

# 10

## *Unit Ten*

### *Study Skills*

*Ages 13+*

Total Time: 3 Hours

**PART 1:** Ice Breaker

**PART 2:** Why Study Skills Are Important

**PART 3:** Learning Style Inventory

**PART 4:** Motivating Yourself to Study

**PART 5:** Managing Your Study Time

**PART 6:** Setting SMART Academic Goals

**PART 7:** Exam Preparation and Avoiding Exam Stress

**PART 8:** Note Taking Tips

**PART 9:** Follow Up Activities

**ANNEXURE 1:** Learning Style Inventory Test

**ANNEXURE 2:** Study Tips for Learning Styles

**ANNEXURE 3:** Learning Styles

**ANNEXURE 4:** Sample Motivational Poster

**ANNEXURE 5:** Managing Your Study Time

**ANNEXURE 6:** Daily Organizer

**ANNEXURE 7:** Setting SMART Academic Goals

**ANNEXURE 8:** Avoiding Exam Stress

**ANNEXURE 9:** Exam Prep Checklist

**ANNEXURE 10:** Note Taking Tool

**ANNEXURE 11:** Evaluation

**ANNEXURE 12:** KWL Chart

**ANNEXURE 13:** Mahatma Gandhi Bio

**ANNEXURE 14:** The Life Cycle of a Butterfly

**ANNEXURE 15:** Flashcards

**ANNEXURE 16:** Group Study Roles

## *Part 1: Ice Breaker*

### **Time:**

10-15 Minutes

### **Objective:**

Participants will take part in an activity designed to give them an opportunity to get to know each other.

### **Materials:**

(DEPENDING ON OPTION CHOSEN)

Option Two:

- Paper, pens

### **Techniques:**

- Ice Breaker

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### **TRAINER INSTRUCTIONS:**

1. Welcome the participants and tell them that we want everyone to feel energized and ready to learn so we are going to take do a fun activity to get things started. Lead an ice breaker activity from the options below:

#### **Option One: Fact or Fiction**

Ask for a volunteer to come to the front of the room and have the child state two statements about his preferred school subject or general knowledge topic. One statement has to be fact and one statement has to be fiction. (for example: The Pythagorean theorem states  $a^2 + b^2 = c^2$  (fact) and a rhombus has 5 equal sides (fiction), OR the Himalayan mountain range is the longest in the world (fiction) and the Ganges river is the most sacred river in India (fact), etc.)

Invite the rest of the children to guess which statement is fact by raising their hands for statement 1 or statement 2. Depending on time, have several more children come to the front of the room and state two statements about their preferred school subject or general knowledge topic.

### **Option Two: Who Am I?**

Distribute a piece of paper to each child and have each of them write down the name of one famous person - historical figure, athlete, actor, singer, etc. Collect all the pieces of paper and tape one to each child's back. The children should not see what is written on the paper placed on their back. Next, ask children to go around asking two yes/no questions which will help them guess the name on their back. Once they guess the name on their back, they can help other children until every child has been able to correctly guess the name pasted on their back.

## *Part 2: Why Study Skills Are Important*

**Time:**

10 Minutes

**Objective:**

Participants will understand why study skills are important.

**Materials:**

None

**Techniques:**

- Group Discussion

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**TRAINER INSTRUCTIONS:**

1. Explain that study skills are important because they allow you to learn efficiently and effectively. Say, “The skills you’ll learn in this unit will help you stay motivated as well as learn helpful tips and techniques to prepare for exams and learning classroom material. We’re going to make it easy for you. Who doesn’t want that?”

Study skills are a transferable, invaluable set of skills you can take with you over the course of your life. Some general key points to know about study skills are:

**You will develop your own personal approach to study and learning** – you have to study in a way that meets your own individual needs. You will discover what study techniques and skills work for you and what does not as you start to develop them (Examples: some people are very visual and need to see whatever they are studying. Write out your notes and look at them, create graphs, charts, etc., or draw simple pictures to illustrate what you’re learning. Some people need to hear what they are learning. Read your notes to yourself or someone else aloud, create a song from what you are learning and sing it to yourself, etc. Some people do better with both – seeing and hearing.).

2. Do a quick experiment: write a list of 5 words on the board, allow the kids to study them for a certain period of time, then erase them and ask them to write down what they saw. Next, just say 5 different words slowly 2-3 times, then ask the kids to write them down. Which way did they find easier? They might be able to identify what works best for them.
- **Study skills are not specific to just one subject** – they are generic and you can use them to study in any area. You will just have to understand the concepts, theories and ideas relating to the specific subject area you are studying.
  - **You need to practice and develop your study skills** – just like every other skill, study skills also take practice. This will help you understand how you study and will make you more confident about mastering effective and efficient study skills. This is something that will benefit you throughout your life.
  - **Study skills are not just for academics and students** – these skills are transferable. You will take them beyond your education and into new situations and areas such as your professional or personal life. Organizational skills, time management, prioritizing, scheduling, learning to analyze, problem solving and self-discipline are all concepts you will acquire through developing your study skills. These concepts can be beneficial in every aspect of your life.

## *Part 3: Learning Style Inventory*

### **Time:**

30 Minutes

### **Objective:**

Participants will understand that there are different learning styles, and each style requires different studying methods.

### **Materials:**

- Annexure 1: Learning Style Inventory Test
- Annexure 2: Study Tips for Learning Styles
- Annexure 3: Learning Styles

### **Techniques:**

- Presentation
- Group Discussion

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### **TRAINER INSTRUCTIONS:**

1. Explain that everyone learns differently and there are various learning styles. It is a good idea to evaluate how you learn and process information so you can better understand yourself as a learner.
2. Each person prefers different learning styles and techniques. Some people have one way that they learn best while others use a combination of learning styles to maximize how they learn and absorb information. **There is no right way and your learning style can change over time.**
3. Following are the seven different learning styles, try to identify which ones you feel you align with:

- **Visual (spatial)** – you prefer using pictures, images, and spatial understanding
  - **Aural (auditory-musical)** – you prefer using sound and music
  - **Verbal (linguistic)** – you prefer using words, both in speech and writing
  - **Physical (kinesthetic)** – you prefer using your body, hands and sense of touch
  - **Logical (mathematical)** – you prefer using logic, reasoning and systems
  - **Social (interpersonal)** – you prefer to learn in groups or with other people
  - **Solitary (intrapersonal)** – you prefer to work alone and use self-study
4. Distribute Annexure 1 and pencils to each person. Explain that they must only circle one choice that most applies to their learning style under each statement on the test. Next, give the participants time to take the test to assess what their learning style is. After the teens have finished and scored the test, ask them to indicate which learning style they have by raising their hands as you call out the three types.

**Note to Trainer:** Help students with scoring their test if necessary. Distribute Annexure 2 and 3 and ask the group to keep it in their folders for future reference.

## *Part 4: Motivating Yourself to Study*

**Time:**

20-30 Minutes

**Objective:**

Participants will learn techniques to stay motivated.

**Materials:**

- Study Skills Power Point 13+ (Motivation section)
- Annexure 4: Sample Motivational Posters
- Paper, pens/pencils, crayons, markers

**Techniques:**

- Power Point Presentation
- Group Discussion
- Activity

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**TRAINER INSTRUCTIONS:**

1. Explain that motivation is the general desire or willingness of someone to do something. A key part of doing well academically is to stay motivated. Say, "Going to school, studying, and trying to finish a lot of homework can be tiring and stressful. Do any of you feel that way? There are times when I get tired too. I get overwhelmed looking at my daily task list and don't know where to begin. Over the years, I've learned some techniques that helped me when I was in school and help me even today."
2. Explain that you will be given some tips to stay motivated. Start the Power Point presentation and ask the teens to follow along:

**Slide #3 Establish goals for a study session** - always schedule a time to do your work/studying rather than waiting until you feel like it. Hold yourself accountable to the schedule you have set for yourself. Refer to your SMART Academic goals. Remind yourself of your short-term and long-term goals on an ongoing basis. Envision your goal in your mind and think about the long-term impact of your actions. Write down the reasons you need to get this done.

**Slide #4 Start easy or start hard** – starting with the small easy tasks will help you gain momentum and feel accomplished which further leads to productivity.

On the other hand, getting the hardest tasks done first will make the rest of your tasks seem easier. Find out which technique works for you.

**Slide#5 Measure your progress** - find a way to track all that you have accomplished so you can see your progress. Checking things off your list will help to keep you motivated and keep the momentum going. Celebrating your accomplishments will increase your motivation to do more in the future.

**Slide #6 Find a partner** – find someone who is working towards the same goal or studying the same thing and working together with them will keep you motivated. You will more likely let yourself down than you would a friend who is depending on you so this will hold you accountable. Surrounding yourself with motivated, energetic and positive people will help you get started, too.

**Slide #7 Identify resources to help you** – try to find help with the subjects you are having trouble with. Try to find tutors, a friend who is an expert at the subject or use the internet to find better explanations. This will cut down on the time you spend trying to understand the assignment.

**Slide #8 Establish a comfortable environment** – Set up your surroundings and schedule so you make good decisions. Get away from things that will distract you from your goals. Enlist the help of your friends or others to help you from becoming distracted. Find a place free from distraction where you can maximize your concentration and completely focus on studying.

**Slide #9 Take breaks** - Take a break so you can grab a snack, relax or otherwise refresh and re-energize yourself. Reward yourself for studying by going for a walk or talking to a friend or house parent. Try to schedule your study blocks when you are most productive.

**Slide #10 Use a motivational poster** - Develop a mantra. Find a statement, picture, poster or a quote that motivates you. Find ways to remind yourself of it. Write it down somewhere you can see it. Increase your positive self-talk and stop any negative self-talk like “you are not good enough,” or “you are not smart enough to do well in school.”

**Slide #11 Just do it** - Try and take that first step and get started on the task. Once you do, you will feel a lot better than if you are worried about getting it done. You won't know the details of an assignment until you get started. Also, don't dwell on doing an assignment perfectly, just get

started and focus on doing it well enough. There is a saying that “perfection is the enemy of good” and you don’t want to wait until you perfect something before you get started. What is keeping you from working on what you need to? Can you remove the problem by isolating the issue?

3. Distribute paper, pencils, crayons and markers. Using Annexure 4 as a guide, ask the group to design their own motivational poster that they can keep with them. Encourage them to place the poster where they can see it as they study. The poster should include positive words and a picture depicting success. Tell them to be creative with their posters and personalize it by coloring and illustrating as they wish.

## *Part 5: Managing Your Study Time*

### **Time:**

30 Minutes

### **Objective:**

Participants will learn time management and goal setting techniques.

### **Materials:**

- Annexure 5: Managing Your Study Time
- Annexure 6: Daily Organizer

### **Techniques:**

- Group Discussion
- Individual Activity

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### **TRAINER INSTRUCTIONS:**

1. Begin by saying, "There are only so many hours in a day, a week, a semester. You cannot change the number of hours, but you can decide how to best use them. To be successful in school, it is important to manage your study time carefully. Developing time management skills takes patience and practice."
2. Tell participants there are different techniques they can use to master time management. Distribute Annexure 5 to all participants.
3. Select three volunteers to read through each section of the annexure in their own words and present the information to the rest of the participants. Review each step with the participants and stop frequently to check for understanding.

4. Distribute Annexure 6 to each participant. They will be filling in their Daily Organizer for the next day. Help them think through school and home activities. Once completed, allow participants to show their Daily Organizer to the group if they're interested in doing so.
5. Conclude the activity by telling participants to maintain a Daily Organizer in their notebook in order to effectively manage their study time.

## *Part 6: Setting Smart Academic Goals*

### **Time:**

20 Minutes

### **Objective:**

Participants will learn the importance of goal setting and how to set SMART academic goals.

### **Materials:**

- Annexure 7: Setting SMART Academic Goals
- Pens/pencils

### **Techniques:**

- Presentation
- Group Discussion
- Group Activity

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### **TRAINER INSTRUCTIONS:**

1. Explain that goal setting is a very important thing to do in life and it is something we all naturally already do. It is important for us to set personal goals and academic goals. Remind them they have learned about SMART goals in the Goal Setting Unit. The key is to set effective SMART goals that can help maximize your academic goals. SMART goals are effective because they are realistic and practical so you will be more likely to take the actions to achieve these goals.
2. Review the **SMART** acronym with the group. Have them refer to their notes from the Goal Setting Unit, if needed.

**S – Specific** (simple, sensible, significant) - your goal should be clear and specific, otherwise you won't be able to truly focus on the goal or feel motivated.

**M – Measurable** (meaningful, motivating) – it is important to have measurable goals so you can track your progress and stay motivated; this allows you to feel excitement about getting closer to your goals, stay focused and meet deadlines.

**A – Achievable** (agreed, attainable) - your goal needs to be realistic and attainable to be successful. It has to be possible.

**R – Relevant** (reasonable, realistic and resourced, results-based) - ensure that your goal matters to you and aligns with your overall vision of what you want to achieve. You have to retain control of your own goals and remain responsible for achieving them.

**T – Time bound** (time-based, time limited, time/cost limited, timely) – every goal needs a deadline so you have a time line to focus on. This part of goal setting helps you prevent everyday tasks from taking priority over what needs to be done for your goals.

3. Explain that you will be distributing a worksheet that will help the teens define their SMART Academic goals and come up with a plan to execute on those plans. They will be setting goals for the subjects in which they are enrolled, career goals, etc. Distribute Annexure 7 and pens/pencils and give the teens some time to work on the activity. At the end of the activity, if anyone wants to share their goal action plan with the rest of the group, allow them to do so. After the activity is finished, tell the group to keep Annexure 7 in their folders to provide as a reminder of their goals. (**Trainer Note:** A copy of these goals should be given to the social worker who can save it in each child's education folder.)

## *Part 7: Exam Preparation and Avoiding Exam Stress*

**Time:**

20 Minutes

**Objective:**

Participants will learn some tips to deal with exam preparation and cope with exam stress.

**Materials:**

- Annexure 8: Avoiding Exam Stress
- Annexure 9: Exam Prep Checklist
- Pens/pencils/Paper/ Markers/Crayons/Posters

**Techniques:**

- Group Discussion
- Group Activity

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**TRAINER INSTRUCTIONS:**

1. Explain that exam preparation and exam related stress is one of the main things that students struggle with in school. It is important to learn some tips and tools you can use to effectively deal with exams in school. Say, "Have you ever felt like you studied well enough for a test, only to take the exam and discover you couldn't remember much? It happens to all of us and today we'll talk about ways we can better prepare for exams to reduce anxiety and stress."
2. Tell the group that most test anxiety comes from two sources: insufficient study and pressure to do well. "To reduce the chance of the anxiety negatively impacting your performance, we will learn about a simple three-part plan."

3. Divide the participants into three groups. Assign one group the “Before Test Day” section from Annexure 8. Give the second group the “On Test Day” section and group three the “During Test” section. Distribute paper, pens, and markers. Have each group summarize the content on posters/chart paper and present it to the rest of the participants. The posters can be hung up in a common area at the end of the activity.
4. Ask the group to raise their hands if they have ever felt exam stress. Explain that it is a natural way to feel and they will leave the session today with some tips to deal with it.
5. Tell participants that it is very important to seek help if, “they continue to experience stress before exams, or if it is too severe for them to handle. Talking to the social worker, coaching teachers, or house parents is a great place to start. Improving study skills takes time. Stick with it, and soon you’ll find your stress no longer accompanying you to class.”
6. Distribute Annexure 9 and let children know to refer to the checklist anytime they are preparing for exams.

## *Part 8: Note Taking Tips*

**Time:**

30 Minutes

**Objective:**

Participants will learn how to take more effective notes.

**Materials:**

- Annexure 10: Note Taking Tool
- Annexure 11: Evaluation

**Techniques:**

- Group Discussion

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**TRAINER INSTRUCTIONS:**

1. Explain that there are several ways to take effective notes. You have to learn to take notes efficiently so you get what you need to learn out of each lecture.
2. Distribute Annexure 10 to each student. Explain each section of the note taking tool and encourage them to use this template for taking notes in all their subjects.
3. Explain the following points:

- This note taking tool will help you remember the **most important information and key facts** - write down the most important points from class.
  - Point to the **Lesson Objective** section. Say, “In this section you can write down what you learned that day. For example, “learned about the process of metamorphosis.”
  - Now, direct their attention to the **Lesson Vocabulary** section. Write down any key terms the teacher has asked you to highlight or remember. Remember to write the definition or meaning of the word in your own words – don’t copy it word for word. This will help you remember the content at a later date.
  - Write down bullet points or a summary of what the lesson is about. Any important points can be listed in the **What I Learned** section
  - If the teacher solves a sample problem in class on the board, tells you a story that relates to the lesson, feel free to write that down in the **Example Problem(s)** section.
  - And, finally, always remember to ask questions. Do not be afraid to ask the teacher to repeat something you missed. If you do not want to ask in class, then see the teacher after class. Write down your questions during the lesson in the **Questions I Still Have** section.
4. Conclude the discussion by telling participants:
    - **Copy** – if you have scribbled down your notes in a hurry and cannot read it later, you may want to recopy them when you have time so you can read your notes easily.
    - **Organize** – Keep your notes for each subject in one place so you can find everything easily when it comes time for an exam.
    - **Review your notes often** – make sure to review your notes often so the information can ‘stick’ in your memory. Repetition really helps remember information faster and more efficiently. Turning key points from your notes into flashcards can be a great way to review.
  5. Let the group know this is one example of a note taking tool. They are free to use a variation of this tool – whatever works best for them. Say, “Remember we all learn differently so it’s important to customize our learning to meet our needs.”
  6. Distribute Annexure 11 and invite the teens to complete the evaluation form regarding this Unit.
    - Explain that they are to give a score from 1-5 (5 being the highest) for each part of the Unit, as well as a score for the Unit overall.
    - Then they should write comments under the happy face for items they liked/learned, and under the sad face for items they didn’t like or are confused about.
    - Briefly recap what was covered in each part so their memory is fresh when evaluating.
    - Instruct them to be as specific as possible in their comments.
    - Items to consider include:

- Did you understand the topics covered? If not, what was confusing?
  - Was there enough time to cover the material?
  - Did the presentation keep your interest?
  - Were the handouts/power points/videos helpful?
  - Add any comments that would be helpful for future programs
7. Gather the completed evaluations and include them in your trainer report.

## *Part 9: Follow Up Activities*

### **Time:**

Varies by Activity

### **Objective:**

Participants will have the opportunity to practice the skills learned in this session.

### **Materials:**

Option One:

- Annexure 12: KWL Chart
- Annexure 13: Mahatma Gandhi Bio
- Pens/pencils

Option Two:

- Paper, pens
- Annexure 10: Note Taking Tool
- Annexure 14: The Life Cycle of a Butterfly

Option Three: Flashcards

- Annexure 15: Flashcards
- Blank Flashcards for students
- Each student to bring a textbook, notes, etc. for any subject
- Pens/pencils

Option Four: Group Study

- Annexure 16: Group Study Roles
- Pens/pencils
- Paper
- Books – 1 per group

### **Techniques:**

- Applying learning to daily life

## **TRAINER INSTRUCTIONS:**

1. Explain that participants will have the opportunity to review the material learned today throughout the next few weeks, and take part in activities designed to put the learning into action. They will take part in follow-up sessions to discuss the activities.

### **Option One: KWL Chart**

Begin by distributing Annexure 12 and pens to each participant. Tell them you will be discussing Mahatma Gandhi and ask them to fill out *what they already know* about Gandhi in the “K” section of their chart. Next, ask them to fill out what they *want to know* about Gandhi in the “W” section of their chart. Now, read Annexure 13 out loud to the group (as many times as needed) and then ask them to write down *what they learned* about Gandhi from what you read.

Explain that the KWL chart is an excellent tool to use as a research tool. It will help prepare them to research a topic and track gathered information. Ask students to tell you how they will be able to use the KWL chart in their different subjects.

### **Option Two: Teach the Class**

Ask a participant to volunteer to teach the class in this activity. Give the volunteer Annexure 14 and ask them to take a few minutes to read through the paragraph.

While the volunteer is preparing the lesson, distribute Annexure 10 to the rest of the participants. Guide them to use this tool to take notes as the volunteer teaches the class. Pass out paper and pens to each group.

Invite the volunteer to the front of the classroom and have him/her teach the topic to everyone else in the room. They should try to avoid reading directly off the paper. They can use the chalkboard to highlight important key points.

Give participants a few minutes after the lesson is over to fill in their note taking tool. Conclude the activity by inviting participants to share their experience using the note taking tool, what they liked, didn't like, etc.

**Note to Trainer.** Once the activity has been completed, emphasize how this is an excellent tool to learn exam material and reinforce what has been taught in class

### **Option Three: Flashcards**

Lay all flashcards from Annexure 15 upside down on a table. Tell students they will be playing a memory matching game. The goal is to match the word with its correct definition. Let participants take turns to flip over two cards – one at a time. If it's not a match, they have to place them upside down again. If it's a match, the two cards can be set aside. The game keeps going until all pairs have been found.

Ask the teens to summarize the activity and share what topic was covered using the flashcards, what they were learning, etc. Give them examples of how the same flashcards could have been used to review the material in a different way.

Hold the card that has the properties listed. Ask the participants to tell you what shape it would be. Now, do it vice versa. Hold up the flashcard with the side that has the shape on it and ask participants to list its properties.

Ask them to think about other ways they can use flashcards to study classroom material.

- Some ways flashcards can be used:
  - Review vocabulary
  - Memorize formulas for mathematics class or reviewing elements of the periodic table
  - Remember shapes and their characteristics
  - Question & Answer for exams (write the question on one side and the answer on another)

Instruct students to create their own set of flashcards. Tell them to bring a textbook or notebook that they are currently studying or have an upcoming test in.

### **Option Four: Group Study**

Begin by explaining that a good study skill is the ability to study with a group. There is a right way to do it and a wrong way to do it. Today, we will focus on how to effectively study in a group in order to have a positive impact in your academic career.

List out the benefits of joining a study group on the board. Talk through each point as you go along. The benefits are as follows:

- **Improve your notes** – compare class notes, fill in information or concepts you may have missed during the lecture.
- **Sharing talents** – Everyone has individual talents and unique insights. Group members can learn from each other.
- **Support system** – School can be very stressful, so it is advantageous to seek support from people who understand your challenges.
- **Cover more material** – You can focus on more concepts since multiple people can review more material than just one. Assign topics to individual group members to research and study and then provide a summary for the group.

- **It makes learning fun!** Studying with a group can be a great way to liven up your study sessions.

Explain that participants need to be careful! Studying in a group can have a negative impact if not formed effectively. It is important to remember that group study is a time to learn with people of different abilities and knowledge, discuss projects or concepts learned in class, clarify questions, compare notes, etc. It is not a time to sit with friends and gossip. Learning how to study in a group effectively will take time, but with practice you'll be learning together in no time.

Divide teens into groups of 4. Remember to keep the groups heterogeneous – boys, girls, different ages, abilities, etc.

Now, give each group member a role from Annexure 16. Select out of the 4 roles – The Facilitator, The Recorder, The Summarizer, and The Presenter. Explain the characteristics of each role.

Give each teen a children's book to read. Tell each participant to use their role cards as a guide to help them finish the activity. For example, the facilitator can read the book out loud to the group or assign that role to someone in the group. The recorder can write down notes while the other group member is reading the book. The summarizer can then take the notes and make it into a short, well-written paragraph. The Presenter can then use the summary to tell the other groups about the story they read.

Conclude the activity by telling participants to think about the following items when studying in a group:

- **Is your group diverse?** If you notice the groups you worked in during this activity were diverse – there were boys and girls, younger and older students, some good in math, while other good in English. It's important to keep your groups diverse.
- **Does everyone have a role?** In an ineffective group, it is possible that all group members do not participate. One or two members end up doing all the work. To ensure participation, it is important everyone is responsible to complete an aspect of the project, etc.
- **Stay focused!** It's okay to take some time while studying in a group to talk about your day or your favorite movie. But, remember to stay on task to the best of your ability to accomplish your group goal. It's always a good idea to have a facilitator and a goal for every group study session.

# 10

## *Unit Number Annexures*

### *Unit Title*

- ANNEXURE 1:** Learning Style Inventory Test
- ANNEXURE 2:** Study Tips for Learning Styles
- ANNEXURE 3:** Learning Styles
- ANNEXURE 4:** Sample Motivational Posters
- ANNEXURE 5:** Managing Your Study Time
- ANNEXURE 6:** Daily Organizer
- ANNEXURE 7:** Setting SMART Academic Goals
- ANNEXURE 8:** Avoiding Exam Stress
- ANNEXURE 9:** Exam Prep Checklist
- ANNEXURE 10:** Note Taking Tool
- ANNEXURE 11:** Evaluation
- ANNEXURE 12:** KWL Chart
- ANNEXURE 13:** Gandhi Bio
- ANNEXURE 14:** The Life Cycle of a Butterfly
- ANNEXURE 15:** Flashcards
- ANNEXURE 16:** Group Study Roles



## *Annexure 1: Learning Style Inventory Test*

**Instructions:** Circle the letter before the statement that best describes you.

1. If I have to learn how to do something, I learn best when I:

(V) Watch someone show me how.

(A) Hear someone tell me how.

(K) Try to do it myself.

2. When I read, I often find that I:

(V) Visualize what I am reading in my mind's eye.

(A) Read out loud or hear the words inside my head.

(K) Fidget and try to "feel" the content.

3. When asked to give directions, I:

(V) See the actual places in my mind as I say them or prefer to draw them.

(A) Have no difficulty in giving them verbally.

(K) Have to point or move my body as I give them.

4. If I am unsure how to

(V) Write it in order to determine if it looks right.

(A) Spell it out loud in order to determine if it sounds right.

(K) Write it in order to determine if it feels right.

5. When I write I:

(V) Am concerned with how neat and well-spaced my letters and words appear.

(A) Often say the letters and words to myself.

(K) Push hard on my part or pencil and can feel the flow of the words.

6. If I had to remember a list of items, I would remember it best if:

(V) Wrote them down.

(A) Said them over and over to myself.

(K) Move around and used my fingers to name each item.

7. I prefer teachers who:

(V) Use a board or overhead projector while they lecture.

(A) Talk with lots of expression.

(K) Use hands-on activities.

8. When trying to concentrate, I have a difficult time when:

(V) There is a lot of clutter or movement in the room.

(A) There is a lot of noise in the room.

(K) I have to sit still for any length of time.

9. When solving a problem, I:

(V) Write or draw diagrams to see it.

(A) Talk myself through it.

(K) Use my entire body or move objects to help me think.

10. When given written instructions on how to build something, I:

(V) Read them silently and try to visualize how the parts will fit together.

(A) Read them out loud and talk to myself as I put the part together.

(K) Try to put the parts together first and read later.

11. To keep occupied while waiting, I:

(V) Look around, stare, or read.

(A) Talk or listen to others.

(K) Walk around, manipulate things with my hands, or move/shake my feet as I sit.

12. If I had to verbally describe something to another person, I would:

(V) Be brief because I do not like to talk at length.

(A) Go into great detail because I like to talk.

(K) Gesture and move around while talking.

13. If someone were verbally describing something to another person, I would:

(V) Try to visualize what he/she was saying.

(A) Enjoy listening but want to interrupt and talk myself.

(K) Become bored if her/his description got too long and detailed.

14. When trying to recall names, I remember:

(V) Faces but forget names.

(A) Names, but forget faces.

(K) The situation where I met the person rather than the person's name or face.

**Scoring instructions:** Add the number of responses for each letter and enter the total below. The area with the highest number of responses is your primary mode of learning.

### Visual Auditory Kinesthetic

V = \_\_\_\_\_ A = \_\_\_\_\_ K = \_\_\_\_\_

## *Annexure 2: Study Tips For Learning Styles*

### Visual

1. Use highlighter for main ideas and facts in your notes.
2. Preview a chapter before reading it by looking at the titles, intro, subtopics, key terms and summary.
3. Pay attention to graphs, pictures and charts.
4. Always look at the speaker when listening to a lecture.
5. Sit close to the front of the classroom with clear view of the teacher and board.

### Auditory

- Review vocabulary words by reading their definitions aloud.
- Verbalize things you want to remember.
- Read aloud whenever possible.
- Study with a friend so you can discuss and hear the information.
- Ask your teacher to repeat something when you do not understand it.

### Kinesthetic

- Write study notes on an index card and walk around while reciting them.
- Try studying in different positions and change positions frequently.
- Take short breaks and do something that involves light activity.
- Whenever possible do your assignments in an active way.
- Try to act out words or events with simple gestures that will aid your recall.

## Annexure 3: Learning Styles

**Visual** – you prefer using pictures, images and spatial understanding.

**Aural** – you prefer using sound and music.

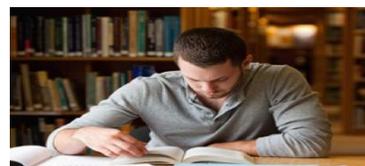
**Verbal** – you prefer using words, both in speech and writing.

**Physical** – you prefer using your body, hands and sense of touch.

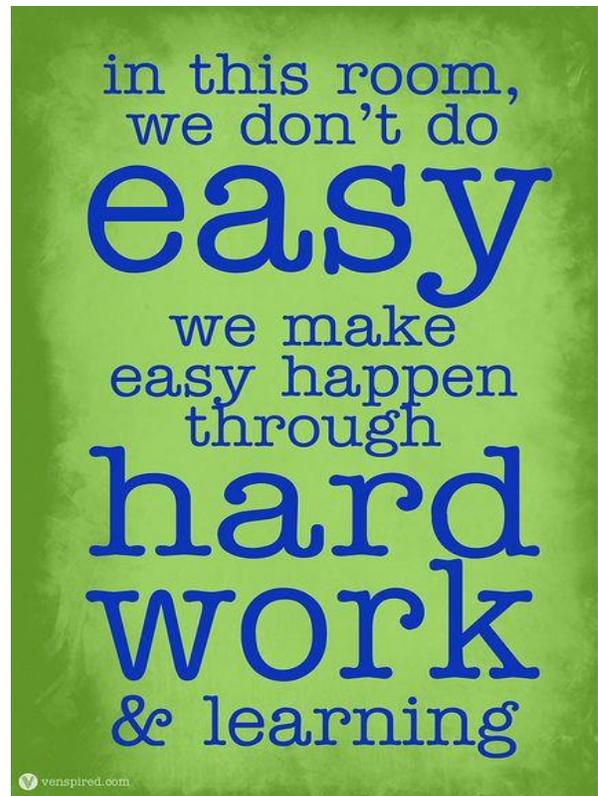
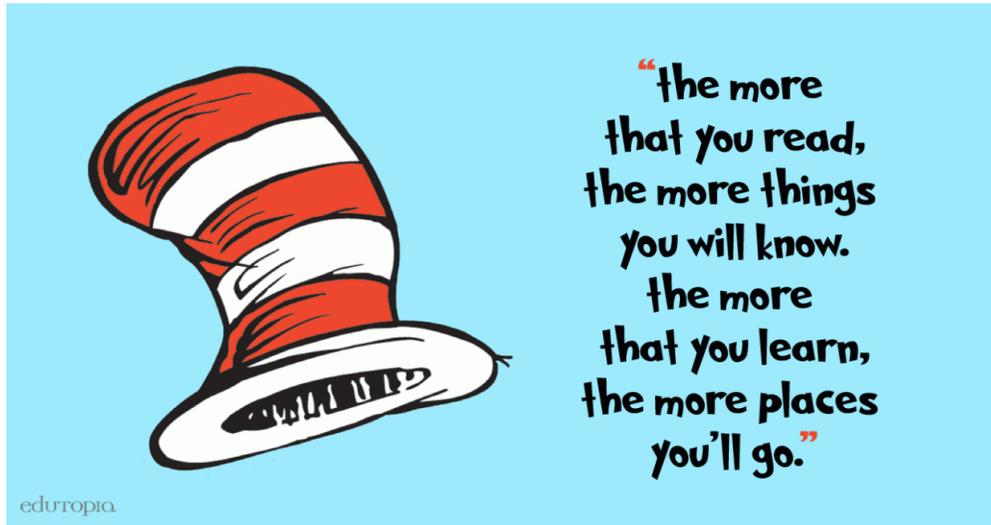
**Logical** – you prefer using logic, reasoning and systems.

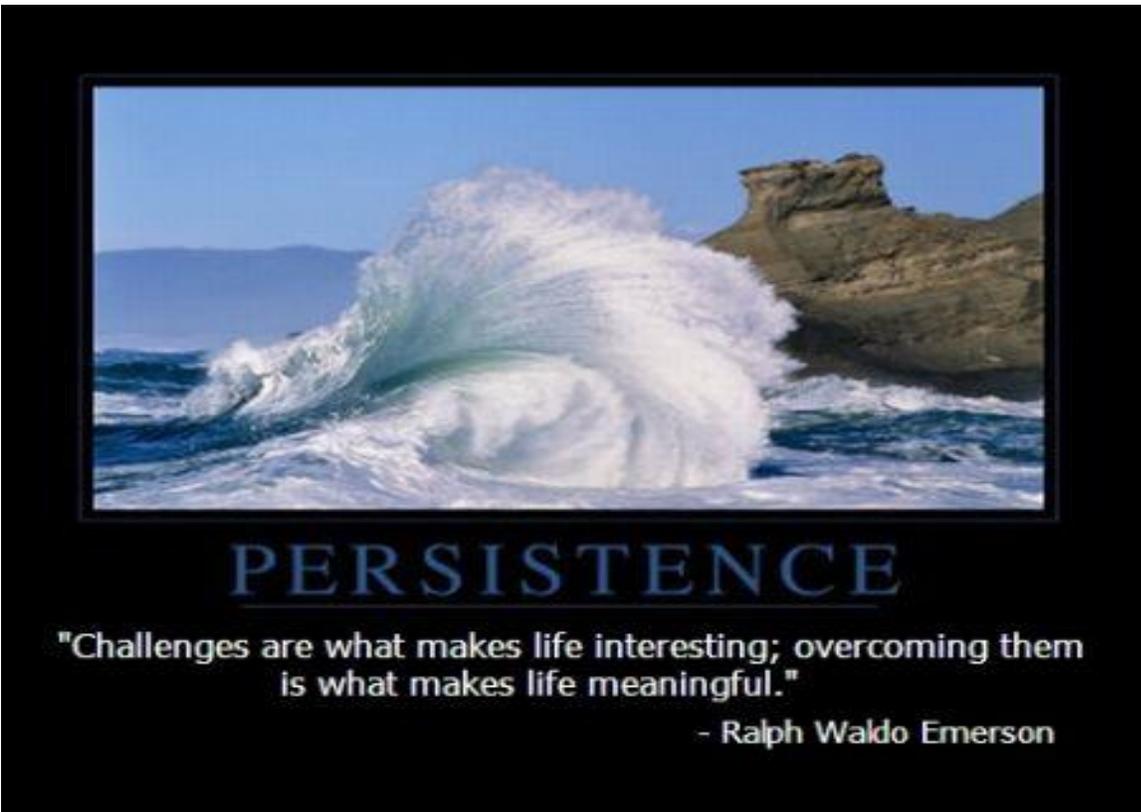
**Social** – you prefer to learn in groups or with other people.

**Solitary** – you prefer to work alone and use self-study



*Annexure 4: Sample Motivational Posters*





## Annexure 5: Managing Your Study Time

### Managing Your Study Time

<http://www.how-to-study.com/study-skills-articles/managing-your-study-time.asp>

#### Prepare a Semester Calendar

At the beginning of the semester, prepare a Semester Calendar. Update it as the term goes on. Here is what you can include in your Semester Calendar:

- At the beginning of the term, record your school assignments with their due dates and your scheduled tests and exams. Record your planned activities.
- Record planned school activities—holidays, field trips, etc.
- Record planned out-of-school activities—function at the children’s home, volunteering in the community, children’s committee meeting, etc.



#### Prepare a Weekly Schedule

Prepare a weekly schedule before a school week begins (usually a Sunday). Update it as the week goes on. Here is what you can include in your Weekly Schedule:

- Record your daily classes
- Enter things to be done for the coming week from your Semester Calendar.
- Review your class notes from the previous week to see if you need to add any school activities.
- Add any out-of-school activities in which you will be involved during the week.
- Include time to complete projects, assignments, and studying for tests. These times may be during the school day, right after school, evenings, and weekends.

#### Prepare a Daily Organizer

Each evening before a school day, prepare a Daily Organizer for the next day. Place a check/tick mark (✓) next to each item on your list as you accomplish it. Here is what to do to prepare your Daily Organizer:

- Enter the things to do for the coming day from your Weekly Schedule.
- Enter the things that still need to be accomplished from your Daily Organizer from the previous day.
- Review your class notes for the day just completed to see if you need any school activities.
- Add out-of-school activities in which you will be involved the next day.





## Annexure 7: Setting SMART Academic Goals

A copy of the completed sheet for each child should be given to the Social Worker and saved in their education file.

**Part 1:** Write down a goal for each subject in which you are enrolled as well as a goal you have for higher education and your career.

Subject	Goal
Example: Mathematics	Improve my skills in Algebra and achieve a 75% in the half yearly exam.
Higher Education (if applicable)	Goal
Example: College	Enroll in a B. SW program after successful completion of 12 <sup>th</sup> standard.
Career (if applicable)	Goal
Employment after graduation	Get a job as an accountant paying minimum of Rs. 15,000 per month in nearby area.

### SMART Goals

Specific

Measurable

Achievable

Relevant

**Part 2:** Pick one goal from above: break it into smaller steps – remember these are measurable and achievable.

**Selected Goal:** \_\_\_\_\_

Step	Time Needed	Deadline

**Part 3.** What resources are needed to achieve this goal?

What obstacles might get in the way?

What will you do to overcome these obstacles?

**Part 4:** How will you know you have achieved this goal? What will it look like and what will it feel like for you?

## *Annexure 8: Avoiding Exam Stress*

### **Before Test Day**

**Study More** – a lot more. It may seem obvious, but insufficient study time is the biggest underlying problem for students who suffer from test anxiety. The simple fact is that most students who struggle with exams have not studied enough. Don't be satisfied with doing well on homework, when reviewing your notes or on practice tests. Remember that the testing conditions are going to put pressure on you, and this pressure is going to affect your ability to recall things you know. The solution is simply to learn your material so well that you can easily recall it even under difficult conditions. \* Repetition widens the pathways to memory. The more times you do something, the easier it will be to do\*

**Breathe!** Practicing some form of meditation or deliberate relaxation helps you to control your breathing, your heart rate and your thought processes. Focus your practice on calming yourself—by dismissing unwanted thoughts, refocusing your mind and controlling your breathing. There are many forms of meditation available to you—your college's health center, counseling center or spiritual organizations can help you find a practice that suits your needs and lifestyle.

**Practice Positive Thinking.** The desire to avoid failure is a very poor motivator. To prime yourself for success, you must learn to banish negative thoughts. Instead of thinking, "I have to do well on this exam to lift my grade from the last one," think, "I will do well on this test because I have studied as much as I can and because I know what I need to do to be successful."

**Sleep Well and Eat Well.** Few regular activities have as much of a bearing on stress and anxiety levels than resting your brain and eating well. Take care of yourself always, but pay extra close attention in the days leading up to the test.

## On Test Day

**Don't Study.** If you've studied well beforehand, you shouldn't need to study on test day. A nice review would be helpful to jog your memory, but you're probably not going to learn a lot of new stuff on the day of an exam. You may make yourself anxious, however, by worrying that you're not ready.

**Prime your Brain.** Be very thoughtful about what you eat and drink, what medicines you take, etc. For example, if you eat too close to a test, your body may focus more energy on digestion than on thinking. But being hungry won't help either. Eat something healthy one to two hours before your test.

**Visualize Success.** Fill your mind with affirmation. Remind yourself that you have done everything within your power to be ready, and that you will be successful as a result. Picture yourself answering the test questions with ease. Accept that you will do well, and that you have nothing to worry about.

## During the Test

**Remind yourself that it's only a game.** Remember, tests don't cause anxiety. The anxiety is your creation, and you can control it. Try regarding your test as a puzzle, there for your amusement only. Sure, you're trying to score points—but it's only because winning the game is more fun than losing.

**Begin with short private affirmation** - a kind word to yourself—and a few relaxing breaths. Remind yourself one last time that you have done everything you could to get ready, and now you'll do all you can to succeed.

**Skim the test** - but only if you think you can. Some people find skimming a test—to jog your memory and identify easier questions—is a helpful strategy. Others find that scanning a test makes them nervous. It's a good idea, but it's not for everyone. Decide whether this practice will help you.

**Don't stay stuck in the mud.** Don't let yourself struggle with a question. Give yourself enough time on it to try to jog your memory, but then move on to the next one. Remind yourself that even as you answer other questions, your brain is still searching for the answer to the one you skipped. Answering other questions while waiting may just help jog that memory.

## Annexure 9: Exam Prep Checklist

### NOTE TAKING

- Take notes from the text
- Highlight notes
- Rewrite notes



### REVIEW CLASSWORK

1. Past homework, readings, handouts
2. Old quizzes/exams
3. Reread the material

### CREATE

- List of possible exam questions
- Flashcards with questions and answers
- Study guide
- Questions for teacher
- Vocab cards/pictures
- Graphic organizers/diagrams/pictures

### CONSIDER LEARNING STRENGTHS

1. Create movement, rhymes or songs
2. Organize info/material
3. Orally recite material
4. Categorize information
5. Study with others

### STUDY WITH OTHERS

1. Have someone quiz me
2. Plan a study group
3. Teach the material to someone

## Annexure 10: Note Taking Tool

<p>1. Name: _____.</p> <p>Lesson Title _____</p> <p>Date _____</p>
<p>2. Lesson Objectives</p>
<p>3.</p>

Key Terms/Vocabulary	Meaning	Example

Example Problem(s):

What I learned

Questions I still have

OTHER

# 10

## Annexure 11: Evaluation

Unit 10 - Study Skills	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Ice Breaker	1 2 3 4 5	<hr/> <hr/>	<hr/> <hr/>
Why Study Skills Are Important	1 2 3 4 5	<hr/> <hr/>	<hr/> <hr/>
Learning Style Inventory	1 2 3 4 5	<hr/> <hr/>	<hr/> <hr/>
Motivating Yourself to Study	1 2 3 4 5	<hr/> <hr/>	<hr/> <hr/>
Managing Your Study Time	1 2 3 4 5	<hr/> <hr/>	<hr/> <hr/>
Setting SMART Academic Goals	1 2 3 4 5	<hr/> <hr/>	<hr/> <hr/>
Exam Preparation and Avoiding Exam Stress	1 2 3 4 5	<hr/> <hr/>	<hr/> <hr/>

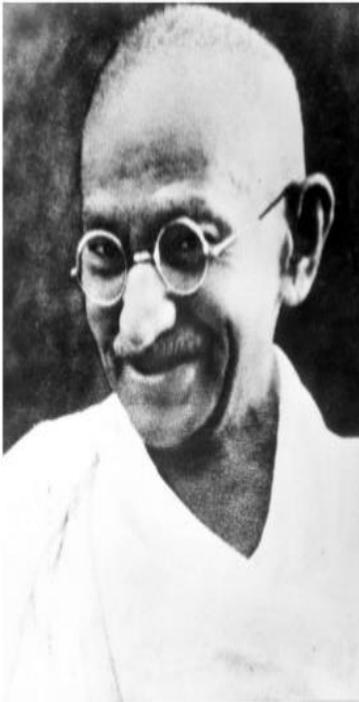
Note Taking Tips	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<b>Overall Score</b>	<b>1   2   3   4   5</b>		

*Annexure 12: KWL Chart*

K	W	L
What do I already KNOW?	What do I WANT to know?	What have I LEARNED?

## *Annexure 13: Gandhi Bio*

### **Mahatma GANDHI**



#### **Biography of M.K. Gandhi**

The word Mahatma means great soul. Gandhi was born in India, on the 2<sup>nd</sup> of October, in 1869. At the age of six Gandhi went to school in Porbandar and had difficulty learning to multiply.

When Gandhi was thirteen, he was married to Kasturbai, a girl of the same age. Gandhi was sixteen when his father died. After that he went to England and studied law.

He fought for civil rights in India. He believed in nonviolence. Mahatma Gandhi died on January 1948.

## *Annexure 14: Life Cycle Of A Butterfly*

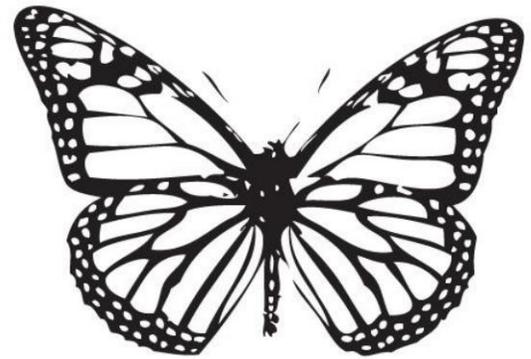
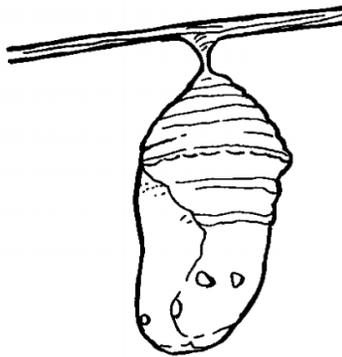
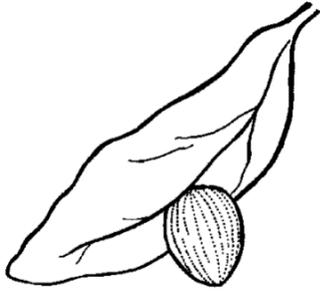


These stages are called **metamorphosis**, which means change.

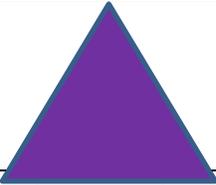
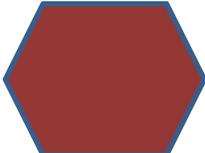
1. The **egg** becomes a larva which is the caterpillar.
2. The **caterpillar** then becomes a pupa and wraps itself in a chrysalis where it grows into a butterfly.
3. The **chrysalis** can be found hanging from the underside of a leaf.
4. When it is ready to fly, the **butterfly** chews its way out. After drying its wings in the sun, the butterfly flies away.

Now participants will demonstrate what metamorphosis looks like to review the stages of metamorphosis. Tell them to become an egg first. Have them sit on the floor, grasp their knees, and tuck their head under. Next, tell the students they will change into caterpillars by stretching out on the floor and wriggling. After that, they will stand very still and cross their arms tightly across their chest to look like the chrysalis. Finally, demonstrate how a butterfly gently stretches its wings and begins to flutter. Allow participants to fly around the room as butterflies in the rain forest.

To conclude the activity, review the important key words, definition, and stages using the four images. You can draw them on the board or the trainer can have a copy of each image printed before the session begins.



*Annexure 15: Flash Cards*

	<p>4 sides Not all sides equal 4 right angles 4 vertices (points)</p>
	<p>4 sides All sides equal 4 right angles 4 vertices (points)</p>
	<p>4 sides All sides equal 4 angles, not always right 4 vertices (points)</p>
	<p>4 sides Not all sides equal 4 angles 4 vertices (points)</p>
	<p>3 edges 3 corners No right angles 2 faces</p>
	<p>6 edges 6 corners No right angles 2 faces</p>

## *Annexure 16: Group Study Skills*

### **The Summarizer:**

- Restates the group's conclusions and responses.
- Prepares a summary of the group's efforts.
- Checks for clarity of understanding.
- Says, "Does this accurately reflect what we've done today?"
- Says, "Have I left out anything important here?"

### **The Recorder:**

- Keeps a public record of the team's ideas and progress.
- Checks to be sure that ideas are clear and accurate.
- Uses charts, multiple colors, and other techniques to highlight and summarize the ideas of the team.
- Says, "I think I heard you say \_\_\_\_\_; is that right?"
- Says, "How would you like me to write this?"

### **The Facilitator:**

- Leads discussions.
- Suggests solutions to team problems.
- Helps members clarify points.
- Protects members from attack.
- Makes sure that every voice is heard.
- Says, "Let's hear from \_\_\_\_\_ next."
- Says, "That's okay, but let's get back to our task."

### **The Presenter:**

- Regularly contributes to the team's efforts.
- Presents the group's finished work to the class.
- Says, "How would you like this to sound?"
- Says, "How much of what we discussed should be shared with the class?"