



Preparing For High School

ADDRESSING THE NEEDS OF INDIVIDUAL STUDENTS IN
PREPARATION FOR THE FUTURE

Controlling Procrastination

Procrastination is putting off or avoiding doing something that you must do. It is natural to procrastinate occasionally. However, excessive procrastination can result in guilt feelings about not doing a task when it should be done. It can also cause anxiety since the task still needs to be done. Further, excessive procrastination can cause poor performance if you try to complete a task with little time remaining. In short, excessive procrastination can interfere with your school and personal success.

Twenty things you can do to control procrastination.

- Reward yourself when you complete a task on time. You can surf the Internet, have some ice cream, or do anything else that is a positive reinforcer for you.
- Prioritize the tasks you have to do. Putting tasks in priority order will avoid the problem of trying to decide where to begin.
- Work on tasks at the times you work best. Some students can get things going in the morning, while other students may be more comfortable working in the evening.
- Don't try to finish everything at once. Break tasks into smaller, more manageable parts.
- Work with a study group. The momentum of the other group members will carry you with them.
- Carefully schedule what you have to do. Stick to your schedule.
- Establish reasonable standards for completing a task. Striving for perfection can stop you from completing the task.
- Set specific goals and track your progress toward their accomplishment. This will help you avoid the feeling that the work before you is endless.
- Establish a comfortable place in which to do your work. You will be more inclined to do your work if your workspace is peaceful and inviting.
- Work for short periods of time. Set a timer for 15 minutes and take a short break when it goes off.
- Create a "to do" list at the start of each day. Keep the list to a reasonable length. Cross off each thing to do as you accomplish it.

Don't sit around thinking about what you have to do. Stop thinking and start doing.

If there is a particular task that you dread doing, force yourself to face it. Once you complete this task, your other tasks will seem like "a walk in the park."

Think about all of the benefits of completing a task. Use these thoughts as motivators.

Use visual reminders of what you have to do. Post-it notes placed in prominent places (e.g., refrigerator door, computer screen, and mirror) will remind you that something needs to be done.

Organize your workspace. Spending a lot of time "looking" for what you need to do a task is a classic form of procrastination.

Use peer pressure. This works for Weight Watchers and can work for you. Identify a friend to whom you are accountable for getting your work done.

Focus on starting a task rather than finishing it. Bring your focus from the future to the right now.

Don't make too much of a task. Overvaluing a task can make you highly anxious. Anxiety can block your performance. Identify the ways in which you procrastinate. Take direct steps to eliminate these.

Benjamin Franklin once said, "You may delay, but time will not." Use the suggestions in this article to avoid delaying doing what you have to do and to ensure that time does not work against you.

We Need Your Help

Checklist:

-  Diary signed and checked
-  Stationery ready for class - [Please check your child had all the stationery needed to participate in class activities]
-  HAT
-  Uniform—Please ensure your child is wearing the correct uniform

Thanks

Preparing to Study: A Good Study Place

You need a good study place to be prepared to study. You should be able to answer YES to all of the following questions:

Is my Study Place available to me whenever I need it?

Your Study Place does you little good if you cannot use it when you need it. If you are using a Study Place that you must share with others for any reason, work out a schedule so that you know when you can use it.

Is my Study Place free from interruptions?

It is important to have uninterrupted study time. You may have to hang a DO NOT DISTURB sign on the door or take the phone off the hook.

Is my Study Place free from distractions?

Research shows that most students study best in a quiet environment. If you find that playing a stereo or TV improves your mood, keep the volume low.

Does my Study Place contain all the study materials I need?

Be sure your Study Place includes reference sources and supplies such as pens and pencils, paper, ruler, calculator, and whatever else you might need. If you use a computer for your schoolwork, it should be in your Study Place.

Does my Study Space contain a large enough desk or table?

While working on an assignment or studying for a test, use a desk or table that is large enough to hold everything you need. Allow enough room for writing and try to avoid clutter.

Does my Study Place have enough storage space?

You need enough room to store your study materials. Be sure you have enough storage space to allow you to keep your desktop or other work surface clear of unnecessary materials that can get in the way.

Does my Study Place have a comfortable chair?

A chair that is not comfortable can cause discomfort or pain that will interfere with your studying. A chair that is too comfortable might make you sleepy. Select a chair in which you can sit for long periods while maintaining your attention.

Does my Study Place have enough light?

The amount of light you need depends on what you are doing. The important thing is that you can clearly see what you need to see without any strain or discomfort.

Does my Study Place have a comfortable temperature?

If your Study Place is too warm, you might become sleepy. If it is too cold, your thinking may slow down and become unclear. Select a temperature at which your mind and body function best.

Having a good Study Place is important for good studying.

Improving Reading Skills and Strategies

What is QAR?

QUESTION/ANSWER RELATIONSHIP

QAR is a questioning strategy that emphasizes that a relationship exists between the question, the text, and the background of the reader. In this strategy, students are taught to use four question/answer relationships (QAR's) to find the information they need to answer the question.

1. The teacher introduces QAR and explains the four types of question/answer relationships (QAR's).
2. The teacher models the QAR process by using a short reading passage. First read the story and questions to the students. Then identify which QAR's are evidenced through the questions given. Finally, answer questions and discuss.
3. The teacher practices identifying the QAR's with the class.
4. The teacher provides independent practice.
5. The teacher gradually increases the length and complexity of the texts used with QAR.

THE STUDENTS CONTINUE TO USE QAR THROUGHOUT THE YEAR, ACROSS THE CURRICULUM IN SCIENCE, SOCIAL STUDIES, HEALTH, ETC.

QAR DESCRIPTORS

Think & Search – The answer is in the selection, but students need to put together different pieces of information. The answer is found in more than one place.

Right There – The answer is in the text and is usually easy to find. The information is found in one place.

Author & You – The answer is not explicitly stated in the text. They need to think about what they already know, what the author tells them in the text, and how it fits together.

On My Own – The answer is not text-based. Students may be able to answer the question without reading the selection by using their own experiences and background knowledge.

REFERENCE

Raphael, T. (1982). "Question-answering strategies for children." *The Reading Teacher*, 1982 36(2), pp.186-191.

