

Learn and Revise

Successful Learning – Its down to you

REVISION TOOLKIT

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Key words

You will be a more effective reader - and learn things more quickly and efficiently - if you learn to identify **KEY WORDS**.

Depending on what subject (or which particular topic) you are studying, these might be:

NAMES	PLACES	DATES	FACTS & FIGURES	STEPS IN A SEQUENCE
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When you start to read, you need to ask yourself - "**What do I want to find out from this passage, paragraph, webpage?**"

Sometimes, this will be obvious from the title of the **chapter** or the **paragraph** headings. Sometimes, your teacher may have set you a particular task. Sometimes, you may need to read **quickly** through the passage to find out **generally** what it is about - and then read it again more **slowly** to pick out the **keywords**

When you have identified the keywords, **underline** them or mark them with a **highlighter pen**. It is a good idea to use several pens of different colours. You might even develop a system that uses different colours for different types of information.

PINK PEOPLE	GREEN PLACES	BLUE FACTS & FIGURES	YELLOW QUOTATIONS	ORANGE DATES
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Revise

Key words continued

- Your list might contain only 3 or 4 key words - or it could have as many as 15 or 20.
- Now, from the following slides, choose which **system** you will use to remember your key words. This depends largely on which suits your learning style and you find easiest to use. Experiment to find the best for you.
- Spend about **10-15 minutes** learning your list of key words until you are confident you can recite the list. (Make sure, at this point, that you know what each key word means - and that you can explain each one.)
- Then, within the next week, spend about **5 minutes** on **2 or 3 occasions** to check through the list again. Nearer to the exam, check how well you have remembered the key words. You should find it easy to recall the list again with only a few minutes revision.



Revise



Memory - beginnings & endings

READ THROUGH THE LIST OF WORDS SHOWN BELOW THEN WRITE DOWN AS MANY AS YOU CAN RECALL

- Kangaroo
- Puppy dog
- Pair of slippers
- Purple
- Daffodil
- Video-camera
- Bicycle
- Stapler
- Pound coin
- Onion
- Bench
- Lemonade
- Grass
- Sandwich
- Brain
- Pencil sharpener
- Juggler
- Curly wig
- Banana
- Signpost
- Dictionary
- Nostril

You probably remembered more words from the *beginning* and *end* of the list than you did from the *middle*. This is an effect known as "*serial position phenomenon*". What happens is that you pay particular attention to those items at the *beginning* of the list, making a conscious effort to "file them away" in your long term memory.

Words at the *end* of the list have the benefit of being the most recent entries into your short-term memory and therefore easier to recall.

Unfortunately, the words in the *middle* fall into a kind of no-man's-land and are most likely to be forgotten.

This is the reason why teachers make the most of "SERIAL POSITION PHENOMENON" in your Lessons

- Stating the main points of a lesson at the BEGINNING of the lesson.
- Re-capping the main points of the lesson at the END of the lesson.
- To assist your memories, it makes sense to have as many "beginnings" and "endings" as possible in a lesson.
- You can do this with your revision, split it into smaller distinct SECTIONS, each consisting of a different activity.
- Give each section its own "beginning" (*where you re-state the key points - or at least some of them*). Each section should have its own "ending" (*where you re-state the key points of that section again*).



Mind Maps

To make Mindmaps more memorable:

Use doodles,
pictures and
diagrams

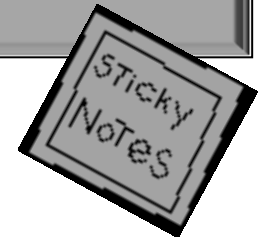
Use
different
colours

Use
different
styles of
writing

Use humour
(cartoons)
etc.

Design your own
(don't just copy
other people's

Sticky notes



write each key-word on a post it-note. (you can add an image or cartoon)

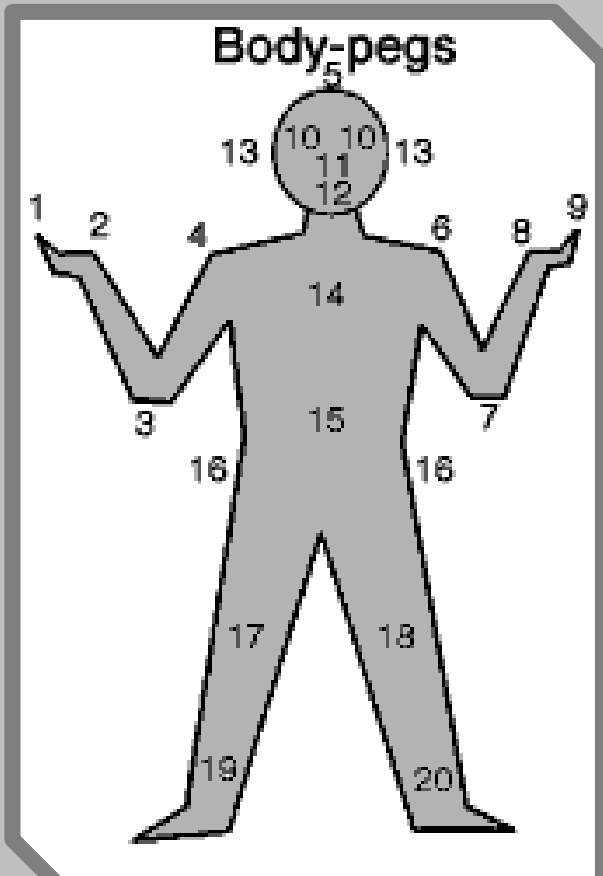
Stick these at strategic points around your room. For example: by the light switch - left hand side of shelf - right hand side of shelf - left-hand cupboard door - right-hand cupboard door - next to picture, etc.

Now, walk around the room, pausing in front of each sticky-note in turn and reading the key-word.

If you do this a few times, you will find it easy to recall what is on each of the sticky- notes without actually walking around the room.



Body pegs



- 1 = Fingers of right hand
- 2 = Palm of right hand
- 3 = Right elbow
- 4 = Right shoulder
- 5 = Head
- 6 = Left shoulder
- 7 = Left elbow
- 8 = Palm of left hand
- 9 = Fingers of left hand
- 10 = Eyes
- 11 = Nose
- 12 = Mouth
- 13 = Ears
- 14 = Chest
- 15 = Tummy
- 16 = Behind
- 17 = Right knee
- 18 = Left knee
- 19 = Right foot
- 20 = Left foot

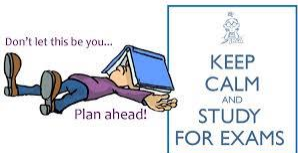
HOW TO USE THE SYSTEM

The principle of the system is that you "attach" one **Key word** to each body-peg in turn (preferably with a memorable action). When you need to recall your list of key-words, your body (and the actions you have associated with each key-word) acts as a memory-aid.




Roman room memory system

- Imagine a room that you know well - perhaps your bedroom or the classroom for a specific subject. Within this room there are features and objects in known positions. The basis of the **Roman Room** system is that things to be remembered are associated with these objects, so that by recalling the objects within the room, all the associated objects can also be remembered.
- For example, as I look around my room I can visualise the following objects - coffee table, sofa, lamp, cabinet, bookcase, stereo system, television, chair, mirror, etc.



Revise



Suppose you want to remember a list of World War I war poets -

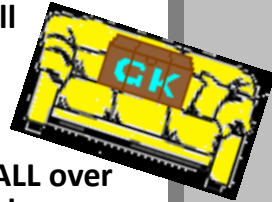
- **Rupert Brooke**
- **G. K. Chesterton**
- **Walter de la Mare**
- **Robert Graves**
- **Rudyard Kipling**
- **Wilfred Owen**
- **Siegfried Sassoon**
- **W.B. Yates**



- To help you remember the list of poets, visualise walking into the room. On the door is an (imaginary) picture of a man sitting in a trench writing poetry in a tattered exercise book.

Look at the table. On the top - imagine RUPERT the Bear sitting in a small BROOK. This will remind you of Rupert Brooke.

- Someone seems to have moved furniture around and has left a CHEST on the sofa - it has huge letters G K on the lid. This will remind you of G K Chesterton.



The lamp is shaped like a tiny brick WALL over which a female horse (MARE) is about to jump. This will remind you of Walter de la Mare.

- And so on. (Try to do the rest yourself.)