



ACADEMIC SUPPORT TEAM

How to put a study plan together

[LEAVING CERT. 2019-2020]

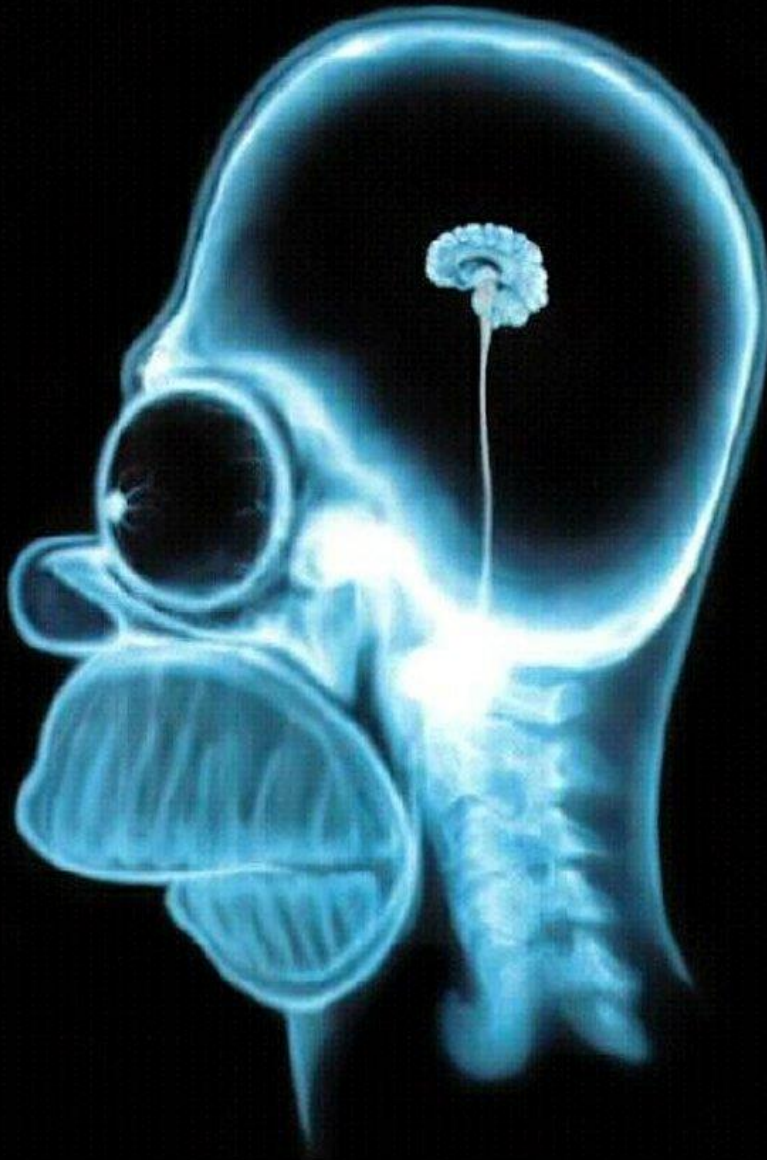
St. Joseph's CBS.



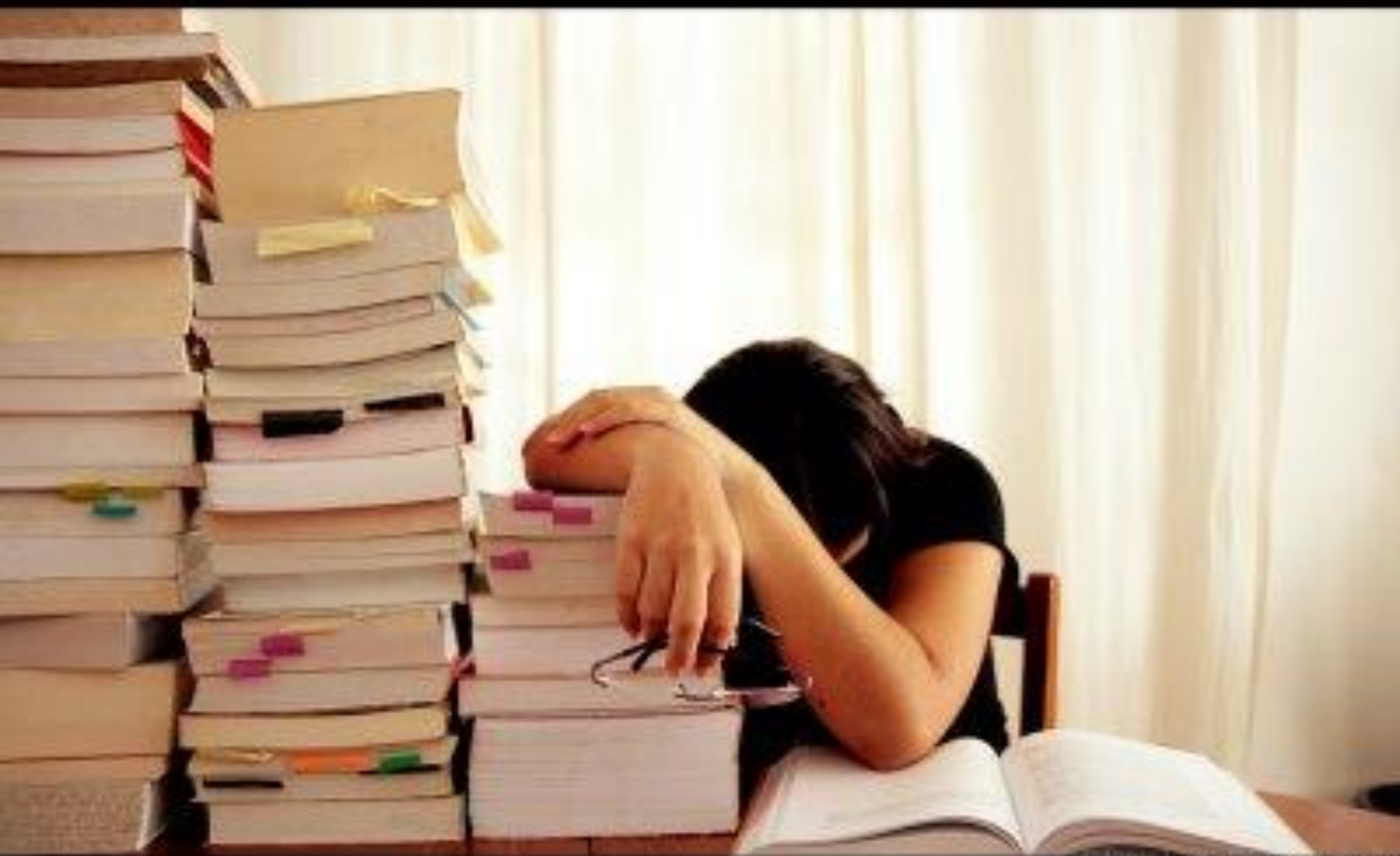
“Studying is the process that is used to decide what to learn and what to member and recall”

James F. Shephard – the scientist who discovered how short-term and long-term memory work together.





**Your brain can
cope with a
max 40 min
block of
concentration**



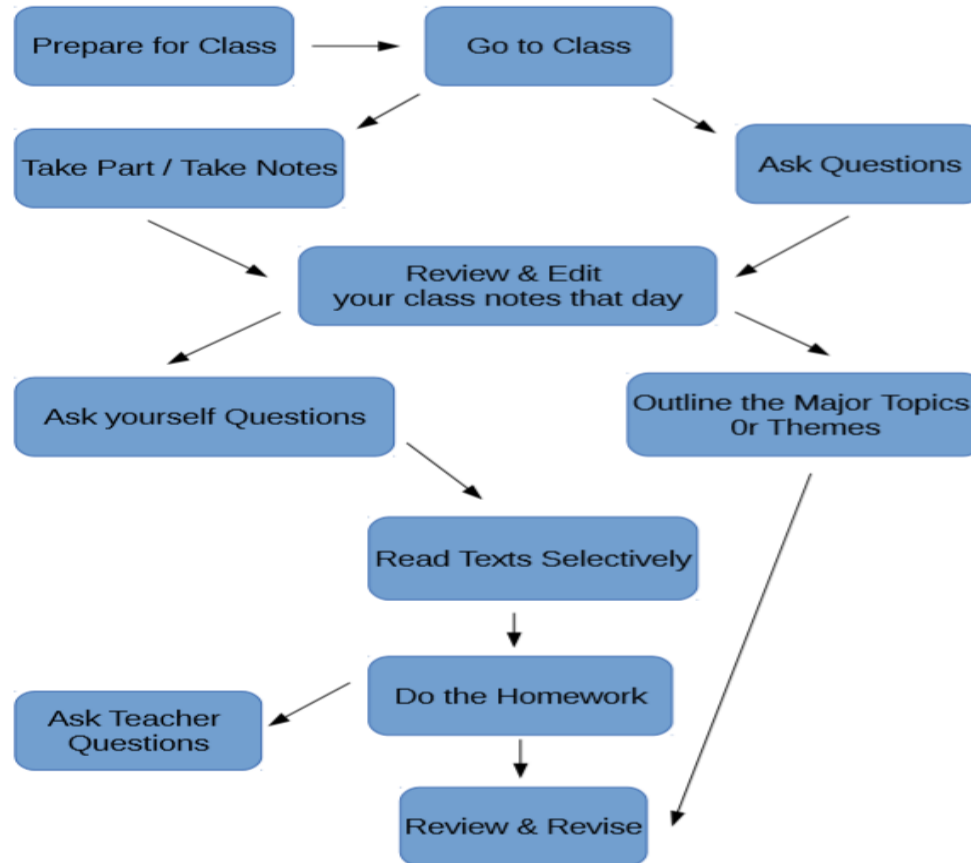


The Definition of Study



1. the reading of books or examination of other materials to gain knowledge
2. a detailed investigation into a subject or situation
3. a piece of work done for practice or as an experiment
4. done with careful effort

My Role in Study



Learning Styles

The three most common learning styles are:

- *Visual*
- *Auditory*
- *Physical (Kinesthetic)*

Visual Learners

Visual Learners learn by watching. They call up images from the past when trying to remember and picture the way things look in their heads.

For example, when spelling a word, they picture the way the word looks.

Visual Learners Enjoy....

- Enjoy art and drawing;
- Read maps, charts and diagrams well;
- Like mazes and puzzles.
- Using to-do lists, assignment logs and written notes. (these techniques also benefit physical learners).

Strategies for Visual Learners

- Making flashcards of key information that needs to be memorized;
- Drawing symbols or pictures;
- Using highlighter pens to highlight key words and pictures;
- Making charts to organize information;
- Translating words and ideas into symbols, pictures and diagrams;

Auditory Learners

- **Auditory Learners** benefit from traditional teaching techniques. Auditory learners succeed when directions are read aloud or information is presented and requested verbally. They remember facts when presented in the form of a poem, song or melody.

Auditory Learners also like

- To tell stories and jokes;
- To play word games; and
- To use tape recorders.

Ways auditory learners learn:

- Reading out loud together;
- Encouraging them to read out loud when they study, so they can "hear" the instruction;
- Studying with a partner, so they can talk out the solutions to problems;
- Writing out a sequence of steps to solve a problem, then reading the steps out loud.

Physical Learners

- **Physical Learners** learn best through movement and physical manipulation. They like to find out how things work and to touch, feel and experience what they are being asked to learn. Most children enter play school as physical learners, but by second or third grade their learning styles may change to visual or auditory. Half of all students in secondary school and beyond remain physical learners.

Physical learners may also

- Show a need to manipulate, handle and try things out;
- Have a short attention span;
- Need to be moving in order to learn; and
- Show you things rather than telling you about them.

Physical learners learn by:

- Letting them participate in science or math laboratories;
- Creating and participating in drama presentations;
- Going on field trips;
- Creating and performing skits and dances;
- Encouraging them to take notes and draw diagrams;
- Having the students make models.



How to put a study plan together



A well thought out Study Plan:

- is **not** a homework plan
- covers **all exam subjects** : not just the strong subjects, weak ones as well.
- gives enough time to each subject
(considering what has to be done in that subject)
- has extra time **built in** for subjects that need it



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Step 1: List out all your exam subjects

- Core: *Maths, English, Irish,*
- Options: *Business, Chemistry,
Geography, French.*



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Step 2: Pick out your 2 strongest subjects

- *Maths*
- *Chemistry*



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Step 3: Pick out your 2 weakest subjects

- *Irish*
- *Geography*



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Step 4: Pick out the subjects that are in between

- *English*
- *Business*
- *French*



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Step 5: Now you start to match up the subjects into groups. In each group there will be:

- *One weak subject*
- *One in between subject*
- *One strong subject*



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Group 1

Group 2

Group 3

Weak

Irish

Geography

In between

English

Business

French

Strong

Maths

Chemistry



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Step 6: Now you can start to fill in your study timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
Subject 1	<i>Irish</i>	<i>Geography</i>	<i>French</i>	<i>Irish</i>	<i>Geography</i>	<i>French</i>
Subject 2	<i>English</i>	<i>Business</i>	SPARE	<i>English</i>	<i>Business</i>	SPARE
Subject 3	<i>Maths</i>	<i>Chemistry</i>	SPARE	<i>Maths</i>	<i>Chemistry</i>	SPARE



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Step 7: Each subject now has at least two study periods. Fill in an extra one for each of your weak subjects

	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
Subject 1	<i>Irish</i>	<i>Geography</i>	<i>French</i>	<i>Irish</i>	<i>Geography</i>	<i>French</i>
Subject 2	<i>English</i>	<i>Business</i>	<i>Irish</i>	<i>English</i>	<i>Business</i>	<i>Geography</i>
Subject 3	<i>Maths</i>	<i>Chemistry</i>	SPARE	<i>Maths</i>	<i>Chemistry</i>	SPARE



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Step 8: *Because some subjects may involve more study you should give an extra study period for each of those, when needed*

Be careful not to do a double study period in one subject, this actually makes it harder to study, as you are trying to take in too much in one go.



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	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Sat/Sun</i>
<i>Subject 1</i>	<i>Irish</i>	<i>Geography</i>	<i>French</i>	<i>Irish</i>	<i>Geography</i>	<i>French</i>
<i>Subject 2</i>	<i>English</i>	<i>Business</i>	<i>Irish</i>	<i>English</i>	<i>Business</i>	<i>Geography</i>
<i>Subject 3</i>	<i>Maths</i>	<i>Chemistry</i>	<i>Chemistry</i>	<i>Maths</i>	<i>Chemistry</i>	<i>Business</i>



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Step 9: *Whatever you decide to do with these 2 spare periods, make sure you have planned it at the beginning of the week.*

	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
Subject 1	<i>Irish</i>	<i>Geography</i>	<i>French</i>	<i>Irish</i>	<i>Geography</i>	<i>French</i>
Subject 2	<i>English</i>	<i>Business</i>	<i>Irish</i>	<i>English</i>	<i>Business</i>	<i>Geography</i>
Subject 3	<i>Maths</i>	<i>Chemistry</i>	SPARE	<i>Maths</i>	<i>Chemistry</i>	SPARE



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Step 10: What if I have training on Thursday nights?

- *Move one study block to another night and spread the study blocks over three days*
- *Use the 3pm finish on Wednesday, Thursday and Friday.*
- *Do a bit extra on Saturday/Sunday*



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	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
Subject 1	<i>Irish</i>	<i>Geography</i>	<i>French</i>	TRAINING	<i>Geography</i>	<i>French</i>
Subject 2	<i>English</i>	<i>Business</i>	<i>Irish</i>		<i>Business</i>	<i>Geography</i>
Subject 3	<i>Maths</i>	<i>Chemistry</i>	SPARE		<i>Chemistry</i>	SPARE
Subject 4		<i>Irish</i>	<i>English</i>		<i>Maths</i>	



How to put a study plan together



This study plan is based on:

- *6 day week*
- *2 hours per night (excl. homework)*

It can be extended by:

- *Adding a period per night*
- *Doing extra on Fri / Sat / Sun*





How a study block works



- *Decide what you want to be able to do at the end of 40 minutes e.g. to learn of the past tense of an Irish verb and put it into simple sentences*
- *Do an exam question for 30 minutes with all your books and copies closed, and 10 minutes reviewing your work*
- *Split the study block into two 20 minute sections and do two different tasks e.g. do a short postcard in one part and a short letter in another for French*



DON'T FORGET!!!



Between each 40 min block

- *Take a brief break (1 or 2 mins)*
- *Go to the toilet*
- *Get up walk around / stretch your muscles*
- *Drink some water / fruit juice*
- *Eat a piece of fruit*

S SPECIFIC – what is my goal in this study period?

M MANAGEABLE – have I got all my
notes/books/exam papers?

A ATTAINABLE - is it within my ability?

R REALISTIC - will my circumstances allow it?

T TIME - how much time will it involve? will I
need more than one study period?

MY TIME GRID



*How do you manage
your time each day?*

Be honest with yourself

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.
21.	22.	23.	24.

Learning Strategies

① SPACED PRACTICE:

- learning is broken into smaller sessions
- “little and often”
- no “cramming” (massed practice)
- the Forgetting Curve shows how spaced practice (study plan) can be changed into a learning curve.

The Forgetting Curve

%
RETENTION

100%

IMMEDIATE

50%

20%

10%

20 mins

TIME

31 days

100% - immediate recall

58% - 20 mins

36% - 9 hours

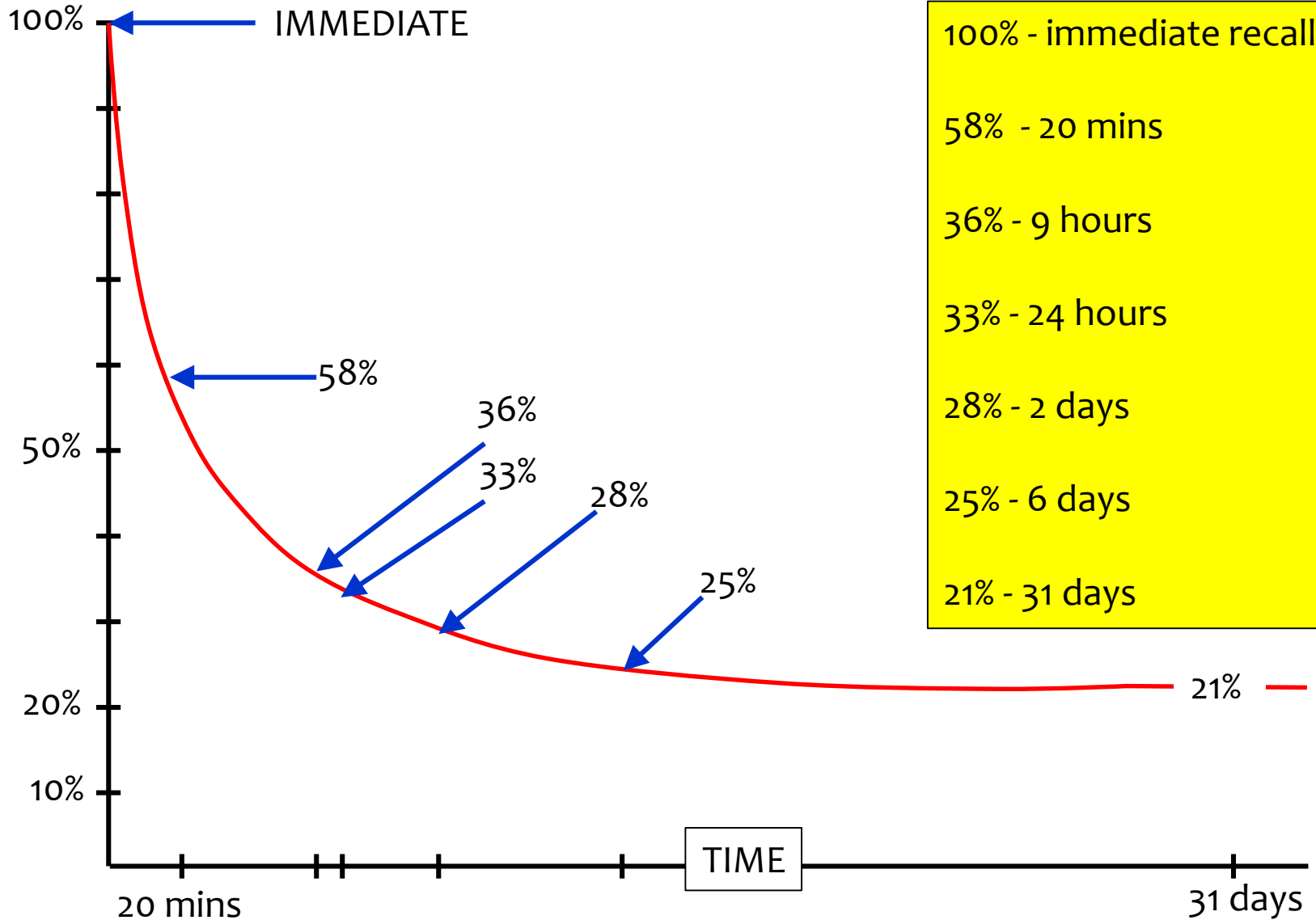
33% - 24 hours

28% - 2 days

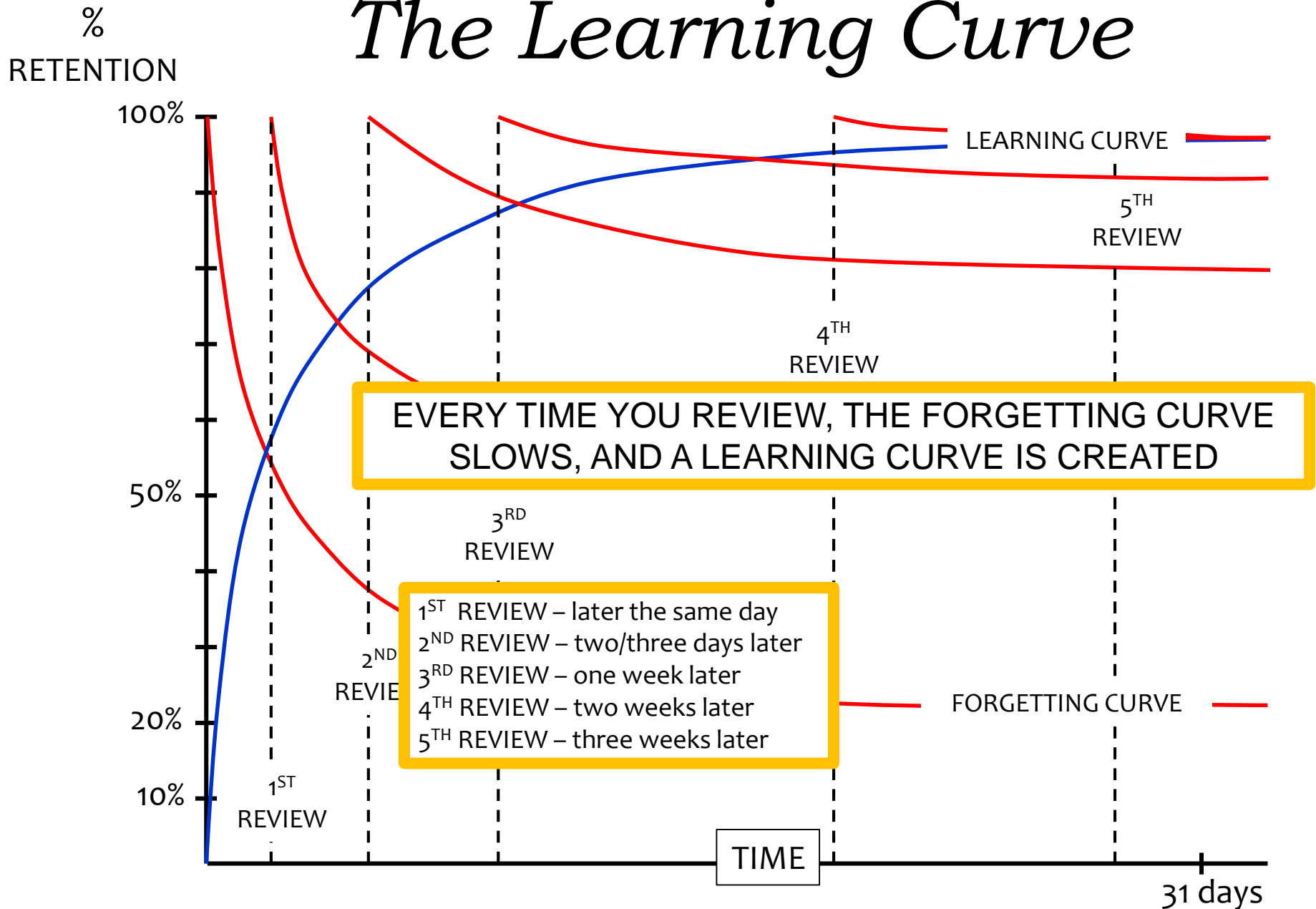
25% - 6 days

21% - 31 days

21%



The Learning Curve



Learning Strategies

② RETRIEVAL PRACTICE:

- without the help of your books/notes
- practice...
 - exam questions/end of topic questions
 - label diagrams
 - fill in the blanks
 - memory matrices
 - spider diagrams
- after...
 - check your book/notes
 - reaffirms what you know
 - identifies “missing pieces”



IDEAS & CONCEPTS
NOT JUST
MEMORISED “FACTS”

Learning Strategies

③ ELABORATE:

- ask yourself general/open-ended questions as you review/study
- answer with as much relevant detail as possible
- make connections between ideas & explain how they work (spider diagram/memory matrices/essay)
- check your notes/book to make sure you are accurate

Memory Matrix

	FUNCTION	ENZYMES	CHEMICAL DIGESTION	PHYSICAL DIGESTION
Mouth				
Oesophagus				
Stomach				
Small intestine				
Large intestine				
Pancreas				
Liver				
Gall bladder				

Learning Strategies

④ INTERLEAVING:

- mental cross-training
- don't stay on one idea for too long, switch regularly
- go back over connected ideas in a different order to strengthen understanding
- makes...
 - links between different ideas
 - additional links between ideas

Learning Strategies

⑤ CONCRETE EXAMPLES:

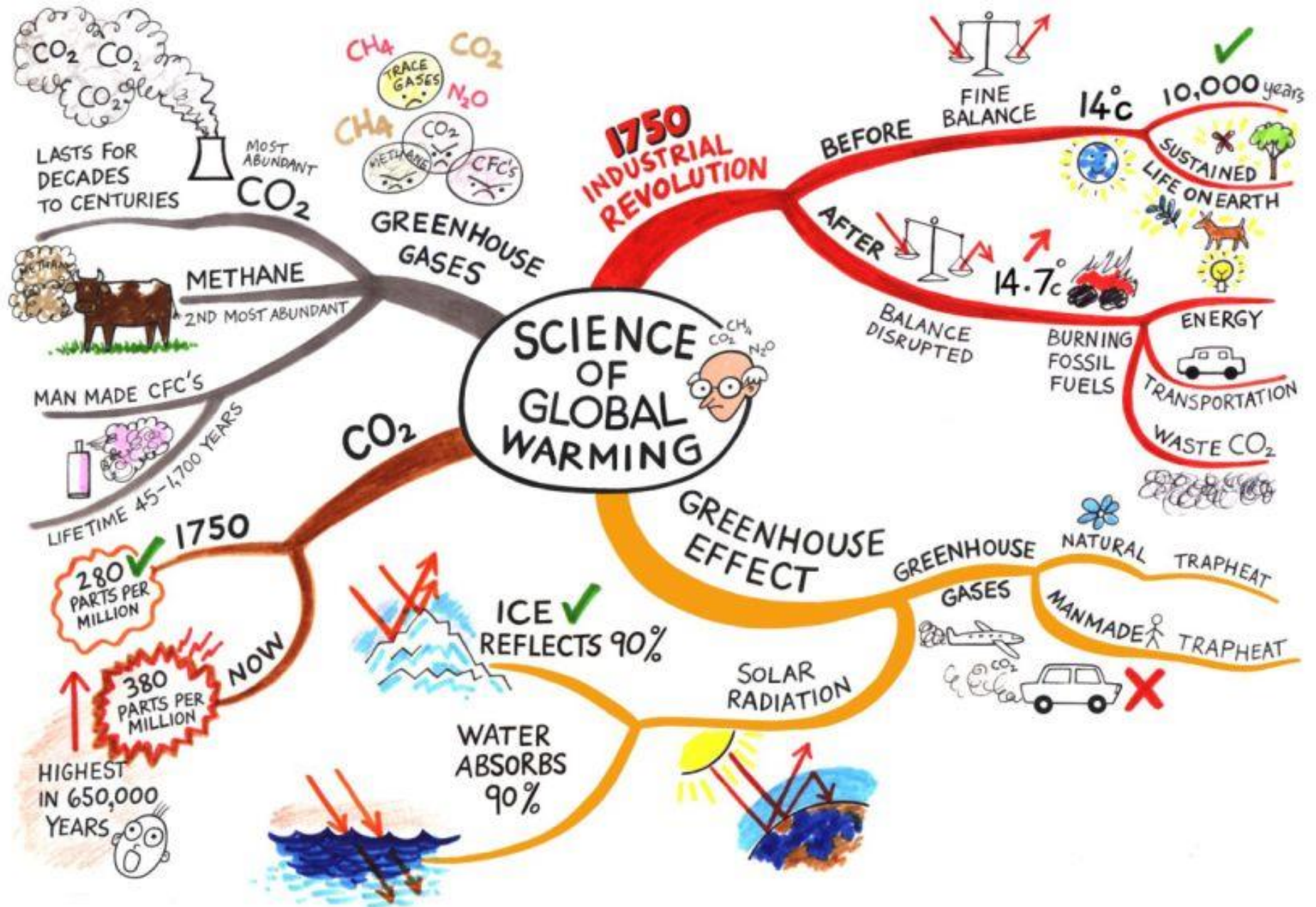
- collect examples which help you understand abstract/complex ideas (case studies/video clips)
- examples from...
 - online (check with your teacher for accuracy/relevancy)
 - your teacher & fellow students
 - from your textbook/notes
 - current events/news

Learning Strategies

⑥ DUAL CODING:

- combining words & visuals for deeper understanding
- examples of dual coding
 - timelines
 - graphic organisers
 - diagrams with labels to be filled in
 - cartoon strips (Sráthpictúirí)
 - spider diagrams
 - infographics

Spider diagram (mind map/concept map)



Poetry:



Sylvia Plath



'Poppies in July'

Quotes:

Anger: -

'Little poppies/little hell flames/Do you do no harm?'

'A mouth just bloodied/bloody little skirts'

Tiredness with Life: -

'it exhausts me to watch you/flickering like that'

'I put my hands among the flames/nothing burns'

Death wish: -

'if I could bleed, or sleep! -'

'Where are your opiates, your nauseous capsules?'

Techniques:

Dramatic Contrasts -

'Little poppies/little hell flames'

Dark/Grotesque Imagery -

'A mouth just bloodied'

Repetition -

'But colorless, Colorless'

Simile -

'Like the skin of a mouth'

- Context:

- Breakdown of Plath's marriage

Husband: Ted Hughes had an affair with Assia Wevill - a friend of Plath's

- Plath was betrayed & tired of life

Anger & Desperation

- Features:

Confessional Style

Personal theme

Intense, disturbing Language

Use of poetic techniques

- Themes:

- Tortured Mind of Plath

Plath's mental anguish

- Plath's Wish for Death

Discussion of Suicide

Infographic

19
2016

A century of change



Population



1911 3,139,688

2011 4,588,252

up
46%

Death rate



1916 16.1 deaths

2014 6.3 deaths



per 1,000

per 1,000

1911

20%

of deaths
occurred in the
0-15 age group

2014

80%

of deaths
occurred in the
65+ age group

Infant mortality (under 12 months)

1911 81 deaths (per 1,000 born)

2014 3.7 deaths (per 1,000 born)

Causes of death

	1916	2014
Influenza	712	27
Tuberculosis	6,471	25
Diabetes	239	474
Bronchitis	4,164	22
Heart disease	5,373	5,779
Suicide	68	459

Life expectancy

Years

Life expectancy by gender

Male born in	1911	2014
	53.6	78.3
Female born in	1911	2014
	54.1	82.7

Emigration

1911 7,302*

*Data refers to
island of Ireland

2015 80,900**

**Data refers to
Republic of Ireland

Marriages



	1916	2014
Marriage ceremonies by type		
Catholic	92	60
Church of Ireland/ Presbyterian	7	2
Civil	1	28
Other*	0.5	10

*1916 Other includes smaller religions

*2014 Other includes Humanist and smaller religions

Cars registered

1915



9,850

2014



1,900,000

193

times
more cars
registered
in 2014

+353 21 453 5000



www.cso.ie



information@cso.ie



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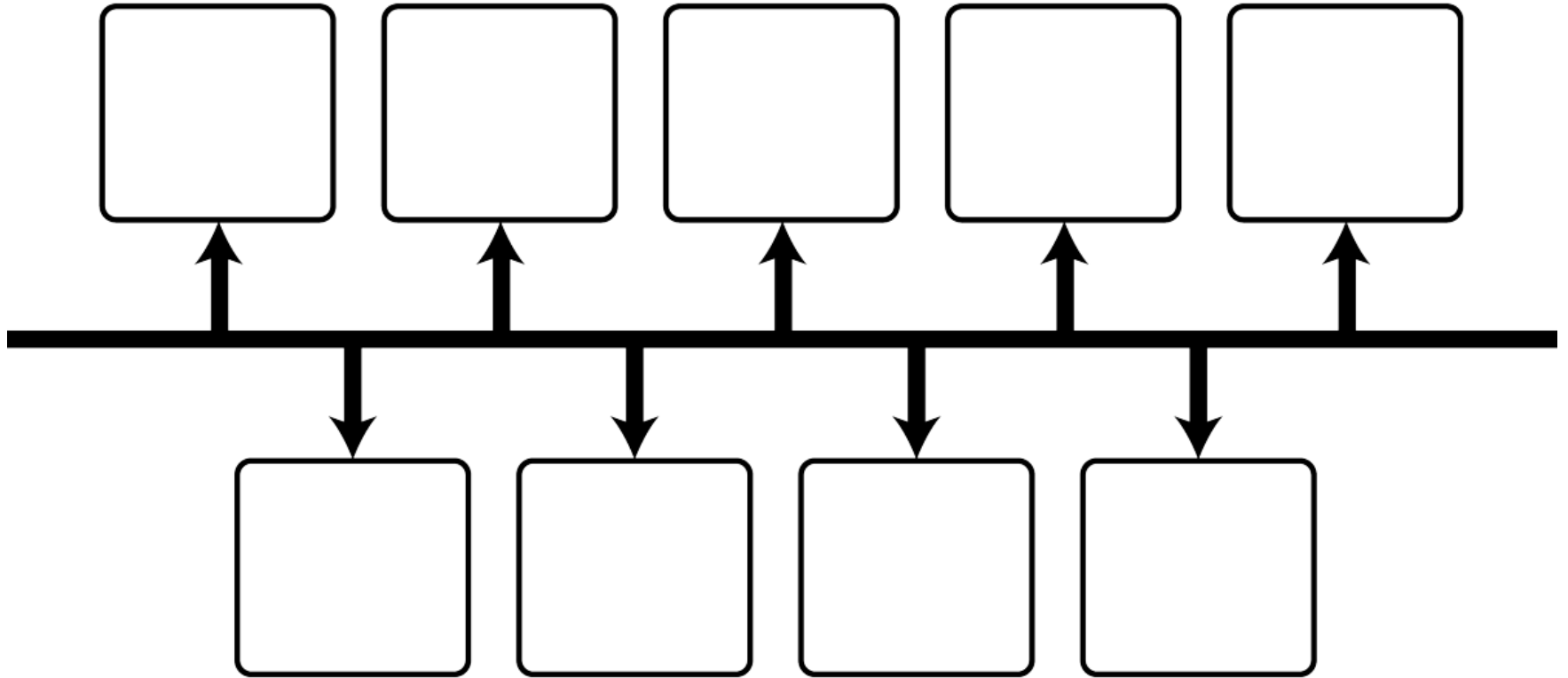


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Timeline (or sequence of steps)



Learning Strategies

⑦ DESIRABLE DIFFICULTY:

- challenges need to be part of your learning
- if learning is too easy then nothing memorable happens
- this means that your brain/memory process is not stimulated enough

Learning Strategies

⑧ WORKING MEMORY (CHUNKING):

- our brain can only juggle a small number of pieces of information at any one time
- 7 ± 2 items
- improves with age & practice
- this means that learning & study should be broken into manageable chunks

Self Care

Remember to:

- Get into a good routine around sleep
- Eat well
- Exercise daily

Maximise your energy and time

Learning Strategies

More information on the learning strategies....

<http://www.learningscientists.org/>

Exam Format...think about.....

- How long is the exam?
- Are there two exam papers?
- How many sections are there in the exam?
- How many questions are there?
- Is there a choice of questions?
- How many marks for each question?
- Does each questions carry equal marks?
- How much time should you give for each question?

Exam Format...think about.....

- Are there different questions types?
 - Essay
 - Diagram
 - Fill-in-the-blanks
 - Short questions
 - Long questions
- How many marks for each point of information?
- What are the question stems for each subject?

REMEMBER

1. Complete

- your targets*
- study timetable*
- time grid*

Bring your completed study skills pack to your meeting next week with your academic mentor, signed by your parents.