

# CRAM STUDY WORKSHOP

She Can Workshops are aligned to the **Australian Curriculum, Assessment and Reporting Authority (ACARA)** and General capabilities of Critical and Creative Thinking, Personal and Social Capability and Ethical Understanding.

## Workshop Outcomes

**Students engage in an interactive reflective task to identify their past and current attitudes towards learning and study**

- students identify their personal strengths and preferences when studying and how a strength-based approach can be applied to learning
- students identify what spaces and times are effective offer the best support when studying

**Students explore evidence based strategies for creating effective study spaces for learning**

- students identify learning style preferences: sensing/ intuitive, visual/ verbal, active/ reflective, sequential/global
- students create a personal 'study architecture map' to identify spaces, environments and materials that support personal preferences
- students create a 'cram notification' list that identifies the main distractions that are an obstacle to effective study at home and school

**Students develop doable strategies to become self-motivated throughout the study year and into post-school environments**

- students recognise the transportable nature of study skills into future career spaces
- students link current study skills with future work places through a WOW exploration challenge

**Students understand and apply evidence based strategies regarding time management, prioritisation to their own timetables**

- students develop their own realistic four week study plan based on a processual goal setting model
- students develop evidence-based strategies to maximise time management
- students identify multiple technologies to assist in effective study habits and deep learning
- students develop and test four essential strategies to improve memory retention throughout the schooling year

## Curriculum Outcomes

**Outline how past learning experiences influence attitudes towards, and outcomes of, learning (ACWSCL001)**

- reflecting on how their actions and attitudes contributed to past learning outcomes
- determining what personal actions and attitudes are most effective in supporting learning
- reflecting on how they might use their knowledge of self to understand how to learn most effectively

**Describe the implications of individual learning preferences for learning at home, school, work and in the community (ACWSCL002)**

- identifying personal learning preferences
- explaining how these preferences can inform choices about where, when and how learning can be undertaken
- creating a personal profile of individual strengths and challenges for learning at home and school

**Identify the attitudes and skills required for self-directed and lifelong learning (ACWSCL003)**

- outlining the benefits of self-directed and lifelong learning
- explaining that the primary responsibility for lifelong learning and personal development rests with the individual

**Plan and implement strategies and processes to improve their learning and enhance the potential to realise their aspirations and personal wellbeing (ACWSCL005)**

- identifying suitable study and time management skills
- planning and organising workload in an efficient and effective manner
- reflecting on and reviewing priorities regularly

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**Students implement ideation to negotiate study and personal challenges or circumstances**

- students reflect upon changes in personal circumstances over the past 12 months and how this may have impacted on learning
- students predict changes to personal circumstances in the short and medium term and developing relevant strategies to support their learning

**Students develop strategies and contingency plans to ensure self-motivation is maintained despite challenges or set backs**

- students define and understand a growth mindset
- students feel confident to implement evidence based strategies in everyday life to continue effective study in times of stress, procrastination, perfectionism and pressure
- students develop a plan to develop a network of resources in the form of family, friends, online support and personal interests and 'small rewards' to ensure accountability and motivation is maintained throughout the year

## Curriculum Outcomes

**Explain how potential changes in circumstances impact on when, how and why you might learn (ACWSCL020)**

- mapping changes in personal circumstances over the past 12 months and how this has impacted on learning
- predicting changes to personal circumstances in the short and medium term and developing relevant strategies to support their learning

**Assess the value of self-directed and lifelong learning in responding to changes and challenges in circumstances (ACWSCL022)**

- using guided reflection in developing strategies to enhance capacity as a self-directed and lifelong learner
- monitoring the impact of change on potential learning pathways
- adjusting goals, priorities and aspirations in response to change