

Max Learning's **LEARNING LOG**



This log examines the learning process and your attitudes and aptitudes and gives you a variety of techniques to help you succeed.

As you discover new ways to learn, add them to this log.

When your studies seem overwhelming, step back, take a deep breath, get help if needed, and keep on trying.

It will pay off!

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NAME _____

DATE _____

You Are A Learning Success!

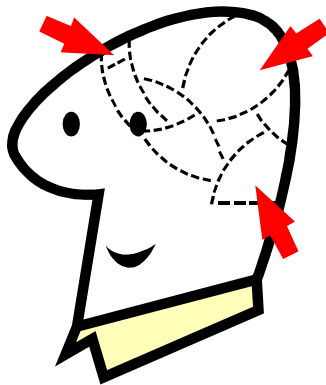


Street Smart

You may not believe it, but regardless of your school performance, you are a learning success! Just the fact that you are alive to read this page proves you are a learning success. You've acquired the skills that you need to survive in a world of competing life forms, disease, and disaster. You are "Street Smart." You can remember names, phone numbers, instructions, and a multitude of facts about your personal life. You may know how to cook, dance, fix cars, play sports, or perform many other activities that require skill and practice. If you are a parent, your kids probably think you are pretty smart too, and they will continue to think so – at least until puberty!!

Book Smart

Perhaps you haven't exactly excelled in your schoolwork. You are not as "Book Smart" as you'd like to be. If so, why not? Perhaps you were not motivated when younger, so you have a lot of catching up to do. Perhaps your parents didn't stress the value of education. Perhaps undemanding teachers, or inadequate early schooling, left you unprepared for college work. Learning may be a very real struggle for you. Since everyone's brain circuits are "wired" a little differently, learning comes more easily to some than others. But if your brain is physically sound, the only variables are: *time*—how long it takes for you to absorb and retain information; and *confidence*—faith in your ability to learn.



Learning Challenges

Perhaps you have a learning disability – a vision, hearing, processing, or memory problem. Many famous people had undiagnosed learning disabilities and secretly felt "dumb" all their lives. Nowadays we know that learning disabilities are caused by physical and/or chemical brain disorders. If you suspect that you have a learning disability, there is no need to feel inadequate. Your brain is just another part of your body, and if your body has a problem, it makes sense to attend to it. There are exercises and techniques available to help you overcome learning disabilities. Barring a biological problem, you may have an emotional or mental block to a particular subject. The good news is that with the proper attitude and assistance, you can overcome nearly any learning challenge.

Learning Success

Think about an activity you are naturally good at. When you first performed the activity, your aptitude for it brought you immediate success, which brought pleasure, which made you want to repeat the activity, which made you better and better at it. Early success reinforced behaviors that bred more success. Unfortunately, we don't all experience immediate success at learning, especially in complex subjects like math or computers or accounting. It's a growth process, a struggle, as we learn a little more each day. Only when we look back over a period of weeks can we see how much progress we've made and wonder why it seemed so hard at the time.



What Is Learning?

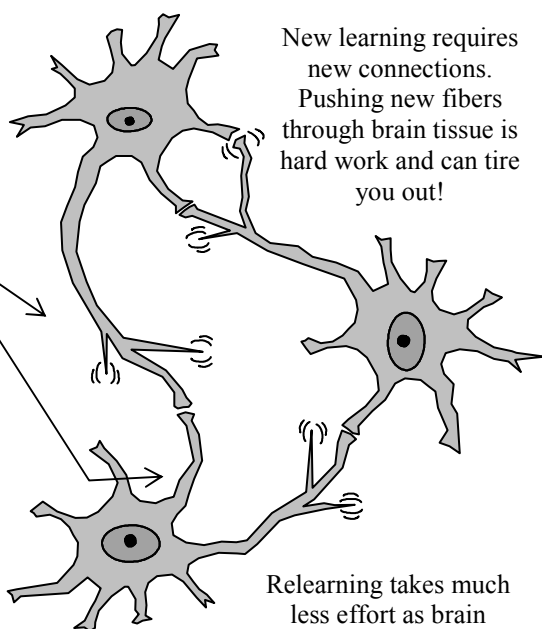
To maximize learning, it helps to know a little about how learning occurs.

Do you remember what you had for breakfast this morning? If so, by what magic? Did you write it down? Your first response might be to say “no,” but you did indeed “write” it down – in your brain!

When you write a physical note, you apply a chemical or substance (ink, graphite, chalk, etc.) to a surface (paper, whiteboard, chalkboard, etc.). Similarly, when you “write” a note in your brain, you apply chemicals to it. In fact, the mere act of thinking sends electrochemical signals surging through your brain at nearly 270 mph. These signals leave behind a chemical trace or “memory.”

Thinking causes electricity to flow along brain fibers and transmit chemicals across gaps.

Long-term memory results from repeated chemical traces or strong emotional experiences.



New learning requires new connections. Pushing new fibers through brain tissue is hard work and can tire you out!

Relearning takes much less effort as brain chemicals can use and flow through previously-created fiber connections.

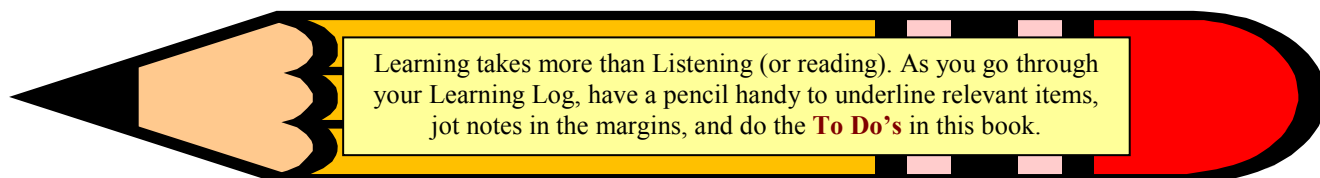
It’s hard to imagine, but your brain contains over 100 *billion* nerve cells, called neurons. Neurons are so tiny, thirty thousand of them fit on the head of a pin! Each neuron has a main signal-sending fiber (axon) and numerous signal-receiving fibers (dendrites) that interconnect with nearly 50,000 surrounding neurons. Doing the math, the typical brain has about 5,000 *trillion* connections!

At birth, your brain’s connections were relatively unformed. But as you grew, childhood sights, sounds, smells, touches, tastes, and thoughts molded your neurons and connecting fibers into a unique “neural map.” Your brain literally changed in response to your environment. By the time you were 10 years old, your basic brain “wiring” was in place.

Now, as you learn new things, you continue to add, modify, and refine that wiring. In fact, your intelligence and knowledge depend on it!

With time, however, these chemical traces or memories fade (like a note left in the sun). To create long-term memory requires either a very strong initial chemical signal (usually associated with a highly emotional event, like the assassination of a President or the crash of a passenger jet) or frequent repetition of the signal (like tracing over a penned note again and again to make the ink darker and less likely to fade).

As you are reading this, visualize electricity and chemicals flowing through your brain “writing” memories into your neurons and brain fibers. As you learn, imagine you are building new pathways of knowledge inside one of the world’s most marvelous computers – your own brain!



Learning takes more than Listening (or reading). As you go through your Learning Log, have a pencil handy to underline relevant items, jot notes in the margins, and do the **To Do’s** in this book.

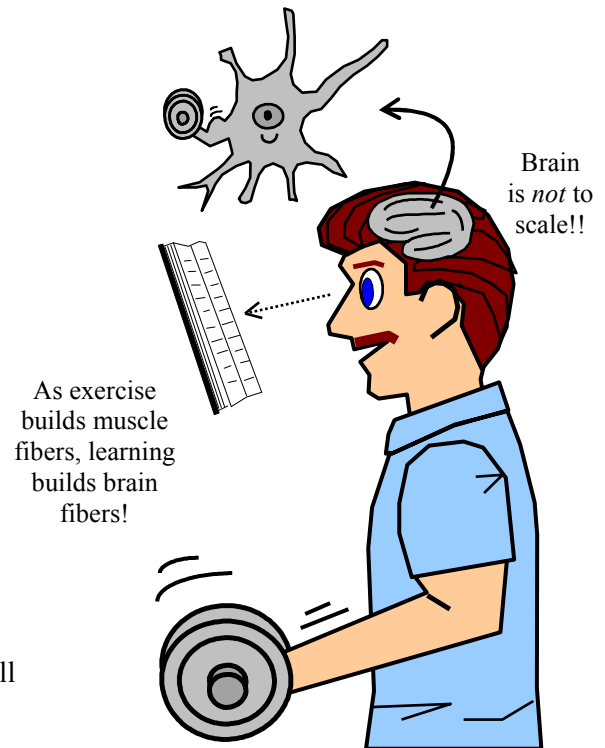
Brain Fibers vs. Muscle Fibers

When you exercise, you build and strengthen muscle fibers.
When you learn, you build and strengthen brain fibers.
Exercising makes you strong, learning makes you smart. Both take repetition and effort. There is no easy way, but the tips in this Log can help lessen the burden.

Ever notice that learning something completely new can quickly tire you out? It should, because building new brain fibers, like building new muscle fibers, takes a lot of energy. Even at rest your brain burns calories just to keep your body functioning.

When learning something new, it's hard at first, but as you form new neural pathways it becomes easy, even pleasurable, to retrace them. The secret is to pace yourself and gradually build up your brain fibers by feeding them a steady learning diet.

Like the exerciser who is proud of his or her "new" body, you'll be proud of your "new" brain. Like a well-conditioned athlete, who feels despondent when missing a workout, you might feel restless and bored when you are not mentally stimulated. If you're lucky, you might even become "addicted" to learning and propel yourself to new heights of accomplishment!



Learning Blocks

Biological, Emotional, Mental (BEM) Blocks

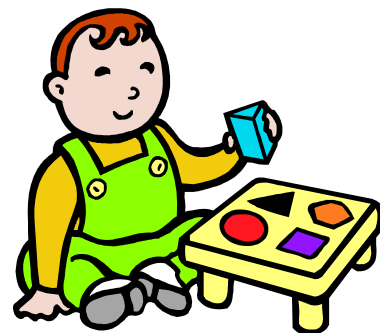
Any living thing is capable of learning, from the single-celled bacteria that learns to swim away from a toxic chemical, to you and your billion-celled marvel of a brain that can learn incredible things. But if something interferes with or blocks learning, it will take longer.

Biological Block

With trillions of cells in a newborn's head, it's not surprising that some children are born with their brain wires "crossed," resulting in a physical learning disability (LD) that affects vision, hearing, or the ability to process or remember stimuli. Many extremely bright people, even great scholars, have had LDs and found ways to overcome them. To succeed in spite of an LD requires extraordinary determination.

Symptoms of an LD include:

- You read, write, and study very slowly.
- You commonly reverse letters when reading and/or writing.
- You can't seem to remember the material, even after hours of study.
- It takes dramatically longer for you to catch on to a topic than it does for others.
- You think you are dumb, at least in school, and that nearly everyone is smarter than you.



If you suspect you have an LD, consider getting tested. Don't hesitate out of fear, shame, or denial. Treat an LD as you would any other ailment – after all, your brain is just another physical part of your body. Don't spend the rest of your life feeling "dumb." Discovering that you have an LD, and learning how to compensate for it, can change your life! Persistence and desire often count more than intellectual ability. Dedicated LD students who worked extremely hard have even finished at or near the top of their classes.

Emotional Block

Emotions, which come from a more primitive part of your brain, the limbic system, play a very important role in learning.

Negative emotions block learning, shifting your focus to other issues. If you are angry, or depressed, or worried, or sad, you'll be preoccupied and won't be receptive to learning.

In contrast, positive emotions *aid* learning. If you are happy, content, at peace with yourself and others in your life, you can focus completely on the material at hand.

If you suspect you have an emotional learning block, consider getting personal counseling to deal with the negatives in your life and clear your brain for learning.



Mental Block

Have you ever taken a class that seemed too hard for you? It's possible that your previous schooling hadn't prepared you for it, but perhaps the real reason was you had a *mental block* that made it seem harder than it really was. Mental blocks usually result from an unpleasant experience with a subject.

When young, your brain may have not been neurologically ready to absorb the subject – brains develop at different rates. Or you may have had a thoughtless teacher convince you that you were “dumb” in a subject. Perhaps you were scolded or belittled by a teacher for missing a problem in front of the class. Embarrassing incidents or ridicule can scar your learning confidence in a subject for life, if you let them.

When it comes to mental blocks, mathematics—the “language” of nature—reigns supreme. If you fear math you avoid it, never getting the practice you need to improve at it. When confronted with a math problem you freeze up, which keeps you from grasping even simple things.

To Do: Circle the letter of the self-talk statement (A or B) below that you think will bring success.

- A. This stuff is too hard for me!
- B. This stuff is hard, but I thrive on challenges!

Self-Talk
When it comes to learning, what you think or say to your inner self is crucial to your success.

An illustration showing two men. The man on the left has red hair and is wearing a blue shirt; he is speaking and listing 'Algorithm!', 'Quadratic!', and 'Reciprocal!'. The man on the right has dark hair and is wearing a green shirt; he has a question mark above his head, looking confused. Between them is a tall, grey rectangular block with the words 'M', 'E', 'N', 'T', 'A', 'L', 'B', 'L', 'O', 'C', 'K' stacked vertically on its side.

Attitude Matters!
If you say you can learn it, you can!
If you say you can't learn it, you're right!

A word about memory loss...

As you age, your memory may not seem as sharp as it once was. The good news from scientists is that mere aging does *not* cause memory loss. What's happening in most cases is that it takes longer to retrieve the information you want from the millions of memories you've acquired over a lifetime. Causes of temporary or permanent memory loss include severe grief or depression, little or no mental exercise, thyroid problems, stroke, dementia, Alzheimer's disease, adverse reactions to medication, and excessive alcohol consumption.

Why Bother to Learn?

Learning can be hard work. It's much easier to just sit back and watch television, read novels or magazines, play games, or hang out with friends or family. So why make the effort to learn? Here are some great reasons!

Reasons To Learn

To Do: Check off the reasons for learning that most appeal to you.

- Peace of Mind**
When you are intensely focused on learning, you can't dwell on personal problems.
- Relief from Pain**
If you have an ailment or chronic pain, it subsides when you are deep in thought.
- Never Bored**
The more you learn about people, places, and things, the more interesting life is.
- Personal Growth**
By developing your knowledge and skills, you can reach your full potential as a human being.
- Academic Success**
Even if you did poorly in earlier years, you can earn good grades now if you have the motivation to succeed.
- Job Choice**
With education and a degree, you're more likely to get a job you love.
- Financial Independence**
With more education, you'll likely make more money.



What's An Education Worth?

U.S. Census Bureau Report – July 2002

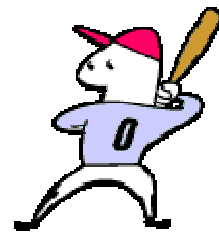
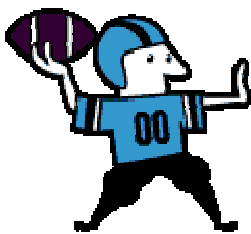
<http://www.census.gov/prod/2002pubs/p23-210.pdf>

Education	Annual Earnings	Lifetime Earnings
No High School Diploma	\$18,900	\$1.0 million
High School Diploma	\$25,900	\$1.2 million
Associates Degree	\$33,000	\$1.5 million
Bachelors Degree	\$45,400	\$2.1 million
Masters Degree	\$54,500	\$2.5 million
PhD Degree	\$81,400	\$3.4 million
Professional Degree	\$99,300	\$4.4 million

* Average earnings are in 1999 dollars

Learning = Earning

With a Bachelors degree, you'll earn nearly \$1 million more than you would with only a high school diploma. If you had a choice, wouldn't you rather earn twice as much for the same number of hours worked? You *do* have a choice!



So your kid wants to be an athlete?

If your child neglects studies because he/she dreams of getting rich as an athlete, share these statistics:

- 59% of high school athletes think they'll get an athletic scholarship, but only 1 in 100 do.
- 98 out of 100 high school athletes will *never* play in college.
- Only 1 out of 12,000 high school athletes will become pro.
- Only 1 out of 5,200 college football players will become pro.
- 67% of NFL players have no college degree.
- 3.5 years is the average NFL career.

Sports are fun, but education pays!

The Learning Frame of Mind

For maximum learning, it's important to be in the right frame of mind.

Why do we avoid mental effort?

- It takes energy.
- It is not always pleasant.
- It is hard to get started.
- We may be mentally paralyzed with “too much to do.”
- Other _____

Why do we study?

Negative Motivations

- To reduce test anxiety.
- To avoid failure or poor grades.
- It's a job requirement.
- We're forced to by parents, teachers, or bosses.
- Other _____

Positive Motivations

- Quest for knowledge.
- Upgrade of skills.
- Pride of accomplishment.
- Other _____



Be RUFF!

Have you ever had a school, work, or play session where everything just seemed to go right? Where thoughts came easily and you were totally absorbed in what you were doing? If so, you were in a state of RUFF – the Learning Frame of Mind. RUFF is an acronym for:

Relaxed – breathing slowly and deeply.

Uncluttered – mind free of distracting thoughts.

Focused – concentrating on current activity.

Flowing – absorbing knowledge easily.

When you experience RUFF, it's like being in a hypnotic trance. You are so focused that you don't notice outside distractions or even time passing by. You're concentrating so effortlessly, that there is no room for self-doubt or mental blocks.

To Do: Describe a time when you were RUFF.

FLOW...

In every endeavor, there are moments of magic experienced by people who are acting with total involvement. This peak experience – similar to the high long-distance runners experience – is what psychologists call *flow*.

To achieve this state, avoid doing what is easy. Instead, focus on challenging yourself, and work at it as intensely as you can.

But don't pick an overwhelming challenge that exceeds your limits. Choose the kind that stretches you and pushes your limit.

You must also set aside a significant span of uninterrupted time. It is virtually impossible to switch into a flow state in less than half an hour.

Dr. Joyce Brothers

Productivity Techniques



Clear the Calendar (CTC)

Ever notice that when a big, unpleasant task must be done, you suddenly find energy for lots of little, unpleasant tasks you normally avoid—like cleaning, filing, writing overdue letters, paying bills, etc. Well, if you're not going to work on the big task, you might as well use that energy as leverage to get all those little things done. When your calendar is clear, you can relax and tackle that major task with nothing else to distract you.

First Things First (FTF)

The drawback to CTC is that if you are under a deadline to get an unpleasant task finished, you end up doing it at the last minute. To avoid a frantic all-night work session, it is better to do the task with the highest priority first—First Things First—even if it is unpleasant. The peace of mind you'll get when the hardest task is done will give you energy to do the easier, lower-priority tasks. Of course, FTF takes more self-discipline than CTC, but the stress of trying to finish last-minute work may eventually convince you of the wisdom of FTF.

To Do: Circle your typical mode: CTC FTF

If you circled CTC, what would prompt you to become an FTF person?

If you circled FTF, how do you motivate yourself to tackle that big, unpleasant task first?



Do It Now! (DIN)

If you're like most people, you put off doing tasks that are hard or unpleasant. But when you procrastinate, you probably feel an underlying sense of anxiety and dread. That avoided task lurks in the back of your mind, spoiling everything else you do. When you experience this dreadful feeling ask yourself, "What would make me feel better?" Answer: "To be done with the dreaded task!" Solution: Do It Now! Reduce your anxiety and free yourself to enjoy other activities. **Tip for parents:** The DIN technique eliminates the need to nag when giving your kids a household chore!

Just Get Started (JGS)

Trick yourself into thinking you'll do a small part of the task you are avoiding. Do something relatively easy, like jotting down an outline or listing some basic thoughts or ideas. Once you get started, five minutes may turn into 30 minutes, and you'll be on your way.

Break It Up (BIU)

When you have an overwhelming task, break it up into smaller, more manageable parts. Example: If you have to write a 10,000-word paper, make it less threatening by dividing it up into five 2000-word subtopics. Then work on one subtopic at a time.

No New Projects (NNP)

Are you starting a new project in order to avoid an old one? If the older project has a deadline, you might get yourself into trouble. Finish your current project before starting a new one.

Efficiency vs. Effectiveness

Efficiency = *doing things better*. Doing more in less time with fewer resources. Examine your work procedures looking for ways to increase accuracy and avoid duplication and wasted effort. Example: When word processing, proofread and spellcheck on the screen *before* you print, so you don't waste time and paper reprinting.

Effectiveness = *doing the right thing*. Doing what achieves your goal, avoiding what doesn't. If you efficiently produce a product that no one wants to buy, you're not being effective! Ask yourself if what you are doing at the moment contributes to your current goal. If not, change it. Example: If the goal is to write instructions on *how to use* a product, don't spend much time, if any, writing about the *history* of the product.

EFFICIENCY?

The efficiency expert concluded his factory lecture with a warning: "Don't try these task-organizing tips at home."

"Why not?" asked a worker.

"I did a study of my wife's routine fixing breakfast," explained the lecturer. "She made a lot of trips between the refrigerator, stove, table and cupboards, often carrying only one item. 'Hon,' I suggested, 'why don't you try carrying several things at once?'"

"Did it save time?"

"Actually, yes. It used to take her 20 minutes to get breakfast. Now *I* do it in seven!"

L.R. Simmons in *Quote*

PEEP Rule

Make a Place for Everything and keep Everything in its Place. That way you won't waste valuable time searching for something you need. Examples: Organize your class notebook into subject sections with labeled tabs for quick reference; organize your study area so that you have ready access to school supplies. Many avoid organizing because it takes time away from the immediate task. But an hour invested organizing now can save dozens of hours on future tasks. As you organize, recite the organizer's motto: "Organization makes life easier."

Reduce Distractions

Set aside a quiet place and time to do your work. If your environment is noisy, try using soft music, or a gently whirring fan, or an environmental tape to blot out the background distractions. If you have kids, have someone watch them, or wait until they're in bed to study. Tell friends/family that you'd be happy to visit with them *outside* of scheduled study hours. Use an answering machine to receive your calls.

Set Traps

Trap yourself into a deadline that must be reached. Somehow, when things have to get done, you find the time and motivation to do them. Paul Dickson writes: "If it weren't for the last minute, nothing would get done!" But, don't wait for the last minute. Pretend that you have to complete a project earlier than the actual due date. If you slip and miss your early deadline, you'll still have time left to meet the true deadline.



Use Waiting Time

Always have study materials with you for those unavoidable times when you must wait for a bus, a traffic light, a grocery line, a doctor/dentist appointment, etc.

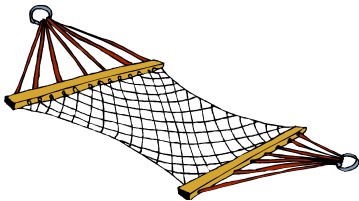
Carry a notepad and pen to jot down thoughts, or flash cards to quiz yourself. Consider replacing your normal bathroom reading material with study material. If you find yourself in a waiting situation without study material, *mentally* review what you've been learning.

Schedule Task Time

Does it seem that after your daily tasks, you have no time or energy left to start on a long-term task? Of course, that long-term task is always lurking in the back of your mind, draining away emotional energy. To get started on it, schedule at least 15 minutes/day, at a specific time, say from 6:45 to 7 a.m., to work on that task and nothing else. Perhaps you could go to bed 15 minutes early and get up 15 minutes early. Even a short time spent on the task will give you an energy boost just knowing that you're not leaving it for the last minute. Recite the time manager's motto: "Scheduling makes life easier!"

Avoid Task Paralysis

When your list of tasks is so long that you don't know where to start, there's a danger of using up so much nervous energy worrying about all you have to do, that you get fatigued and end up doing nothing! Ask yourself, "Is my worry helping me or hurting me?" Then resolve to stop worrying. Reschedule non-urgent tasks for later. Estimate how long each remaining task will take. The total time is probably less than you thought. Then start on the highest priority task, and block the others from your mind.



Do Nothing

If you're exhausted by your workload, sit or lie down for about 15 minutes. Don't read. Don't write. Don't watch T.V. Don't listen to the radio or music. Don't talk to anyone. In short, don't do *anything*. If you like, take a brief nap (set an alarm if you tend to oversleep) or a bath. If you truly relax, the inactivity will recharge your batteries, and you'll be raring to go.

Get a Study Partner or Group

If you find yourself floundering when studying alone, perhaps you'd do better studying with others. Others can make the material seem more real, answer questions you might have, and motivate you to study more. If you can't meet with a partner, try quizzing each other over the phone each night.

Be Happy With What You Accomplish Each Day

Not every day will be as productive as others. We all have swings in energy and desire. If you have a bad day, don't make it worse by worrying about what didn't get done. Be content with what you did and vow to do more tomorrow.

The Rubber Band Cycle

For most of us, productivity stretches and collapses like a rubber band.

Project Deadline: Four Weeks

Plenty of time. Deadline is “out-of-sight, out-of-mind.”

Analogy: A slack rubber band.

Project Deadline: Two Weeks

You make your first efforts on the project, but it’s low priority.

Analogy: A slightly-stretched rubber band.

Project Deadline: One Week

You begin to work a little more on the project, but still avoid an all-out effort. As the deadline gets closer and closer, you suddenly develop great energy for tasks you normally avoid, like cleaning, filing, organizing, etc. while your tension builds to the breaking point.

Analogy: A rubber band being stretched to the limit.

Project Deadline: TOMORROW!!

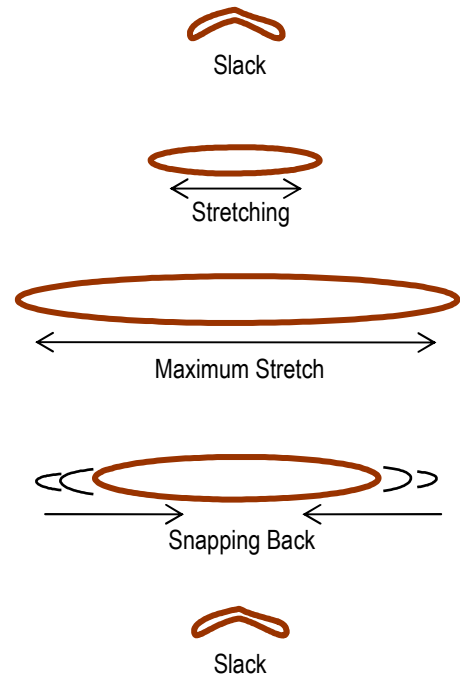
Under the stress of the imminent deadline, you exert maximum effort, making a late-night, last-minute push until finished.

Analogy: A rubber band rapidly snapping back with high energy.

Project Done

You’re exhausted, but relieved.

Analogy: A slack rubber band.



How to Beat the Rubber Band Cycle

Once a project is finished, and the last-minute flurry of activity is over, you feel you need and *deserve* time to recover, so you kick back and relax for a few days. Unfortunately, new tasks accumulate and the Rubber Band Cycle begins again. To avoid the extremes of the slack–stretched–slack cycle, try to keep your “rubber band” comfortably taut at all times. Instead of waiting for the deadline to motivate you, schedule some time every day to work on the project.

If you find you are too tired in the evenings to work efficiently, take a short nap to recharge your batteries, or try going to bed an hour earlier, then getting up an hour earlier. Use that early-morning time to work while you are fresh and have no family, phones, etc. to distract you.

When you work on the project, even if only for a short time each day, you’ll feel like you’re making progress. You’ll avoid the negatives of procrastination – anxiety, guilt, cramming, emotional exhaustion. You’ll do better quality work – no last minute mistakes or careless errors. Tasks will seem more manageable and fulfilling.

When you finish a large project, don’t go on a “mental vacation” for too long. There will always be more tasks to tackle. Instead of focusing on being *finished*, learn to enjoy the process and activity of accomplishment. Find the balance between work and relaxation that suits you. Learn to take tasks in stride.



To Do: What Productivity Techniques (previous pages) will you use to minimize the Rubber Band Cycle?

Overcoming Learning Excuses

Excuses are the nails used to build a house of failure. Don Wilder / Bill Rechin

I'll never use this in the real world.

Ask anyone who has had years of schooling if they could have predicted what they would eventually use and what they wouldn't. You might be surprised. For your own sake, develop a curiosity about everything you are asked to learn. You never know when you might need it. Be greedy for any bit of knowledge you can get.



This stuff is boring; it's too easy for me.

The way to avoid boredom in school, or in life, is to get involved with whatever you are doing. If a subject seems boring, try to view it from a fresh angle. Pretend you had to teach the subject and arouse your pupils' interest. If the subject is too easy, challenge yourself with some advanced projects or study. If you think you already know the subject, test your knowledge by trying to teach it to a classmate. You may be surprised that you don't know it as well as you think you do!



This stuff is too confusing. Why couldn't they have made it easier?

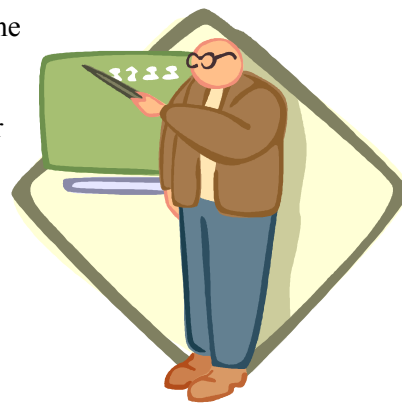
Most subjects retain confusing aspects evolved over hundreds of years. For example, why aren't all words spelled like they sound? Or why do grammar rules seem so inconsistent? Or why are there so many obscure math symbols? Unfortunately, these complaints will only make learning a subject harder for you. Accept the subject as is, even make friends with it. It'll be easier to learn. Then go out and invent a better system!!

I'm no good at math, computers, grammar, _____ (fill in the blank)!

Negative self-talk is a self-fulfilling prophecy. If you believe something is true, then it is! If you believe you're no good at something, then you're not! Turn this around by telling yourself that while a subject may be challenging, you thrive on challenges! Even complicated subjects are built up from relatively simple facts. Focus on one fact at a time. Don't get overwhelmed worrying about all that has to be learned. Get a study partner to help you. Once your confidence builds, you'll wonder why you had such a problem.

My teacher is really lousy!

Yes, we've all had lousy teachers. But the next time you get one, try to determine the reasons why you think the teacher is lousy, e.g.; lacks subject or teaching experience; confuses students; is disorganized; is often late or absent; gives too much busywork; has unfair policies; seems unfriendly; discourages questions or independent thinking; seems burned out. Depending on the reason, you may be able to help the teacher better serve you by making your needs known. Most students are reluctant to speak up out of shyness, lack of confidence, or fear of retribution. Of course you must be diplomatic and tactful when broaching a sensitive subject with any human being. But be politely assertive about your needs as a consumer of education. If you don't speak up, the teacher may never know anything is amiss.



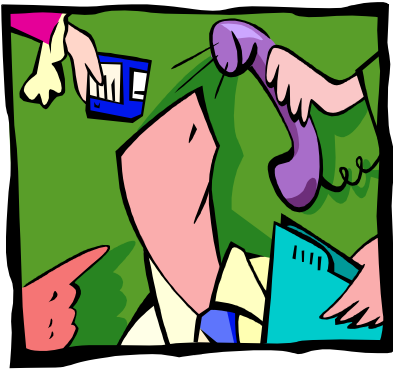
The bottom line: you are responsible for your education!

When you use learning excuses, you are hurting no one but yourself. It doesn't really matter if you see the subject as useless, boring, confusing, or too hard. It doesn't really matter if the teacher is more of a hindrance than a help. The plain fact is that YOU, and you alone, are ultimately responsible for your education. Don't let excuses hold you back. Be active and involved. Work hard. It'll pay off in pride and achievement!

To Do: What is your favorite learning excuse? How will you avoid it in the future?

The Busy Worker's Paradox

When you want something done, give it to a busy person!



A paradox is a statement that appears to contradict itself. Giving a task to an already busy person seems contradictory, because a busy person has less free time to accomplish extra tasks than an idle person. But, in general, busy people are more likely to accomplish the task. So why is it that busy people are so much more productive? Are they supermen or superwomen?

Part of the answer to this paradox is found in the concept of “inertia.” In the physical world, inertia keeps a resting object at rest. But once energy is applied and the object begins to move, inertia keeps it in motion. The hardest part of almost any task is getting started, but once you do and overcome the inertia of inactivity, it’s easier to keep moving on to the next task.

When you have few tasks, it’s easy to procrastinate, because you feel like you have all the time in the world to get done. Busy people, on the other hand, have so many tasks that they don’t have the luxury of procrastinating. They’ve got no time to waste. Fortunately, when busy people switch from one type of task to another it can be as refreshing as taking a break. At the end of each day they can truly relax because they feel content with their accomplishments.

It’s easier to stay busy than to get busy!

CAUTION! If you fit the “busy worker” profile, be sure you know how to say “No!” When you can’t afford to take on yet another project, remind your boss of the tasks you’re working on. If a new task has priority, see if your boss is willing to delegate some of your current tasks to others. You want to stay busy, but you don’t want to burn out – and hopefully your boss agrees, as you’re too valuable to lose.

The Perils of Perfectionism

The only thing you’re perfect at is being yourself. Meghan Berry

Do you have an overwhelming need to be perfect? Aiming for perfection is a worthy goal, but if the emotional cost of not being perfect is too high, if occasional mistakes devastate you, perfectionism can hinder rather than help your career. Many talented individuals have had nervous breakdowns, or fallen prey to alcoholism and drug abuse, when they couldn’t live up to their own standards of perfection.

Why do some people feel such a need to be perfect? The answer for many perfectionists, on the surface, seems surprising: *to be loved*. Perfectionists have this distorted belief that if they’re not perfect, they won’t be loved. Perhaps they had overly demanding parents who criticized their errors, yet never praised their accomplishments. Whatever the reason, perfectionists lack the self-esteem to know they can be lovable even when they make mistakes.

Myth: If I’m not perfect, people won’t love me.

Fact: Most people feel intimidated by the accomplishments of a high-achieving perfectionist. An occasional failure, if accompanied by humility, brings the perfectionist down to a more “human” level, making him/her *more*, not less, lovable.



If you are a perfectionist, be thankful that you are driven to always do your best. That desire can’t be taught and has great value. But you need to put it into perspective:

*Perfection is not the goal in life,
but the constant striving for perfection is.*

A Pretty Good Poem

*There once was a pretty good student,
Who sat in a pretty good class.
And was taught by a pretty good teacher,
Who always let pretty good pass.*

*He wasn't terrific at reading.
He wasn't a whiz-bang at math.
But for him education was leading,
Straight down a pretty good path.*

*He didn't find school too exciting,
But he wanted to do pretty well.
He did have some trouble with writing;
Nobody had taught him to spell.*

*When doing arithmetic problems,
Pretty good was regarded as fine.
Five plus five needn't always add up to ten;
A pretty good answer was nine.*

*The pretty good class that he sat in,
Was part of a pretty good school.
And the student was not the exception,
On the contrary, he was the rule.
The pretty good school that he went to,*

*Was there in a pretty good town.
And nobody there seemed to notice,
He could not tell a verb from a noun.*

*The pretty good student, in fact, was
Part of a pretty good mob.
And the first time he knew what he lacked was
When he looked for a pretty good job.*

*It was then, when he sought a position,
He discovered that life could be tough.
And he soon had a sneaky suspicion,
Pretty good might not be good enough.*

*The pretty good town in our story,
Was part of a pretty good state.
Which had pretty good aspirations
And prayed for a pretty good fate.*

*There once was a pretty good nation,
Pretty proud of the greatness it had,
Which learned much too late If you want to be great,
Pretty good is in fact pretty bad.*

The Osgood File © 1986 CBS Inc.

To Do: What is the message of this poem? Do you agree or disagree with this message? Explain.

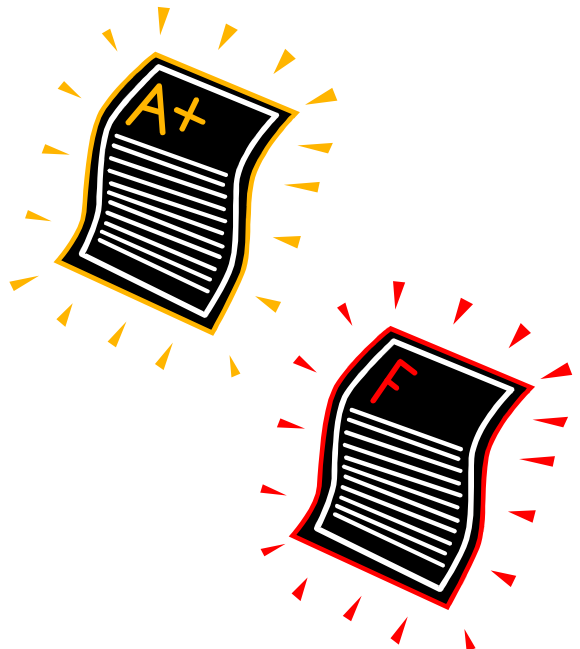
What About Grades?

Years ago, after interviewing students at a well-known New York City college for computer-sales positions, I realized that there were no qualified candidates. None had demonstrated a desire to compete – an essential ingredient for any career.

When I commented to the recruiting office about the candidate's lack of competitiveness, the officers said the college had stopped grading students to eliminate academic pressure.

I told them that they had done their students a disservice by not adequately preparing them for careers in the real world, where performance *is* evaluated and graded.

Robert Wintermeirer, Newsweek



Your Role In Learning

Taking Responsibility For Learning

Students who fail to see their own role in the learning process may find others to blame for their failures. If you're dissatisfied with your education, it is appropriate to take a look at yourself and see how much you're willing to invest in making it more vital.

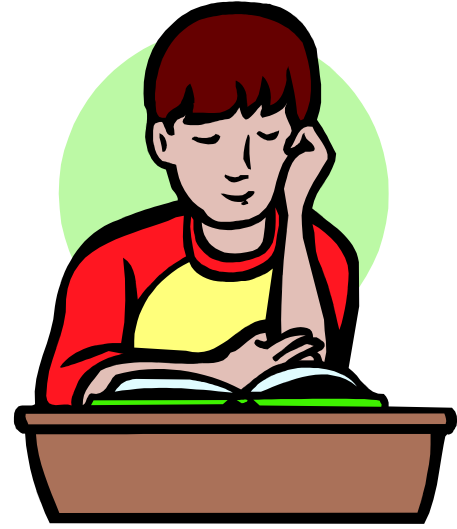
Are you just waiting for others to make your learning meaningful? How much are you willing to do to change the things you don't like? Are you accepting your share of responsibility for putting something into the learning process?

Regardless of the format or structure of a course, you can actively search for ways of becoming personally involved in the issues it deals with.

Choosing An Active Learning Style

To be challenged to think for themselves and to search within for a direction is a new experience for many students. It is unsettling to them when they do not get definite answers to their questions. Such students may have a high need for structure and little tolerance for ambiguity.

I Never Knew I Had a Choice by Gerald Corey



The Impostor Syndrome

From basic education students to students in doctoral programs, there is a very commonly reported perception of impostorship. Students perceive everyone else as being much more capable and confident than themselves, that they should not be there, that they are somehow impostors.

Self-Image And Learning

Developing a self-image as a learner – regarding oneself as somebody who is able to acquire new skills, knowledge, and insights – is a crucial psychological underpinning to learning. It functions as a self-fulfilling prophecy. If people see themselves as learners, if this is one way in which they define their being, then the prospect of new learning is not as traumatic for them.

The Skillful Teacher by Stephen Brookfield

To Do: What do you see as your role in learning? Describe your experiences with the Impostor Syndrome. What can you do to become personally involved in a course or subject you dislike?

Rate Your Study Habits

To Do: For each statement below, circle the number that best describes your study habits.

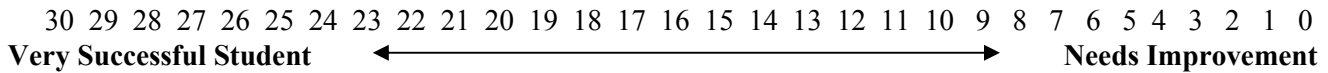
Rating Scale

3 = Always 2 = Usually 1 = Sometimes 0 = Never

- There is a special, quiet place at home where I study. 3 2 1 0
- My papers are clean and neat. 3 2 1 0
- I have my schoolwork organized in a notebook or folder. 3 2 1 0
- I ask questions when I don't understand something in class. 3 2 1 0
- I finish my schoolwork on time. 3 2 1 0
- I listen carefully to directions the teacher gives. 3 2 1 0
- I always read the directions before starting an assignment. 3 2 1 0
- When I study with friends, I work first and then play. 3 2 1 0
- I have one place where I write all homework assignments. 3 2 1 0
- I come to class prepared with the required materials. 3 2 1 0



Add the numbers you circled above. Circle that total on the number line below to see where you rate.



Adapted from R-A-P © Dale Seymour Publications

HOMework FACTS

Students who did an extra 30 minutes of nightly math homework beginning in grade 7 increased their achievement scores the equivalent of two grade levels by grade 11.

High school students who receive school-assigned homework perform 69 percent better on standardized tests and have higher grades than students who don't.

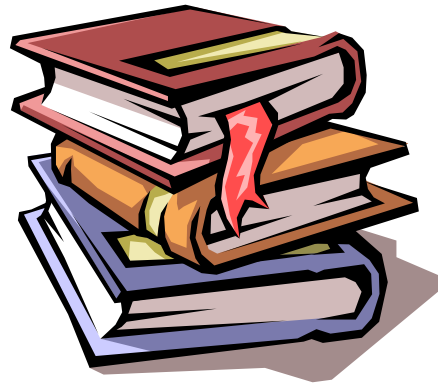
Glori Chaika © 2000 Education World

What's Your Learning Style?

Learning Styles describe the different ways in which people learn. Everyone uses a combination of learning styles, but usually one predominates. Our genetic makeup, combined with our early childhood experiences, set the wiring in our brain, which determines how we best learn.

To Do: Check off the Learning Style or Styles that you think best fit you.

- LINGUISTIC
Learn best by saying, hearing, and seeing words. (Most rewarded learning form in schools.)
- LOGICAL-MATHEMATICAL
Enjoy logic puzzles, science materials, experiments.
- SPATIAL
Learn best through images and pictures; have good sense of direction.
- BODILY-KINESTHETIC
Like to use body or work with hands. Creative movement, hands-on activities, sports, drama.
- MUSICAL
Can learn anything if it is sung.
- INTERPERSONAL
Learn best by leading and teaching others.
- INTRAPERSONAL
Learn best when allowed to develop their own learning materials and teach themselves.



BLOOM'S TAXONOMY

A taxonomy [tak-SAW-nuh-mee] is a classification. Bloom's Taxonomy is famous for classifying learning levels starting from simple memorization to higher-order thinking. Most learners start by reading and memorizing without much overall understanding. As they spend more time with the subject and build brain fibers to hold the basic facts, their brains can then start to apply and evaluate those facts.

When first learning something new, it's sometimes all we can do to grasp the minimum essentials. We just don't feel mentally equipped to absorb it all. Many times true understanding doesn't come until years later, when all of a sudden it occurs to you, "So that's what it really means!"

To Do: Think about how you have gone through the following levels in subjects you have studied.

<u>Learning Level</u>	<u>Action Verbs or Activities</u>
Knowledge.....	Define, list, repeat, identify.
Comprehension.....	Describe, explain, discuss, classify.
Application.....	Solve, calculate, perform, compute.
Analysis.....	Compare, contrast, critique, question.
Synthesis.....	Arrange, construct, design, develop.
Evaluation.....	Assess, recommend, predict, select.

Learning Assessment Inventory

To Do: Read the statements that follow. Circle A or B, but not both, for the response that is *most* like you. Then add up the A's and B's to determine your learning type and use the study hints given.

- A. I do not write very much.
B. I like to write long answers to questions and letters to friends.
- A. Other people have problems reading my writing.
B. It is easy for others to read my writing.
- If I have to give a report, I like:
A. to do it out loud.
B. to hand in a written report.
- In class I:
A. listen to what is said.
B. take lots of notes.
- I like to read:
A. short articles.
B. books, even if they are long.
- If I were lost, I would like someone to:
A. tell me how to get where I want to go.
B. draw me a map.
- If I need to remember how to spell a word, it helps me to:
A. spell it out loud to myself.
B. write it down to see if it looks right.
- If someone has something to tell me, I wish he/she would:
A. call me on the telephone.
B. send me a note in the mail.
- When I have a party, I like to:
A. call my friends on the phone to invite them.
B. send my friends an invitation.
- I remember things:
A. I hear.
B. I read.
- When I cook, I like to:
A. talk to myself—try to remember how to make something.
B. read directions in a cookbook.
- I prefer to:
A. remember a phone number when a friend tells it to me.
B. write phone numbers down.
- I remember peoples':
A. names.
B. faces.
- When I shop for groceries I:
A. talk to myself—try to remember what I need to buy.
B. take a list of the things I need.
- At a party, I:
A. talk a lot to many people.
B. watch people and talk to my best friends.



Score Sheet

Total number of A's circled: _____

Total number of B's circled: _____

(A + B should total 15)

Ratio of A : B = _____ : _____

Find your ratio below to discover what kind of learner you are. Example: 3:12 = Visual

Auditory Learner

15:0 14:1 13:2 12:3 11:4 10:5

You learn best by hearing. Use a tape recorder to record lectures (with instructor permission). Read new material or your notes into a tape recorder. Study by listening to the tape as many times as needed. When writing or studying (in private), talk to yourself, repeating the information you want to learn. State each fact aloud, emphasizing different words. Put facts to music and sing them. Talk with a study partner and verbally quiz each other.

Visual Learner

5:10 4:11 3:12 2:13 1:14 0:15

You learn best by seeing. Write things down. Underline or highlight key words. Try to remember your notes by looking at just the key words. Rewrite your notes in your own words. Visualize new facts in your mind, imagining that you see the words written there. Write down lists or make an outline of things to remember. Find a variety of ways to read, write, and use new information.

Multisensory Learner

9:6 8:7 7:8 6:9

You learn best with multiple senses. Combine any of the Auditory or Visual techniques listed above.

Become A Lifelong Learner

An increasing number of neuroscientists and psychiatrists...believe that a mind challenged by reading, by an engrossing hobby or by work – paid or volunteer – is likely to remain vigorous and creative into old age....

When people are mentally engaged, biochemical changes occur in the brain that allow it to function more effectively in cognitive areas such as attention and memory....

Someone with a history of doing more rather than less will go into old age more cognitively intact than someone who has not had an activated mind....

The essence of learning is that you learn how to learn and continue learning. Once you stop learning, you start to die.

Excerpted from *Does Brain Exercise Work?*
Gina Kolata, Reader's Digest 1993

To become a lifelong learner:

Upgrade Your Verbal Skills

Learn new words

Use vocabulary-building books like *30 Days to Better Word Power*. Take the time to look up and write down new words you encounter in your reading. Try to find a one-word synonym for a new word.

To Do: Find a one-word synonym for *algorithm*: _____.

Create memory hints for commonly misspelled words.

Example: *Receive*—My cousin *Rece* lives on *Ive* St.

To Do: Create a memory hint for spelling *separate*: _____.

Upgrade your Math Skills

Do math in your head whenever possible.

Example: In the newspaper you read that someone who died in 1996 was born in 1929. How old was the person?

Trick: Subtracting $96 - 29$ is challenging without pencil and paper. But if you mentally “bump” 29 up to 30 and 96 up to 97, the new problem is $97 - 30$ which is 67 years. (It’s easier to subtract a number that ends in zero.)

To Do: Mental Math Challenge: Died 1996; Born = 1929; Age at death? = _____

Choose Educational Activities

- Read more non-fiction than fiction books.
- Watch more educational T.V. than entertainment T.V.
- Listen to more Public Talk radio than entertainment radio.

Communicate

- Read newspapers/magazines to stay current with local/world events.
- Associate with stimulating people; pick their brains.
- Show curiosity/interest in just about every topic of discussion.

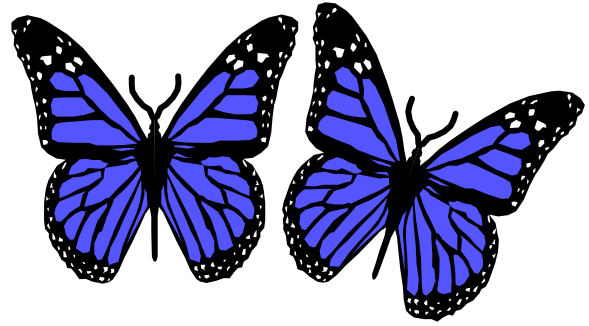
Miscellaneous

- Do things with your opposite hand – like writing, drawing, sports.
- Take up a new, unfamiliar hobby – unlike any you’ve ever done.
- Avoid excessive stress as it creates cortisol – chemicals that kill brain cells.
- Maintain a positive attitude. Avoid negative emotions.
- Exercise more. It generates endorphins, which counteract memory-killing depressions.



Overcoming Test Anxiety

Maria is a good student, but dreads taking tests. Even though she studies her course material carefully and feels she really knows it, when she walks into class to take an exam she begins to panic. Tim also wants to succeed in college, but he has a very active social life and often finds himself not fully prepared for exams. Like Maria, he spends a lot of his time both before and during the test worrying about how he will do and the consequences of failure.



These students suffer from high test anxiety. Apart from physical symptoms – sweaty palms, “butterflies in the stomach”, nervous tics, tense muscles, and rapid breathing – they also have psychological concerns such as: “Am I good enough to make it?” “What will happen if I flunk out?”

While the physical symptoms can’t be ignored, it is the mental worry that negatively affects test performance. If students are worrying about the grade they will earn, their attention is directed *towards* their own anxious thinking and *away* from answering the questions on the test.



Worrying is not *task*-focused, it’s *self*-focused, and usually negative. Worry can block any knowledge that the student has, leading to a poor test grade, which can in turn reinforce negative self-thoughts.

There are basically two types of test-anxious students: those with relatively poor study skills who really aren’t prepared for the test, and those with good study skills who freeze up on tests.

Students with poor study skills have difficulty grasping the material and have good reason to be anxious on tests. They need to learn new study skills and/or get a tutor to help them work with the material.

Those with good study skills need to learn how to monitor their thoughts and to focus on tasks, not self. One technique that can help them redirect their thoughts is called “thought stopping.” Whenever students feel themselves worrying about their performance they should imagine a stop sign or wall and say “STOP!” to themselves. They should then redirect their attention back to taking the test.

Students can also reduce test anxiety by making and taking practice tests until they feel more comfortable. The purpose of tests is to let students demonstrate what they have learned. The ability to *take* tests is a skill that can be learned.

Paraphrased from Innovation Abstracts Volume XIV, Number 29
National Institute for Staff and Organizational Development (NISOD)

To Do: What is your attitude towards tests? Do you fear them, take them in stride, or look forward to them? Is your attitude helping you do better on tests? If not, what would you like your attitude to be?

Test-Taking Tips

To Do: Check off the techniques you'll use on future tests.

A Good Offense

If you live in fear of tests, the best defense is a good offense. Instead of being a victim to tests, assert yourself. Look at the test as an opportunity to show off your knowledge. One of the best feelings in the world is to be able to breeze through a test, confident in your knowledge, secure in the fact that you're thoroughly prepared and eager to go.

Preparation Is Key

The key to a good offense is *preparation*. Go through your notes and rewrite or outline the key points. Use memory hints (see BrainAids on page 22) to help you remember vital facts. Repeat or rewrite the required information from memory until you know it without hesitation. The better prepared you are, the less anxiety you will feel on test day.

Make And Take Practice Tests

Anticipate questions you think the instructor will ask, and make up practice tests to exchange with a classmate. Grade and discuss each other's tests.

Analyze Tests And Instructors

There is more to know about taking a test than just the subject matter. Test taking is a skill that you must learn if you want to succeed in school. Learn the ins and outs of a variety of test types including fill-in-the-blank, multiple choice, matching, true-false, and essay tests. Read and follow all instructions exactly. Failing to do so can waste time and lose points. Probe your instructors to find out as much as you can about what to study prior to the test. Once you take the first test from a new instructor, you'll have a better idea of what and how to study for the next test.



Mark And Return

If a test has a time limit, don't spend too much time on any one question. Put a dot or other mark next to a difficult question, and return to it when you've finished with the easier ones. Sometimes a later question will trigger your memory and produce the answer to an earlier question.

Well Done Is Twice Done

This quote from Ben Franklin's *Poor Richard's Almanac* probably didn't refer to test taking, but it certainly applies. If you have time, take a test twice (especially math tests) to eliminate faulty thinking and careless errors. After your first attempt, cover the answers and retake the test. Try taking it in reverse order, or solving the problems with an alternate method so you *have* to think about the questions in a different way. Otherwise you may just repeat earlier mistakes. When done, compare both sets of answers. If they agree, you can be more certain the answers are correct.

Don't Agonize Over Changing An Answer

You've likely heard the adage, "Never change your first answer!" But if you're sure an answer is wrong, do indeed change it. The "Never change" belief is perpetuated any time you blame yourself for changing a right to a wrong answer. But you usually fail to remember the times you changed from wrong to right. In any case, if you have to agonize over changing an answer, you probably don't know the material well enough. Next time, vow to study harder and avoid the agony.

Never Leave An Answer Blank

Unless wrong answers are penalized (as they are on some college admission tests), it is unwise to leave a question blank. It may seem more intellectually honest to *not* answer a question you don't know, but test taking is also a game that you must learn to play. And who knows, maybe subconsciously, you know more than you think.

Miscellaneous Tips

Take the test mentally first, then go back and fill in the answers. Take a breather in the middle of the test – close your eyes and relax. Don't worry if others finish before you do. Eliminate answers and choose the best of what is left. Overstudy and overlearn. Repeat affirmations to yourself. Don't be hungry! Get a good night's sleep. Have two pens. Visualize success. Have a positive attitude.

To Do: What tips other test-taking tips can you add? What are your favorites on this page?

BrainAids



A BrainAid™ is a learning device or technique that helps you remember. The technical term for BrainAid is MNEMONIC [nih-MAWN-ik], which means “helps the memory.” It comes from MNEMOSYNE [nih-MAWS-uh-nee], the Greek goddess of memory. Below is an alphabetical listing of BrainAids, starting with the three As: Acronym, Acrostic, and Analogy. Find and use the types of BrainAids that work best for your learning style.

ACRONYM

An acronym (AK-roh-nim) is a *name* (think nym=name) made from the first letters of a list of words. The letters of the acronym provide “hooks” on which to “hang” the actual terms. Do you recall what RUFF stands for? Acronyms are especially useful for terms that must be remembered in sequential order, such as PEMDAS: Parentheses, Exponentiation, Multiplication, Division, Addition, Subtraction.

To Do: Fill in the blanks with a pronounceable, memorable acronym to help you remember the five Great Lakes. Ontario, Erie, Huron, Superior, and Michigan: _____.

ACROSTIC

An acrostic [uh-KRAW-stik] is a *story* (think stic = story) made from the first letters of a group of terms. For example, for an alternate way to remember the priority of arithmetic operators is to make the acronym PEMDAS into the acrostic Please Excuse My Dear Aunt Sally.



To Do: Create an acrostic to help you remember the nine planets in the EXACT order they orbit the sun. Substitute ONE word for EACH planet. Your acrostic should make some sense and be easy to remember.

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto:

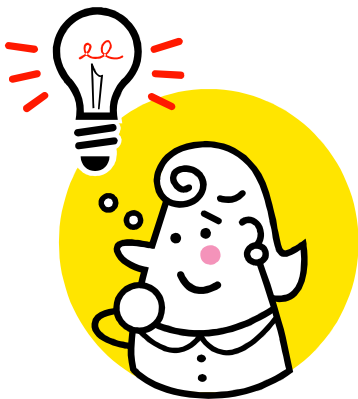
M _____ V _____ E _____ M _____
J _____ S _____ U _____ N _____ P _____

ANALOGY

An analogy is a comparison of the similar features of two items. Instead of expending a lot of energy building new brain fibers, an analogy lets new knowledge hitchhike on top of existing brain fibers that hold similar thoughts. Example: A computer disk is like paper – you can write to it and read from it.

FLASH CARDS

On one side of a 3x5 card write a term. On the backside, write the definition. Carry the cards around with you and quiz yourself. Or use Cue Cards, with the term and definition on the same side, taped to your bathroom mirror or around the house where you can review them whenever you see them.



LOG

Every time you learn something new, write it down in an appropriately labeled log. There is so much information in today’s world that we *have* to write things down if we ever hope to remember them. Examples: Math Log, English Log.

MIND MAP

This is a visual outline. Put the main topic in the center, with secondary topics branching out from it, with subtopics branching out from those. It’s reminiscent of a spider web.

ORAL QUIZ

Have a willing partner quiz you from a list of terms and definitions.

OUTLINE

Divide the material to be learned into a main topic with major headings. Under the major headings develop subheadings. Under the subheadings, fill in pertinent facts. The broad categories will serve as reminders of the details beneath them.

BrainAid™ is a trademark of MaxLearning.Net

PICTURE

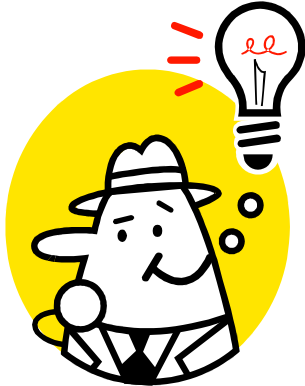
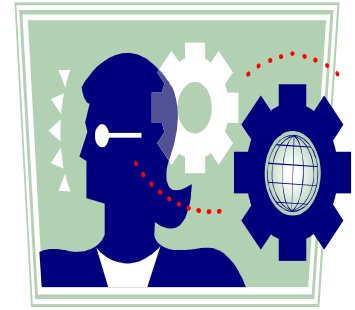
Draw pictures of the items to be remembered. For example, to learn and remember the many components of a computer application screen, sketch it. For math word problems, draw pictures of the various elements.

PROCEDURE

Assume that a co-worker or your boss has asked you how to do something on a computer. Perform the task yourself and write a step-by-step procedure to give to your co-worker/boss. Keep a copy for yourself for future reference.

READ

Read what you have to learn out loud so you can hear it.



RECORD

Tape record the material that must be learned. Play it back while you are riding in your car or relaxing at home.

RELEVANCE

Think about the subject matter in broad terms. How does it relate to you, your life, your job? Make it meaningful to you.

RHYME

Make up rhymes for the facts you need to remember. Example: The *disk* was *brisk*, but the *RAM* was *faster*.

SCENARIO

Create a scenario that involves you and the information you need to learn. For example, to learn disaster-recovery procedures, imagine what you would do if an earthquake leveled your neighborhood.

SENSES

Get as many of your senses involved in learning as possible. Each sensory perception uses a different part of your brain. By using multiple parts of your brain you increase your chances of remembering.

- You remember 25% of what you HEAR.
- You remember 50% of what you HEAR and SEE.
- You remember 75% of what you HEAR and SEE and DO.

SONG

Compose a song built around the items you need to learn. Children are especially good at memorizing the words of songs. Example: Times-Table Rap

*2 x 2 is 4, well give me more,
3 x 3 is 9, I think it's fine...*

STORY

Make up a story about the material. For example, to remember that a CPU Clock vibrates in MegaHertz, create a story about a guy named Mega beating perfect rhythm on a drum until his arm "hurts."

TEACH

Teach the material to a classmate who hasn't yet caught on. It's amazing how well you think you know something until you try to teach it to someone! Teaching requires you to organize your thoughts and present them simply and clearly. To test the effectiveness of your teaching, ask your classmate to explain the concept back to you.

WRITE

Study the terms and definitions you must memorize. Copy the terms to a blank sheet of paper. Fill in the definitions from memory. Compare your definitions to the originals. Repeat the process until learned.

All the learning techniques in the world pale in comparison to your motivation to learn. Many highly successful individuals were born with average intelligence. Success often depends more on hard work and desire than on innate ability.

To Do: List your three favorite BrainAids:

Following Directions

Following directions precisely is important in any task.

To Do: Take the following timed quiz.

Instructions: Read everything before doing anything. Use ink for all answers.

Time Limit: 5 minutes. Tip: Don't spend too much time on any one step.

1. Print your name in large BLOCK letters in the upper left corner of this page.
2. Draw a line underneath your name.
3. Write your zip code above the "Following Directions" title.
4. Write today's date in the upper right corner of this page.
5. Circle the word "title" in step 3 above.
6. Draw a triangle in the bottom right corner of this page.
7. Draw a circle around the triangle.
8. Fill in the blank: $300 + 250 = \underline{\hspace{2cm}}$.
9. Underline the word "Print" in step 1.
10. Fill in the blank: $4 * 30 = \underline{\hspace{2cm}}$.
11. Circle the numbers of all even steps from 1–10.
12. Put a square around all odd step numbers from 1–10.
13. Circle the *best* answer: The sky can be: blue red purple pink multicolored.
14. Fill in the blank: $800 / 20 = \underline{\hspace{2cm}}$.
15. Circle the correct answer. Dolphins are: fish reptiles mammals.
16. In steps 10–20, underline every step number that is *exactly* divisible by 3.
17. Count out loud from 10 down to 1.
18. Fill in the blank: $530 - 470 = \underline{\hspace{2cm}}$.
19. Say loudly, "I am almost finished!"
20. Now that you have finished reading everything as instructed, perform only step 1.



Adapted from R-A-P © Dale Seymour Publications

Learning Names

Even highly intelligent and accomplished people struggle with names.

One of the most difficult memory tasks we face is remembering names, especially at the moment of introduction. We are so concerned with the mechanics of the introduction – smiling, nodding, shaking hands – that we tend not to listen to the other person’s name.

The next time you’re being introduced, remind yourself to pay attention to names. Try to repeat the person’s name back as soon as you hear it, as in, “Nice to meet you *Mary*.” If it’s an unusual name, ask how it’s spelled. When you meet several people at once, link their names to an acronym right away. For instance, if you are introduced to Mary, Jim, and Bob, latch on to the acronym MJB.



HF
BEAU

As soon as you can, write down the names of people you have met in your address book or some other appropriate place. Write down anything that will help you remember that person. Here are six possible categories you can use: Hair, Face, Build, Ethnicity, Age, and Uniqueness. Use the acronym HF-BEAU, or the acrostic Happy Face - BEAUtiful to help you remember the categories.

HAIR		FACE	BUILD	ETHNICITY
<u>Length</u>	Blond	Moustache	Short	White
Short	Red	Goatee	Tall	Hispanic
Medium	Gray	Beard	Thin	Black
Long	White	Pale	Full	Asian
Receding	<u>Type</u>	Ruddy	Heavy	Mideastern
Bald	Straight	Freckled		
<u>Color</u>	Wavy	Tan		
Black	Curly	Handsome	AGE	UNIQUENESS
Brown	Frizzy	Pretty	<i>Estimate by decade</i>	Unusual accent
		Wirerim glasses	(Tip: never ask!)	Their profession
		Plastic glasses	20+	Mutual acquaintance
			30+	Look like <i>celebrity</i>
			40+	Look like <i>friend</i>

To save room in your name book, use abbreviations:

Full description: Short brown hair, pretty, plastic glasses, tall, thin, 30+, hispanic, accountant

Abbreviation: S brn, pty, plas, tl/th, 30+, hisp, acct

(Abbreviations are also useful to protect possibly unflattering descriptions from curious eyes!)

To Do: Why is it important to remember names in an office or elsewhere and to spell them correctly? How can it benefit you to do this? How can it hurt you not to do this?

Quotes on Learning

Quotes from others can motivate us to learn and achieve.



All learning involves some struggle. Part of the feeling of achievement that comes from learning is the sense of having tackled a problem and subdued it – of having won by virtue of your own efforts. *Nathaniel Branden*

One of the hallmarks of quality people is that they never stop learning. *Michael Riordan*

A mind, once stretched by a new idea, never regains its original dimension. *Unknown*

When you're addicted to learning, life is never boring, because your brain craves stimulation and finds it everywhere. *Max M. Learning*

Only the curious will learn and only the resolute overcome the obstacles to learning. The quest quotient has always excited me more than the intelligence quotient. *Eugene S. Wilson*

Learn as though you would never be able to master it; hold it as though you would be in fear of losing it. *Confucius*

The love of learning, the sequestered nooks, and all the sweet serenity of books. *Henry Wadsworth Longfellow*

Learning is what most adults will do for a living in the 21st century. *Sydney Joseph Perelman*

Everyone and everything around you is your teacher. *Ken Keyes Jr.*

Learning is like rowing upstream; not to advance is to drop back. *Chinese proverb.*

Learning is ever in the freshness of its youth, even for the old. *Agamemnon*

The person who graduates today and stops learning tomorrow is uneducated the day after. *Newton D. Baker*

Learning without thought is labor lost. *Confucius*

Learning starts with failure; the first failure is the beginning of education. *John Hersey*

Learning how to learn is life's most important skill. *Tony Buzan*

O this learning, what a thing it is! *William Shakespeare*

Enjoy your learning adventures!