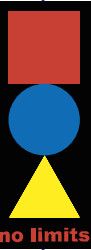


## Note Taking Technique

- Firstly encourage the students to understand the importance of categorising information.
- Take a box with props all from the same category, or have laminated cards with words or pictures all from the same category. These can be something general like school or clothes, or can be related to specific subjects. To relate it to your subject you would need to provide them with lots of key words from your specialist subjects and they would have to organise them. This will help them summarise and categorise all the information that they may have to revise for a particular subject as well as giving them an overview. At the same time the idea of categorising becomes clearer for them.
- Take all the key words and headings and laminate them individually. Mix them up and spread them out on the table. Allow the students to organise the items or laminates into categories. Once they have been organised into sub themes, ask them to look at the words and see if they can find smaller categories within the sub themes. So if they are looking at the subject of Science they may decide to divide it into Biology, Chemistry and Physics. They may have put “defending against viruses” as well as “evolution” under Biology in one category, so encourage them to identify that those are two different strands and therefore are two sub themes under biology. Then allow them to play around with the cards, putting the detail under their chosen categories.
- Now that they have understood the concept of categorising information they have been given, supply them with texts and coloured pens.
- Explain how we normally take a book and start reading it from the beginning. That way we are trying to fill up our brains with all of the information that we’re reading. In reality, we only need 20% of it, organised in a logical way in order for our brains to make sense of the whole text.
- This new way of scanning a non-fiction text allows us, in a logic and structured manner, to search for the 20% of the information we need, therefore giving the brain less information to deal with without having to leave out any vital information. It also allows us to search for the information we need by looking at the layers of text.
- Picking 4 different colours, they will now identify the 4 different layers of text using a colour for each of the layers.



- FINDING KEY WORDS IN A TEXT

- Firstly identify the Theme of the text by simplifying the title and highlighting those words with the first colour. There is only one Theme
- Second layers and topics are usually found by scanning through the first sentence of each paragraph as the information about the paragraph will be contained here. These words can be highlighted with the second colour. There are as many Topics as there are paragraphs.
- Third layers of text and sub topics are found by looking into each paragraph and deciding what the main points of discussion are. Look for categories of information about the topic. There can be any number of sub topics depending on the length of the paragraph. All these words are highlighted with the third colour.
- Fourth layers of text – the detail – are found by looking at each of the sub topics and asking questions starting with WHAT, WHY, WHEN, HOW, WHERE, WHO. The details say something about the sub topics and you can find them by looking for examples of the sub topics, elaborating on them or giving more information about them. These words are all being individually highlighted with a fourth colour. There can be any number of detail words or phrases, but they all belong in a category of each of the sub topics.
- If you have very able students, they can go even deeper into the idea of using colours to separate information. Each of the SUB TOPICS can be highlighted in a different colour, and the detail to do with that sub topic can be underlined in the same colour. Another sub topic within the same paragraph would have a different colour to highlight it and the detail supporting that topic would be underlined in the same colour as the sub topic it belongs to. If there are even more layers the students can play with dashed lines in the same colour.

