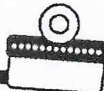



Organising and working with information

You are on your very first work experience and want to get things just right. You have been asked to go to the canteen and order six cheese rolls for the others in the office.

Tom doesn't like butter and wants a long roll. Sasha doesn't like round rolls or grated cheese; Tim doesn't like brown rolls. Jane wants two rolls, one round and one long with lots of butter. You want salad in your roll.



Write out the order for the canteen in the clearest way possible.



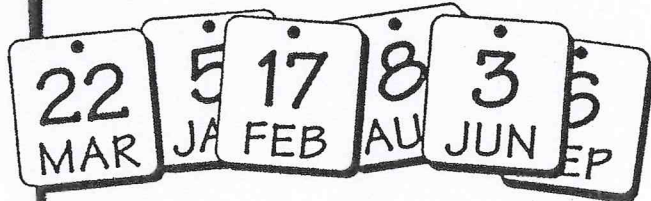
Thinking about how we need to approach tasks is very important.

How did you make the lunch order clear to the canteen staff?

What strategy did you use?

You need to define what instructions are asking you to do very accurately in many tasks. Try this one.

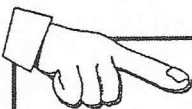
Read the information and follow the instructions.



Jack was born on 17th February 1998

Alice was born on 22nd March 1988

Monika was born on 3rd June 2000



Write your answers here:

Jack was born on a

.....

Alice was born on a

.....

Tim was born on a

.....

Calculate the **day** of the week on which each were born by following these instructions carefully.



To find the day of the week that the children were born on you need to add the date of the month to the number of the month. Add that total

to the last two digits of the year of the birth then add the number of leap years that have taken place. You get this by dividing the century number by four and ignoring any left over numbers.

Finally, work out which day you were born on.
I was born on:

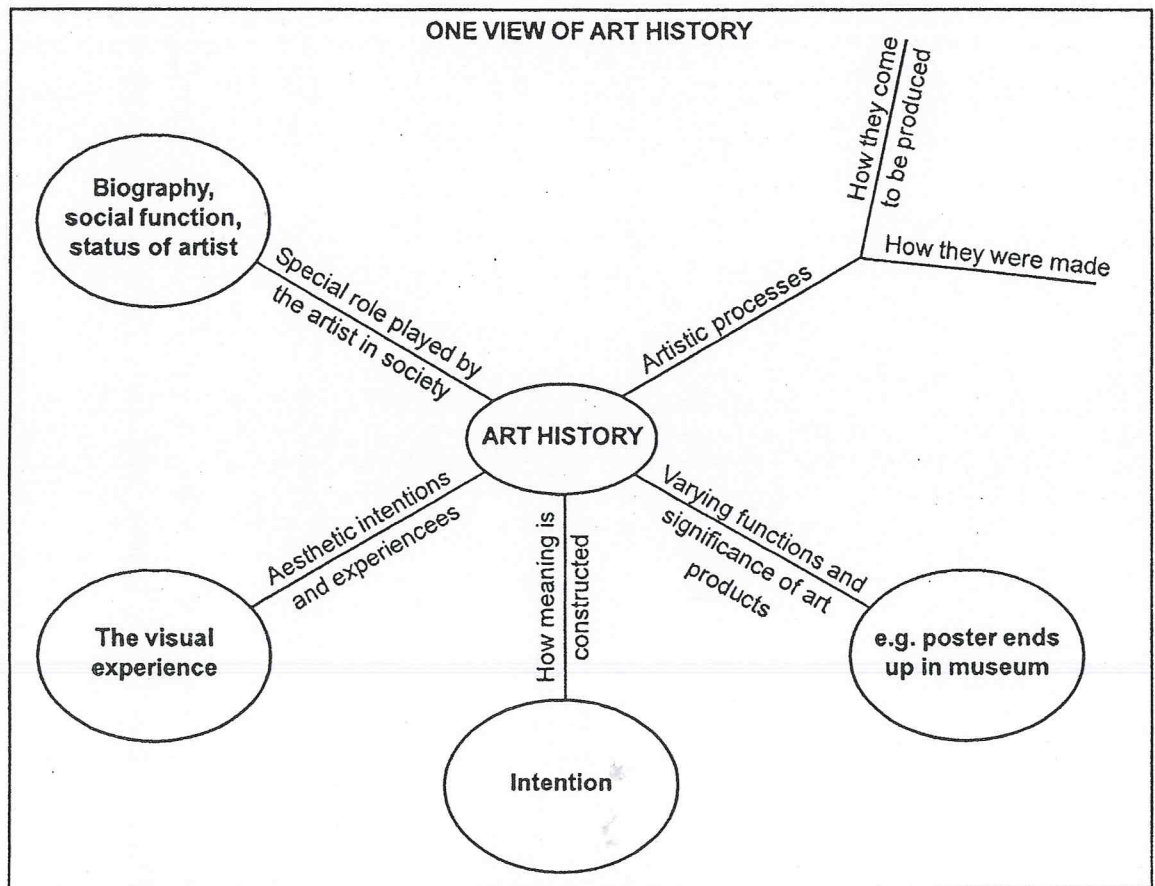
.....

Now try and find out how the calculation works.

CHANGING WORDS TO PICTURES

You probably find it easier to understand and recall information if it is presented in a visual form of some sort – in pictures or diagrams for example. Transferring sections of text into a visual form is an excellent way of identifying key points and thinking about links between the ideas described. It will also provide you with a really useful resource for revision.

Here is an example of text that has been transformed to a more visual form.



Original text

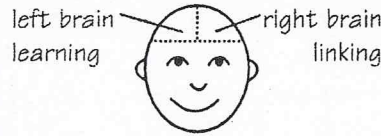
One view of art history is that it is a history of processes – artistic processes that result in the final production and other processes involved in the mechanics of how the art is produced. It is also interested in the varying functions and significance of art products, at the time they were made and also at later stages. A good example of this is the old posters that later became museum pieces, for example those promoting the London Underground.

Art history is also the history of aesthetic experience and intentions and discusses the changing appreciation of visual experience. It also looks at the function and status of the artist, asking about their background, their place in society, the reasons for their commissions and what they were trying to achieve. Art history is thus a history of how meaning is created in the visual arts.

Memmaids

WHAT ARE 'MEMAIDS'?

They are ways of linking facts to visual images.



WHY DO THAT?

Because facts involve 'left brain learning' and Memmaids involve 'right brain linking'.

left brain learning + right brain linking = improved memory

Read this extract.

REFORMS AFFECTING CHILDREN, 1906 TO 1908
 The School Meals Act, the Schools Medical Inspection Service, Juvenile Offenders Courts, Shop Acts, Working Hours and Education Act.

There are six pieces of information. How could you make up a Memmaid to help you remember the facts?

'I would think of a terrible school meal that leaves me needing medical attention. Imagine throwing the plate and ending up in the Juvenile Court. I am asked to leave school so I work in a shop but the working hours are too long. I put on a good act and they take me back into education.'

Can you see that Memmaids are catchy ways to aid your long-term memory? You do not want to remember information just for a weekly test do you? You need to remember it for the exams.



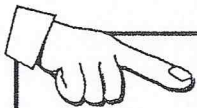
Use a Memmaid approach to learn this list:

tree • green • teacher • book • van • flower
 sandwich • TV • pineapple • table • butter • curtain
 chocolate • bun • apple.

One pupil learnt it by thinking of sitting under a tree on the green whilst the teacher read a book. Her van, with a large flower painted on the side, is nearby. She eats a sandwich, wishing she was watching TV. She opens a tin of pineapple, sets up a table, drops butter all over the old curtain that she sits on and eats a chocolate bun and an apple.

Can you think up a different way to learn the list?

Write it down and see if you can memorise it



Make up a Memmaid to remember this list of occupations – the order doesn't matter

Accountant • tree surgeon
 judge • artist • nurse
 cabdriver • teacher
 mechanic • scientist
 hairdresser.

Why would these words not be easy to remember, even by using a Memmaid?

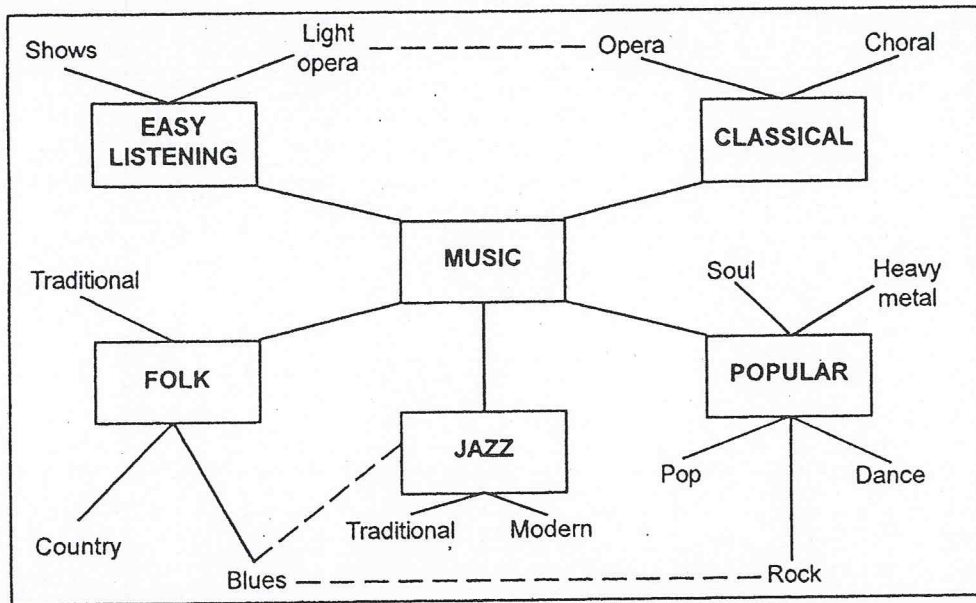
Why • when • if • it • but
 and • because • so
 in • their • for



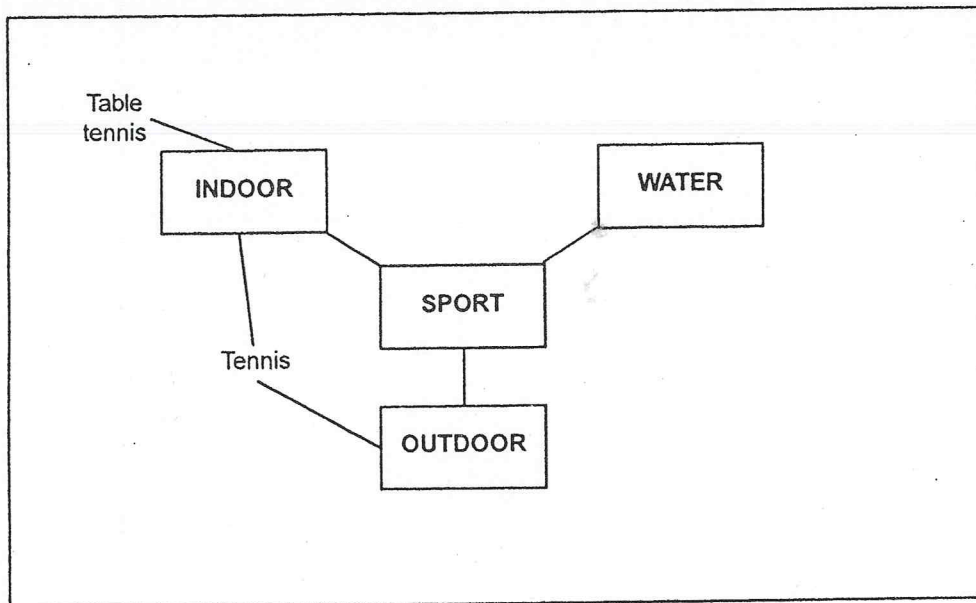
Finally, find some dates you need to remember – maybe family birthdays or historical events. Think up some Memmaid ways to remember them.

MIND-MAPPING

Mind-maps make very useful notes. In fact you learn a great deal just by creating them. Mind-maps work by identifying key words and then using arrows, colours, codes and pictures to illustrate connections. The main idea is centralised and other related ideas branch out from this.



Now try filling in the gaps and making some more connections in this one.



OK. Now try to make your own mind-map.

Choose any topic or question related to one of your subjects. Write it in the centre of a sheet of paper. Use colour if possible and write clearly.

Mind-mapping is not just a good way to take notes - it can also be a very useful way to revise.