Time Management
Implementation Guide
Student Workbook

Student exercises based on Elevate Education's Senior School Seminar Program.

For more information contact Elevate Education on 1300 667 945 or www.elevateeducation.com
Implementing changes from *Time Management*.

Have you ever noticed how some students seem to manage to find the time to fit everything in: sport, a social life, a boyfriend or girlfriend and a job and yet somehow they manage to get their homework handed in on time, do well in exams, and make everything look pretty easy? The reason these students can do this, is not because they are smarter, have higher IQs or are geniuses. They do it because they use little time management tricks, that most students don’t know about or use.

In your recent Elevate *Time Management* seminar, we discussed 4 of these time management techniques. Just like other stuff we have done with you in the past, none of this stuff is rocket science or requires you to be superhuman. All the skills discussed in the seminar are fairly basic. There is only one catch: **you need to actually use them!**

This booklet has been designed to help you implement the techniques from the *Time Management* seminar and make some minor changes to the way you work across the rest of the year. Changing one or two things may not seem like much, but remember, the tiniest of changes can make all the difference.

The *Time Management* seminar introduced you to 4 time management secrets of the top students:

- Use a study timetable
- Save time through study groups
- Prioritise “big rock” activities
- Beat procrastination

In the following pages we will show you how to implement these techniques. We encourage you to work through the booklet, technique by technique, until you get to the checklist on the last page. If you have implemented every technique, stand back and watch your marks climb.

Best of luck implementing the skills.

The Elevate Team
Skill 1: Developing a timetable you can stick to

Almost every single student has made a study timetable at one time or another. After all, everyone knows deep down that if we don’t plan to study, we probably won’t. So, with the best of intentions, we develop a study timetable. However, almost every student throws their timetable away before the month is out. On average most students stick to their timetable for only 10 days!

Why? The reason is that we normally put the wrong thing in the table first. As your presenter told you, that wrong thing is study. That probably sounds strange, especially since it is called a “study” timetable? The problem is though, you could almost bet with 100% certainty that if you put the study in first, you probably won’t still be using the timetable 30 days later.

The students who manage to stick to their timetable consistently through out the year, do so because they put in when they are not going to study first.

To do that, we need to work out when we are not going to study. We do this by identifying what activities we are not prepared to sacrifice from our lives. You completed this exercise with your presenter, but it is worth doing again. For each of the activities below, write down 1 activity that you are NOT going to take out of your life.

**Step 1: Identify the activities that you don’t want to take out of our lives**

<table>
<thead>
<tr>
<th>Area</th>
<th>Name the activity you will not take out</th>
<th>What day and time does it occur?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socialising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hobbies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Special Tip! Don’t freak out if some events don’t occur on a specific day or time – for example, there is no set time for surfing or for going on Facebook. Instead, put down when you would normally do these activities.*
Use the table below as an example:

<table>
<thead>
<tr>
<th>Area</th>
<th>Name the activity you will not take out</th>
<th>What day and time does it happen on?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socialising</td>
<td>Party</td>
<td>Saturday night 7pm – 12am</td>
</tr>
<tr>
<td>TV</td>
<td>Gossip Girl</td>
<td>Monday 9pm – 10pm</td>
</tr>
<tr>
<td>Sport</td>
<td>Soccer Training Game</td>
<td>Tues &amp; Thus 5-8, Sat 9-12</td>
</tr>
<tr>
<td>Hobbies</td>
<td>Guitar lesson</td>
<td>Wednesday 4-6</td>
</tr>
<tr>
<td>Work</td>
<td>Café</td>
<td>Sunday 9 – 1</td>
</tr>
</tbody>
</table>

**Step 2: Put your priorities into your timetable first**

As you presenter in the *Time Management* seminar told you, put these activities into your timetable. Turn to page 9 and put them in now.

Eg:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wedne.</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>School</td>
<td>School</td>
<td>School</td>
<td>School</td>
<td>School</td>
<td>Café</td>
</tr>
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<td>_______</td>
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<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Gossip Girl</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>Party</td>
</tr>
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<td>_______</td>
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<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>


**Step 3: Put the study in**

Once you have the fun activities in, you can add in the study. How much study should you put in? Ask your Year Advisor, but most schools recommend 2-3 hours per evening in Year 11 & 12. Here’s a guide how to do it:

1. Don’t leave study until the last thing in the evening. As the night goes on, you get more and more tired, your attention span drops and to top things off, all the good TV comes on. In this situation it is easier to just watch TV than study. Instead, try and put some study time in early in the afternoon when you get home from school.

2. Try to limit study periods to 50-60 minutes.

3. Try and break these study periods apart. Break them into 25-30 minute blocks with a short break in the middle, **BUT** don’t use the break time to watch TV, text, or get on Facebook because you will get trapped and you won’t return to the study. Instead, get up move around briefly, get some water, and keep the break short.

**Special Tip – To Do Lists!**

Remember, when you sit down to study – the goal isn’t to rack up as many hours as you can. The goal is to get specific tasks done. As such, when you sit down at the start of the night – write up a to-do list of everything you want to get done! If it only takes 30 minutes to get the work done – guess what – you can take an early mark. Getting work done is more important than being busy!

Go to your timetable and start to put to put in 60-minute blocks.

**Step 4: Don’t designate study time for subjects in advance**

One of the things that you normally see when you look at a student’s timetable is that they have blocked out their study time according to subjects. This can cause a few problems: firstly, you end up doing work for work’s sake, as opposed to working on either the most important or urgent work.
Instead of doing this, call the designated study times “study periods”. Don’t decide what you subject you are going to study in advance. Instead, before you sit down to begin your work create a to-do list (as per the special tip above). Focus on putting down specific actions that you must complete in this period. Think about:

- What is urgent: what work is due in the next few days?
- What is important: what kind of work may be important, but not necessarily due in tomorrow?

Once you have your list, go through and prioritise the work, giving a “1” to what you will do first, and then work your way down the priorities. There are numerous ways to decide upon priorities:

- Prioritise the most urgent work first;
- Prioritise the most important work first (as per Technique 2. This is our recommended way)
- Prioritise the work you like least, as this is the work we normally procrastinate over.

Once you have your to-do list, spend the designated “study period” working through these priorities. If you get all of the work done earlier than expected, give yourself an early mark!
Step 5: Don’t freak out!

Don’t freak out if you don’t stick to the timetable all the time. Some people think that the goal is to stick to the timetable perfectly. Guess what? It isn’t going to happen. If you try and stick to it all the time you will just get frustrated and throw it out. Instead, think of the timetable as a guideline. Don’t use it as a rule book.

And Check…

☐ Have you identified the activities you don’t want to sacrifice from your life on page 5?
☐ Have you put these into the timetable on page 9?
☐ Have you blocked out your study periods on the timetable?
☐ Have you put this timetable on your wall?
☐ Have you put the timetable into use for 4 weeks?

Congratulations Step 1 has been successfully implemented!
<table>
<thead>
<tr>
<th>Elevate Study Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Skill 2: Doing the most important work

As your presenter in the *Time Management* seminar discussed, every student around the State faces one major challenge in their final years of high school: finding time to do the really important work like making notes, extra-reading and questions. The problem we all face is that this work isn’t urgent. There isn’t a deadline when it needs to be completed by and no-one is checking up to make sure it is done. Faced with a mountain of homework we end up putting the important stuff on the backburner, to the point that we never get around to actually doing it.

The way we solve this problem is by **prioritising the non-required work**. Here are the keys that your presenter discussed with you.

1. Aim to do 1 non-required task per fortnight for each subject: Remember, a non-required task includes: extra-reading, practice questions or making notes.
2. Keep it simple: these tasks should take 15-30 minutes. We want to make this work as easy to do as possible.
3. Do it first: If you leave non-required work to last thing of the evening, it won’t get done. So do it first thing in the afternoon, get it over and done with and then move on to the homework.

**Activity:** Put the big rock theory into action over the next 2 weeks:

**Step 1:** Put your subjects into the table on page 13.

**Step 2:** Identify what non-required task you will do for each subject. Here are some ideas to get you started:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Non-required tasks</th>
</tr>
</thead>
</table>
| English | • Extra-reading on the characters in your text.  
• Practice question. If you have studied the first 5 chapters of your English text, you might get your teacher to set you an essay question on what you have done so far. |
| Maths   | • Question 1 from the 2012 exam paper. |
• Extra question set from your teacher.

| History                          | Extra-reading on the causes of World War One.  
|                                 | Practice question on the causes of World War One.  
|                                 | Finish your notes on the causes of World War One |

Step 3: Put in a deadline. Imagine your Maths teacher gave you an exam and said, “Hand this in whenever you want. All you need to do is make sure you hand it in before the last day of the year.” Who would go home and do it that night? Not many people I am guessing. Without a deadline we tend to put things off for later. Put in an **exact deadline** for each task, so that you have a reason to get it done. Remember, it is best to schedule this deadline for the first thing in the afternoon, right at the start of your study period to ensure that the work gets done. Finally, remember the deadline has to be **specific.** Ie, 4:30 Monday 21st February.

Step 4: Find the tasks. This is often the hard part of the exercise. Let’s have a look and where you can find these tasks:

| Extra-readings | The best place to start is your teacher. Preferably make this your starting point. Odds are your teacher has an extra-reading they can give you. Worst case, they can normally point you in the right direction to save you time.  
|                | Google.  
|                | Google Books.  
|                | Google Scholar.  
|                | School library. Remember, the key to these activities is keeping it simple. Don’t try and read an entire book. Instead, you are looking for 10-15 pages preferably, or a chapter at most.  
|                | Try your local or university library.  
|                | Study guides.  
|                | Your text book. Your textbook often discusses or refers to other texts. It may also have a reference section with a number of other texts. Use this to guide your search on Google Books or at the library. |

| Practice Questions | Your teacher. This should always be your starting point. |
• Your textbook, but not the questions that you need to answer for homework. Instead you might do the questions that you often at the end of each chapter that are included as extra or additional questions.
• Study guides. Study guides often have a range of practice questions.
• [www.elevateeducation.com](http://www.elevateeducation.com) has 1000+ unique short answer questions for 12 subjects.
• Google.

**Making Notes**

• Work ahead in your textbook.

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**Remember!** Doing 30 minutes of work every 2 weeks for a subject might not sound like a lot and it easy to put this work off as a result. But think about it like this: 30 minutes of practice questions every 2 weeks equates to 13 hours of practice questions, or 4 exams. This is a big leg up on the competition!

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**And Check…**

- Have you printed the non-required planner on page 13?
- Have you identified the tasks you are going to do for each subject?
- Have you set a deadline? Have you scheduled that deadline so that it is the first thing you do in the afternoon.
- Have you put this timetable on your wall?
- Have you found the resources?
- Have you completed the tasks you set yourself?
<table>
<thead>
<tr>
<th>Subject</th>
<th>Activity</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

*Download additional copies from [www.elevateeducation.com](http://www.elevateeducation.com)*
Skill 3: Study groups

As your presenter in the *Time Management* seminar discussed with you, working in a study group is one of the best ways to save time. Most of us have tried studying with friends at one time or another only to find that it failed miserably. However, this doesn’t mean that study groups don’t work. The reason they normally end up being a waste of time is that we: (a) don’t plan what we want to do; or (b), we are with the wrong people. We can get around these problems by applying the 7 steps your presenter discussed with you.

Activity: Trial 1 study group and see if it works:

**Step 1: Pick the subject.** Pick the subject you want to run the study group for. Let’s say in this case, it is for Business Management.

The subject I will run a study group for is __________________________________.

**Step 2: Pick who is going to be in the group.** List 3 people who you would want to have in your group. Our tip is to not necessarily pick your best mates, but try and vary the group. For example, get someone who is a bit better than you in the subject, so that you can learn from them and get a bit of insight into what they are doing:

Person 1: _______________________________

Person 2: _______________________________

Person 3: _______________________________

**Step 3: Pick a date and time to meet.** Pick a date in a few weeks time that you will meet. It could be a free period, lunch or after school. Preferably pick a date in 2 weeks time so that everyone has time to do the work.

Study Group Date ________________ Time ______________ Place ________________
Step 4: Delegate tasks. Get your syllabus and find the topic you are studying at the moment. Assign a bullet point from the syllabus to each person in your group. For example:

```
<table>
<thead>
<tr>
<th>Content</th>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
<th>Person 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition of staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• staffing needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• job analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• recruitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• selection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

Taken from WACE Business Management Syllabus

Special Tip!
To get even more out of your study group you might also:

1. Ask everyone to include in their notes, some information from an extra-reading (ie, go beyond the textbook, as per Skill 2)
2. Get everyone to bring in 2-3 practice questions that relate to the bullet point, so that you can have a look at how the information has come up in exams. Remember, you can find questions on the syllabus bullet points at [www.elevateeducation.com](http://www.elevateeducation.com).

Step 5: Do it. Go away and do the work. Type up your notes and print off a copy for everyone.

Step 6: Study group meets. Ideally, book out 30-60 minutes together. Take your notes and give everyone a copy, then present the notes to the group. Pretend you are tutoring the rest of the team. While the other guys are presenting, make sure you take heaps of notes – the more the better. Ask questions as well. The more involved you are in the session, the more you will learn.

Step 7: Do it across the year. Try and run these study groups once a month. If you managed to meet once a month, you would cover 40 points from the syllabus, 30 of which you wouldn’t need to make notes on, as someone has already done it for you. This could save you 30 hours across the year. That’s 30 hours you could use on other subjects, or for
practice papers, or for extra-readings. **But that is a 30 hour head start you have on the rest of the State!**

**Special Tips:** Here are some other hints on how you might run a study group:

1. **Use them for subjects you hate!** We tend to hate subjects that are either boring or that we aren’t so good at. By studying with friends, it doesn’t tend to be as boring, and if you aren’t that good at the subject, you have people who can help you and make it a little easier.

2. **Use them to do practice questions.** For subjects like Maths or Chemistry you don’t necessarily need to share notes, instead you might use the 60 minutes to sit down and do practice questions together. This way you have someone to discuss a question with if you get stuck. You will also find that you do more work than you planned because you don’t want to be the one that quits first.

3. **Use them to prepare for exams.** If you book out a day in the lead-up to exams, you could study the entire subject in a day. This is a great way to catch up if you are behind or to make sure that you have covered everything you need to.

4. **Use them to do practice papers.** Finally, you can use study groups to discuss practice exams. Either get everyone to do the same practice exam and then meet and compare answers. This will give you a great insight into how other people write essays, answers and approach exams generally. This way you might find 1 or 2 things that you didn’t previously think of or may have overlooked. Alternatively, you could sit around and brainstorm answers to practice questions together. Again, this will give you a great insight into how other people analyse a question and develop an answer.

5. **Take it digital.** The students at one of our client schools, used Facebook as a platform to run study groups. The students created Facebook groups for each subject and anyone who wanted could join. The guys would upload a range of materials such as notes, practice questions, comment on other students’ notes and exam answers and post general questions to the rest of the group. The advantage of using an online platform is that more than 4 people can be involved, you can access it any time, anywhere, and you don’t need to leave your house!
And Check…

☐ Have you picked a subject to run a trial study group for?
☐ Have you picked who will be in the group?
☐ Have you delegated tasks?
☐ Have you met?
☐ Did the study group work? We’re guessing it did – so do it each month now and increase the number of subjects you run study groups for.
Skill 4: Don’t procrastinate!

“I’ll do it later!” We have all been guilty of saying this more than once when it comes to study. The reality is that study isn’t going to be the most fun thing you can do of an afternoon. As a result, we almost always have an incentive to procrastinate and to leave the boring stuff until later. The problem though, is that everything we put off for tomorrow tends to pile up. We end up leaving work until just before it is due and then run out time, hand in sub-standard work, or fail to hand it in altogether and generally end up stressing out.

Your presenter discussed 3 key reasons why we tend to procrastinate:

- We don’t have a reason to any work
- We get overwhelmed because we have too much work
- We don’t like the work or it is boring

The question is: why are you procrastinating at the moment?

Activity: Identify why you are procrastinating at the moment.

Step 1: Keep a procrastination diary. Go to page 20. On this page you will find a procrastination diary. Tear it off or download a copy from www.elevateeducation.com. Each time you catch yourself procrastinating, note it down in the diary.

Step 2: Evaluate how often you procrastinated. How many times did you procrastinate over the fortnight? Just think, each act of procrastination will increase the amount of work you have now have to do, will increase your stress levels and may have a negative impact on your marks.

Step 3: Identify why you procrastinated. Next, think about why you procrastinated. What has caused you to put off the work? Is it the fact that the work is boring? Is it because there is something better on TV? Is it because you find the work hard? Have a good think and see if you can identify the actual reason for your procrastination. Once you have identified the reason, write it down in the 3rd column.
Step 4: Develop solutions. This is the important part. Once you have identified why you procrastinated, you can start to develop solutions to avoid it happening again. Some solutions might include:

<table>
<thead>
<tr>
<th>Reason for procrastination</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was tired</td>
<td>• Review study timetable – maybe move study times earlier in the evening</td>
</tr>
<tr>
<td>Work was boring</td>
<td>• Do it first – don’t leave it to last</td>
</tr>
<tr>
<td></td>
<td>• Plan smaller study periods – ie, sit down with the knowledge that you only have to do something you don’t like for the next 30 minutes.</td>
</tr>
<tr>
<td></td>
<td>• Form a study group</td>
</tr>
<tr>
<td></td>
<td>• Set a reward – if I do the work I can watch 30 minutes of TV.</td>
</tr>
<tr>
<td>No reason – I just can’t be bothered</td>
<td>• Do you have a goal that you are working towards?</td>
</tr>
<tr>
<td>Overwhelmed</td>
<td>• Break it into small pieces</td>
</tr>
</tbody>
</table>

These are a few to start you off. Once you know why you are procrastinating it becomes fairly easy to brainstorm solutions.

Step 5: Put the solution into practice. Once you have brainstormed your solutions, put them all into practice. Print another copy of the procrastination diary from www.elevateeducation.com. Keep the diary for another 2 weeks. Did the cases of procrastination decrease?

And Check…

- Have you printed your procrastination diary?
- Have you put it on your wall?
- Have you updated cases of procrastination?
- Have you identified the causes of procrastination?
- Have you developed solutions to beat these cases of procrastination?
- Have you put them into practice?
# Procrastination Diary

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Cause of Procrastination</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Feb</td>
<td>English</td>
<td>TV</td>
<td>Don’t watch TV when I get home. Try and study straight away.</td>
</tr>
</tbody>
</table>

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Overview and checklist

Your goal should be to implement each of the actions over the 1-3 weeks after your *Time Management* seminar. As you implement each step, tick it off the list below.

- **Create study timetable** – you have developed a study timetable and put it on your bedroom wall.
- **Non-required work** – you have printed the non-required work planner and identified a non-required task you are going to do for each of your subjects over the next 2 weeks.
- **Study groups** – you have formed a study group for one subject and run a trial session.
- **Beating procrastination** – you have printed a copy of the procrastination diary, identified cases of procrastination and developed solutions to decrease (and hopefully prevent) cases of procrastination.

*If you have ticked everything off – congratulations – you have implemented all the tips from the “Time Management” Seminar!*
Where to from here:

- Want more tips, more advice, further actions to take to continue to improve your marks over the year?
- Go to www.elevateeducation.com for free resources such as:
  - Practice questions
  - Presenter tips
  - University guide
  - Maths tutorial videos
  - FREE downloadable copy of Elevate’s best-selling study guide to the WACE