

2024/25 DIPLOMA YEARS PLANNER

Personal Details:

Student Name:

Address:

Postcode:

Telephone:..... Mobile:.....

Email:.....

Name of School:

School Address:

Postcode:

Telephone:..... Website:.....

Email:.....

Form Teacher:..... Year Level:.....

Student Number:..... House:.....

Locker Number:..... Travel Pass Number:.....

IB Session Number:..... IB Personal Code:.....

Subjects Studied This Year:

.....

.....

.....

.....

.....

In case of accident, please inform:

Mother's Name:..... Telephone:.....

Father's Name:..... Telephone:.....

Guardian's Name:..... Telephone:.....

Name of School:

Parent/Guardian Signature:.....

Emergency Contact:..... Telephone:.....

Address:

Postcode:.....

Known Allergies:.....

.....

.....

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Using the Diploma Years Planner every week

Weekly ATL Focuses

- read the skill/strategy often over the week to absorb it and reflect on it.

Notes

- mark tasks in order of importance
- record any task due.

Things To Do

- plan the tasks you must get done that day.

Self-Management Skills

Home Study Sessions

How do you study effectively? Have you been shown how to study effectively?
Does your brain study easier, it is necessary to prioritise your study.

- Use a time log to register what you will study and in what order you can do it in your study session.
- Set yourself a specific task to achieve in each session.
- Begin with tasks that have the most pressing deadline and that you find the most difficult in these study sessions.
- Concentrated, uninterrupted quality application for 50 minutes.
- Finish a task and get ready for your next study session for 10 minutes.
- At the end of your session a little break, another strategy is to study for 50 minutes with a 10-minute break.
- Break large or more complex tasks down into smaller, more manageable ones.
- Write daily summaries of work covered in class in your own words. Read under main points.
- Spread your plan for different problems create a logical order of steps or list or flowchart.
- Practice skills learned by doing problems, exercises and notes.
- Use a 5-minute review of what you have done in the session. This can help to embed information in your long-term memory.

These sessions are the backbone of your study program.

Actions

What are two things that will start doing to improve home study sessions?

1. _____

2. _____

Mindfulness Activity

Animals: If you could be any animal, what would you choose to be and describe why this animal is your choice for you. What characteristics do you value?

Wellbeing Tip

Always be Sunsmart, wear a broad brimmed hat and protective clothing.

Notes / Priorities / Due Dates

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

Things to do Week: July 2024

22 Monday _____

23 Tuesday _____

24 Wednesday _____

25 Thursday _____

26 Friday _____

Communication / Comments

Teacher: _____ Parent / Guardian: _____

Extended Essay, Theory of Knowledge & Creativity, Activity, Service Notes

Mindfulness Activities

- encouraging you to connect with yourself moment-by-moment
- gives you an increased ability to focus and concentrate.

Wellbeing Tip / What Went Well This Week?

- small, actionable ideas that can contribute to your and others' wellbeing.
- think about positive things that happened and consider why they happened.

Communication

- use this area for student, teacher or parent notes.

Extended Essay, Theory of Knowledge & Creativity, Activity, Service Notes

- use this area to make notes for EE, TOK and CAS.

Study Essentials

Index and Breakup of Focuses

- when you require a certain skill, look it up in the index
- they will point you in the right direction.

Term Goal Setting

- at the end of each term or semester reflect on your progress to achieving the goals you set for yourself
- fill in any changes and refocus your energies.

Study Timetables

- design your own weekly study timetables (refer to index)
- at the weekend check that your timetable suits your upcoming week.

Value-Added Extras

- explore the many extra features that will give you an advantage such as needs of individual learners, Emotional Intelligence, Learning Style, Goal Action Plans, Motivation and Guidelines.

Self-Assessment

- every term think honestly about your progress in each of your subjects
- then fill in areas that you can improve on, using your parents' and teachers' observations
- ask them to sign off each term with you.

The Five Skill Categories

APPROACHES TO LEARNING (ATL)

Skills are sets of strategies and techniques that people use to achieve a specific purpose. Through ATL you will develop skills that you can use across all subjects that help you “learn how to learn”. The five skill categories below are important in all aspects of your life:

- education
- the workplace
- the community.

Regularly revisiting these skill categories twice a term, to reflect on your progress, can assist you to achieve your goals in education and in life. Use the scale and explanation below to self-assess your progress in each area.

- **Novice/beginning:**
you have been introduced to the skill, and have seen others performing.
- **Learner/developing:**
you can copy others who use the skill and can use the skill with guidance.
- **Practitioner/using:**
you can use the skill confidently and effectively without guidance.
- **Expert/sharing:**
you can show others how to use the skill effectively and can accurately assess how well the skill is used.

Novice Learner Practitioner Expert

SELF-MANAGEMENT SKILLS

How well do I:

- *demonstrate organization skills?* Novice Learner Practitioner Expert
E.g. Bring necessary equipment and supplies to class, keep and use a weekly planner, plan assignments, meet deadlines.
- *manage my own state of mind?* Novice Learner Practitioner Expert
E.g. Practise strategies to overcome distractions, show persistence and perseverance, use strategies to overcome impulsiveness and anger, engage in positive thinking, “bounce back” after mistakes and failures.
- *reflect on my learning process?* Novice Learner Practitioner Expert
E.g. Identify strengths and weaknesses of personal learning strategies, consider what you can do to become a more efficient and effective learner, decide what ATL skills to work on next.

SOCIAL SKILLS

How well do I:

- *effectively collaborate with my peers?* Novice Learner Practitioner Expert
E.g. Practise empathy, take responsibility for your own actions, negotiate effectively.
- *encourage others to contribute?* Novice Learner Practitioner Expert
E.g. Work collaboratively in teams, build consensus.
- *give and receive meaningful feedback?* Novice Learner Practitioner Expert
E.g. Actively listen to other perspectives and ideas.

The Five Skill Categories

COMMUNICATION SKILLS

How well do I:

- *communicate through interaction?*
E.g. Give and receive meaningful feedback, negotiate ideas and knowledge with peers and teachers, use a variety of speaking and writing techniques to communicate with a variety of audiences. Novice Learner Practitioner Expert
- *demonstrate communication through language?*
E.g. Read and comprehend a variety of sources for information and for pleasure, take effective notes in class, write for different purposes, structure information in essays. Novice Learner Practitioner Expert

RESEARCH SKILLS

How well do I:

- *demonstrate information literacy?*
E.g. Collect, record and verify data; analyse and process data to identify solutions and report results; evaluate, select and reference information sources; understand and abide by intellectual property rights. Novice Learner Practitioner Expert
- *demonstrate media literacy?*
E.g. Locate, organise, analyse, evaluate, synthesise and ethically use information from a variety of sources and media; seek a range of perspectives from multiple and varied sources; communicate information and ideas effectively to different audiences using a variety of media and formats. Novice Learner Practitioner Expert

THINKING SKILLS

How well do I:

- *think critically?*
E.g. Gather, organise and interpret relevant information to formulate an argument; consider ideas from multiple perspectives; revise understanding based on new information and evidence. Novice Learner Practitioner Expert
- *have creative thoughts?*
E.g. Consider multiple alternatives and create novel solutions, apply existing knowledge to generate new ideas, products or processes; create original works and ideas; use existing works and ideas in new ways. Novice Learner Practitioner Expert
- *transfer skills and knowledge from one discipline or subject group to another?*
E.g. Use effective learning strategies in subject groups and disciplines, make connections between subjects, apply skills and knowledge in unfamiliar situations. Novice Learner Practitioner Expert

Goals and Indicators

INQUIRY: SETTING THE SCENE

My Purpose and Intention

Consider how your efforts at school can set you up for future success.

- Why have I chosen the subjects I am studying?
- How do these subjects help me achieve my career goals?
- Am I willing to persevere to get what I want?
- Am I able to reflect honestly about my achievements?
- How will I set goals based on my achievements?
- How will I live by the guidelines I set?

Your answers will set your purpose and intention for the year.

My Future Reality

Propel your mind ahead to when you receive your DP results and predict how you'll feel:

- will you be ecstatic?
- will you be devastated?

Feel and live these emotions now, for one of them will be the **reality** of tomorrow.

Now is the time to be decisive and set your course to follow. It's time to take control.

ACTION: DEVELOPING STRATEGIES AND GOALS

My Goal and Target Setting Tools

The following tools will help you set achievable goals that are ISMART:

- Goals, Targets, Strategy Plans (see index)
- Goal, Action Plan (see index)

Goal setting is essential. If you don't have goals you will never feel like you are achieving anything.

Ensure you have your goals posted somewhere as a motivator. Combining them with images and using this as the background on your laptop will ensure you see them every day.

When setting goals it is **vital** that they:

- are realistic
- are achievable
- challenge you to extend yourself to new levels.

Honestly reflect on your goals regularly

- reset your goals as necessary.

My How to Achieve: Goals and Targets

Setting a sequential series of goals that lead you to your main goal can ensure you have:

- energy and enthusiasm
- focus and determination
- stamina and persistence
- vision and initiative.

Be very sure that they are your goals. Consider the advice of your family, teachers and peers, but in the end, set goals that you believe in. If you don't own your goals, you will struggle to achieve them. Use negative people who tell you that you cannot achieve your goals as 'motivators', their negativity just makes you more determined.

REFLECTION: KNOWING WHERE I AM HEADING

My Dreams - My Future

Your goals and indicators cover a **variety** of areas:

- personal
- education and career
- sporting and leisure pursuits
- maintaining a healthy lifestyle.

They also cover different time spans:

- Short Term** – what do I want to achieve this study session? This week?
- Mid Term** – what do I want to achieve this term?
– do I reflect on these goals?
- Medium Term** – what do I want to achieve this year?
- Long Term** – what do I want to be doing in three years' time?

My Reality: It Works!

The setting of goals can sometimes be overlooked by senior students

- convinced they already know what they want
- believe setting goals is too 'Middle School'.

The Senior years can be a very stressful time:

- the demand on your time is immense
- the uncertainty of academic success can be of concern
- balancing study, socializing, part-time jobs and sport can be challenging.

Setting goals allows you to have a clear vision of what you want to achieve. These goals along with their indicators, provide a roadmap that can keep you on track during your Senior years.

Personal Learning Goals

Following is a list of Personal Learning Goals and Indicators that may assist you in creating your three goals for each semester. Remember, once you have decided on your goals, it is your responsibility to develop indicators each month to help you achieve your goals by the end of the semester. Stay mentally strong. Don't allow negative thoughts to influence your state of mind.

Ensure that your goals are ISMART: **Inspirational** – a way to achieve a personal best, **Specific** – describe what you want to achieve, **Measurable** – set step-by-step targets to help you get there, **Achievable** – believe that you can and will do it, **Realistic** – set manageable goals that you won't give up on, **Timebound** – set goals that you can reach by the end of the semester.

When you are mindful of your thinking, you can be more mindful of your attitudes and actions. Therefore, to ensure you remain committed to your set goal, reflect on your progress, subject by subject, each month, and then make a summary of your efforts at the end of each semester.

My Learning Organization and Approach

1. I will use my planner daily to
 - write down all learning material that I am required to complete
 - write down all due dates and deadlines in order to plan submission timelines
 - use a variety of learning and thinking strategies.

Indicator – By the end of September, I will have all due dates written down on my Forward Planner.
2. I will actively listen and engage positively in class to ensure that I give myself the best opportunity to understand and enjoy my learning and my teachers' teaching.
Indicator – From day one, I will engage in active listening and practise positive thinking in every class. I will focus on doing this in every lesson to build it into a habit.
3. I will position myself in class away from distractions, such as students with poor attitudes; I will not negatively impact the learning of others and my teachers' teaching.
Indicator – During the first week, I will identify classmates I do and do not collaborate well with and I will plan where I sit accordingly.
4. I will set up an area at home just for study with the resources that I need and I will use it daily.
Indicator – By the end of week one, I will have my study area set up and be using it.
5. I will prepare revision folders and set aside 15 minutes for each of my subjects weekly for reflection and revision, to build my knowledge and understandings.
Indicator – At the end of week one, I will have reflected on and summarized my learning in each subject, I will then focus on making this a habit.
6. I will break big tasks down into smaller, achievable pieces to complete in a logical order.
Indicator – For my first task in each subject, I will identify each requirement and create a logical step-by-step plan to follow.
7. I will apply practical and higher-level strategies and techniques in the planner in order to broaden the ways in which I can approach tasks.
Indicator – For my first task in each subject, I will try a new way of approaching it.
8. I will prioritize what I do to build a realistic and balanced study/life timetable to follow.
Indicator – By the end of week two, I will have prioritized my responsibilities and created my first timetable to trial.
9. I will create an ongoing revision program for each subject to ensure that I develop a working knowledge of what I am studying.
Indicator – By the end of week two, I will have a daily, weekly and monthly revision program operating.
10. I will set aside 20 minutes at home every night to reflect on what I have learned during the day and summarize my learning using idea maps, lists, flowcharts, etc.
Indicator – Prioritize these 20 minutes for the first three weeks and use a variety of summary tools.
11. I will spend 10 minutes at home every night to identify my next days priorities and options.
Indicator – Discipline myself to identify each day's priorities and complete these first before undertaking any optional activities.
12. I will use travel time to read my text books or revision notes; I will turn 'nothing' time into 'something' time.
Indicator – The first time that I am travelling, I will discipline myself to read and then focus on turning this into a habit by repeating it each week.
13. I will focus and concentrate in class, especially when I feel myself becoming distracted; I will relate the material to what I know and think about how I can use it.
Indicator – In each of my subjects, the first time that I feel myself becoming distracted, I will refocus on the lesson and try to connect what is being taught to something I know.

Goal Action Plan

Below is a strategy checklist. It will help you to reach your indicators and achieve your goals. Complete an "Action Plan" for each of your goals. The Goals, Indicators and Strategies Plan gives you a visual presentation of your intentions.

- Goal – What do I want to achieve? _____
- Purpose – Why do I want to achieve this goal? _____
- Benefit – What is the benefit of achieving this goal? _____
- Disadvantage – How will I be affected if I do not achieve this goal? _____
- Reflection – Does my goal meet the ISMART requirements? _____

| I | S | M | A | R | T |
|---|--|---|--|---|---|
| INSPIRATIONAL A way to achieve a Personal Best. | SPECIFIC Clear and to the point. | MEASURABLE I have indicators to reach that will inform me of my progress towards achieving my goal. | ACHIEVABLE Not something easy, but something that is within reach. | REALISTIC I can see myself getting there in either the short-term, mid-term or long-term. | TIMEBOUND I have a timeline and regular indicators to reach along the way to achieving my goal. |

- Decision – After completing the above, am I committed to this goal? Or should I make adjustments? _____
- Information – What information will I need? _____
- How and where will I gather it? _____
- Resources – What do I require in order to achieve this goal? _____
- Personal – What skills do I need? _____
- What are the possible obstacles and how can I overcome them? _____
- Assistance – What expertise from others do I need? _____
- How and when will I approach them? _____
- Dangers – Are there any assumptions I've made that are not sound? _____
- Is my approach giving me the best possible chance of success? _____

- | | | |
|--------|----------------------------------|------------|
| Action | 1 _____ <input type="checkbox"/> | When _____ |
| | 2 _____ <input type="checkbox"/> | _____ |
| | 3 _____ <input type="checkbox"/> | _____ |
| | 4 _____ <input type="checkbox"/> | _____ |
| | 5 _____ <input type="checkbox"/> | _____ |

Self-Management Skills

My Personal Learning Goals

These goals are not specific to any particular subject, they are goals that I believe will transfer across all of my subject areas to help me to:

- improve my learning outcomes and my Personal Bests
- enjoy school
- get the best from my education.

This is a team approach that involves me, my parent/s, my teachers, and my peers. I will seek their feedback regularly.

GOAL ONE: _____

Action Plan: What skills, attitudes and actions do I need to focus on? _____

What are my Indicators? _____

What are the Indicators I will see along the way to achieving my goal? _____

GOAL TWO: _____

Action Plan: What skills, attitudes and actions do I need to focus on? _____

What are my Indicators? _____

What are the Indicators I will see along the way to achieving my goal? _____

GOAL THREE: _____

Action Plan: What skills, attitudes and actions do I need to focus on? _____

What are my Indicators? _____

What are the Indicators I will see along the way to achieving my goal? _____

Why did I choose these Goals? _____

Sign Off! Me: _____ My Parent/s or Carer/s: _____

Teacher: _____ Date: / /

Goals, Indicators and Strategies Plan

When I complete my schooling, what opportunities do I want to have? What do I want to be able to do? What do I want to know? What skills do I want to have? What career areas do I want to be qualified for?

The big question: *Is what I'm doing now going to enable my future success?*

| GOALS – What do I want to achieve? | INDICATORS – ISMART? How will I know that I'm making progress? | STRATEGIES – What actions do I need to take to reach my indicators and achieve my goals? | TO LEARN – What do I need to learn and be able to do in order to succeed? | RESOURCES – What resources do I need and how can I access them? |
|--|--|--|---|---|
| 1. | | | | |
| | | | | |
| | | | | |
| 2. | | | | |
| | | | | |
| | | | | |
| 3. | | | | |
| | | | | |
| | | | | |

Self-Management Skills

What Are My Goals? – Summary

BEGINNING OF THE YEAR

- Having completed the previous pages, it's time to set out your goals and indicators.
- Fill in your short-term indicators and priorities each day in the space provided.

| Type \ Term | PERSONAL | EDUCATION & CAREER | SPORTING & LEISURE PURSUITS | MAINTAINING A HEALTHY LIFESTYLE |
|------------------------|----------|--------------------|-----------------------------|---------------------------------|
| Mid (for this Term) | | | | |
| Medium (for this Year) | | | | |
| Long (for 3 years) | | | | |

TERM 1 BREAK

- Have my goals changed during the term? Why?
- Am I focused? Self-managed? Am I following my guidelines?
- After reflecting, have I discussed my progress with my Team?

| Type \ Term | PERSONAL | EDUCATION & CAREER | SPORTING & LEISURE PURSUITS | MAINTAINING A HEALTHY LIFESTYLE |
|------------------------|----------|--------------------|-----------------------------|---------------------------------|
| Mid (for this Term) | | | | |
| Medium (for this Year) | | | | |

TERM 2 BREAK

- Are my efforts building? Is my quality of study in each subject adequate?
- Is my commitment up to speed? How can I improve? Am I independent and self-correcting?
- After reflecting, have I discussed my progress with my Team?

| Type \ Term | PERSONAL | EDUCATION & CAREER | SPORTING & LEISURE PURSUITS | MAINTAINING A HEALTHY LIFESTYLE |
|------------------------|----------|--------------------|-----------------------------|---------------------------------|
| Mid (for this Term) | | | | |
| Medium (for this Year) | | | | |

TERM 3 BREAK

- My year is reaching its climax. Is my study timetable working? Am I self-aware and self-managed?
- Am I totally focused on the task at hand? Have I started my exam preparation?
- After reflecting, have I discussed my progress with my Team?

| Type \ Term | PERSONAL | EDUCATION & CAREER | SPORTING & LEISURE PURSUITS | MAINTAINING A HEALTHY LIFESTYLE |
|------------------------|----------|--------------------|-----------------------------|---------------------------------|
| Mid (for this Term) | | | | |
| Medium (for this Year) | | | | |

END OF YEAR

- Where do I go from here? Further education – what courses? Gap year – what will I do? Employment – what jobs and careers?
- Am I working toward my true potential?
- What are my dreams?
- Is Goal Setting a habit in my life?

Reflection of my Performance Last Term / Year

Reflecting on your current achievements and how you accomplished them is a powerful motivator. Reflecting at regular intervals will help you understand:

- what worked well and why?
- what are your biggest achievements so far?
- what didn't work and why?
- what are you inspired to achieve next?

At the end of each term, spend 20 minutes reflecting on your efforts and taking stock of whether what you are doing will get you what you want. Ask your teachers, parents and peers their views about what your key achievements are. A healthy lifelong habit is to be honest with yourself about your achievements and (re)set your goals.

Reflect on the questions below and rate yourself using: 5-6 always, 3-4 usually, 1-2 sometimes, 0 not at all.

- What are some self-improvement goals you want to set?
- Set a target rating you would like to achieve.

People who reflect often and honestly are able to live more purposeful and fulfilling lives.

| | Last Year | Term 1 | Term 2 | Term 3 | Term 4 | Target Rating |
|---|-----------|--------|--------|--------|--------|---------------|
| ACADEMICALLY | | | | | | |
| Focused in class | | | | | | |
| Ignored distractions | | | | | | |
| Completing work to the best of my ability | | | | | | |
| Regularly asked questions to clarify my understandings | | | | | | |
| Asked teachers for out-of-class support | | | | | | |
| Set goals for study periods and achieve them | | | | | | |
| Was mindful of my emotions | | | | | | |
| Involved myself in co-curricular and extra-curricular clubs and teams | | | | | | |
| Used effective research methods | | | | | | |
| Showed respect for my peers | | | | | | |
| AT HOME | | | | | | |
| Listed all of my after-school commitments | | | | | | |
| Prioritized my after-school commitment list into 'MUSTS' and 'OPTIONS' | | | | | | |
| Designed my weekly study timetable | | | | | | |
| Gave a copy of my study timetable to my parents or carers | | | | | | |
| Discussed my study timetable with my parents or carers so they could support my study goals | | | | | | |
| Posted my goals somewhere where I will see them every day | | | | | | |
| Designed a revision program for tests and exams | | | | | | |
| Used my family as a support network for school study problems | | | | | | |
| Managed my time so that I did not feel under pressure when studying at home | | | | | | |
| PERSONALLY AND SOCIALLY | | | | | | |
| Made the most of my leisure time | | | | | | |
| Volunteered or helped an organization, group or person on a regular basis | | | | | | |
| Designed and carried out a regular exercise program | | | | | | |
| Ate a well-balanced diet | | | | | | |
| Spent quality time with friends | | | | | | |
| Worked a manageable part-time job | | | | | | |
| Balanced my 'MUSTS' and 'OPTIONS' | | | | | | |
| Avoided time-wasters such as excessive scrolling on apps | | | | | | |
| Felt in control of areas of my life | | | | | | |
| Spent time purely relaxing | | | | | | |

Motivation: My Guidelines

Having completed a **reflection** of your performance last term, now is the time to identify the changes you need to make in order to improve. If you keep doing the same things, you'll keep getting the same results.

Focus on what you can control:

- positive actions and attitudes
- reaction to external influences; self-awareness
- a balanced lifestyle; exercise and diet
- willingness for open communication; sharing
- identifying your personal needs; be resourceful.

Achieving your goals won't "just happen":

- opportunities need to be chased down
- you must be self-motivated and set guidelines and goals for your actions and your life.

Self-motivation is an **internal** force activated by a desire to achieve your goals:

- the greater the desire, the more powerful the **motivation** to achieve it
- demonstrating perseverance and positive self-talk will help you achieve your goals.

What motivates you:

- a fierce desire to taste success?
- a dreaded fear of failure?
- knowing what your goals are and how to achieve them?

What are the main changes you will need to make in order to make progress in the three areas highlighted below? Consider how you are going to make these changes and the strategies you will need to implement. For example, "I'll be home by midnight at the latest on Saturday" or "I won't scroll Instagram/TikTok until after I've completed my study sessions".

*Chase
your
Opportunities*

Things I need to change

How will I make a change? Who can help me?

Academically:

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |
| | |

At Home:

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |
| | |

Personally and Socially:

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |
| | |

Self-Management Skills

Building Up My Affective Skills and Managing My State of Mind

Good habits are what power your efforts to strive to be the very best you can be. Reflect on whether you are building these habits.

RESILIENCE

- "bouncing forward" after adversity, mistakes and failures Not Yet Sometimes Usually Always
- dealing constructively with disappointment and unmet expectations Not Yet Sometimes Usually Always
- dealing positively with change. Not Yet Sometimes Usually Always

MINDFULNESS

- maintaining focus and concentration Not Yet Sometimes Usually Always
- using strategies to develop mental focus Not Yet Sometimes Usually Always
- successfully implementing strategies to overcome distractions Not Yet Sometimes Usually Always
- being aware of body-mind connection. Not Yet Sometimes Usually Always

PERSEVERANCE

- showing grit and persistence Not Yet Sometimes Usually Always
- delaying gratification. Not Yet Sometimes Usually Always

EMOTIONAL MANAGEMENT

- using strategies to overcome impulsiveness and anger Not Yet Sometimes Usually Always
- acting in ways that prevent and eliminate bullying Not Yet Sometimes Usually Always
- effectively implementing strategies to reduce stress and anxiety. Not Yet Sometimes Usually Always

SELF-MOTIVATION

- analysing and attributing causes for failure Not Yet Sometimes Usually Always
- managing self-talk Not Yet Sometimes Usually Always
- engaging in positive thinking. Not Yet Sometimes Usually Always

Rate yourself out of 10 for each of the following essentials for life success:

| | | Rating |
|-------------------|--|--------|
| Attitude | – striving to be a positive thinker | _____ |
| Approach | – seeking better ways to do things | _____ |
| Awareness | – monitoring my efforts, progress and health | _____ |
| Attendance | – being present and in the "learning zone" in both mind and body | _____ |
| Ability | – making the most of my special talents | _____ |

My Dreams: Making Them Happen This Year

In the space below, write yourself a short letter about your hopes and goals for the academic year ahead. Set clear goals that you believe will benefit you this year. You can use this letter as a reflective tool throughout the year to inspire you to achieve your goals.

Musts and Options

Compile a detailed list on a day-by-day basis for all your "MUSTS" and "OPTIONS". For example spending 30 minutes online gaming each night may be a must, but spending 1 hour gaming might be an option.

- write when these items occur and how long they take
- put your Musts and Options in order of importance - 1, 2 and so on
- make sure you fill in 4 MUSTS and 4 OPTIONS for each day.

Once you have completed this table, you are in a good position to design your own Study Timetable.

Having a clear vision of your "big picture" can:

- enable you to develop more ownership of your life - put you in control of YOU
- enable you to use your time effectively
- create a healthy and achievable study-life balance.

| MUSTS | OPTIONS |
|------------------|---------|
| MONDAY | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| TUESDAY | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| WEDNESDAY | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| THURSDAY | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| FRIDAY | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| SATURDAY | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| SUNDAY | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |

Habits of Mind

When successful and intelligent people are faced with a problem or uncertainty, they think in certain ways and adapt their thinking to fit the situation. These ways are called Habits of Mind. There are 16 different Habits of Mind. It can really help to:

- know why each habit will help you
- know when and how to use each habit
- be prepared to use them.

Habits of Mind clearly link to the ATL Skills you need to be a successful learner. When you can be more mindful of your thinking, you can be more mindful of your actions, attitudes and learning.

Rate yourself on the use of each habit using the scales below and set a target to improve your use of these habits by the end of the year.

Not Yet Sometimes Usually Always



LISTENING WITH UNDERSTANDING AND EMPATHY

Learner Profile Attribute: Caring

ATL Focus: Social Skills

Understanding what others are communicating involves both listening to what they are saying and taking note of their body language. 55% of your life is spent listening; however, often don't "tune in" to what is really being said.

Ask yourself the following questions:

- when and how have I listened with understanding and empathy?
- how have I understood another person's point of view?
- who has impressed me with his/her understanding and empathy and why?

Not Yet Sometimes Usually Always

Goal: I will listen with my eyes, ears and heart, and be curious.



PERSISTING

Learner Profile Attribute: Risk Takers

ATL Focus: Self-Management Skills

This involves sticking to a task until it is completed. If your first approach doesn't work, try other ways to solve the problem. Learn to recognize when something doesn't work and why it doesn't work.

Ask yourself the following questions:

- in what ways have I been persistent?
- what are the most difficult things to persist with?
- who has impressed me with their persistence and why?

Not Yet Sometimes Usually Always

Goal: I will improve my focus and efforts to "stick" to my studies.



THINKING FLEXIBLY

Learner Profile Attribute: Open-minded

ATL Focus: Thinking Skills

It's important to be able to change your mind when you receive new information. Sometimes you learn something new that contradicts what you previously thought, causing you to reconsider your opinions.

Ask yourself the following questions:

- when have I been flexible in my thinking and why?
- how did I think in different ways?
- who has impressed me with their flexible thinking and why?

Not Yet Sometimes Usually Always

Goal: I will change my thinking and adapt how I learn when I need to.



MANAGING IMPULSIVITY

Learner Profile Attribute: Thinkers

ATL Focus: Self-Management Skills

It's important to learn to weigh things up and make a considered response rather than reacting according to the first thing that comes to mind. It can be helpful to consider other people's ideas and perspectives before responding.

Ask yourself the following questions:

- when and how have I shown self-control and not jumped into something?
- what goals can I set and what can I do to help me focus myself more?
- who has impressed me with his/her self-control and why?

Not Yet Sometimes Usually Always

Goal: I will lift my focus and efforts to "stick" to my studies.



THINKING ABOUT THINKING (Metacognition)

Learner Profile Attribute: Reflective

ATL Focus: Self-Management Skills

Understanding what you do know and what you need to learn involves being able to plan, reflect on and assess your own thinking skills and strategies. Take time to think about thinking.

Ask yourself the following questions:

- when have I considered how I was thinking and why?
- what things can I do to reflect on how I think?
- who has impressed me with their controlled thinking and why?

Not Yet Sometimes Usually Always

Goal: I will be reflective to take stock of my thinking and progress.



STRIVING FOR ACCURACY

Learner Profile Attribute: Reflective
ATL Focus: Research Skills & Communication Skills

It's important to take time to check the accuracy of your work. Doing so can help you to lifting the quality of your learning to the highest level, you are capable of and not settling for second best.

Ask yourself the following questions:

- when have I taken the time to proofread my learning to improve it and why was I motivated to do this?
- what things can I do to be more careful and accurate in my learning?
- who has impressed me with their commitment to carefully checking their learning and why?

Not Yet Sometimes Usually Always

Goal: I will always strive to improve my personal bests.



COMMUNICATING WITH CLARITY AND PRECISION

Learner Profile Attribute: Communicators
ATL Focus: Communication Skills

Being able to communicate your thoughts in accurate and clear language, both written and verbal is an important skill to learn. It involves being able to explain, compare and give evidence using correct names and labels, and thinking clearly.

Ask yourself the following questions:

- when and how have I expressed myself clearly and to the point?
- what things can I do to think and communicate more clearly?
- who has impressed me with their clear explanations and why?

Not Yet Sometimes Usually Always

Goal: I will use correct words and terms to explain things clearly.



QUESTIONING AND POSING PROBLEMS

Learner Profile Attribute: Thinkers
ATL Focus: Thinking Skills

Being able to ask the right questions helps you fill in the gaps of what you don't know. It involves asking questions that begin with "what if", "why do", "how" as well as being able to recognize the reasons behind why and how questions are asked.

Ask yourself the following questions:

- how can my understanding improve when I ask questions?
- what things can I do to feel confident to ask more questions?
- who has impressed me with their thoughtful questions and why?

Not Yet Sometimes Usually Always

Goal: I will ask questions to learn the reasons behind the answer.



GATHERING DATA THROUGH ALL SENSES

Learner Profile Attribute: Inquirers
ATL Focus: Research Skills

Our minds and bodies are closely intertwined, so it's important to gauge situations by paying attention to all our senses. This can involve being able to form mental images through what your senses experience and being able to consider aspects such as colors, sounds and patterns. Ask yourself the following questions:

- when and how have I used my senses in my learning?
- what are my favourite senses to use and why?
- who has impressed me with their use of his/her senses and why?

Not Yet Sometimes Usually Always

Goal: I will use all of my senses to feel and understand things.



APPLYING PAST KNOWLEDGE TO NEW SITUATIONS

Learner Profile Attribute: Knowledgeable
ATL Focus: Thinking Skills

Being able to adapt what you have learned from a previous experience to a new situation and make connections is a very valuable skill that can improve your learning. Being willing to apply yourself to use experience in your thinking; use what you learn, linking thinking and learning.

Ask yourself the following questions:

- when and how have I used what I have already learned when doing something new?
- what things can I do to use my existing experience in new learning situations?
- who has impressed me with their use of learned knowledge and understanding to new areas?

Not Yet Sometimes Usually Always

Goal: I will connect, extend and apply what I learn to new challenges.



CREATING, IMAGINING, INNOVATING

Learner Profile Attribute: Risk Takers
ATL Focus: Thinking Skills

It's important to be able and prepared to look at problems and situations from many different angles. Being willing to take risks with your thinking is a valuable skill, as is being open to advice, and seeking feedback to improve your approach and thinking.

Ask yourself the following questions:

- when and how have I been creative in my thinking?
- when and how do I imagine and create things in class?
- who has impressed me with their creativity and why?

Not Yet Sometimes Usually Always

Goal: I will strive to learn new ways to learn and to think.

Habits of Mind



RESPONDING WITH WONDERMENT AND AWE

Learner Profile Attribute: Inquirers

ATL Focus: Self-Management Skills & Thinking Skills

Having a “can do”, “want to”, and “I enjoy”, attitude to the challenge of learning is a powerful strategy. Learn to enjoy figuring out things for yourself. Be curious, enthusiastic and passionate about learning, thinking and solving problems.

Ask yourself the following questions:

- when have I been excited and surprised by something I learned and why?
- what do I look forward to learning and doing and why?
- who has impressed me with their excitement and passion about learning and why?

Not Yet Sometimes Usually Always

Goal: I will be passionate and curious about learning.



THINKING INTERDEPENDENTLY

Learner Profile Attribute: Open-minded

ATL Focus: Social Skills & Communication Skills

It's important to accept that, as human beings, we seek to be part of groups and teams, and draw energy and feedback from each other. Together, we have much more thinking power than we have when alone. Learn to be open to and accepting of feedback from others. Work together and learn together.

Ask yourself the following questions:

- what things have I learned when in a group and why?
- when in a group, what role do I play and why?
- who has impressed me with their willingness to share their learning with others and why?

Not Yet Sometimes Usually Always

Goal: I will share my thoughts and welcome other ideas.



TAKING RESPONSIBLE RISKS

Learner Profile Attribute: Risk Takers

ATL Focus: Self-Management Skills

Being prepared to leave your comfort zone and adopt an attitude of welcoming a challenge and the unknown is a great skill to develop. Realizing that not taking the risk of a challenge is missing an opportunity to improve yourself.

Ask yourself the following questions:

- when and how have I shown a willingness to try new things in my learning?
- what things can I do to challenge my thinking to change the ways I learn?
- who has impressed me with their willingness to challenge their thinking and try something new?

Not Yet Sometimes Usually Always

Goal: I will leave my comfort zone and extend my efforts in new ways.



REMAINING OPEN TO CONTINUOUS LEARNING

Learner Profile Attribute: Reflective

ATL Focus: Research Skills & Thinking Skills

It can be helpful to consider that there could be a better way to do and to learn something and to investigate these options. Seeing problems and challenges as opportunities to develop and improve your thinking and yourself is important. Learn to accept that you don't know and don't be afraid to find out.

Ask yourself the following questions:

- when things are going well in my learning what do I feel like and why?
- what are you really keen to learn and do and why?
- who has impressed me with their willingness to want to learn more and more and why?

Not Yet Sometimes Usually Always

Goal: I will aim to learn something new every day.



FINDING HUMOUR

Learner Profile Attribute: Balanced

ATL Focus: Social Skills & Self-Management Skills

Being able to appreciate others' humour helps you to be more creative and think at a higher level. It's important to be able to laugh at yourself rather than focusing on negatives such as others' weaknesses or differences. Enjoy laughing with others.

Ask yourself the following questions:

- when have I really enjoyed my learning and why?
- what things can I do to make my learning more fun and enjoyable?
- who has impressed me with their enjoyment in their learning and ability to have fun in a positive way?

Not Yet Sometimes Usually Always

Goal: I will laugh with people, not at people.

THE RIGHT THING TO DO IS NEARLY ALWAYS THE HARD THING TO DO

Learner Profile Attribute: Principled

ATL Focus: Self-Management Skills

It's important to learn to plan, reflect and think. Things don't just happen out of thin air! Top performers in all sports and subjects have the willingness to do the “hard things” and leave behind the every day easy way of thinking; by using Habits of Mind.

Check out the following websites on the Habits:

- » www.habitsofmind.org
- » www.instituteofmind.com

Regularly complete the exercise on the next page to keep building good habits.

Acknowledgement: Arthur Costa and Bena Kallick
Discovering and Exploring, Habits of Mind.

Habits of Mind: Where Am I At?

You know if something has become a **habit**; when it becomes something that you do easily and often. A habit should be something that is second nature. Regularly reflecting on your progress will help you to integrate Habits on Mind into what you do every day. Select the options below that best describe your current progress. As you regularly reflect and improve your ability to use the Habits of Mind, you will end up having ticks at a variety of levels. Always reflect on and celebrate your achievements while also thinking about what you need to do next to make these habits...habits.

| WHICH LEVEL AM I AT? | WHAT I DO NOW | <input checked="" type="checkbox"/> | WHAT I NEED TO DO |
|----------------------|---|-------------------------------------|-------------------|
| AWARE | • I know all of the Habits of Mind | <input type="checkbox"/> | |
| | • I know what type of thinking each one describes | <input type="checkbox"/> | |
| | • I know why I should think differently in different situations | <input type="checkbox"/> | |
| | • I know the ways in which I think | <input type="checkbox"/> | |
| RECOGNIZE | • I can see when other people use Habits of Mind | <input type="checkbox"/> | |
| | • I can see when I vary my thinking using Habits of Mind | <input type="checkbox"/> | |
| | • I can see real life situations where I can use Habits of Mind | <input type="checkbox"/> | |
| | • I can see when I'm not thinking in the right way | <input type="checkbox"/> | |
| SELECT | • I know which Habits of Mind to use in different situations | <input type="checkbox"/> | |
| | • I know why other people have used a certain Habit of Mind | <input type="checkbox"/> | |
| | • I can explain why I used a certain Habit of Mind | <input type="checkbox"/> | |
| | • I am confident to select the right Habit to use in each situation | <input type="checkbox"/> | |
| USE | • I am aware when I use a Habit of Mind | <input type="checkbox"/> | |
| | • I intentionally use Habits of Mind in my learning | <input type="checkbox"/> | |
| | • My teachers encourage me to use Habits of Mind | <input type="checkbox"/> | |
| | • In class groups, I encourage classmates to use Habits of Mind | <input type="checkbox"/> | |
| REFLECT | • I need reminding to use Habits of Mind | <input type="checkbox"/> | |
| | • Habits of Mind are benefitting my thinking and learning | <input type="checkbox"/> | |
| | • I think about my thinking when I am in class | <input type="checkbox"/> | |

Self-Management Skills

Notes / Priorities / Due Dates

Home Study Sessions

How do you study effectively? Have you been shown how to study effectively?

Before you begin a study session, it is rewarding to **prioritize** your study:

- use travel time to organize what you will study and in what order so you can apply yourself once you arrive home
- set yourself a specific task to achieve in each session
- begin with subjects that have the most pressing deadlines and that you find the most difficult.

In these **Study Sessions**:

- concentrated, uninterrupted quality application for 50 minutes
- have a break and get ready for your next Study Session for 10 minutes
- at times when you are a little tired, another strategy is to study for 25 minutes with a 5-minute break
- break larger or more complex tasks down into smaller, more manageable ones
- write daily summaries of work covered in class in your own words, listed under main points
- record your plan for different problems; create a logical series of steps or a list or flowchart
- practise skills learned by doing problems, exercises and essays
- do a 5-minute revision of what you have done in the session. This can help to embed information in your long-term memory.

These sessions are the **backbone** of your study program.



Actions

What are two things that I will start doing to improve home study sessions?

1. _____
2. _____

Mindfulness Activity

Animals. If you could be any animal, what would you choose to be and describe why this animal is your choice for you. What characteristics do you relate to?

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Wellbeing Tip

Always be Sunsmart; wear a broad-brimmed hat and protective clothing.

22 Monday

23 Tuesday

24 Wednesday

25 Thursday

26 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

Extended Essay, Theory of Knowledge & Creativity, Activity, Service Notes

Self-Management Skills

Notes / Priorities / Due Dates

Prioritizing

How **often** do you fritter away your time and wonder afterwards what you have achieved? This is called "Nothing Time".

Do you schedule it or does it just **happen**? How do you fit everything in?

A **spontaneous** approach is ineffective. Planning is essential to convert "Nothing Time" into "Something Time".

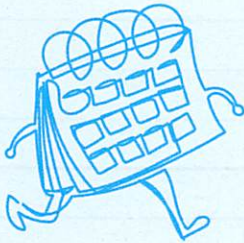
Complete a **detailed** list of your **MUSTS** and **OPTIONS** day by day. Have a clear vision of your "big" picture. Use the 'Urgency versus Importance Matrix' Thinking Tool to help you make balanced decisions (see p.145) for above pages.

You can't do everything, so be very discerning and make wise decisions about how you use your time.

Make a list of your main **time wasters** and strive to avoid them. A worthwhile strategy could be to ask other diligent students how they prioritize their activities.

Put reminders in your planner or phone regarding your priorities, to keep you on track.

Learning to prioritize and using your time **efficiently** can benefit your studies and give you a balanced and enjoyable lifestyle.



Actions

What are two things that I will start doing to improve my focus on prioritizing my time?

1. _____
2. _____

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Mindfulness Activity

Effort. Think of a word for each letter of the word **EFFORT** which would describe what effort is for you.

What went well this week?

Things to do

Week:

July / August 2024

29 Monday

30 Tuesday

31 Wednesday

1 Thursday

2 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

Extended Essay, Theory of Knowledge & Creativity, Activity, Service Notes

Take the Pressure Down

We all face stressful and confronting situations at times. However, there are some things we can do to meet these challenges head-on.

Step 1: Identify your challenges

What has caused you to feel stressed in the past? These could be one-off events like a particular conflict with a friend, ongoing events like your studies, or things that happen regularly like exams. Once you've identified these elements, consider how much you're dealing with at any one time and consider ways in which you could lessen the stress involved or call on your Team for support in these areas.

Step 2: Get organised

Use your timetable to help plan out assignments, make time for regular revision sessions, and to set time aside for leisure and rest. Sometimes situations become stressful simply because we don't plan ahead.

Step 3: Be proactive

Develop a variety of proactive strategies to help you work well under pressure. For example, talking to your Team regularly, going for a walk, keeping a journal, running every morning, engaging in mindfulness activities or doing some relaxation exercises.

Step 4: Practise acceptance

There are things in life that we can't change, like exam timetables or assignments. By accepting what we can't change and then focusing on what we can, we can then identify proactive and positive steps to take the pressure down in different areas of our life.



Actions

What two steps will I take this week to reduce the stress and pressure I feel?

1. _____
2. _____

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Mindfulness Activity

Acts of Kindness. Think of two or three acts of kindness you will do for someone else for each day of the week. Could be smiling, saying "hello", helping in some way, opening the door for them

Wellbeing Tip

Take several deep breaths when feeling tense or stressed.

Things to do

Week:

August 2024

5 Monday

6 Tuesday

7 Wednesday

8 Thursday

9 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

Extended Essay, Theory of Knowledge & Creativity, Activity, Service Notes

Time Management

Having **sufficient** time to meet all of your commitments requires planning. Before you can **control** your time usage, you must understand where it goes.

For **three** typical days list everything you do over the whole day. Break the day up into:

- before school - at school - after school - sleep.

Summarize your time **usage** and fill in the gaps below by noting how much time you spend:

- | | |
|--------------------------|--------------------|
| • sleeping _____ | • eating _____ |
| • studying at home _____ | • travelling _____ |
| • at school _____ | • exercising _____ |
| • working _____ | • other _____ |
| • relaxing/friends _____ | Total _____ |

Remember, there are **168** hours in a week.

Are there any glaring **time-wasters**? If so, list them and be aware of when they occur.

Your education is an important key to your future, so study is a **full-time** commitment and must be viewed as such.

One workable strategy is to allocate **38 hours** per week to lessons and study. This is the same number of hours as full-time work.

For example, if you attended 25, 50 minute classes (about 20 hours), you should spend 18 hours minimum studying at home. It is also **vital** to relax and pursue leisure activities for about 12 hours per week, to create a balanced lifestyle.

Aim for your Study Timetable to tailor your lifestyle, bearing in mind that weekly:

- 38 hours academic time minimum
- sometimes 'overtime' will be necessary
- compulsory 'leisure time' of about 12 hours
- self-discipline and purpose are the keys.

Each week **revisit** your plan, taking into account any time-wasters from the previous week.



Actions

What are two changes I can make to improve my time management?

1. _____
2. _____

Creative Activity

Take a few minutes and think of any object that comes to mind. Ask yourself, "what can I do differently with it?" Can I do something different from its intended purpose? In order to develop your creative thinking, do this exercise as often as possible.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

What went well this week?

12 Monday

13 Tuesday

14 Wednesday

15 Thursday

16 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

Extended Essay, Theory of Knowledge & Creativity, Activity, Service Notes

Self-Management Skills

Notes / Priorities / Due Dates

Home Study Area

To optimize your home study effectiveness, have a **special place** set aside for your home learning.

Ideally it should be:

- appropriately lit
- comfortable, neat and efficient
- away from distractions and interruptions
- quiet (no loud music).

Where possible, have your study area adequately **resourced** with:

- a device close at hand
- plenty of stationery
- a bottle of water.

Always aim to study in the same place at home or in the library. Being consistent will create a pattern in your brain and help you to develop good habits.

When studying, stay hydrated and dress comfortably.

Do not study in bed as your brain needs to associate your bed with sleep not study.

Remember to get up and move in your breaks. This will help you to clear your mind before moving onto the next topic or task.

Be aware of and avoid the things that make it difficult to study.

Keep in mind that if you are involved in online classes or discussions that your background can be distracting or even create the wrong impression. Think about ways in which you can present a positive impression.



Actions

What are two things that I will do to improve my home study area?

1. _____
2. _____

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Wellbeing Tip

Reduce stress and the 'flight or fight' feelings through regular exercise.

LP Activity - Inquirers

Try investigating a headline or story from different viewpoints while remaining impartial. What sources can be relied on to provide accurate information? How does this affect your view of the story?

19 Monday

20 Tuesday

21 Wednesday

22 Thursday

23 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

Extended Essay, Theory of Knowledge & Creativity, Activity, Service Notes

Note Taking

Have you ever felt like you couldn't keep up when trying to take notes? Ever tried to read your notes after class and realise they're completely illegible? Then keep reading... because these tips are sure to save the way when it comes to taking notes in class.

1. *Use shortcuts*
Create and consistently use a variety of symbols as shortcuts, to speed up your notetaking. For example, ✓ = yes; → = means/leads to; def. = definition; diff. = different; w/ = with; w/o = without.
2. *Write phrases, not sentences*
Leave out words such as 'a' and 'the' but write down key words and technical terms.
3. *Structure your notes*
Use headings, sub-headings and bullet points to structure your notes clearly. This can help you to find information more easily during your revision time.
4. *Create a code*
Use highlighters, underlining or symbols to indicate important aspects such as definitions, things to research later or items that will be in an upcoming exam.
5. *Write it your way*
By writing notes in your own words, you can have a better chance of learning the information well.

Try these tips to see which ones work best for you.



Actions

Which two notetaking tips will I try today?

1. _____
2. _____

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

What went well this week?

Mindfulness Activity

Favourite Meal. Think of your favourite home cooked meal. What does it taste like? What does it smell like?

26 Monday

27 Tuesday

28 Wednesday

29 Thursday

30 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

Extended Essay, Theory of Knowledge & Creativity, Activity, Service Notes

Communication Skills

Notes / Priorities / Due Dates

Reviewing Notes

Compiling comprehensive **summaries** organizes subject material efficiently and can etch it in your mind. When you review your notes within a day of taking them, you remember 90%. If you wait three days, this drops to 30%.

Following are some common and dependable methods to use when **summarizing from texts**.

Outlining: identifying main points and assembling supporting materials. Recognizing the author's main **point** is the key. It is usually in the first or last sentence of a paragraph.

Patterning: using flowcharts and diagrams to record information. A visual presentation is often easier to comprehend when reviewing. Patterning can be appropriate for Science, Mathematics, Computer Science, etc.

Listing: compiling a list of events, dates, definitions, etc. Listing is appropriate for History, Business and Management, etc.

Highlighting/underlining: using a highlighter to mark main points, key phrases, ideas you want to emphasize. Remember: you must own the book.

Margin notes: recording key points in the margin as you read. Again, you must own the book.

Build up an organized **sequence** of summaries. This will keep the material circulating in your mind. Also, consult alternative texts to develop your summaries.

Whatever your preference, it is **essential** to have a set way to summarize/review so you can effectively embed learning in your brain.

An efficient **storage** system for notes is a must. Ideas include a specific folder that is color coded for each subject, a concertina file or a bibliographic database.



Actions

What are two things that I will start doing to improve how I review notes?

1. _____
2. _____

Mindfulness Activity

My Life. Reflect on how you want your life to be and the top five things that you want for yourself, that make you excited, and when you want them to happen.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Wellbeing Tip

Think about this – we live by what we give.