What is note-taking?
Note-taking involves writing down important points from the lesson. The notes should be able to help you process and understand the content in a more effective manner.

Why should you take notes?
• You will be forced to listen to the teacher carefully
• To retain information better
• Helps to recap and review what was taught in class
• Notes taken can be used as study material for exams

Steps to note-taking:

1. BEFORE A LESSON
   • Be prepared
     - Look through the outline of the lecture and get a rough idea of the important concepts
     - Get ready to listen for them during class
   • Highlight unfamiliar terms
     - Think about terms and concepts that you are unsure of
     - Get ready to clarify these during class

2. DURING A LESSON
   • Listen attentively
     - Listen for keywords, note down only important information, not everything
   • Write legibly
     - Keep notes short and brief, use symbols, shorthand or visual aids
     - Leave extra space for additional comments when you review your notes after the lesson
   • Be objective
     - Keep in mind the purpose of the lesson. This prevents cluttering your notes with unnecessary information
   • Review
     - Identify and clean up parts that are not clear or illegible
     - Fill in further facts and examples to clear concepts
   • Evaluate
     - Check that the information you have is accurate against other sources such as a textbook
     - Consult your teacher if you are still unclear
   • Summarise
     - Highlight keywords and important points that should be memorised
   • Store
     - Store your notes (whether physical or digital version) in a safe place for easy retrieval

3. AFTER A LESSON
   • Be prepared
     - Look through the outline of the lecture and get a rough idea of the important concepts
     - Get ready to listen for them during class
   • Highlight unfamiliar terms
     - Think about terms and concepts that you are unsure of
     - Get ready to clarify these during class

NOTE-TAKING AIDS:
Use the following aids to organise information

MAPS & DIAGRAMS

<table>
<thead>
<tr>
<th>Concept map</th>
<th>T-charts</th>
<th>Process diagrams</th>
<th>Branching diagrams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temperature</td>
<td>Advantage</td>
<td>Advantages/Factors</td>
<td>Animals</td>
</tr>
<tr>
<td>Clouds</td>
<td>Disadvantage</td>
<td>Disadvantages/Factors</td>
<td>Without Backbone (Invertebrates)</td>
</tr>
<tr>
<td>Pressure</td>
<td></td>
<td></td>
<td>Molluscs</td>
</tr>
<tr>
<td>Rain</td>
<td></td>
<td></td>
<td>Insects</td>
</tr>
<tr>
<td>Humidity</td>
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<td></td>
<td>Birds</td>
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<tr>
<td>Precipitation</td>
<td></td>
<td></td>
<td>Mammals</td>
</tr>
<tr>
<td>Ground water</td>
<td></td>
<td></td>
<td>With Backbone (Vertebrates)</td>
</tr>
</tbody>
</table>

SYMBOLS & SHORTCUTS

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description/meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>( ) or ()</td>
<td>Information that belongs together</td>
</tr>
<tr>
<td>c.f.</td>
<td>compare</td>
</tr>
<tr>
<td>* * *</td>
<td>because</td>
</tr>
<tr>
<td>* * *</td>
<td>therefore</td>
</tr>
<tr>
<td>decrg</td>
<td>Use to represent ing endings e.g. decrg (decreasing), ckrg (checking)</td>
</tr>
<tr>
<td>s/t or s/o</td>
<td>something or someone</td>
</tr>
</tbody>
</table>

References:
fb.com/sgsure
www.nlb.gov.sg/sure

Look at its origins. Is it trustworthy?
Understand Know what you’re reading. Search for clarity.
Source Dig deeper. Go beyond the initial source.
Research Find the balance. Exercise fair judgement.