



STUDY SENSEI

Student Template Pack

Activity 1: Note-Making Planner

In the *Study Sensei* seminar, your presenter showed you how to use the course outline or syllabus to work out exactly *what* was going to potentially be in a test, and then how to make notes on it. If your tests are being made from the syllabus or course outline, you want to make sure you are studying notes that also come from it – that way, your notes are 100% complete, and you can be confident that you are going to memorise everything that could potentially come up in a test.

In this activity, your teacher is going to get you to look at your course outline or syllabus, and make a plan for when you are going to make notes on each of the learning outcomes. On the next page there is an example of how it works – but here are the main points:

Step 1 – What do I need to learn?

In the course outline or syllabus, there are things called ‘learning outcomes’ that show you what is being taught and what you need to know for your tests. You want to read these and write them down in the planner under ‘syllabus point’.

Step 2 – When am I going to write notes on it?

Let’s face it – there is a lot going on each term and it’s easy to put off things that don’t seem very urgent. The problem is, if you leave all your note-making till the last minute, you aren’t going to get it all done – meaning you won’t end up memorising a complete set of notes. The next step is to add in a deadline for when you are going to write notes for the outcomes you’ve just added into the planner. Ideally, you’re going to give yourself a week to finish the notes after you’ve finished learning the outcome in class – ask your teacher for when these dates are if you can’t work it out from the course outline.

Step 3 – Track your progress

Once you’ve put your note-making goals into the planner, you want to make sure that you keep tabs on how you’re going. Each week your teacher is going to be checking to see whether you’ve made your notes or not – so make sure you are getting them done each week to show in class!

For an example on how to complete the planner, check out the guide on the next page. Your own planner is on page 4.

Example: creating the note-making planner

English 3B – Semester 2 Outline	
Week 7	<ul style="list-style-type: none"> Cultural myths: the superiority of the white male Foreshadowing: techniques and devices
Week 8	<ul style="list-style-type: none"> Features of Utopian society Primitivism: rejection of progress
Week 9	<ul style="list-style-type: none"> Features of Dystopian society Inter-textual referencing
Week 10	<ul style="list-style-type: none"> Cultural myths – analysis through visual conventions

Elevate Note Making Planner			
WEEK	SYLLABUS POINT	DEADLINE	STATUS
7	Cultural Myths: superiority of the white man	3/9	✓
7	Foreshadowing: techniques & quotes	5/9	✓
7	Development of themes	5/9	✓
8	Features of Utopia	11/9	*OVERDUE
8	Primitivism: Rejection of Progress	12/9	✓
8	Tone – Literary Elements	16/9	✓
9	Features of Dystopia	18/9	✓
9	Intertextual References	19/9	
10	Cultural Myths through Visual Conventions	23/9	

Activity 2: Making effective notes

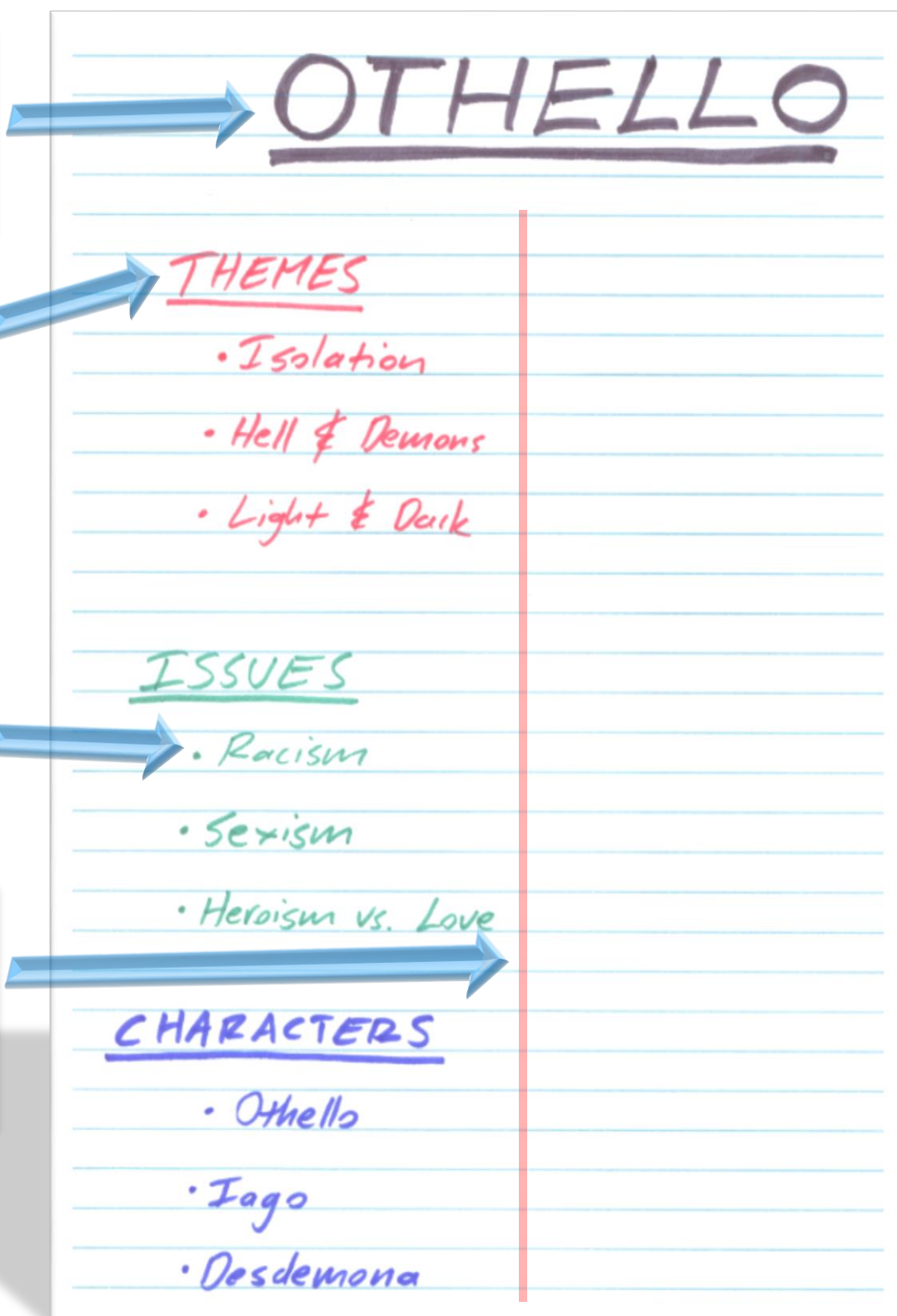
In the *Study Sensei* seminar, your presenter would have showed you how to make a page of notes using *trigger words*, or words that bring back a lot of memories. When you write using trigger words, not only do you end up writing a lot less, but you also remember more from the notes as trigger words bring back a lot of memories. Think of the words you write on your hand – you probably only write 1-2 words to remember a lot of information. Here are some tips for writing your notes in a way that not only saves time, but makes them easier to remember when it comes to studying for a test:

Make your **Main Heading** nice and bold – it should be the topic of the page and the first thing you see when you look at the page.

Make your **sub-headings** bold (or in their own colour) and put them at the top of a new topic related to the main heading.

Your **bullet-points** should be only a few words long and focus on key words – you don't need to write full sentences!

To help you cut down the number of words you write or type, try drawing or imagining a line running down the **middle of the page** that you don't write past.



OTHELLO

THEMES

- Isolation
- Hell & Demons
- Light & Dark

ISSUES

- Racism
- Sexism
- Heroism vs. Love

CHARACTERS

- Othello
- Iago
- Desdemona

Activity 2: Making your notes

Now it's time for you to give it a go. Using the template below, try making a set of trigger-word notes using content you've learned in class this week:

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Activity 3: Independent Learning File

One of the points your presenter covered with you in the seminar was how to do some extra reading each week to help you stand out in assessments or exams. When you think about it, every single student in your class, and every student doing your subjects across the state, are basically learning the same content. When it comes to year 11 and 12, everyone is learning *exactly* the same content. This means in an exam or test, 99% of students are just regurgitating the same facts, quotes, ideas and examples. But if you can do just 20 minutes of extra reading each week to bring something new to your test, instantly your answer goes to the top of the pile – it’s something new and different. The advantage here is that teachers often reward extra reading with more marks – and it barely takes any time at all!

Make an extra-reading file

Your teacher is going to help you create a file that you will keep extra reading in, which will help you keep track of things you’ve read, seen or heard each week that might help you write an awesome answer in a test. Each week, make sure you cut out and make notes on things which might help you stand out. Here are some examples you can use with different subject types:

Humanities Subjects	<p>Notes</p> <p>Make some extra notes on another text that is referenced in the book you are studying.</p>
	<p>Quotes</p> <p>Go and find 25 extra quotes from major characters in the play you are studying in class. Add them to your existing set of notes.</p>
	<p>Alternative arguments</p> <p>Go and find the opinion of another author or academic that disagrees with a common interpretation of the text you are studying. Make notes on it and bring it up in your next essay</p>
Maths & Science	<p>Alternative explanations</p> <p>Grab another text book and read another author’s explanation for a process you learned in class. This is ideal for tricky maths and science equations and calculations.</p>

Activity 4: Mind-Mapping

In the seminar, your presenter showed you how to create a mind-map using a set of notes. Mind maps are an awesome way to take 5 pages of notes and condense them down to one page – this makes them easier to memorise, and helps you understand how things on different pages of notes tie together. If you need a refresher, here are the steps for creating a mind map from a page of notes:

Step 1 – Main idea in the middle

The main topic of your mind map goes in a circle in the middle of the page. For example, in biology this might be something like “cell division” if that’s the major topic you’re studying at the moment. When you are studying, this should be the very first thing you see when you pick up the page.

Step 2 – Sub-headings branch off the middle

Next, take the sub-headings from your page of notes and have them coming as branches off the centre circle.

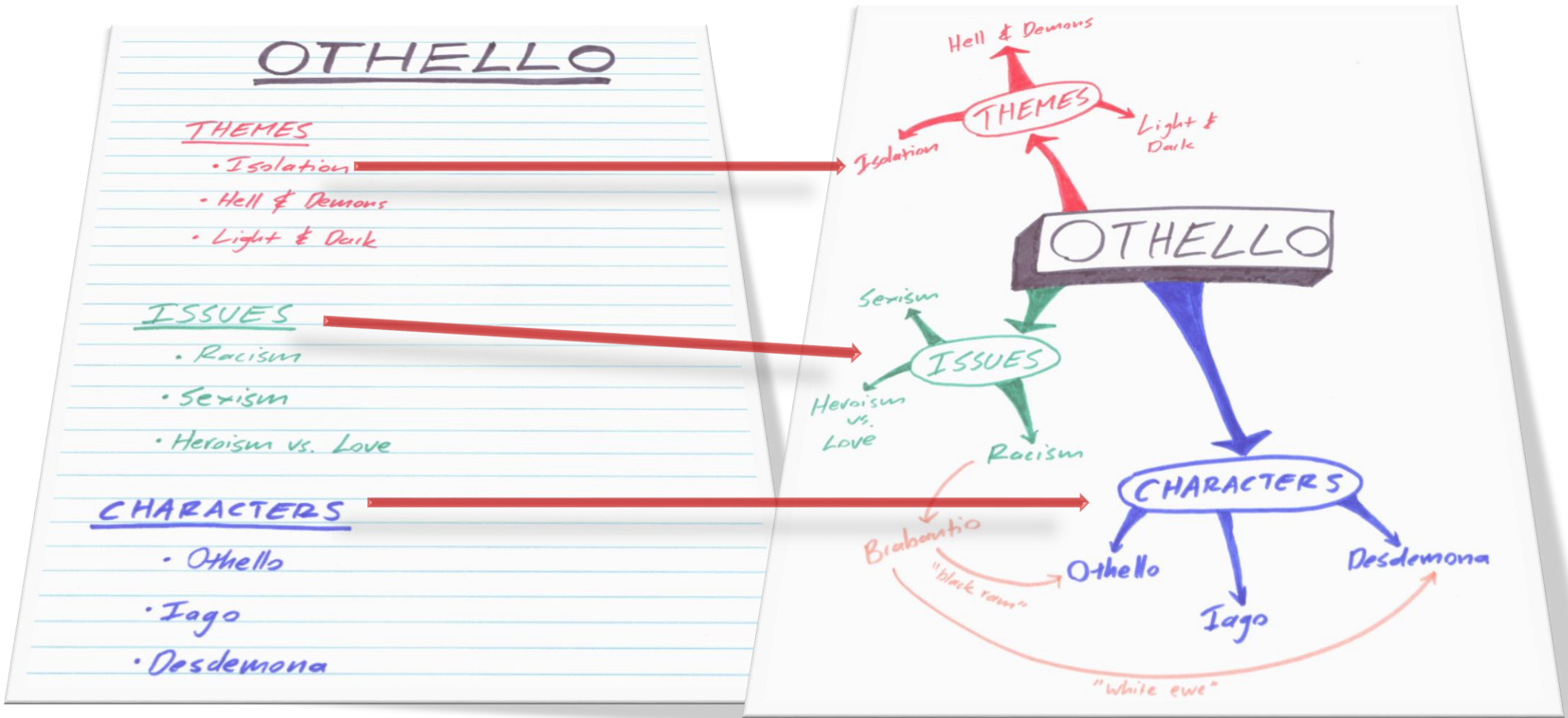
Step 3 – Bullet points branch off branches

Once you’ve done that, take the bullet points from your sub-headings and have them branch off the sub-headings in your notes.

Step 4 – Link different branches together

Once you’ve put a few pages of notes into the mind map, have a look for ways you can link them together. For example, you can link different sub-headings together which share a common theme. Have a look at the example on page 9, then try turning the set of notes on page 10 into a mind map on page 11.

Example: turning notes into a mind-map



Exercise: Making your mind map

Now that you've seen how the process works, turn the page of notes below into a mind map on page 11. If you get stuck, look through the example above and re-read the introduction to Activity 4 – or ask your teacher for help!

REDUCING CO₂ EMISSIONS

CARBON TAX

- Command & control
- Price ceiling
- Broad policy

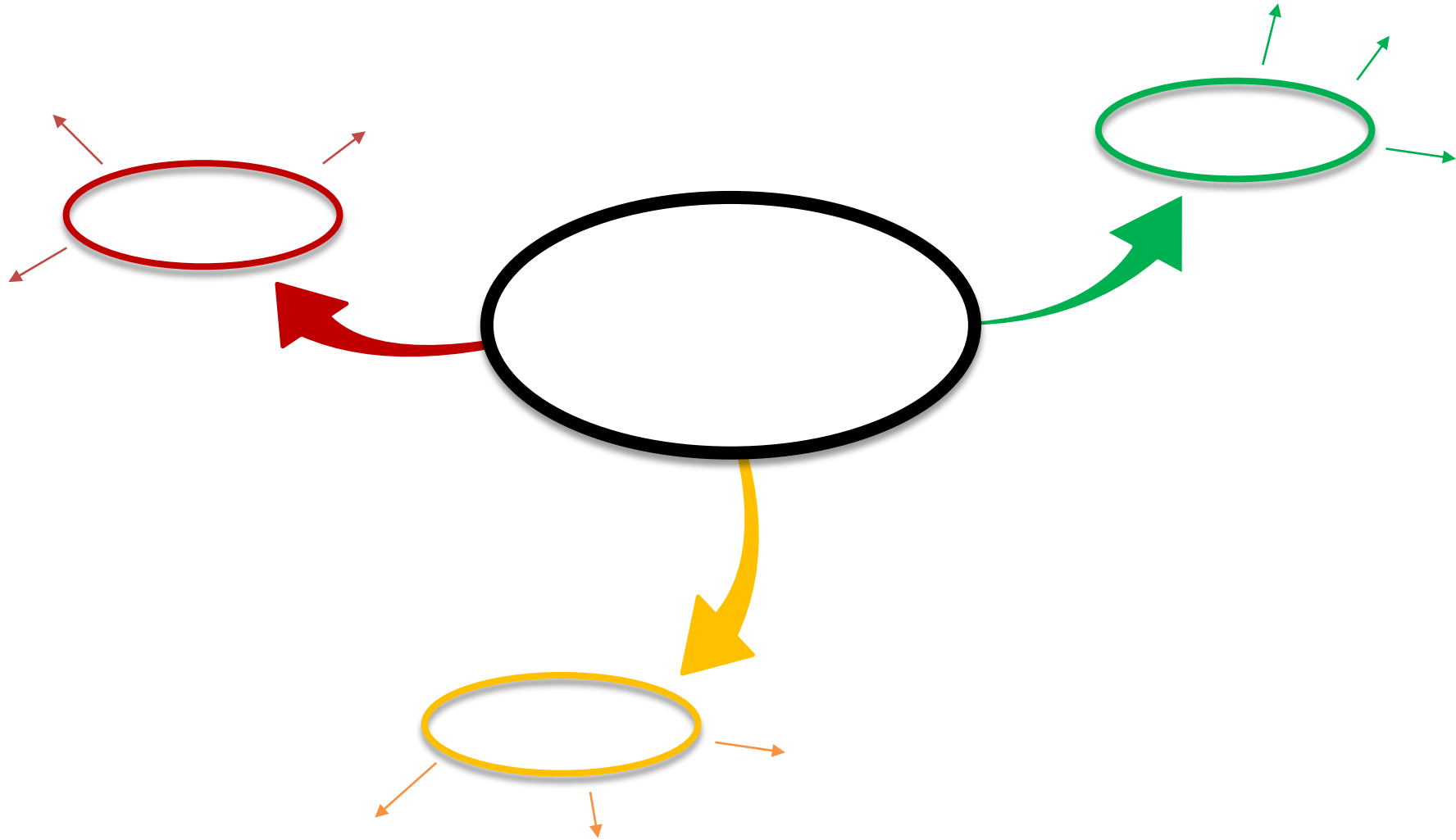
EMISSIONS TRADING

- Market - based
- Emissions ceiling
- Broad policy

DIRECT ACTION

- No penalties
- Targeted policy
- Funds green energy

Create your own mind-map (Use the notes from page 10)



Create a personal mind-map (Use your own set of notes)

