

How to Study

- find a quiet location with good lighting
- spend some time daily reviewing what you learned
- concentrate studying on your weakest subject
- form a study group with friends
- use mind maps, diagrams, webbing or flash cards
- try to understand rather than just memorize
- study main points or ideas

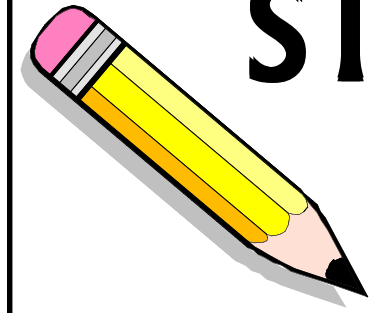
How to Prepare

- schedule your time - "don't plan to cram"
- find out, if possible, the number and type (multiple choice, essay, etc.) of questions
- review previous tests
- know what material the test/exam covers (class notes, text and/or handouts)
- make sure your notes are clear, easy to read and well-organized
- get plenty of rest
- eat a good breakfast

How to Write

- read directions and questions carefully and completely
- budget your time according to the number and type of question
- if there is no penalty for wrong answers, guess
- answer the questions you know first
- outline your answers first
- if you are out of time, include the outline
- save time to "check over" your paper
- have a positive attitude - "I'll do my best!"

1. The first step to success is **KNOW YOURSELF**. Know and accept your capabilities, strengths and weaknesses and set your **GOALS** to succeed based on this knowledge. Make "YOU" a success. Become the best YOU can be.
2. When setting your **goals**, whether long-range or short, be sure they are **attainable**. Beginning and finishing a major project (assigned in September and due November 30) on November 29, is not a reasonable goal.
3. **Be specific** about what you are to do, i.e., "I will have read five sources of information on (name of project) by (deadline)."
4. **Train yourself** to participate as much as possible in each class. The more you put in, the more you get out: the less you will need to do later.
5. As difficult as it may seem, do not hesitate to **ask questions**. Others probably don't understand either.
6. **Talk over** what you learn with friends. They may have totally different perspectives.
7. **Read** a lot and choose challenging reading material. Reading improves vocabulary and writing skills.
8. Quickly get **organized** and settled down at a regular time and place of work. Once started, time is often unnoticed.
9. **Think positively**.
10. Work when you have lots of **energy**. It's better to have a brief power nap if you are tired. Then begin to work in earnest.
11. Don't slot long periods of study-time into your schedule. Short ones are better. However, work periods can be longer if you allow yourself a few minutes of **stretch time** periodically.



STUDY TIPS



Goals



Time Management



Learning



Roles of Partners



Exams



Concentration



Study



Tips for Success



prepared by
Nova Scotia Teachers Union
 Curriculum Committee

Responsibilities of Partners

Although all partners (students, parents, teachers, the community) share in the education of our youth, the main responsibility rests with the person being educated. (No one can learn “for” the learner. No one can make the learner “learn”.) Others can only assist. Some of the responsibilities of the partners are listed:

- accept responsibility for your own learning
- attend classes
- pay close attention to the lesson
- take an active part in class discussions
- ask questions to clarify the ideas presented in class
- contribute to, rather than distract, from the lesson being taught
- seek help from the teacher or other students if you are having difficulty understanding
- be certain to ask about work/ assignments, tests, etc. which may have been done or assigned during your absence
- make a point of knowing what is expected of you
- do assignments as you get them; don't procrastinate
- schedule your after-school time with care
- find a “study-buddy”
- do your homework

STUDENTS

PARENTS

- provide adequate nourishment
- provide support, encouragement
- provide a system of supervision or checks of child(ren)'s homework
- work closely and cooperatively with the school
- show an interest in your child(ren)'s attitude, behavior, and school work
- create a learning environment in the home
- encourage reading and help your child(ren) choose challenging reading material
- encourage viewing of educational television programs
- make use of the public library system



TEACHERS

- ensure that the social and physical classroom environment promotes learning
- respect student individuality and individual learning styles
- keep abreast of research on how learners learn, as well as which conditions enhance learning
- provide encouragement, assistance, guidance
- give clear instructions for each task, project or assignment
- ensure that the students understand the instructions
- continue to pursue professional development activities
- work collaboratively with other teachers to promote effective learning

GOALS...FOR STUDENTS

In order to arrive at a destination, one needs to know where one is going. This is your goal. You may reach that goal in a variety of ways. You need to ask yourself what do I want to accomplish in this particular course, grade, or year?

Once you have done this, you have set your long-range goal(s). You must then determine how you will go about achieving them. Set yourself some short-range goals and plan strategies which will let you meet those goals.

(TO COVER A MONTH, A SEMESTER, OR A YEAR)

- find out what is required for the course (texts, outside reading, projects, due dates for projects, nature of projects, test schedules, and nature of tests/exams)
- fill in a calendar or student planner with time blocks indicating task to be done in each block
- schedule blocks of time for each part of an assignment, i.e., outline, research, rough draft, final copy)

(TO COVER A WEEK OR TWO)

- draw up a weekly or bi-weekly schedule
- block off segments of time
- fill in most important specifics first, i.e., project due, first draft, test, reading assignment to complete
- fill in other slots so as to plan best use of time, i.e., Monday, 7:00 - 7:30 - Read notes from week of Nov. 12-17 / 7:30 - 9:00 - Study for French Test on Thurs.
- fill in job times (if any)
- fill in other incidentals, i.e, watch “The Nature of Things” (Destruction of the Wetlands) for Social Studies