



Teacher Resource

Study Tips

Focus Questions

Discuss the BTN High story as a class and record the main points of discussion. Students will then respond to the following:

1. Name and define two of the specific study tips recommended by the experts in the video.
2. Select one study tip you have used in the past. Based on your actual test results, how effective was it on a scale of 1–10?
3. What is 'cognitive load theory'?
4. How far in advance do you usually start studying for an exam?
5. How do you decide which subjects or topics to prioritise?
6. Create a simple breakdown of how many hours per week you spend on study versus outside activities (school activities, work, sport, and social life).
7. Do you prefer studying alone or with others? What are the pros and cons of each?
8. What is one study habit you would like to improve?

Activities

- **Study methods:** In small groups, discuss the ways you study for tests/exams and share your points with the class. Include these questions in your discussion:
 - *How well do they work?*
 - *Could they be improved?*
 - *Could you try a method that works for someone in your group?*
- **What Study Strategy Do You Use?** Put up poster-sized headings of the following on your board:

<i>Re-read notes</i>	<i>Flashcards</i>	<i>Summarising</i>	<i>Cramming</i>
<i>Highlighting</i>	<i>Practice tests</i>	<i>Study with friends</i>	<i>Other</i>

Students place a coloured sticky note on the strategy they use the **most**, then a different colour on the method they think works **best**. Discuss:

- *Are the two always the same?*

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KEY LEARNING

Students will discuss ways they can best prepare for tests/exams and how to deal with stress.

CURRICULUM

[Health and Physical Education – Years 9 and 10](#)
[Consumer and financial literacy: Work Studies](#)

Examples:

[Health and Physical Education - Years 9 and 10 \(v9.0\)](#)
[Work Studies - Year 10 \(v8.4\)](#)

- *Is the one you use most a productive way of studying? Why or why not?*
- *Could one of the other strategies work better for you?*

- **Station Rotation Experiment:** The teacher provides a passage of information for students to memorise. In small groups, students rotate through four 'study method' stations (A, B, C, D) spending 5 minutes at each station testing a different study method. They then assess how much information they have retained using each method.

Station A	Reread and highlight	Reread the text and highlight key points.
Station B	Retrieval	Cover the text and write everything you remember, then check and fill gaps.
Station C	Explain it	Teach a partner the main ideas without looking and answer their 'why?' questions.
Station D	Draw it	Turn the content into a labelled diagram, flowchart or concept map.

Hold a class discussion about the following:

- *Which study method was preferred and why?*
- *Which method did they like the least and why?*
- *Which one made it easier to remember information?*
- *Which gave the better result?*
- *Which two methods could you use before your next text/exam?*