

## How To Study – A SWELL PLAN!!!!

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1. When is the test?
2. What is the format of the test?
3. What ideas/material/content is on the test?
4. What materials are needed to study?
5. Where are these materials? For each item above, write where it is. If you don't have them, get them.
6. What are two different ways we could actively study? (Use the attached sheet.)

→Go to the next page find your Learning Style. Based on this simple self-assessment (and honestly you could be a mix or another style), I could be a \_\_\_\_\_ learner.

→Go through the Study Techniques and write the three below you would honestly try for this or another test.

a. –

b. –

c. –

7. **Get a Study Buddy!** Most teenagers are socially oriented – use that to your advantage. Text each other with questions, Q and A over the phone, get a study group together in the media center in the morning or after school or just have a designated person you can text/call if you need materials or help.
8. Make plan for where and when you will study. (The best plan uses multiple days and a distraction free place.)
9. Do it. Reward yourself with what makes you happy when you do. No one is ever too old for stickers.
10. Review the Top Ten Test-Taking Tips on the Back of this Sheet and have your parents sign below.

*My responsible and amazing child has learned about ways he/she can study and has a plan to do so.*

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What is Your Learning Style? Put a check by what is always true for you.

*(Note: there are more styles and you can have characteristics in all categories even if you aren't completely that kind of learner.)*

<p><i>Visual Learners</i></p> <p><b>Clues</b>          Needs to see it to understand it.          Strong sense of color.          May have artistic ability.          Difficulty with understanding spoken directions.          Overreaction to sounds.          Trouble following lectures.          Misinterpreting words.</p>	<p><i>Auditory Learners</i></p> <p><b>Clues</b>          Prefers to get information by listening, needs to hear it to know it.          Difficulty following written directions.          Difficulty with reading.          Problems with writing.          Inability to read body language and facial expressions.          Tell me and I get it</p>
<p><i>Kinesthetic Learners</i></p> <p><b>Clues</b>          Prefers learning by doing things yourself          Can assemble parts without reading directions.          Difficulty sitting still.          Learns better when physical activity is involved.          May be very well coordinated and have athletic ability.</p>	<p><i>ADD/ADHD Learners (you can be one of the first three plus this)</i></p> <p>You have the amazing ability to sometimes hyperfocus.          Consistently multitask.          You tune out when tasks get boring          Information can get scattered.          Often appears to forget instructions.          Had it then lost it.          Forgot what you are doing, went on to something else.          Trouble concentrating          Difficulty with focus when taking notes.          Tend to jump into conversations or interrupt teacher.</p>
<p><i>Multisensory Learners</i></p> <p><b>Clues</b>          Have checks in multiple boxes. ☺ This means you can use study techniques from any of the styles, but will do best with the techniques where you have the greatest number of checks.</p>	<p><i>None of these are really me – I learn best when I....</i></p>

## Study Techniques for Different Learning Styles

### Techniques for Visual Learners

1. Write down anything that you want to remember, such as a list of things to do, facts to learn facts for a test, etc.
2. Write down information in your own words.
3. Underline or highlight important words you need to learn as you read.
4. When learning a new vocabulary word, visualize the word. (make mental pictures)
5. When you have a list of things to remember, keep the list in a place where you will be sure to see it several times a day. Suggestions: bulletin board by your desk at home, in your notebook, on the mirror in the bathroom, etc.
6. Try drawing a picture of any information you want to learn. Could be a diagram, chart, or a drawing of people and things. Make it funny if you want!
7. Always read any material in the textbook before going to class so you have a chance to visually connect with the information before hearing it.
8. Make your own graphics to reinforce learning like videos, powerpoints, illustrations, and diagrams.
9. Use Google images to find pictures and diagrams of what you are learning.
10. Color code your notes.
11. Write out directions.
12. Use flow charts and diagrams for note taking.
13. Make a sheet with columns. Main ideas for the headings, details underneath.
14. Make flashcards with pictures.

### Techniques for Auditory Learners (Oral, Interactive)

1. Use a tape recorder/phone/device to record notes when reading instead of writing facts down. Play it back while you are riding in the car, doing dishes, washing the car, jogging etc.
2. Subvocalize, that is, talk to yourself about any information you want to remember. Try to recite it without looking at your notes or the book.
3. Discuss with others from your class and then quiz each other on the material. Really listen to yourself as you talk.
4. When learning a new vocabulary word, say it out loud. Then spell it out loud several times. See if it rhymes with a word that you know.
5. To learn facts, say them out loud, put the facts to music or read them into a tape recorder. Then listen to what you have recorded often.
6. When writing, talk to yourself. First tell yourself what you will write, say it out loud as you write it, and then read aloud what you have written or tape record it.
7. Always read material in your textbook to be learned after hearing the information first in the class lecture, (unless the instructor assigns the reading first before class so you can participate in class discussions).
8. Have someone quiz you verbally and tell you the correct answer if you are wrong..
9. Record yourself asking test question then play it back and answer yourself.
10. Look on YouTube for raps or songs about your subject matter or make up your own song.

## Techniques for Physical Learners (Tactile, Kinesthetic)

1. Try to study through practical experiences, such as making models, doing lab work, or roleplaying.
2. Take frequent breaks in study periods only 5-10 minutes in length.
3. Trace words and letters to learn spelling and to remember facts.
4. Use the computer to reinforce learning through the sense of touch.
5. Memorize or drill while walking, jogging or exercising.
6. Try expressing your abilities through dance, drama, or sports.
7. Try standing up when you are reading or writing.
8. Write facts to be learned on 3" x 5" cards, with a question on one side and the answer on the other.  
Lay out the cards, quiz yourself, shuffle them, lay them out again and quiz yourself again.
9. When working with a study group, think of TV quiz games (Jeopardy, etc.) as ways to review information.

## Techniques for all learner types with ADD/ADHD

1. You tune out when tasks get boring, so make you study time interesting and broken into small segments. Shift subjects or study methods – a few minutes of this then a few minutes of that
  2. Do two things at once – pace, doodle, chew gum, listen to music, etc while you study. Your brain is ultra-active – give it something simple to do so it doesn't go off task looking for something to do.
  3. Change position frequently
  4. Study out loud
  5. Some people deal with distraction by using music, some do better blocking out all noise. Try earplugs while studying and while taking tests.
  6. Study with a classmate taking the same class
  7. Get into a routine that works. Whatever study method works for you, whatever place and time of day, do it regularly and your brain trains to focus in that setting.
- Losing stuff you need to study?

\*Before going to school, organize your schoolwork in the same way each day. Have some one help you begin to establish this pattern

\* Keep your assignments in the same pocket of your backpack. Tell your teacher about it

\* Keep a list of things to remember in a pocket of your backpack.

Remember that making mistakes, or overlooking details, is not for lack of intelligence, but rather a characteristic of this condition. Your job is to find a way, like using the suggestions above to let your intelligence shine through!

1. **"I Don't Know Where To Begin"**

*Avoiding Study Traps - from UNC Campus Health Services*

Take Control. Make a list of all the things you have to do. Break your workload down into manageable chunks. Prioritize! Schedule your time realistically. Don't skip classes near an exam -- you may miss a review session. Use that hour in between classes to review notes. Interrupt study time with planned study breaks. Begin studying early, with an hour or two per day, and slowly build as the exam approaches.

2. **"I've Got So Much To Study . . . And So Little Time"**

Preview. Survey your syllabus, reading material, and notes. Identify the most important topics emphasized, and areas still not understood. Previewing saves time, especially with non-fiction reading, by helping you organize and focus in on the main topics. Adapt this method to your own style and study material, but remember, previewing is not an effective substitute for reading.

3. **"This Stuff Is So Dry, I Can't Even Stay Awake Reading It"**

Attack! Get actively involved with the text as you read. Ask yourself, "What is important to remember about this section?" Take notes or underline key concepts. Discuss the material with others in your class. Study together. Stay on the offensive, especially with material that you don't find interesting, rather than reading passively and missing important points.

4. **"I Read It. I Understand It. But I Just Can't Get It To Sink In"**

Elaborate. We remember best the things that are most meaningful to us. As you are reading, try to elaborate upon new information with your own examples. Try to integrate what you're studying with what you already know. You will be able to remember new material better if you can link it to something that's already meaningful to you. Some techniques include:

1. **Chunking:** An effective way to simplify and make information more meaningful. For example, suppose you wanted to remember the colors in the visible spectrum (Red, Orange, Yellow, Green, Blue, Indigo, Violet); you would have to memorize seven "chunks" of information in order. But if you take the first letter of each color, you can spell the name "Roy G. Biv", and reduce the information to three "chunks".
2. **Mnemonics:** Any memory-assisting technique that helps us to associate new information with something familiar. For example, to remember a formula or equation, we may use letters of the alphabet to represent certain numbers. Then we can change an abstract formula into a more meaningful word or phrase, so we'll be able to remember it better. Sound-alike associations can be very effective, too, especially while trying to learn a new language. The key is to create your own links, then you won't forget them.

5. **"I Guess I Understand It"**

Test yourself. Make up questions about key sections in notes or reading. Keep in mind what the professor has stressed in the

course. Examine the relationships between concepts and sections. Often, simply by changing section headings you can generate many effective questions. For example, a section entitled "Bystander Apathy" might be changed into questions such as: "What is bystander apathy?", "What are the causes of bystander apathy?", and "What are some examples of bystander apathy?"

#### 6. "There's Too Much To Remember"

Organize. Information is recalled better if it is represented in an organized framework that will make retrieval more systematic.

There are many techniques that can help you organize new information, including:

0. **Write chapter outlines or summaries;** emphasize relationships between sections.

1. **Group information** into categories or hierarchies, where possible.

2. **Information Mapping.** Draw up a matrix to organize and interrelate material. For example, if you were trying to understand the causes of World War I, you could make a chart listing all the major countries involved across the top, and then list the important issues and events down the side. Next, in the boxes in between, you could describe the impact each issue had on each country to help you understand these complex historical developments.

#### 7. "I Knew It A Minute Ago"

Review. After reading a section, try to recall the information contained in it. Try answering the questions you made up for that section. If you cannot recall enough, re-read portions you had trouble remembering. The more time you spend studying, the more you tend to recall. Even after the point where information can be perfectly recalled, further study makes the material less likely to be forgotten entirely. In other words, you can't overstudy. However, how you organize and integrate new information is still more important than how much time you spend studying.

#### 8. "But I Like To Study In Bed"

Context. Recall is better when study context (physical location, as well as mental, emotional, and physical state) are similar to the test context. The greater the similarity between the study setting and the test setting, the greater the likelihood that material studied will be recalled during the test.

#### 9. "Cramming Before A Test Helps Keep It Fresh In My Mind"

Spacing: Start studying now. Keep studying as you go along. Begin with an hour or two a day about one week before the exam, and then increase study time as the exam approaches. Recall increases as study time gets spread out over time.

#### 10. "I'm Gonna Stay Up All Night 'til I Get This"

Avoid Mental Exhaustion. Take short breaks often when studying. Before a test, have a rested mind. When you take a study break, and just before you go to sleep at night, don't think about academics. Relax and unwind, mentally and physically.