We've bought into the idea that education is about training and "success", defined monetarily, rather than learning to think critically and to challenge. We should not forget that the true purpose of education is to make minds, not careers. A culture that does not grasp the vital interplay between morality and power, which mistakes management techniques for wisdom, which fails to understand that the measure of a civilization is its compassion, not its speed or ability to consume, condemns itself to death.

CHRIS HEDGES
It’s the intent of this booklet to provide some information and further areas of exploration to those who wish to pursue it. There are no absolute truths in learning or knowledge acquisition because of the human element involved.

**MOTIVATION**

In today’s society we are bombarded with messages of “impossible is nothing” and “if you dream it, it will come true.” Whilst there is no doubt dreams and aspirations are an important part of success in anything, planning and practicing the skills to achieve success is often not talked about. Quite possibly because it doesn’t fit nicely into a billboard or TV ad. The skills that are required to get a job done are almost universal, no matter the outcome. Often we only think of ourselves as unmotivated when we do not achieve tasks that we do not wish to do. For students who are not motivated to complete school tasks to the best of their ability applying some skill strategies may help them to feel successful and want to continue that behaviour. Remember: It’s not about the content; it’s about the skill.

We learn best by:
- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we hear and see
- 70% of what we say
- 90% of what we do

What this means to students is that they must be aware of the way they learn best and apply this and other strategies to help them make their own meaning on school content. There is not one concrete way to learn everything presented in school. By adopting this approach it gives students the best possible platform to succeed in anything they wish to pursue in life.

**TYPES OF LEARNER**

IT’S OK TO BE YOU!!

**VISUAL LEARNERS**
- Visual learners learn primarily through the written word.
- They tend to be readers who diligently take down every word.

**AUDITORY LEARNERS**
- Auditory learners learn primarily through listening.
- They focus their ears and attention on your words, listening carefully to everything you say.
- They like to talk rather than write and relish the opportunity to discuss what they’ve heard.

**KINESTHETIC LEARNERS**
- Kinesthetic learners learn better by doing.
- This group learns best when they can practice what they’re learning.
- They want to have their hands on the keyboard, the hammer, or the test tube because they think in terms of physical action.
**MIND MAPS**
Research shows that the brain remembers best when it can associate content with colours, feelings, places and things. A time effective and achievable way to accomplish this for students is to use a mind map. However, there is a specific type of mind map that uses color and visual aides that has shown to be more effective than others. For more information, please search Tony Buzan on YouTube for a refresher on how to make one of these mind maps. They are useful for revising a topic before an exam, planning an assessment task or general revision of course work. [http://www.youtube.com/watch?v=MlabrWv25qQ](http://www.youtube.com/watch?v=MlabrWv25qQ)

**YouTube and Podcasts**
Most students are aware of the many YouTube videos out that are funny or inappropriate, however, in my experience very few know of the vast array of teaching material available to them which can explain content to them. Videos can be watched several times until they understand it, or several videos can be watched to find an appropriate explanation that they understand. Podcasts also exist on almost any subject you can think of. Listening to them whilst going to sleep is a good way to use this resource as teenagers don’t want to answer the question of “what are you listening to” with “just a podcast about maths!”.

**BEING ORGANISED**
It’s great, but how? For students reluctant to see the importance of being organised it’s useful to point out that being unorganised actually makes them do the thing they dislike (school work at home) more. Have an assigned area away from the TV and other controllable distractions where students can complete tasks and focus. Recognise that gathering information and breaking up the task is part of the task and gathering all information or resources is crucial to being organised. Often, students will sit down to complete a task with a book and paper without a clear idea of what they will do next. This will inevitably lead to procrastination and frustration.

**Past exams/papers**
Ask the class teacher or head teacher of the faculty for any past papers you can use as study aids. In Year 7, it is not suggested sitting down and attempting a 90-minute exam in one hit. Break it up into smaller and more manageable pieces. Look for a pattern of easier questions and the beginning and harder questions towards the end. Google search terms such as “Year 7 Ancient Egypt exam” or “Stage 4 Science yearly”. When marking them become your own teacher and search out answers you got incorrect and why you got them incorrect. This is learning for life!!

**Assessment tasks**
These are set by teachers to assess how content can be shown by the student to display understanding. It’s not a contest on who can copy and paste from a Wiki or how well parents can complete the assignment. Before
beginning any assessment students should ensure they understand what it is they are being asked to do. Often assignments will include marking criteria the teacher will use to ensure fair marking is applied across the year. Use this as a check list to ensure you have what it has specified you should have.

Start early and finish early! Do a little often! These two mantras should ensure students complete the task on time and with the minimum about of stress and anxiety.

**CHUNKING**

For reluctant students chunking is an effective method to achieve instant success. Students should be aware that the process of chunking is part of the assignment and a time allocation given accordingly. For year 7 students the chunks of an assignment should be small and take no longer than 30 minutes to complete. By applying the following suggested chunking strategy students are focusing on the skills they need to complete the task rather than the time it’s going to take out of their lives to complete it.

Step 1: Read the task and highlight any key words such as instructions, topics or way of presenting.
Step 2: Google search or ask questions to know the meaning of any unknown terms such as “portfolio” or “character”.
Step 3: For each section or question of the task answer the question: Where am I going to get this information? Begin looking for any required information. One website is not enough. What resources do I need? Glue, pens, coloured paper, printer ink etc.
Step 4: Separate the tasks into smaller tasks. This is most easily done but physically cutting up the task and gluing it back into a book in sections. Rewriting it can also work. Complete one section per day, if you have enough time one section every 2nd day.
Step 5: Put your assignment together in the way the task has outlined and ask the teacher for feedback. This should be done at least a week in advance.
Step 6: Submit your assignment with your name clearly on it.