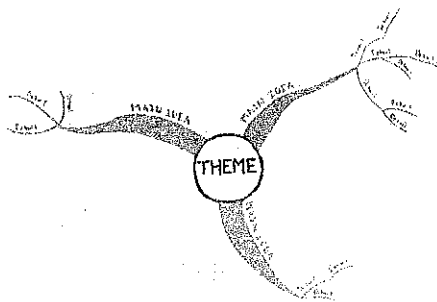


Condensing & Creative Note-Taking

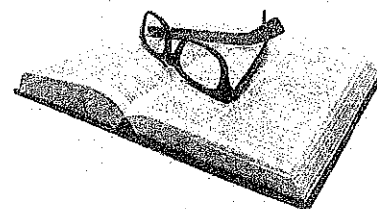


Long, boring pages of notes are not the most effective way to get the information into the brain quickly. Creative notes such as indented lists, diagrams, or especially, Association Maps (see picture) are much more productive.

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

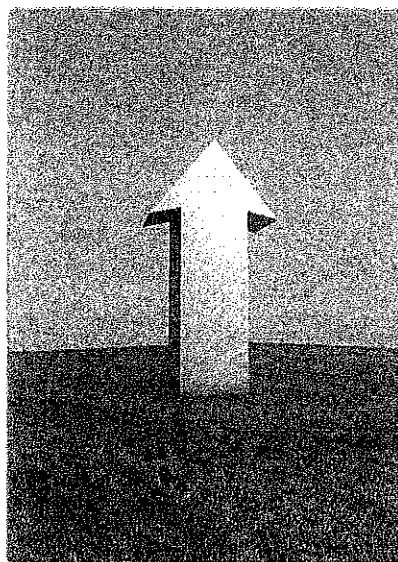
Once they have understood, condensed and memorised their work, students are advised that a review programme should then be implemented. Once they have completed their summary of a unit, they should test themselves. All they need to do is try to draw out their A-maps, diagrams or lists from memory and 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.

For more information about our range of programmes for years 6 to 13: Call 01883 334551 or visit www.learningperformance.com

