

Let Me Learn



The impact of
our patterns.



Helping students in
school work and
exams





Meet Sandra

S 9 P20 T29 C33





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At school Sandra:

- does not always enjoy her school work.
- prefers building a model and involving herself in creative activities rather than reading and writing.
- takes an interest and asks only about things that interest her.
- often starts working before the teacher has given all the instructions.
- has many creative ideas for her stories however she does not organise her thoughts .



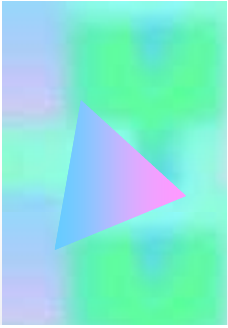


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At school Sandra:

- postpones doing her work and often finds excuses so as to get up from her work and take a break.
- prefers doing her work her own way rather than how she was told to do it.
- hardly ever checks her work .
- does not feel the need to do extra work she prefers to make her own discoveries or inventions.
- does not feel the need to show what she knows, not even in a test .



What Sandra might do....

While studying



- Leave all the study work to the end.
- start too many subjects at one go without finishing.
- find it difficult to focus and needs regular breaks.
- often wanders off into a daydream.
- gets lost in the information given without remembering the main points.
- relies on what was said in class as opposed to reading her textbooks and notes.



What Sandra might do....

During tests or exams

- starts answering questions without first reading carefully what is being asked.
- answers too briefly those questions that require detail.
- gives incomplete answers.
- does not check her work for mistakes.
- rarely writes out a plan or shows the working.
- includes too many different ideas in her stories without developing them.
- goes out of point
- does not feel the need to revise the paper when she has completed her test.

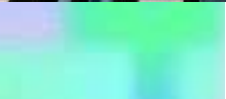




Advice or help given to Sandra while studying and also for her exams

S 9 P20 T29 C33



- help Sandra to make a plan for her to start studying long before the week of exams
 - ask her to allot a couple of hours a week in order to revise the work done each week.
 - plan to study only two subjects and allot planned breaks for physical or other activity of interest.
 - highlight important phrases or keywords which need to be learnt.
 - write these keywords down on cards or typed onto a computer which can then be easily refered when revising for exam.
 - try to help her understand the relevance and importance of writing down and showing all she knows in a tests.
- 



Advice for successfully passing exams / tests



- Sandra must be trained to time herself while working out pastpapers or study excercises
- ask her to start with those exercises that carry most marks.
- it is important that she reads the title/question for each excerise and highlight the keywords so as to focus on what is being asked.
- ask her to revise and expand on those questions with higher marks once she has completed the paper



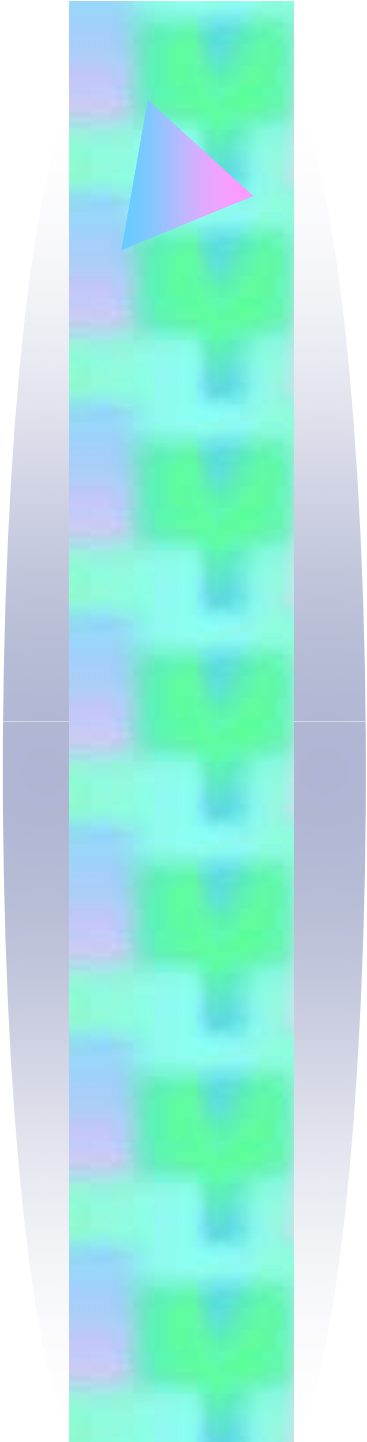
Advice for successfully passing exams / tests



- Circle any questions that she has not answered so that she will go back to them to at least give some sort of answer
- Focus on one or two ideas so as not to go out of point.
- Show her working for a Maths problem.
- When writing a story, brainstorm then focus on the story for which she has most ideas. Jot down the main points and rearrange them in order by numbering them before writing out the story.



S 9 P20 T29 C33



Now it's your turn

Activity

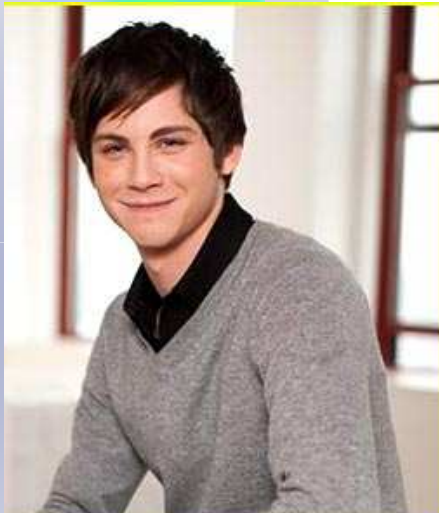
Read through the case studies and the students profile

- Think of the strengths and weaknesses the student may have when studying and or doing a test / exam
- What advice would you give the student
 1. To improve his/her studies?
 2. To improve his/ her exam/test marks?

At school Mario likes to:

- Plan what he needs to do.
- make sure he follows all the regulations.
- write out a list of things he needs.
- ensure that his work is always neat and well presented.
- keep his things organised and tidy.
- plan a time frame so that we will hand in the work on time.
- research and look up examples.
- check his work.
- read and watch documentaries.

Mario's scores are:
S 34 P 26 T 12 C 10



Mario

However during school work/exams/ tests Mario:

- spends too much time re reading questions in order to make sure he has understood well.
- writes slowly, underlines words so as to ensure his work is neat and well presented.
- finds it difficult to move on to the next question and spends too much time trying to answer a question he does not know.
- at times writes too much detail for questions requiring short answers.
- blocks when required to answer unlearnt questions that require problem solving or giving his own ideas.

At school Karl:

**Karl's scores are:
S23 P 33 T 9 C 25**



Karl

- borrows and reads a lot of books from the library.
- researches more information on the internet.
- writes detailed reports on the topic he is learning.
- loves writing stories but always exceeds the word limit.
- asks many questions as he wants to know more.
- does not always hand in his work on time .
- tries to memorise whole chunks of information.
- writes down his own notes.
- tries to avoid doing hands on project work

However during school work /exams/ tests Karl:

- never finishes the paper on time and does not write all he knows.
- Spends too much time checking each sentence/sum he does.
- He writes too much detail for each question even those requiring short answers and often leaves out the last few questions.

At school Nicola:

Nicola's scores are:

S 20 P 22 T 32 C 27



Nicola

- Likes experiments to investigate the different effects.
- prefers building a model or creating a powerpoint than writing out a report.
- is said to be very resourceful and has all the right tools and material when working on a project.
- works much better when she is alone.
- seems quiet but then comes up with original ideas.
- she starts working while the teacher is explaining.
- tires easily when studying.

However during school work/exams/ tests Nicola:

- finds writing tasks frustrating and hence writes too little.
- starts answering questions before reading the full question.
- she lacks detail when writing out answers.
- does not like to check her work.
- does not feel the need to write what she knows.

At school Christine:

- Likes to work on original projects.
- comes up with many different ideas.
- suggests different ways of doing things
- writes out detailed imaginative stories.
- finds it difficult to focus on one thing at a time and does not finish her work on time.

Christine's scores are:
S 17 P 27 T 21 C 31

However during school work/exams/ tests Christine:

- often exceeds the word limit
- spends a lot of time to decide which to option to choose as she has so many ideas
- doesn't organise thoughts and ideas ending up with too many ideas in the same story
- may go into a lot of detail either when creating something or when writing.
- does not like to revise her work
- does not like to write out a plan.
- finds it difficult to plan out her time and gets lost in a lot of detail in one or two questions leaving out some questions completely due to lack of time.



Christine