

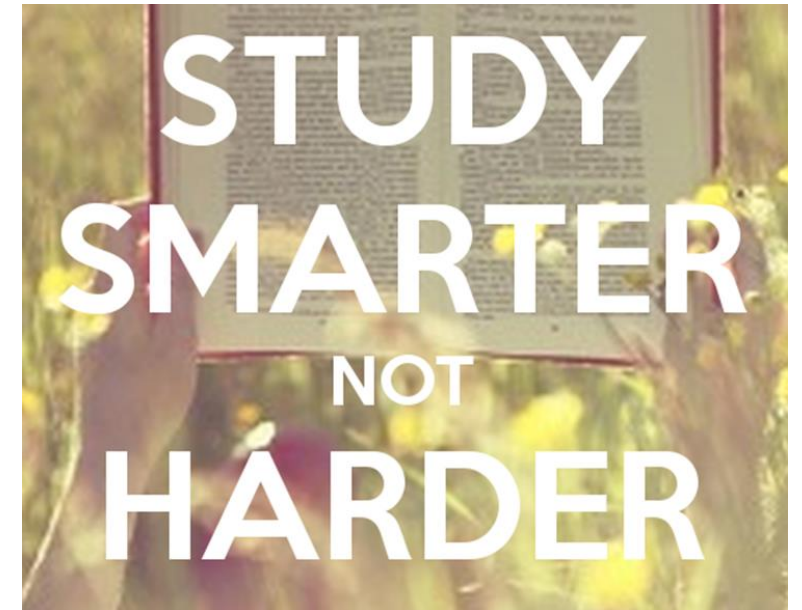
Learning to Learn

Study skills for pupils, parents and carers

Emily MacDonald

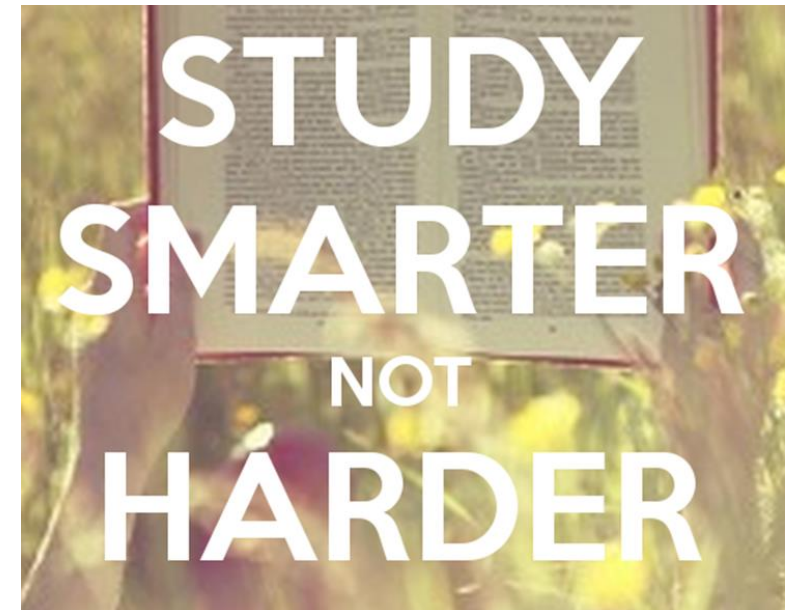
Marc Connor

Robert Crichton



Agenda

1. Study timetable
2. Study environment
3. 4 step revision process
4. Useful revision techniques
5. Pupil voice
6. Exam day



Study Timetable



BREAK STUDY TIME
INTO SMALL CHUNKS
*Space your learning over
multiple days.*

- Be realistic
- Include study breaks- Pomodoro technique
- Include hobbies/commitments
- Include relaxation time
- Revision should be over and above normal homework
- You may spend more time on some subjects
- Different timetables for term time and study leave



Examples

Day	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:00	3:00 – 4:00	4:00 – 5:00	5:00 – 6:00	6:00 – 7:00	7:00 – 8:00	8:00 – 9:00	9:00 – 10:00
Monday								History	Break	Music	English	Relax	Relax
Tuesday								Break	Break	Maths	Geography	Relax	Relax
Wednesday								Geography	English	Break	Maths	Music	Relax
Thursday								Science	Break	Business Studies	Relax	Relax	Relax
Friday								Break	English	Break	Maths	Business Studies	Relax
Saturday	Science	Maths	Geography	Science	Football	Football	Football	Football	Football	Relax	Relax	Relax	Relax
Sunday	Geography	Football	Football	Relax	Relax	Science	Science	Maths	Break	Geography	History	Relax	relax

STUDY TIMETABLE

||| SCHOOL
||| FREE TIME

	MON	TUE	WED	THU	FRI	SAT	SUN
9-4	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL		
4-5	CHEM	BAND	BAND	ENGLISH	BAND		
5-7							
7-7:30	BIOLOGY	TRUMPET	ENGLISH			MATHS	HISTORY
7:45-8:30	GEO	CHEM	MUSIC			ENGLISH	MUSIC
8:30-9	HISTORY	MATHS	BIOLOGY			BIOLOGY	MATHS
9-9:30							

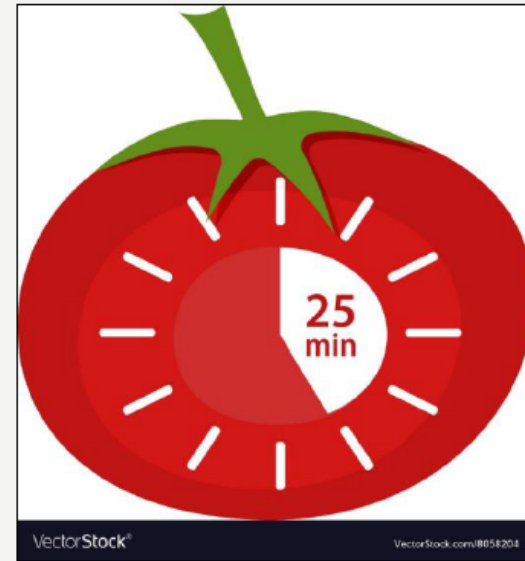
THE POMODORO TECHNIQUE

**1 pomodoro = 25 minutes of
uninterrupted study**

After 1 pomodoro = 5 min break

After 3 pomodoros = 25/30 min
break

Set a timer to **25 minutes**



Study Environment



Phone away

Take short breaks

Quiet space, away
from distractions
e.g. people, iPads,
TV etc.

Music?

Organise resources
and be prepared

Follow study
timetable

Get enough sleep

Food and drink

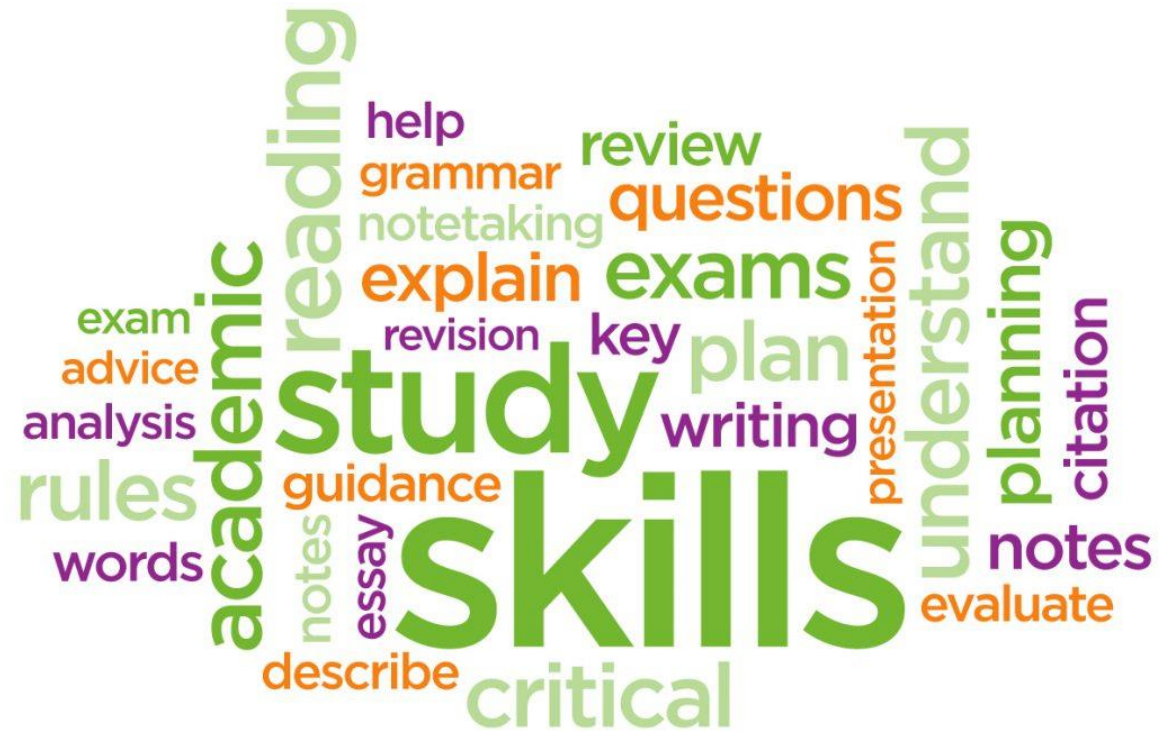
The 4 Step Revision Process

1. Understand

2. Condense

3. Memorise

4. Review



Step 1: Understand

Teacher led- in class and supported study

Asking questions

Discussing with others

Using your notes/jotter

YouTube, BBC Bitesize, Let's Achieve, Teams.....



Supported Study Timetable- Twitter/website

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School (8-8.55am)		Mr Rennie S4 National 5 Mathematics 8-8.55am Room 5			
Lunchtime (12.30- 1.15pm)		Mr Rennie Advanced Higher Maths 12.30-1.15pm Room 5	PE Dept Nat 5 PE 12.30 -1:15 Room 15		
			Miss Mullen Higher Mathematics 12.30-1.15pm Room 1		
After School (up to 6.30pm)		Mr Sinclair Higher PE 3:45-4:45 Room 15	Mrs Grant National 5 Geography 3:45-4:45pm Room 35	Miss MacDonald Higher Human Biology 3:45-4:45 Room 40	Mr Sinclair Nat 5/Higher PE (Performance) 1.00-2.00 Games Hall
	Mr Harris Physics N5 3.45-4.45 Room 38	Mr Crichton N5 Chemistry 3.34-4.45 Room 39	Mr Harris Physics Higher 3.45-4.45 Room 38	Mrs Green Higher Art 3.45-4.45pm Room 46	Mr Connor N5/ Higher Business 12.30 – 2pm
		Mr Lockie Higher and S5 Nat 5 Spanish 3:45-4:45pm Room 33	Mr Lockie S4 Nat 5 Spanish 3:45-4:45pm Room 33		Miss McMillan Higher & S5/6 N5 History 1-3pm Room 36
	Mr Lochhead Biology N5 3.45 to 4.45 Room 42	My Purcell National 5 History 4-5pm Room 29	Mr Lawson Graphics N5/H 3.45 - 4.45pm Room 14		
			Miss McMillan Higher & S5/6 N5 History 4-6pm Room 36		
			Mrs Caldwell S5/6 National 5 Maths Room 3 4-5pm		
			Mrs McRobbie N5 Drama 3.45-4.45pm Room 12/tech		
			Miss Downie Higher Drama 3.45-4.45pm Room12/tech		
			Mrs Green N5 Art 3.45-4.45pm Room 46		

Step 2: Condense

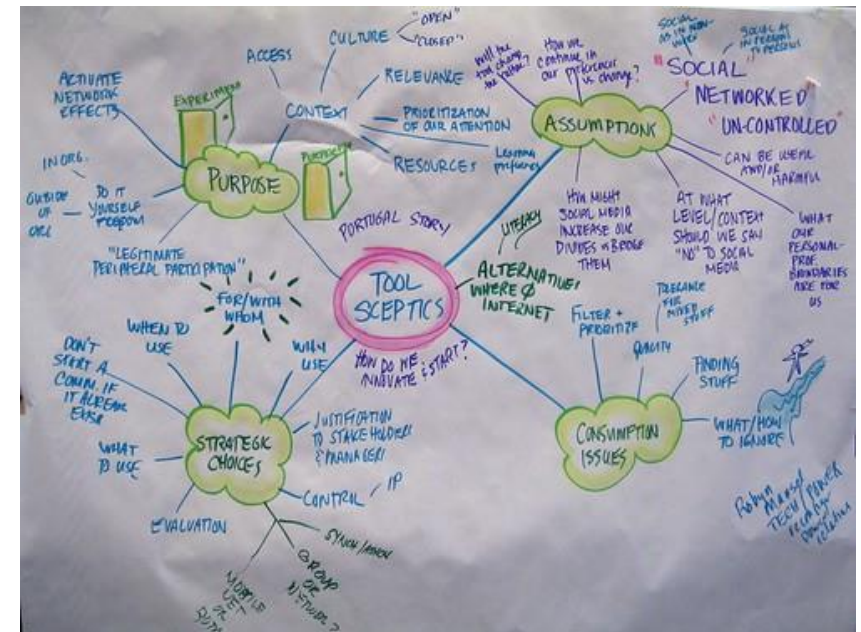
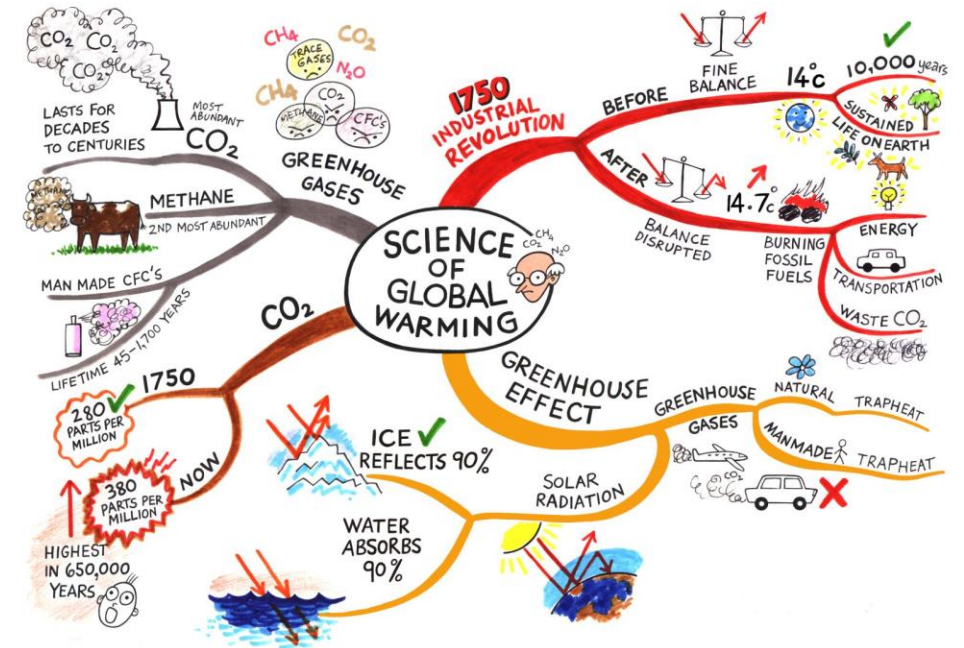
It is not possible to remember everything a teacher says!

Condensing large topics into smaller chunks will help.

Creating flow charts, mind maps, flash cards and summaries can be helpful.

Mind Maps

- Blank sheet of paper
- Choose a central topic
- Create branches using subtopics
- Summarise the key points around the branches
- Use your own words
- Use colour (pens, pencils, highlight) and diagrams
- Memorise and review

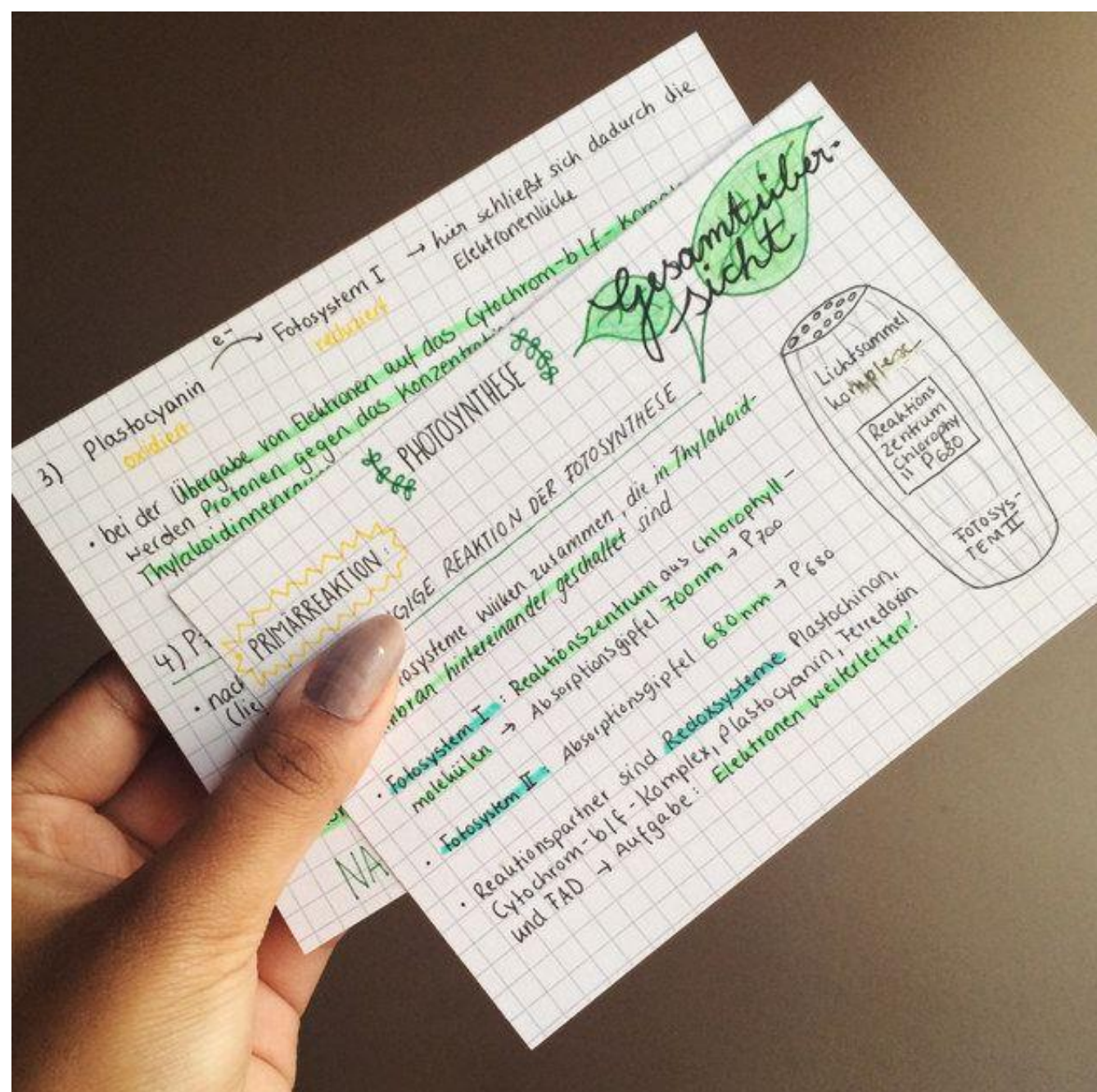
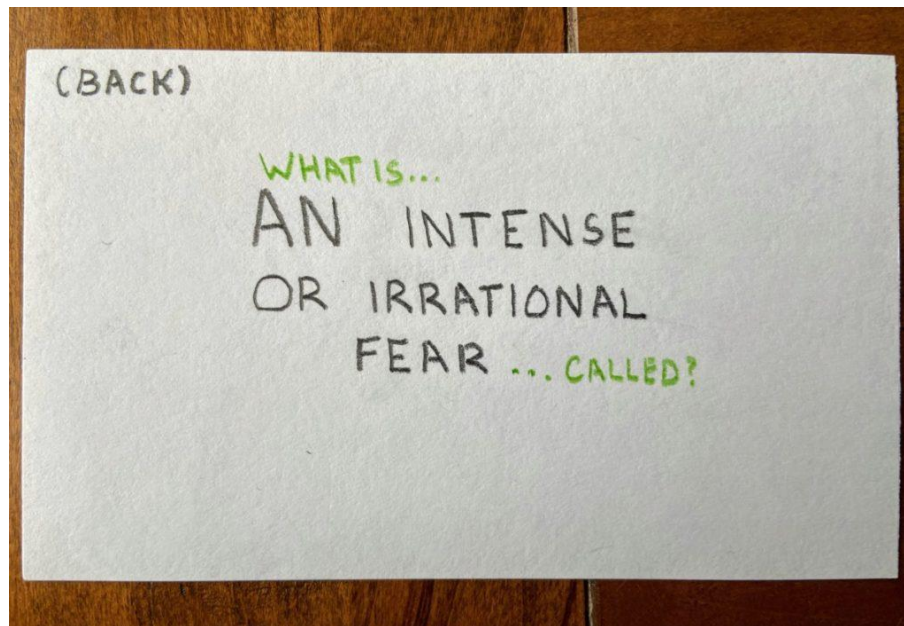
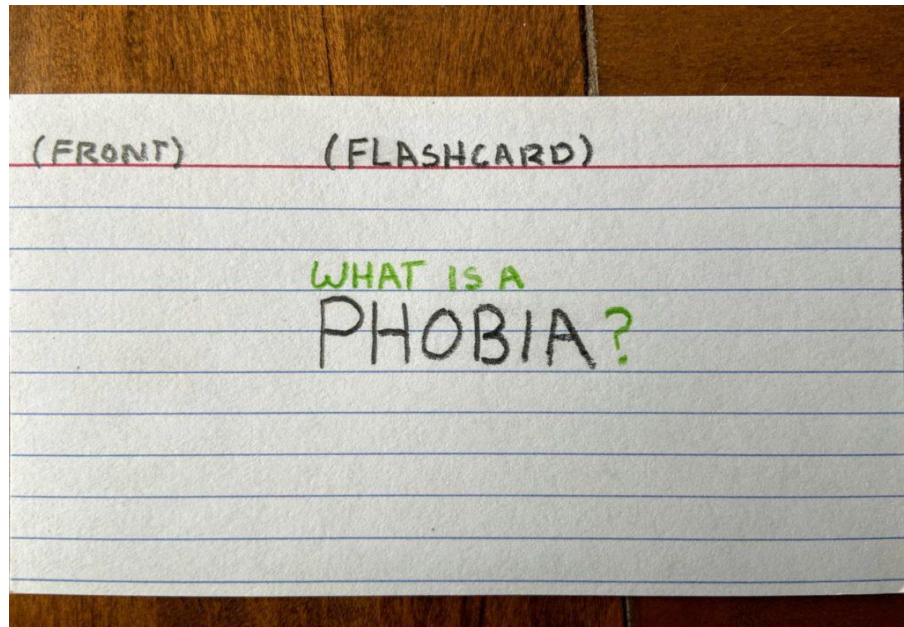


Flash Cards

- Make your own by summarising notes
- On one side- key word, prompt or question
- On the other side- the information
- Use words and diagrams
- COLOUR is important!
- Test yourself
- Ask family/friend to test you



Keep it simple



Or make them more detailed ...

Digital Flashcards- Quizlet

- www.quizlet.com
- Sign up for free
- Create your own set of digital flashcards
- Use flashcards that others have made
- Play games to help you memorise the information

Nat 5-Biology

STUDY

Flashcards

Learn

Write

Spell

Test New stuff!

Play

Match

Gravity

supports the cell

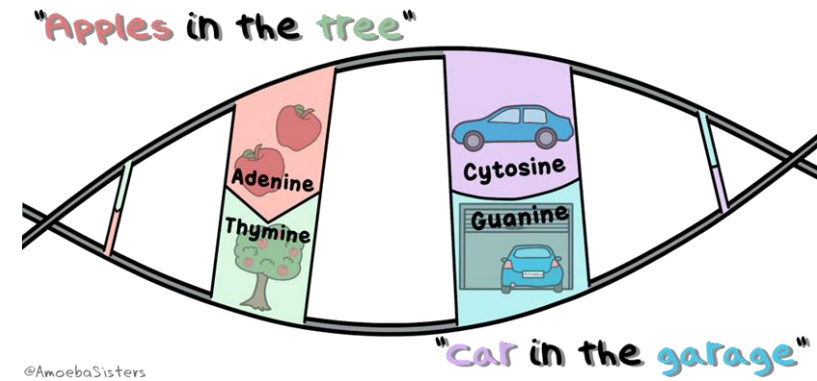
Click again to see the term 🖱️



1/34



Step 3: Memorise



Make things more memorable by using your imagination.

Use rhymes, mnemonics and re write flashcards and mind maps (without looking at the originals).

Record your own summaries on your phone and listen to them.

Step 4: Review

Take the time to re visit topics you have revised- build this into your study timetable.

Create notes, mind maps and summary notes from memory.

Teach friends and family.

Past paper questions- SQA website.

SQA Past Papers

- Up to five years of past exam papers available on SQA website.
- Excellent way to review and assess your progress when used appropriately.
- Important to try building knowledge and understanding of the subject before attempting the past papers.
- Marking schemes are also available!

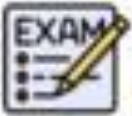
Comfort Zone

Aim is fostering an environment when students want to grow and become independent learners



Higher Business Management

April - Question a Day





" I don't know what to study"

1. Compare internal and external recruitment. (3)	2. Describe a matrix structure. (3)	3. Describe the importance for workforce planning. (3)	4. Discuss the use of Just in Time. (4)	5. Describe 3 financial ratios. (3)	6. Other than competition, explain external factors which can affect an organisation. (5)	7. Explain the costs and benefits of having a product portfolio. (4)
8. Describe the conflicts which may occur between stakeholders. (3)	9. Discuss the use of appraisals. (4)	10. Describe ways of ensuring a high quality product is made. (6)	11. Describe sources of finance available for a large organisation. (4)	12. Discuss the use of field research methods. (6)	13. Justify the use of labour intensive production. (3)	14. Discuss the use of a wholesaler. (4)
15. Compare the objectives of a private limited company with a third sector organisation. (3)	16. Describe the ways technology can be used within the Operations department. (4)	17. Describe pricing strategies that could be used to launch a new product. (8)	18. Compare tall and flat structures. (3)	19. Explain the benefits of preparing a cash budget. (4)	20. Discuss the costs and benefits of being a multinational. (5)	21. Explain the impact of current employment legislation. (3)
22. Explain the impact on sales/profits at different stages in the product life cycle. (3)	23. Describe Herzberg's theory of motivation. (2)	24. Describe methods of growth for a public limited company. (5)	25. Justify the use of centralised storage. (3)	26. Explain the benefits of positive employee relations. (3)	27. Describe the actions a business may take to overcome cash flow problems. (4)	28. Explain the benefits of using spreadsheets to record financial information. (3)


Be pro-active

Operations		✓
Suppliers	<ul style="list-style-type: none"> • Factors to consider when choosing a supplier (Purchasing Mix) 	
Inventory management	Issues associated with <ul style="list-style-type: none"> • Too much inventory • Too little inventory 	
Methods of production	<ul style="list-style-type: none"> • Job • Batch • Flow • Factors to consider when choosing a method of production 	
Quality	<ul style="list-style-type: none"> • Quality control/ Quality Assurance • Quality management • Employees (well trained) • Raw materials 	
Ethical and environmental	<ul style="list-style-type: none"> • Wastage • Recycling • Packaging 	
Technology	<ul style="list-style-type: none"> • Examples of when technology can be used during operations (automation; CAD; CAM; EPOS) and marketing (design; electronic surveys; e-commerce) 	
UNIT 3 - MANAGEMENT OF PEOPLE AND FINANCE		
People in Business		✓
Recruitment and selection	<ul style="list-style-type: none"> • Stages of the recruitment process • Methods of selection 	
Training	<ul style="list-style-type: none"> • Induction • On the job • Off the job • Costs and benefits of each type of training 	

Let's Achieve





























Home My Courses ▾ Learn Assess Self-evaluate Quizzer  [More #](#) 

Learn

 National 5 Biology

Cell biology Multicellular organisms Life on Earth Apparatus Scientific enquiry

Cell structure

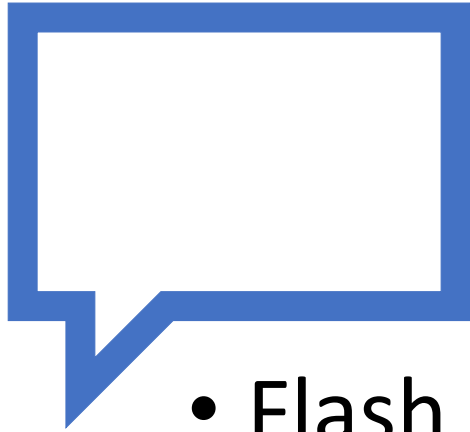
Label the key features of an animal cell				
Label the key features of a plant cell				
Label the key features of a fungal cell				
Label the key features of a bacterial cell				
Describe the key functions of typical animal, plant, fungal and bacterial cells				
Describe how bacterial cells are different from animal, plant and fungal cells				
Describe how cell walls of common plant cells are different from fungal and bacterial cells				



Pupil Voice

What did you find were the challenges in the lead up to your exams?

- Getting started
"especially when it's a subject you don't like"
- Distractions/environment/other people *"get out the kitchen!!"*
- Peer pressure/comparing yourself to others
- Different studying approaches for each subject



Pupil Voice

What study approaches worked well for you?

- Flash cards ("*lots of*")
- Summarising notes ("*over and over/ 1,000,000 times*")
- Flip and folds/Posters
- Building up, a little at a time
- Working with others *but only the right people*



Pupil Voice

Any words of wisdom or advice?

- Just start! Earlier is better than later
- Time management is key
- Focus on one thing at time
- Past papers, past papers, past papers
- If you don't know something, ask someone!

Exam Day – The Final Countdown



What can parents do?

- Ask what you can do to help?
- Make sure they have time and space to study
- Encourage them to start early
- Accountability – Some pupils like accountability/a tangible target: "I will make 20 flash cards!"
- Remember to support self-care: good sleep, healthy meals, hobbies etc.
- Try to balance ambition and pressure: the NHS has information and further links on managing exam stress

Useful Websites

[BBC Bitesize](#) - Lots of useful notes, videos and quizzes. Can be used

[Let's Achieve](#) - notes, quizzes, links and evaluations

[Scholar](#) - notes and quizzes (access this via Glow)

[Quizlet](#) - Make your own flash cards or look at pre made ones

[Kahoot](#)- Online quizzes

[E-Sgoil](#) - Online revision classes

[JABChem](#)- Science and Maths Past Paper resources

[Wordwall](#) – Create quizzes, matching cards, revision games etc.

[NHS Exam Support](#) – Advice on supporting a child through exams

[Family Lives](#) – information on exam stress

[My Study Plan](#) -SQA Study Plan App- for creating study timetables.

Speak to a teacher if you are struggling to access any of these.

Evaluation Questionnaire

