

Lester B. Pearson High School

Study Planning &

Techniques

Student Resources

**Created by the LBPHS
Resource Department**

LESTER B. PEARSON HIGH SCHOOL

STUDY PLANNING

STUDENT RESOURCES

When you have many assessments to complete and tests to study for, it becomes important to plan your study time wisely... but more importantly to **STICK TO IT!** Many students plan on studying and then never do.

Before planning a study schedule:

1. PREPARE YOUR STUDY MATERIAL

Organize your notes first, collect what is relevant to the test, and then move on to studying the material (practice examples, re-writing notes, timelines connecting events, flashcards, etc.)

2. WRITE YOUR OWN NOTES

While you can print your notes or get notes from other students, make sure you also make your own notes (either as a study method or before studying). This will help you remember the information you are studying.

3. DON'T JUST RECITE THE ANSWERS

When practicing writing answers for a test, write the answers down. Don't type it or just recite the answer out loud. Writing down answers like you would for a test leads to muscle memory.

4. PRETEND YOU'RE WRITING THE TEST

When you feel like you've studied enough and know your material to the best of your abilities, try practice assessments under a timed condition and remove all distractions like your phone, music, television, etc. This will help you practice under pressure and mimic test environments.

5. RESPECT YOUR SCHEDULE

Stick to the schedule as best as you can. Of course, there will be days when you're not feeling well or have other commitments, so when planning keep in mind what you can do and what is achievable based on your strengths and weaknesses.

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MAKING A STUDY PLAN WORK FOR YOU

STUDENT RESOURCES

DISCOVER YOUR LEARNING STYLE

Your learning style describes whether you best learn alone and go over the material yourself or you gain more insights studying with a group or another person (friend, family member, tutor, etc.). Working with someone can get you to explain problems, teach and learn from others, ask questions, and review the material with someone else.

SET REALISTIC GOALS

Come up with a list of actionable steps to reach your goal. Studying for a test can be broken down into smaller steps. You will know that you have a good list of steps when you have plenty of items in it and when the items take less than an hour. This helps you set deadlines and gets you motivated to make a little progress every day since doing one thing isn't that hard.

INCLUDE STUDY TIME IN YOUR DAILY ROUTINE

To make things easier, try keeping small commitments. That means you must create a plan that you can keep. Remaining consistent is more important than taking huge steps only once in a while.

INCLUDE BREAKS OR REST DAYS IN YOUR SCHEDULE

If you notice that your plan makes you feel worn out that you lose the drive to continue, you need to restructure your study habits. The key to staying motivated, especially during study sessions is to include breaks. Give your brain a rest, do something completely different and where your brain doesn't have to think, and then go back to studying.

MAKING A STUDY PLAN WORK FOR YOU

STUDENT RESOURCES

CREATE A “STUDY ZONE”

The best way for you to “get into the zone” while studying is to have your own study zone. Have a special place for studying that usually triggers the habit. Make sure that this zone is completely clean and distraction-free.

Here are some tips for creating and using this zone:

- You should place your phone in silent mode or leave it in another room.
- You shouldn't have a TV in your study zone.
- Your study zone shouldn't be too close to a room with plenty of distractions.
- Don't let yourself get distracted by opening your browser to other tabs.

DON'T USE YOUR GADGETS DURING CLASS

Consider texting, browsing the internet, and going on social media as distractions since these don't benefit your grades and understanding. Each second you spend on your phone is a second of focus lost. If you are an attentive listener and you take notes well, all the information you need will be in your notes and practice examples.

GET ENOUGH SLEEP

Studies show that if you only get 6 hours of sleep for 2 weeks straight, you will perform as if you just stayed up for 48 hours straight! What's worse, you won't even notice your lack of performance because of your lack of sleep. The best thing you should do to make sure you get enough sleep is to set a fixed bedtime every day. Set an alarm at night to remind you that it's sleeping time.

** Studies have shown that reviewing your notes just before you go to sleep may help improve your memory.**

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STUDY METHODS & TECHNIQUES

STUDENT RESOURCES

THE SQ3R METHOD

The SQ3R method is a reading comprehension technique that helps students identify important facts and retain information from their class notes or textbooks.

- **Survey:**
 - Start by skimming the chapter and taking notes on any headings, subheadings, images, diagrams, or other standout features.
- **Question:**
 - Create questions around the chapter's content, such as:
 - What does this topic mean?
 - Can you explain this diagram or model?
 - What does this chart or graph tell me?
- **Read:**
 - Begin reading the full chapter (notes, powerpoint slides, textbook, etc.) and look for answers to the questions you formulated.
- **Recite:**
 - After reading a section, summarize what you've just read in your own words. Try recalling and identifying major points and answering any questions from the second step.
- **Review:**
 - Once you have finished the chapter, it's important to review the material to fully understand it. Quiz yourself on the questions you created, re-read any portions you need to, write answers and practice them again and again.

THE FEYNMAN TECHNIQUE

The Feynman Technique is an efficient method of learning a concept quickly by explaining it in plain and simple terms. By attempting to explain a concept in our own words, we are likely to understand it a lot faster.

How it works:

- Write the subject/concept you are studying at the top of a sheet of paper.
- Then, explain it by writing about it in your own words as if you were teaching someone else.
- Review what you wrote and identify any areas where you might be wrong. Once you have identified them, go back to your notes or reading material and figure out the correct answer.

STUDY METHODS & TECHNIQUES

STUDENT RESOURCES

COLOR-CODED NOTES

Messy notes can make it hard to recall the important points. Re-writing your notes in color is a dynamic way to organize the information you're learning. It also helps you review and prioritize the most important ideas. It helps learners have a positive perception toward the content and also to interact more with the learning materials.

- **Organize topics by color**
 - Blue for each chapter, green for each topic, pink for each table, document, or graph, etc.
- **Write down key points in red**
 - Write the explanations or information that provides context in blue or blank ink.
- **Highlight important information in yellow.**
 - When reviewing printed notes, explanations in workbooks, and even in your re-written notes, highlight in yellow. *Don't color everything—just the most important information!*

SPACED PRACTICE

This encourages students to study over a longer period of time instead of cramming the night before. When our brains almost forget something, they work harder to recall that information. Spacing out your learning over a period of time can help reinforce your understanding of the material and improve your retention. You can achieve this by breaking up your study sessions into shorter, more frequent sessions over a few days or weeks leading up to an exam.

ACTIVE RECALL AND RETRIEVAL

This technique involves testing yourself on the material you've learned, rather than just re-reading it. By actively engaging with the material, you'll be able to identify areas where you need to focus your attention, and improve your understanding of the concepts. If you practice retrieval, you are more likely to remember the information later on. Below are some ways you can implement the retrieval process into your study routine:

- **Utilize practice tests:**
 - Use previous tests or practice questions to quiz yourself, without looking at your book or notes.
- **Use flashcards:**
 - Make sure to practice your retrieval of information. Instead of flipping a card over prematurely, write the answer down and then check.
- **Make your own questions:**
 - Be your own teacher and create questions you think would be on a test.

STUDY METHOD: MIND MAPPING

STUDENT RESOURCES

WHAT IS IT?

If you're a visual learner, mind mapping is a technique that allows you to visually organize information in a diagram. Using diagrams and graphs can help you better understand and remember complex information. These visual aids can help you organize information in a way that makes sense to you and identify key connections between different pieces of information.

HOW DO THEY WORK?

The structure of a mind map is related to how our brains store and retrieve information. Mind mapping your notes instead of just writing them down can improve your reading comprehension. It also enables you to see the big picture by making and observing relationships between concepts and ideas.

FINDING THE MIND MAP THAT WORKS

Depending on the course and type of evaluation you are studying different examples of organizing the information onto a mind map exist. Below are some examples of how you can organize your notes into appropriate mind maps:

- **Showing Relationships** between ideas
- Putting events in **Sequential Order**
- **Telling Information** about a topic
- **Comparing and Contrasting** two different events or topics
- **Categorizing Ideas**
- Showing the **Causes and Effects** of a specific event or opinion

WHICH MIND MAP SHOULD I USE?

ASK YOURSELF...

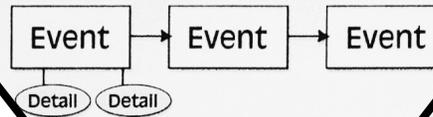
What happened?
How?
What are the steps?
What happened first? Second? Third?
Planning out a story/event

Can I list ideas about?
How do I describe it?
Provide information
What comes to mind?
What do you know about?

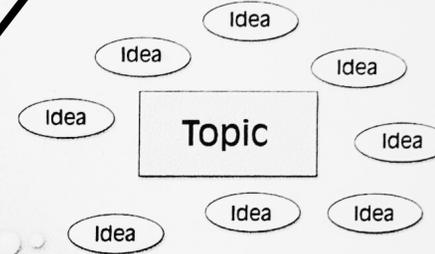
SOCIAL STUDIES
SEQUENCING
TELLING
CAUSE-EFFECT
COMPARE-CONTRAST

SCIENCES
TELLING
CATEGORIZING
CAUSE-EFFECT

SEQUENCING



TELLING



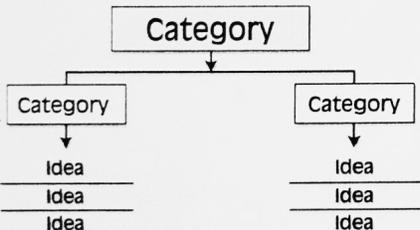
ASK YOURSELF...

ETHICS
TELLING
CATEGORIZING
COMPARE-CONTRAST
CAUSE-EFFECT

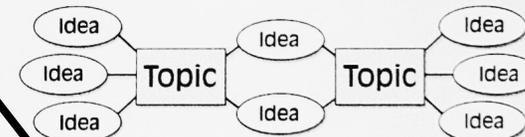
ENGLISH/FRENCH
ALL OF THEM



CATEGORIZING

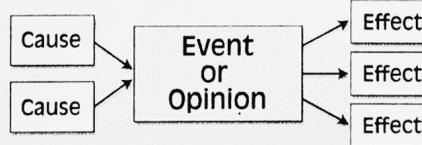


COMPARING/ CONTRASTING



ASK YOURSELF...

SHOWING CAUSES/EFFECTS



ASK YOURSELF...

What are examples?
Different types?
Can you sort items or ideas?

What happened in the past? What led to it?
Why did it happen? Provide reasons.
What happened in the future AS A RESULT? How did it impact or cause change?

What is different?
What is the same? In common?
Can look like a Venn Diagram.

STUDY TIMETABLE PLANNER

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
3 – 4pm							
4 – 5pm							
5 – 6pm							
6 – 7pm							
7 – 8pm							
8 – 9pm							
9 – 10pm							

STUDY PLAN

When is the test?	What subject is the test for?	What content is covered on the test?	How well do I know the content?	What material do I need for studying this content?	Where can I find the materials I need?	Dates planned for study of content?	What grade did I get on the test?
<ul style="list-style-type: none"> • Date • Cycle Day • Period • Time 	<ul style="list-style-type: none"> • History • Science • French • English • Etc. 	<ul style="list-style-type: none"> • Unit • Chapter • Topic 	<ul style="list-style-type: none"> • Very well • Inconsistent • Not so well • Not at all 	<ul style="list-style-type: none"> • Notes • PowerPoint • Examples • Quiz/Test • Textbook 	<ul style="list-style-type: none"> • Google Classroom • Notebook • Workbook • Binder 	Don't cram everything the night before!	Hold yourself accountable