

KS3 Independent Learning Project (ILP)



Subject: Learning to Learn

Date for the completion of this project: Monday 19th September

You can either print off the whole booklet to complete the activities in the spaces provided, or you can look at the booklet online and use paper for the tasks you need to complete.

In this project you will learn: <ul style="list-style-type: none">• A variety of revision and memory techniques• You will also have the opportunity to start to make notes and condense your school work	Time you should spend on this project: No more than 6 hours
At the end of this project you should: <ol style="list-style-type: none">1) Hand your completed activities to your tutor.2) Research the methods and techniques further by following the hyperlinks.	
You should break down your time in the following way: Reading the booklet and completing tasks – up to four hours Researching Drama Dictionary – up to two hours	
Weblinks you should use to help you with this task: These are given in each section.	
Other resources and ideas which may help you could be: <ul style="list-style-type: none">- Your subject text books and exercise books- A newspaper or magazine- Colouring pens or pencils	
Your work will be assessed by: Your tutor will provide a written or verbal comment on the tasks you have completed	
The key words to learn in this project are: Image chains, mnemonics, loci, hierarchies, condensing, flow charts, mind maps.	
Your parents may be able to help you by: <ul style="list-style-type: none">- Test you on the definitions of key words- Ensuring you complete all tasks- Checking spellings- Help you condense your work into notes- Check your memory by quizzing you	

Your Brain

You may think that your brain is nowhere near as good as computer, but in reality the neurons in your brain are quicker and smarter than any computer!



Every time you think of something the neurons in your brain make connections, but some of these connections are easier to make than others. For example, you probably remember the words to a song on the radio more clearly than the words of your teacher in your last lesson. This is because your neurons make stronger connections when you are alert and interested in something.

In this pack you will discover ways to help you learn better. Each person is different so it is important that you do this independently so that you discover the best techniques for you!

Image Chains

A really easy way to help remember a list things is through image chains. You create a story that links each item on the list.

The more creative and interesting your story is the better as you will be more likely to remember it as this will make the connections in your brain stronger.

Try and so this with the following words:

shoe *hat* *glasses* *van* *cheese*







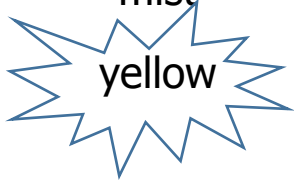

When you have come up with a story you are happy with write down your image chain in the box below:

Now, turn the page over and see if you can remember all the words.

Your Natural Memory

Your brain already has its own way of remembering things, so it is a good idea to find out how you naturally learn.

- Colour in or highlight any ten words on the chart below.
- Read through the chart for 2 minutes, and then cover it up.

sea	 cloud	happy	PINK	 hat	 star
cog	bed	TREE	hobby	<u>butter</u>	cheese
circus	<u>blue</u>	Spain	 essay	piano	glink
run	bread				
				peanut	
Bob	<u>lost</u>	pong	sad	 beach	teacher
mist	KENYA	<u>cough</u>	Gandhi	shoes	boy
 yellow	desk	kneel	folder	ARM	 sun

Write down the words that you remembered in any order:

Look at the words you wrote down. Do these words suggest that you used any of the strategies below? If so, tick them – you've learned important information about how you remember things.



Recency Effect

You may have been best at remembering the words you learnt last.

Primacy Effect

You may have been best at remembering the words you learnt first.

Sound

You may have remembered rhyming words, odd sounding words, or words that you heard in your head. Maybe you used a tune.

Locus (place)

You may have linked a word with a place you know.

Real Names

You may have a particularly good memory for names.

Visual Features

You may have noticed the look of a word – such as CAPITAL letters or shaped around the words.

Visual Association

You may have remembered where items were on the page. You'll probably find flowcharts and diagrams easier to remember.

Word Association

You may have remembered words with meaningful links such as bread, butter and cheese.

The Bizarre and Unusual

You may have noticed odd things, such as the word glink. If so, link ordinary things to bizarre images.

Colour and Activity

If you remembered several words you coloured in you may benefit from using this method to revise.

Mnemonics

There are lots of different types of mnemonics, but the most common two are below:

First Letter Triggers

Take the first letter of each word you need to remember and then use your imagination to create an imaginative sentence.

An example for remembering lists is:

Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune Pluto

My Very Efficient Memory Just Stored Up Nine Planets

An example for remembering spellings is:

Because

Big Elephants Can Always Understand Small Elephants

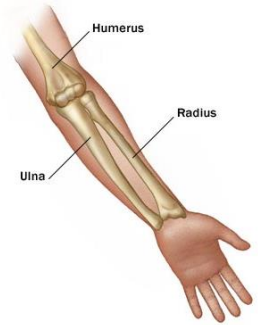
Rhyming Triggers

Your brain can find it easier to remember rhymes, rhythms and tunes. If they are creative and fun then they stay in your brain! An example is:

"In fourteen hundred and ninety-two, Columbus sailed the ocean blue."

*"Thirty days hath September, April, June and November;
February has twenty eight alone, All the rest have thirty-one
Except in Leap Year, that's the time, When February's Days are twenty-nine."*

Mnemonics for Revision

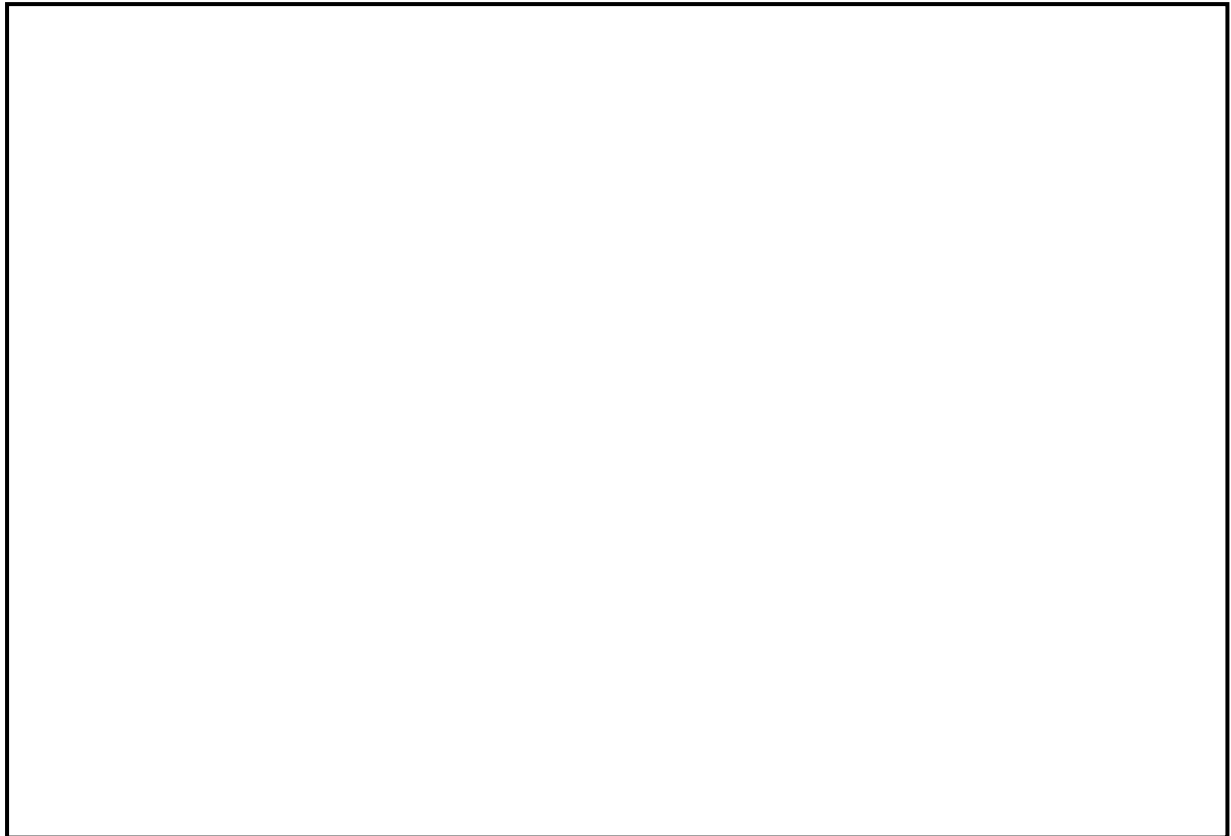


Try turning the bones of the arm into a mnemonic:

- Scapula** _____
- Clavicle** _____
- Humerus** _____
- Ulna** _____
- Radius** _____
- Carpals** _____
- Metacarpals** _____
- Phalanges** _____

Your Personal Revision

Use the spaces below to create some mnemonics for the subjects you are studying:



Some websites you might find useful:

<http://www.learningassistance.com/2006/january/mnemonics.html>

<https://www.mnemonic-device.com/>

<http://www.mnemonicdictionary.com/>

<http://www.fun-with-words.com/mnemonics.html>

<https://www.mindtools.com/memory.html>

Loci

You may have noticed that your teachers have put posters and other learning materials in your classrooms to help you remember important points. When you are trying to remember these points you will probably find yourself looking towards the place in the classroom where the information is. The technique of Loci works in a similar way.

The idea is to use a place you know well and use your imagination to move around it to trigger memories and help you recall information. Where you go and how you move is what will help you remember!

For example, if you needed to remember some key terms for rivers in geography you might imagine a river running through your house. The path up to it might have a ketchup bottle (sauce) at the bottom to remind you of the word source. As you splash through the river up the path to your house and you get to the door it might look big and dark like a mouth - to remind you about where a river enters a sea or lake. This might then mean that you get into a boat as the water has become a sea. Next, you might see a bottle of your mum's Chanel No. 5 perfume floating past as it goes down a channel into another river... How the story could continue is up to you!

Some websites you might find useful:

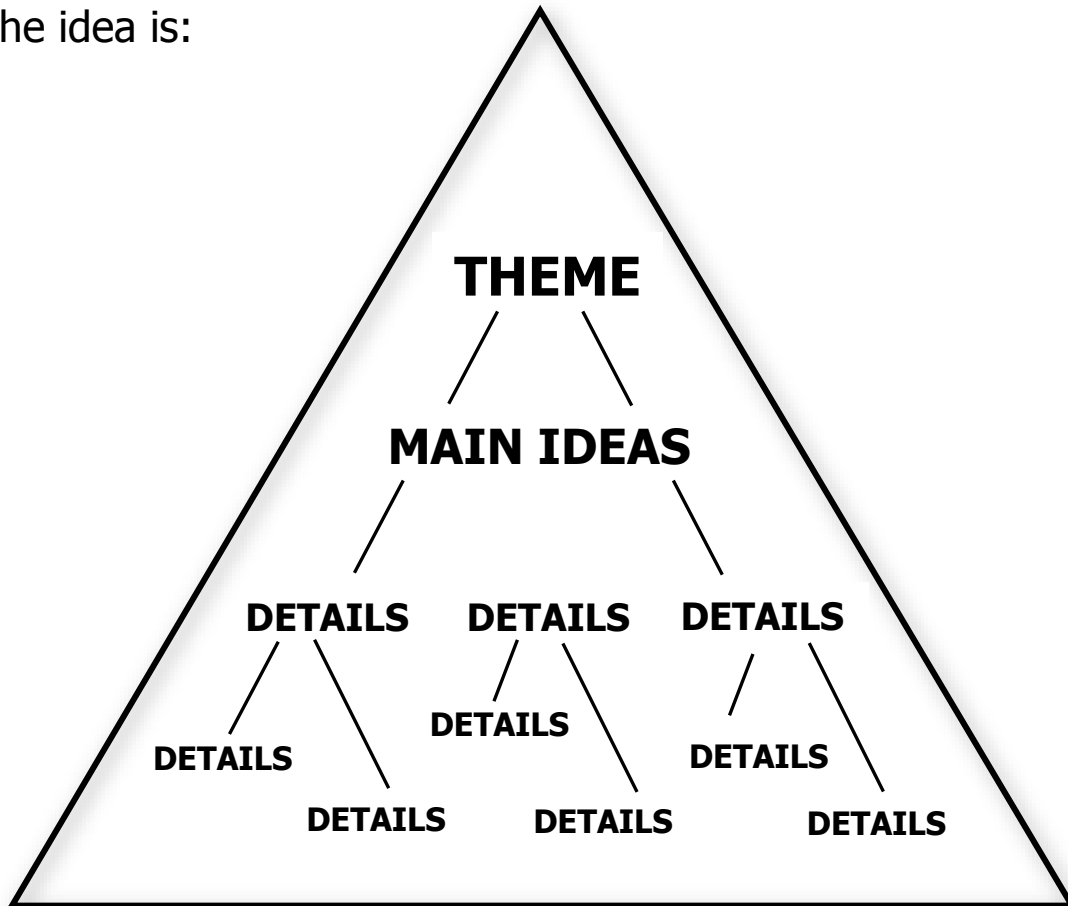
<http://www.studygs.net/memory/memloci.htm>

<http://www.mostlymaths.net/2011/03/learn-to-remember-everything-memory.html>

Hierarchies

To help you remember things it is important to select the main ideas and put them in a clear order.

The idea is:



Tom's Day

In the morning, Tom went to Telford. He bought trainers, a T-Shirt and some socks for his dad.

In the afternoon, Tom played football in the park with his friends.

He was having so much fun he forgot to do his homework, but he wasn't that bothered.

What's a theme?

The theme is the main point of the text, it is what it's all about. You can usually find it in the title.

In this example, the theme is:

What's a main idea?

The main ideas are like the min-themes. In this case, they are the main point of each paragraph, and they should fit together to give a brief summary or overview of the text.

In this example, the main ideas are:

What are details?

Details are like glue – they hold everything together. Each detail needs to be related to its main idea.

Details are connected to main ideas in three main ways:

EXPLAIN: what, why, when, how, where, who.

EXAMPLE: Provides stories, or other information to **make it clear. For example ...**

EXPAND: Give more information using words such as however, but, therefore, except, also ...

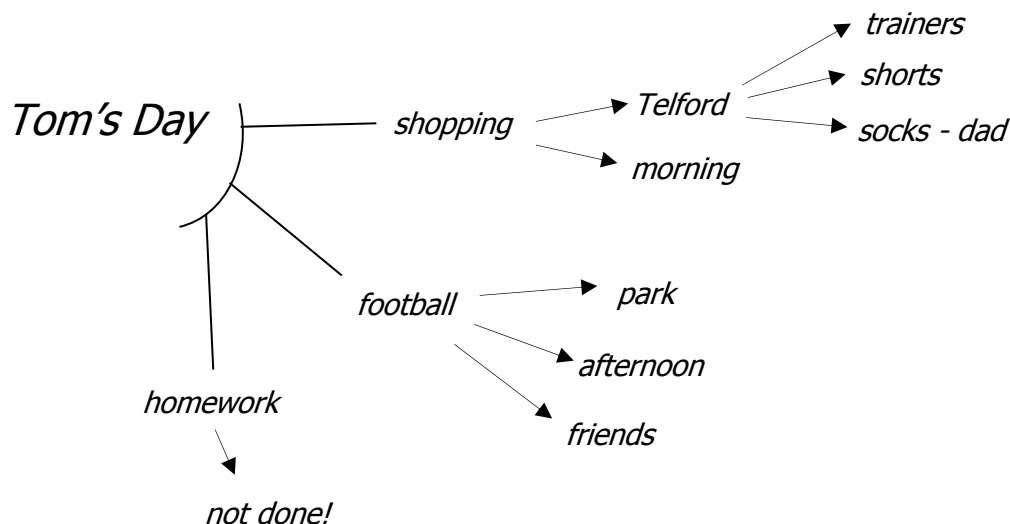
In this example, the details are:

Condensing

About 20% of written text contains the ideas you need to remember, the other 80% is just there to help you understand it. So, to help you revise you should slim down the information to 20% and remove the other 80%.

Flow Charts

In the example below Tom's day has been condensed using a flow chart. There are not many words, but the links between the information are clear:



Try understanding and condensing the passage below.

Remember to keep all the important information, but lose 80% of the words!

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 extraordinary power of these storms damage more property than all other kinds of storm. 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 Britain 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.

TIPS

Looking for main ideas:

- Look for words that get repeated
- Look in the first and last sentences
- Look for ideas that seem to connect with each other
- Look for details (who, what, why etc.)

Hurricanes Condensed

Use the ideas below to get you started on condensing the information about hurricanes to approximately 20%:

Main ideas:

1) *Powerful*

2) *Destruction*

3) _____

4) _____

Mind Maps

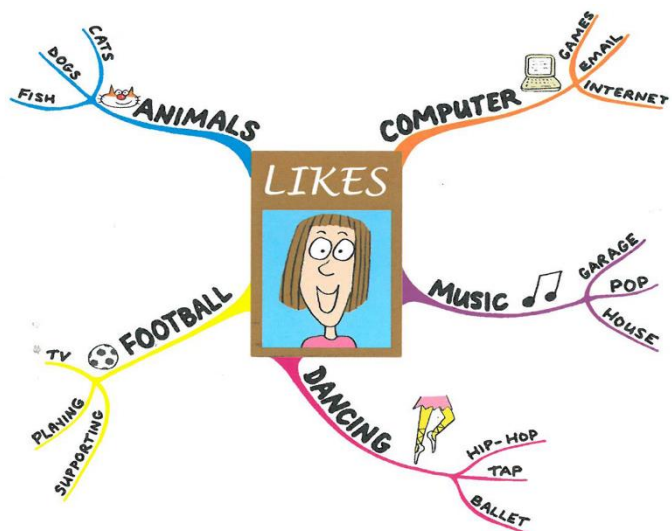
What is a Mind Map?

- ✧ A Mind Map is an easy way to get information into and out of your brain.
- ✧ A Mind Map is a new way of studying and revising that is quick and works.
- ✧ A Mind Map is a way of taking notes that is not boring.
- ✧ A Mind Map is the best way of coming up with new ideas and planning projects.

A Mind Map is made up of words, colours, lines and pictures. It is very easy to create.

Mind Maps can help you to:

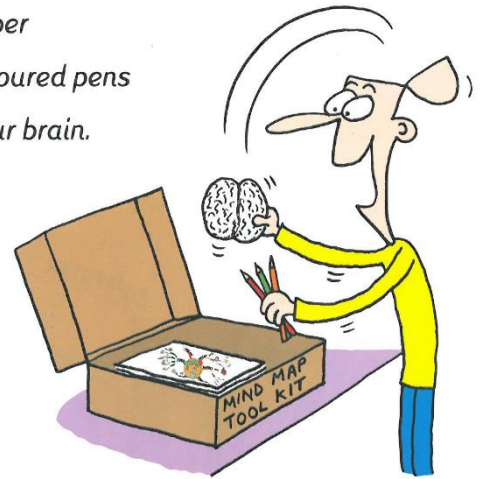
- Remember better.
- Come up with brilliant ideas.
- Save time and make the most of the time you have.
- Get better grades.
- Organize your thinking.



The Mind Map Tool Kit

The mind map tool kit is very simple. It is so small you could carry it anywhere. In fact, there are very few tools needed at all. To complete your first mind map the only things you will need are:

- ★ Paper
- ★ Coloured pens
- ★ Your brain.



Mind Mapping an Article

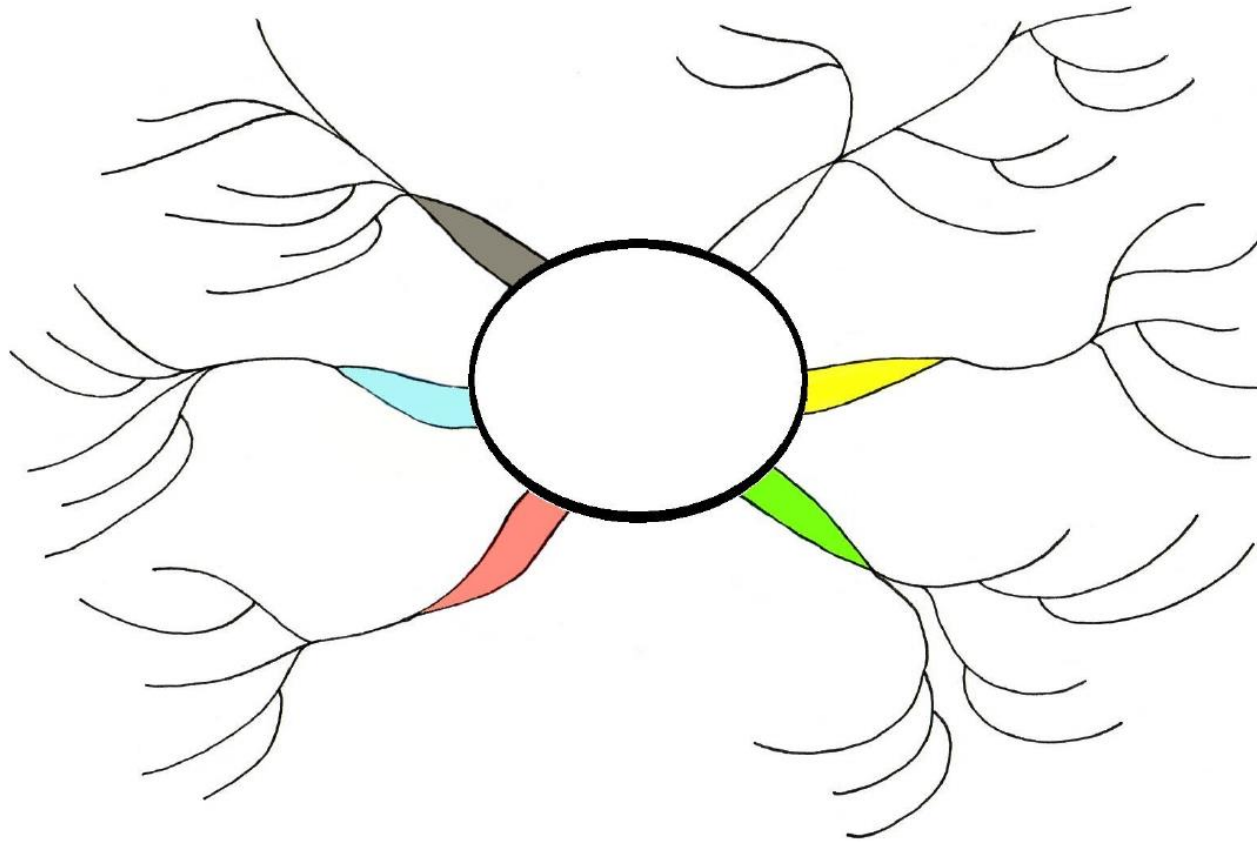
Choose an article from a newspaper or magazine of your choice and follow the instructions below:



1. Get some coloured pens or pencils.
2. Pick out the main topic of the article and draw it in the centre of the page. This will sum up what the article is about. Make sure the word stands out. Colour it in!
You can use the one drawn for you on the next page if you want – if not use some blank paper.
3. Draw some lines coming from your central picture. These will be for your sub-topics – the main elements that make up the story. Use the what – where – when – who – why checkmap to help you.
4. Fill in the details of the sub-topic level of facts. Use key images of key words printed clearly on the lines.
5. Next, draw some branches coming off each of the points so you can add a third, detailed, level of facts to your mind map. This is where you can fit in the juicy little facts that are easy to forget in tests – dates, names, numbers etc.



Article Mind Map



Some websites you might find useful:

<http://www.lifehack.org/articles/lifestyle/how-teach-your-children-mind-mapping.html>

<http://www.inspiration.com/visual-learning/mind-mapping>