Study Skills Parent Workshop
Avoiding procrastination

- Creating life-long habits
What is Procrastination?

- Guess What? There's stuff I have to do!
- I'll do it when I'm done drawing this picture of a pterodactyl.
- Now there's more stuff.
- Do one thing.
- Go back to drawing dinosaurs, lulled into complacency by a false sense of accomplishment.
- Now there's even more stuff.

- Panic!
- How do I do this much stuff???
- Become completely overwhelmed.
- Don't do any of the stuff.
- Be overcome with guilt for your total lack of responsibility.
- Begin working furiously fueled only by shame and fear.
- Accomplish 85% of stuff. Good enough.
What kind of procrastinator is your student?
Procrastination is a *learned* behaviour, chronic procrastinators have ingrained certain *behavioural* and *cognitive patterns* into their way of “doing life.”

**Chronic procrastinators** often exhibit the following characteristics:

- Accept or even boast about being able to do things *quickly*, at the *last minute* and *under pressure*.
- Wait for a *push or a threat* of a particular outcome in order to get the momentum to do what needs to be done.
- Focus on proving they can complete the task in a *short amount of time*, but show little concern about the *quality*. 
Negative effects of procrastination

• Causes a perpetual cycle that reinforces the behaviour in the brain creating a habit.
• Procrastination is a behaviour that leads to stress.
• Procrastination can become so serious that it can develop into chronic procrastination.
HOW CAN YOU HELP?

1. Model a focused behaviour yourself.

2. Create your own family form of the “To-Do” list, use timetables, chores charts, etc.

3. Consequences are always a great parental tool. But, equal to the idea of consequences is actually implementing them.

4. Positive consequences have equal value as negative ones. Reward good behaviour.

5. Help them to start somewhere. Anywhere.
Creating an effective study timetable

• That works with the whole family
Study Tips - Timetabling
Negotiate some priorities
Place in homework blocks
Set Specific Goals
Time management

• Prioritising urgent tasks
Explaining the obvious

- The concept of time management needs to be developed.

- Unfamiliar tasks can be difficult to predict.

- Large tasks can seem daunting.

- Managing multiple deadlines is difficult.
Prioritising

- Once students get started they tend to focus on the ‘fun’ parts or the tasks that they understand more. These are not necessarily the parts that are the most important for their mark.

- Students can then feel demotivated when they get their draft feedback or grade.

- Understanding how to lift their grade in certain criteria can help students focus and improve on problem areas.
Research Content
- Students break the research needed for the project into steps, e.g. write essay thesis, two supporting articles, read the novel, plan essay structure, etc.

Write and draft
- Students start to write the first draft of the assessment, peer draft the work and submit their final draft for feedback.

Present
- Students address draft feedback, format reports, cover pages, complete and check bibliography, etc.
3 Weeks out from exam (or ongoing through term)
- Students practice effective note taking
- Review notes regularly
- Arrange and collate notes to make connections between content

2 Weeks out from exam
- Students learn and memorise note content
- There are many techniques for memorising notes e.g. mind maps, recording notes and listening to them back, flash cards, quiz games, etc.

1 Week out from exam
- Practice
- Practice
- Practice
Using the Student planner

- **Subject:** English
- **Steps:**
  - Step 1: Assignment
  - Step 2: Proofread
  - Step 3: Correct Changes
  - Step 4: Spell Check

- **Specific Tasks:**
  - Draft #1
  - Proofread
  - Draft #2
  - Correct Changes
  - Spell Check

- **Date:** FRIDAY 10th MARCH
- **Total Days to Complete Tasks:** 10 DAYS
- **Due/Exam Date:** 10th MARCH
- **Total Time Needed to Prepare:** 10 DAYS
- **Date I Need to Start My Preparation:** 1st MARCH
Use a task checklist!

• This technique works well when used with your assessment planner but time management needs to be personalised to what works for you - you may decide that the one of the strategies works just fine on its own.
<table>
<thead>
<tr>
<th>Week</th>
<th>Task to be completed</th>
<th>Due Date</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tutorial 1 (ICT)</td>
<td>28th February</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Read Chapter 1 and 2 – “One who flew over the cuckoo’s nest”</td>
<td>30th February</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Write analysis of BCT scenario</td>
<td>30th February</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Math exercises 4.1 and 4.2</td>
<td>4th March</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read Chapter 3 and 4 – “One who flew over the cuckoo’s nest”</td>
<td>6th March</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write recommendations based on BCT analysis.</td>
<td>10th March</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tutorial 3 (ICT)</td>
<td>12th March</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit Draft BCT analysis</td>
<td>13th March</td>
<td></td>
</tr>
</tbody>
</table>
Plan when you will complete each task

• Students place all of the smaller specific tasks required to complete the task into each part.
• Using a Assessment planner ask students to set checkpoints for the completion of each part.
• Make students accountable for the timeline and checkpoints they have set.
• This step will work for exams also.
Step One – identify deadlines

• You can use the assessment calendar or the assignment/test planners you have created to populate this list.
Step two-backwards map

For each of these tasks, work backwards to identify when each part of the task needs to be completed e.g. finish reading the book, hand in draft, complete section one, etc.
Step three - Arrange

Once you have all the tasks and they each have a completion date, you arrange them chronologically into checklist. As you complete each task you tick the completed column. The acting of completing items makes you brain release a chemical that make you feel good – this boosts your motivation and makes it easier for you to continue completing tasks!
Effective study tools

Effective use of time and maximum memorisation.
Benefits of mind-mapping

• Brains like visual cues and colours. Brains remember in pictures so visual study aids are easier to recall.

• Mind maps allow students to collate a lot of notes into one place.

• Allows students to see their thought patterns on the page and shows the connections between different topics and ideas.
Benefits of flash cards

• Engage active recall.
• Aids Spaced Repetition
• Activates Metacognitive Faculties
• Enhances Retention
• Improves Comprehension Skills

https://www.youtube.com/watch?v=WGvO98aAcU4
Making effective flash cards

• Can be expensive to buy and making your own is a learning experience that allows student to research, organise and personalise the cards to suit themselves.

• Images can be cut out and glued to the flash cards or the pictures can be drawn. Artistic ability is not a pre-requisite.

• Information is then written on the back of the card. Colour coding information to the image on the front can be beneficial.