

# Contents

<b>Introduction</b> . . . . .	<b>xii</b>
-------------------------------	------------

## **Chapter 1:**

### **Learning Styles . . . . . 1**

■ Learning Styles . . . . .	2
■ Visual Learners . . . . .	2
■ Auditory Learners . . . . .	5
■ Kinesthetic Learners . . . . .	9
■ Olfactory Learners . . . . .	13
■ Gustatory Learners . . . . .	14
■ Catering for Styles in your Classroom . . . . .	15

## **Chapter 2:**

### **Communicating with your Students . . 17**

■ VAK Communication . . . . .	18
■ Matcher and Mismatcher . . . . .	20
■ Impulsive and Reflective Learners . . . . .	22
■ Global and Analytical Learners . . . . .	25
■ Sequential and Random Learners . . . . .	26
■ Internally- and Externally-Referenced Learners . . . . .	28
■ Concrete and Abstract Learners . . . . .	29

## **Chapter 3:**

### **Learning Environments . . . . . 31**

■ Colour . . . . .	32
■ Lights . . . . .	33
■ Temperature . . . . .	34
■ Plants . . . . .	34
■ Music or Silence . . . . .	34
■ Food and Water . . . . .	38
■ Structure . . . . .	38
■ Social Environment . . . . .	39



# Contents

<b>Chapter 4:</b>	
<b>Memory . . . . .</b>	<b>41</b>
■ The Brain . . . . .	42
■ The Seven Keys to Memory. . . . .	43
■ Internal Processing . . . . .	46
■ Memory in the Classroom. . . . .	8
■ Memory and Spelling . . . . .	50
<b>Chapter 5:</b>	
<b>Motivation and Mistakes . . . . .</b>	<b>53</b>
■ Affirmations . . . . .	55
■ Physiology . . . . .	57
■ Making Mistakes . . . . .	59
■ Four Levels of Learning. . . . .	60
■ Motivation and Rewards . . . . .	61
<b>Chapter 6:</b>	
<b>Goal Setting and Success . . . . .</b>	<b>67</b>
■ Goal Setting . . . . .	68
■ The Cycle of Success . . . . .	70
■ Attitude . . . . .	72
■ Visualisation . . . . .	73
■ The Pygmalion Effect. . . . .	74
■ Words to Avoid when Aiming for Success . . . . .	74
<b>Chapter 7:</b>	
<b>Mind Mapping and Speed Reading . .</b>	<b>77</b>
■ Mind Mapping . . . . .	78
■ Speed Reading . . . . .	80

# Contents

## **Chapter 8: Nutrition and Learning . . . . . 83**

- The Importance of Protein . . . . . 84
- Vitamins and Minerals . . . . . 84
- Iron . . . . . 85
- Fat . . . . . 85
- Water . . . . . 85
- Snacking vs Three Meals per Day . . . . . 86
- What Can I Do in my Classroom? . . . . . 86

## **Chapter 9: Emotions and Learning . . . . . 89**

- The Role of Emotions in Learning . . . . . 90
- Value Every Effort . . . . . 93
- Laughter Boosts Learning . . . . . 93

## **Chapter 10: Understanding the Brain . . . . . 95**

- Left and Right Brain . . . . . 96
- The Triune Brain . . . . . 96
- Mental Fitness . . . . . 97
- Ages and Stages of Brain Development . . . . . 99
- Reading and Writing: What's Appropriate . . . . . 101

## **Chapter 11: Developing Intelligence . . . . . 103**

- Lateral Thinking . . . . . 104
- What is Intelligent Behaviour? . . . . . 106
- Multiple Intelligences . . . . . 113



# Contents

<b>Chapter 12:</b>	
<b>Teacher Success Tips . . . . .</b>	<b>123</b>
■ Time Management . . . . .	124
■ Dealing with Stress Effectively . . . . .	127
■ Sleep . . . . .	129
<b>Reference List . . . . .</b>	<b>132</b>
<b>Suggested Reading . . . . .</b>	<b>134</b>

# Introduction

The twenty-first century is changing so fast. Sixty-five percent of the thirteen-year-olds in our schools today will be going into jobs that haven't been invented yet. It is predicted that students will have up to five different careers in their lifetime. It currently takes four years to train to be an engineer. After working for two years, 60 per cent of what was learned at university will be obsolete (Jukes 2003).

What we, as teachers and educators, can no longer do is give students skills for particular jobs and employment. Who knows what the world will look like in the year 2040? However, what we can give our students is the learning-to-learn strategies. If they know how to learn, quickly and efficiently, learn from their mistakes and have high self-esteem, they will have the competitive advantage over someone who can't. Teaching how to learn and self-esteem has to be our priority.

As you read and pick up ideas through this book, please be aware of some fabulous life advice, from the cabin crew of an aeroplane. Before take-off the cabin crew gives a safety demonstration. They say, 'If a mask appears like this before you, adjust your own mask first, before adjusting anybody else's.' This is great advice. Before you rush off to use these ideas and strategies in your classroom, please pause and consider how you can use them for yourself, to adopt new ways of working and to make your teaching easier and more efficient.

# Introduction

In his book, *Seven Habits of Highly Effective Families*, Stephen Covey gives advice to parents. He says, 'You are not bringing up your children, you are bringing up your grandchildren.' I believe that this is true of teaching today. We're not teaching the children in the classroom, we're teaching the next generation. Teaching used to be the most revered profession in the universe, and I still think it is. The average person, in their lifetime, affects the lives of over one hundred thousand people. A teacher will affect the lives of over one million people. You don't just affect the students in your classroom, you affect their home and in turn their workplace. Teaching is such an exciting profession, working and shaping the next generation.

Your effect, as a teacher, is not just for the year the students are in your class. It can be for many, many years afterwards. There are still teachers from your past, affecting you today. Your effect is lifelong.

A final thought is a quote from Confucius.

*'If you want to plan for one year, plant rice,  
if you want to plan for ten years, plant trees  
and if you want to plan for one hundred years,  
educate children.'*