

Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Date: \_\_\_\_\_

Lesson#

12

## How to Listen & Take Notes

Layer 1: Collect Prior Knowledge

### Scorecard Preview

**Directions:** Rate yourself on the following scale.

Note: The ratings below do NOT have to exactly match to the Scorecard completed at the beginning of the course.

#	Do you..	Pre-Score		
		Always	Sometimes	Never
32	Struggle to pay attention during lectures or instructional videos?	1	2	3 4 5
33	Have trouble taking good notes?	1	2	3 4 5
34	Struggle to organize your notes for later study?	1	2	3 4 5

### Investigation

**Directions:** Follow the prompts in the course to fill in the boxes, below.

A

	B Outline Method	C Mind Map Method	D Cornell Method
1. Is this format clearly organized and structured?			
2. Does this format easily flow with a lecture?			
3. Can new info be easily added to previous sections?			
4. Does this format facilitate learning connections?			
5. Is this format easy to study?			

# How to Listen & Take Notes

## Layer 2: Connect New Information

### Key terms

The following terms and concepts are introduced in this lesson:

- **note-taking** - recording key information from lectures or videos.
- **listening comprehension** - the ability to understand audible messages.
- **vagus nerve** - a major nerve that activates learning sections of the brain.
- **learning posture** - physical position for optimal learning focus.
- **rephrasing** - restating words in one's own terms.
- **information blending** - combining data from different sources into a unified understanding.
- **Jeopardy™ note-taking** - question-answer format to make listening engaging.
- **80/20 power strategy** - efficient note-taking emphasizing preparatory reading.
- **text summaries** - brief outlines of video or lecture contents.

### Sections

This lesson includes the sections below. Use this information to guide your note-taking and track your progress through the lesson.

A. Why is note-taking important?

B. How does “asking questions” help us listen and take notes?

C. “How do I listen most effectively (and painlessly)?”

D. How do I pay attention to lectures or videos?

E. How do I take notes?

F. Note-taking FAQs

## How to Listen &amp; Take Notes

Layer 3: Confirm Understanding

**Apply + Practice** Take Notes on a TED Talk**Directions:** Take notes on –and create summary questions about– one of the following Ted Talks.

Format your paper for note-taking; date it and fold the left third of the page to create a large margin. Then, watch one of the videos, below. As you watch, take notes. Afterwards, create five potential test questions based on information from your notes and write them in the left margin.

TIP: Before you begin, review the evaluation rubric on the next page to see how you will be evaluated on this activity.

**What percentage of your brain do you use?****Description**

Two thirds of the population believes a myth that has been propagated for over a century: that we use only 10% of our brains. Hardly!

Our neuron-dense brains have evolved to use the least amount of energy while carrying the most information possible -- a feat that requires the entire brain.

Richard E. Cytoiwic debunks this neurological myth (and explains why we aren't so good at multitasking).

**Duration**

5m15s

**Links\***[TED-Ed](#)[YouTube](#)**How playing an instrument benefits your brain****Description**

When you listen to music, multiple areas of your brain become engaged and active.

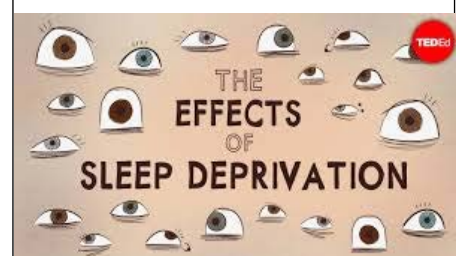
But when you actually play an instrument, that activity becomes more like a full-body brain workout.

What's going on?

Educator Anita Collins explains the fireworks that go off in musicians' brains when they play and examines some of the long-term positive effects of this mental workout.

**Duration**

4m29s

**Links\***[TED-Ed](#)[YouTube](#)**What would happen if you didn't sleep?****Description**

In the United States, it's estimated that 30 percent of adults and 66 percent of adolescents are regularly sleep-deprived.

This isn't just a minor inconvenience: staying awake can cause serious bodily harm.

Claudia Aguirre shows what happens to your body and brain when you skip sleep.

**Duration**

4m 35s

**Links\***[TED-Ed](#)[YouTube](#)

\*Live links can be found: in the software, at [www.studyskills.com/bonus-v3](http://www.studyskills.com/bonus-v3), and most easily by searching the internet for "Ted Talk <insert name of talk>."

## How to Listen &amp; Take Notes

## Layer 3: Confirm Understanding

**S**corecard Review**Directions:** What solutions have you learned to resolve each problem, below?

For each statement: rate yourself post-lesson, briefly describe a solution you learned, and calculate the difference from your pre-score.

#	Do you...	Solution	Post-Score			+/- change from pre-score		
			Always	Sometimes	Never			
32	Struggle to pay attention during lectures or instructional videos?		1	2	3	4	5	
33	Have trouble taking good notes?		1	2	3	4	5	
34	Struggle to organize your notes for later study?		1	2	3	4	5	

**R**ubric: Apply + Practice**Directions:** This rubric is to help you and your teacher evaluate your progress on the Apply + Practice activity.

CRITERIA	EXCELLENT (4)	SATISFACTORY (3)	NEEDS IMPROVEMENT (2)	POOR (1)
<b>Format</b>	Date, notes, and review questions formatted correctly.	Formatting mostly correct. Minor improvements needed.	Attempt at proper formatting, but several improvements needed.	Lacks proper formatting.
<b>Quality of notes</b>	Captures all key points and details accurately.	Captures most key points; minor inaccuracies.	Misses some key points; some inaccuracies.	Vague or incomplete; key points missing.
<b>Quality of review questions</b>	3-5 "broad" questions that address 80% of the content.	3-5 relevant questions, but should address more content.	Too many or too few questions.	Questions unrelated or content engagement lacking.

Total points: \_\_\_\_\_ / \_\_\_\_\_

Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Date: \_\_\_\_\_

Lesson#

12

## How to Listen & Take Notes

### Skill Demonstration Form

The purpose of this activity is to apply the information from this lesson to “real life” situations. It can be a stand-alone assessment and/or used as preparation for the end-of-course Exit Presentation.

#### Directions

Complete the prompts below, in writing or with multimedia tools.

NOTE: As an alternative to this form, a digital portfolio is provided throughout the curriculum

Section #: \_\_\_\_\_ Section Title: \_\_\_\_\_

Chapter #: \_\_\_\_\_ Chapter Title: \_\_\_\_\_

1. What is the skill or topic you learned?

(For example: taking notes, using a planner, communicating with teachers, etc.)

2. What is the name of the evidence and a short description?

(Examples of evidence: a page of notes, a page from a planner, an email to a teacher, a photo of your organized binder or bedroom, etc.)

3. How does this evidence illustrate what you learned about this skill or topic?

4. How/why/when do you expect to use this skill or information in the future?

#### Rubric

Evaluation guidelines are below.

(Your teacher will determine the total number of points possible.)

SCORE	POINTS POSSIBLE	PERFORMANCE INDICATOR
		The evidence provided demonstrates an <u>understanding of the concept/strategy</u> .
		The evidence provided demonstrates <u>appropriate application to a current setting</u> .
		The description of a future application demonstrates an understanding of the <u>potential use</u> for this concept/strategy.
		COMMENTS: