Information for Schools

The following lists the main units as well as any additional links within those units. Each unit also has a **summary sheet** and **worksheet** that can be printed to accompany it. Some units also have additional PDF files that can be printed.

You can also have students open the accompanying worksheets in word format, type in their answers directly and save to their own computer. Each unit has an end of unit quiz and a 'module' that evaluates students on the key concepts of each unit using a problem-solving case study approach.

at home

1. Home Study Environment
1. Home study environment
- Hall of fame/shame
- Checklist (PDF)
2. Quiet working space
3. Distraction free
- Music and Study
- Opinions on MSN
4. Supportive chair/ergonomics
- Studying on your bed?
5. Lighting and ventilation
6. Workspace, storage, noticeboard
7. Colour in environment
+ Game, Quiz, Module

2. Organisation and Filing
1. Intro to organisation and filing
2. Setting up your organisation and filing system
- Exercise books
- Folders
- Filing
3. Keeping organised at home
- Afternoon Planner (PDF)
- Backpacks
4. Keeping organised at school
+ Game, Quiz, Module

3. Time Management Skills
1. Introduction to time management
- Why homework?
2. Allocating time to schoolwork
3. What you should work on at home
4. Afternoon routines
5. Prioritising
6. Developing good time management habits
- Tips for Working Smarter
- Working Smarter Cartoon
7. Feeling overwhelmed
- UCP Planner (PDF)
+ Game, Quiz, Module

4. Managing Workload
1. Using a term calendar
- Term Planner (PDF)
2. Planning with a diary
3. Keeping track and rescheduling
- Assignment Planner (PDF)
- How students manage assignments
4. Chunking and planning work
+ Game, Quiz, Module

5. Dealing with Distractions
1. Work out your main distractions
- Music and Studying
- TV and Studying
- Weekly Planner (PDF)
2. Decide the amount of schoolwork
- Biggest distractions
3. Strategies for technology
4. Strategies for home factors
5. Strategies for outside activities
- Other Techniques
+ Game, Quiz, Module

6. Overcoming Procrastination
1. Intro to procrastination
2. Dealing with Fear/Worry
3. Main techniques
- Razor's Edge story
- Animator (DOC)
4. Other techniques
5. Ranking of techniques
+ Game, Quiz, Module

7. Developing Motivation
1. Getting motivated is up to you
- Motivation Problems
2. Things you can try
- Motivation Solutions
+ Game, Quiz, Module

8. Goal Setting
1. Importance of goal setting
2. Types of goals
- Why set goals?
3. Rules for goal setting
4. A goal setting mindset
5. Using your goals
6. Why we don't reach goals
- Goal setting overview
- Setting Targets (PDF)
7. Developing resilience
+ Game, Quiz, Module

9. Lifestyle and Balance
1. What do you eat?
- Breakfast Research
- Sleepy after lunch
- Junk food
- Brain food
2. What do you drink?
- Dehydration
3. How active are you?
- Overexercising
4. How much sleep do you get?
- Insomnia
- Insomnia (PDF)
5. Is your life balanced?
+ Game, Quiz, Module

10. Managing Stress
1. What is stress?
- Is all stress bad?
- Causes of stress
2. Taking action
3. Mental techniques
- Managing Stress (PDF)
- Relaxation Exercises (PDF)
- Lifestyle and stress
+ Game, Quiz, Module

at school:

1. Will we ever use this?
1. Will we ever use this?
- Map of Europe game (PPS)
+ Game, Quiz, Module

2. Using Classtime
1. General classroom skills
- Why use classtime?
2. Listening Skills
- Listening Skills (PDF)
- Directions game
3. Appropriate classroom behaviour
- What pets do during the day
4. Participating
5. Concentrating
6. Game for this unit
+ Game, Quiz, Module

3. Asking for Help
1. Asking for help
2. Help from teachers
3. Help from others
- Info about Tutors
+ Game, Quiz, Module

4. Dealing with Conflict
1. Dealing with conflict
2. Differences of opinion between students and teachers
- Responses from students
3. Differences of opinion between students and parents
- Responses from students
4. Conflict resolution skills
+ Game, Quiz, Module

5. Groupwork Skills
1. Different roles in a group
- Team skills checklist (PDF)
- Leadership styles discussion (PDF)
- Stranded in the Desert (PDF)
2. Working together in a group.
3. Dealing with issues and problems
- Piglets as Tiger Cubs
4. Study groups
+ Game, Quiz, Module

specific skills:

1. Reading Skills
1. Knowing your purpose
2. Reading to remember
- SQ3R (PDF)
3. Reading novels
- Recommended Reading
- Booklist
4. Speeding up reading
5. Improving concentration
+ Quiz, Module

2. Writing Skills
1. Improving writing skills
2. Writing essays
3. Writing essays in exams
4. Creative writing
5. Letter writing
- Cambodian school info
- Letters needed
- Letter writing format
6. Writing to a purpose
7. Common mistakes in grammar and punctuation
- Is English illogical?
- Sayings
8. Improving handwriting
+ Quiz, Module

3. Mathematical Skills
- Maths Cats
1. Habits to develop
2. Setting out your work
3. Using calculators
4. Maths study notes
5. Studying for Maths tests
6. Studying for Maths exams
7. Maths exam techniques
8. After the Maths test
9. Improving your results
10. Problem solving skills
- Legs Problem
- Japan River Problem
11. Choosing Maths level
+ Quiz, Module

4. Language Skills
1. Intro to language learn
2. In the classroom
3. Learning vocab
- How students learn vocab
4. Reading skills
5. Writing skills
6. Speaking skills
7. Listening skills
+ Quiz, Module

5. Research Skills
1. Analysing the task
2. Research approaches
3. Adapting Bloom
4. Finding resources
- Research skills cartoon
5. Assessing resources
6. Plagiarism
7. Bibliography /referencing
- Harvard style
- Oxford style
+ Quiz, Module

6. Presentation Skills
1. Before you start writing
2. Introduction
3. Main body
4. Conclusion
5. Editing
6. Visual Aids
7. Practising
- Tongue Twisters
8. Dealing with nerves
+ Quiz, Module

tests and exams:

1. Summarising
1. What are study notes?
2. Why make study notes?
3. When do study notes?
4. What format?
5. How to make study notes
- notes examples
6. Mind maps
- mind map examples
7. Improving study notes
- improve example
8. What do I do with the study notes after I have done them?
9. Other questions asked about study notes
+ Quiz, Module

2. Active Studying
1. Overall approach to study
2. 'Learning' techniques
3. 'Practising' techniques
4. Commonly asked questions
+ Quiz, Module

3. Preparing for Exam Blocks
1. Why do we have exams?
2. Fact finding
- Exam Prep Grid (PDF)
3. Getting organised
- Subject Exam Prep
4. Planning your time 1
- Approach 1
- Approach 2
5. Planning your time 2
- Holiday Study
6 . Start studying!
- Effective Exam Prep (PDF)
- Exam Reflection (PDF)
+ Quiz, Module

4. Test-Taking Techniques
1. A few days before
2. The night before
3. The morning of the test
4. During the test or exam
5. Managing time
6. Multiple choice
7. Planning essays
8. Common mistakes
- Common exam mistakes
9. Dealing with stress
+ Quiz, Module

5. After Tests and Exams
1. Steps to follow when a test or exam is returned
2. Steps to follow when you get home that day
3. Steps to follow within a week or so after the test
+ Quiz, Module

extra mini-units:

GENERAL: Starting Secondary School, Becoming a Senior Student, Bullying: Issues and Strategies, Managing Part-Time Jobs, Your Brain and Memory , Educational Kinesiology, Living Across 2 Houses, Travel: A Motivator to Learn, Uni: Lecture Note-making, Live Your Best Life

TECHNOLOGY: Technology Tools, Basic Computer Skills, Be CyberSmart, Microsoft OneNote, Apps for School

Features of the handbook:

In addition to the huge amount of content, the systematic program for students to work through includes: online quizzes, summary sheets, worksheets, lots of FAQs answered, articles and links, online polls, facility to submit questions, helpful grids and planners, jokes and quotes, student thoughts, images and photos, students can submit ideas to win, competitions…

Plus:
- audio and video files (lots more of these being added this year!)
- streaming audio (to allow students the option to read or listen to the content)
And: new content added regularly, new units added each year, new features added regularly.
There is also a tracking system where students save the results of their end of unit quizzes and modules over the years. Teachers use the admin password (see your school's handbook contact person for details) to see what students have completed.

Ways teachers can use the handbook:

1. ENCOURAGE STUDENTS AND PARENTS TO BROWSE THE HANDBOOK AT HOME

Students and parents can use the handbook at home as needed, submit study skills questions, print the summary sheets or explore ways to improve results at their own convenience. There are also FAQ sections for parents to use (with extra material to download and use) as well as links to useful sites and articles. Some schools specify that students are expected to complete all units by a certain year level eg Year 10.

2. SPECIFY UNITS FOR INDIVIDUALS AS NEEDED

Teachers may direct students or parents to a particular unit when issues arise with respect to academic performance at school (eg. a teacher may suggest a parent work through the time management section with their student or the section on how to study).

3. INTEGRATE UNITS IN PASTORAL PROGRAMS

Teachers may have students work through the topics systematically at school in a computer lab during pastoral lessons or other appropriate times to improve overall study skills. The units may be integrated into the school's pastoral program (eg as part of a 'learning to learn' program). Some schools print off the worksheets for the unit as needed while others print off all the worksheets and bind them into a workbook for the students. Throughout the year they then have the students work systematically through the topics (or allocate different topics to different year groups). There is also a record of completion sheet (just click on any of the print worksheet links) for students to keep track of the units they have completed. There are some suggested approaches to integrate into your pastoral program on the next page.

4. DIRECT CLASSES TO COMPLETE UNITS AS HOMEWORK

Teachers may set particular units as homework for classes to complete or suggest classes review particular units at certain times of the year (eg. the section on examinations at examination time) or to meet particular class needs (eg. some classes might benefit from visiting the section on organisational skills). You may even direct a particular year group to complete a certain number of units by a certain date.

5. SET MULTIMEDIA PROJECTS FOR STUDENTS TO COMPLETE ON STUDY SKILLS

If you teach information technology and multimedia, give your students a real-life project to work on where they will see their work on the handbook site. Students can submit any multimedia (eg audio files, video files) that is related to study skills to be included in the site. If you have lots to submit, simply post it to us on a CD (note: videos longer than 30sec will be streamed via YouTube). Contact us if interested and we will send you an information sheet about class projects and offer some prizes for your students.

6. SUBMIT ARTICLES, USE THE MESSAGE BOARD, VIEW FAQS, SUBMIT QUS

If you have an area of interest or expertise, you can submit articles to be included on the site. There are also a large number of FAQs for teachers as well as extra grids and planners you can use with your students.

Suggested approaches to integrating the handbook into your pastoral program:

There is no right or wrong way to use the handbook in your school. Every school will have different programs already in place, different amounts of time available, different levels of computer access and different types of students! So these are just some ideas for you to consider. A good approach is to do a mix of both allowing students to browse the handbook on an as-needs basis and completing some units at school using the worksheets for the unit.

It is a good idea to make a copy of the record of completion sheet for each student. Students could keep this in a folder along with their completed worksheets for each unit which allows teachers to see which units they have completed in the handbook. Students by nature will tend to browse erratically through the handbook so having students complete the worksheets for each unit ensures they have worked thoroughly through the material for each unit.

- **ONLY ONE LESSON AVAILABLE EACH TERM**
  Take each class into a computer lab once a term and let them browse through the handbook on their own. This way you can expose them to what is available so they can use it at home as needed. You might also recommend particular units at certain times of the year (eg. prior to exams).

- **SOME LESSONS AVAILABLE EACH TERM FOR EACH YEAR GROUP**
  You may choose to schedule the content to be distributed formally over Years 7-11 (or Years 8-11 for schools in QLD/SA/WA/NT) and have each year group complete the worksheets for the allocated units throughout the year. Eg Year 7 'at school' units 1-5, Year 8 'at home' units 1-5, Year 9 'specific skills' units 1-5, Year 10 'at home' units 6-10, Year 11 'tests and exams' units 1-5.
  Remember that new units will be added each year so then you would just need to decide which group will also complete the new units.

- **ADDING TO YOUR EXISTING PROGRAM**
  If you have an existing study skills program you might like to integrate the handbook into the appropriate topics. For example if you are covering time management with your students, as part of this topic you would have the students complete the time management unit. When you are talking about study notes, you might decide to have students complete the summarising unit.

- **CHOOSE ONE OR TWO YEAR GROUPS TO WORK INTENSIVELY THROUGH THE YEAR**
  Another approach would be to choose one or two year groups who will work intensively through the handbook during the year and the rest of the school can then browse on an as-needs basis or refer back to particular sections if they need help in those areas or to refresh their memory in later years of school. For example, you may decide to do an intensive program with Year 8 and Year 11. Depending on the time you have available, you might have Year 8 work through the whole program and then in Year 11 they could complete the 6 or so new units that would have been added since they were in Year 8. Or you could have them complete the first 15 units in Year 8 and the last 11 units in Year 11.

- **HAVE STUDENTS COMPLETE ALL OF THE UNITS AT HOME BY THE END OF YEAR 10**
  To show their commitment to senior studies, as part of the requirements to move from Year 10 to Year 11, your students could be expected to have completed ALL units on the handbook by the end of Year 10. They can start working on these as soon as they enter high school, but by the end of Year 10 teachers will check in the tracking system to make sure students have completed all quizzes and modules. Then in the senior years if they need help or to review a section they will also know where to go back in the handbook to find it.

Things to remember:
- There is no one correct way to use the handbook. Rather than a rigid program, it is designed to be flexible so you can use it in the way that best suits the needs of your school and your students.
- The handbook is continually growing. What you are seeing today is just the beginning. There will be greater depth added to the existing units, new multimedia experiences, new features and new units. The resource will be continually expanding and you will need to take this into account in your planning. It may reach the stage where it would not be possible for students to cover all units during the time available at school in which case you can then pick and choose the units that are most relevant to your students.

Enhanced Learning
Educational Services
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