

10+

Year 11 – study skills. Tuesday, Wednesday and Thursday

| <u>Task</u> | <u>Completed</u> |
|---------------------------|------------------|
| Organisation | |
| Time management | |
| Learning styles quiz | |
| Mark learning styles quiz | |
| Revision timetables | |
| Note taking | |
| Note taking | |
| Association | |
| Association | |
| Association | |
| Representing ideas | |
| Representing ideas | |
| Representing ideas | |
| Representing ideas | |
| Representing ideas | |
| A maps / mind maps | |
| A maps / mind maps | |
| A maps / mind maps | |
| A maps / mind maps | |

Name -

Form -

Session 1: Organisation

Check list for good organisation:

Folders

☐

Dividers

☐

Highlighters

☐

Planner/ diary

☐

Dead lines for work written in to diary

☐

Note pads

☐

Pens

☐

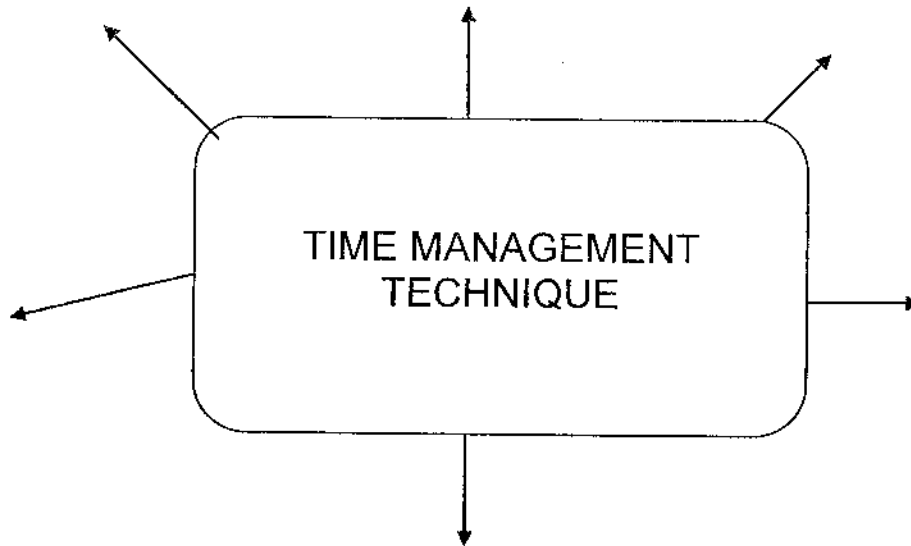
Quiet place to work

☐

Reflect on your own organisation:

How ~~organised~~ are you? Are you equipped to be ~~organised~~? Does your folder ~~should~~ ^{show} good organisation? How could you improve this over the coming term?

Session 2: Time Management



Reflect on your own TIME MANAGEMENT:







How well do you think you manage your time? What are the challenges for you of achieving good time management e.g. part-time employment, friends etc? What could you do to improve your time management?

Session 3 : Learning Styles.

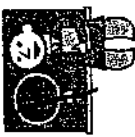






DISCOVER YOUR PREFERRED LEARNING STYLE

This questionnaire will help you discover what kind of learner you are.


Read each row and tick the ONE option that is most like you.


| | | | | | | |
|---|---|--------------------------|--|--------------------------|---|--------------------------|
|  | I prefer lessons where we can discuss things. | <input type="checkbox"/> | I prefer lessons where there is something to look at (like a picture, chart, diagram or video) or something to draw. | <input type="checkbox"/> | I prefer lessons where we can do something practical – or at least move around. | <input type="checkbox"/> |
|  | I often fiddle with things in class (a pen, paper clip or rubber band.) | <input type="checkbox"/> | I often sing or hum to myself in class. | <input type="checkbox"/> | I often doodle in class. | <input type="checkbox"/> |
|  | When learning a new skill, I prefer to just get on with it. | <input type="checkbox"/> | When learning a new skill, I prefer someone to explain to me how to do it. | <input type="checkbox"/> | When learning a new skill, I prefer to watch someone else show me how to do it. | <input type="checkbox"/> |
|  | When the adverts come on the telly – I like to watch them. | <input type="checkbox"/> | When the adverts come on the telly – I get up and do something. | <input type="checkbox"/> | When the adverts come on the telly – I like to sing along with them. | <input type="checkbox"/> |
|  | I would prefer to listen to a story. | <input type="checkbox"/> | I would prefer to see a comic strip of a story. | <input type="checkbox"/> | I would prefer to act out a story. | <input type="checkbox"/> |
|  | I am good at learning physical skills. | <input type="checkbox"/> | I have a good memory for people's names. | <input type="checkbox"/> | I have a good memory for faces. | <input type="checkbox"/> |


B R A I N B O X X

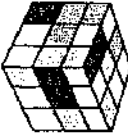
| | | | | | | |
|--|--|--------------------------|--|--------------------------|--|--------------------------|
|  | I prefer teachers who use diagrams to show us things. | <input type="checkbox"/> | I prefer teachers who get us to do something. | <input type="checkbox"/> | I prefer teachers who explain things to us. | <input type="checkbox"/> |
|  | If I get in trouble in class, it's for talking. | <input type="checkbox"/> | If I get in trouble in class, it's for drawing on the desk or all over my books. | <input type="checkbox"/> | If I get in trouble in class it's for fidgeting. | <input type="checkbox"/> |
|  | On a long journey I like to look at the scenery or read a book. | <input type="checkbox"/> | On a long journey I can't wait until we stop so I can walk around. | <input type="checkbox"/> | On a long journey I like to listen to music or talk to the other travellers. | <input type="checkbox"/> |
|  | I use my hands a lot when I am talking. | <input type="checkbox"/> | When I am discussing something, I sometimes use words my friends don't know. | <input type="checkbox"/> | When I am discussing something, I like to doodle. | <input type="checkbox"/> |
|  | If I could be famous, I would be a sports-person (or dancer). | <input type="checkbox"/> | If I could be famous, I would be a film-star. | <input type="checkbox"/> | If I could be famous, I would be a singer. | <input type="checkbox"/> |
|  | I would rather go outside and play. | <input type="checkbox"/> | I would rather watch my favourite TV programme. | <input type="checkbox"/> | I would rather listen to my favourite music. | <input type="checkbox"/> |
|  | I get distracted in class if I can see something outside the window. | <input type="checkbox"/> | I get distracted in class if I can hear something happening outside. | <input type="checkbox"/> | I lose concentration if I have to sit still for a long time. | <input type="checkbox"/> |


B R A I N B O X X

| | | | |
|---|--------------------------|-----------------------------|-----------------------|
|  | I am good at drawing. | I am good at making things. | I am a good listener. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| | | | |
|---|---|--|---|
|  | Out of these 3 jobs - I would prefer to be a radio DJ (or presenter). | Out of these 3 jobs - I would prefer to be a mechanic. | Out of these 3 jobs - I would prefer to be an artist (or designer). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |




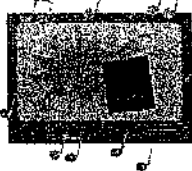


| | | | |
|--|---|---|--|
|  | In my spare time I would prefer to do something physical, such as sport or dancing. | In my spare time I would prefer to watch TV or a video. | In my spare time I would prefer to listen to music or chat with friends. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| | | | |
|---|---|--|--|
|  | The type of puzzle I would prefer is "Spot the difference". | The type of puzzle I would prefer is "Name that tune". | The type of puzzle I would prefer is "Rubik's cube". |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

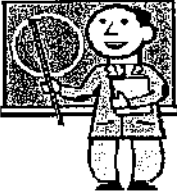
| | | | |
|---|--|---|---|
|  | If I needed to build a Lego model, I would get someone to explain how or to read the instructions to me. | If I needed to build a Lego model, I would try to work out which bits fit together. | If I needed to build a Lego model, I would follow the diagram or the picture on the packet. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |


DISCOVER YOUR PREFERRED LEARNING STYLE


MARKING SHEET


| | | | |
|---|---|--|---|
|  | I prefer lessons where we can discuss things. | I prefer lessons where there is something to look at (like a picture, chart, diagram or video) or something to draw. | I prefer lessons where we can do something practical – or at least move around. |
| | A | V | K |
|  | I often fiddle with things in class (a pen, paper clip or rubber band.) | I often sing or hum to myself in class. | I often doodle in class. |
| | K | A | V |
|  | When learning a new skill, I prefer to just get on with it. | When learning a new skill, I prefer someone to explain to me how to do it. | When learning a new skill, I prefer to watch someone else show me how to do it. |
| | K | A | V |
|  | When the adverts come on the telly – I like to watch them. | When the adverts come on the telly – I get up and do something. | When the adverts come on the telly – I like to sing along with them. |
| | V | K | A |
|  | I would prefer to listen to a story. | I would prefer to see a comic strip of a story. | I would prefer to act out a story. |
| | A | V | K |
|  | I am good at learning physical skills. | I have a good memory for people's names. | I have a good memory for faces. |
| | K | A | V |


B R A I N B O X X


| | | | |
|---|---|---|---|
|  | I prefer teachers who use diagrams to show us things. V | I prefer teachers who get us to do something. K | I prefer teachers who explain things to us. A |
|---|---|---|---|


| | | | |
|---|---|--|--|
|  | If I get in trouble in class, it's for talking. A | If I get in trouble in class, it's for drawing on the desk or all over my books. V | If I get in trouble in class it's for fidgeting. K |
|---|---|--|--|

| | | | |
|---|---|--|--|
|  | On a long journey I like to look at the scenery or read a book. V | On a long journey I can't wait until we stop so I can walk around. K | On a long journey I like to listen to music or talk to the other travellers. A |
|---|---|--|--|


| | | | |
|--|---|--|---|
|  | I use my hands a lot when I am talking. K | When I am discussing something, I sometimes use words my friends don't know. A | When I am discussing something, I like to doodle. V |
|--|---|--|---|


| | | | |
|---|---|---|--|
|  | If I could be famous, I would be a sports-person (or dancer). K | If I could be famous, I would be a film-star. V | If I could be famous, I would be a singer. A |
|---|---|---|--|


| | | | |
|---|---|---|--|
|  | I would rather go outside and play. K | I would rather watch my favourite TV programme. V | I would rather listen to my favourite music. A |
|---|---|---|--|

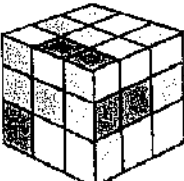
| | | | |
|---|--|--|--|
|  | I get distracted in class if I can see something outside the window. V | I get distracted in class if I can hear something happening outside. A | I lose concentration if I have to sit still for a long time. K |
|---|--|--|--|

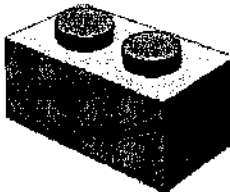
B E A M B O X X

| | | | |
|---|-----------------------------------|---|-----------------------------------|
|  | I am good at drawing. V | I am good at making things. K | I am a good listener. A |
|---|-----------------------------------|---|-----------------------------------|

| | | | |
|---|---|--|---|
|  | Out of these 3 jobs - I would prefer to be a radio DJ (or presenter). A | Out of these 3 jobs - I would prefer to be a mechanic. K | Out of these 3 jobs - I would prefer to be an artist (or designer). V |
|---|---|--|---|

| | | | |
|---|---|---|--|
|  | In my spare time I would prefer to do something physical, such as sport or dancing. K | In my spare time I would prefer to watch TV or a video. V | In my spare time I would prefer to listen to music or chat with friends. A |
|---|---|---|--|

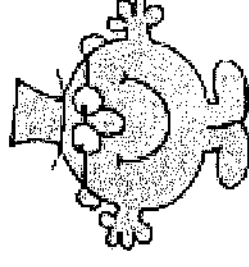
| | | | |
|--|---|--|--|
|  | The type of puzzle I would prefer is "Spot the difference". V | The type of puzzle I would prefer is "Name that tune". A | The type of puzzle I would prefer is "Rubik's cube". K |
|--|---|--|--|

| | | | |
|---|--|---|---|
|  | If I needed to build a Lego model, I would get someone to explain how or to read the instructions to me. A | If I needed to build a Lego model, I would try to work out which bits fit together. K | If I needed to build a Lego model, I would follow the diagram or the picture on the packet. V |
|---|--|---|---|

B R A I N B O X X



LEARNING TYPES



- **KNOW WHAT TYPE OF LEARNER YOU ARE.** We all have a preferred way of learning but we may not be aware of it. Get to know your learning style and study in the way you learn best.
- **Auditory learners** learn by listening. If you're an auditory learner you could try reading your notes aloud and discussing them with other people. You might like to record key points and play them back.
- **Visual learners** learn by seeing. If you're a visual learner you could use colours in your notes and draw diagrams to help represent key points. You could try to remember some ideas as images.
- **Tactile/kinesthetic learners** learn by doing. If you're a tactile/kinesthetic learner you could use methods like role-playing or building models to revise key points.

Session 3: Note Taking

WHY IMPORTANT?

- Helps you pick out key points
- Focuses your attention
- Helps you understand text
- Helps you memorise things you need to learn
- Helps with research
- Helps you see main picture and fit parts of your work together
- Sense of achievement!

HOW?

- Highlight or underline key ideas
- Be selective – don't highlight too much
- Use highlighted ideas to make your notes
- Present them neatly and clearly
- Ensure your notes are simplified version of original
- Use subheadings
- Number or bullet your points
- Add your own comments or observations where appropriate
- Keep them in relevant folders in date/ subject order

STYLE?

Ensure your notes are of a style that suits YOU.

You could try:

- Conventional notes with subheadings and key points (linear notes)
- Cornell method (see template)
- Spider diagrams
- Mind maps to show connections between ideas
- Visuals eg story board, A3 paper with pictures
- File cards

BENEFITS?

If you consistently take good notes from your lessons, wider reading and research, they will be of enormous help when it comes to revision. They will be the back bone for your learning.



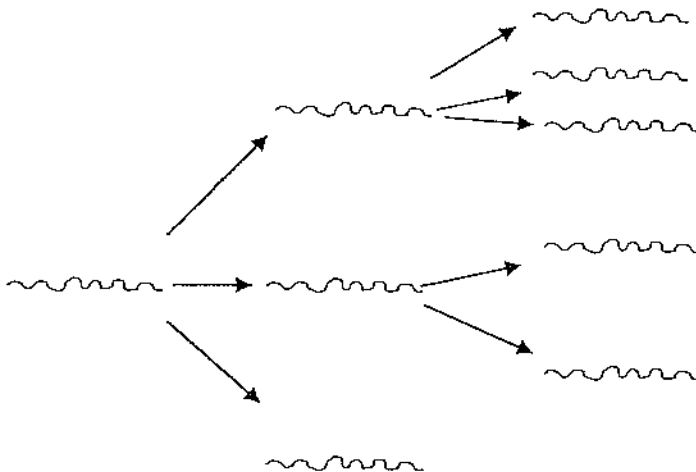
Note Taking

Everyone has their own preferred method of note taking. Some people like bullet point lists, some people like flow diagrams and others have their own ways of making notes.

a) Bullet points:

- ~~~~~
- ~~~~~
- ~~~~~
- ~~~~~
- ~~~~~
- ~~~~~

b) Flow Diagram:



Note Taking Exercise 1

There are 230 words in this text so you need to condense it to 45 – 50 words (about 20%)

The Victorian Era

Queen Victoria reigned from 20 June 1837 until her death on 22 January 1901. This period of 63 years and 216 days (the longest reign by a monarch in British history) is known as the Victorian era.

During the last 50 years of Queen Victoria's reign, the population of England almost doubled (from 17 million to 31 million). Scotland also saw a rapid increase in population from just under 3 million to 4.5 million. During the same period, approximately 14 million people emigrated, mainly to the United States, Canada, and Australia.

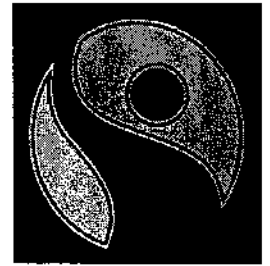
Even though Britain was at war during every single year of the Victorian era, it is characterised as a stable period of peace and prosperity, known as the *Pax Britannica*. At the end of the 19th century, there were an increasing number of colonial conflicts and eventually the Anglo-Zanzibar War and the Boer War broke out.

Up until the late 1850s, the Tories and the Whigs were the main political parties and from the late 1850s onwards, the Tories became the Conservatives and the Whigs became the Liberals. The issue of Irish Home Rule featured prominently in the latter part of the Victorian era played a great part in politics in the later Victorian era, and eventually led to the Easter Rising of 1916. This caused a domino effect that was largely responsible for the fall of the empire.



Exercise Space

Read the article and pick out
the key points.



WHAT FAIRTRADE DOES

Fairtrade is about better prices, good working conditions and a fair wage for farmers and manual workers.

It's about supporting the development of positive farming and worker communities that have more control over their futures, and who can protect the environment in which they live and work without using harsh chemicals.

What does the FAIRTRADE Mark mean?

The FAIRTRADE Mark means that the Fairtrade ingredients in the product have been produced by small-scale farms or plantations that meet Fairtrade social, economic and environmental standards. This includes the protection of workers' rights and the environment, payment of the Fairtrade Minimum Price and an additional Fairtrade Premium to invest in business or community projects.

For certain products, such as coffee, cocoa, cotton and rice, Fairtrade helps to prevent discrimination for workers and ensure that no illegal child labour occurs.

They also require employers to pay wages that meet living wage benchmarks. Ensuring decent working conditions and strong worker rights is central to Fairtrade's work. Fairtrade offers working families a stable income which enables them to plan for the future.

Fairtrade Chocolate.

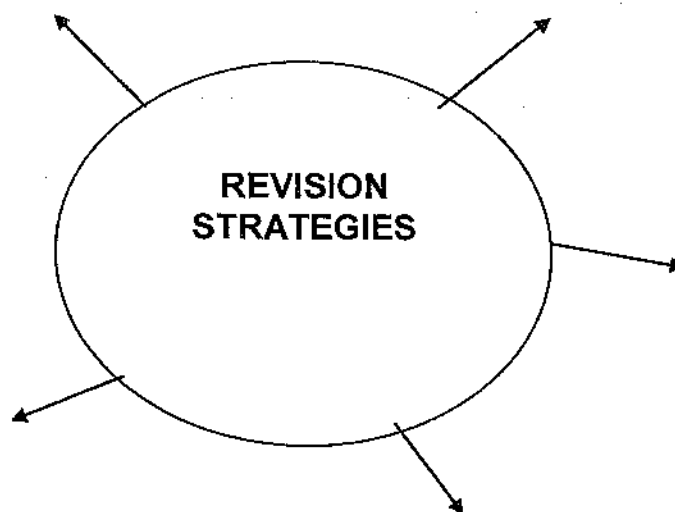
Chocolate is one of the world's favourite foods but growing cocoa is difficult. 90% of the world's cocoa is grown on small family farms by about 6 million farmers who earn their living from growing and selling cocoa beans.

Cocoa beans are becoming more expensive, but farmers don't get the increased prices and remain in poverty as their income doesn't give them enough to live on. Very few young people want to grow cocoa because the money is so poor.

Because there are fewer farmers growing cocoa, and also more diseases that can damage the cocoa trees and destroy crops, there are not enough cocoa being produced and there may be an international chocolate shortage.

Exercise Space

Session 4: Revision Skills



What revision skills/ techniques have you used in the past?

| |
|--|
| |
|--|

Do you feel that they worked? Are they still appropriate for GCSE?

| |
|--|
| |
|--|

What other strategies could you try? How? Where? By when?

| |
|--|
| |
|--|

REVISION –

Start early - Don't leave it to the last minute

Make a timetable – be productive in your free time

- Understand what techniques work best for you and use them (see below)

Look after yourself – eat well, exercise, get enough sleep

Find out! Are you a visual, auditory or kinesthetic learner?

Here are a range of techniques that you could use to revise more effectively. Try some of them out and see what works best for you:

Highlight key points

- Colour code important aspects of work. Use to chunk your work down, giving you key information to process. You can keep going back to this throughout your revision period.

Make a mind map

- Like a spider diagram. You could use colour coding and pictures as well as words. This could be used as a summary from highlighting key points. A good way to remember things visually.

The shrinking mind map

- The aim of revision is to shrink as many key points down into a small space. The process actually helps you learn the information. The result is that you have a portable device that you can carry around with you. Cut off the legs of your spider diagram and use the main stems to stimulate your brain to remember the other parts.

Cassette tapes/ ipods

- Record your key points onto a tape/ ipod. Get other people to do some so you have a variety of voices to listen to. Try using background music – it might help you make associations with particular bits of information. Another useful revision resource to carry round with you during “dead time”, on the bus, walking home etc

Song and rhyme

- Making up catch phrases or rhymes can help with crucial bits of info. Eg: to help you sort out which is the x and y axis on a graph, how about, "x below y because y goes up high!" Don't worry about what other people think about your silly rhymes, as long as it helps you in the exam!

Mnemonics and acronyms

- A mnemonic is a word or abbreviation that helps you remember
- An acronym is a word made up using the first letters of a series of other words eg to remember the advantages of carrying credit cards (for a business studies question)

COPSE

- Convenient to carry
- Outlets for use everywhere
- Pay later
- Security
- Extras, insurance air miles

Flash Cards

- Flash cards can be a big help in remembering information
- Try using different colours for different subjects

Wall posters (large scale flash cards!)

- Put these up around your bedroom and in your house. You will subconsciously look at these points each day
- You could use different rooms for different subjects – the kitchen is maths room etc

Word walls

- Clusters of key words for each topic are a great way to learn the language you need for your A level course.
- Cover your walls with these too

Lists, charts and notes

- More traditional methods still work!
- Bullet pointed lists are a good way to summarise information
- Charts are a great way to memorise info – again, you could make them big enough to put on your wall!
- Concentrate on shrinking down the information down as far as possible.

- Eliminate excessive words from lists, focus on key terms

Visual and pattern notes

- Good if you're a visual learner. This is like a mind map but with more images to help things stick in your mind.

Fact sheets

- Keep fact sheets of key information, dates, formulas etc to hand. You could use clipboards, ring binders or cards. This is like making revision cards but just for key bits of info that are essential.

List of key exam words

- for example: analyse, compare, contrast, describe, justify, evaluate.....know what they mean and understand what examiners are looking for.

Study buddies

- One of the most effective ways to learn is to teach someone else
- This helps you process information yourself as you explain it to others
- Use friends and family to test you

Practicing past exam questions

- Test yourself against the clock
- These give you a great idea of the style of question, how many questions in each section and timing
- It gives you an excellent experience of decoding the trigger words

Show you know

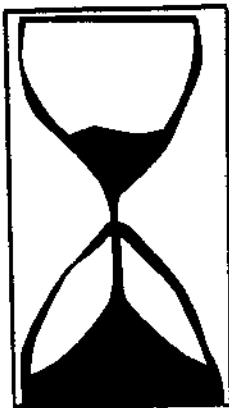
- Show yourself that you know your stuff!
- Don't fool yourself that you know something because you spent 2 hours reading it!
- How effective was that time?
- Recite things out loud
- Write down lists after revising to see if you can recall things

Take a break

- People learn best at the start and finish of revision sessions, so have lots of starts and ends!
- The maximum time you can concentrate is 40 minutes
- Reward yourself by finishing something and then taking 5 minutes out for a coffee – then back to it!

Three Minute Test

1. Read everything before doing anything.
2. Put your name in the upper right hand corner of the paper.
3. Circle the word "name" in the second sentence.
4. Draw five small squares in the upper left hand corner of this paper.
5. Put an X in each square mentioned in number 4.
6. Put a circle around each square.
7. Sign your name at the bottom of this page.
8. After your signature write YES YES YES.
9. Put a circle around number 1.
10. Put an X in the lower left hand corner of the page.
11. Draw a triangle around the circle you just drew.
12. On the side of this page multiply 70×30 .
13. Draw a circle around the word "paper" in sentence number 4.
14. Loudly call out your first name when you come to this point in the test.
15. If you think you have carefully followed directions, call out "I HAVE".
16. On the side of this page add 107 and 278.
17. Put a circle around your answer to the last problem.
18. Count in your normal speaking voice from 1 to 10 backwards.
19. Punch three holes in this paper with your pencil point here.
20. If you are the first person to get this far call out loudly, "I am the leader in following directions".
21. Underline all even numbers on the left hand side of this page.
22. Now that you have finished reading carefully, do only questions one and two.



Association: the most important factor

The most important of our eight factors is Association. An association is something that links one thing with another in your mind. Association is central to the memory process and is the basis of most learning.

Let's look at a couple of examples:

You easily learned how to recognise a zebra. It was simply a horse, and you **added** black and white stripes. You **associated** a zebra with what you already know about horses, black and white, and stripes.

You easily learned how to recognise a Pelican.

It was a bird
(you already knew what a bird was).

It was black and white
(you already knew those colours).

It was big for a bird
(you already knew "normal" size for a bird).

It had a long wide beak, etc.

What you are doing is starting out with something you know, and modifying or adding to it, i.e. you are **associating** new or different dimensions with things already known.

Consider the following example:

The Australian hostility towards China was part of the diplomacy of the Cold War and the suspicion of Chinese activities in Asia.

If you didn't already know *what* hostility towards China, *what* diplomacy meant, *what* a *Cold War* was, or *what* Chinese activities in Asia, then this statement wouldn't make a lot of sense to you. Nor would you find it very memorable. We need to build on previously acquired associations.

We also keep our associations within a particular context.
For example:

The fear of communist expansion subsided.

Without the right associations for the word *expansion*, we might imagine a communist expanding like a balloon.

Sometimes it's appropriate that our associations are not too specific. For example, a sign in a butcher shop saying *No Animals Allowed* would technically prohibit all customers.

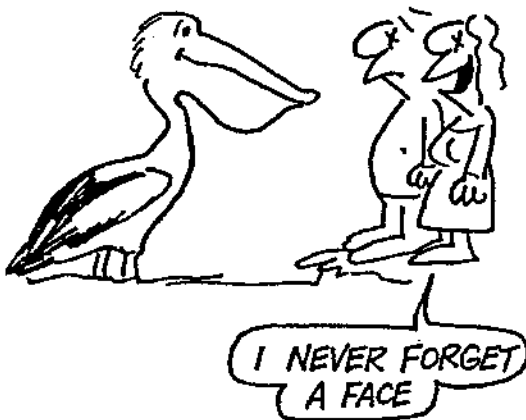


Image Chains

We've done enough talking about association, triggers and the other factors which assist memory. Let's get down to practise.

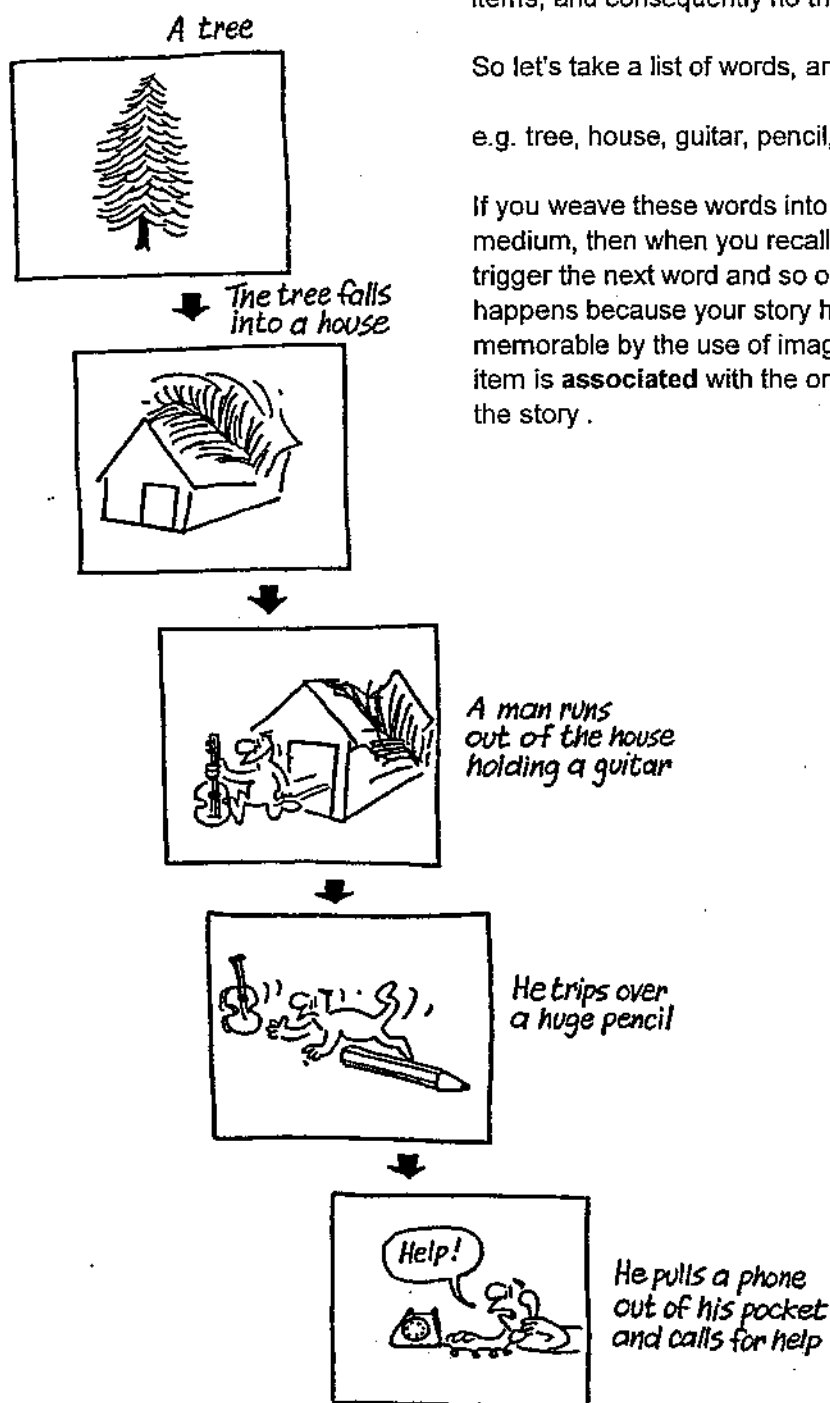
We'll do an exercise to demonstrate the power of consciously applying these factors.

The most difficult memory exercise is learning a list of things. This is because there is no natural association between the items, and consequently no triggers for their recall.

So let's take a list of words, and apply your *learning strategy*.

e.g. tree, house, guitar, pencil, telephone

If you weave these words into a story, using images as your medium, then when you recall the first word it will tend to trigger the next word and so on down the chain. This happens because your story has a progression, made more memorable by the use of images rather than words. Each item is **associated** with the one after it by its context within the story.



Applying the lessons to study

Having mental access to long lists of key words and ideas in list form can be very powerful for the student. But there are two problems with using image chains to remember lists.

Firstly, it's quite easy to form images in your mind of tangible objects, e.g. car, cloud, wood, cup and the like. However, most of the key words or ideas that students need to remember are intangible or abstract, so you can't get an image.

Secondly, the mnemonic technique of linking images into a chain is inherently **sequential**. If you can't recall your first item, or if you slip up on one part of the chain, then the remainder of the chain is doomed.

Now let's look at how to deal with intangible words, and demonstrate one of a few systems designed to overcome dependency.

Substitute Words

If you have an intangible word in a list of items to be remembered, think of a *tangible* word *that sounds like* the intangible word and put that into your image chain instead. When you recall the tangible word it will tend to trigger the intangible word. The word that sounds like is called a substitute word, and whereas the process may sound a little clumsy, in fact it is very powerful.

Examples of substitute words

| | |
|-------------|------------------|
| Marginal | <i>margarine</i> |
| Budget | <i>bud</i> |
| Demand | <i>demon</i> |
| Equilibrium | <i>equator</i> |
| Compliment | <i>compost</i> |

Have a try yourself:

| | |
|---------------|-------|
| Liability | _____ |
| Corporation | _____ |
| Monopoly | _____ |
| Stabilisation | _____ |
| Market | _____ |

Usually the first substitute word that comes to mind is the best one.

You can then put the substitute words into an image chain in the same way we did for our list of tangible words.

Forcing the Image

Sometimes an intangible word may prompt an image in itself. For example, take the word "prompt". The word is intangible, but may immediately conjure up an image of someone being prompted by a jab with an umbrella. Or the word "abstract" may conjure up an image of an abstract painting. Forcing an image onto an intangible word seems to be a more natural process than creating a substitute word, and is often much quicker. The way to go is whatever comes to mind first for that particular word or idea.

Try this out using the exercise below. You will see that, regardless of the complexity of the list, you can quickly and easily put them into a chain to facilitate recall.

Key Economic Terms

| | |
|---------------------------------|-------|
| Scarce resource | _____ |
| Income distribution | _____ |
| Transfer payment | _____ |
| Production possibility frontier | _____ |

There are a number of systems for overcoming a word's dependence on the word before it in an image chain. We shall be demonstrating two systems, both can be used directly to link your key word triggers or to secure the first word of your image chain.

The Method of LOCI

| | Location | Item |
|----------|-----------|-------|
| Kitchen: | 1. _____ | _____ |
| | 2. _____ | _____ |
| | 3. _____ | _____ |
| | 4. _____ | _____ |
| | 5. _____ | _____ |
| Lounge: | 6. _____ | _____ |
| | 7. _____ | _____ |
| | 8. _____ | _____ |
| | 9. _____ | _____ |
| | 10. _____ | _____ |

One option is the method of LOCI. Instead of associating a word in a list to the word before it, tie the words you need to remember to a list of *tangible items that you find easy to remember*, for example, locations in your house. You'll be surprised how easy it is to learn up to 100 locations in your house by taking each room in order (e.g. work clockwise from the front door), and then picking your locations in each room in some logical order (e.g. working clockwise from the door).

In the first column, list five consecutive locations in each of two rooms. When you learn these locations, you have a structure of images to which you can associate as many items or ideas.

Peg Words

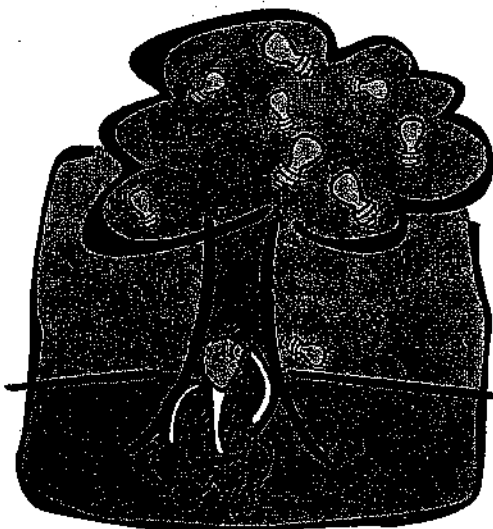
Here's another method for overcoming a word's dependence on the word before it. It is a method that uses *peg words*.

If, instead of associating a word in a list to the word before it, you tied it to its number in the list, then if you can recall the number it will trigger the word. The problem here is that a number is in itself intangible, so lends itself to no concrete image. You get around this by inventing a new counting system: a counting system which is tangible.

Instead of counting 1, 2, 3, 4, 5... , you count gun, shoe, tree, door, hive ...

Peg Words

- | | | |
|-----|--------|-------|
| 1. | Gun | _____ |
| 2. | Shoe | _____ |
| 3. | Tree | _____ |
| 4. | Door | _____ |
| 5. | Hive | _____ |
| 6. | Sticks | _____ |
| 7. | Heaven | _____ |
| 8. | Gate | _____ |
| 9. | Vine | _____ |
| 10. | Hen | _____ |



Remembering Numbers and Dates

If you have a number or date, select a consonant for each digit and add vowels anywhere you like to form a tangible word or words. For example, 31 could be 'mat'. Associate the image of this tangible word(s) with the reason for remembering the number of date.

You should make an imaginative link in your head between the number and its corresponding consonant. So for instance, n could be 2 because n has two legs.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 |
|---|---|---|---|---|----|---|----|---|---|
| t | n | m | r | l | j | k | f | p | z |
| d | | | | | sh | c | v | b | s |
| | | | | | ch | g | ph | | |

An alternative method is to use visual images rather than letters from the alphabet. Select the images that match your number or date and create an image chain, or even just an image:



0 is a ball: bouncy number, linked with sports and games



1 is a pen: equipped with a range of coloured inks



2 is a duck: it flies gracefully, is peaceful and serene



3 is an open pair of handcuffs: strict, linked with law and order



4 is a sailing boat: it can float on water, quickly and smoothly



5 is a hook: sharply pointed, used to lift and carry



6 is a cannon: powerful, noisy and violent



7 is a lamp: warm and light



8 is a snowman: cold and linked with wintry weather



9 is an ice cream cone: you can eat it; it reminds you of your childhood

Exercise: THE BATTLES FOR ISRAEL

| | | |
|-----------------------------------|------|-------|
| Israel created: the first battle— | 1948 | _____ |
| Suez Canal crisis— | 1956 | _____ |
| Six Day War— | 1967 | _____ |
| Yom Kippur War— | 1973 | _____ |

MEMORY EXERCISES**Activity Series of Metals**

Potassium _____

Sodium _____

Barium _____

Calcium _____

Magnesium _____

Aluminium _____

Zinc _____

Iron _____

Tin _____

Lead _____

Hydrogen _____

Copper _____

Mercury _____

Silver _____

Platinum _____

Gold _____

MEMORY EXERCISES**Stages in the life of a star**

Protostar _____

Supergiant _____

Supernova _____

Neutron _____

Pulsar _____

Black Hole _____

Bones of the arm

Scapula _____

Clavical _____

Humerous _____

Ulna _____

Radius _____

Carpals _____

Metacarpals _____

Phalanges _____

Association Maps (A-Maps)

A-Maps are excellent memory techniques because, by using a mixture of colour, pictures and imagination with logical and sequential information, they use both sides of your brain.

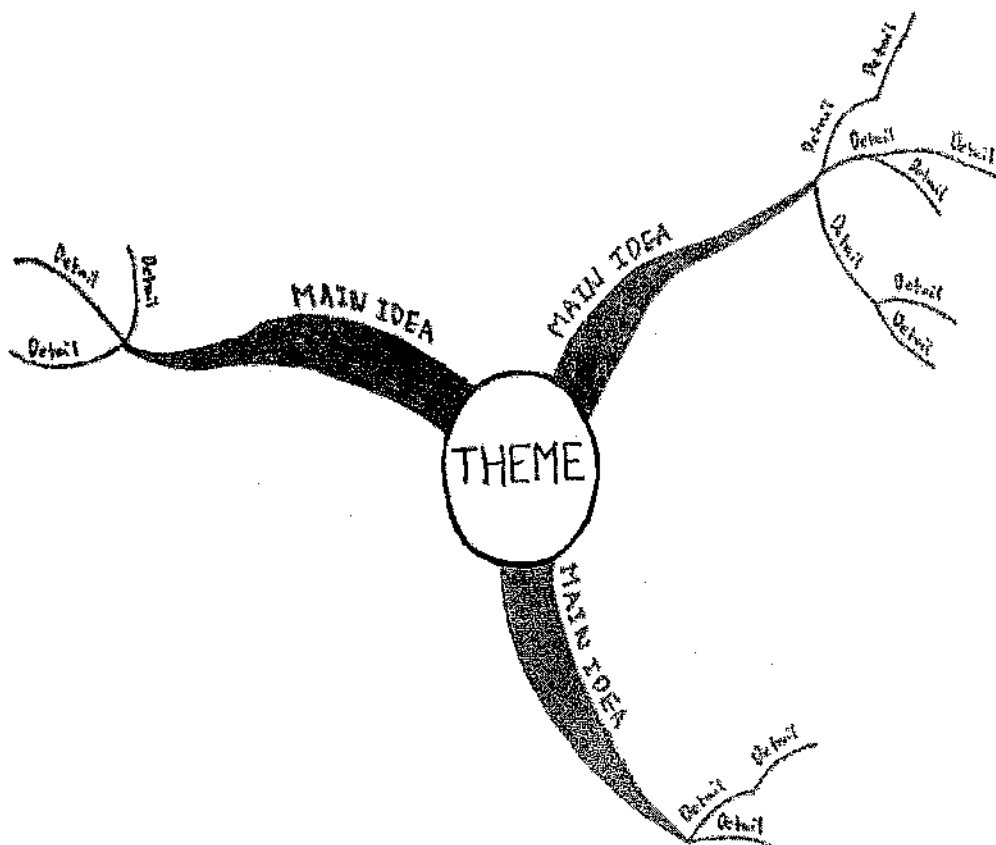
We recommend that you use A-Maps to organise your condensed notes (i.e. approximately 20% of the original words).

The layout of an A-Map reflects the way in which all information is organised:

The Theme is the main point of the text, it can usually be found in the title.

The Main Ideas are like mini-themes that fit together to give an overview of the information.

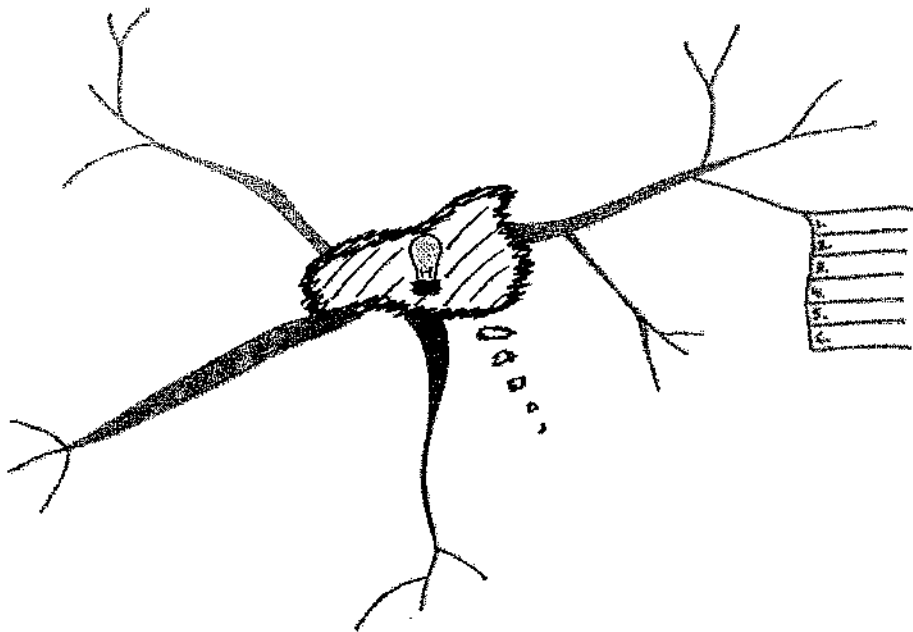
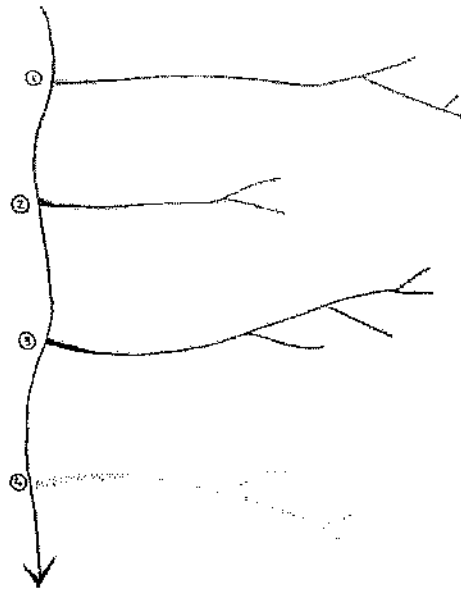
The Details are specific facts and figures that hold everything together like glue. Each detail is related to one of the main ideas.



A-Maps are Flexible

Not all association maps need to look the same. In fact, it is likely that they will all be different. The whole point of using A-Maps is to use **both sides of the brain**, mixing logical thoughts with creative imagination.

The sketches below look different to the example used on the previous page but they are just as useful. When you create your own A-Maps, they will be different too.



A-Map Guidelines

1. Use Colour and imagination

2. Try using curved lines instead of straight lines



3. Use images to represent words and ideas

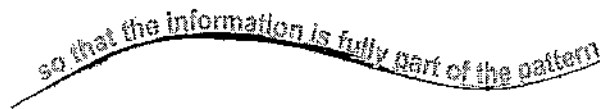


= Happiness



= Time

4. Always write or draw information on the lines



5. Make each main branch a different colour



6. ENJOY USING YOUR IMAGINATION!

A-Maps in Action

The following piece of text about dolphins contains 300 words. This means that only 60 – 70 words (about 20%) are needed to remember it in full.

Dolphins

Dolphins are marine mammals that are closely related to orca whales and porpoises. There are almost fifty species of dolphin.

They live in groups and play is an important part of their culture. Amongst other things they enjoy surfing the bow waves of boats (this is called Bowriding). They are even known to be partial to classical music!

They have a streamlined body which, in addition to their smooth and sleek skin, make them incredibly well adapted for fast swimming. Though it varies per species, basic colouration patterns are shades of grey usually with a lighter underside, often with lines and patches of different hue and contrast. Other colours include white, pink, black & yellow and some spotted varieties.

Many species have an elongated jaw, and some species, such as the Bottlenose, have a curved mouth which looks like a smile. They breathe through a blowhole on top of their head which is near the dorsal fin. They have small, black eyes and most species have acute eyesight, both in and out of the water.

Dolphins make a broad range of sounds and their signature calls can be roughly placed in one of three categories: Whistles, pops and squeaks. These signature calls are high pitched and can be long or short.

Dolphins are warm blooded mammals which means that they have lungs, not gills! Various methods of feeding exist among and within species. Fish is the main food and a common feeding method is herding, where a pod works together to squeeze a school of fish into a small volume and then individually feed on the stunned fish.

They are found worldwide, mostly in shallow seas but also, depending on species, in oceans and rivers. They are also widely kept in captivity, most famously at Sea World in Orlando, Florida.

When creating an A-Map, it is important to realise that you do not need to be a gifted artist to make the technique work. All that matters is that you use your imagination. So, as long as you use a bit of colour, doodling and stick men are fine!



A-Maps Exercise 1

The Working Memory Model

In 1974, Alan Baddeley and Graham Hitch proposed that working memory is a flexible system made up of three main components: The central executive, the phonological loop and the visio-spatial sketchpad.

The central executive acts as a supervisor and processes all sensory information. It is a very flexible system and is responsible for the regulation of many cognitive processes such as:

- Multitasking
- Preventing irrelevant information from entering the long-term memory
- Retrieving information from the long-term memory
- Making sense of various pieces of information from a number of sources by combining them into logical episodes

It is also responsible for coordinating the so called 'slave systems' (the phonological loop and the visio-spatial sketch pad)

The phonological loop deals with sound or phonological information such as speech. It is a temporary store with a very limited capacity. Sounds and words enter the phonological loop and can be rehearsed to prevent them from decaying.

The visuo-spatial sketchpad temporarily stores information that we see, it has a similar capacity to the phonological loop. It is also responsible for spatial tasks such as planning a route through a complex building.

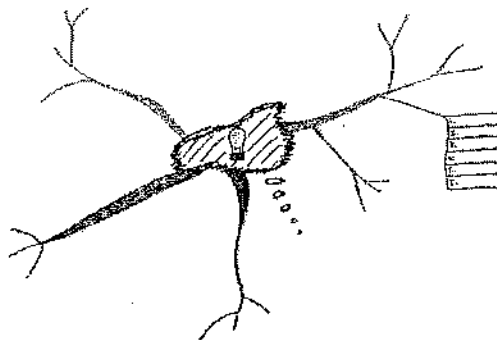
Exercise Space

A-Maps - Further Reading

A-Maps are reasonably quick to create, which makes them great tools for revision. Re-draw your A-Maps from memory and compare them to the originals. Any main ideas or details that you miss out will highlight areas to work on.

A-Maps can also be used to:

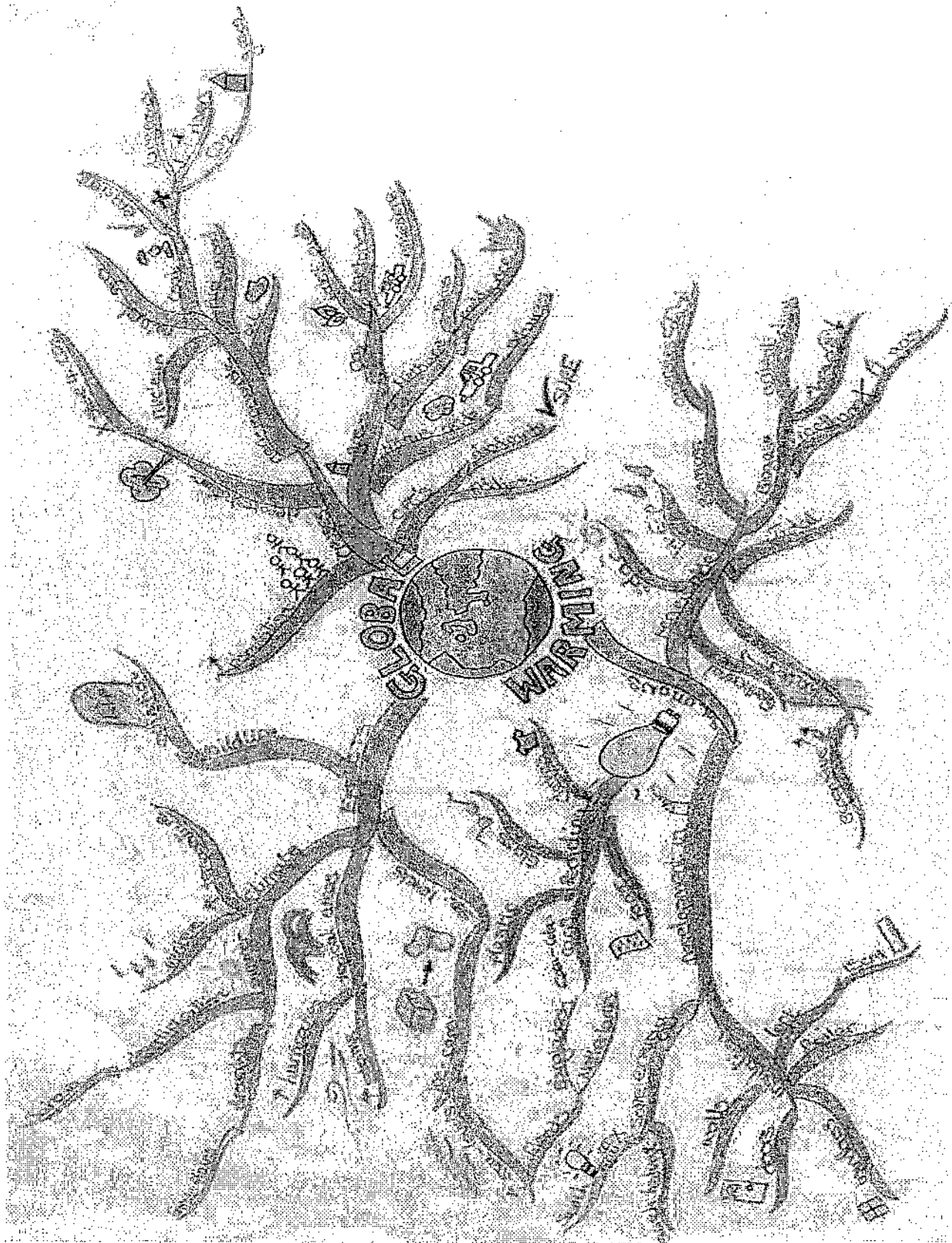
- ☞ Take notes during a lesson
- ☞ Take notes from a speech
- ☞ Plan projects
- ☞ Plan presentations
- ☞ Plan essays.



Whether it is in an exam or part of a homework assignment, using A-Maps to plan work has several benefits:

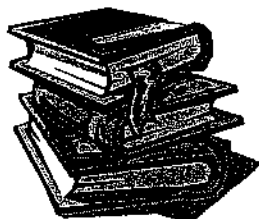
- ☞ They use far fewer words (around 20%) than will actually be in the work, so they are quick to create
- ☞ All of the required facts are written down in a logical order. This takes some of the pressure off when trying to recall facts later on
- ☞ They allow you to see the big picture before writing a single word
- ☞ They focus your thoughts, saving you lots of thinking time!

The A-Map on the following page was created in order to answer an essay question about global warming.



Using A-maps to Summarise

A function of note-taking is to put information into your memory. A-mapping arranges this information in a way that the brain finds most acceptable. This is partly because you are able to use the visual component of memory, and partly because, regardless of the note-taking format that you use, your memory has to process information in terms of structure, associations and levels of significance. Doing this up front with the use of an A-map saves a lot of energy and confusion.



A-Mapping from the printed word (e.g. books, reports, etc.)

- ⊙ The idea for your **central image** may be stimulated by the covers, logos or any other graphics or images from the material you're reading.
- ⊙ The **major branches** could be supplied by:
 - Chapter headings
 - Division headings
 - Goals -Teachers/Yours
 - Questions?
- ⊙ Browse and speed read the information, adding layers of detail as needed.
- ⊙ Remember actively to **select** the information you need and **reject** that which you don't.
- ⊙ **Highlight** the **key words** which will provide the "triggers" to large quantities of additional data.



A-Mapping from the spoken word (e.g. lecture, TV prog, etc.)

- ⊙ Get your **central image** from the title, theme or topic.
- ⊙ It helps to have major branches already prepared. This may be discovered by asking the speaker/teacher/lecturer for the main topics.
- ⊙ Until your skill and confidence has built up, you may want to try the following:
 - a) Start with a low-risk activity, which has some back-up material available, a TV show or the news is a good idea.
 - b) Work with a 'buddy'. One makes linear notes, and one makes an A-map. Compare after the lecture.
 - c) As a back up use a small tape recorder. If you feel you are getting behind, lost or "in a mess", note the tape counter number at that moment.
 - d) If you wish to redo or reorder your A-map because it looks messy, consider what messy means, is it from the look or the organisation of the information? Often messy is better!

SUMMARISING EXERCISE: "ANIMALS"

All animals can be divided into two types, those with an internal backbone, and those which do not have an internal backbone. Animals that have an internal backbone can further be divided into those which have a constant body temperature, and those with a body temperature which keeps changing. Some types of animals which have a constant body temperature are birds and mammals. Animals such as fish, amphibians and reptiles have a changing body temperature.

Those animals with no internal backbone can also be divided into two types, animals with only one cell, and animals with many cells. Animals with only one cell are called microscopic animals. Some animals which have no backbone have a jointed hard covering over their body. Animals such as insects, spiders and crabs are of this type. There are also some animals with no backbone and no jointed covering. Examples of this type are worms and snails.

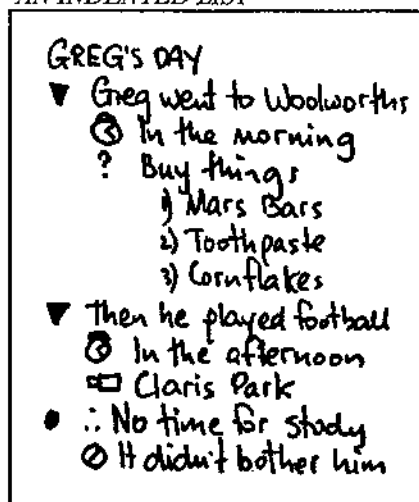
From Exploring Science (MacMillan)

A-MAP

A-MAP

Representing Ideas

AN INDENTED LIST



There is no rule on how to represent your summarised ideas on paper, except that you need to show how important the idea is: is it a theme, main idea, or detail?

The other thing to consider is how it looks. Colour and pictures or doodles are great because they use your imagination more; and certainly no bulky sentences or paragraphs. Try to make it look as interesting as possible for yourself. Why bore yourself?!

There are basically two broad types of hierarchical formats used for summaries:

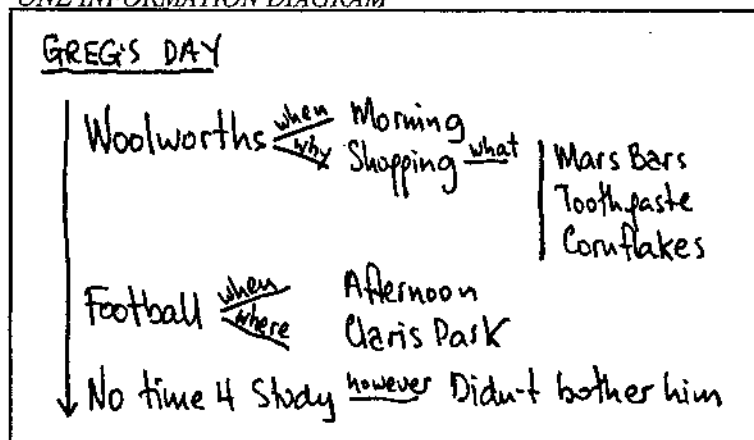
1. INDENTED LISTS

Details are placed one margin to the right of their related point; each idea has its own line.

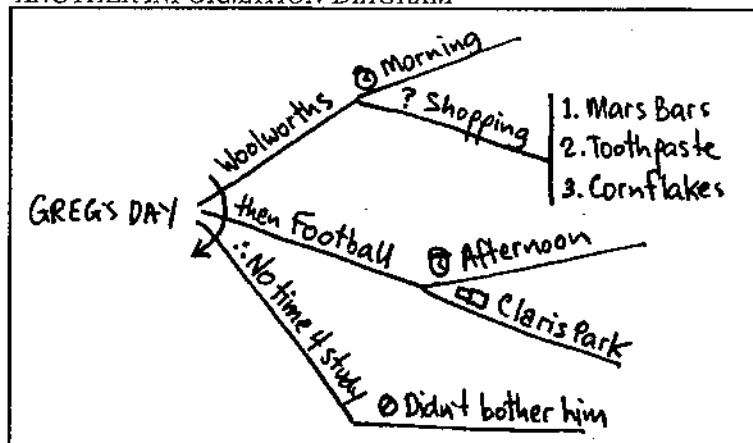
2. INFORMATION DIAGRAM

Details are placed fully to the right of their related point in a type of diagram.

ONE INFORMATION DIAGRAM



ANOTHER INFORMATION DIAGRAM



Proof One

Consider the following exercise. Always ask yourself:

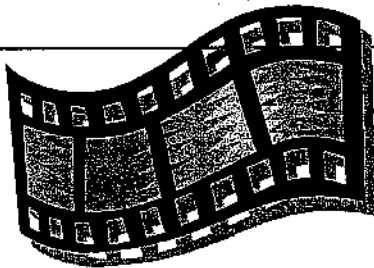
- ✓ What is the Theme?
- ✓ What is the Main Idea of each paragraph?
- ✓ What are the Details that support the Main Ideas?

EXERCISE: "GREG'S DAY"

In the morning Greg went to Woolworths. He had to buy Mars bars, toothpaste and Cornflakes.

In the afternoon he played football at Claris Park.

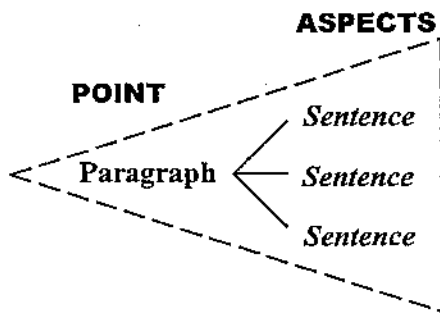
There was no time left to do any study, which didn't bother him much.



Proof Two

Pick any film. In the space below, using a flow diagram or something similar summarise the film into its **theme**, **main ideas** (its basic storyline), and add in some **details** (who, what, why, when, how, where ...). Try to use a word or two to sum things up rather than big sentences.

Wedges

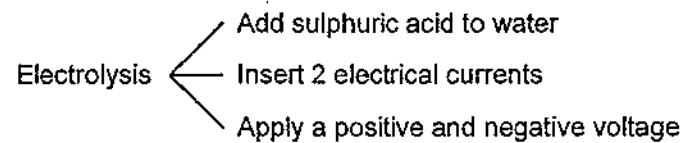


A wedge is a chunk of related information within your story. There will be a POINT and ASPECTS about that point. So, for instance, the POINT of a paragraph is the main idea of the paragraph, the ASPECTS of which are the main ideas of some of the sentences.

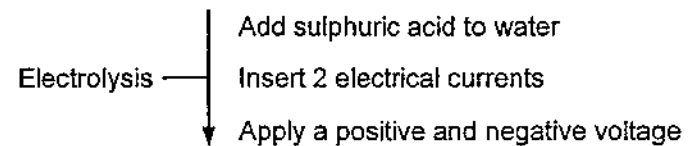
An ASPECT in a wedge can be one of three types:

- [1] An event in a **STORY**
- [2] An item in a **LIST**
- [3] An **ISOLATED** aspect

Events in a STORY



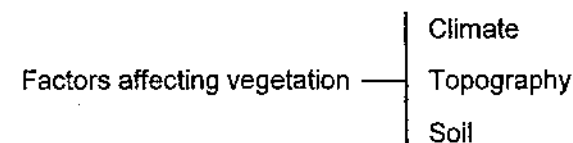
In this wedge there is a sense of progression from each aspect to the next. It is a mini STORY. This wedge might be better represented in your summary as follows:

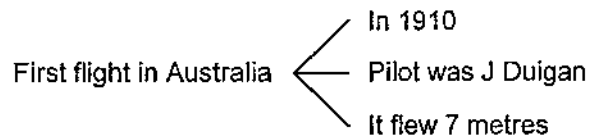


Items in a LIST



The three aspects in this wedge are a *breakdown* or *classification* of the point. The order is unimportant. It is a LIST. This wedge might be better represented in your summary as follows:



ISOLATED Aspects

In this wedge there is no relationship between one aspect and another aspect. Each aspect has a different relationship with the point.

"1910" explains *when* the first flight was

"J Duigan" explains *who* flew the first flight

"7 metres" explains *how far* the first flight flew.

EXERCISE

All three kinds of aspect can be found in the following example. Indicate each type with the notation used in the illustrations above.



Tiny water droplets or ice crystals

Cirrus

The sun evaporates surface water

Stratus

Air currents carry the vapour high

The vapour cools

Cumulus

It condenses and becomes visible

Putting it all together

This is an extract from a textbook. In the space below, reorganise its information using the ideas from the previous pages.

HURRICANES

A hurricane is one of the most powerful forces on earth. It is the combination of powerful masses of swirling wind, clouds and rain. The rains pour down in a steady flow of solid sheets. Winds gust up to one hundred and seventy kilometres per hour.

The unconfined power of these storms damage more property than all other kinds of storms. Trees are uprooted and the roofs are ripped off buildings. Power poles crash to the ground causing power failure. Low lying lands are soaked by floods.

In 1970, over 500,000 were killed during a hurricane in Bangladesh. The most deadly hurricane in the USA struck Galveston, Texas, in 1900, where six thousand people were killed. Fortunately, few people in Australia die because of hurricanes.

Expert scientists use satellites and a series of radar stations to monitor the formation and movement of hurricanes. The storms no longer take people by surprise. The experts issue a "hurricane warning" if a storm is predicted to strike within twenty-four hours and this gives people in the storm's path time to move to safety.



ANIMALS

All animals can be divided into two types, those with an internal backbone, and those which do not have an internal backbone. Animals that have an internal backbone can further be divided into those which have a constant body temperature, and those with a body temperature which keeps changing. Some types of animals which have a constant body temperature are birds and mammals. Animals such as fish, amphibians and reptiles have a changing body temperature.

Those animals with no internal backbone can also be divided into two types, animals with only one cell, and animals with many cells. Animals with only one cell are called microscopic animals. Some animals which have no backbone have a jointed hard covering over their body. Animals such as insects, spiders and crabs are of this type. There are also some animals with no backbone and no jointed covering. Examples of this type are worms and snails.

From Exploring Science (MacMillan)



PREPARING INTERVIEW WINNING RÉSUMÉS

The résumé, curriculum vitae, personal data sheet, bio-data, employment record—it's called by a variety of terms—is a key component of job searching and critical in achieving your first job-seeking objective, securing a face-to-face interview. Why? Because of that old enemy, time. Managers, personnel officers and employment consultants are all pressed for time. So when the day's mail is delivered, the style and presentation of your résumé will directly affect whether the application is accepted or rejected.

Applicants who attempt to include everything in one lengthy letter are risking their chances of competing effectively with other applicants. So a brief covering letter can give you significant advantages. Don't let your job application efforts be wasted. Remember that less than 10 per cent of applicants will be invited to an interview.

Your résumé is the most important written communication of your search for a job. Not only will it accompany your covering letter of application, but your résumé is necessary for any direct walk-in applications you may make. It will be sent to employment consultants and recruitment agencies; be given to your referees to bring them up to date with your achievements; and be useful in many non-job search activities such as loan applications and membership approaches to professional associations. It's more than a data sheet about yourself—it's a sales document about a very important product—you.

In an attractively arranged form it should be a clear, concise statement of your key capabilities of value to prospective employers and your income earning competencies.

The objective of your résumé is to capture and maintain the reader's attention. A sloppy appearance or a dull beginning will not achieve this. Then the critical issue is to make the reader want to see you. Finally, you want the reader to act on this desire and communicate with you quickly.

Adapted from "Win That Job" (1991), Paul Stevens, Centre for Worklife Counselling, Sydney



Daily revision planner

| Day/Time | 9am- 3pm | 3-4pm Afterschool revision | 5pm | 6pm | 7pm | 8pm | 9pm |
|-----------|----------|----------------------------------|-----|-----|-----|-----|-----|
| Monday | School | | | | | | |
| Tuesday | School | | | | | | |
| Wednesday | School | | | | | | |
| Thursday | School | | | | | | |
| Friday | School | | | | | | |
| Saturday | | | | | | | |
| Sunday | | | | | | | |

Daily revision planner

| Day/Time | 9am- 3pm | 3-4pm Afterschool revision | 5pm | 6pm | 7pm | 8pm | 9pm |
|-----------|----------|----------------------------------|-----|-----|-----|-----|-----|
| Monday | School | | | | | | |
| Tuesday | School | | | | | | |
| Wednesday | School | | | | | | |
| Thursday | School | | | | | | |
| Friday | School | | | | | | |
| Saturday | | | | | | | |
| Sunday | | | | | | | |

Daily revision planner

| Day/Time | 9am- 3pm | 3-4pm Afterschool revision | 5pm | 6pm | 7pm | 8pm | 9pm |
|-----------|----------|----------------------------------|-----|-----|-----|-----|-----|
| Monday | School | | | | | | |
| Tuesday | School | | | | | | |
| Wednesday | School | | | | | | |
| Thursday | School | | | | | | |
| Friday | School | | | | | | |
| Saturday | | | | | | | |
| Sunday | | | | | | | |

Daily revision planner

| Day/Time | 9am- 3pm | 3-4pm Afterschool revision | 5pm | 6pm | 7pm | 8pm | 9pm |
|-----------|----------|----------------------------------|-----|-----|-----|-----|-----|
| Monday | School | | | | | | |
| Tuesday | School | | | | | | |
| Wednesday | School | | | | | | |
| Thursday | School | | | | | | |
| Friday | School | | | | | | |
| Saturday | | | | | | | |
| Sunday | | | | | | | |

Daily revision planner

| Day/Time | 9am- 3pm | 3-4pm Afterschool revision | 5pm | 6pm | 7pm | 8pm | 9pm |
|-----------|----------|----------------------------------|-----|-----|-----|-----|-----|
| Monday | School | | | | | | |
| | | | | | | | |
| Tuesday | School | | | | | | |
| | | | | | | | |
| Wednesday | School | | | | | | |
| | | | | | | | |
| Thursday | School | | | | | | |
| | | | | | | | |
| Friday | School | | | | | | |
| | | | | | | | |
| Saturday | | | | | | | |
| | | | | | | | |
| Sunday | | | | | | | |

Daily revision planner

| Day/Time | 9am-3pm | 3-4pm Afterschool revision | 5pm | 6pm | 7pm | 8pm | 9pm |
|-----------|---------|----------------------------------|-----|-----|-----|-----|-----|
| Monday | School | | | | | | |
| Tuesday | School | | | | | | |
| Wednesday | School | | | | | | |
| Thursday | School | | | | | | |
| Friday | School | | | | | | |
| Saturday | | | | | | | |
| Sunday | | | | | | | |

Daily revision planner

| Day/Time | 9am- 3pm | 3-4pm Afterschool revision | 5pm | 6pm | 7pm | 8pm | 9pm |
|-----------|----------|----------------------------------|-----|-----|-----|-----|-----|
| Monday | School | | | | | | |
| | | | | | | | |
| Tuesday | School | | | | | | |
| | | | | | | | |
| Wednesday | School | | | | | | |
| | | | | | | | |
| Thursday | School | | | | | | |
| | | | | | | | |
| Friday | School | | | | | | |
| | | | | | | | |
| Saturday | | | | | | | |
| | | | | | | | |
| Sunday | | | | | | | |

Daily revision planner

| Day/Time | 9am- 3pm | 3-4pm Afterschool revision | 5pm | 6pm | 7pm | 8pm | 9pm |
|-----------|----------|----------------------------------|-----|-----|-----|-----|-----|
| Monday | School | | | | | | |
| Tuesday | School | | | | | | |
| Wednesday | School | | | | | | |
| Thursday | School | | | | | | |
| Friday | School | | | | | | |
| Saturday | | | | | | | |
| Sunday | | | | | | | |