





Learning Performance

Parent Session

To be successful at school, students need a healthy dose of the following:

-  Self-motivation
-  Ability to remember many pieces of information
-  A revision strategy
-  Support from home



Without these key ingredients, success becomes more difficult.

As adults, we are well aware of the importance of learning but students don't necessarily have the motivation to do their best. It is up to us to provide the structure and support necessary for their success.

Who are we, and what do we do?



Our UK wide seminars have been developed and fine-tuned over the last sixteen years by a team of educational professionals including teachers and psychologists. They highlight a number of proven strategies that enable students to make learning easier and more productive. On average, 90% of attendees rate the seminars as very good or excellent.





Memorising the little things

School work is full of important things to remember such as lists, random facts, formulae, etc. This information is vital to exam success, but the question is: how can students be expected to remember it all?

We teach a selection of easy to use, fun and effective memory techniques which tap into the brain's natural ability. We show the students how to use their imagination in a logical way which enables them to use both sides of the brain as they learn.



THE TECHNIQUES:

-  Mnemonics (e.g. Never Eat Shredded Wheat)
-  Image Chains (placing a list of words into an imaginative story)
-  Peg Words (attaching items to an image that is related to a number)
-  Loci (imagining items in a location in a room etc)




Memorising the big things



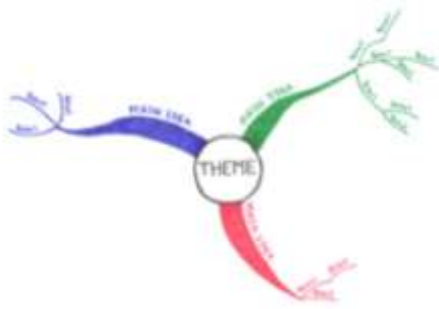
Exam success is dependent on more than just remembering selected facts. How can we help students to remember an entire unit of work?

In order for students to remember something well, they need to make sure that they **understand** it first. This can be summed up by the mantra: read it, make sense of it, summarise it.

The best method to understand and summarise something is to look for its **THEME, MAIN IDEAS** and **DETAILS**:

-  **THEME:** What is it all about? ;
-  **MAIN IDEAS:** What are the key ideas?
-  **DETAILS:** Who? What? Where? When? Why? How?

Condensing & Creative Note-Taking



Long, boring pages of notes are not the most effective way to get the information into the brain quickly. Creative notes such as indented lists, diagrams, or especially, Association Maps (see picture) are much more productive.

They all require imagination, but also require the student to lay out their information in a clear logical way. This ensures that the information is properly understood and is a tool to aid recall, especially when other memory techniques are employed too.

Reviewing

Once they have understood, condensed and memorised their work, students are advised that a review programme should then be implemented. Once they have completed their summary of a unit, they should test themselves. All they need to do is try to draw out their A-maps, diagrams or lists from memory and see how much they can remember. Depending on their *preferred learning style* they may prefer to say it out loud to themselves.



The more imaginative and logical their summary, the more they will recall first time. They should then make note of the areas they didn't recall fully (if any) and focus on them – re-read, re-draw, apply memory techniques, etc.

After testing themselves the next day, a week later and a month later they should be able to achieve 90% – 100% recall of the information, all for a couple of minutes every day.

HOW TO SUPPORT YOUR CHILD



Encourage your children to follow the review programme. We also looked at time management, so you could encourage them to schedule it alongside homework, coursework and personal time.

Perhaps you could provide them with a notice board for their A-Maps, notes, timetables, etc. Encourage the learning and memorising process to be a part of the household. Ensure that they have a suitable space for working, away from distractions.

Show them that you are interested in their work; ensure that you are informed about what is expected regarding homework and assignments.

From time to time go over their work with them. Give praise for accomplishment and effort, and encourage extra practice in his or her weak areas.

Don't get discouraged! Sometimes the going gets tough; remember to act calm and positive. Don't let yourself get drawn into arguments and negativity. If a child is angry about school work it is often because they think they can't do it. It is your job to show them that they can. Remember this:

"If you think you can or you think you can't – you're right"

- Henry Ford.