

FIRST NAME	
LAST NAME	
YEAR GROUP	
TERM	



KINGSWAY

CHRISTIAN COLLEGE

7 Steps to Better Learning

A Digital Interactive Workbook and My Digital Learning Planner for primary school students to develop good learning habits and succeed at school.

Full of useful activities, exercises, tools, checklists and information to assist primary school students to learn effectively and become more independent learners.

redtickededucation.com

AUTHOR
Mark Chamberlain

This publication is interactive.

You can type into the fields shown in the document and save it.



Published by Red Tick Education

www.redtickeducation.com
7steps@redtickeducation.com

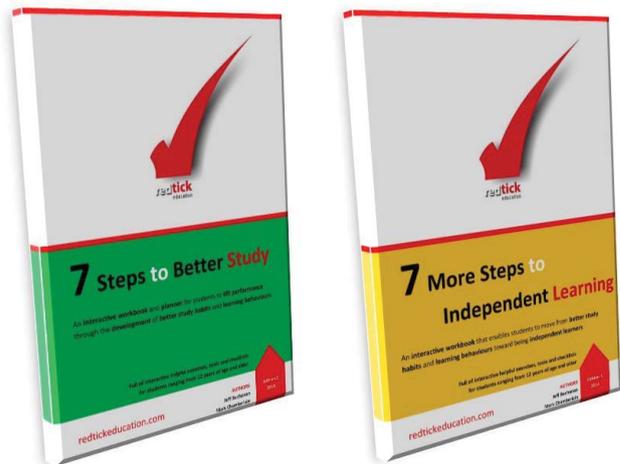
7 Steps to Better Learning (Edition 1, 2016)
Mark Chamberlain

ISBN: 978-0-9875141-7-2

We recommend for **Secondary Student 3** important resources:

1. 7 Steps to Better Study
2. 7 More Steps to Independent Learning
3. Digital Study Blueprint

See the back page of this Workbook for more details or visit our web site:



www.redtickeducation.com

© 2016 Mark Chamberlain
Published by Success Planner Pty Ltd trading as Red Tick Education
ABN: 61131 875388

This publication is copyright. All rights reserved.

Apart from any fair dealing for the purpose of private study, research, criticism, or review as permitted under copyright law, no part may be reproduced by any process without written permission of the publisher.

All enquiries should be addressed to the publisher.

In preparing this publication, two reference resources were used to guide grammatical style and spelling. They were:

- ❖ *Style Manual for authors, editors and printers*, 6th edition (2002) reprinted 2010, John Wiley & Sons Australia Ltd
- ❖ *Macquarie School Dictionary*, 3rd edition 2010, John Wiley & Sons Australia Ltd

Foreword

To the student,

Your school has recommended this program and your parents will be working with you as they want the very best experience of primary school for you.

Ask yourself these questions:

- | | | |
|---|-----|----|
| ◆ Do I want to do the very best I can at primary school? | Yes | No |
| ◆ Do I want to learn how to learn? | Yes | No |
| ◆ Do I want to know how to build good learning habits? | Yes | No |
| ◆ Are there things I would like to improve about the way I learn? | Yes | No |

If you answered YES to most of the above, then this digital workbook will be very helpful.

Learning does not always occur automatically. It is something that you can work at to improve in a systematic and organised way.

This digital workbook contains activities that will provide you with many ideas and tools that will be helpful as you make an effort to improve your learning routines and behaviours. This digital workbook should be used hand-in-hand with *My Digital Learning Planner*.

All the best and enjoy.

Mark Chamberlain

Director Red Tick Education

Contents



Foreword	3
Step 1 Finding out about Your Learning Style	5
Step 2 Understanding the Key Terms used in <i>My Digital Learning Planner</i>	10
Step 3 Developing Good Learning Habits and Avoiding Negative Ones	12
Step 4 Finding the Right Balance in Your Life	21
Step 5 Rewarding Yourself	23
Step 6 Your Best Working Environment	25
Step 7 Working Towards Being an Independent Learner?	27
Check Your Answers	31

Step 1 Finding out about Your Learning Style

Learning styles are crucial because you learn in different ways (or styles) to others.

Everybody does not learn in the same and you may need to adopt different strategies to support your particular learning style.

There are three (3) general types of learning style. The learning styles can be broadly described as follows:

- ◆ Visual learning style = learning by seeing/observing 
- ◆ Auditory learning style = learning by hearing/listening 
- ◆ Kinaesthetic learning style = learning by doing/touching 

Most people tend to have one learning style that they prefer, although sometimes people learn effectively through two out of the three styles.

Sometimes, information is taught in a style that is difficult for you to engage with, so you may have to develop a way of learning information that suits your preferred learning style.

For example, a book chapter may be read aloud in class, or a tape of it may be played for the class. There could be many different reactions to this kind of activity, such as:

1. Some students will be very comfortable with listening and will be able to retain information well.
2. Some other students may need to follow the text as the words are read out loud to be sure they absorb it well.
3. There will also be students who find it very difficult to listen for long periods of time and will remember very little about the key points. These students will need to find a different way to learn the key points and retain the information, e.g. role play.

AUDITORY (Learn by Listening)



Auditory learners tend to:

- ◆ learn from verbal instruction
- ◆ like using or hearing sounds and speech to understand things
- ◆ enjoy plays
- ◆ remember names and forget faces
- ◆ remember by listening, especially with recorded notes.

If you are an AUDITORY learner you may wish to recite things aloud and use recordings when learning something new.

VISUAL (Learn by Seeing) 

Visual learners tend to:

- ◆ think and draw in pictures, or concept maps using colour
- ◆ see key words and pictures more than anything else
- ◆ remembers faces but not names
- ◆ draw diagrams or flow charts to summarise or understand things.

If you are a VISUAL learner you should use colours, draw diagrams, concept/mind maps, or make flashcards when learning something new.

KINAESTHETIC (Learn by Doing) 

Kinaesthetic (tactile) learners tend to:

- ◆ learn by doing, being active and moving
- ◆ touch or make things like models or mould, manipulate or build things
- ◆ be impulsive and enjoy playing games.

If you are a KINAESTHETIC learner then you should regularly write out notes, role play things, build models or play appropriate games to help you learn something new.

Exercise 1 - Identifying the Learning Styles

Read each statement and click one of the three icons that represents the type of learning style being described.



for auditory (listening)



for visual (seeing)



for kinaesthetic (doing)

Statement	Style		
			
1. I can remember more when the teacher talks to the class			
2. I learn best when I see information on the board			
3. Writing things down always helps me to remember them better			
4. I like making models and developing posters to learn things			
5. I like getting information from pictures or diagrams			
6. I learn well by working with my hands or making things			
7. I enjoy drawing charts and graphs, using sticky notes or a highlighter			
8. I learn well if I can make up songs or rhymes or jingles			
9. I remember things well when I write them out several times			
10. I remember information that I hear on podcasts or recordings			
11. I like to write things down and read them back			
12. I remember a news story better by reading the newspaper than listening to the radio			
13. I like acting things out and moving around			
14. I follow spoken directions better than written ones			
15. I am very comfortable with tools or instruments in my hands			
16. I prefer to listen to radio reports than read newspapers			
17. I tend to scan information for key words or figures			
18. I notice sound effects and music in movies			
19. I cannot sit for long and get fidgety			
20. I like drawing process diagrams to help me remember/understand.			
21. If something is said to me, I usually remember it, without it being repeated.			

Answers are shown in Exercise 2 below.

Exercise 2 - Finding Your Learning Style

You can work through the exercise below to get a better idea of your preferred learning style.

For each statement below, decide if the behaviour or preference described is something that you agree with (or do often) or do not really agree with (or don't do often). Be honest with yourself when answering the questions if you wish to know your true learning style.

If you agree then click the YES column. If you do not agree with the statement then click the NOT REALLY column.

Kingsway Christian College

Style and Statement	Yes	Not Really
 I can remember more when the teacher talks to the class		
 I learn best when I see information on the board		
 Writing things down always helps me to remember them better		
 I like making models and developing posters to learn things		
 I like getting information from pictures or diagrams		
 I learn well by working with my hands or making things		
 I enjoy drawing charts and graphs, using sticky notes or a highlighter		
 I learn well if I can make up songs or rhymes or jingles		
 I remember things well when I write them out several times		
 I remember information that I hear on podcasts or recordings		
 I like to write things down and read them back		
 I remember news stories better by reading the newspaper than listening to the radio		
 I like acting things out and moving around		
 I follow spoken directions better than written ones		
 I am very comfortable with tools or instruments in my hands		
 I prefer to listen to radio reports than read newspapers		
 I tend to scan information for key words or figures		
 I notice sound effects and music in movies		
 I cannot sit for long and get fidgety		
 I like drawing process diagrams to help me remember/understand		
 If something is said to me, I usually remember it, without it being repeated		

Interpret your results on the next page!

You selected  times:

You selected  times:

You selected  times:

How to interpret your results

- ◆ Your highest score is usually your preferred learning style.
- ◆ Your lowest score is your least effective way of learning.
- ◆ You may be lucky enough to score well in more than one style. This means you have more ways of learning to draw on.

Knowing this about yourself will help you to find learning skills that suit your preferred style and to improve the way you learn.

While at primary school the difference between the three learning styles for you is likely to be small. As you move to high school and beyond one of the three styles is likely to emerge as your preferred style.

Step 2 Understanding the Key Terms used in *My Digital Learning Planner*

We need to be clear about the terms we use when discussing learning. Here are some terms that will be used:

Homework	Work set by your teacher to be done outside of class time.
Study	<p>Study is the act of making an effort to learn information, processes or skills. It is an active process where you learn about something or work to understand it so that you can recall and apply it rapidly whenever you need it, e.g. learning your tables, learning to spell difficult words, recalling the steps needed to solve a math problem.</p> <p>There are many different methods you can employ when you study and it is a skill you can learn and practise.</p>
Classroom Task	A task set by the teacher and to be completed fully in class. Your teacher might allow you some time to prepare for this and might allow some aids, e.g. notes, a diagram, key words, but the task must be completed in class and handed in straight away.
Assignment	Specific projects that your teacher gives you to complete by a certain period of time and for which you might receive feedback or be assessed on. Projects and research can also be added under this term.
Learning Behaviours	Behaviours that affect your learning in the classroom and when you study. Some learning behaviours are positive and help you learn more effectively. Other may be negative, i.e. they inhibit your learning.
Group Work	A task usually set by your teacher where you work within a small group of students in your class to complete.

Exercise 3 - Identifying key terms

Here are some common activities you experience at school and at home. Read each statement and, using the drop down menu, select the correct term for the activity.

What is this activity?	Activity
1. Learning my weekly spelling list	
2. Completing a math worksheet at home	
3. Preparing a project on Australian mammals	
4. Putting on a play with 3 or 4 other students	
5. Writing an acrostic poem in class	
6. Asking questions in class	
7. Editing and proof reading a story I wrote in class at home	
8. Completing a Readers Theatre with my friends	
9. Concentrating on what I am reading and not listening to chatter	
10. Memorising my 7 times tables	
11. Doing a math investigation in class	
12. Researching deserts and preparing a PowerPoint presentation	

Check your answers at the back of this digital workbook.

Now you are sure you understand these terms you can move on to learning about *My Digital Learning Planner*.

Step 3 Developing Good Learning Habits and Avoiding Negative Ones

Good habits develop when we repeat a behaviour to the point where we no longer have to think about it. It has become automatic behaviour, like greeting a person courteously with a “Good morning!” or automatically saying “Thank you”.

We can develop **good learning habits** in the same way. It is effective because once a habit is automatic we can move on to another one and the range of learning behaviours we have access to increases.

We all develop good habits **through repetition**.

By you repeating something over and over again, you begin to move it from your short term memory into your long term memory.

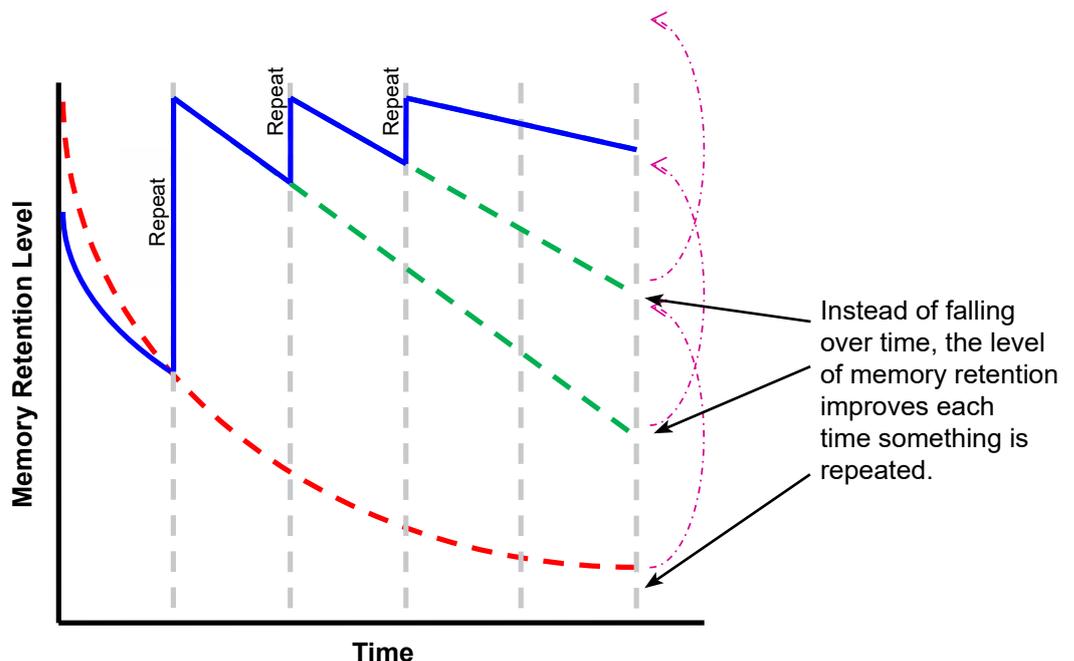
Repetition can be tedious, but it is **effective**. The satisfaction of being able to easily recall something when required is very rewarding and it allows you to move on to more complex things.

When you were very young repetition played a large part in how you learned the alphabet, learned to talk, learned to tie your shoe laces, and so on. Repetition still plays an important role in learning as you get older.

The more you repeat a certain activity, (e.g. a rule, a formula, a pattern, a process or a skill), the more that activity moves from your short term memory to become ‘hard wired’ into your long term memory.

The repetitions need to be spaced out over hours, days, weeks and months to be truly effective and ensure that the retention is long term.

The graph below is another way of showing how repetition improves memory over time.



Graph 1: Change in Memory Retention over Time involving Repetition

We can eliminate negative learning behaviours by replacing them with good learning behaviours. As we do this our learning improves.

But how do we choose what to change and what we focus on?

The Importance of Setting Goals

In order to change and improve your learning you will need to set GOALS. Without goals, you have nothing to aim for, nothing to focus on.

Before you set goals, there are three very helpful things you need to do:

1. Identify some learning behaviours to take action on.
2. Discard old routines and habits.
3. Set up some good habits by repeating them until they are automatic.

Exercise 4 - Identifying behaviours to take action on

You can help yourself improve at school by changing the way you behave in class (learning behaviours). Similarly, you can help yourself to improve at home by changing your behaviour when you study (study behaviours).

Read each statement and use the drop down menu to set how important it is for you to make the suggested change to the learning or study behaviour:

Kingsway Christian College

Learning and study behaviour to take action on	Select one of the following: • MUST do • SHOULD do • WON'T do • NOT SURE
1. Read more often	
2. Ask more questions in class or after class	
3. Say things out loud so I will remember them	
4. Write down things that I want to remember and reread them more often	
5. Check setting out and neatness more often	
6. Participate more often in class discussions	
7. Revise my writing more often	
8. See the teacher during the class if I am having a problem	
9. Organise my home space so I have a place to do homework and to study	
10. Set aside time to study	
11. When uncertain of how to work out an answer, go back and look for a similar example before asking for help	
12. Start to make a glossary definition page	
13. Develop a flash card system for things I want to recall	
14. Have a note book for writing down words/concepts I do not understand	
15. Tell others (parent, teacher, or friend) that I am trying to take action on changing my behaviour	
Write some of your own here:	
16.	
17.	
18.	
19.	
20.	

Exercise 5 - Deciding which behaviours and routines to eliminate

What are the old routines and habits you are going to avoid?

To ensure that you are considering all the behaviours that could impact on better study habits, work through the following table and identify which bad habits are the ones that you will need to reduce.

Avoiding your bad habits is a very important way to free up more time and energy to make the other changes necessary to reach the goals you have set for yourself.

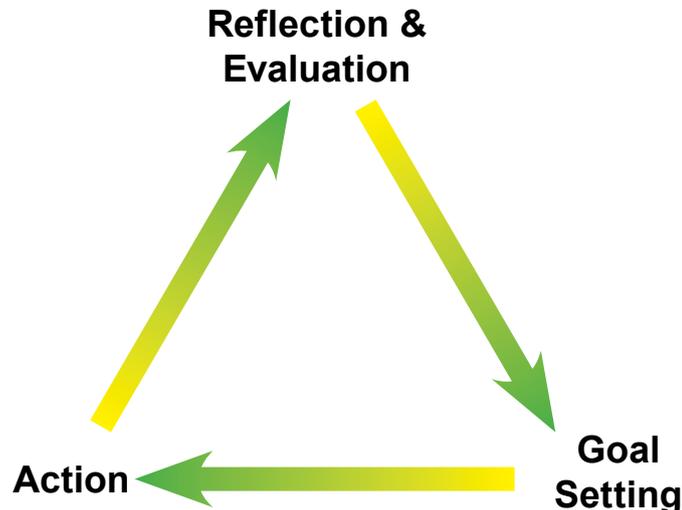
Negative habits	How big is this problem for you? • BIG problem • SOME problem • NO problem
1. Spending too much time watching television or movies	
2. Playing computer games too much	
3. Browsing the internet, spending too much time online	
4. Spending too much time on the computer	
5. Talking or texting on the phone too much	
6. Spending too much time with headphones on listening to music	
7. Going to bed very late at night too often	
8. Eating junk food or drinking too many sugary/caffeinated 'energy' drinks	
9. Spending too much time putting off doing things (procrastinating)	
10. Too many social activities	
11. Too many sporting/other commitments	
Write some of your own here:	
12.	
13.	
14.	
15.	
16.	
17.	

Setting Goals

To improve your learning, just setting any kind of goal will not do! You must know what you are aiming for by setting goals in each subject area.

Your goals must be about achieving better results.

Your goals must also be about taking action to change your behaviour, in class and at home.



The three key questions you must ask yourself when setting goals are:

1. What is a realistic improved result that I should aim for in each subject?
2. What are some of the behaviours that I can take positive action on in each subject?
3. How will I accurately measure my success?

What is a realistic improved result that I should aim for in each subject?

Aiming high is important, but being realistic is important too. If you have previously achieved a 'C' grade in a subject, for example, then aiming for a 'B' as the next step might be more realistic than aiming for an 'A'.

What are some of the behaviours that I can take positive action on in each subject?

Setting goals without taking time to identify the behaviours you will need to change is a meaningless exercise that will not lead to any real, long lasting change. You must make time to identify what behaviours you will change, and then your chances of improving your learning outcomes (and therefore your results) will increase substantially.

Do not hesitate to ask your teacher, your family or a friend about what behaviours you could look at changing to achieve better results.

How will I accurately measure my success?

Achieving a better result is one thing, but you can also measure success through the behaviours you change.

Measure your progress by adding a tick ✓ to *My Digital Learning Planner* each time you achieve a goal.

- ✓ Each time you add a tick when you have practised a good learning behaviour, you will get a sense of satisfaction when you look at *My Digital Learning Planner*.
- ✓ You can count up the number of times you have been successful and see them in front of you.
- ✓ You will be able to see what needs more practice.
- ✓ You will learn how to be realistic in deciding what you need to improve.
- ✓ You will also get a lot of satisfaction when you earn the reward you have achieved.
- ✓ You can see you are on the road to improvement.
- ✓ You will feel in control of your own learning.

Exercise 6 - My Goal Chart

To generate a set of goals, including the identification of a number of behaviours you will aim to change in order to achieve those goals, follow the instructions below.

1. List each of your subjects in the first column of the following table.
2. Write the latest result you have achieved for that subject beside each subject.
3. Write the new result you wish to achieve by the end of the term or semester. Remember to be ambitious but also be realistic.
4. For each subject, identify up to three (3) behaviours that you can take action on either with your study or your participation in class that will help you achieve your goal. Use the list in Exercise 4 for help.

You may choose very similar behaviours for a number of subjects but make sure that you take time to think through specific behaviours linked to each subject that will have a positive impact.

5. Discuss your goals and the action you have decided to take with your parent(s) and your teachers.
6. Sign your name to your goals and the behaviour changes you have committed to make. Get a parent signature and a teacher signature as well so they can see what you are aiming to achieve and how you intend to achieve it.

You will find an example of a completed exercise is on the next page for as a guide for when you prepare My Goal Chart.

Signing your goals is an important step to declare your commitment and to let others know that you are serious.

A Final Word...

There is no magic formula for setting goals and achieving them.

What is required from you is some honest reflection on what you are prepared to do to achieve your goals, what behaviours you are prepared to change and what negative habits you are prepared to eliminate.

It takes hard work and discipline to stick at your goals. Nobody else can do it for you.

You will get better each time you repeat a behaviour successfully.

Remember you are the only one who can do it.

My Goal Chart

Subject	Previous Result	New Result	Behaviours to change for this subject
English	C+	B	<ol style="list-style-type: none"> 1. Ask my teacher to check my draft essays in advance. 2. Slow down my writing to improve presentation, neatness and accuracy. 3. Ask more questions when I do not understand something the teacher talks about.
Mathematics	B-	B+	<ol style="list-style-type: none"> 1. Check my setting out is neat and well displayed, and show all workings. 2. Review examples discussed in class and in the text book before giving up or seeking help. 3. Write out each formula until I know them.
Science	C-	C	<ol style="list-style-type: none"> 1. Prepare flash cards so Mum can test me later. 2. Make more detailed observations with science experiments for a more detailed write-up later. 3. Team up with a buddy to quiz each other later.
Social Science	D-	C	<ol style="list-style-type: none"> 1. Make concept maps to understand how all things fit in. 2. Write out the glossy terms and place them on the back of the toilet door for revision. 3. Volunteer to do the presentation early in the term rather than leave it to the busy time later in the term.
Computing	B-	B	<ol style="list-style-type: none"> 1. Aim for greater consistency on finishing off all details with written answers to questions. 2. Ensure I keep to the time allocated at the computer at home and not waste effort. 3. Start a definition page for each new topic
Health and PE	A-	A	<ol style="list-style-type: none"> 1. Remember to pack my bag the night before and bring all my PE gear. 2. Strive to push myself with all exercises and tasks. 3. Support the other team members if things get a little tough and hard in improving our times.
French	D+	C-	<ol style="list-style-type: none"> 1. Work through the text and audio tapes to increase my vocabulary. 2. Make more effort to ask more questions in class. 3. At home have a note book handy for writing down terms I do not fully understand.

Student Signature

Parent Signature

Teacher Signature

My Goal Chart

Kingsway Christian College

Subject	Previous Result	New Result	Behaviours to change for this subject
			1. 2. 3.

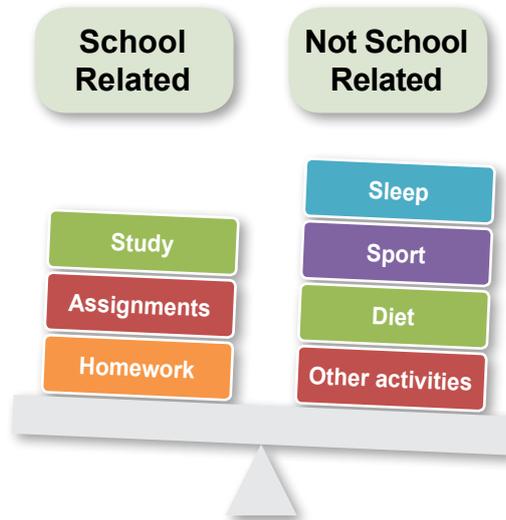
Student Signature

Parent Signature

Teacher Signature

Step 4 Finding the Right Balance in Your Life

Make sure your learning activities (homework, study, and assignments) are in balance with each other and make sure the rest of your life is in balance with activities other than study and school (sleep, diet, sport, social life, interests and hobbies).



Exercise 7 - Balance between types of activity - (homework, study, assignments)

School activities (Yes or No)

- | | | |
|---|-----|----|
| • Are you allocating enough time for homework? | Yes | No |
| • Are you allocating enough time for assignments well before they are due? | Yes | No |
| • Are you setting aside time to work on things you find difficult? | Yes | No |
| • Do you spend enough time thinking about ways to improve your learning behaviours at school? | Yes | No |

You will need to balance these with activities that are NOT related to school.

Depending on the time commitment you have made for all school related activities, you have 10-20 hours per week for other activities that are not school related or general personal time (excluding sleeping, eating, travelling and so on).

Look at the following list. Enter the amount of time in minutes for each of the activities you do every week. Add other non-school activities if they do not appear on the list.

Exercise 8 - Allocating time to non-school activities

Non-school Activities in Minutes Each Week	Time in minutes
Family time	minutes
Sport/Exercise	minutes
Chores (home duties)	minutes
Interests (e.g. music lessons, ballet, choir)	minutes
Club membership	minutes
Hobbies	minutes
Social	minutes
Other	minutes
Total minutes per week on non-school activities	minutes

Decide on a time allocation for each and then add them to *My Digital Learning Planner*.

Diet / Exercise / Sleep / Relaxation

Diet

Eating properly makes a big difference to your energy levels, memory, concentration and ability to sleep properly.

A well balanced diet that includes all food groups, and is not high in sugar or fat, will help you feel energetic for longer periods of time and think more clearly. Avoid junk foods and energy drinks that can give you a quick energy boost but leave you feeling flat shortly afterwards.



Exercise

Regular exercise is just as important as a good diet. If you do not play a lot of sport or do not exercise by doing other things on a regular basis, scheduling a 'walk around the block' will help to keep you in reasonable shape if you have a well-balanced diet.



Sleep

If you do not get sufficient sleep, you will end up with a sleep deficit that will decrease your concentration and performance. Be careful about your relaxation time and do not confuse relaxation with distraction and avoidance. If you have extended periods of relaxation it is often difficult to build momentum again. Frequent extended periods of watching TV or DVDs or browsing the web are not really best for relaxation, so consider other activities for relaxation time.



Step 5 Rewarding Yourself

Rewards do work!

When you have achieved a significant goal – maybe you have permanently changed your behaviour in class or at home or achieved the results that you set for your goal – make sure you reward yourself!

Make sure that your reward matches the effort you have put in to achieving the challenge of reaching your goal!

If you have made a change with a **small effort**, then choose a **small reward**.

If you have had to put in a lot of effort to make a change, choose a bigger reward!

A **bigger effort** needs a **bigger reward**.

For example, if you spent one (1) hour studying for something, taking yourself off to the beach for a day as a reward might be a mismatch. However, if you achieved an 'A' result in a tough subject after a long semester, a day at the beach might be a very good match of effort and reward.

What kinds of things will you do for a reward?

- ◆ Money to buy something special
- ◆ Go out with friends
- ◆ Special trip
- ◆ Share news of your success with someone, e.g. ring your grandparents
- ◆ Additional reading/screen time.



Exercise 9 - Match the appropriate reward with the achievement

Use the drop down menu options:

- ◆ Go to the book shop/library to choose a new book.
- ◆ Try out for solo part in concert.
- ◆ Have my group over to play after school one afternoon.
- ◆ 10 minutes extra 'screen time'.
- ◆ Register for 'Million Walk for Paws'.

Using one of the rewards listed in the drop-down menu, select the option that best suits the amount of effort in the achievements listed below.

Achievement	Reward
Completed group science project	
Completed my book review	
Learned my 7 times tables and passed test	
Practised my instrument regularly	
Fed my dog every day for the whole term	

Check your answers at the back of this workbook.



Remember to aim for even better results when you set your next goal.

It is always rewarding to achieve a goal and it is very encouraging to know that you had what it took to step up.

When you are younger, material rewards like stickers, stamps, certificates and special treats are very important to you and they do work very well!

As you mature, things like praise and thanks from teachers, parents and peers may appeal to you.

All these are rewards that come from other people.

The best reward is the reward you give yourself by feeling proud of what you have done. The sense of satisfaction you get from achieving a goal you have set yourself is one of the greatest rewards you can have.

Eventually you will find that rewards from others are less important to you and the sense of satisfaction you get when you do well will be its own reward.

When you get to this point you have become independent in your learning, capable and prepared for higher school learning.

Step 6 Your Best Working Environment

See the next page for the exercise on checking your working environment.

The right place and the right equipment

To improve your learning and your study you will need to create the best environment that you can. There can be many things that make your homework and study area (your room or another room) the right place, or the wrong place.

Exercise 10 - Check your working environment

Go through the following list of questions and check the column to indicate it is either 'NOT a problem' or something that 'NEEDS attention' from you in order to improve your study area.

When you've completed the exercise look at the items in the **NEEDS attention** column. Some of these could become new goals for you.

Item	Questions	NOT a problem	NEEDS attention
Lighting	Is there enough lighting (ceiling light or desk light) so you can see well?		
Seating	Do you have a comfortable seat with a proper back support?		
Desk	Is your desk at the right height?		
Desk	Can you fit everything on your desk that you need to?		
Noise	Are there any loud noises or constant noises that distract you (e.g. dog barking or TV going in the other room)?		
Interruptions/ distractions	Do others know that you are not to be interrupted?		
Bed	Do you lie on your bed to study... and fall asleep?		
Computer – laptop, tablet	Are you easily distracted by the laptop/iPad or tablet when you are not using it?		
Television	Do you watch television or online movies/shows whilst you are doing homework or studying?		
Phone	Do you pay attention to and answer your phone whilst you are doing homework or studying?		
Pets	Is your pet in the room distracting you?		
Materials – pens, pencils, notepads	Do you have all the right materials available when you need them?		
Equipment – calculator, text-books	Do you have all the right equipment?		
Snacks	Are you eating healthy snacks?		
Drinks	Are you drinking enough water?		
Regular breaks	Are you taking enough breaks or too many breaks?		
Stretches	Are you stretching enough to avoid cramps and muscle tension in order to stay relaxed?		

Step 7 Working Towards Being an Independent Learner?



The journey towards being an independent learner takes time as you progress through the primary, secondary and tertiary stages of education.

What does a successful primary school learner look like?

When we observe primary school learners we see a range of behaviours that contribute to their success.

As you progress through primary school the frequency with which you are able to achieve these behaviours increases.

Usually you improve because you have practised it many times until it is automatic.

When you earn a reward you are happy to practise and repeat behaviours.

Eventually you practise for the sheer pleasure of succeeding at what you do.

Exercise 11 - Examine your learning behaviours. How independent are you?

Read the series of statements below and tick ✓ the box that best describes your learning behaviours.

Kingsway Christian College

Behaviour	Only with help from others	Sometimes	Often	Always
I plan my own tasks, targets and goals.				
I develop my own ways of carrying out tasks.				
I make my own reasoned choices and decisions.				
I speak about planned activities.				
I speak about how I have done something or what I have learned.				
I initiate activities.				
I negotiate when and how to carry out tasks.				
I discuss my own and others behaviour and the consequences.				
I tackle new tasks confidently.				
I control my attention and resist distraction.				
I resolve social problems with my peers.				
I persist even when I am faced with difficulties.				
I ask questions and suggest answers.				
I find my own resources without adult help.				
I solve problems and challenges and enjoy doing so.				
I share and take turns independently.				
I am aware of my own strengths and weaknesses.				
I am aware of the feelings of others.				

Interpreting your results

If you have lots of '**Only with the help of others**':

You are probably just starting your primary school years and you are just beginning the journey towards independence. You have a lot to learn but you have lots of time in which to do it. You will learn if you set yourself some goals and practise until you have achieved the goal. Select a few to begin with and make sure you achieve them. This will build your confidence. Then you can set some new goals and practise until you achieve them. It is a slow process but it works!

If you have lots of '**Sometimes**':

You are on the road towards independence. You will need to repeat behaviours often until they are automatic. The more you repeat them the easier they will become. Thinking about your learning behaviours is a crucial step in making any improvement. After reflecting on them you can take positive action towards change. Goal setting and frequent practice will lead you to success and your confidence in yourself will grow. You are beginning to take charge of your learning!

If you have lots of '**Often**':

You are doing well and are probably moving on through primary school. You should not be too complacent and can really improve by thinking more deeply about what goals are important to you. Thinking about your learning is a really important at this stage in order to improve. You might also want to increase number of goals you are working on in order to really move on.

If you have lots of '**Always**':

Then you are a very independent primary school learner. Well done! You will need to adapt to different requirement at Secondary level but you have a good grasp of the basics and can continue your cycle of setting goals, practising, reflecting and setting new goals.

Looking at the table above regularly is a good way to think about your learning behaviours. When you reflect on how you learn it helps you to set new goals. Remember to discuss your goals with you parents, your teacher, your peers and anyone who cares about how you learn.

Independent learners

Generally, Independent Learners:

- ◆ manage their learning themselves.
- ◆ plan for future learning.
- ◆ are motivated. They know what they want to do and go about it without needing to be told.
- ◆ reflect on their work and progress, and use their reflections to adjust their learning as they go along, even when encountering difficulty.
- ◆ are curious and look at things from a variety of angles.
- ◆ are aware of their learning styles, their strengths and weaknesses, and have a range of flexible learning behaviours to assist them.

Exercise 12 - Find out if you are on your way to being an independent learner.

Place a tick ✓ in the Yes or No box that best answers the question for you.

Are you on the way to being an independent learner?	Yes	No
Do you ask questions?		
Are you a problem solver?		
Do you have a positive 'can-do' attitude?		
Do you set your own learning goals?		
Do you find people to help you e.g. teachers, parents, and supervisors?		
Do you look for resources to help you learn about something you are interested in?		
Are you a creative thinker and look at different ways to solve a problem?		
Do you persist when things get tough?		
Do you reflect on what you have learned and make adjustments?		
Are you self-motivated (don't need anyone to tell you)?		
Is the best reward when you learn something new?		

Kingsway Christian College

If you have lots of 'Yes' answers you are well on the way to becoming an independent learner!

If you have some 'No' answers, these can become **new goals** for you when you next sit down to set some goals.

Comment:

The aim of *My Digital Learning Planner* is to help you enjoy your primary school years and to experience success.

In working through your Digital Workbook you will feel confident to use *My Digital Learning Planner* correctly.

We know that with regular use and the support of your school and family you will be well on your way to becoming and Independent Learner.

Check Your Answers

Exercise 3 - Identifying key terms

What is this activity?	Activity
1. Learning my weekly spelling list	Study
2. Completing a math worksheet at home	Homework
3. Preparing a project on Australian mammals	Assignment
4. Putting on a play with 3 or 4 other students	Group Work
5. Writing an acrostic poem in class	Classroom Task
6. Asking questions in class	Learning Behaviour
7. Editing and proof reading a story I wrote in class at home	Homework
8. Completing a Readers Theatre with my friends	Group Work
9. Concentrating on what I am reading and not listening to chatter	Learning Behaviour
10. Memorising my 7 times tables	Study
11. Doing a math investigation in class	Classroom Task
12. Researching deserts and preparing a PowerPoint presentation	Assignment



Exercise 9 - Match the appropriate reward with the achievement

Achievement	Reward
Completed group science project	Have my group over to play after school one afternoon
Completed my book review	Go to the book shop/library to choose a new book
Learned my 7 times tables and passed test	10 minutes extra 'screen time'
Practised my instrument regularly	Try out for solo part in concert
Fed my dog every day for the whole term	Register for 'Million Walk for Paws'

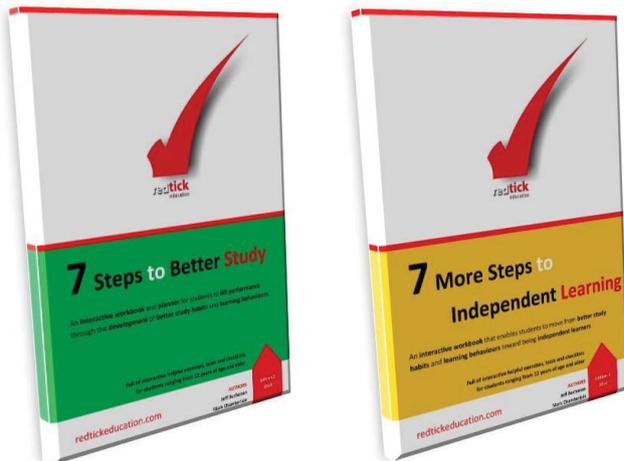
Secondary School Resources

We have other products in our series that are available to support you and your child in secondary schooling. They are *7 Steps to Better Study* and *7 Steps to Independent Learning*, and they have been utilised by over 300 schools and 330,000 students.

You can download samples from the web site: www.redtickeducation.com

The High School Digital Study Skills Package includes:

- (i) 7 Steps to Better Study
- (ii) 7 More Steps to Independent Learning
- (iii) Customised Digital Blueprint Planner
- (iv) Parent Guide
- (v) PowerPoint Presentations



The care of your child is important to us and we believe this complete programme, primary and secondary, will enhance that care and provide you with the tools and the confidence to be an important support to your child.

Good luck

Mark Chamberlain

Mark Chamberlain

Director, Author and Teacher
www.redtickeducation.com
info@redtickeducation.com