STUDY SKILLS SESSION P7

Students should use this booklet to help with their workload this year.

**Study/Test Preparation**

**Organisational skills**



**Listening skills**

**Managing homework**

**Study place**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contents Page**

Page 2 Organisational Skills

Page 3 Managing Homework/Where can I get help?

Page 4 Study Place/ Revising for test

Page 5 Using Spider Diagrams

Page 6 Using Flash Cards

Page 7 Notes

**Organisational Skills**

In order to study effectively it is important to be organised. Make sure you have the books and equipment you need to study.

* Folders
* File Dividers
* Poly Pockets
* Paper
* Pens
* Pencils
* Highlighters
* Rubber
* Protractor **O**
* Compass **R**
* Colouring Pencils **G**
* 30cm Ruler **A**
* Scissors **N**
* Glue **I**
* Calculator (Scientific) **S**
* Sharpener **E**
* Dictionary **D**
* Thesaurus
* Internet
* Laptop/tablet/mobile phone



**Managing Homework**

***Top Tips for doing homework!***

* Always try to complete your homework when the teacher gives it to you
* If you are unsure about a question, ask for help
* Show your homework to a parent/guardian and let them see how well you are doing, keep them in the loop and let them be part of your education.
* ALWAYS complete homework to the best of your ability

**Don’t make excuses for not doing your homework!**

**Where can I get help?**

**Activity Booklets**

 **Websites/internet**

**Family Members**

**Peers/classmates**

**Libraries**

**Teachers**

**Study Place / Revising for Tests**



**Natural light**



 **Use a desk**

**Do a little each day**



1. **GETTING READY**
* Find a quiet place
* Sort out your books/arrange your pens/pencils before starting
1. **CONCENTRTE**
* Read through your school work
* Make notes to read later
1. **READ YOUR QUESTIONS CAREFULLY**
* Once
* Twice
* Third time highlight the important points
* Always read over any work you complete either for homework or tests and make sure it is grammatically correct.

**Using Spider Diagrams**

Place the main topic in the middle of the page and then draw ‘legs’ radiating outwards. You can then write words or phrases about the object in the centre at the end of the legs.

A spider diagram could be used when researching topics for exams etc.

 Definition

The result if multiplying a number by itself

**Example**

22(2x2=4)

**Prime Numbers**

dd

**MATHS**

**Numbers**

Definition

Can only be divided by itself and one (note 2 is the only even prime number)

**Square**

**Example**

11 divided by 11 = 1**,** 11 divided by 1 is 11

2divided by 2 =1, 2divided by 1 =2

**Example**

23 (2x2x2=8)

**Cube**

A number that is multiplied by itself and then multiplied by itself again

Definition

Spider diagrams are an excellent way to jot down thoughts without having to worry about writing long explanations. The simple points in the boxes are there to jog the memory.

**Using Flash Cards**

Using Flash cards helps you to memorise something. You put a question on one side of the card and the answer on the other. Then you memorise the answers to each of the questions.

**Use flashcards as a quick way of testing what you know.**

1. On the front of the card, write a key term or question

2. On the back of the card, write the definition for the term or the answer to the question,

3. Memorise the answer to each definition or question.

Mix up the Flash Cards and try to answer the definition or question before looking at the answer. Also you could get a classmate, parent or guardian to ask you the questions.

It is easy to make your own flash Cards, simply divide an A4 sheet into either 4 or 8 squares and cut them up. Place a question on one side of the squares and the answer on the other. Write the answer in your own words and make it brief.

**Example**

**Answer**

The result of multiplying a number by itself – for example (2x2=4)

**Question**

**What is a square number?**

**Notes Page**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_