

Strategy “Bank”

Distractions/Focus:

- Sit by myself, or away from my friends to avoid being distracted during lessons.
- Refrain from being distracted by non-class related discussions during class time.
- Ensure that I eat a sufficient breakfast and lunch to maintain my focus during the day.
- Avoid people who hinder my learning – have a group of friends who I study with and a group who I socialise with.
- Use an app like Forest or BlackOut to assist you with focus and time management.

Motivation:

- Establish a reason or purpose for learning – eg. Creating greater employment opportunities for myself; increasing the number of future pathways for myself; enjoying learning.
- Use the ISHS Assessment Planning Funnel from Connect classes.
- Study with a group of friends rather than trying to ‘slug it’ alone.
- Allocate blocks of time for working with a personal reward at the end.
- Break tasks down using the Pomodoro technique – work in 25 minute intervals, separated by a short break and/or reward.

Writing Assignments:

- Begin assignments the day that I get them by discussing possible approaches with my peers.
- Develop a time-line for completing my assignment so that I can break it up into small, manageable chunks.
- Use the ITC ThinkDrive © to help me in understanding the thinking skills I need to apply in my assignment and select an appropriate graphic organiser to assist in organising my ideas.
- Develop a summary of my research before I begin to plan or write my assignment.
- Ensure that I understand the requirements for a bibliography and which referencing style is to be used.
- Develop a clear and detailed plan before I begin to draft my writing.
- Avoid procrastinating – begin planning a written assignment as soon as possible.
- Seek feedback on my planning before I begin to write, to ensure that I am on the right track.
- Submit a completed draft to my teacher on, or before, the draft due date.
- Clarify feedback from my teacher to ensure that I understand how I can improve my work.
- Ask my teacher what I can add or remove from my work to improve its quality.
- Ask my teacher if I need to move any sections of my writing around, so that it ‘flows’ more effectively.
- Edit with a friend (peer editing) – two sets of eyes are better than one!

Revision:

- Begin revision 5 days in advance.
- Use flash-cards, summaries or outlines to assist with remembering key information.
- Use mind-maps to highlight relationships between key pieces of information.
- Review notes and handouts at least 3 times before the exam.
- Develop my own test questions to quiz myself.
- Review old tests or quizzes.
- Use memory games to help me remember important information.
- Have my friends or parents test me on key information.
- Organise my revision notes more effectively.
- Prioritise by making a list of what I need to study or complete each day.
- Revise in an organised space that is free from distractions.
- Revise within 30-90 minutes of eating to ensure focus.
- Revise early in the evening when my mind is fresher.
- Avoid ‘cramming’ and, instead, break my revision into 20-40 minute chunks spread over several days.
- Develop a revision schedule to assist me with managing my time.

During an Exam:

- Carefully read each question and highlight key words or information to ensure I understand what the question is asking me to do.
- At the beginning of an exam, write down important information on the back of the test so that you don’t forget it.
- At the beginning of an exam, peruse the whole test to determine how much time I will need to spend on each section, and prioritise which questions I will attempt first.