

**Study Skills - Delivery Notes**

**Aim of the activity**:

The aim of the session is to support the development of learner’s study skills. By the end of the session, learners should have a better understanding of the importance of study skills, learning styles and study techniques.

**Duration:**

60 minutes

**Resources:**

* Computer
* Screen to display the PowerPoint e.g. Whiteboard
* Study Skills PowerPoint
* Paper and pens
* Coloured pens, flashcards etc

**Delivering the activity (instructions):**

There are notes to support delivery on the presentation.

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| **Slide** | **Delivery** |
| 1 | * Put this slide up as learners enter and get settled. They don’t need to answer the question, it is just to get them thinking. |
| 2 | * Short introduction to GHWY and the topic:   + GHWY - ‘GHWY is a partnership of 13 HEP’s across West Yorkshire. Our aim is to work together to make sure young people and their parents/carers have the right information to be able to make informed decisions around Higher Education’.   + Today we’ll be looking at Study Skills. |
| 3-4 | * Learners create a clearing mind map – adjust time on slide as needed. * Encourage group discussion after the activity if it is a longer session. * Then, in pairs, learners need to take turns explaining one of the concepts on their mind map to the other person e.g. Flashcards - what a flashcard is, how it works, why it’s useful etc. * After students have done the task, ask them how they found it. * Explain to learners that they’re just used two study skills in those couple of minutes- mind mapping and teaching others. |
| 5 | * Talk through the slides to explain the objectives of the session. |
| 6 | * Explain what study skills are using the slide. * Optional:   + Give example of where they already use each skill. E.g., Looking for reviews of a product on TikTok then deciding if they should by it = Researching and evaluating information. If they watch sports, they might debate why a player made a certain pass or tackle = critical thinking.   + Ask where they think they do/could use these skills outside of school/college – either now or in the future. |
| 7 | * Getting organised sets the foundation for effective learning and study. * Explain each of these principles by talking through the text in each box – written in the format of questions the learner should be asking themselves and also some tips. |
| 8 | * Ask learners to discuss the two timetables in pairs or small groups. * Draw learners into a whole group discussion where they share their thoughts on the timetables. * Comments might include:   + Charlies has written her full schedule.   + Rowan’s is unrealistic – there’s no breaks.   + Charlie includes things like going for a run and socialisation – life outside of study. |
| 9 | * Introduce learners to the concert of learning styles by reading through the slide. Be sure to stress that it’s an important aspect of self-awareness so they can tailor their studying/revision. * VARK is one of the most popular models (you will explain each style in depth in the next slides):   + Visual   + Auditory   + Reading/Writing   + Kinesthetic * Ask students if they already know their style OR ask them to have a minute to think about what their styles could be and why – feedback to the group if they’re comfortable. |
| 10 | * Read through the slide to explain the Visual learning style. |
| 11 | * Read through the slide to explain the Auditory learning style. |
| 12 | * Read through the slide to explain the Reading and Writing learning style. |
| 13 | * Read through the slide to explain the Kinesthetic learning style. * After explaining all 4 learning styles, reiterate that they might find that they fit into multiple/change depending on the subject. * Inform learners that there are several online questionnaires they can do to help then get a better idea (google search or using the link on resource slide). * Ask for a show of hands – who has a clearer idea of what their learning style might be? |
| 14 | * Talk through the slide to explain what good note taking involves and some key points to remember. * Explain to learners that there are a number of note taking methods, you’ll be going through some of the most popular methods in the next couple of slides. |
| 15 | * You’ll be explaining the mindmap and Cornell Methods in this slide. * **Mind Map:**   + Put the keyword, main point or learning outcome in the centre of the page.   + Make branches that go from this main point to sub-points, details etc.   + Leave enough room for all your points and to use a separate mind-map for each main point.   + Colour-code, add drawings and highlight. * **Cornell Method:**   + Two columns:     - One for the main point, theory, learning outcome (done after main notes are completed).     - Second for your notes, keywords or questions.   + At the end of each page with this method, write a brief summary. |
| 16 | * You’ll be explaining the outline and charting methods in this slide. * **Outline Method:**   + Using indentations, bullet points or numbers to visually distinguish the difference between main points, sub-points and details.   + Using different coloured pens, capitalisation or highlighters helps to make it more effective.   + Closest to what they might already do. * **Charting Method:**   + Using a table to make your notes.   + Separate columns for main points, questions, details, key dates etc.   + About classifying your information so you can easily access it. |
| 17 | * Learners pick one of the 4 note-taking methods and write notes a short clip. * Suggested clips:   + [TED-Ed: 4 things all great listeners know | TED Talk](https://www.ted.com/talks/ted_ed_4_things_all_great_listeners_know)   + [Jen Gunter: Do you really need 8 hours of sleep every night? | TED Talk](https://www.ted.com/talks/jen_gunter_do_you_really_need_8_hours_of_sleep_every_night)   + [Jen Gunter: How your sense of smell helps you savor flavor | TED Talk](https://www.ted.com/talks/jen_gunter_how_your_sense_of_smell_helps_you_savor_flavor)   + [Elizabeth Cox: The benefits of daydreaming | TED Talk](https://www.ted.com/talks/elizabeth_cox_the_benefits_of_daydreaming) * You can choose an alternative clip, based on your learners interests or curriculum, but ideally the clip should be no longer than 5 minutes: [TED Talks](https://www.ted.com/talks?duration=0-6&page=1&sort=newest) * Check in with learners to see how they found the task – try to hear from learners who used different methods. |
| 18 | * Explain to learners that when they’re reading, it should be active. * Active reading helps with processing and retaining information. * Talk through the slide and explain or highlight some of the skills in the image. |
| 19 | * If there is additional time towards the end of the session, and you have the relevant resource, task learners with creating some study skills resources based on what they’ve learned during the session e.g. a poster, flash cards on study tips. |
| 20 | * Talk through the slide as a summary of the session – the focus is on what learners can do next and some general tips. * The apps and resources are on the next slide. |
| 21 | * Talk through slide and any in college/school support. * Circulate to learners if possible/encourage them to make a note of some of the websites/apps. |