

# *Teacher Notes*

- Where possible relate the material on this PowerPoint to your own subject.
- There may be too much material here for a 40 minute class. Choose the parts/ slides that are most relevant to your subject.
- Focus on these slides and move quickly through the others.
- Slide 14 has an exercise that would involve more student interaction - choose an appropriate passage from your text book, guide the students on the choice of organiser and give them time to work in pairs to complete it.

# **Killina Presentation Secondary School**



**Study Skills Programme**



## Aim of the Study Skills Programme

- To give you the skills to be a more effective learner
- This class is about *Study Skills*



# Planning



- Use your timetable!
- Tick off work done
- Take a short break when you finish a topic
- Then begin the next task...



# Get Organised



Organise your work space- keep it tidy!

- Choose places to keep textbooks, pens, folders and notebooks.



- Get what you need for study in advance



# Stay Motivated



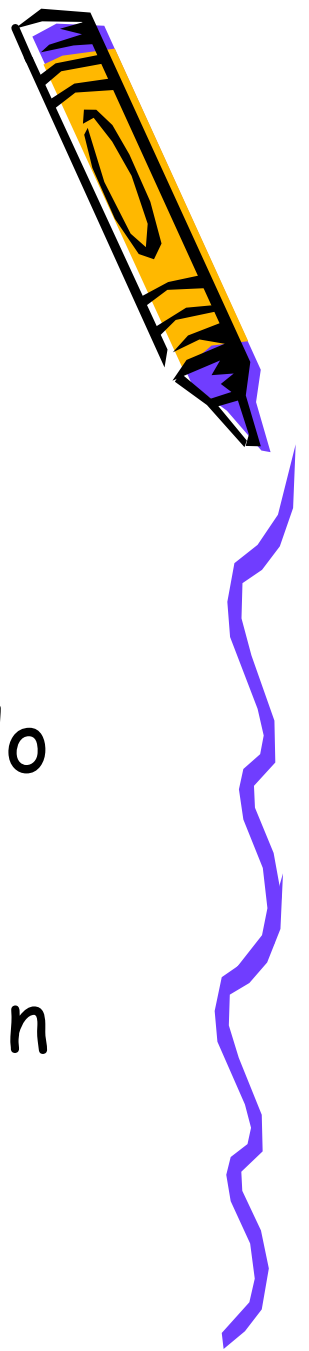
- Think Positively- You can do it
- Set realistic goals
- Accept the fact that success comes from hard work!



- Reward yourself after completing a goal, task....- take a short break



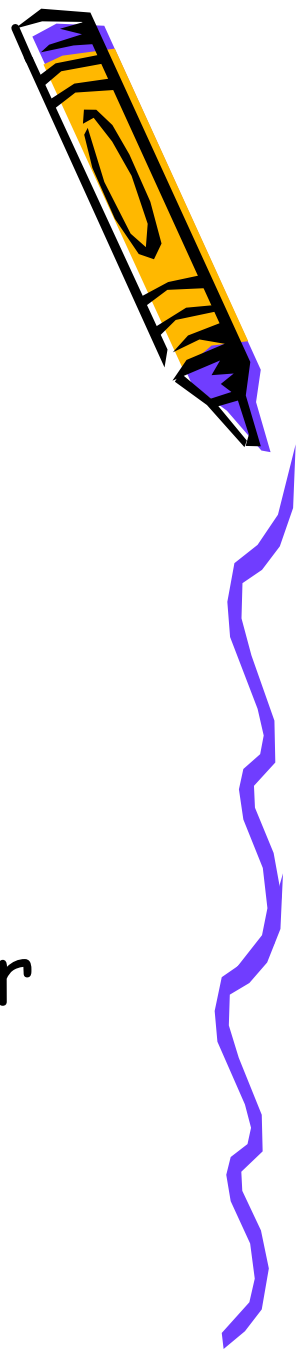
# Realistic Goals



- Don't try to do too much  
-and then give up!
- Pick a piece of work that you can do well in 20 minutes
- Then plan to study the next topic in your next study session



# Be Active!



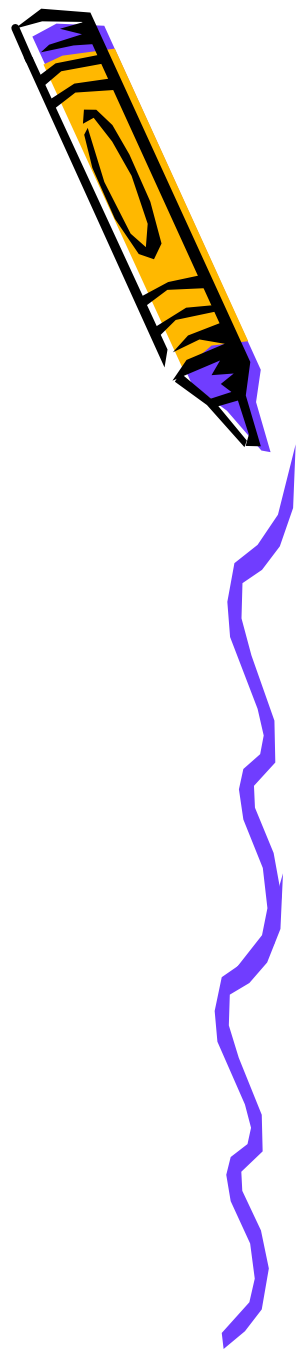
- Make notes
- Make mind maps
- List key words or ideas
- Draw relevant diagrams
- Ask yourself questions

Don't *just* read the words (while your mind reviews the match last weekend)





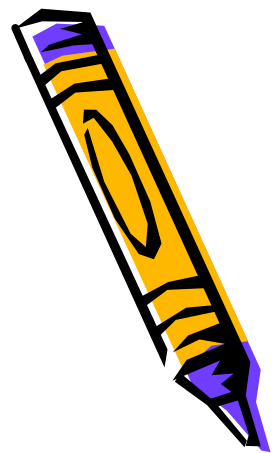
# Some Study Skills



- The four R's
- Mind maps
- Brainstorms
- Flashcards
- Mnemonics



# The 4 R's



- **R**ead - read a piece of text. A paragraph or page.
- **R**ecall - close the book, recall what the text was about
- **wR**ite - check the book. Write some keywords or ideas down.

• **R**epeat-do this again until you know it



# Mnemonics



- Techniques that allow learners to remember information using short cues.

## EXAMPLES:

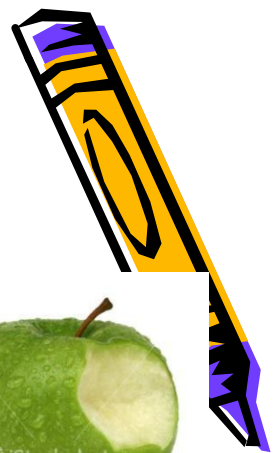
- In fourteen hundred and ninety-two, Columbus sailed the ocean blue
- My very easy method just sums up nine planets (to remember the order of the planets)

WHAT ARE SOME OTHERS?



# Types of Mnemonics

- *Chunking* (Breaking what you are studying into bite sized pieces)
- *Acronyms* (using the first letter from a group of words to form a new word)
- *Visualisation* (creating pictures in your mind or on paper)



# Graphic Organisers

## - Mind Maps

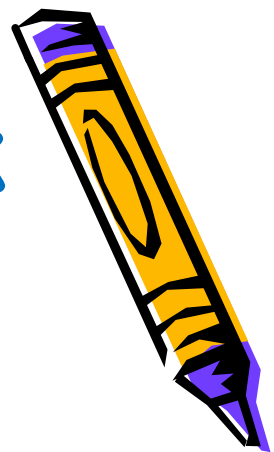


- Are a way of summarising a topic on a single page
- Choose the mind map/organiser that best suits the topic that you are studying
- And suits your learning style
- Choose colours and words that help you to remember

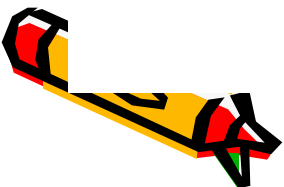
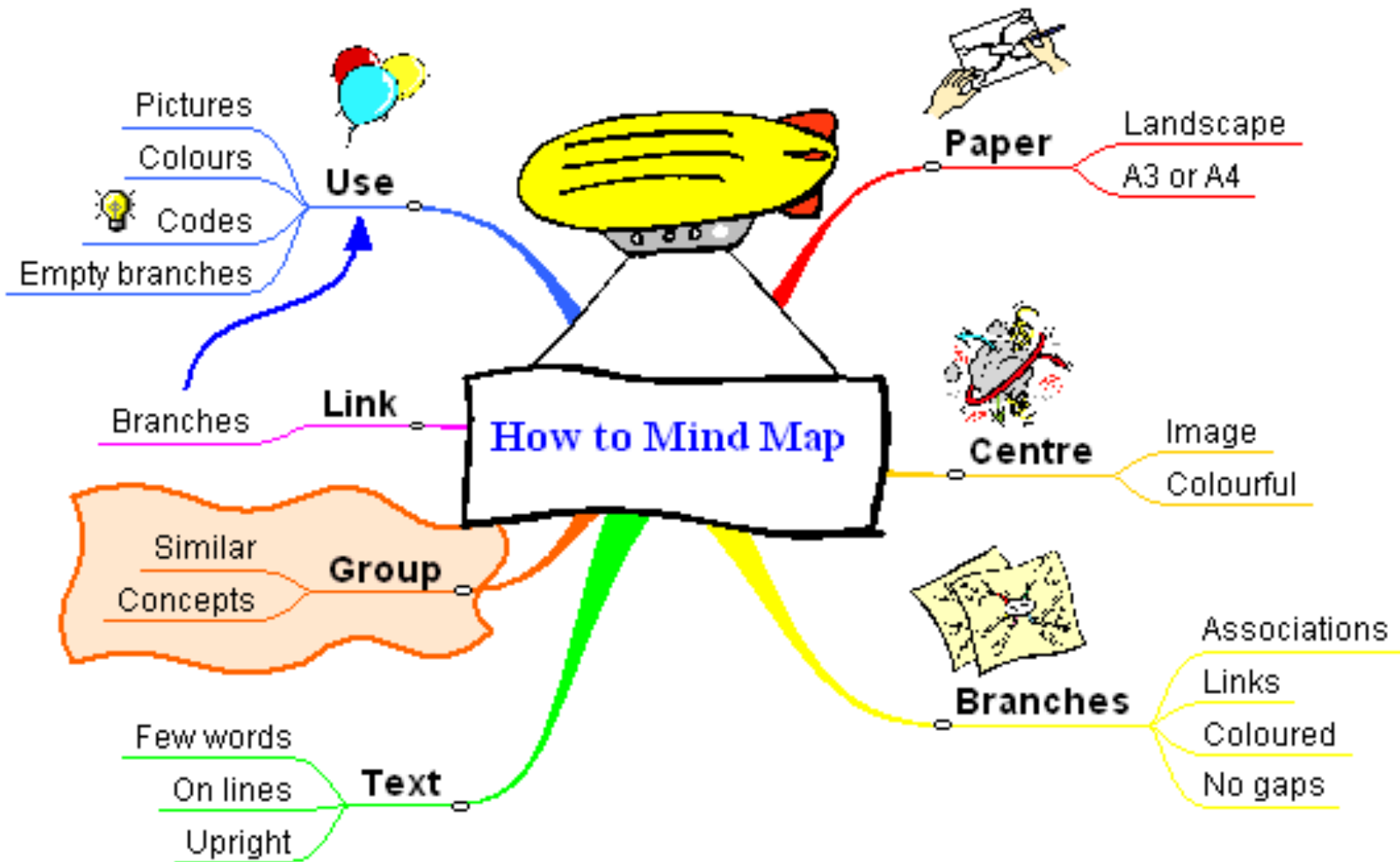


# Class Exercise / Homework

- In the next few slides we will examine a variety of Graphic Organisers.
- There are many other types of organisers which we don't have space to represent here: Ladders, Stairs, Venn Diagrams.....
- **Alternatively you could choose a passage from your text book, in this subject, and choose an appropriate organiser to summarise that passage.**



# Study Skills



# 5W's and 1H

WHO?

WHAT?

WHEN?

Topic - Page number

WHERE?

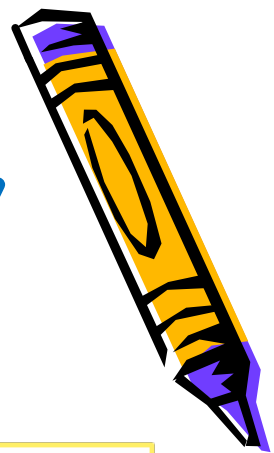
WHY?

HOW?





# Chain of events summary



First

Then

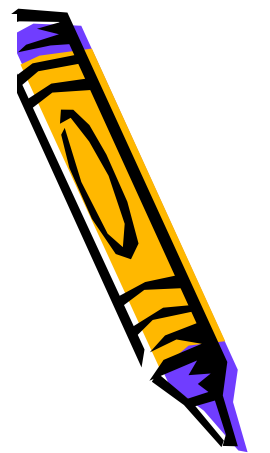
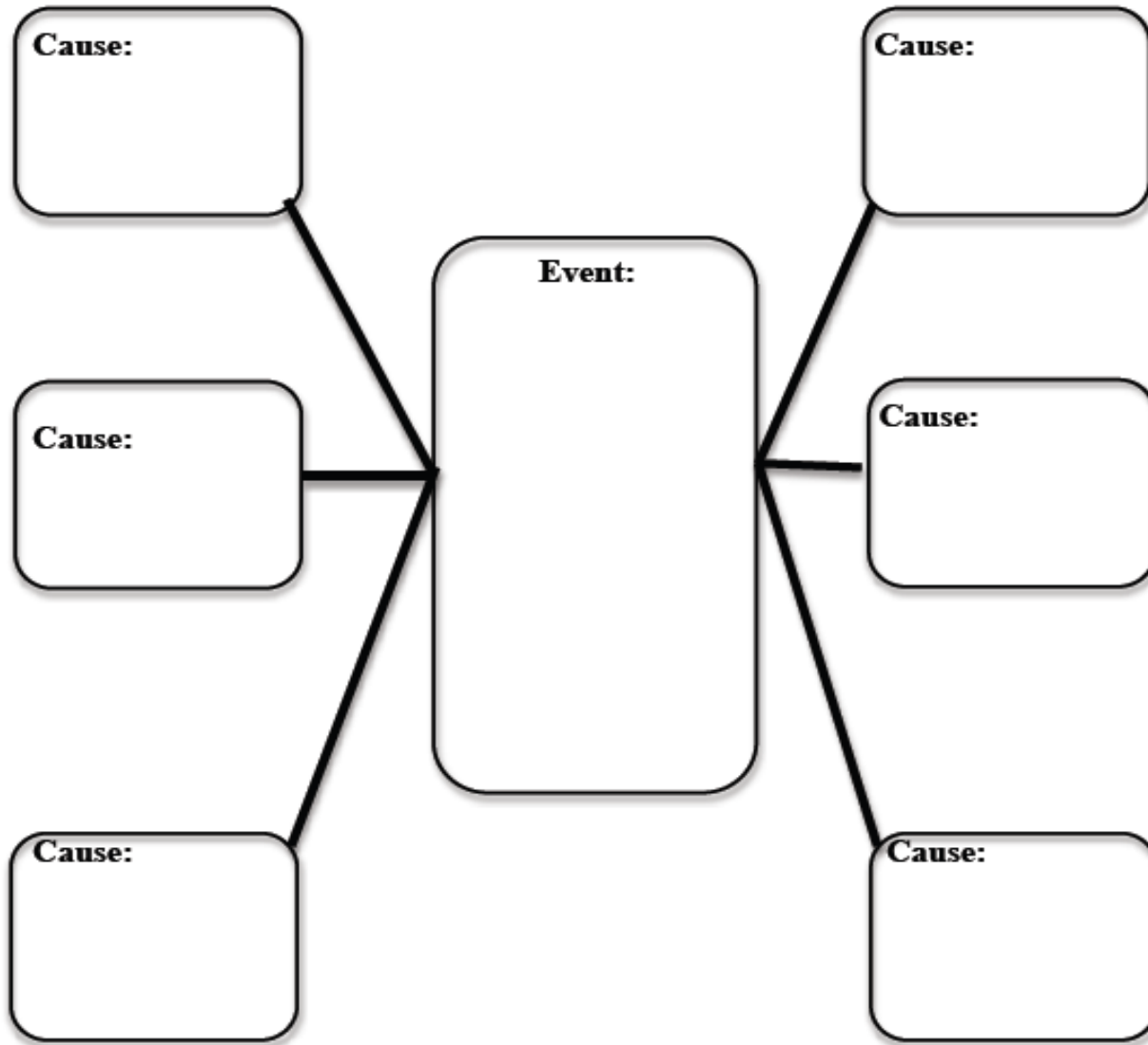
Then

Then

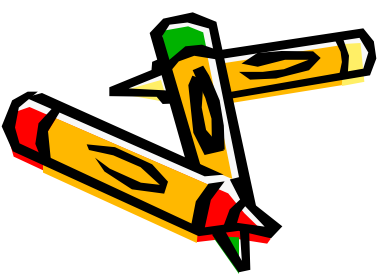
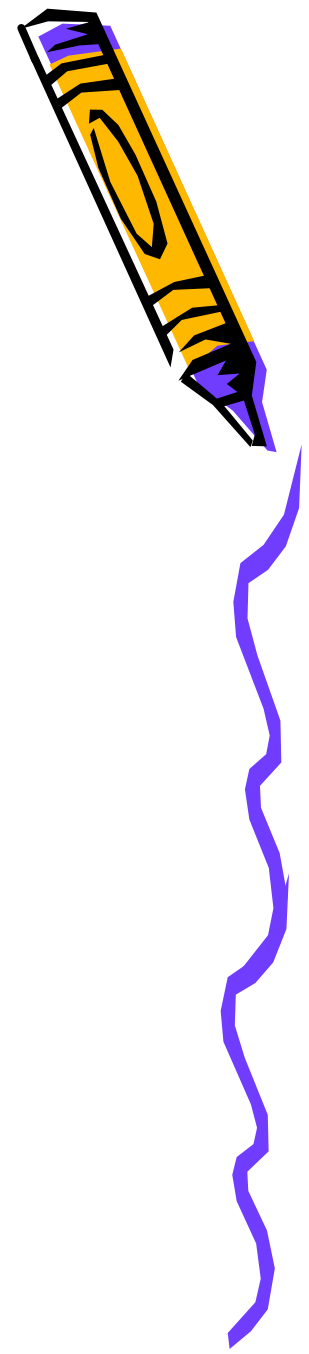
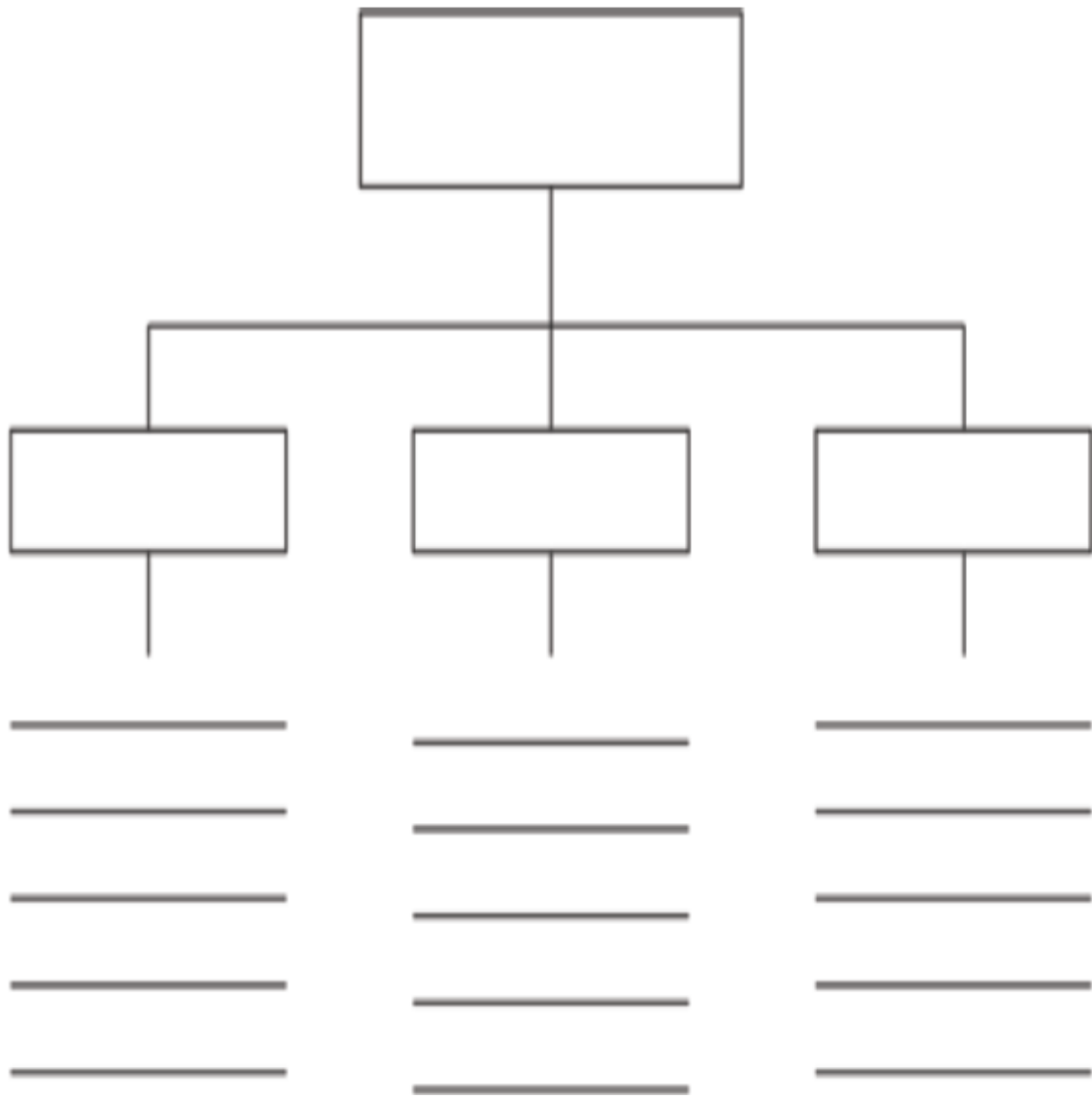
Finally



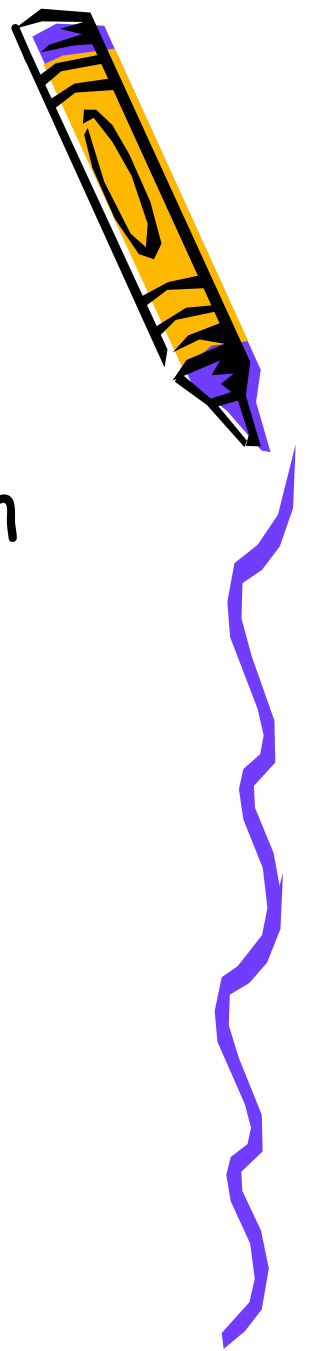
# Event Summary



# Summary Tree



# Text Book Features



Use the Features in your Text Book

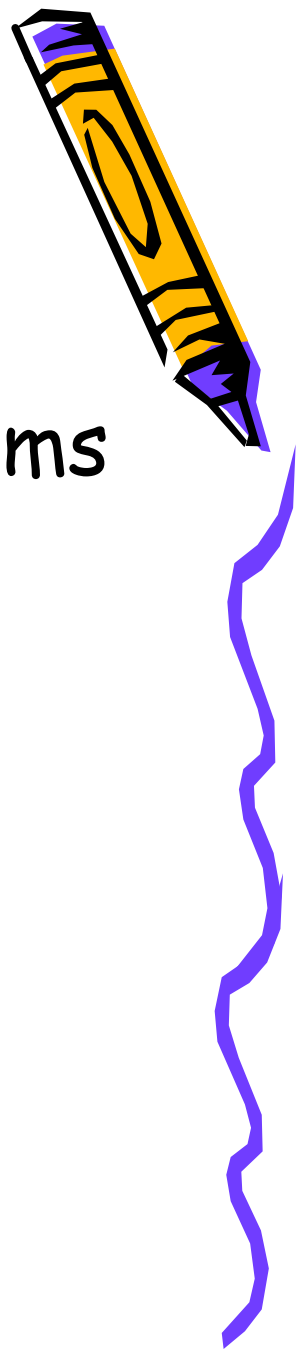
- Look carefully at headings to get an overview of the topic
- Copy diagrams into your notes
- Note Key Words
- Learn formulas, definitions...



# Study Skills

We will show you a study skills systems in more detail

- SQ3R



# SQ3R

## S = Survey

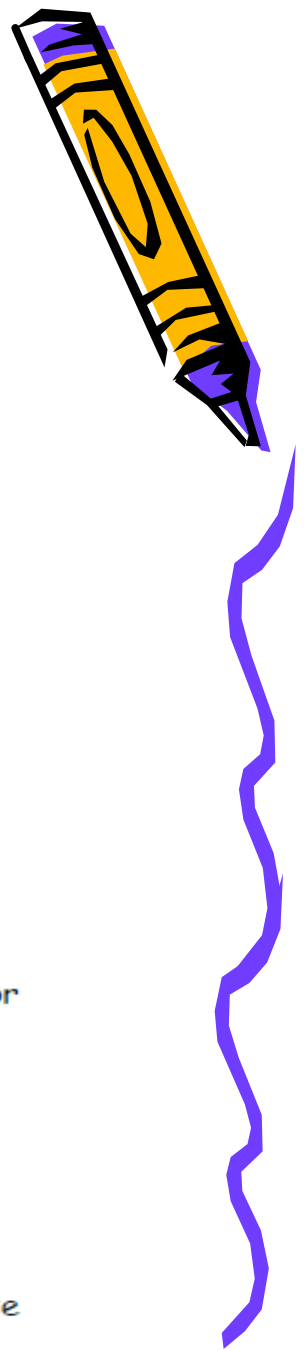
Survey the piece of writing to establish its purpose (what is it trying to get across to the reader?) and to get the main ideas. Look at:

- Titles
- Pictures
- Introduction and conclusion
- Bold or italicized print
- Questions
- First and last sentences in paragraphs
- Footnotes

## Q = Question

As you are surveying the piece, a good way to decide what you will be reading for when you do read is to question as you survey. Writing down questions keeps you alert and focused on your work.

- Divide a sheet of paper **in half lengthwise**.
- On the left half, **write questions** as you are surveying the piece. For example:
  - The **title** may be "Skydiving in Five Easy Lessons". The question that you might write down is "What are the five lessons that a person must go through to learn how to skydive?"
  - An **introductory sentence** states that "a parachute is essential in learning to skydive." The question you would write down might be "Why is having a parachute really important when you're learning how to skydive?"



- A **heading for a section** could state "How to Fall"; the question might be "Why is it important to know how to fall?" or "What are the specific ways that a person must fall when learning how to skydive?"
- In addition to forming your own questions, look at any questions that may be posed by the author in sidebars or at the end of a section.
- It is important that you write these questions in your own words, not simply the words of the author. This will help you process the information more deeply (i.e., you will be able to recall it with more ease).

### R1 = Read

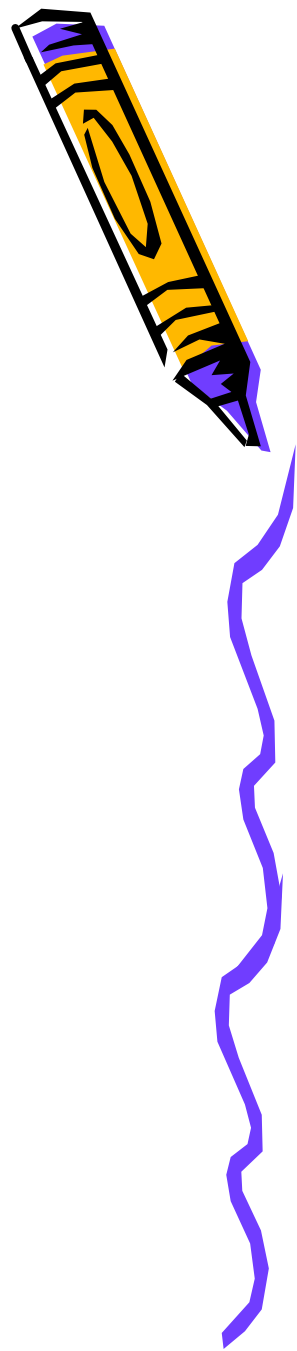
As you read, read to answer your questions, both in your mind and in writing on the right side of your "Question and Answer" paper. Since you have already selected the material (through your questions) that you know is important, you should be able to read selectively and separate out the "fluff" that is not as important.

Answer the question in your own words, not in the words of the author. This will enable you to understand and comprehend more fully because you will, in essence, be forcing yourself to "translate" the "gobbledygook" that you frequently encounter in writing, especially in textbooks.

### R2 = Recite

After you have read and answered all of your questions, it is helpful to recite the questions and your answers. To do this, you should:

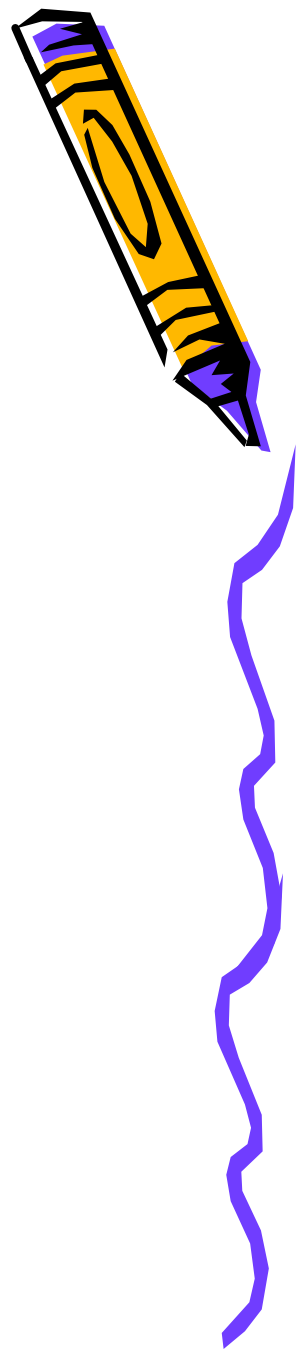
- Recite each question out loud (one at a time).
- Answer each question verbally according to the answer you have written down on the right side of the page.



### R3 = Review

- Using your notes, mentally go over the material within 24 hours of covering it.
- Review again after one week.
- Review approximately once a month until your exam

Use the SQ3R study system over and over again to make the most from your studies.





# To Sum up

- Plan your time
- Organise your space
- Study Actively

