

**REVISION
STRATEGIES**

**Exam
Success**

EGGBUCKLAND

COMMUNITY COLLEGE

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Motivation and Goal Setting



Everybody needs goals and targets, things they want to achieve

If you have a vision or a dream, you have a purpose. If you have a purpose, your energy has a specific focus. If you take the world's greatest footballers, Ronaldo, Zola, Cantona, Rooney, Beckham, Pelé, Maradona, etc. and formed two dream teams, you would have billions of pounds worth of players, with unbelievable skill.

But if you remove the two goal posts all those players would be totally useless - they would have no targets.

90% of successful people set goals and targets

90% of people who feel they have failed did not set goals and targets

Goals must be:

- **Long term** To provide you with a long term vision of what you want to achieve in your lifetime.
- **Short term** To provide you with short term motivation on a daily, weekly or monthly basis.
- **Realistic** Some of the goals you set yourself will be easy; others will be harder.
- **In writing** Goals are not goals until they are written down. Stick a list of your goals on the back of your bedroom door or on a mirror and think about them 2 or 3 times a day.
- **Flexible** Goals are not set in stone. You should be prepared to change and modify your goals along the way.
- **Measurable** Always put a timescale on your goals and work to a deadline, otherwise tomorrow may never come.

"Believe in what you're doing. If you don't believe in it no one else will."

Jay-z, musician and entrepreneur

Action Plan for Goal Setting

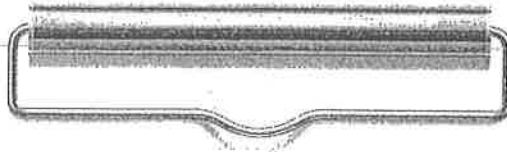
Attitude is a little thing but it makes a BIG difference

Write down a short term, medium term and long term goal you would like to achieve.

My Short Term Goal _____
(6-8 weeks)

My Medium Term Goal _____
(10-12 months)

My Long Term Goal _____
(3-4 years)



As honestly as you can, complete the following exercise by scoring yourself from 1 to 5 with 1 being the lowest score and 5 the highest.



Organising yourself	1	2	3	4	5
Handing in projects on time	1	2	3	4	5
Revising	1	2	3	4	5
Doing exams	1	2	3	4	5
Determined to succeed	1	2	3	4	5

What three things would help you to achieve your short, medium and long term goals?

1. _____
2. _____
3. _____

"You've got to have a plan, you've got to work to that plan and you've got to have a focus."

Antony Hamilton, father of Formula 1 driver, Lewis Hamilton

CUT THIS PAGE OUT & STICK IT ON THE BACK OF YOUR BEDROOM DOOR

Avoiding revision

There are so many good excuses for not revising! It's amazing how many TV programmes are unmissable, how many dogs eat notes, how many other days there are before the exam...

Look at the following reasons why students put off revising. What advice would you give them that might help them get started?



→ How can I stop avoiding revision?

My memory doesn't work very well

I don't know where to start

Revision is boring and I don't enjoy it

I don't have a complete set of course notes to work from

I can never remember what I've been reading

I like to do it all in a rush at the last minute

There's no point revising because I'm rubbish at exams

I don't have any revision materials

No-one else has started yet

There's so much stuff that I know I can't learn it all

Take another look at the list. Have you used any of these

Metacognition

Thinking about your thinking

1. What's your favourite takeaway food?



2. How did you arrive at this response?

Don't know?

I just did.

I really like food.

I thought about the question asked and the keywords. I checked my understanding and then worked through my response.

Chances are most of you will have followed a thought process similar to the one identified below.

Favourite	takeaway	food
Favourite means what I consider to be the nicest or the best	Food which is ordered and then either delivered or collected from the restaurant. There are certain types of food which are considered 'takeaway', they are: Indian – curry Chinese Pizza Fast food – burgers, fried food, etc...	Something I eat. What types of food do I eat? Which do I like the best?

The difference being that some of you might have been aware of this thought process happening (using your metacognitive skills), whilst others won't be.

3. From the descriptions below, which best fits the way you think about your learning? Highlight where you are in one colour and where you want to be in another.

- **Tacit learners** are unaware of their metacognitive knowledge. They do not think about any particular strategies for learning and merely accept if they know something or not.
- **Aware learners** know about some of the kinds of thinking that they do such as generating ideas, finding evidence etc. However, thinking is not necessarily deliberate or planned.
- **Strategic learners** organise their thinking by using problem-solving, grouping and classifying, evidence-seeking and decision-making etc. They know and apply the strategies that help them learn.
- **Reflective learners** are not only strategic about their thinking but they also reflect upon their learning while it is happening, considering the success or not of any strategies they are using and then revising them as appropriate.

4. Can you think of anything you can do to help move yourself from one type of learner to the next?

Metacognition is "cognition about cognition", "thinking about thinking", "knowing about knowing", becoming "aware of one's awareness" and higher-order thinking skills. The term comes from the root word *meta*, meaning "beyond", beyond knowing.

Metacognitive knowledge refers to what learners know about learning. This includes:

- your knowledge of your own thinking abilities (e.g. 'I have trouble remembering dates in history')
- your knowledge of particular tasks (e.g. 'The ideas in this chapter that I'm going to read are complex')
- your knowledge of different strategies that are available to you and when they are appropriate to the task (e.g. 'If I scan the text first it will help me to understand the overall meaning').

Being aware of how you go about learning new things and what you find difficult about learning new things increases our ability to transfer or adapt your learning to new situations and tasks, such as revising for your exams. This happens by you having an awareness that learning is not just about the subject matter, but how you go about learning about the subject matter. Being able to recognise the strengths and weaknesses about how you learn enables you to work around those barriers to become a better learner.

Putting it into practice

Now you understand what it is, how do you go about putting it into practise? It's easy, you simply need to keep asking yourself 5Ws and an H; who, what, where, when, why and how?

Before you start a lesson, a topic or a task ask yourself, what do I already know about this topic that could guide my learning? Have I organised myself and the resources I might need? Where else might I find help with this topic?

At the end of a lesson, topic or task ask yourself, what was most confusing to me about the material explored today?

Before starting new lessons, topics or tasks, what worked well last time that I should remember to do next time? What did not work so well that I should not do next time or that I should change?

Becoming a metacognitive learner means there are 3 stages you work through in your mind: Planning, Monitoring and Evaluation.

5. Have a look at the table below, what questions could you ask yourself during the learning process to help you become a more strategic or reflective learner?

Activity	Planning	Monitoring	Evaluating
In the class	<ul style="list-style-type: none"> • What are the goals of the class session going to be? • What do I already know about this topic? • How could I best prepare for the class session? • Where should I sit and what should I be doing (or not doing) to best support my learning during class? • What questions do I already have about this topic that I want to find out more about? 	<ul style="list-style-type: none"> • What insights am I having as I experience this class session? What confusions? • What questions are arising for me during the class session? Am I writing them down somewhere? • Do I find this interesting? Why or why not? How could I make this material personally relevant? • Can I distinguish important information from details? If not, how will I figure this out? 	<ul style="list-style-type: none"> • What was today's class session about? • What did I hear today that is in conflict with my prior understanding? • How did the ideas of today's class session relate to previous class sessions? • What do I need to actively go and do now to get my questions answered and my confusions clarified? • What did I find most interesting about class today?
Active-learning task and/or homework assignment	<ul style="list-style-type: none"> • What is the teacher's goal in having me do this task? • What are all the things I need to do to successfully accomplish this task? • What resources do I need to complete the task? How will I make sure I have them? • How much time do I need to complete the task? • If I have done something like this before, how could I do a better job this time? 	<ul style="list-style-type: none"> • What strategies am I using that are working well or not working well to help me learn? • What other resources could I be using to complete this task? What action should I take to get these? • What is most challenging for me about this task? Most confusing? • What could I do differently mid-assignment to address these challenges and confusions? 	<ul style="list-style-type: none"> • To what extent did I successfully accomplish the goals of the task? • To what extent did I use resources available to me? • If I were the teacher, what would I identify as strengths of my work and flaws in my work? • When I do an assignment or task like this again, what do I want to remember to do differently? What worked well for me that I should use next time?
Quiz or exam	<ul style="list-style-type: none"> • What strategies will I use to study (e.g., study groups, problem sets, evaluating text figures, challenging myself with practice quizzes, and/or going to office hours and review sessions)? • How much time do I plan on studying? Over what period of time and for how long each time I sit down do I need to study? • Which aspects of the course material should I spend more or less time on, based on my current understanding? 	<ul style="list-style-type: none"> • To what extent am I being organised and logical in my studying of all the material for the exam? • To what extent am I taking advantage of all the learning supports available to me? • Am I struggling with my motivation to study? If so, do I remember why I am taking this course? • Which of my confusions have I clarified? How was I able to get them clarified? • Which confusions remain and how am I going to get them clarified? 	<ul style="list-style-type: none"> • What about my exam preparation worked well that I should remember to do next time? • What did not work so well that I should not do next time or that I should change? • What questions did I not answer correctly? Why? How did my answer compare with the suggested correct answer? • What questions did I not answer correctly? Why? What confusions do I have that I still need to clarify?
Overall course	<ul style="list-style-type: none"> • Why is it important to learn the material in this course? • How does success in this course relate to my career goals? • How am I going to actively monitor my learning in this course? • What do I most want to learn in this course? • What do I want to be able to do by the end of this course? 	<ul style="list-style-type: none"> • In what ways is the teaching in this course supportive of my learning? How could I maximize this? • In what ways is the teaching in this course not supportive of my learning? How could I compensate for or change this? • How interested am I in this course? How confident am I in my learning? What could I do to increase my interest and confidence? 	<ul style="list-style-type: none"> • What will I still remember 5 years from now that I learned in this course? • What advice would I give a friend about how to learn the most in this course? • If I were to teach this course, how would I change it? • What have I learned about how I learn in this course that I could use in my future courses? In my career?

Learning Styles

There are three ways in which we learn:

- **Looking (Visual)**
- **Listening (Auditory)**
- **Doing (Kinaesthetic)**

These are formally known as Visual, Auditory and Kinaesthetic. Most of us use all three, but each of us has a favourite.

Lookers

Learn best through pictures, learning maps, diagrams, watching DVDs or seeing live performances of all sorts. They like to use colour and pictures to make things stand out. Lookers tend to say things like "I see what you mean".

Listeners

Like to hear things explained, to summarise aloud and record their study notes onto a MP3 or mobile phone. They like to learn by repeating things to themselves and making up rhymes and mnemonics to help information to stick in their mind. Listeners may say things like "That rings a bell".

Doers

Like to get involved, taking part in practical activities and to learn by experience. They have a "hands on" approach to learning e.g. writing French words on post-it notes and sticking them on the item concerned to help hammer the information in. Doers often say "Let me see", when what they mean is they want to touch the new object and explore it with their hands.

Why is it important to know your style?

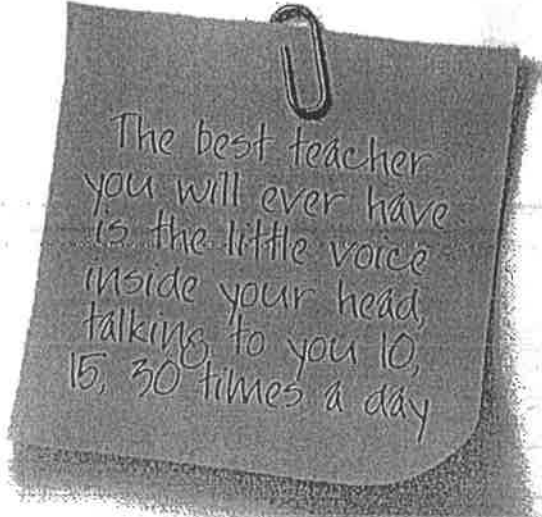
If you realise which style you use most, you can play to your strengths. There is no right or wrong learning style, it's what ever you feel most comfortable with.

Give it a try!

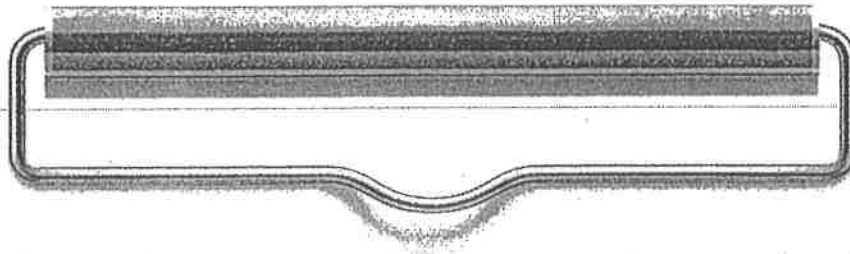
You might discover a powerful new learning tool that will be of great help to you.

"You have to be unique, and different, and shine in your own way."

Lady Gaga, American recording artist



The best teacher you will ever have is the little voice inside your head, talking to you 10, 15, 30 times a day



Learning Styles Questionnaire

Answering the following questions will help you discover which is your best learning style. Answer all the questions by ringing or ticking your chosen letter, and then refer to the scoring key on page 6.

1. You are learning how to repair a bicycle tyre. Would you:

- a) Ask someone to explain what to do
- b) Watch someone else do it then try to copy them
- c) Get the bike and start the job, only reading the instructions if you get stuck

2. You have to find your way to the rollercoaster at Alton Towers. Would you:

- a) Stop and ask someone for directions
- b) Study a site map
- c) Walk around the park using landmarks to help yourself

3. You must memorise symbols of the periodic table would you:

- a) Read them aloud to yourself over and over again
- b) Write questions on coloured flash cards and test yourself
- c) Write out the list several times to help memorise it

4. When you are in a science lesson, which would you prefer to do:

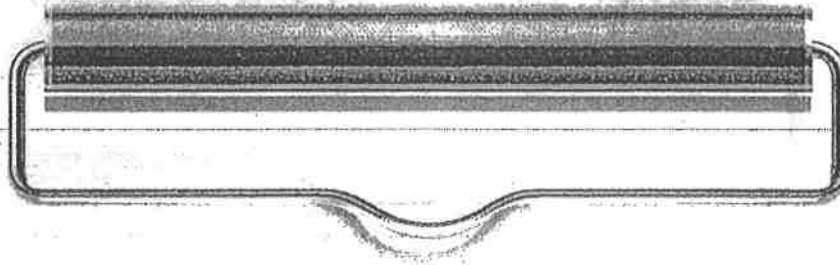
- a) Listen to the teacher
- b) Watch the teacher
- c) Do what the teacher is describing

5. If someone nearby wanted to attract your attention, should they:

- a) Call your name
- b) Wave to you
- c) Tap you on the shoulder

6. If you were going on X Factor and had to learn the words to a song, would you:

- a) Listen carefully to the CD
- b) Write down the words
- c) Try to sing it straight away, even though you make a few mistakes



7. Would you rather:

- a) Listen to your iPod
- b) Watch a DVD
- c) Play sport

8. Which would appeal most to you:

- a) Going to see a live band
- b) Visiting the cinema
- c) A chance to physically play on a Nintendo Wii

9. If you go to a foreign country do you:

- a) Get advice by listening to people who have been there
- b) Find some books or go on-line and look at pictures and maps
- c) Jump on a plane and explore when you get there

10. Which of the following would be your greatest loss:

- a) Hearing
- b) Sight
- c) Movement

Results

Add up and write down your total number of As, Bs and Cs in the boxes below.

- As** If you have mostly As your preferred learning style is... **Listening**
- Bs** If you have mostly Bs your preferred learning style is... **Looking**
- Cs** If you have mostly Cs your preferred learning style is... **Doing**

Most people have a mixture of all three learning styles. Use what feels most comfortable to you.

How to use your Learning Styles

Listeners:

- Repeat your study notes out loud to yourself
- Record study notes on MP3, I-players or mobiles and play them back repeatedly
- Participate in mini debates, group reviews and listen to guest speakers
- Use mnemonics to remember lists
- Create raps, rhymes, chants, or dramatic readings to remember facts
- If you really need to concentrate, close your eyes so that listening is enhanced

Lookers:

- Draw and label pictures and diagrams
- Use highlighter pens for key facts, colour code your work, with key points in pink and secondary points in green
- Use mapping techniques, create posters with slogans and key words on them
- Observe closely practical items or artefacts, which are used during the lesson
- Watch DVDS, TV programmes, plays that you're studying, view online revision sites
- In languages, use post-it notes to label objects with the (French) words on it you want to learn
- Create visual displays of key words, facts and texts in strategic places, e.g. on a bedroom wall, mirror, or back of a loo door!

Doers:

- Walk about using your study notes as you learn
- Revise with a study-buddy
- Underline or highlight key facts in your study notes
- Use memory techniques, and mind maps
- Get involved with the teacher asking for volunteers for practical experiments
- Learn by creating your own design and build activities

Time Management



Don't just
spend time,
invest it

Managing your time will help you become more effective and successful in the way you run your life.

It's a good idea to get in the habit of listing all your tasks on a daily and weekly basis – both what you have to do and also what you want to do. Some will be in your control and some won't.



Top 10 Tips on Time Management

1. Make your timetable well in advance and be realistic, particularly as to how long tasks will take.
2. Mixing difficult tasks with easier ones will help you to keep your timetable. Place difficult tasks in the "best" slots.
3. Have deadlines and stick to them. Don't set deadlines you cannot meet.
4. When you start a piece of work, try and finish it at the time. Otherwise you will waste time when you restart, trying to work out where you were and what you were going to do next.
5. Don't put off tasks that you don't want to do.
6. Do not put off dealing with things that are unimportant.
7. If possible, share tasks or use the expertise of others who can help.
8. Analyse the interruptions you experience during the day and learn to say "no" without feeling guilty.
9. Break down your work into manageable chunks.
10. Review your "free time", eg, if you travel by bus or train, could you use the time to read notes ...

Checklist for effective revision

Place a tick or cross as appropriate for each of the following questions. The more ticks, the more effective your revision is likely to be. If you have any crosses, what could you do to improve the situation?



→ What makes revision effective?

	✓	x	What could I do about this?
Am I always clear about why I am learning things?	<input type="checkbox"/>	<input type="checkbox"/>	
Do I give myself rewards during revision?	<input type="checkbox"/>	<input type="checkbox"/>	
Am I aware of how the information I am learning fits into the course as a whole?	<input type="checkbox"/>	<input type="checkbox"/>	
Do I ever visualise myself achieving the outcome I want?	<input type="checkbox"/>	<input type="checkbox"/>	
Do I have a suitable space and environment for revising?	<input type="checkbox"/>	<input type="checkbox"/>	
Do I eat and drink sensibly during the revision period?	<input type="checkbox"/>	<input type="checkbox"/>	
Do I have a method of testing myself?	<input type="checkbox"/>	<input type="checkbox"/>	
Do I revise material more than once?	<input type="checkbox"/>	<input type="checkbox"/>	
Am I free from interference when I want to revise?	<input type="checkbox"/>	<input type="checkbox"/>	
Do I have enough breaks during revision?	<input type="checkbox"/>	<input type="checkbox"/>	

Long-term Revision Timetable

December

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1	2	3	4	5	6
		English	Maths IT	Biology	PARTY	
7	8	9	10	11	12	13
English	Maths Chemistry	German	Biology Geography		Maths	German Physics
14	15	16	17	18	19	20
	History German	English Chemistry	Maths	French	History French	
21	22	23	24	25	26	27
Geography	IT Physics		Christmas Eve	Christmas Day		Geography Physics
28	29	30	31			
Maths	Biology	IT French	PARTY			

Weekly Revision Timetable

Week 1:

Day	7.00-7.30	School	4.30-5.20	5.30-6.20	Dinner	7.30-8.20	8.30-9.20	9.30-10.20
Mon	Geography (Coasts)	School	Biology (Plants)		Dinner	TV		English (Macbeth)
Tue		School	Sport	French (Writing)	Dinner	Physics (Energy)	German (Foods)	
Wed	Chemistry (Changing Materials)	School	English (non-fiction test)		Dinner	History (Germany 1919-45)		D & T (Graphics)
Thu		School	History (India)	Psychology (Social Influence)	Dinner	Physics (Waves)	Geography (Water/ rivers)	
Fri	Maths (Data Handling)	School	IT (Databases)		Dinner	TV		English (Enduring Love)
Sat				French (Reading)	Dinner	TV		IT (Software)
Sun					Dinner	TV		Maths (Algebra)

Organising my notes

Your files probably contain a wide range of material. Lots of it is likely to be useful. But some of it will probably be incomplete, inaccurate or unnecessary. Some of it may be in the wrong place or missing. If your file is well organised already you're in a good position to start revising. If not, one of the first things you probably should do is to try to sort your files out.



→ How well organised are my notes?

ACTIVITY

Score yourself on the following statements: Always = 1, Sometimes = 2, Never = 3

- When I open my file bits of paper drop out
- My approach to filing is to stick the paper in wherever
- It's difficult for me to find a particular piece of work when I need it
- I have no idea which bits of work are totally complete or when bits are missing
- I forget to use file dividers to separate my work into sections
- I pretend to forget my file when a teacher asks to see it
- When it comes to revision it's quicker for me to make a whole new set of notes than to sort out the notes I already have
- My friends' files always look more organised than mine
- I wish I had a secretary to do my filing for me
- TOTAL SCORE**

HOW DID I DO?

Total score: 9-15

Oh dear... Sounds like you need to start sorting things out straight away or you'll still be filing on the day of your exam.

Ask for some advice.

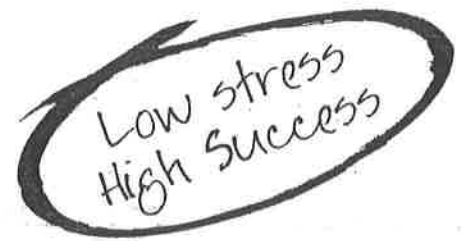
Total score: 16-21

Well done. A bit more organisation and you'll be ready to start using your notes effectively.

Total score: more than 21

Excellent. You could probably give a few tips to other students on how to do it!

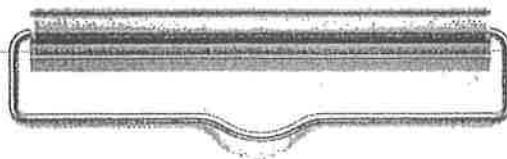
Stress Management



Stress is a very natural and important part of life. We all need stress but not too much or for too long. Stress helps keep us alert, motivates us to face challenges, and drives us to solve problems.

However, distress, on the other hand, results when our bodies over-react to events, leading to a "fight or flight" reaction. If we think something is scary or worrisome, our bodies react accordingly.

Have you ever had to give a talk to your class and found that your heart pounded so loudly and your mouth was so dry that you thought you just couldn't do it? Or sat in an exam, and just blanked out?



Below are situations that cause stress. Score yourself from 1 to 5. 1 being unstressed and 5 being stressed out.

Stress Test	Unstressed					Stressed				
Getting a last minute assignment	1	2	3	4	5	1	2	3	4	5
Accidentally breaking something while using it	1	2	3	4	5	1	2	3	4	5
Misplacing your mobile phone	1	2	3	4	5	1	2	3	4	5
Waiting in a long queue at the supermarket	1	2	3	4	5	1	2	3	4	5
Being grounded at home	1	2	3	4	5	1	2	3	4	5
Not having enough money	1	2	3	4	5	1	2	3	4	5
Losing an essay because the computer crashes	1	2	3	4	5	1	2	3	4	5
No biscuits or crisps in the cupboard	1	2	3	4	5	1	2	3	4	5

If you scored mostly 4's and 5's you must chill out and learn to approach things in a more reasonable way. Remember, a strong reaction is better reserved for a serious situation. And if you scored mostly 1's and 2's get the person next to you to check if you have a pulse!

"The final forming of a person's character lies in their own hands."

Anne Frank, diarist and holocaust victim

Top Ten Tips on Stress Management

1. Learn to relax. Take "mini-breaks" throughout the day. Work at relaxation techniques, such as five slow deep breaths.
2. Get organised. Have a realistic schedule of daily activities, including time for work, sleep, relationships and recreation.
3. Exercise. Physical activity always provides relief from stress. Half an hour of sport or even a short walk will do the trick.
4. Recognise that you can only do so much in a given time. Try to pace, not race.
5. Talk to friends. Talking and meeting with friends and occasionally sharing deep feelings and thoughts can be helpful in reducing stress.
6. Make a list of things that are worrying you and the possible things that could happen – then your brain will stop bringing them forward all the time.
7. Make sure you are in a calm, positive mood before you start studying.
8. Don't become overtired by forcing yourself to work late. Your ideal sleep time is about 8 hours a night.
9. Watch your habits. Make sure you eat sensibly and have a balanced diet.
10. Talk positively to yourself. Don't pay attention to that internal voice saying you can't do it; tell yourself you can do it and you will do it.

Success comes in
cans, not can'ts

Eating and drinking for revision

A lot has been written about 'brain foods' and the effects of eating or drinking the 'wrong' or 'right' things – much of this is pretty unreliable information.

But you can be sure that a healthy balanced diet will help you concentrate better, work harder, and be less stressed.

If your diet isn't too healthy and you don't have much choice in what you eat and drink then its worth thinking about how you can improve you eating habits.



→ How can eating and drinking influence revision and exam success?

ACTIVITY

Look at the following statements. Which ones did you know about already, and which ones are news to you? Circle your answers.

The brain seems to work less well if your body is dehydrated – so drinking water can improve concentration and memory - 6-8 glasses (1.2 litres) of fluid per day is recommended.

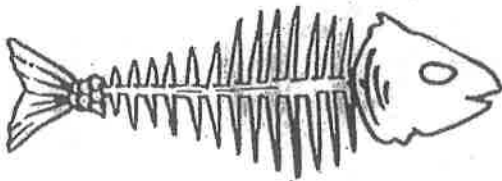
I know this

This is news to me

Some of the chemicals found in oily fish (such as mackerel) or flax oil have been linked to improved concentration and reading skills (these are called omega-3 and omega-6).

I know this

This is news to me



Some food colourings have been linked with hyperactivity – which can make it hard to concentrate for long periods.

I know this

This is news to me

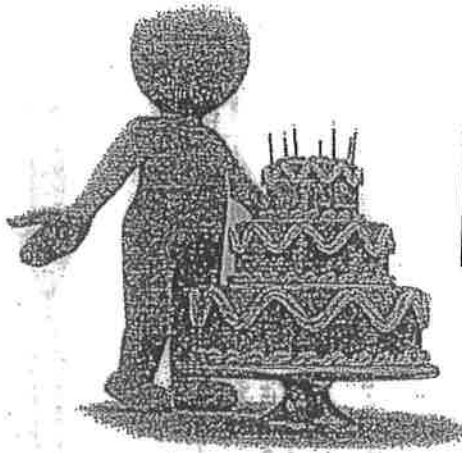
Diets high in soya have been linked with better memory

I know this

This is news to me

More Statements over the page →

Eating and drinking for revision



A normal healthy diet includes a combination of bread, rice, potatoes, pasta or other starchy foods (approximately 30%), fruit and vegetables (approximately 30%), milk/dairy products (approximately 15%), meat, fish, eggs, beans (approximately 15%), foods and drinks high in fat or sugar (no more than 10%).

I know this This is news to me

Drinks containing caffeine might help you to stay alert, but they have also been linked with increased stress and anxiety.

I know this This is news to me



Eating and drinking too much sugar can reduce your energy levels.

I know this This is news to me



Drinking alcohol slows you down mentally and physically and can have a long-term impact on your health.

I know this This is news to me

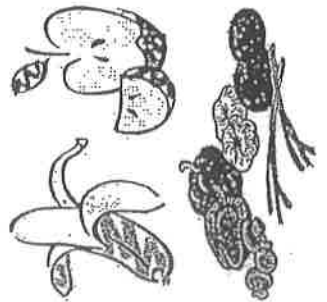
Which (if any) of these do you need to think about in the run up to your exams?

If you're concerned about any of these points or you want to know more, the government's Food Standards Authority website (www.eatwell.gov.uk) is a good source of information for all ages.

Brain Health

- ★ The brain needs energy to function effectively.
- ★ It gets this energy from food.
- ★ A healthy, balanced diet is important to learning.
- ★ The brain requires plenty of glucose, so eat plenty of fresh fruit & vegetables.
- ★ Eat a good breakfast every morning, including Vitamin C.
- ★ Eat plenty of 'brain food' — fish, nuts & vegetable fats.
- ★ Exercise regularly to oxygenate the blood.
- ★ Drink plenty of water (1.8 litres per day) to rid the body of toxins.

Remember ...
You are what you eat!



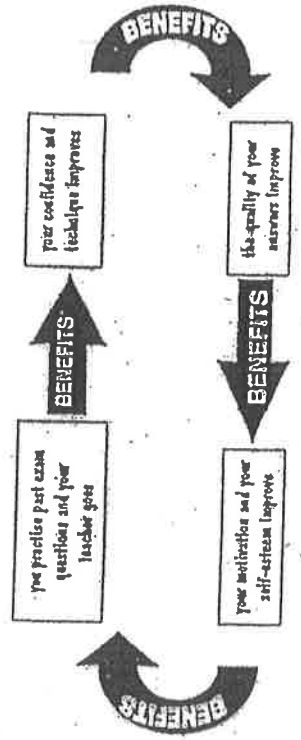
PRACTISING EXAMINATION QUESTIONS

Practising exam questions is a very good use of your time. Different kinds of exam questions are designed to make you:

- ★ select relevant and important points - those that relate only to the question
- ★ combine points from different aspects of a topic or from different topics
- ★ interpret unseen information and apply your knowledge and understanding of a topic to new situations.

The good news is:

- 👍 exam questions help you to remember important points in your revision
- 👍 examiners have a limited number of ways of asking questions, so the more practice you get the less likely you are to be caught out by an unfamiliar style of question.
- 👍 practice helps you to understand how many questions to answer on each paper and how many marks each part carries
- 👍 practising questions helps you to time how long different types take to answer
- 👍 practising longer-style questions, such as essays, will help you to score the best marks.



Get in the Mood and Set the Scene.



Temperature — overheating causes a fall in concentration & all-round performance level. Stay cool!



Hydration — dehydration causes inattention, drowsiness & poor performance. Make sure you sip water at regular intervals. (Tip: don't gulp it down or you will end up having lots of toilet breaks!).



Colour — choose where you revise very carefully. Research has found that the colour of the room you work in can help or hinder your revision.

● red — good for creative thinking & short-term high energy;

● green — good for productivity & long-term energy;

● yellow/orange — good for positive moods;

● blue — slows the pulse, lowers blood pressure, helps study & concentration;

● pastel colours — helps keep mood calm & steady.



Smell — use aromatherapy (candles, bath oil, etc.). Lavender, camomile & spiced apple reduce stress, whilst lemon & jasmine get you feeling positive.



Sleep — milk products stimulates production of something called 'melatonin', which improves sleep. Make sure you avoid caffeine if you want your beauty sleep though!



Laugh — yes, that's right, laugh! Revision may not be your idea of fun but the brain is much more effective when work is preceded by laughter. People may think you are mad, but a good belly laugh is the perfect start to your studies. Try it!



Go 'walkabout' — who says you need to sit down to revise? The brain needs oxygen to function properly, & 15% more is sent to the brain simply by standing up. If you do prefer sitting (after all, it isn't easy writing & walking around), make sure you sit upright. Good posture & deep breaths will allow more oxygen to get to the brain.

Brain Gym

The maximum amount of time you should spend on a task at any one time is your age plus 2 minutes (up to a maximum of 25 minutes for an adult). That means that a 16 year-old should only revise for 18 minutes before having a 'brain break'. Take regular breaks & try some of the following exercises for a few minutes. You might not realise it at the time, but they will improve your concentration.

1. Lift the left knee & touch it with the right hand, then lift the right knee & touch it with the left hand, & so on.
2. Bring the right hand across the front of the face & hold the left ear lightly. Take the right hand away, then bring the left hand across the front of the face to hold the right ear lightly. Repeat, again & again.
3. Circle rub the stomach with the right hand, while patting the head with the left hand simultaneously. Then reverse hands & repeat the process.
4. Point both index fingers to touch the top of an imaginary circle in front of the face. Circle the index fingers in opposite directions simultaneously, keeping perfect concentric circles. Index fingers should meet at the top & bottom of the circle.
5. Using both index fingers, draw large figure eights in the air. Keeping your head still, follow your fingers with your eyes.
6. Using large movements, write your full name in the air with your preferred index finger. Then do the same with both index fingers simultaneously.
7. Stretch arms forwards & backwards, then rotate them slowly.
8. With finger & thumb, massage the ears slowly starting at the top & working your way down to the lobes.
9. Make a steeple with your fingers in front of your face. Lift each pair of fingers together, starting with your index fingers. Count quietly aloud as you do so.
10. Practise yawning! Stretch your mouth as wide as you can. Stick your chin out & move it from side to side.

Thinking positively about revision

Think of yourself as an athlete preparing for a big race: preparation and the right frame of mind are essential to success. You can get into the 'zone' for revision and exams, just like athletes get into the 'zone' for a competition. How much success do you think an athlete would have if they thought negatively about their likely performance? It doesn't have to be that way...



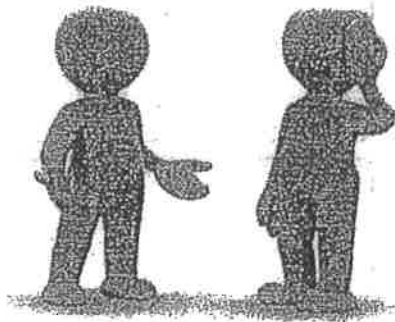
→ How can I think positively about revision and exams?

ACTIVITY

A group of friends is discussing revision and exams. One half of the group is totally negative about the process – their words are on the left. The responses of their friends are missing – can you write in their more positive replies? The first has been done as an example:

Revision periods are lonely and dull

Not if you plan some group revision, and give yourself some rewards too



Some people are naturally better at exams than others

You either know your subject or you don't, there's no point in trying to learn for an exam

Memory Techniques

Everybody has a good memory - even students who think their memory is **weak**. The problem is nobody has shown us how we can **turbo charge** our brain.

We can all remember key moments in our lives, riding a two-wheeler bike for the first time, our days at primary school, visiting A&E as a child, great holidays, learning the lyrics to your favourite pop song. So we all have good memories.

Anyone can learn to have a powerful memory and use it to recall limitless amounts of information. You'll save time, have more fun learning and remember more than you ever thought possible.

The tricks and strategies are easy to pick up, but they will change the way you use your brain forever.

The **BIG** secret is imagination!

The most effective way of remembering anything is through an image chain. Create a cartoon-like image in your mind. Make it colourful, lively and fun. The more unusual, the more you will remember it.

Let's say you're at a party and you've been introduced to some new people and want to remember their names.

You've just met **David, Jack, William, Gemma, Sophie** and **Hannah**.

In your imagination, you need to create a link to that person and their name. The pictures you think up have to be memorable, so make them colourful, funny, lively and strange.

David → (Wearing a football shirt aka Beckham)



Jack → (Climbing up a bean stalk)



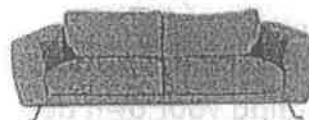
William → (Prince William wearing a crown)



Gemma → (Wearing lots of jewellery with shiny gems)



Sophie → (Is sat on the sofa singing)



Hannah → (Is carrying a spanner in her hand)



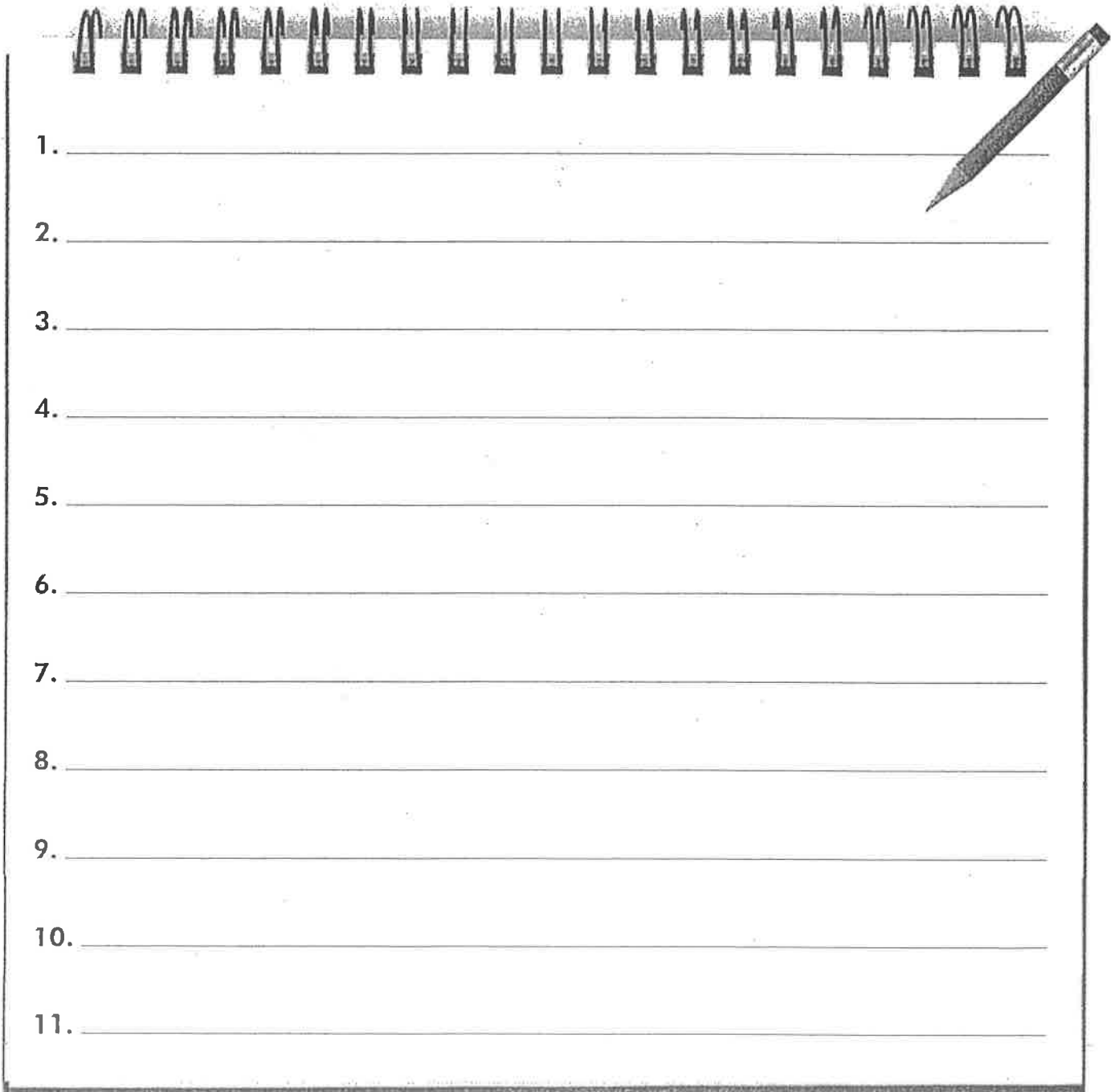
Memory Techniques

World memory champions use some of the following tricks and secrets to turbo charge their brains

One **powerful** way to learn anything is through repetition. Using **flash cards**, with questions on one side and answers on the other. The more you repeat it, the more it etches the information in to the brain.

Another way to learn information is to write it down or **mapping**. Re-writing **key facts** (in colour) and important words from your study notes will help you remember the information more successfully.

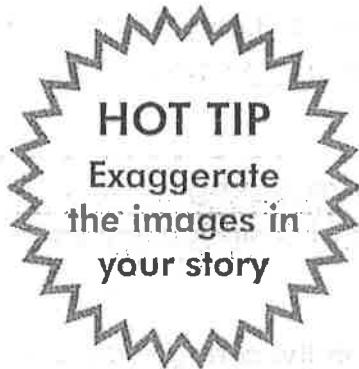
Write down the 11 items which you had to remember in the correct order they were shown.



A spiral-bound notebook with 11 numbered lines for writing. A pencil is positioned on the right side of the notebook.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

Anything can be turned into a list of words – topic headings in an essay, equipment for a science experiment, landmarks on a journey, names, ideas – and then transformed from words into memorable images linked together.

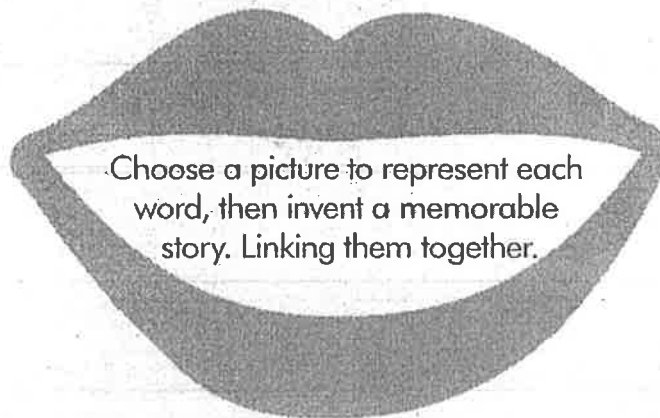


Use humour, colour, strangeness and movement to make even the dulllest information stick in your mind. It's as if you are creating a crazy dream.

Try it yourself!

Create your own image chain to help you remember the digestive system listed below.

- Mouth
- Saliva Gland
- Epiglottis
- Oesophagus
- Stomach
- Liver
- Pancreas



Jot down your digestive image chain below:

A spiral-bound notebook with a pencil resting on the top right corner. The notebook has several horizontal lines for writing.

Mnemonics

A mnemonic is a simple rhyme or phrase which helps you remember factual information in the right order. Simply take the letters from the words you wish to remember and use them to make a memorable sentence.

1. My Very Easy Method Just Speeds Up Naming Planets

(Planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto)

2. Pop Stars Sing Naff Pop Ballads

(Stages in the Life of a Star: Protostar, Supergiant, Supernova, Neutron, Pulsar, Black Hole)

3. Never Eat Cake Eat Salad Sandwiches And Remain Young

(How to remember how to spell the word **NECESSARY**)

Rhymes

1. Divorced, beheaded, died, divorced, beheaded, survived

(Fate of Henry VIII's six wives)

2. In 1903, the Wright brother flew free

(First successful flight)

3. Smiles of happiness come after having tankards of ale

Sin = $\frac{\text{opposite}}{\text{hypoteneus}}$ Cos = $\frac{\text{adjacent}}{\text{hypoteneus}}$ Tan = $\frac{\text{opposite}}{\text{adjacent}}$

LOCI Method (Loci: Latin meaning Location & Item)

If you take the layout of your house or your kitchen you can link it to key words that you need to remember for exams.

E.g. the layout of a typical kitchen, linked to key words to do with Volcanoes. The more unusual the link, the better. If you can remember the items in the kitchen, you can recall the words that go with them very easily.

KITCHEN	KEY WORDS	Examples of Images
Table	Lava	(Lava dripping off the table)
Chair	Mud	(Muddy footprints on the chair)
Fridge	Dormant	(A sleeping dormouse in the fridge)
Toaster	Volcano	(Toaster shaped like a volcano and toast erupts out)
Kettle	Geyser	(Hot water & steam from the kettle)
Oven	Gas	(Gas yourself in the oven!)
Microwave	Danger	(Danger Mouse in the microwave in mortal peril!)
Sink	Tidal wave	(Surfing on the tidal wave in the sink)
Bin	Ash	(Ignore the notice and put hot ashes in the bin)

Making mind maps

Mind maps are a way of organising ideas about a topic. A mind map usually starts with a central idea with a series of branches, each relating to one aspect of the main idea. These lead to other branches and so it goes on.

A mind map allows you to see the whole topic on one sheet of paper. And making the mind map helps you learn both the detail and the big picture of a topic.

There are some excellent software packages for creating mind maps – many of them free – but creating your own by hand is just as good.



→ What are mind maps and how can they be used for revision?

Five things to do with mind maps

1

Stick them up somewhere in your house where you sit and dream – maybe your bedroom walls or ceiling – even the toilet!

2

Illustrate some of the points on your mind map with some silly pictures – they will help you remember the point.

3

Spend some time learning the mind map, turn the paper the other way up and see if you can remember it well enough to copy.

4

Use mind maps to plan essays – put the title in the centre, then have one branch for each key point and use further branches to develop those points.

5

Get together with a friend and make mind maps together using lots of colour and pictures.

use the biggest sheet of paper you can get

Using different colours can make them easier to remember.

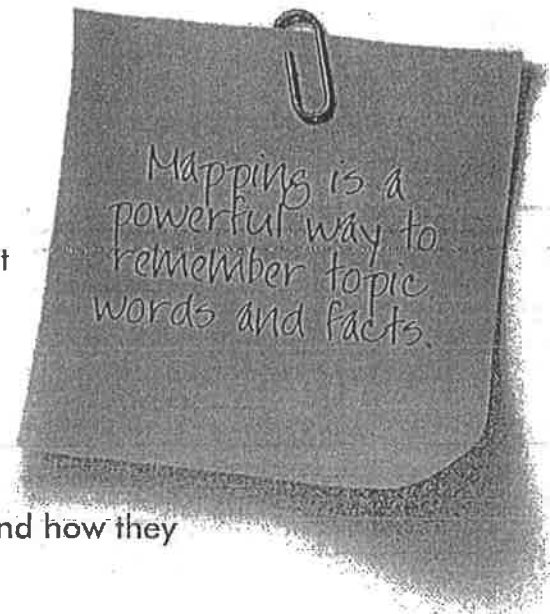


A mind map about revision has been started on the next page. Use your knowledge of revision to complete it.

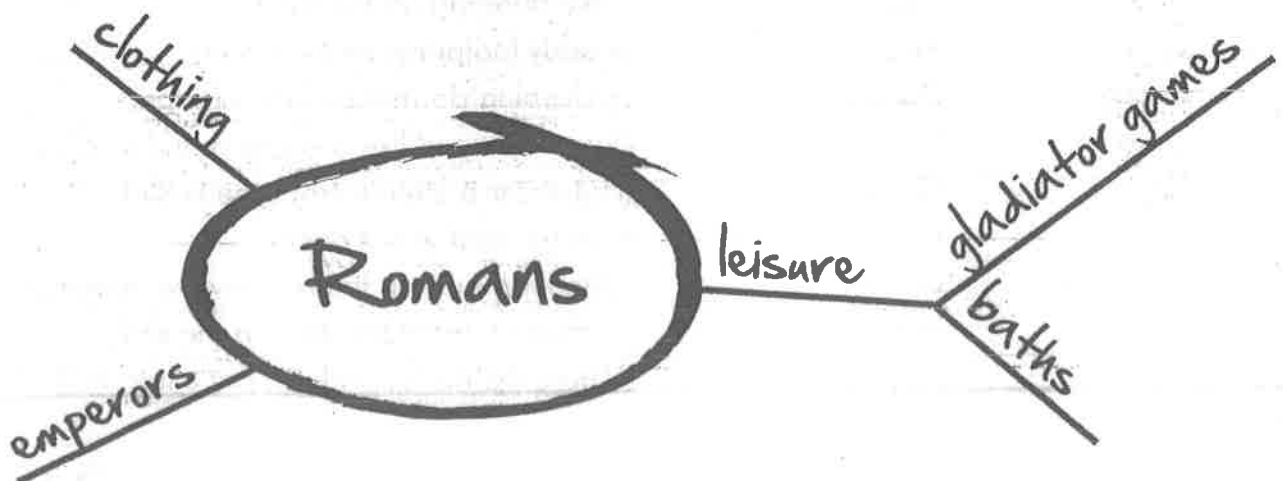
Mapping

Mapping is a brilliant way of organising your thoughts. It can help you with:

- Note taking during lessons when summarising text
- Explaining complex ideas
- Problem-solving, helping you to see all the issues and how they relate to each other
- Planning, helping you get all the relevant information down and to organise it more easily (particularly useful for essays)
- Revision, serving as a quick and efficient means of recalling information



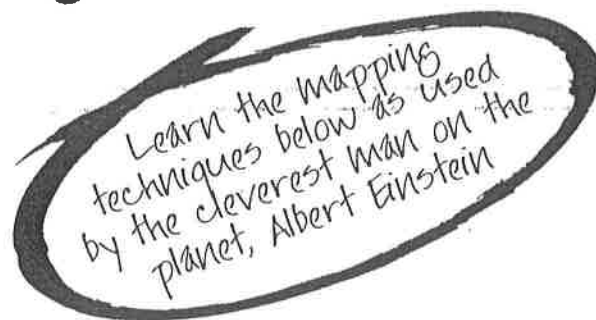
It can be used to help you remember information ranging from the history of the second World War to why Macbeth committed murder, or the food chain. It is particularly suited to visual learners.

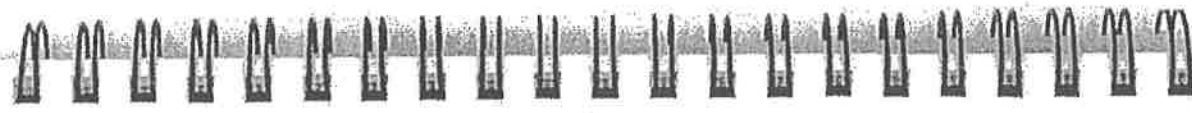


Top 10 Tips on Mapping

Mapping is also a brilliant way of helping you with college courses, sixth form, and university.

You can put lots of data on the page about a topic and your brain can fast track remembering the information.



- 
1. Start with the theme in the centre of the page and work outwards.
 2. Then develop your main idea.
 3. Each branch must relate to the branch before it.
 4. Use only key words and images.
 5. Key words must be written along the branches.
 6. Print your keywords to make them more memorable.
 7. Use highlighters and coloured markers to colour code branches.
 8. Make things stand out on the page so they stand out in your mind.
 9. Brainstorm ideas. Be creative.
 10. Design images you can relate to which will help your remember key information.

"Believe in yourself, never give up and go about your business with passion, drive and enthusiasm."

Peter Jones, entrepreneur and businessman

Summarising and Comparing

The aim is to reduce the key points of an article (or other text) to the smallest number of words, without losing any of the key points made. A good summary will reduce the length of the text to about 20% to 40% of its original size.

Summarising your study notes will help you revise more effectively.

When you make a summary of an essay you have written, a book you have read, or a set of notes you have taken, the summary is easier for you to use when you want to revise and remember it.



Top Ten Tips on Summarising

1. Read the original text very carefully, making sure you understand it.
2. Read it again, highlighting or underlining what appear to be the key points.
3. Consider mapping the points made.
4. Consider changing the order of points or grouping some together to save words.
5. Consider turning several similar points into a list within a single sentence.
6. Don't copy anything straight out without re-wording it.
7. Don't do only part of a text if a summary of the whole is asked for.
8. Don't do the whole of a text if only certain lines are asked for.
9. Don't include unnecessary detail.
10. Keep it clear and simple. If you end up writing complicated sentences, you're including too much.

Summarising

Example 1 – Climate

Scientist James Black, who was 57 last week, told BBC Television News today that the earth's surface temperature had risen about 1 degree Fahrenheit in the past 100 years.

Mr Black, who spent 20 years studying climate change at the University of Kansas, went on to state that there is strong evidence that most of the earth's warming over the last 50 years can be attributed to human activities.

He pointed out that as commuters drive to their offices, factories and other places of work each day, the fossil fuels burned as petrol and oil to run cars and trucks as well as heating businesses and homes and power factories are responsible for 98% of carbon dioxide emissions.

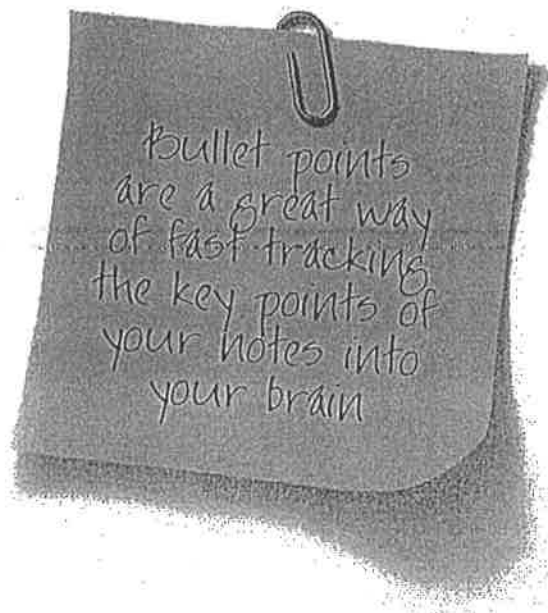
(The above text is 119 words long. See if you can reduce the text to less than 50 words keeping key words and facts)



A series of horizontal lines for writing, intended for the student to write a summary of the text above.

Bullet Points

- Simple way of remembering key facts
- Read text, highlight key words and facts
- Single out each point with a "bullet"
- Effective method of revision



Example 2 – Human Body

Many people don't realise that the human body, from the time when modern man first evolved millions of years ago right up to the present day, consists of 206 bones.

Doctors who specialise in learning about the human skeleton train for many years to become experts in this field and have to pass a number of complicated exams.

The main organs in the human body are lungs, heart, liver and kidneys. Modern science has enabled surgeons to find out more about the way these organs work than ever before.

Scientists have now established that the human body is a collection of more than 50,000 million cells. Research continues at universities around the world into the working of the human body.

Can you extract three bullet points from the above text?

- _____
- _____
- _____

"The big secret in life is that there is no big secret. Whatever your goal you can get it if you are willing to work."

Oprah Winfrey, American talk show host

THIS IS A BLANK PAGE

Bullet Points

Example 1 Answer

Climate

Scientist James Black said the earth's surface temperature rose by 1 degree Fahrenheit in the past 100 years.

There is strong evidence that human activity over the last 50 years is responsible.

Fossil fuels such as petrol and oil produced 98% of carbon dioxide emissions.

(The original article was 119 words long. It can be summarised in 45 words).

Example 2 Answer

Human Body

- Body has 206 bones
- Main organs: lungs, heart, liver, kidneys
- Body has over 50,000 million living cells

Comparing

This time the task is to summarise two or more articles and evaluate the differences between their arguments.

For example, in two articles "for" and "against" boxing, the same or similar scientific evidence may be quoted, but it may be interpreted differently. Your job is to point out the different viewpoints and the bias of each writer.



Top Ten Tips on Comparing

1. Read the different texts very carefully making sure you understand them.
2. Read them again, highlighting or underlining what appear to be the key points.
3. Organise them so that you can see and compare similar points that are made but which are argued from a different viewpoint.
4. Watch out for the differences which should also be commented on.
5. Think about the writing styles used by the authors.
6. Pick up on individual words or phrases within the texts if you think they have been used for a specific purpose.
7. Consider using the mapping technique. Make a map of the first article and then use the same structure to make a map for the second and subsequent articles.
8. Compare similar points from each article together, a pair at a time.
9. Remember to focus on the question asked.
10. Don't just do it straight off. Good planning makes the final essay easier to write.

Note-taking

Top 10 Tips on Note-taking

1. Good notes can mean the difference between failing and passing. If you have mastered the "art of taking notes" you will have a tremendous advantage when sitting exams.
2. Make the most of the lesson, even if it seems boring. This is your only real chance to ask questions and clarify information.
3. If you can, sit near the front. You will find it easier to concentrate and understand what's going on.
4. Use looseleaf (preferred) or multiple section notebook. With a looseleaf book you can add handouts to your notes at appropriate spots. Keep all notes and material from each course together.
5. Start each day on a new page with the date and the topic being discussed at the top.
6. Prepare for your lesson before you arrive. Review yesterday's notes just prior to class in order to get "tuned in" to the material.
7. Listen! Be sure you understand what is being said. Concentrate on the lesson as you can't get important points down whilst thinking about last night's TV.
8. Remember, you are there to take notes not dictation, so be brief, but be sure to get the main ideas.
9. Use understandable, consistent abbreviations. p—page, ch—chapter, eg— for example, #— number, vs— versus
10. There are some things you should always write down: Names, dates, significant events, repeatedly stressed points (if repeated three times, you can bet on it being in the exam), formulas, charts, drawings, lists etc. Review your notes as soon after class as possible, but definitely within 24 hours.

Revision Tips and Exam Preparation

An odd hour of revision here or there is not enough!

Top Ten Revision Tips

1. Short spurts of revision (20-25 minutes) are most effective. Your concentration lapses after about an hour and you need to take a short break (5-10 minutes).
2. Find a quiet place to revise – your bedroom, school, the local library – and refuse to be interrupted or distracted.
3. Make sure you don't just revise the subjects and topics you like. Work on your weak ones as well.
4. Make your own revision notes because you will remember what **you** have written down more easily. Stick key notes to cupboard or lloo doors so you see them everyday.
5. Re-write the key points of your revision notes, read them out loud to yourself. We remember more than twice as much of what we say aloud than of what we merely read.
6. Use different techniques. Make your own learning maps. Use post-it notes to write key words on, create flash cards. Record your notes on iPlayers or mobiles and listen to them back. Ask friends and family to test you. Use highlighter pens to mark important points. Chant or make up a rap song.
7. Practise on past exam papers or revision tests available on the web (see page 30). Initially, do one section at a time and progress to doing an entire paper against the clock.
8. You will need help at some stage; ask parents, teachers, or even friends. If there is a teacher who you get on well with at school ask for their e-mail address so you can clarify points you are unsure of whilst on study leave.
9. Don't get stressed out! Eat properly and get lots of kip!
10. Believe in yourself and be positive. If you think you can succeed you will; if you convince yourself that you will fail, that's what will probably happen.

Text and test your friends

Wots da chemical symbol 4 Iron?

Name da 3 typrz of radiation? : o,

Wat is da capital of Norway? : - 5

Testing yourself

Checking your knowledge and understanding as you go along is an essential part of revision. It lets you know what is going into your brain and what needs 'topping up'.

Here are some suggestions for checking your revision progress.



→ How is it best to check how my revision is going?

Look, cover, test, check

If you've made resources such as revision cards, you can study them, cover them, and try to reproduce what was there (either in your mind, speaking it, or writing it down again).



Quiz time

Give your revision materials to a friend or member of the family and ask them to make up questions to test you. There is something of an art to this (see the activity below) – so you may need to train your quiz master.

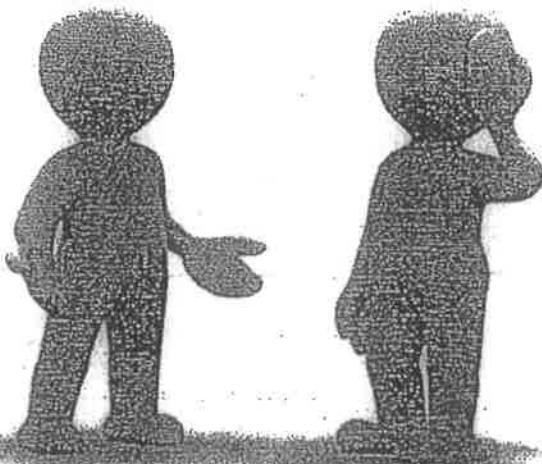
Do some exam questions

This can be very effective, especially if you have access to someone who can mark them or if you are good at using a mark scheme. If you have planned your revision effectively you should have time to set yourself a mock exam.



Make up exam questions

Study past exam papers and see if you can think up similar (but different) questions.



Revising together

Revising with other people can work really well – for example it may be less boring than revising alone, you may feel more motivated as part of a group, you can benefit from each other's ideas, and you can test each other.

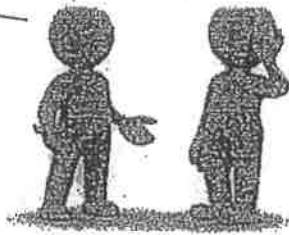
However, for it to work well you need to understand the do's and don'ts.

A group of friends is setting up a revision group.



→ How can revision be a social activity?

We've decided when and where to meet, how often and for how long



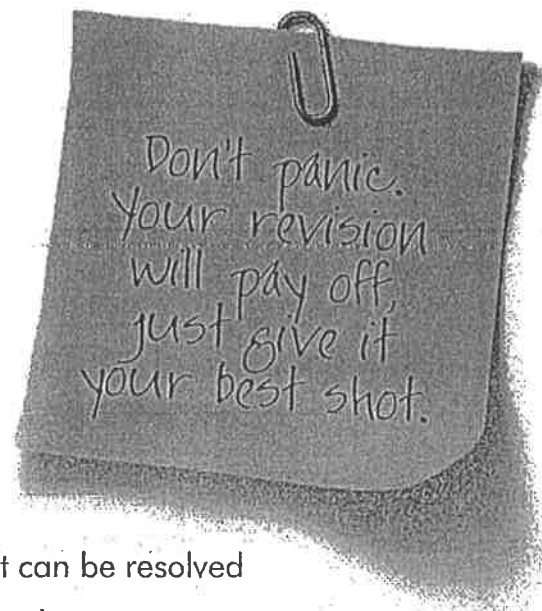
But how do we go about organising our revision?

ACTIVITY

What advice would you give this group about things to do and things to avoid? Circle the appropriate advice. The first has been done for you.

- Do Don't work out a schedule
- Do Don't break topics into small chunks
- Do Don't spend your time copying each other's revision materials
- Do Don't discuss your own ideas about the subject you're revising
- Do Don't try to agree in advance the topic for the next session so that everyone can do some preparation
- Do Don't get distracted
- Do Don't work out in advance what the sessions won't cover – so that people can fill in gaps themselves
- Do Don't work on a small number of topics at each meeting
- Do Don't agree in advance whether the group is fixed or whether other people can join
- Do Don't share out jobs which everyone can benefit from (such as photocopying stuff for everyone)
- Do Don't agree in advance how much time you've got for chatting, gossiping, playing computer games – and stick to it
- Do Don't try to revise at the same time as sharing a meal
- Do Don't agree who will write things down if you are discussing ideas
- Do Don't share any materials which are created as part of the group's work

Exam Preparation



In the days leading up to the exams:

- Find out exactly when, where and how long each exam is
- Find out which topics are covered in paper 1 and which are in paper 2
- Find out whether any of your exams clash, and how it can be resolved
- Find out what the shortest papers are and what are the longest
- Check that you have everything you need – pens, pencil, etc, calculator, chocolate bars for energy

In the exam:

- Listen to the invigilator/examiner
- Read the instructions very carefully. Marks are often thrown away because students don't do what they are asked to do
- Choose your questions carefully, never miss out a major mark question
- Keep an eye on the time. Make sure you don't spend too long on one question; you need to allocate the time carefully
- If you finish early you will not be allowed to leave until the exam is finished
- If you are caught gesticulating to another pupil you'll be disqualified
- Absolutely no mobile phones/MP3 players are allowed in the exam hall
- Check the school's policy on uniform for exams as well as the school's food and drink policy
- You are not allowed to sit where you want. You will be given a candidate or pupil number. If you need to go to the toilet you will be escorted
- If you're 15-30 minutes late you won't be allowed in and if you don't turn up for the exam there is no second chance. If you are in hospital you can still do the exam there
- The papers are marked by external markers. If you require project or coursework back ask your school, it is only available from November.

"Education is the reason I'm here. I loved getting As, I liked being smart, being on time and getting my work done. I thought being smart was the coolest thing in the world."

Michelle Obama, African American First Lady of the USA

Exam Language

Do lots of
past papers

It is important to understand the key words used by examiners. Listed below are a number of key words and phrases which often are used on exam papers.

account for

explain the causes of

analyse

divide into parts and describe each part

compare

show similarities

comment on

explain why something is important

concise

short and brief

contrast

show differences

describe

illustrate

discuss

give both side of an argument, and then your opinion

explain

make clear, give details of

factors

the facts or circumstances that contribute to a result

give an account of

describe

illustrate

give examples or diagrams that prove your answer is correct

indicate

show and demonstrate

role

a function of something, what part something plays and how it works

state

express in words

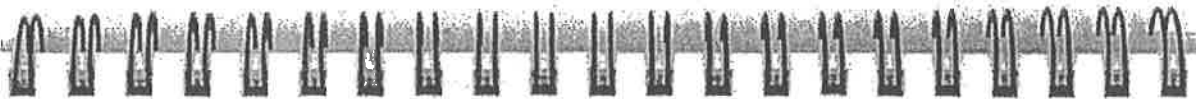
summarise

give the main points of a wide subject

Three Minute Test



A really major way that people lose marks in exams is by not paying attention to instructions. This is a test in which the instructions are very important and quite complicated. Read the whole test **VERY CAREFULLY** before you attempt to answer the questions. You have **THREE MINUTES** to complete the test and it is important that you get someone to time you.



ABCDEFGHIJKLMNOPQRSTUVWXYZ

1. Above is the alphabet with one letter missing. Which is it?
2. Find the letter that comes before R?
3. Which letter is exactly half-way between G and O?
4. Find the letter that is two before the one that is half-way between Q and V?
5. Which letter is three before the letter that is four letters before N?
6. Using the alphabet above turn the phrase, "The cat sat on the mat" into a code by substituting for each letter the one two places further down the alphabet.
7. What is the answer to the question before the one before last?
8. What is the middle letter of the alphabet of the above?
9. Using the alphabet above turn all the letters into numbers (A=1, B=2, C=3, etc.) How much would the word CROAKED be worth if you added the values of the letters together?
10. Which letter is four letters after the one that is five letters before K?
11. Now you have finished reading, only answer the first question.

Examination Boards



Listed below is a selection of the main examination boards throughout the UK. Visit their websites to find out further information about your specific curriculum. You can also order past papers from the examining boards.

AQA

www.aqa.org.uk

The Assessment and Qualifications Alliance provide information about examinations, coursework, exam timetables and syllabus information.

Tel: 01483 506506

Edexcel

www.edexcel.com

Edexcel is an examining and awarding body in the UK and throughout the world. It provides a wide range of qualifications including GCSEs, GCE, AS and A levels.

Tel: 0844 576 0027

Oxford Cambridge and RSA Examinations (OCR)

www.ocr.org.uk

OCR provides a flexible range of qualifications including AS level, GCSE and NVQs. The website offers support materials for examination officers.

Tel: 01223 553998

Welsh Joint Education Committee (WJEC)

www.wjec.co.uk

Viewable in Welsh or English, this site lists WJEC's examination timetables and guidelines.

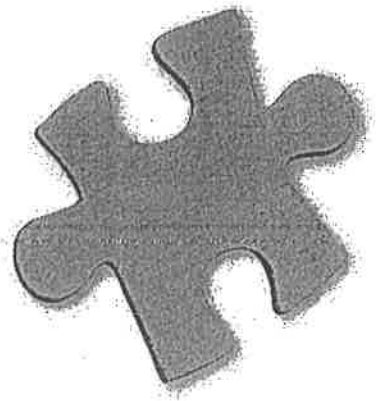
Tel: 02920 265000

National Curriculum

www.nc.uk.net

An overview of education.

Lateral Thinking Puzzles



Puzzle 1

You have a school bag that is 45cm long, 18cm wide and 30cm high. If you put them in carefully one at a time, how many standard paperback books can you place in the empty bag?

Answer: _____

Puzzle 2

Why is it that a man living in Oxford can never be buried in Cambridge?

Answer: _____

Puzzle 3

Name four things that you cannot eat for breakfast.

Answer: _____

Puzzle 4

Even if you have never been to France you should be able to say what is found right in the centre of Paris.

Answer: _____

Puzzle 5

Two fathers and two sons went fishing. Each caught a fish but they landed only three. How come?

Answer: _____



Lateral Thinking Puzzles



Puzzle 6

Here's a list of four words with something in common:

ATOM TIMID LESSON HANDY Could WILLOW join the list?

Answer: _____

Puzzle 7

How come Englishmen use more soap than Irishmen without being noticeably cleaner?

Answer: _____

Puzzle 8

To everyone's amazement a swan was seen on the Mekong River. Where had it come from?

Answer: _____

Puzzle 9

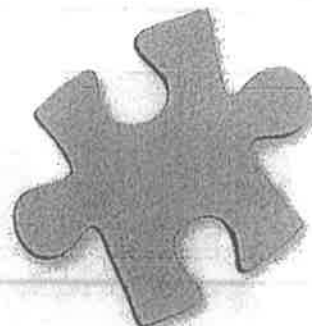
What do the following animals have in common: Bombay Duck, White Elephant, Guinea Pig, Silk Worm, Firefly?

Answer: _____

Puzzle 10

What's so fragile that you break it just by naming it?

Answer: _____



Answers to Puzzles

Puzzle 1

Answer: Only I, after that it isn't empty.

Puzzle 2

Answer: Because he isn't dead

Puzzle 3

Answer: Lunch, Tea, Dinner & supper

Puzzle 4

Answer: The letter R

Puzzle 5

Answer: They were Grandfather, Father & son

Puzzle 6

Answer: Yes, all the words contain a boy's name

Puzzle 7

Answer: There are more of them

Puzzle 8

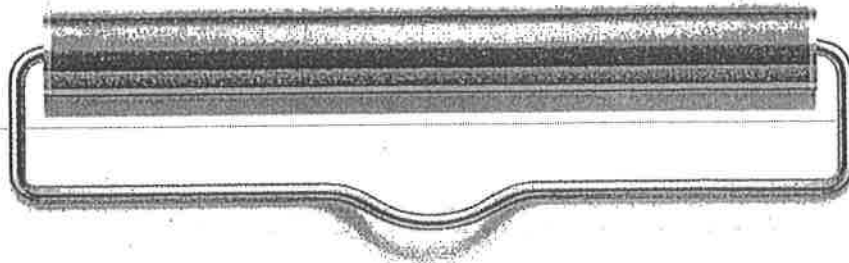
Answer: An egg

Puzzle 9

Answer: None of them are what they appear.
A Bombay Duck is a fish
A White Elephant isn't white
A Guinea Pig isn't a pig
A Silkworm is a caterpillar not a worm
A Firefly is a beetle not a fly

Puzzle 10

Answer: Silence



Study Skills Evaluation Form

Name _____

School _____

Instructor _____

What did you think of the ideas we covered?

Poor	Average	Good	Very Good	Excellent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What did you think of the presentation?

Poor	Average	Good	Very Good	Excellent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What was the most interesting/worthwhile session?

What changes would you make now in your life?
