrams that show how it is done.

A new movie has arrived in town. What would most influence your decision to go (or not go)?

☐ it is similar to others you have liked.
☐ you hear friends talking about it.
☐ you read what others say about it online or in a magazine.
☐ you see a preview of it.

You are going to make something special for your family. You would:

☐ make something you have made before.
☐ talk it over with your friends.
☐ find written instructions to make it.
☐ look for ideas and plans in books and magazines.

You want to plan a surprise party for a friend. You would:

☐ talk about it on the phone or text others.
☐ invite friends and just let it happen.
☐ make lists of what to do and what to buy for the party.
☐ imagine the party happening.

Do you prefer a teacher who likes to use:

☐ class discussions, online discussion, online chat and guest speakers.
☐ field trips, case studies, videos, labs and hands-on practical sessions.
☐ a textbook and plenty of handouts.
☐ an overview diagram, charts, labelled diagrams and maps.

You need to give directions to go to a house nearby. You would:

☐ walk with them.
☐ tell them the directions.
☐ write down the directions as a list.
☐ draw a map on a piece of paper or get a map online.

You have been selected as a tutor or a leader for a holiday program. This is interesting for your friends. You would:

☐ show them the list of activities in the program.
☐ describe the activities you will be doing in the program.
☐ show them the map of where it will be held and photos about it.
☐ start practising the activities you will be doing in the program.

You want some feedback about an event, competition or test. You would like to have feedback:

☐ from somebody who discussed it with you.
☐ that used examples of what you have done.
☐ that used a written description or table of your results.
☐ that used graphs showing what you achieved.

Remember when you learned how to play a new computer or board game. You learned best by:

☐ watching others do it first.
- watching others do it first.
- reading the instructions.
- listening to somebody explaining it and asking questions.
- clues from the diagrams in the instructions.

You have to present your ideas to your class. You would:

- write out your speech and learn it by reading it again and again.
- make diagrams or get graphs to help explain your ideas.
- gather examples and stories to make it real and practical.
- write a few key words and practice what to say again and again.

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Study Strategies for the **VISUAL LEARNER**

- Write things that you want to remember down; you will remember them better that way.
- Look at the person who is speaking to you; it will help you focus.
- Try to work in a quiet place. Wear earmuffs or earplugs if necessary. Some visual learners do, however, like soft music in the background.
- If you miss something a teacher says or do not understand, ask politely if they could repeat or explain.
- Most visual learners learn best alone.
- When studying, take many notes and write down lots of details.
- When trying to learn material by writing out notes, cover your notes then re-write. Re-writing will help you remember better.
- Use color to highlight main ideas.
- Before starting an assignment, set a goal and write it down. Even post it in front of you. Read it as you do your assignment.
- Before reading a chapter or a book, preview it first by scanning the pictures, headings and so on.
- Try to choose a desk away from the door and windows and close to the front of the class.
- Write your own flashcards. Look at them often and write out the main points, then check.
- Where possible, use charts, maps, posters, films, videos, and computer software, both to study from and to present your work (where appropriate).

**ACTIVITIES**

- Diagrams.
- Graphs.
- Photographs.
- Coloring books.
- Posters.
- Collages.
- TV shows.
- Games.
- Writing.
- Newspapers.
- Recipes.
- Magazines.
- Reading.
- Books.
- Maps.
- Charts.
- Illustrations.
- Displays.
- Cartoons.
- Slide Shows/ PowerPoint.
- Movies.
- Written reports.
- Flash cards.
- Crossword & word find puzzles.
- Letters.
- Bulletin boards.
- Workbooks.

Source: Abiator's Online LSI: http://www.berghuis.co.nz/abiator/lsi/lisiframe.html
Study Strategies for the **AUDITORY LEARNER**

- Study with a friend so you can talk about the information and HEAR it, too.
- Recite out loud the information you want to remember several times.
- Ask your teacher if you can submit some work (if appropriate) as an oral presentation, or on audio tape.
- Make your own tapes of important points you want to remember and listen to it repeatedly. This is especially useful for learning material for tests.
- When reading, skim through and look at the pictures, chapter titles, and other clues and say out loud what you think this book could be about.
- Make flashcards for various material you want to learn and use them repeatedly, reading them out loud. Use different colors to aid your memory.
- Set a goal for your assignments and verbalize them. Say your goals out loud each time you begin work on that particular assignment.
- Read out loud when possible. You need to HEAR the words as you read them to understand them well.
- When doing math calculations, use grid paper to help you set your sums out correctly and in their correct columns.
- Use different colors and pictures in your notes, exercise books, etc. This will help you remember them.

**ACTIVITIES**

- Oral report or presentation.
- Teach the class or a group.
- Panel discussion.
- Debate.
- Tape recordings.
- Songs.
- Raps.
- Poems.
- Musical performance.
- Puppet show.
- TV/radio show.
- Verbal games.
- Show and tell/current events.
- Peer tutoring.
- Oral presentations.
- Demonstrations.
- Oral recitation

Source: Abiator's Online LSI: http://www.berghuis.co.nz/abiator/lsi/lisiframe.html
Study Strategies for the TACTILE/KINESTHETIC LEARNER

! To memorize, pace or walk around while reciting to yourself or using flashcards or notes.

! When reading a short story or chapter in a book, try a whole-to-part approach. This means you should first scan the pictures, then read headings, then read the first and last paragraphs and try to get a feel for the book.

! If you need to fidget, try doing so in a way which will not disturb others. Try jiggling your legs or feet, try hand/finger exercises, or handle a koosh ball, tennis ball or something similar.

! You might not study best while at a desk. Try lying on your stomach or back. Try studying while sitting in a comfortable lounge chair or on cushions or a bean bag.

! Studying with music in the background might suit you (baroque music is best - as opposed to heavily rhythm-based music).

! Use colored construction paper to cover your desk or even decorate your area. Choose your favorite color as this will help you focus. This technique is called color grounding.

! Try reading through colored transparencies to help focus your attention. Try a variety of colors to see which colors work best.

! While studying, take frequent breaks, but be sure to settle back down to work quickly. A reasonable schedule would be 15-25 minutes of study, 3-5 minutes of break time.

! When trying to memorize information, try closing your eyes and writing the information in the air or on a surface with your finger. Try to picture the words in your head as you are doing this. Try to hear the words in your head, too.

! Later, when you try to remember this information, close your eyes and try to see it with your mind's eye and to hear it in your head.

! When learning new information, make task cards, flashcards, electro-boards, card games, floor games, etc. This will help you process the information.

**KINESTHETIC ACTIVITIES**

- Surveys.
- Demonstrations.
- Dance.
- Products.
- Rocking and reading.
- Make a video show.
- Field trips.
- Role-play/interviews.
- Charades.
- Plays.
- Projects.

**TACTILE ACTIVITIES**

- Walking and reading.
- Musical performances.
- Modeling.
- Scrapbooks.
- Coloring books.
- Artistic creations.
- Posters.
- Task cards.
- Blackboard/whiteboard activities.
- Games.
- Calculators.
- Puzzles.
- Workbooks.
- Displays.
- Collages.
- Flip charts.
- Learning circles.
- Computers.

Source: Abiator's Online LSI: http://www.berghuis.co.nz/abiatorlsi/lsiframe.html