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PERSONAL PRODUCTIVITY PROGRAM

1. Time Management
2. Relax and Focus
3. Personal Learning Profile
 - i. Learning Profiles
 - ii. Multiple Intelligences
4. Reading
5. Notemaking and Studying



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Time Management

INTRO

This section will help you to focus on specifics, organize your time, set priorities, make a plan, and get results!

Overview

Making academics a priority.

Academic review: latest results; best ever; forecast under best conditions; target marks.

The hours you control in a weekly cycle.

The hours you need - when to do what.

Control of environment - music; distractions; vision; health.

Your Priorities

Major priorities competing for your time, energy, and interest may include:

- music
- sports
- job
- boyfriend/girlfriend
- talking on telephone
- academic achievement
- TV /computer games
- other major hobbies or activities

Academic achievement must be in the top two or three of your commitments if you want to improve your grades!

It's your Choice

If academic achievement is not in the top two or three of your priorities (see Priorities to help you make a plan) you may wish to discuss this with a partner.

If academic achievement is in the top two or three of your priorities, move to the Academic Review.



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Time Management

PRIORITIES

Sorting out Priorities

- major priorities take time
- normally, people can deal with 2 or 3 major priorities at a time for successful outcomes
- this is the really hard part - choices have to be made - what can be given up or how can your time be reorganized to allow sufficient academic time?

What are your priorities?

In your notes, list them in order of personal importance.

Tips: Part I

Think about the consequences of not doing well enough to continue in school:

- college and university are no longer options
- friends move on without you
- you don't make it to the big league (sports and music)
- your student job becomes your life job
- lack of independence

Tips: Part II

What income will you need to support the lifestyle that you would like?

example:

- married with two children, a small newer car, a 3 bedroom townhouse with a small backyard in the suburbs, an annual vacation

(see chart below)



Time Management

Expenses Example: Annual Family	
house (mortgage, tax, upkeep)	\$12,000
food	\$9,600
personal for 4	\$6,000
car (loan, repair, insurance, gas)	\$6,000
child care	\$4,800
vacation	\$3,000
recreation	\$4,800
miscellaneous	\$2,000
income tax	\$13,000
TOTAL	\$62,000

Tips, Part III

- so, it costs about \$62,000 for a modest, but comfortable lifestyle - this comes to \$31/hr, or \$1240/week, or \$5167/month -- most people would need 3 or 4 years at college or university to earn this income
- a typical full-time minimum wage job will provide about \$14560/year
- for the vast majority, the higher the level of education and practical training, the higher the wage earned

Sorting out the Priorities - The Point

- you need a decent job to have a decent income to support your lifestyle
- virtually all decent jobs require education beyond high school
- you need grades that will gain you entrance to courses after high school
- you need to make a plan to get them



ACADEMIC REVIEW

Academic Review and Target Chart

[\(click here to go to Chart\)](#)

Instructions for Academic Review

1. List your subjects down the left column of the table and fill in the appropriate marks along each row. (If you have never taken the subject before, use one you have taken that is similar.)
1. Enter your marks from your last report in the "Latest Mark" column.
2. Enter your best ever mark in each subject, grade 8 to now in the "Best Ever" column.
3. Forecast Under Best Conditions: good class and teacher, interested in subject, etc.
4. Take an average of each column.

Examples follow.

Academic Review: Example

[\(click here to go to Chart\)](#)

Considering the Targets

- in this example, the student feels confident in History and Economics, so (s)he'll focus on those first
- the gaps in Math and French are manageable, so steady work should do it... with a bit of help in French
- (s)he plans to hold the rest of the marks where they are for now



HOURS

Hours you Control (1/3)

[\(click here to go to Chart\)](#)

- adjust this chart to your typical weekly cycle
- mark down the unscheduled hours that you control
- include spares in timetable, if any
- include all weekend time that you control

print this slide if necessary

Example

[\(click here to go to Chart\)](#)

- so far, there are 9 hours open

Hours you Control (2/3)

- include any spares in your timetable
- include weekend time that you control
- focus particularly on the time period between last class and dinner - this time is most often wasted

[\(click here to go to Chart\)](#)

Example

[\(click here to go to Chart\)](#)

- cumulative hours open so far: morning (9) + afternoon (9) = 18

Hours you Control (3/3)

[\(click here to go to Chart\)](#)

Example

[\(click here to go to Chart\)](#)

- Open Time: Mornings (9) + Afternoons (9) + Evenings (20) = Grand Total (38 open hours)

This is far more open time than is necessary for better grades



Time Management

Instructions for Planning With Available Hours

1. Print the next chart (Planning With Available Hours)
2. Fill in the first two columns from your Academic Review and Target Chart
3. Decide where to invest your time, starting with the easy gains:
4. *1= easy gains through regular work
5. *2= needs determined regular work
6. *3= longer term goal requiring consistent work
7. Estimate the number of hours outside class time needed to meet your target mark by the next report.

Planning with Available Hours

[\(click here to go to Chart\)](#)

- for each subject, estimate the amount of time per week needed to meet your target
- see example on the following slide

Example

[\(click here to go to Chart\)](#)

See next step for comments about this example.

Comments about Example

- this student only needs about half of his/her open hours to accomplish his/her targets
- the 21 hours needed to meet his/her plan must be hours of good to excellent concentration (See Relax and Focus)



Time Management

QUICK TIPS

Quick Tips: *Making Gains*

Subjects with easier gain potential:

- plan time to complete all assignments

Subjects with harder gain potential:

- ask teachers for practical tips
- form study groups with friends
- get tutoring (peer or private)
- shop for helpful books or computer programs
- allow enough time to get the work done

Quick Tips: *When to do What*

- allow 2-3 hours to begin reading a novel or writing/researching an essay or project - never start a novel just before falling asleep!
- do tasks you find easier during times of lower concentration: e.g.. map colouring, title pages, typing, graphs, etc.
- if you're so tired, you can hardly think, but still have work to do, go to bed and get up early in the morning to finish the work

Quick Tips: *Time Savers*

- use short study breaks for routine work
- master the basics, e.g.. spelling, arithmetic
- build keyboarding skills - save time
- use a planner
- add your own quick tip



Time Management

LEARNING ENVIRONMENTS

Music for Concentrated Work:

- Instrumental/Classical
- Medium paced (80bpm) e.g.. Bach, Handel, Haydn, Mozart
- Not hum-along music
- No lyrics

Distractions and Interruptions

- control the TV, phone, dog, siblings, and distracting music - get someone to take messages when you're studying
- find a private place to study - use the library if necessary
- have good lighting and sufficient space

Health and Diet

Your brain needs:

- OXYGEN: regular sleep cycle and exercise
- ENERGY: balanced diet - lots of fruits and veggies
- Smoking, drinking alcohol, and drug abuse, are all major distractions and stand directly in the way of good health and concentration.

Keep at it!

Now you have the structure for goal setting and better time management.

So:

- set 3 goals to achieve in the next week and record them
- each week, review progress for each goal, make adjustments and new plans
- celebrate the goals as they are reached
- don't get discouraged - keep planning





Academic Review : *EXAMPLE*

SUBJECT	LATEST MARK	BESK MARK EVER	FORECAST MARK UBC*	REALISTIC TARGET MARK
MATH	71	81 (GRADE 9)	85	75
ENGLISH	68	75 (GRADE 9)	80	68
HISTORY	75	85 (GRADE 8)	90	80
BIOLOGY	70 (GRADE 10)	75 (GRADE 8)	80	70
FRENCH	60	70 (GRADE 9)	75	65
GEOGRAPHY	78	73 (GRADE 9)	85	78
ECONOMICS	78 (GRADE 10)	78 (GRADE 10)	90	85
AVERAGE	714	767	83.5	744



Hours You Control (1/3) Chart

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8:00 AM							
9:00 AM							
10:00 AM							
11:00 AM							
12:00 PM							

- adjust this chart to your typical weekly cycle
- mark down the unscheduled hours that you control
- include spares in timetable, if any
- include all weekend time that you control
- print this chart if necessary



Hours You Control (1/3) Chart : **EXAMPLE**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8:00 AM	commute	commute	commute	commute	commute	X	X
9:00 AM	class	class	class	class	class	open	open
10:00 AM	class	class	class	class	class	open	open
11:00 AM	spare	spare	spare	spare	spare	open	open
12:00 PM	lunch	lunch	lunch	lunch	lunch	lunch	lunch

- so far there are 9 hours open



Hours You Control (2/3) Chart

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							

- include any spares in your timetable
- include weekend time that you control
- focus particularly on the time period between last class and dinner - this time is most often wasted
- print this slide if necessary



Hours You Control (2/3) Chart

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1:00 PM	class	class	class	class	class	commute	open
2:00 PM	class	class	class	class	class	soccer	open
3:00 PM	soccer	commute	soccer	commute	soccer	soccer	open
4:00 PM	soccer	open	soccer	open	soccer	soccer	open
5:00 PM	commute	open	commute	open	commute	commute	open

- cumulative hours open so far: morning (9) + afternoon (9) =18



Hours You Control (3/3) Chart

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6:00 PM							
7:00 PM							
8:00 PM							
9:00 PM							
10:00 PM							

- print this chart if necessary

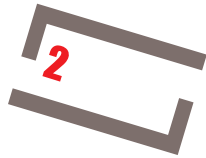


Hours You Control (3/3) Chart

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6:00 PM	supper	supper	supper	supper	supper	supper	supper
7:00 PM	job	open	open	open	social	open	open
8:00 PM	job	open	open	open	social	open	open
9:00 PM	job	open	open	open	social	open	open
10:00 PM	job	open	open	open	social	open	open

Open Time: Mornings (9) + Afternoons (9) + Evenings (20) = Grand Total (38 open hours)

This is far more open time than is necessary for better grades.



Planning with Available Hours Chart

SUBJECT	LATEST MARK	TARGET MARK	EASY GAINS	LONG-TERM GAINS	TIME (PER WEEK)
AVERAGE					TOTAL:

- for each subject, estimate the amount of time per week needed to meet your target
- see example on the following chart



Planning with Available Hours Chart - EXAMPLE

SUBJECT	LATEST MARK	TARGET MARK	EASY GAINS	LONG-TERM GAINS	TIME (PER WEEK)	PLAN
Math	71	75	*2		3 HRS	regular work
English	68	68		*3	5 HRS	regular work
History	75	80	*1		3 HRS	better notes/ essays
Biology	70	70		*3	2 HRS	regular work
French	60	65	*2		3 HRS	extra help - 1 HR
Geography	78	78		*3	2 HRS	regular work
Economics	78	85	*1		3 HRS	good notes/essays
AVERAGE	714	744			TOTAL : 21 HRS	



INTRO

The amount of useful work done equals: TIME x CONCENTRATION LEVEL

For example:

One hour of math study x half concentration = half of the possible work done

So: How do you prepare to concentrate?

- relax to be receptive
- focus to be efficient

STRETCHING

Why bother?

- a relaxed state is a receptive state
- a tense state is not a thinking state - it's a "danger" state
- stretched muscles are relaxed muscles
- stretching is good for circulation -- brings oxygen and energy to the brain

Stretching Exercises

- any common stretching exercises for the major muscle groups will do
- for instance:
 - stand up - lift left leg back and hold with left hand - hold the stretch - same for right leg
 - stand with legs shoulder width apart, with both hands, bend to touch left knee, left ankle, floor, then move back to left knee and repeat on right side

CROSS-OVERS

Why bother?

- cross-overs are good for preparing both sides of the brain for active functioning
- brings oxygen and energy to the brain

Cross-Over Exercises

- touch right elbow to left knee, alternate - repeat five times
- touch right hand to left heel behind you, alternate - repeat five times
- touch right hand to left shoulder, alternate - repeat five times
- make up some more for yourself

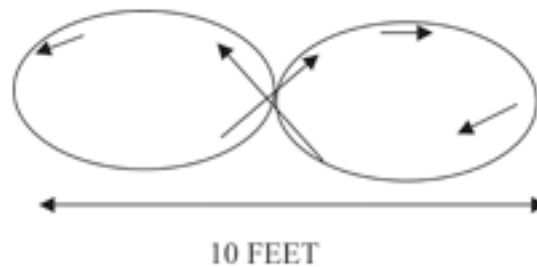


FIGURE 8 WALKS

Why bother?

- this exercise puts stretching and cross overs into an interesting and more complex pattern
- this will focus your mind by clearing out the “noise”?

Figure 8 Exercises



1. Walk this pattern - make sure you start in the centre and move up to the left.
2. Walk it with arms swinging to shoulder height - right hand with left foot and vice versa.
3. As you walk the Figure 8, recite the month name with its number, e.g. January - One, February - Two, etc.? then do it backwards, e.g. December - Twelve, etc.
4. Try it with the alphabet, e.g. A-One, B-Two, etc.? Then reverse as above.

MUSCLE ISOLATION

Why bother?

- it helps to focus and clear out mental “clutter”
- it helps to control your eye movement

Muscle Isolation Exercises

While seated:

1. Relax right arm and tense left calf - and vice versa.
2. Relax left arm and wiggle right toes - and vice versa.
3. Relax both arms and tense toes.
4. Lift one foot off floor with tensed toes, tap other foot on floor - change feet.
5. Make up some of your own.



RELAXATION

Why bother?

- once again: a relaxed state is receptive to learning and thinking while a tense state is a “danger” state
- relaxation brings fresh air into the lungs, and oxygen to the brain

Relaxation Drills

1. Close your eyes. Slowly drop your head and relax your neck and shoulders.
2. Relax shoulder muscles by raising your shoulders to your head and releasing. Do shoulder rolls.
3. Take a deep breath, exhale everything out of your lungs. Repeat up to ten times.
4. Relax your arms and do wrist rolls - particularly if you will be writing.
5. Make up some of your own.

Distractions and Interruptions

- control the TV, phone, dog, siblings, and distracting music - get someone to take messages when you're studying
- find a private place to study - use the library if necessary
- have good lighting and sufficient space

OPENING YOUR EARS

Why bother?

- it will prepare your brain to be more receptive to sound

Open Your Ears Exercises

1. With your right hand, unfurl the edges of your left ear lobe from top to bottom.
2. Switch and repeat several times.



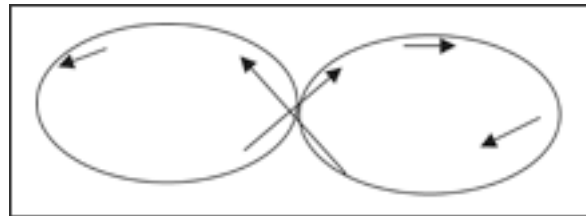
VISION AND CONCENTRATION DRILLS

- these drills prepare your eyes for reading
- eye muscles need to be controlled so your eyes scan faster down the page without backtracking

Why bother?

- they help to prepare the whole brain for the activity
- they extend your peripheral vision

Vision and Concentration Drills - Figure 8's

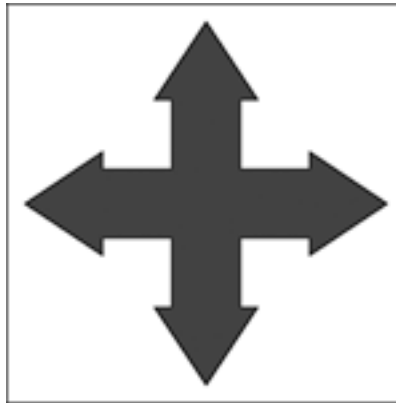


While seated:

1. Take your right index finger and starting in the centre and moving up to the left, draw this pattern on a table or in the air in front of you. Make sure your eyes are focused straight ahead and not following your finger.
2. Gradually enlarge the figure 8 using more and more of your arm. Switch arms. Use both arms.
3. Repeat Steps 1 and 2 with eyes following your fingers (without moving your head from the straight ahead position).
4. Repeat Steps 1 and 2 while alternating your eyes between following your finger and keeping your eyes focused straight ahead.



Peripheral Vision Exercise



1. Focus on the centre of the object (the arrowheads will blur).
2. Move your vision out to take in the whole object.
3. Move your eyes back in to the centre.
4. Keep moving eyes in and out.
5. Imagine a similar, bigger object on the wall (or use a picture on the wall) and repeat this exercise.

PREPARE YOUR OWN RELAX AND FOCUS ROUTINE

From all of these exercises:

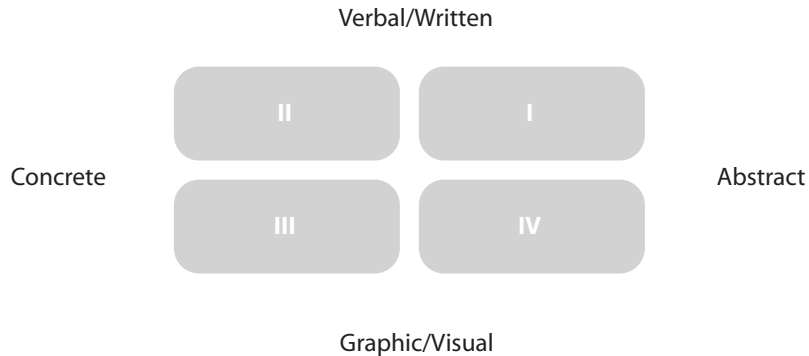
- prepare a 1-2 minute routine which best helps you to relax and focus before important tasks
- do this to instrumental/classical music you feel most comfortable with
- use your routine before studying, exams, etc.

 **HIT A HIGHER MARK[®]**



Personal Learning Profile

Learning Styles



1. VA Quadrant I

Overview – VA Quadrant I

Your peers with this learning style may have problems working out practical examples. They may try to convince you that they know the answers without going through all the steps. Find interesting ways to take them through the steps.

Quick Tips – VA Quadrant I

- start with general overview, outline, framework - then fill in details
- make schedules and timelines
- be sure to include practical things in your work

Make sure:

- to get the details
- you can use it
- to be open to deferent views

Examples – VA Quadrant I

In Math:

Math is abstract. Starting with the numbers 1, 2, 3... One what? Two what's? Three what's? You need an idea to fill in the answer. Here you would always encourage the peer to explain the topic to you and teach you how it works. If you are using formulae, that's fine. Do so. Even examples and problems. If there are procedures or sequences to memorize, work on them with the peer. Then push them into explaining using some graphics, especially graphing equations and on through higher math.



Personal Learning Profile

In Language:

Your peers in this quadrant should feel comfortable as they are abstract/verbal learners. You will often be working with them on organization of ideas for written or project assignments, or spelling and grammar. They will take in the information, but they may have difficulty getting it out on paper or other ways. Talk to them about it and get them to make notes while they are explaining their ideas. Or they may be reading books but not understanding them. Discuss it with them.

2. VC Quadrant II

Overview – VC Quadrant II

These students may not be able to see the ‘forest for the trees.’ They can get tied up in alternatives and sidetracks, and may not understand the point of the problem or exercise. Your job is to find interesting ways for them to do so.

Quick Tips – VC Quadrant II

- start with relax and focus exercises (See "Relax and Focus")
- Order the information in logical sequence
- Plan your work carefully

Make sure:

- to step back from the work and relax
- to find the bigger picture - where things fit
- to seek outside interests

Examples – VC Quadrant II

In Math:

Peers with preferences for this quadrant will want to have as many concrete examples as possible to discuss. They will be happy to write down the ideas, but may shy away from graphs and diagrams. They might be missing the point of the exercise. They will not have understood the teacher’s explanation. So, you will want to have them explain all the examples they can, and then draw them to seeing the point. Each of the examples will have a common link – the point of the topic !! Help them to explain this to you.

In Language:

In the same way as in math, these peers will be able to talk all around the point without getting to it. Your job is to help them get there. In the same way you can start by having them explain very practical aspects of the topic to you until they have an ‘aha!’ Oh, that’s what they are talking about! They will be comfortable in making note outlines of their understandings. Get them to work through these until you draw them to the point.



3. GC Quadrant III

Overview – GC Quadrant III

The key to this quadrant is similar to that of Q II – understanding the point of the problem, especially a word problem for those in Q III. Try graphing or illustrating the main point of the problem and have the peer explain it back.

Quick Tips – GC Quadrant III

- start with building as clear a graphic picture of the task as you can
- choose courses that include a variety of ways to learn: lab/field studies, seminar-based, lecture-based, project-based, teamwork

Make sure:

- you pay attention to the details
- don't lose the big picture

Examples – GC Quadrant III

In Math:

These peers will feel most comfortable with models and diagrams to understand the concepts involved. They may be missing the rules and procedures that are necessary to complete the work. They need strategies to retain the information. Make up games to help them. Use any concrete models or pictures you have and have your peer explain how they work. The goal is to have your peer explain to you the point of the topic and how it works, and to demonstrate that knowledge in a way that will lead to higher achievement levels.

In Language:

This is the tough one for the peers. Language is about writing, talking and reading. As opposed to the Quadrant I peers for language, these ones shy away from up to all three of the aspects of language. Remember that your task is very practical. Help them to understand, retain and demonstrate the knowledge of the topic. For instance, if reading and understanding a book is the problem, it may be that the peer just can't read fast enough to 'get into' the work. Look for other ways to acquire the information. Is the book on tape? On film? In any other visual form? Are there summaries of the main points, or chapters or scenes. Once the peer has the idea of the thing, then you can help in sharing reading of the text for understanding.

If the issue is writing, then have the peer explain the points to be made to you and then have the peer map them in some logical order and then write the paper from that. If possible, have the peer include illustrations and use them to help the organization and writing or building of the assignment.



4. GA Quadrant IV

Overview – GA Quadrant IV

For this learning style, word problems can also be an issue. Make sure your peers can explain the problem verbally. Then use graphics and illustrations to help with the mechanics and steps to solutions of the problems or completing of the work.

Quick Tips – GA Quadrant IV

- start with general overview, outline, framework - then fill in details
- make schedules and timelines
- be sure to include practical things in your work

Make sure:

- to get the details
- you can use it
- to be open to deferent views

Examples – GA Quadrant IV

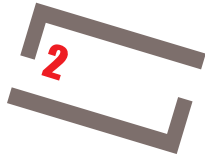
In Math:

Have the peers explain the topic using graphs and visual representations as much as possible. There are lots of resources for this on the Web. They may see the answer as the end game when more of the marks come from all the steps in between. It's all in their heads. Your job is to help them get it out. They may see steps as self-evident and therefore not important, or they may just see the big picture but not any of the parts. Your job is to help them find the parts, recognize them and give full solutions.

In Language:

This is a very challenging quadrant for peers in the language areas. They see and understand in pictures and visual representations, not in words, sentences and paragraphs. Reading could be a problem, so start there discussing the topic. If reading is the problem, then read with them and give them tips on efficient reading techniques. Then have them explain the topic graphically using maps. Then have them turn the maps into written pages. Word processing is enormously helpful to these peers and the ones in Quadrant III.





MULTIPLE INTELLIGENCES

1. Verbal/Linguistic Intelligence

Overview - Linguistic Intelligence

- I have an excellent memory for names, places, dates, and/or trivia
- compared to my friends, I read a great deal
- I enjoy writing and have been recognized for my written work
- I am among the top students in my class in English and/or other languages
- compared to the people I know and observe, I am outstanding at expressing myself in speech

Quick Tips: Using Linguistic Intelligence

Math/Science:

- look for word problems and use memory games for formulas
- check out computer software related to what you're learning

For Reading/Writing:

- you are probably good at this already
- look for opportunities to submit written work
- seek courses/situations that involve group discussions

Studying/Learning Management:

- keep good written notes
- write in a journal
- use a word processor for notes and assignments

Quick Tips: Building Linguistic Intelligence

- find discussion groups
- use talking books/cassettes when you can
- look for magazines/films/tv programs on same topic
- record your notes on tape, then into your notebook
- play instrumental/classical music when reading/studying
- take acting/drama lessons



2. Numerical/Logical Intelligence

Overview - Logical Intelligence

- I can keep track of things really well
- I have an interesting collection about which I have become quite an expert
- I can usually see the reasons behind what people say and do
- I am among the top students in my class in Math and Science
- I keep close account of my money and usually know how much I have spent and have left
- I like number games

Quick Tips: Using Logical Intelligence

Math/Science:

- you are probably good at this already
- practice rapid mental calculation to become more efficient
- use prediction to check your accuracy
- look for patterns and their relationships

For Reading/Writing:

- use charts and graphs to interpret data and information
- find movies/TV programs/tapes of your topic
- use organized topic/sub-topic note format (See "Notemaking and Studying")

Studying/Learning Management:

- have a place for everything
- do things step-by-step
- use a word processor for notes and assignments

Quick Tips: Building Logical Intelligence

- master the basics: arithmetic, operations, times tables, etc.
- organize notes by categories (topic, sub-topic - See "Notemaking and Studying")
- separate out parts of a problem to find a solution
- build a collection
- work on word and number puzzles



3. Visual/Spatial Intelligence

Overview - Spatial Intelligence

- I find orienteering/using maps very easy and enjoyable
- I can draw well
- people say I have a good sense of colour
- people say that as a player, I have a superior "feel" for sports and games
- I can visualize how different shapes and objects rotate in space
- art/architecture/photography are among my favourite interests

Quick Tips : Using Spatial Intelligence

Math/Science:

- use pictures, diagrams, maps, and doodles for concepts
- look for opportunities to colour-code notes
- look for the relationships of Art to Math/Science
- look for information about what you're learning on video/TV/internet

For Reading/Writing:

- use mapping as often as you can (See "Notemaking and Studying")
- to tell a story: use storyboards, comic strips, etc.
- first visualize what you have to write, then write it

Studying/Learning Management:

- use symbols to remember key points
- colour-code study material
- use pictures/diagrams to derive meaning
- use a word processor for notes and assignments

Quick Tips : Building Spatial Intelligence

- take drawing lessons
- work at figuring out plans, diagrams, charts, maps
- go hiking, traveling
- take photographs of interesting things
- do 2-D and 3-D puzzles
- take pottery lessons, plant a garden -- make something with your hands



4. Bodily/Kinesthetic Intelligence

Overview - Kinesthetic Intelligence

- I am excellent at sports and/or crafts
- I prefer an environment with physical movement and activity over one where
- I have to sit still for long periods of time
- I have a dramatic way of expressing myself
- I learn best when I can handle and use things to learn more about them

Quick Tips : Using Kinesthetic Intelligence

Math/Science:

- do hands-on activities when you can
- use drama/role playing and simulations to explain concepts (ex. math theorems, laws of physics, chemical reactions, etc.)

For Reading/Writing:

- gather information through interviews when you can
- look for opportunities to present/dramatize assignments or projects

Studying/Learning Management:

- use focus and relax exercises to extend your concentration (See "Relax and Focus")
- take frequent short breaks and stretches - change positions
- record your notes on tape - use walkman/stereo to learn while exercising
- use a word processor for notes and assignments
- when doing an assignment, spread out all of the resources and materials on a table or the floor so that you can see how the information fits

Quick Tips : Building Kinesthetic Intelligence

- find a sport or activity that interests you and work at the basic skills until you can do them without thinking about them
- do muscle isolation exercises (See "Relax and Focus")
- practice the Figure 8 Walk (See "Relax and Focus")



5. Musical Intelligence

Overview - Musical Intelligence

- I play an instrument and/or sing in a choir or as a soloist
- I read music
- I play music by ear
- I have a pleasant singing voice (I can carry a tune)
- I compose music
- I can easily keep the time and rhythm of different types of music by tapping, dancing, and/or playing along with an instrument

Quick Tips : Using Musical Intelligence

Math/Science:

- use memory aids with tunes or rhymes to match musical concepts to math/science concepts in order to study/remember them acquire math skills in the same way you acquire musical skills - practice, practice, practice

For Reading/Writing:

- read out loud to yourself - find the rhythm of the lines
- make notes on tape (over classical music) - then listen to them
- look for opportunities to submit assignments on tape

Studying/Learning Management:

- study to instrumental/classical music to focus your attention
- record notes on tape
- use a word processor for notes and assignments

Quick Tips : Building Musical Intelligence

- learn to play an instrument that interests you
- get a good coach
- join a choir
- join an instrumental group
- listen to different kinds of music
- dance
- read poetry



6. Inter-Personal Intelligence

Overview - Inter-Personal Intelligence

- I would like to have a career that involves working with people
- I would prefer not to be by myself
- I have good friends, both male and female
- I believe that goals shared with other people are easiest to achieve
- I understand other people's problems and like to help
- I am comfortable taking on leadership roles, and am encouraged by others to do

Quick Tips : Using Inter-Personal Intelligence

Math/Science:

- work in productive groups as much as possible to learn concepts
- when learning a concept, try to interpret it in personal terms
- in class: use frequent relax and focus exercises (See "Relax and Focus")

For Reading/Writing:

- find work/study groups
- discuss and explain what you've read with others
- submit as much work as possible in tape/interview/ presentation format

Studying/Learning Management:

- make personal connections with your teachers
- work in teams
- use a word processor for notes and assignments

Quick Tips : Building Inter-Personal Intelligence

- read stories onto a tape
- take acting classes
- join a group, team, or committee where you'll be with people
- watch and figure out how other people interact
- practice making positive comments to other people



7. Intra-Personal Intelligence

Overview - Intra-Personal Intelligence

- I am comfortable with who I am
- I am not easily intimidated by others
- given the time and instruction, I believe I can achieve almost anything
- I know my strengths and weaknesses
- I have important and realistic goals for my life
- when things go wrong, I can smile and make a new plan
- I am able to put off receiving immediate rewards in favour of future satisfaction

Quick Tips : Using Intra-Personal Intelligence

Math/Science:

- keep a record of mistakes and chart common ones - then work at eliminating them
- drill the basics (ex. arithmetic, operations, times tables, etc)

For Reading/Writing:

- master the basics (ex. spelling, grammar)
- make connections to your personal life when you can
- use a word processor for essays and projects so that you can thoroughly edit your work
- choose assignments dealing with imagery and reflective writing when possible

Studying/Learning Management:

- do independent study as much as possible
- watch your diet, exercise, and sleep habits - keep balance
- set goals
- keep a journal

Quick Tips : Building Intra-Personal Intelligence

- find games/exercises/routines/activities to challenge yourself - start with low risk and build up
- find ways to help others
- join a challenging cause
- keep a journal -write about your experience and how you feel about it
- use a planner - set goals and see if you can stick to them - reward yourself for success



8. Naturalist Intelligence

Overview - Naturalist Intelligence

'Naturalist Intelligence' relates uniquely about how humans relate to their natural environment. In so far as human life and survival depends upon our natural and physical surroundings, how we deal with them constitutes a discrete intelligence.

But it is more than that. It also involves how all the natural systems work: our bodies, the plants and other animals. They all relate together to make up our living environment, and some have that intelligence to deal with it.

In so far as natural things always involve a system of some sort, living or behaving or relating, the naturalist intelligence will be compatible with spatial intelligence. They both look for patterns – everything from body shape and colouring to food shelves in super markets.

Quick Tips : Using Naturalist Intelligence

Math/Science:

- You should be very strong in biology and any subject that is taught in terms of systems – so look for that in the problems
- Visualize problems as puzzles or mazes
- Test your systems for solutions then check the answers
- Look for patterns and their relationships

For Reading/Writing:

- Snoop the work to see if you can treat it as a puzzle or system
- Relate the parts of the work to some natural system
- Use fuzzy maps note format (See "Notemaking and Studying")
- Studying/Learning Management:
- Set up a clear system for learning
- Work to final goals
- Use a pad of paper to draw outlines of things to do

Quick Tips: Building Naturalist Intelligence

- Build graphic models of the problems you see
- Use fuzzy map notes to organize the material, then write it up in good
- Build a collection – look after a pet
- Work on word and number puzzles
- Go camping – explore conservation areas with knowledgeable friends
- Figure out parts of the stars' patterns in the sky
- Enter science fairs – visit science centres and natural museums
- Join an ecological- wilderness awareness group



9. Emotional Intelligence

Overview - Emotional Intelligence

'Emotional Intelligence' is related to intra-personal intelligence in that it deals with self-motivation and self-control. The great test for EI is postponed gratification. Can the individual wait for reward, or must the reward always come right away. Is the person patient or impulsive? Of course, there is much more than that, but overcoming impulsivity is one of the strongest means to gain success.

So someone who has strong emotional intelligence will not always be blaming others, will have a strong self-image. The person can take criticism and apologize readily when appropriate. The persons do not have always to have their own way, and can take a different route from the rest if they feel it is the right route.

They can also express their feelings openly, and can empathize with the concerns of others. They make good leaders and captains of teams, given the other necessary qualities.

Quick Tips: Using Emotional Intelligence

Math/Science:

- Be patient and set out the givens and requireds
- See the work as having purpose and worth
- Take your failures as good introductions to solutions
- See learning as elimination of less promising options – i.e. failure

For Reading/Writing:

- Understand that this work was written by someone important to know – imagine yourself as the writer
- Know or imagine carefully each audience for whom you write assignments
- Try the Reading unit in the Personal Productivity Program

Studying/Learning Management:

- Plan so you can complete the work as efficiently as possible
- See your work as a long term investment

Quick Tips: Building Emotional Intelligence

- Reward yourself for not losing your temper
- Practice Relax and Focus exercises
- Find a hobby or activity that requires regular attention
- Try short personal games that have more reward for longer term rewards than short term rewards.
- Help or tutor younger persons – help them to be patient
- Imagine situations of long term gains.
- Discount all immediate gains



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Personal Learning Profile

- Play games that reward patience and punish impulsiveness.
- Work towards longer and longer projects, but start small and succeed.





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Reading

INTRO - Reading Efficiency

Overview

What you will need

- reading is like any other physical activity --warm-up and practice improve your skills
- reading is comprehension - you haven't "read" it if you can't remember it
- reading efficiently involves choosing the right time and technique for the work to be read
- this section will focus on reading for meaning -- use it for research, reference articles, novels, textbooks, etc.
- someone to help you time your reading speed
- classical music to read by: instrumental, medium-paced, 80 beats per minute -- Handel, Haydn, Bach, etc.
- 2-3 books that you haven't read
- magazines/newspapers
- a location where you won't be interrupted (print out the slides and move
- if your computer is not in a quiet place)
- a notepad and pen

Why bother?

Notemaking/Mapping

- this is a specific skill for a particular purpose: working through a large amount of reading material in a short period of time (e.g. researching an essay/project)
- saving time to focus on other things

Why bother?

- it tells you if you know what you just read
- it will help you to remember what you just read
- it will form the basis of your research notes



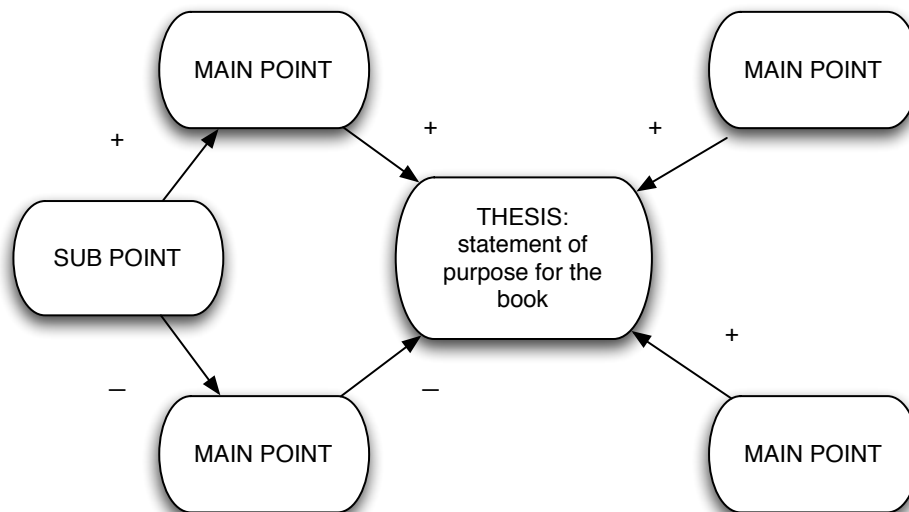
Notemaking

Use a format comfortable for you. Put down as much as you can remember. Two format suggestions (See Notemaking and Studying):

Topic/Sub-Topic format:

1. Topic:
 - sub-topics
 - details
2. Topic:
 - sub-topics
 - examples

Fuzzy Map format:



BENCHMARK READ

1. Find someone to time you .
2. Find a book you haven't read with continuous text (not a comic book, nor a book with lots of pictures).
3. Read for 5 minutes (exactly) using your present reading technique.
4. After 5 minutes (exactly), mark how far you read.
5. Immediately after your read, map the main points of what you've just read.



MEASURING YOUR SPEED

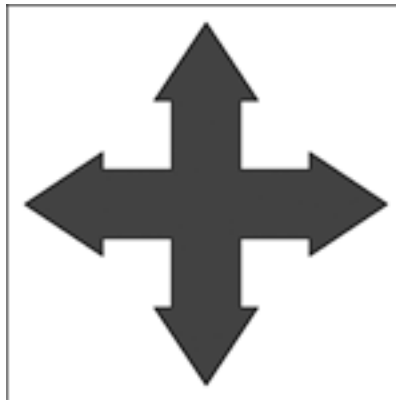
Measuring Chart

([click here to go to Chart](#))

- complete the columns using the column headings as a guide - i.e. Column A is the average number of lines per page for the number of pages that you've read. Column B is the average number of words per line using any 10 typical lines.
- your mapping will tell you if you have read/understood the passage or not
- your goal is to read at the minimum rate of 350 words per minute - anything above this gives you a greater edge

PERIPHERAL VISION

- Focus on the centre of the object (the arrowheads will blur).
- Move your vision out to take in the whole object.
- Move your eyes back in to the centre.
- Keep moving eyes in and out.
- Imagine a similar, bigger object on the wall (or use a picture on the wall) and repeat this exercise.





SETTING THE PACE BY PAGE TURNING

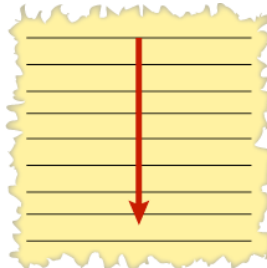
Force your reading pace by turning the pages faster

Practice:

1. Turn the pages of the book so that you can turn them fluently and quickly. Work slowly at first and increase your speed. For now, don't read, just turn pages. Work at this for one minute.
2. Now, start to read. Force yourself to read at the fastest possible rate. Map what you've read.
3. Keep practising - each time increasing your speed.

USING YOUR HANDS FOR GUIDING

1. Open the book at a suitable reading passage - don't forget to start with your relax and focus routine. Play your reading music.
2. Sweep your hand or finger down the page in any of the following fashions. Let your hand draw your eyes and set the pace.
3. Try this several times. Find the method that is comfortable for you. Then, read and map.



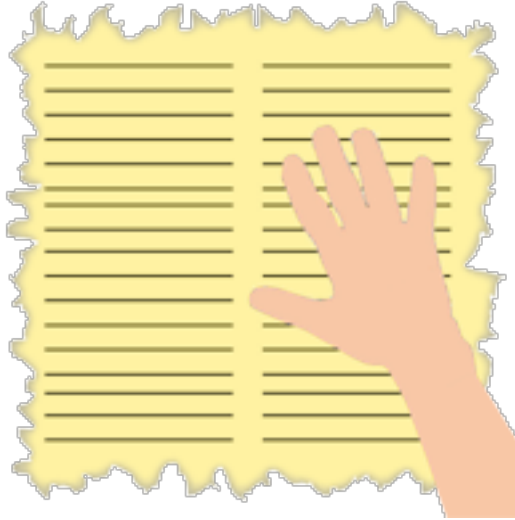
Practice

1. Practice page turning and hand guiding at various speeds.
2. Take one page at a time - read the page and make notes (map). Repeat this exercise several times.
3. Gradually move to more pages at a time.



Newspaper/Magazine columns

- where possible, use your hand to hide the column closest to the one you're reading
- draw your hand down the page to set your reading pace



Quick Tip:

If you only need the main ideas of the article, it may often be enough to read only the introduction, first sentence of each paragraph, and conclusion.

SNOOPING

Snooping is best done in a library, but lots can be done at home.

Sources of quick information:

- the introduction/conclusion/highlighted passages
- table of contents
- book cover/jacket
- bibliography/index
- pictures
- movies/videos on the book/topic
- reviews on the book
- bookstore notes on the book
- discussions with friends who have read it



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Reading

Exercise:

1. Find a book with lots of text that you've never read.
2. Snoop the book for 5 minutes.
3. Make notes on what you know so far.

SUMMARY

The Power Read

A power read leaves you with the most information in the shortest possible time.

Here are the five essentials of a power read:

1. Right conditions.
2. Snoop before you read.
3. Focus and relax.
4. Read in short and intense sessions.
5. Map/notemake.

Reading Routine

1. Find the book you want to read.
2. Snoop the book and map/notemake.
3. Do your relax and focus routine to clear your mind. (See "Relax and Focus")
4. Start reading.
5. Pause in regular intervals (5-20 minutes) to map/make notes (or add to your notes).

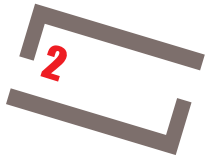
Regular practice of the reading techniques (5-10 minutes at a time) should double your reading speed (or more) in two months.

Check Speed Again

After:

- you have established a comfortable reading routine
- you feel that your speed has improved significantly
- celebrate your progress





Personal Learning Profile

Measuring Your Speed

A avg. # lines/page	B avg. # words/line (in 10 lines)	C # pages read	AxBxC/5 words/minute



Notemaking and Studying

INTRO

Why bother?

Quick Tips Alert

- you will have a useful summary of your work
- this summary will be in an easily understood form
- making notes imprints information on your mind so that you remember it better

The following slides provide examples for several different ways to make notes. Review each method carefully and select the ones that help you most.

You may find that different notemaking methods are appropriate for different notemaking environments and different subjects: home vs. classroom, history vs. English

TOPIC/SUB-TOPIC NOTE FORMAT

- this is the typical point form notemaking method
- good for text learners (verbal, logical/mathematical intelligence)
- list your points down or across (shown below) the page

Topic title

1st major point

- details
- illustration
- example

2nd major point

- list
- diagram

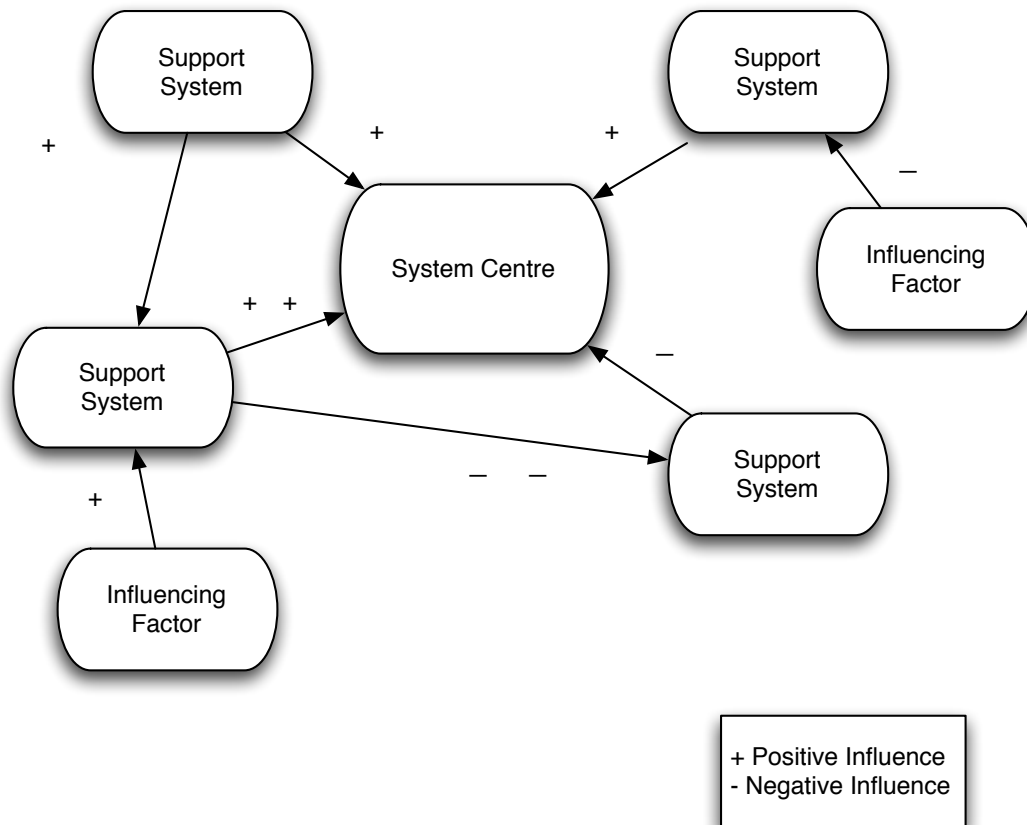
3rd major point

- etc.

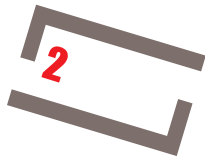


FUZZY MAPS

- fuzzy maps explain systems and how each part of the system relates to the whole system and to the other parts
- the system is the relationship among its parts
- the system centre is in the middle
- the amount of influence of each of the parts on the centre and on each other are described by arrows and +/- signs
- fuzzy maps are a good choice for those with visual/spatial and logical/mathematical intelligence

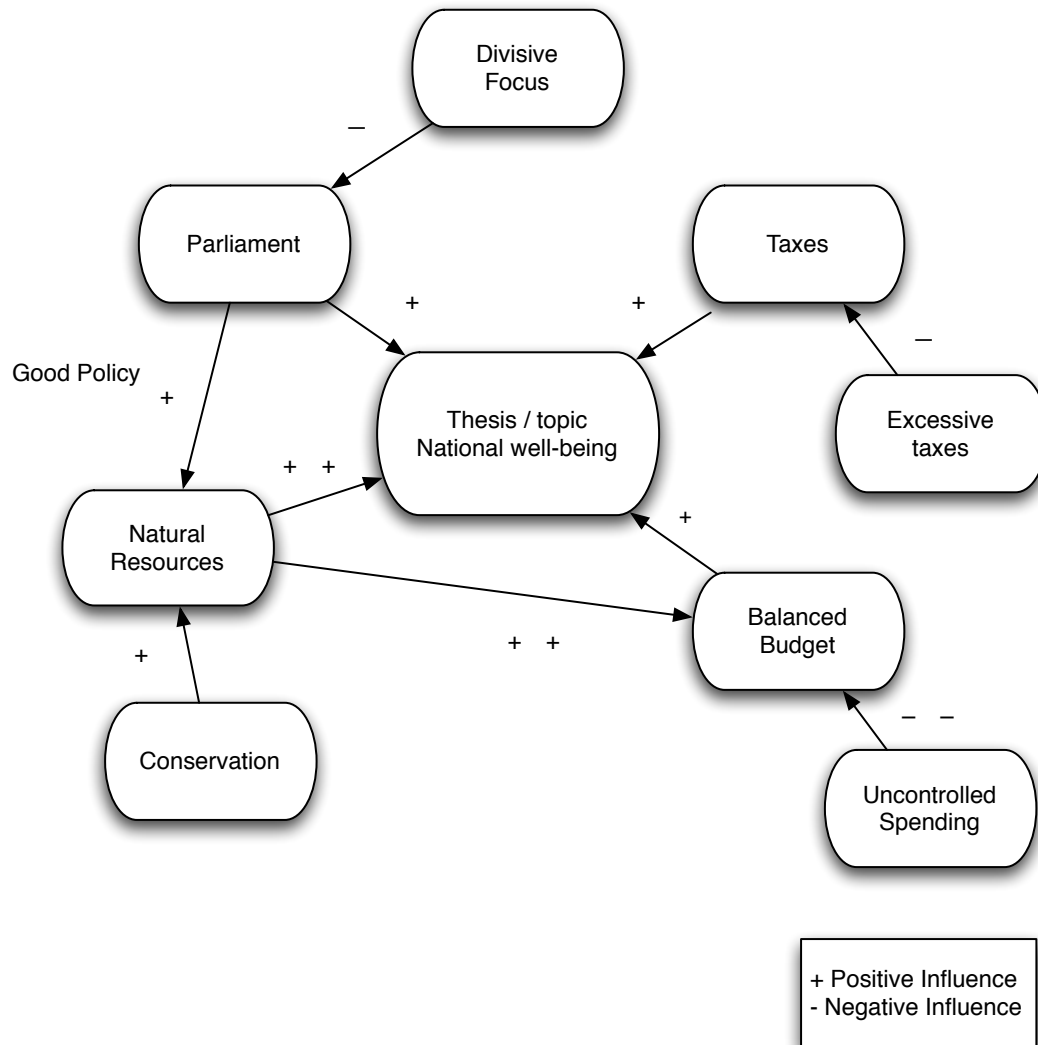


Note that this notemaking format uses “pads”, arrow lines, and +/- signs to show the relationships and the degrees of influence on the system centre and on each part. Watch how this works on the next step for a history topic.

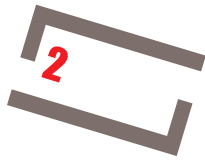


Notemaking and Studying

Examples: History/Politics

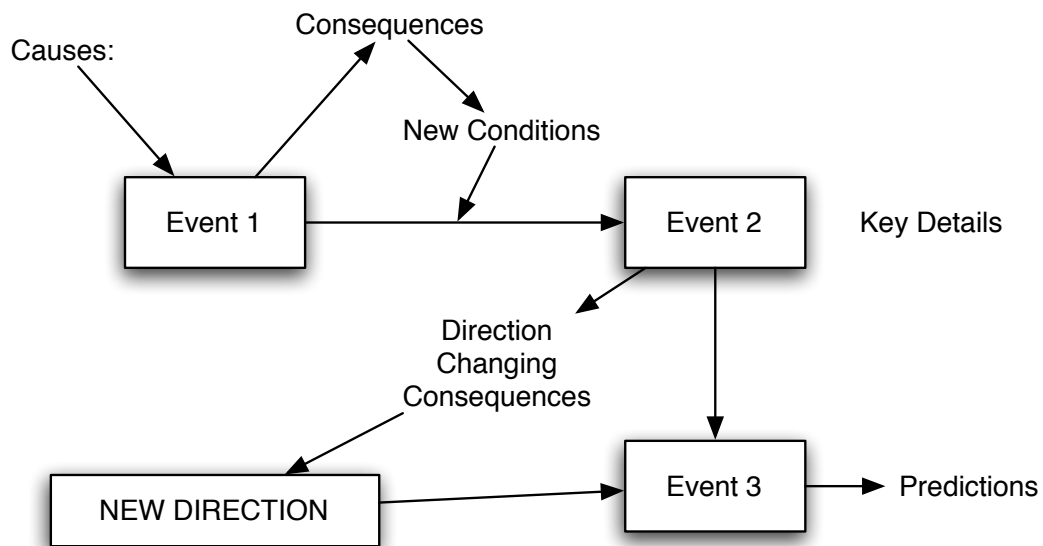


- in the History/Politics fuzzy map, national well-being/strength of the country is at the centre of the system because it is the main topic under consideration.
- note the main influences surrounding the centre and the examples surrounding the main influences.
- see how the arrows and signs describe whether there is a positive or negative impact
- now, figure out the example for Geography/Science in the next example.



SEQUENCE CHART NOTE FORMAT

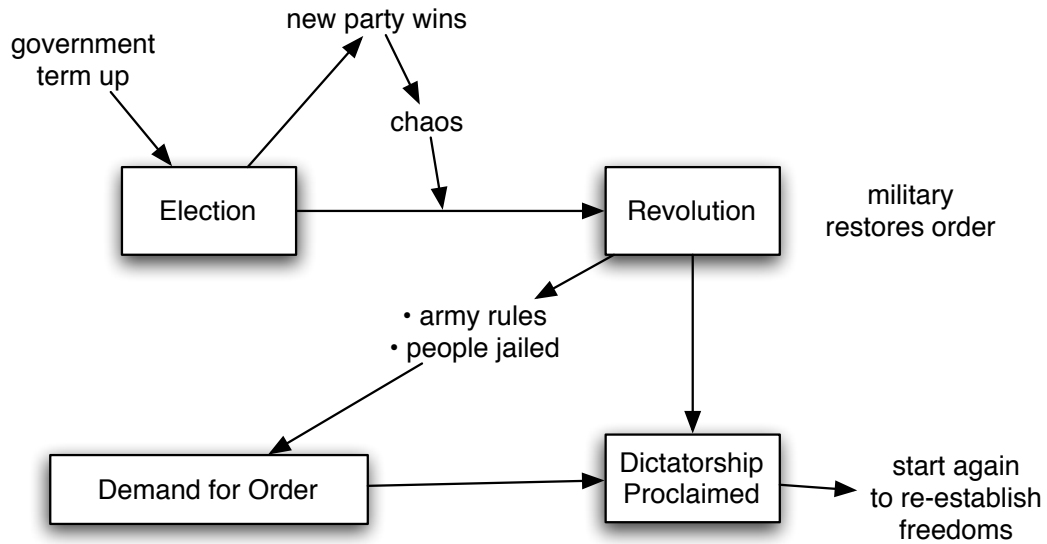
- good for linear sequencing
- allows movement from event to event
- allows directions to change as events dictate
- good for visual/spatial intelligence
- see next diagram for the general scheme of a sequence chart



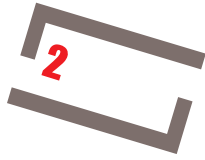


Notemaking and Studying

Examples: History

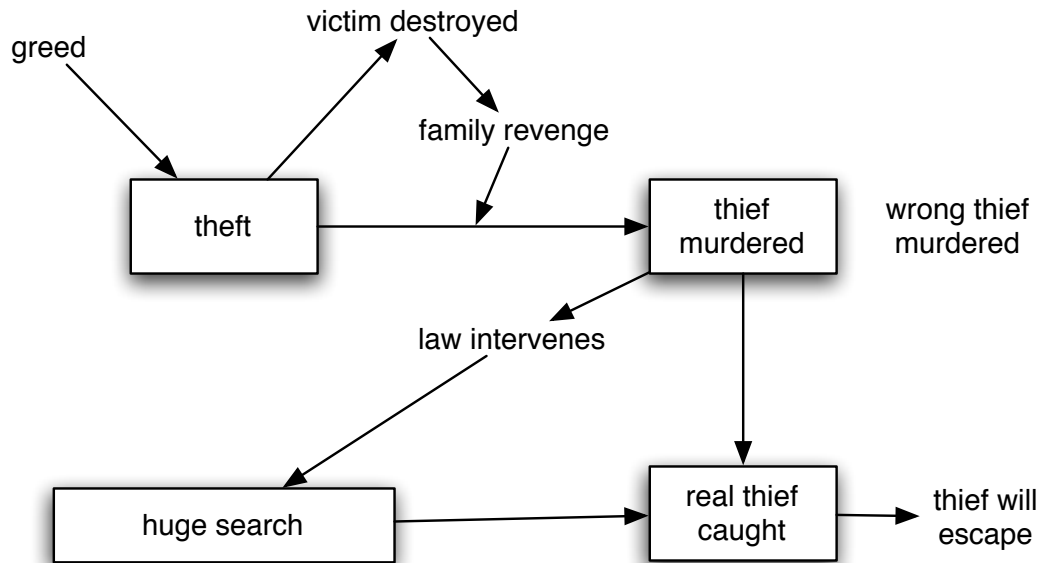


If you understand the example for history, move on to the next example which applies this method to a novel. If you have troubles with this method, either work with a partner to help you or use another method.



Notemaking and Studying

Examples: Novel



Now you try a sequence chart with your work.

HIGHLIGHTING/UNDERLINING TEXT, MARGIN NOTES AND MARKERS

- these are preparations for making notes
- AVOID: highlighting everything - no point
- highlight what you don't know
- colour-code to distinguish main points from key details
- jot down key words in the margins
- mark off key passages
- NOW: make your notes



Notemaking and Studying

AUDIO NOTES

- if you learn by listening, record your notes on tape and play them back to study
- if you are kinesthetically intelligent, play your tape while walking, running, rollerblading, etc.

STUDYING

- studying is about recall
- recall is about memory and/or association through your personal notemaking formats
- for tests and exams, you need specific examples and details in your answers in order to get better marks

How do you know if you know it?

Weak Answer

- "I've reviewed it all five times."
- "I've been studying it for 10 hours."
- "I think I know it."

Strong Answer

- "I can explain all major points, with some examples, without referring to my notes, and in a form that is acceptable to the examiner."



Notemaking and Studying

TEST AND EXAM WRITING

If you read something and can't remember anything about it right after - then you didn't read it. Same thing goes for studying: if you study and can't remember anything about it - then you didn't study it.

Preparation for tests and exams

1. Your favourite note format should be a major memory aid. This is the chief substance for marks on your tests and exams.
2. Skim your test or exam for a question that is easy for you. Start with this question so that your confidence will build. This question may not be Number 1 - be sure to use the correct number on the exam paper !!
3. Read the instructions: there may be a choice - be sure to answer the correct number of questions.
4. Read each question very carefully and break it up into parts - be sure that you answer the question being asked and each of its parts.

Unlocking mental block or freeze

- mental blocks during exams arise from being under-prepared and/or extremely anxious
- you can't think when you are anxious, you can only react - a relaxed state is a thinking state
- so: do your relax and focus routine before/during an exam, particularly when you are frozen
- once relaxed -write down words, formulas, anything you can remember to rebuild your confidence
- AVOID: pre-exam chatter with classmates -- it will only raise your anxiety

SUMMARY

- put getting better grades in the top 2 or 3 of your major priorities
- use these tools to help you build the skills to do it
- treat yourself for earning higher marks

