



## Study Skills & Test-Taking Strategies

INSTRUCTOR / EDUCATOR PROGRAM - Unit 2

Applies to: Instructor / Educator

Suggested time: 3 hours (theory, practice, and how to teach it)

**How to use this plan:** The lines under "Say" are scripted word for word so every class hears the same information - read them aloud. *Italic in brackets is what you do.* The jade "Teaching move" names the method; the "Students" line is their involvement.

### Learning Objectives

By the end of this lesson, students will be able to:

- Apply effective study skills.
- Use proven test-taking strategies.
- Teach students how to study and prepare for board exams.
- Help students learn how to learn.

### Materials and Equipment

- SGS chapter slide deck, projector, and whiteboard
- Study-skills handout and sample exam questions
- Student-educator workbook

### Key Terms

study skills, active recall, spaced practice, note-taking, test-taking strategy, time management, exam anxiety, metacognition.

### Lesson Sequence

#### 1. Opening Hook - 10 min

*Teaching move: Many students fail boards on study skills, not knowledge.*

**SAY (read aloud):**

Here is a hard truth: many capable students struggle on the board exam not because they do not know the material, but because no one ever taught them how to study or how to take a test. As an educator, teaching students HOW to learn is one of the most valuable gifts you give. Today we learn it ourselves, then learn to teach it.

- **Students:** share a study habit that has or has not worked for them.

#### 2. Study Skills That Actually Work - 25 min

*Teaching move: Evidence-based techniques.*

**SAY (read aloud):**

Not all studying is equal. The techniques that work are active, not passive. Active recall - quizzing yourself instead of re-reading - builds memory far better than highlighting. Spaced practice - studying in shorter sessions over many days - beats cramming. Good note-taking and teaching the material to someone else cement it. As an educator, you steer students toward these, away from passive re-reading.



- **Students:** name the difference between active recall and re-reading.

### 3. Test-Taking Strategies - 25 min

*Teaching move: Strategy raises scores.*

**SAY (read aloud):**

Strategy turns knowledge into points. Read the whole question before the answers. Eliminate the clearly wrong options, then choose the best of what remains. Manage time - mark hard questions and return.

Answer everything, because a blank is always wrong. And do not overthink and change correct answers. *[Practice on a sample question.]* You teach these so your students walk in confident.

- **Students:** practice eliminate-then-choose on a sample question.

### 4. Managing Exam Anxiety - 15 min

*Teaching move: Calm helps recall.*

**SAY (read aloud):**

Anxiety can erase a well-prepared student. Teach students that preparation is the best cure, plus simple tools - deep breathing, arriving early, a good night's sleep, and trusting their preparation. A calm mind recalls; a panicked one blanks. Part of your job is helping students believe in the work they have done.

- **Students:** name one way to help a student manage exam anxiety.

### 5. Teaching It, Check, and Recap - 30 min

*Teaching move: Pass the skill on.*

**SAY (read aloud):**

Your role is to build these habits into your classroom - quiz often, space the review, model good strategy.

Quick check: cram or spaced practice? *[Pause.]* Spaced. Should a student leave a question blank? *[Pause.]*

Never. To recap: teach active recall and spaced practice, smart test strategy, and anxiety management - and build them into how you run your class.

- **Students:** plan one way to build a study skill into a class session.

## Assessment

- Written: quiz on study skills and test-taking strategies.
- Performance: a plan to teach one study skill.
- Verbal: participation in strategy practice.

## Assignment

Read Study Skills & Test-Taking and complete the workbook. Plan how you will teach active recall and test-taking strategy to your students.

## Instructor Notes and Safety

*Model the strategies you teach.*

*Connect to the licensure-prep chapters in each program.*