

STUDY SKILLS WORKSHOP

STUDENT WORKBOOK



Student Name:

Date:

STUDY REFLECTIVE JOURNAL

Use the spaces here to add key findings on how you learn best:

What is my learning style?

How am I smart?

What life skills can I learn from being a strategic learner?

Have I planned a study schedule?

What homework, study and study tips do I think I will use?

What can knowing my learning style teach me?

Where do I study best and why?

My SMART target

What motivates me to study?

What are my words of wisdom?

What time management tips did I learn?

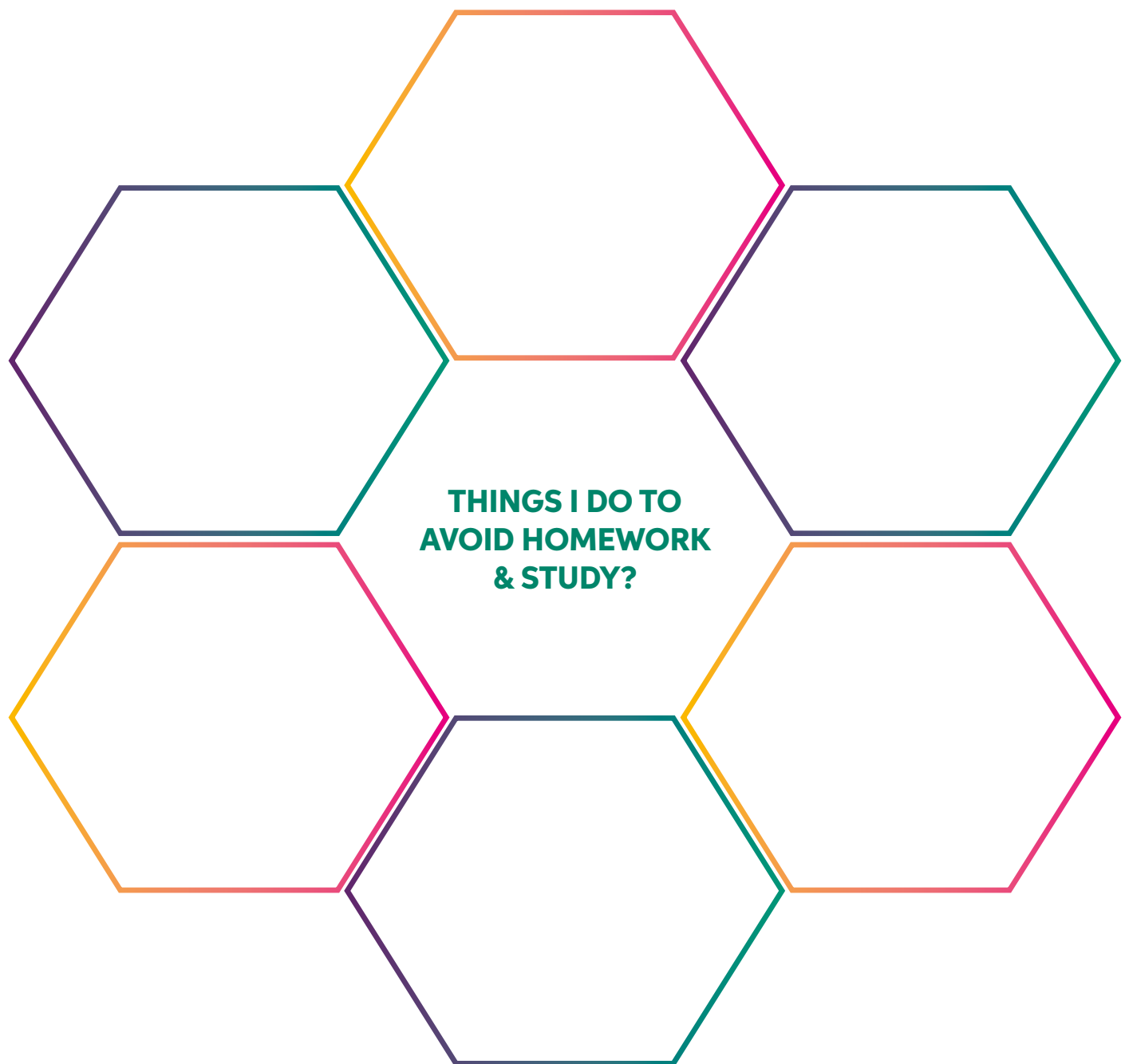
What study tools would work for me?

What do I now know about how memory works?



ACTIVITY 1: LET'S BE HONEST!

Did you know that being honest about your habits is an important part of developing self-awareness?



- How does this serve you?
- What do you get out of not doing homework and not studying?
- What might you be missing out on?

ACTIVITY 2: MY LEARNING STYLE

Getting to know yourself is the best way to fast-track your way to an easier life on the learning road ahead. It is also part of the life skill of self-awareness.







Here is a simple self-assessment to get to know how you learn best. Write the results in your Study Reflective Journal so you don't forget.

Instructions

For these questions, choose the first answer that comes to mind and circle/tick a, b, or c.

<p>Question 1 When you study for a test, would you rather:</p> <ul style="list-style-type: none"> a. Read notes, read headings in a book, and look at diagrams. b. Have someone ask you questions, or repeat facts silently to yourself. c. Write things out on index cards and make models or diagrams. 	<p>Question 2 Which of these do you do when you listen to music?</p> <ul style="list-style-type: none"> a. Daydream (often imagining things that go with the music). b. Hum along. c. Move with the music, tap your foot, etc. 	<p>Question 3 When you are solving a problem do you:</p> <ul style="list-style-type: none"> a. Make a list, organise the steps, and check them off as they are done. b. Make a few phone calls and talk to friends or experts. c. Make a model of the problem or walk through all the steps in your mind. 	<p>Question 4 When you read for fun, do you prefer:</p> <ul style="list-style-type: none"> a. A travel book with a lot of pictures in it. b. A mystery book with a lot of conversation in it. c. A book where you answer questions and solve problems.
<p>Question 5 To learn how a computer works, would you rather:</p> <ul style="list-style-type: none"> a. Watch a movie or documentary about it. b. Listen to someone explain it. c. Take the computer apart and try to figure it out for yourself. 	<p>Question 6 You have just entered a science museum, what will you do first?</p> <ul style="list-style-type: none"> a. Look around and find a map showing the locations of the various exhibits. b. Talk to a museum guide and ask about exhibits. c. Go into the first exhibit that looks interesting and read directions later. 	<p>Question 7 What kind of restaurant would you rather not go to?</p> <ul style="list-style-type: none"> a. One with the lights too bright. b. One with the music too loud. c. One with uncomfortable chairs. 	<p>Question 8 Would you rather go to?</p> <ul style="list-style-type: none"> a. An art class. b. A music class. c. An exercise class.
<p>Question 9 Which are you most likely to do when you are happy?</p> <ul style="list-style-type: none"> a. Grin. b. Shout with joy. c. Jump for joy. 	<p>Question 10 If you were at a party, what would you be most likely to remember the next day?</p> <ul style="list-style-type: none"> a. The faces of the people there, but not the names. b. The names but not the faces. c. The things you did and said while you were there. 	<p>Question 11 When you see the word "d - o - g", what do you do first?</p> <ul style="list-style-type: none"> a. Think of a picture of a particular dog. b. Say the word "dog" to yourself silently. c. Sense the feeling of being with a dog (petting it, running with it, etc.). 	<p>Question 12 When you tell a story, would you rather:</p> <ul style="list-style-type: none"> a. Write it. b. Tell it out loud. c. Act it out.
<p>Question 13 What is most distracting for you when you are trying to concentrate?</p> <ul style="list-style-type: none"> a. Visual distractions. b. Noises. c. Other sensations like, hunger, tight shoes, or worry. 	<p>Question 14 What are you most likely to do when you are angry?</p> <ul style="list-style-type: none"> a. Scowl. b. Shout or "blow up". c. Stomp off and slam doors. 	<p>Question 15 When you aren't sure how to spell a word, which of these are you most likely to do?</p> <ul style="list-style-type: none"> a. Write it out to see if it looks right. b. Sound it out. c. Write it out to see if it feels right. 	<p>Question 16 Which are you most likely to do when standing in a long line at the cinema?</p> <ul style="list-style-type: none"> a. Look at posters advertising other movies. b. Talk to the person next to you. c. Tap your foot or move around in some other way.

Now, total your a's, b's and c's

TOTAL A'S	TOTAL B'S	TOTAL C'S
 <p>Shade in your score</p>	 <p>Shade in your score</p>	 <p>Shade in your score</p>
If you scored mostly a's, you may have a visual learning style. You learn by seeing and looking.	If you scored mostly b's, you may have an auditory learning style. You learn by hearing and listening.	If you had mostly c's, you may have a kinaesthetic learning style. You learn by touching and doing.
 <p>Visual Learners Learning Tips</p>	 <p>Auditory Learners Learning Tips</p>	 <p>Kinaesthetic Learners Learning Tips</p>
<p>take numerous detailed notes</p> <p>tend to sit in the front</p> <p>are usually neat and clean</p> <p>often close their eyes to visualise or remember something</p> <p>find something to watch if they are bored</p> <p>like to see what they are learning</p> <p>benefit from illustrations and presentations that use colour</p> <p>are attracted to written or spoken language rich in imagery</p> <p>prefer stimuli to be isolated from auditory and kinaesthetic distraction</p> <p>find passive surroundings ideal</p>	<p>sit where they can hear but needn't pay attention to what is happening in front</p> <p>may not coordinate colours or clothes, but can explain why they are wearing what they are wearing and why</p> <p>hum or talk to themselves or others when bored</p> <p>acquire knowledge by reading aloud</p> <p>remember by verbalising lessons to themselves</p>	<p>need to be active and take frequent breaks</p> <p>speak with their hands and with gestures</p> <p>remember what was done, but have difficulty recalling what was said or seen</p> <p>find reasons to tinker or move when bored</p> <p>rely on what they can directly experience or perform</p> <p>activities such as cooking, construction, engineering and art help them perceive and learn</p> <p>enjoy field trips and tasks that involve manipulating materials</p> <p>sit near the door or someplace else where they can easily get up and move around</p> <p>are uncomfortable in classrooms where they lack opportunities for hands-on experience</p> <p>communicate by touching and appreciate physically expressed encouragement, such as a pat on the back</p>



Reflect!

Return to your Study Reflective Journal and add your learning style & some of the learning tips from the lists above (*Tip: pick the ones you might use!*)

ACTIVITY 3: MULTIPLE INTELLIGENCES CHECKLIST


Finding Out About My Multiple Intelligences

Instructions

It is hoped that this checklist will be fun to do and will help you discover your many gifts. This is not a test – it's just for your own information – but it is based on wonderful studies done by many wise people about how we learn and why it is really great to know our own preferences; each one of us is unique and our preferences help us understand our special ways of learning and knowing.

The different types of intelligences this assessment looks at are:

- Linguistic: finding it easy to say what you mean in a clear way.
- Musical: good with music and pitch, tone, sound etc.
- Logical/Mathematical: solving problems in Maths, Science and other subjects in a logical way.
- Interpersonal: understanding and relating/communicating with other people.
- Spatial: visual and able to read maps and instructions.
- Intrapersonal: understanding yourself and your own feelings and thoughts.
- Bodily-Kinaesthetic: mind & body like to move & have coordination.
- Naturalistic: understanding living things & nature.

Check  any items that seem to apply to you. You may check as many as you like. This is about getting to know yourself - be honest & take your time doing this task alone.

	1. I enjoy reading books.
	2. I have always liked maths and science classes best and I do well in them.
	3. I enjoy drawing, painting and doodling.
	4. I love being outdoors and enjoy spending my free time outside.
	5. I have a pleasant singing voice and I like to sing.
	6. I'm the kind of person others come to for advice.
	7. I have some important goals for my life that I think about often.
	8. I love animals and I spend a lot of time with them.
	9. I like English, SPHE and History better than Maths and Science.

	10. I like English, SPHE and History better than Maths and Science.
	11. I like to figure out how to take apart and put back together things like toys and puzzles.
	12. I am an active person and if I can't move around, I get bored.
	13. I frequently listen to music because I enjoy it so much.
	14. I like going to parties and social events.
	15. I think I am a very independent person.
	16. I enjoy watching nature shows on television like the Discovery Channel, National Geographic and Netflix.
	17. I am good at using words to get others to change their mind.

Guidance Related Learning

Study Skills Workshop
Student Workbook
Page 7 of 27



**FUTURE
SPARKS**

	18. I enjoy playing around with a chemistry set and am interested in new discoveries in science.
	19. When I watch a movie or video, I am more interested in what I see than what I hear.
	20. I think I am well coordinated.
	21. I can play a musical instrument.
	22. I don't like to argue with people.
	23. Sometimes I talk to myself.
	24. It's fun to watch birds or other animals, to watch their habits, and to learn more about them.
	25. I'm good at Scrabble and other word games.
	26. I believe that almost everything has a logical explanation.
	27. When I close my eyes, sometimes I can see clear images in my head that seem real.
	28. I have good skills in one or more sports and learn new sports quickly.
	29. I can easily keep time to a piece of music.
	30. I enjoy getting other people to work together.
	31. I like to spend time alone thinking about things that are important to me.
	32. I'm very good at telling the difference between different kinds of birds, dogs, trees, and stuff like that.
	33. I like to learn new words and know their meanings.
	34. I like to play games and solve brain teasers that require tactics and strategy.
	35. I am good at reading maps and finding my way around unfamiliar places.

	36. I don't like organised team sports as much as individual sports activities, such as tennis, swimming, skiing, golf or ballet.
	37. I know the tunes and titles of many songs and musical pieces.
	38. I consider myself a leader (and others call me that).
	39. I would rather spend a holiday in a cabin in the woods than at a fancy resort.
	40. I enjoy visiting zoos, natural history museums or other places where the world is studied.
	41. It's easy for me to memorise things at school.
	42. It is fun for me to work with numbers and data.
	43. I like some colours better than others.
	44. I don't mind getting my hands dirty from activities like painting, clay, or fixing and building things.
	45. Sometimes I catch myself walking along with a television jingle or song in my mind.
	46. When I have a problem, I'll probably ask a friend for help.
	47. I think I know what I am good at and what I'm not so good at doing.
	48. I like being outside whenever possible; I feel confident and comfortable there.
	49. I like to look things up in the dictionary or online.
	50. I like to ask people questions about how things work or why nature is the way it is.
	51. I sketch or draw when I think.
	52. Sometimes when I talk with people, I gesture with my hands.

	53. I like to make up my own tunes and melodies.
	54. I have at least three close friends.
	55. I have hobbies and interests that I prefer to do on my own.
	56. I like camping and hiking.
	57. I like to talk to friends and family better than watching TV.
	58. I have an easy time understanding new maths concepts in school.
	59. I enjoy reading things more when they have lots of pictures and drawings.
	60. I would rather play a sport than watch it.
	61. Often I keep time to music by tapping to the beat or humming the tune when I am studying or talking on the phone.
	62. I am easy to get to know.
	63. I want to be self-employed or maybe start my own business.
	64. I want to become a volunteer in an ecological organisation (such as Greenpeace) to help save nature from further destruction.
	65. I like to write things like stories, poems and reports.
	66. I like things better when they are organised, categorised or measured.
	67. I am good at playing Pictionary, doing jigsaw puzzles, and solving mazes.

	68. I like to exaggerate in skits, plays, speeches, sports, or other types of activities.
	69. I can tell when notes are off-key.
	70. I feel comfortable most of the time, even in the midst of a crowd.
	71. I like to spend time by myself thinking about thing that I value.
	72. When I was younger, I used to dislodge big rocks from the ground to discover the living things underneath.
	73. I'm really good at describing things in words.
	74. I think I am good at working with numbers and data.
	75. I am better at remembering faces than names.
	76. I like working with my hands in activities such as sewing, carving, or model-building.
	77. I know what I like and don't like in music.
	78. I am good at making new friends.
	79. I like to think about things before I take any action.
	80. I have a green thumb and I am really good at keeping plants alive and healthy.

MULTIPLE INTELLIGENCES TALLY SHEET

Circle the numbers below that you checked on your Multiple Intelligence checklist. Then count how many circles you have in each row, and write that number at the bottom of each row.

Look at the rows where you counted the most circles. You may have one, two or three areas that stand out. It doesn't matter how many, but rather what "fits" and seems right for you. See the key below to discover your natural preferences!

Linguistic	1	9	17	25	33	41	49	57	65	73	
Logical/ Mathematical	2	10	18	26	34	42	50	58	66	74	
Spatial	3	11	19	27	35	43	51	59	67	75	
Bodily/ Kinaesthetic	4	12	20	28	36	44	52	60	68	76	
Musical	5	13	21	29	37	45	53	61	69	77	
Interpersonal	6	14	22	30	38	46	54	62	70	78	
Intrapersonal	7	15	23	31	39	47	55	63	71	79	
Naturalistic	8	16	24	32	40	48	56	64	72	80	

Shade in the number you got above! (E.g. if you circled three numbers in the Linguistic row, shade in three of the Linguistic boxes here).

Linguistic	Logical/ Mathematical	Spatial	Bodily/ Kinaesthetic	Musical	Interpersonal	Intrapersonal	Naturalistic

Congratulations! You have taken time out to be self-reflective and take responsibility for your own unique blend of intelligence.

Reflect!



Return to your Study Reflective Journal can you add here: and fill in how you are smart.

ACTIVITY 4: STUDY - WHAT IS WORKING?

When do I study and do my homework?	Where do I study and do my homework?
Are there tools and resources that I know help with my study and homework?	Who can help me with my study and homework?

ACTIVITY 5: HOW TO STUDY EFFECTIVELY

True or False

Study Skills Statement	True	False
1. Cramming is the best way to remember things you learn in class.		
2. Cramming is more stressful.		
3. Make a plan to schedule in short study sessions across your week, instead of cramming lots of hours close to a test or exam.		
4. Only study material you met on the same day.		
5. Go back and look at material you learned last week and last month to keep it fresh.		
6. Re-reading notes is not an effective way to learn material.		
7. Stay on the same topic during a study session, never leave the one topic or you will get confused.		
8. It is a good idea to connect what you are learning to things you already know.		
9. There is no need to ask How? and Why? about the topics in your text book - just read the pages and don't be curious.		
10. Look for examples in your notes and textbooks as concrete examples are the best way to grab your attention and understanding.		
11. You don't need pictures to help you study.		
12. Putting information from your textbooks into your own words is a good idea.		
13. Recalling information is really important, it helps you practise for exams.		
14. Put away your notes and text books and write or sketch everything you already know.		
15. Getting to know the bits you don't know is not an important part of study.		
16. Which is your favourite tip?		

ACTIVITY 6: SKILLS BEYOND STUDY?

<p>Question 1 Ernestas helps the head coach organise a trip for the soccer team to BaySports.</p> <p>a. Planning b. Self-Awareness c. Focus</p>	<p>Question 2 Ameerah is put in charge of the stockroom on her first work experience position; making sure the right amount is restocked on the shelves for the busy spell in the shop.</p> <p>a. Dedication b. Monitoring c. Communication</p>	<p>Question 3 Henry's group is asked to figure out how successful their YSI project was in TY. They have a specific guideline to go by.</p> <p>a. Communication b. Planning c. Evaluation</p>	<p>Question 4 Ann sets up a study group and they take turns teaching each other their Algebra chapter until they remember it.</p> <p>a. Reinforcing b. Planning c. Self-Awareness</p>
<p>Question 5 Russell knows he needs to study harder in English as he is getting distracted in class. He is secretly relieved when the teacher rearranges the seats.</p> <p>a. Self-Awareness b. Study Skills c. Team Work</p>	<p>Question 6 Lisa knows she needs to focus on some study planning to get the grade she needs for her scholarship.</p> <p>a. Self-Awareness b. Positivity c. Responsibility</p>	<p>Question 7 Angela volunteers for a new group task in her part-time job. It involves leading a small sales team. This looks great on her CV.</p> <p>a. Self-Awareness b. Responsibility c. Evaluation</p>	<p>Question 8 May choses to do some study every week night, to stay on top of things with her school work. She feels in charge.</p> <p>a. Dedication b. Monitoring c. Team Work</p>
<p>Question 9 Trevor gets a promotion in work because he went the extra mile on the last three projects in the office.</p> <p>a. Self-Awareness b. Dedication c. Intrapersonal Skills</p>	<p>Question 10 Arthur needs to help his new employer launch a new product. He studies online competition and analyses sales data until he knows what their best strategy might be. This takes him several weeks.</p> <p>a. Dedication b. Monitoring c. Communication</p>		

Reflect!

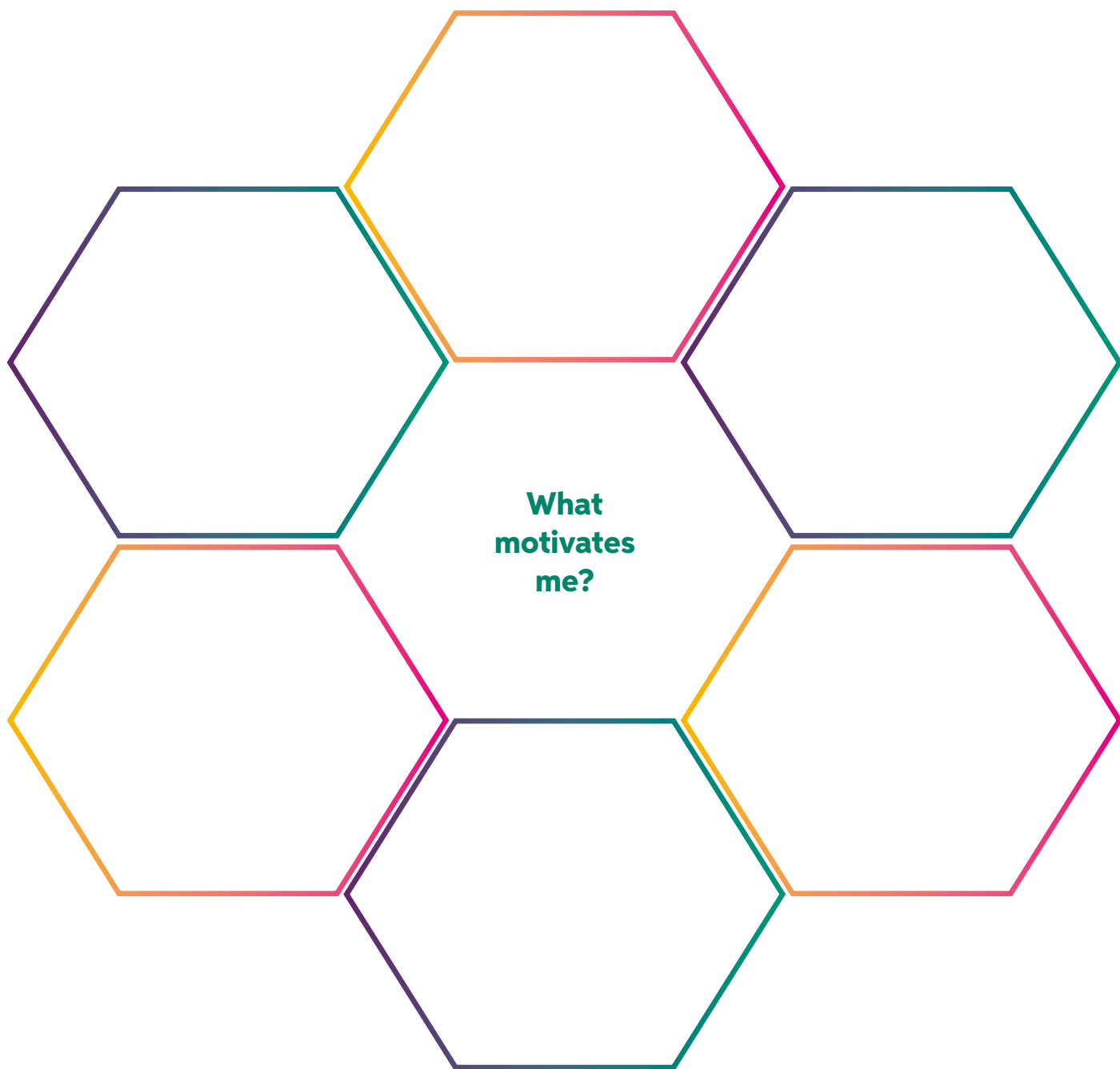
Return to your Study Reflective Journal.

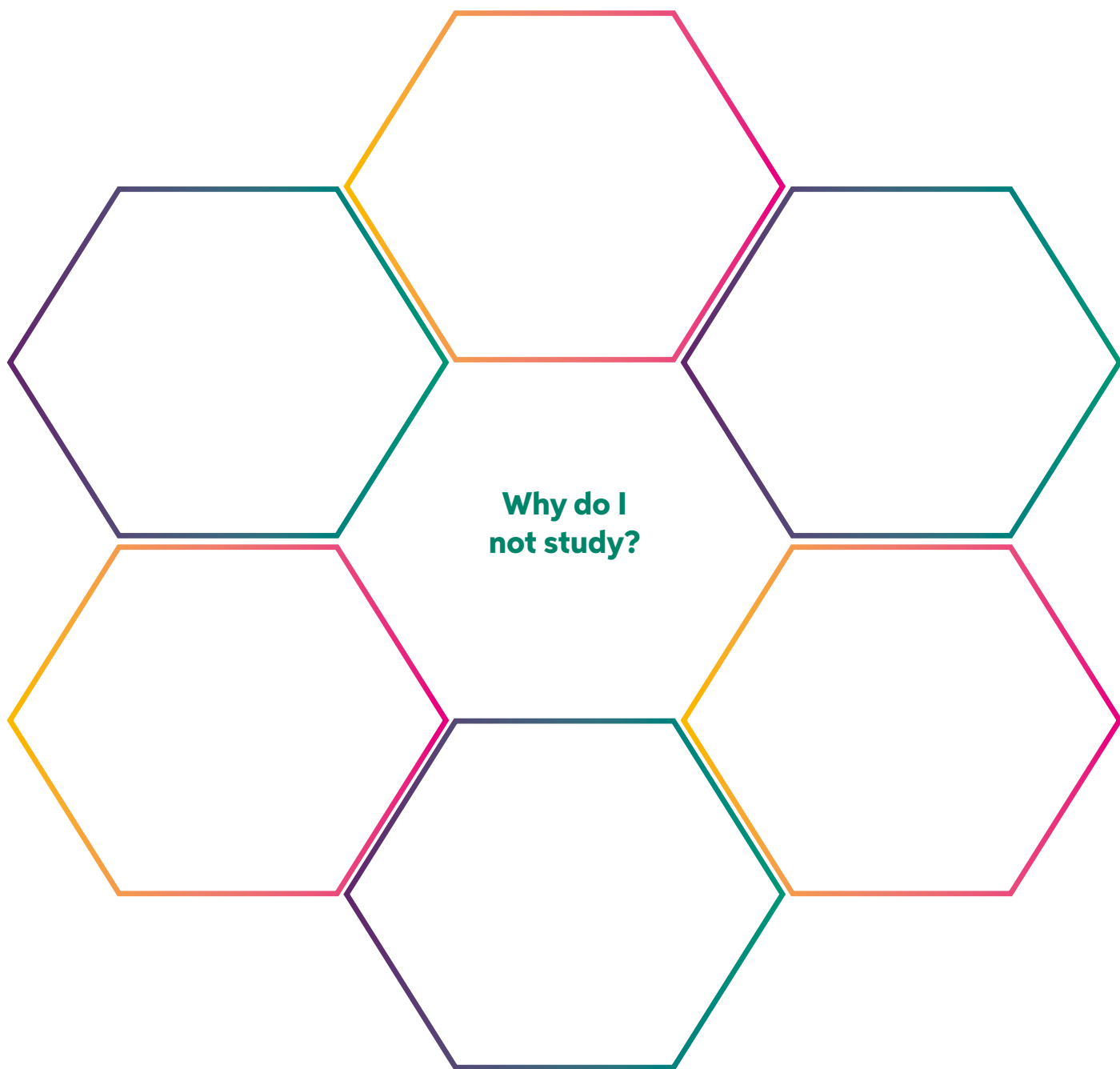


ACTIVITY 7: WHY DO I STUDY?

Why should I study?







**Why do I
not study?**



ACTIVITY 8: UNDERSTANDING MEMORY TO FEED MY 'WHY'

When we meet a new concept it goes to our working _____ (WM). On a daily basis the work we meet in every class is like this. It is similar to many books being carelessly _____ , temporarily on a bookshelf in our hallway.

But the catch is, it only stays there for several _____. The information needs to get recalled, used, revised, spoken about etc for it to move to our library or long term _____ .

Study and _____ can help with this. If it gets recalled enough it will _____ to our short term memory. Here is where study comes in - to move this learning to our long term memory it needs to be used and _____ a number of times.

If you want to store new learning in a way that it is _____ for you to recall and use, you must 'use it or _____ it'. Studying strategies to _____ your learning style will help with this. _____ smart to learn smart!

WORD BANK

ready stored suit recalled lose homework
seconds memory move study

Reflect!



Return to your Study Reflective Journal to add in what you now know about memory.

ACTIVITY 9: TIME BREAKDOWN - TAKING ACTION

When do I have time?

Using the grid below, honestly record your time spent on each of the following:

TOTAL STUDY HOURS	TOTAL SOCIAL HOURS	TOTAL RECREATION HOURS

ACTIVITY 10: STUDY TO-DO LIST

Plan out a few items of study for the week ahead.

DAY	SUBJECT	WORK TO DO	TIME	FINISHED	REWARD
EXAMPLE: Monday	Geography	Learn how to sketch & label a volcano	15 mins	✓	Walk to shop for an ice-cream

Reflect!



Return to your Study Reflective Journal to record notes on when you will study.

ACTIVITY 11 : STUDY ENVIRONMENT QUESTIONNAIRE

Where should I study?

A) Write three places you can study in the boxes below.

A)	B)	C)
----	----	----

B) Where is it to be?

Write True or False about these places	A	B	C
<i>There are few distractions in this place, such as phone, TV.</i>			
<i>Other people rarely interrupt me when I study in this place.</i>			
<i>This is a quiet location, with almost no interruptions – talking or music.</i>			
<i>I take a limited number of breaks when I study in this place.</i>			
<i>I study here regularly during the week.</i>			
<i>I take regular but short and time managed breaks when I study here.</i>			
<i>I rarely talk with people when I study here.</i>			
<i>The temperature in the place is comfortable, not too hot or too cold.</i>			
<i>The chair and desk in this place are suitable for good work to be done.</i>			
<i>The lighting in this place is good for studying.</i>			
Total TRUE answers			

Reflect!



Return to your Study Reflective Journal. Record where you study best.

Guidance Related Learning

Study Skills Workshop
Student Workbook
Page 21 of 27



**FUTURE
SPARKS**

ACTIVITY 12 : GOAL SETTING WHEN STUDYING

HOW can I study in ways that work for me?

	Example	Your SMART Target Subject: Chapter: Section:
Specific	To revise the past tense in German	
Monitor	Check if I can complete the end of section activities without a mistake	
Achievable	I am able to do this	
Resourced	I have my textbook, notes and flashcards app Quizlet downloaded	
Time	I will give myself 20 minutes. When I have completed the set tasks and have everything correct I will take the dog for a walk and buy a smoothie.	

Reflect!

Fill in this section on your Learning Reflective Journal.



ACTIVITY 13: STUDY PLANNING GRID

Consider the questions and try your own grid below:

1. Do you understand why you are studying?
2. Do you see a connection between this work and your future?
3. Do you see how consistency is key to efficient study? Explain.
4. Are you prepared to commit to consistent study?
5. What would that look like? Can you visualise it? How many exam subjects do you have on a Monday?

Day	Subjects	Time (mins)	Topic (optional)
Monday	Maths	10	Sets – chapter 2
	English	10	Poetic terms
	Irish	10	Grammar – past tenses
	Spanish	10	
	Science	10	
	Geography	10	
Total time		60 minutes	

6. Is this possible for you?
7. Where will you study and at what times?
8. How will you study? What method will work best for your style of learning?

Reflect!

Fill in this section on your Learning Reflective Journal



ACTIVITY 13: STUDY PLANNING GRID

Try your own grid for study:

Day	Subjects	Time (mins)	Topic (optional)
Monday			
Total time			
Tuesday			
Total time			
Wednesday			
Total time			

STUDY PLANNING GRID

Day	Subjects	Time (mins)	Topic (optional)
Thursday			
Total time			
Friday			
Total time			
Saturday			
Total time			

ACTIVITY 14: MEET FINN - TESTING YOUR STUDY SKILLS

Now that you have completed the workshop try and give Finn some of the advice you have learned:

This is Finn. He has his Christmas tests coming up and all of his teachers, classmates and parents are talking about the importance of these tests. The teachers are giving daily reminders about the importance of studying.

The problem for Finn is that he doesn't know how to study. He never had to study in primary school; there, he just listened in class, followed the teacher's instructions, completed his homework and he might spend a little time on spellings on Thursday evening before the test on Friday but that was the extent of his study. Anything that he covered in class from September to December could come up on the test.

He wants to do well in his tests but he needs some advice and tips as this is all new to him and he's not coping very well. In fact, he is starting to feel anxious in class; his heart rate speeds up, his hands get sweaty and he struggles to focus on what he should be doing.

1	Where should Finn start with his problem?	What would you advise?
2	<i>How should Finn find out how he learns and studies to suit his own strengths?</i>	
3	<i>What study tools might help him break down all the content he needs to catch up on?</i>	
4	<i>Why do you think Finn should get on top of his work?</i>	
5	<i>Do you think it is too late for Finn? Explain your answer.</i>	

Reflect!



Fill in this section on your Learning Reflective Journal

ACTIVITY 15: REFLECTION ON MY LEARNING

Please fill in the following reflection by being honest with yourself.

This reflection is about you and your response, behaviour and attitude to learning.

This reflection is not about other people's behaviour or attitude.

Please circle Yes/No/Don't know/NA (not applicable to me)

In the last week I have:

- Arrived late to class. (Yes or No - please circle)
- Arrived without some materials i.e., copies, pens etc. (Yes or No - please circle)
- Spoken out loud or to another person while the teacher is talking to the class. (Yes or No - please circle)
- By talking or arriving late, disrupted the flow of the class. (Yes or No - please circle)
- Through these behaviours missed out on learning. (Yes or No - please circle)
- Noticed my teachers were organised. (Yes or No - please circle)
- Noticed my teachers being on time. (Yes or No - please circle)
- Noticed my teachers have their materials. (Yes or No - please circle)
- Noticed a student becoming frustrated because the class was disrupted.
(Yes or No - please circle)
- Disrupted class because I want to be entertained. (Yes or No - please circle)
- Disrupted class because I find the work difficult. (Yes or No - please circle)
- Disrupted class because I am bored. (Yes or No - please circle)
- Not considered other students' learning when I disrupted the class. (Yes or No - please circle)
- Not considered the teacher when I disrupted the class. (Yes or No - please circle)
- Not really being fair to others when I disrupted the flow of the class.
(Yes or No - please circle)

Now that you have reflected on the above, consider the following:

What do I need to change?

When and how will I do this?

I need help with:

