

TRAINER NAME
Tom Sherrington
DATE: May 2024



Walkthroughs
Workshop
TOM
SHERRINGTON

Better Learning
Step by Step

Patana



**STUDENTS
& PARENTS**

LEARNING WALKTHRU

**BETTER LEARNING,
STEP BY STEP**

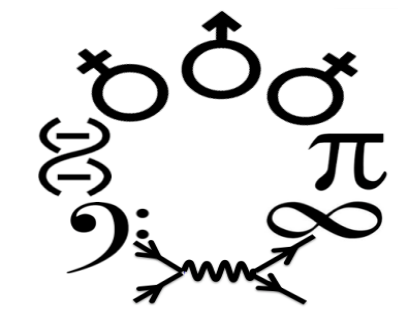
**TOM SHERRINGTON
OLIVER CAVIGLIOLI**

HOW WE LEARN
IN THE CLASSROOM
FEEDBACK & IMPROVEMENT
STUDY HABITS & TECHNIQUES
READING & WRITING
INDEPENDENT LEARNING
LEARNING IN SUBJECTS

70+ FIVE-STEP
TECHNIQUES
FOR SUCCEEDING
AT SCHOOL



JOHN CATT
FROM HODDER EDUCATION



FOR STUDENTS

The aim of this book is to support you to be better informed about how you learn and how teachers plan lessons, so you're more prepared for school and more aware of the things you can do to support your learning in class and at home. You're likely to dip in and out of the book over time, therefore each WalkThru can be read independently of the others.

Familiarise yourself with the **HOW WE LEARN** section and check your understanding of how memory works – the way your knowledge forms and the way new ideas stick.

The **IN THE CLASSROOM** section will help you to understand how lessons are designed. Read this before school starts or as teachers introduce particular learning activities. Note now important it is to engage, think and practise!

When you're studying at home, perhaps revising for a test or learning independently, read the **STUDY HABITS & TECHNIQUES** and **INDEPENDENT LEARNING** sections, selecting



the WalkThrus that are most useful to you. Try to apply the techniques step by step. The **FEEDBACK & IMPROVEMENT** section will help you as you aim for excellence in your work.

The **READING & WRITING** section is packed with advice on specific elements of writing that you might find useful at different points. Take time to study the detailed suggestions when you're involved in a writing task. Some of the WalkThrus are addressed to parents, but you will still find them interesting.

Finally, the **LEARNING IN SUBJECTS** section gives a broad overview of a range of subjects, with some key prompts for your study in those areas. Look for a WalkThru on the subject you're studying, to help you check your understanding and plan your study and revision process.

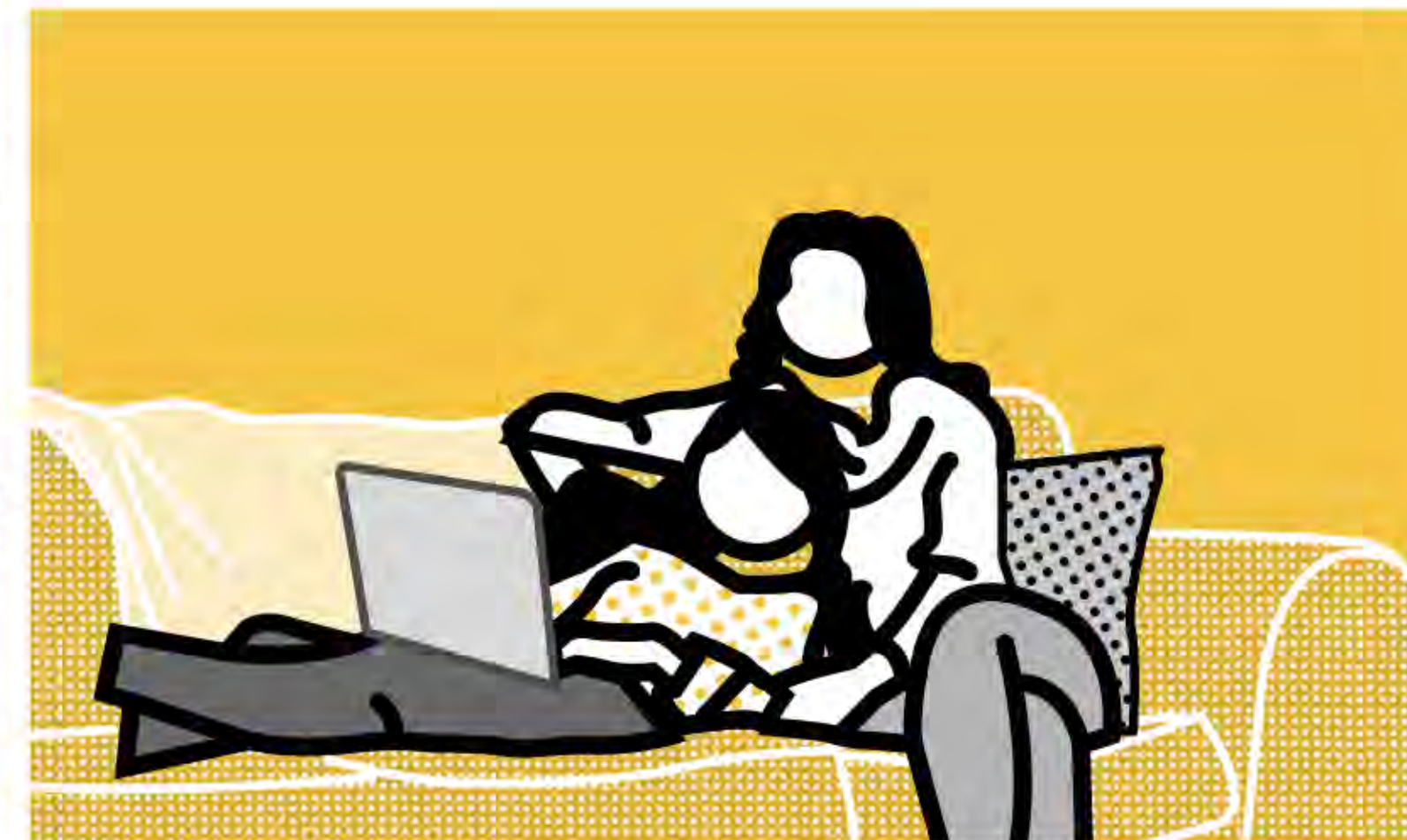
FOR PARENTS

You play a vital role in your child's education and we hope this book will be a useful guide as your child moves through school.

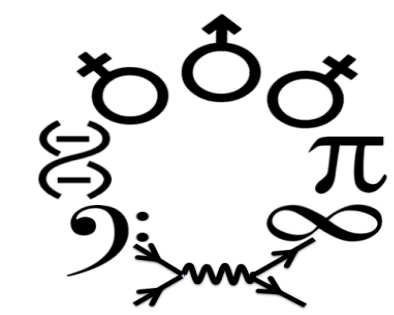
A few of the WalkThrus deal specifically with scientific aspects of learning that children may be too young to engage with. For example, in the **HOW WE LEARN** section, the WalkThrus on **How Your Child Learns | Theory** and **How Your Child Learns | Practice** are addressed to you directly. However, most of the book is addressed to the students.

We hope you find the content interesting in general, including the curriculum overviews. We know there are more subjects than we have included in the **LEARNING IN SUBJECTS** section, but this core set will give you a sense of the material your child is aiming to learn.

You can support your child at home by reading through a WalkThru and then checking their understanding of it. Do they know what the **HOW WE LEARN** section tells them? Do they know the most appropriate



study technique for a certain subject? Do they know how to improve their writing? Have they looked at each step in the subject guides in the final section? If you're up to speed with the ideas yourself, you'll be better prepared to support your child.



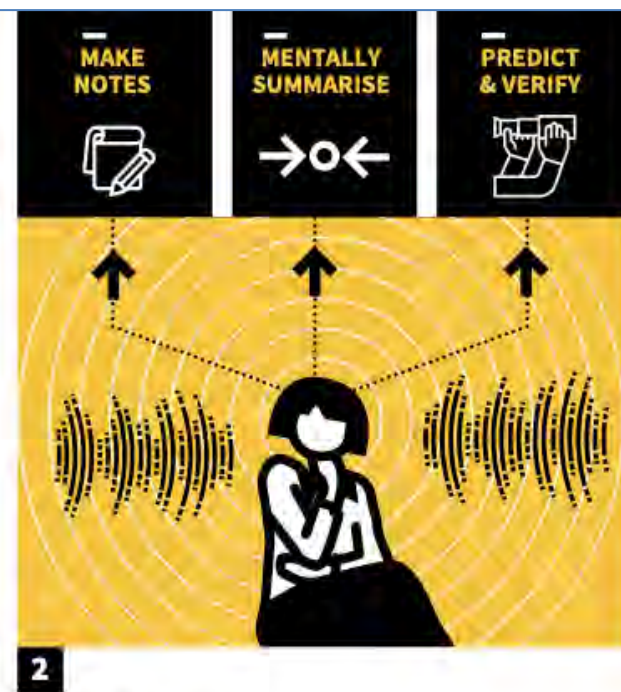
THINKING & LISTENING

If you want to make the most of your lessons, it will help you and your teachers if you're an active participant in all the exchanges and discussions, doing the best you can to think hard, to follow what's being said and to make the effort needed to complete the tasks you're set. A big part of this is checking your own understanding as the lesson progresses. You can help your teachers to help you by focusing your attention, listening to every speaker, and sharing your ideas and questions at the appropriate times.



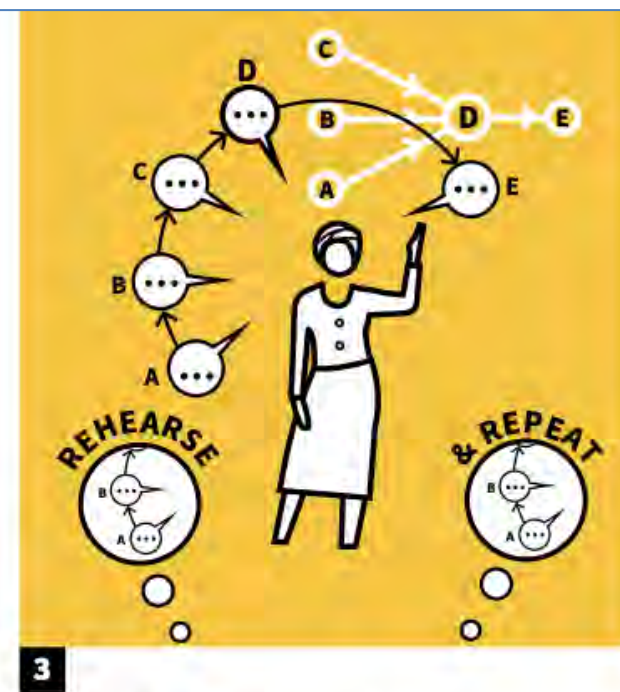
1 FOCUS YOUR ATTENTION

Your mind is always busy with thoughts of all



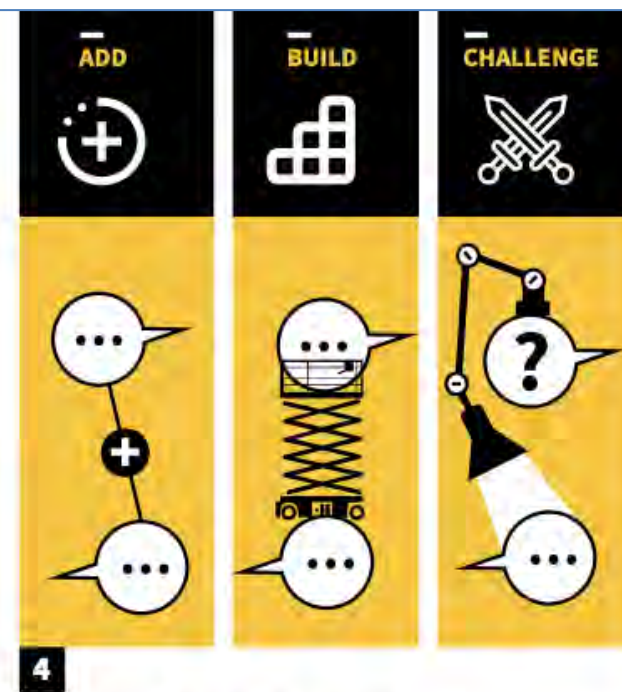
2 LISTEN ACTIVELY

Active listening can be harder if there's a lot



3 FOLLOW THE TEACHER'S THOUGHT PROCESS

Pay close attention to the flow of ideas that



4 ADD, BUILD OR CHALLENGE

An important part of a discussion is to listen



5 REFRAME IDEAS IN YOUR OWN WORDS

Even when people agree on what a correct

HOW YOUR CHILD LEARNS | THEORY

This WalkThru and the following WalkThru, **How Your Child Learns | Practice**, are for parents/carers. If you're a student, you might also find them interesting. Between entering formal education as an infant and up to adolescence, children go through many changes. Some are easily observable, such as growth or coordination; others are less obvious but have an impact on learning. Understanding how children learn, and the stages they go through, can aid them in their learning.

EMMA TURNER



THE LEARNING MODEL 12 | MAKING MEANING & MENTAL REHEARSAL 16 | GENERATIVE LEARNING 18 | SOME MYTHS & WEAK STUDY HABITS 20 | HOW YOUR CHILD LEARNS - THEORY 22 | HOW YOUR CHILD LEARNS - PRACTICE 24 | PREDICTION & CONSOLIDATION 26 | MOTIVATION 28 | HABITS 30 | SELF-REGULATION & METACOGNITION 32 | GOAL-SETTING 34 | MINDSETS, ATTITUDES & EMOTIONS 36 | MAXIMISING TIME & EFFORT 38 | HEALTHY LEARNING - THE SHED METHOD 40



1 PLAY

Play is often seen as something to do when the hard work is over, but play is fundamental to healthy and successful human development and is a key way in which young children learn and make sense of the world. Opportunities for a wide range of play activities, both inside and outdoors, help children to develop physically and psychologically, to understand risk, and to build social skills, resilience, problem-solving skills, vocabulary and independence. Uninterrupted time to play is fundamental to children's development. For young children, playing is learning.



2 ATTENTION

Unless we're paying attention to something, it's unlikely that we'll remember or learn it. However, the brain's control of attention develops gradually in children and is not fully developed until they are into early adolescence. The younger the child, the less able they are to voluntarily sustain attention and the more likely they are to be distracted. By around the age of 6, children can voluntarily choose to attend to one thing, but their ability to sustain this voluntary attention is not mature until around the age of 13.



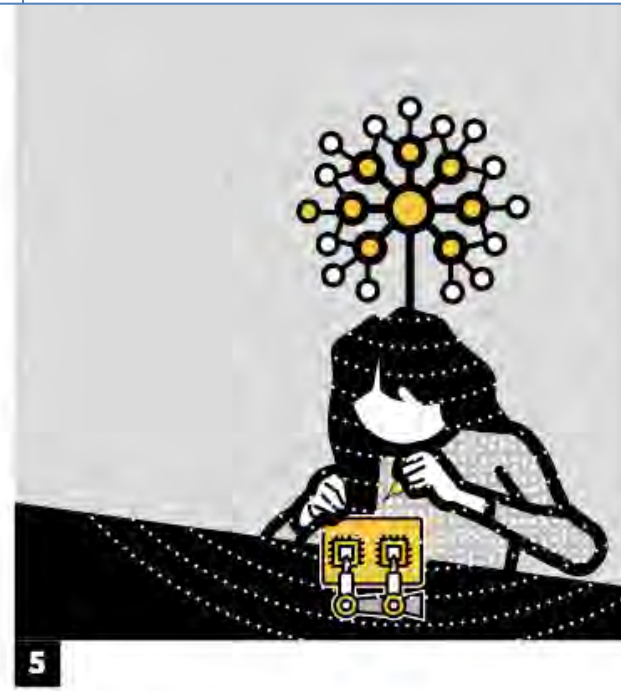
3 TYPES OF KNOWLEDGE

A simple model provides us with two broad categories of learning:
BIOLOGICALLY PRIMARY KNOWLEDGE | Linked to basic human development, this can be learned but not easily taught (e.g. movement, communication, social cues).
BIOLOGICALLY SECONDARY KNOWLEDGE | Learnable and teachable, this knowledge wouldn't develop in children on their own (e.g. historical facts, mathematics, musical notation). Successful development of biologically primary knowledge supports future success in biologically secondary knowledge.



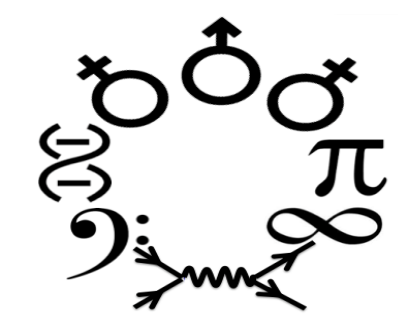
4 VOCABULARY

Children's development of vocabulary and language is fundamental to their success in reading and across much of the wider curriculum. We can view the development of children's language in two ways:
RECEPTIVE LANGUAGE | The vocabulary that children hear, understand and can make sense of. This is often a much greater number of words than their...
EXPRESSIVE LANGUAGE | The vocabulary and associated gestures that children use in their own speech.

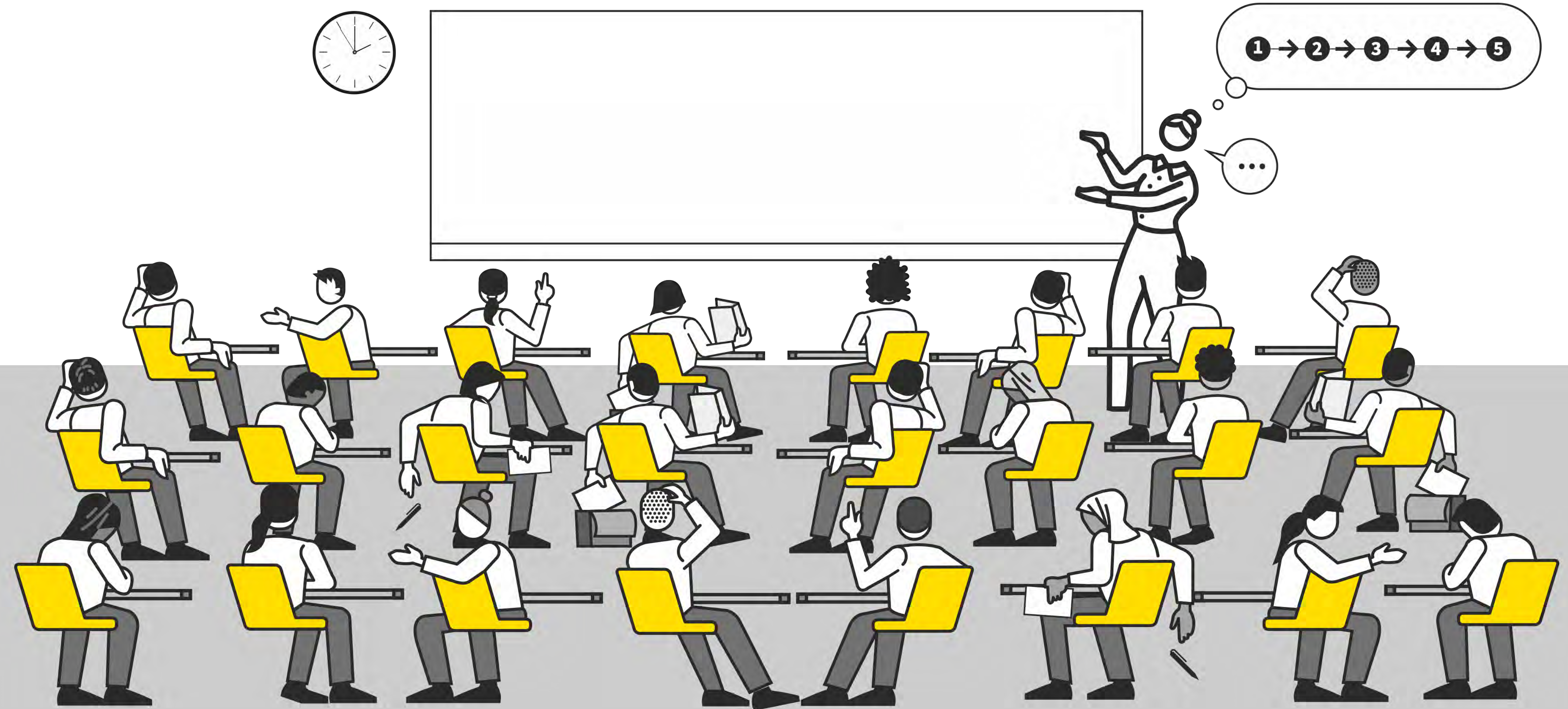


5 CONNECTIONS

As explained in **The Learning Model**, when we learn something new, it connects in the brain to the things we already know. These connections form networks that are referred to as schema. As children learn and practise new knowledge, their schema become more complex and highly connected. Making links is therefore a key way in which children make sense of and understand their learning and the world around them. They will do much of this themselves, but adults can help them to make connections that they might not otherwise make.

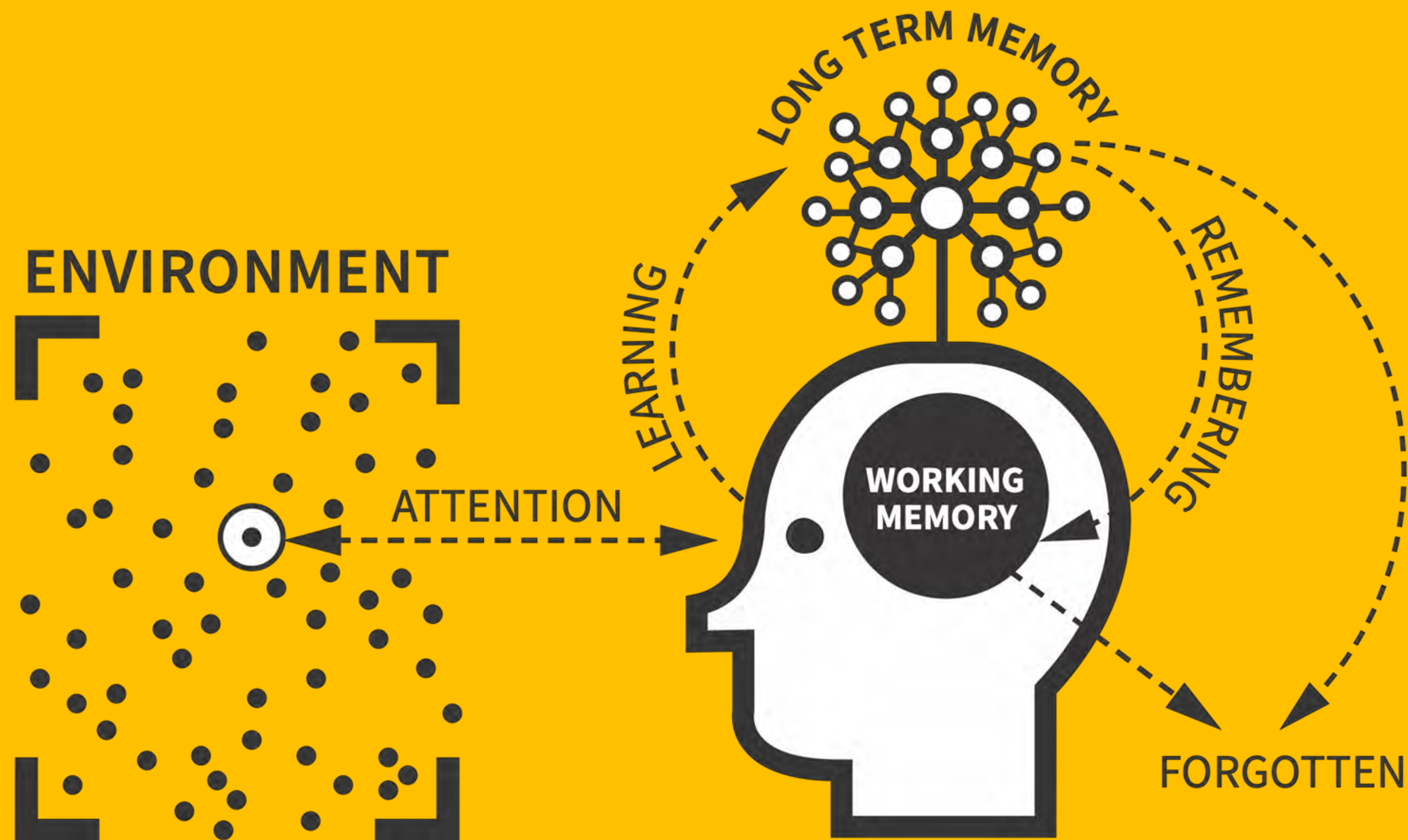


The classroom | **complex environment**



Memory model | How we learn – and why it can be difficult

Lack of prior knowledge



Insufficient fluency of recall

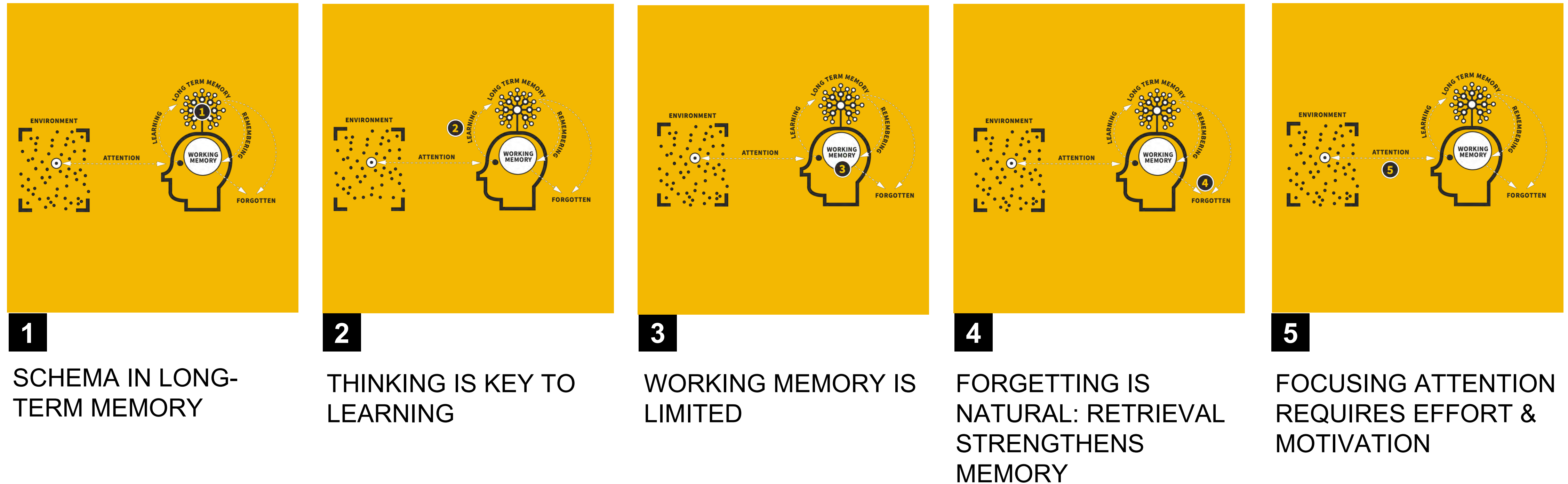
Task completion: poor proxy for learning

Memory overload





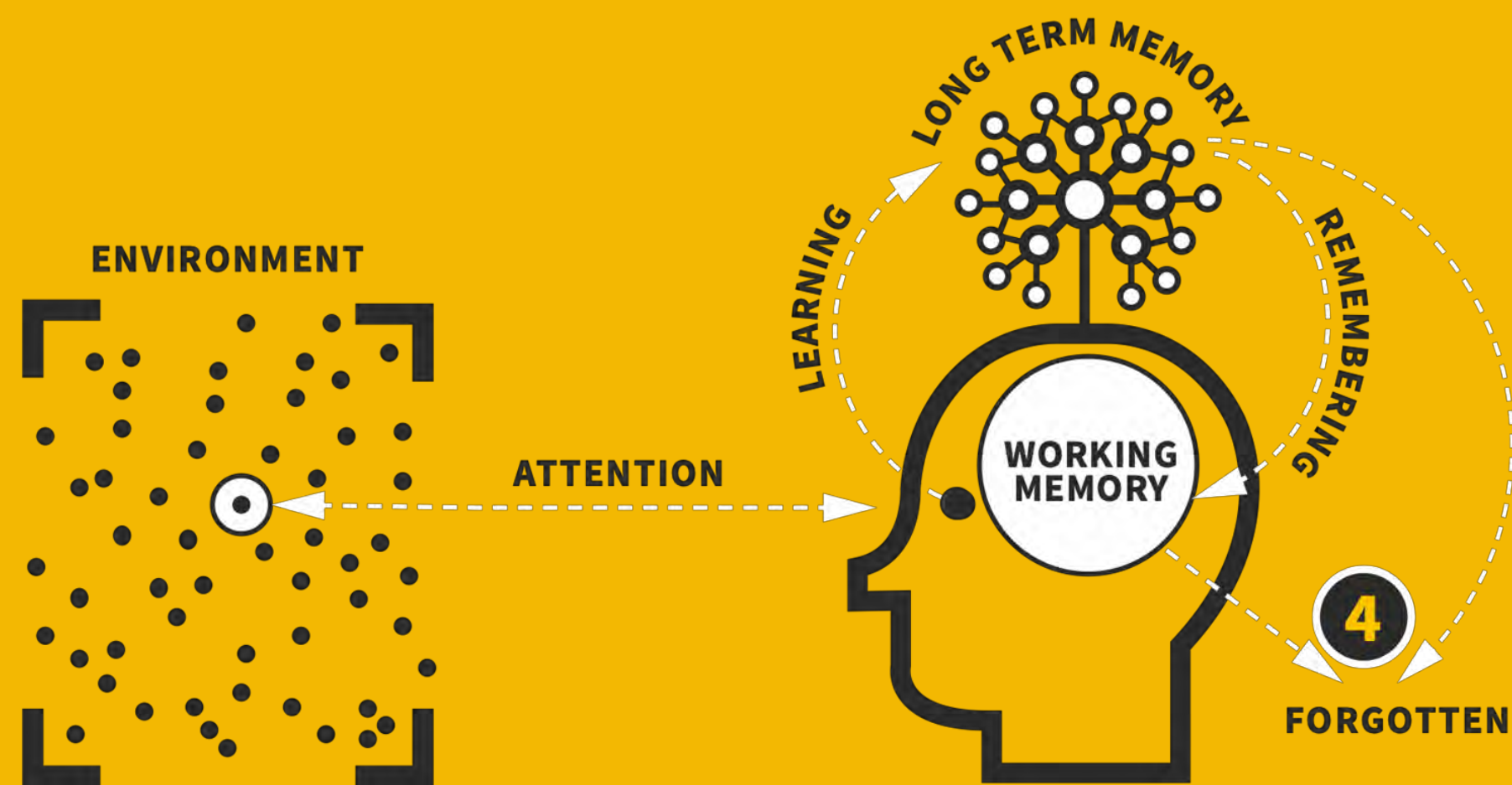
THE LEARNING MODEL



- The study of how we think is called cognitive science or cognitive psychology.
- As a student, it can be helpful to understand some of the key findings, using a simplified model of the process. The model we use is based on the work on cognitive scientists such as Professor Dan Willingham.
- It also draws on some of the ideas in cognitive load theory. This theory helps us understand a lot of the challenges we face when learning something new.



THE LEARNING MODEL

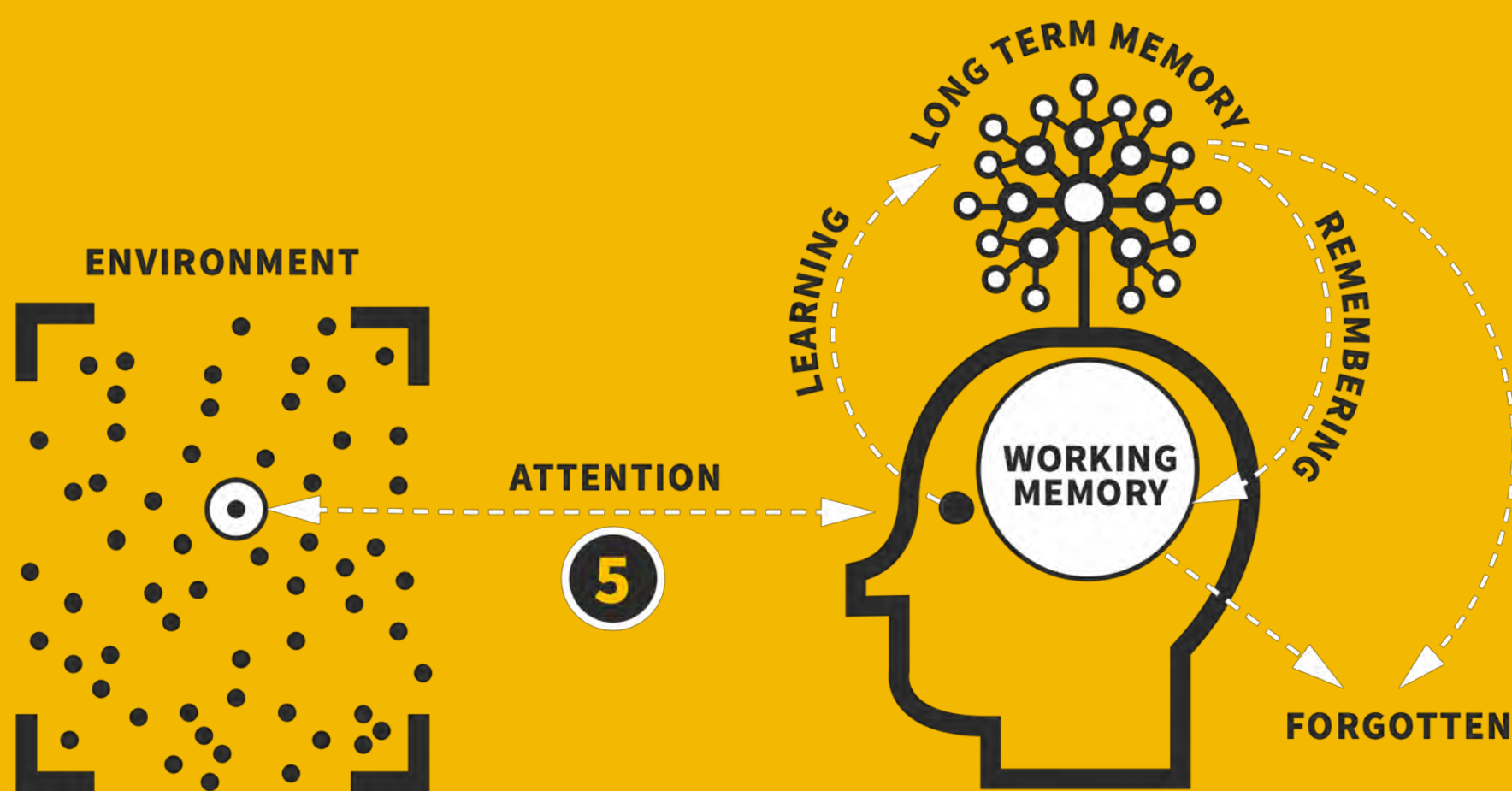


Forgetting is natural: retrieval strengthens memory

- A key challenge in learning is just how easy it is to forget things. It's part of being human - everyone has trouble with forgetting.
- To avoid forgetting, we must connect ideas to what we already know, then practice retrieving them repeatedly in different ways.
- Information we access regularly in a variety of ways becomes easier to remember, eventually leading to fluency, when it's almost effortless.



THE LEARNING MODEL



Focusing attention requires effort & motivation

- Many things compete for your attention out in the learning environment e.g. a TV screen or people talking around you. You also have multiple thoughts in your head competing for attention.
- To learn well, focus your attention, minimising distractions. Thinking hard and trying to predict what is coming next can help sustain attention.
- Keeping focused is something you can control if you keep your motivation high and make changes to avoid distractions.



HOW WE LEARN SERIES

HOW YOUR CHILD LEARNS | PRACTICE

01 | PLAY

02 | ATTENTION

03 | TYPES OF KNOWLEDGE

04 | VOCABULARY

05 | CONNECTIONS



LEARNING WALKTHRU_s



1

PLAY



2

ATTENTION



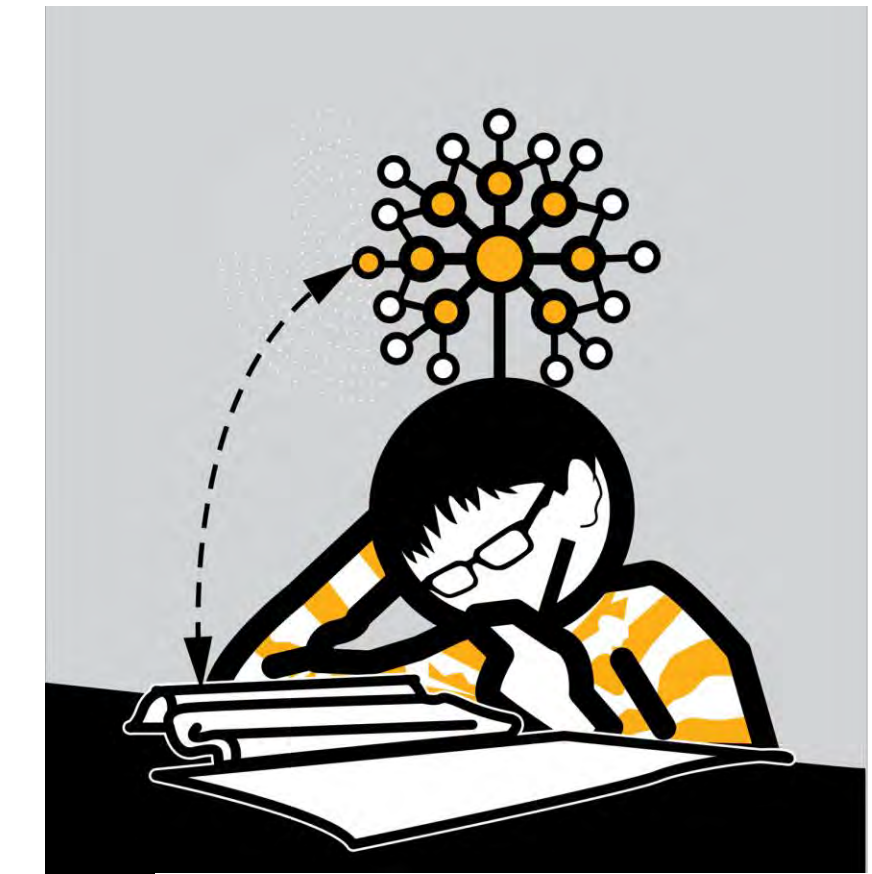
3

TYPES OF
KNOWLEDGE



4

VOCABULARY



5

CONNECTIONS

HOW YOUR CHILD LEARNS |
PRACTICE

PLAY

-
- Provide access to indoor and outdoor spaces that spark imagination, encourage children to move and use tools and resources in inventive child-led ways.
 - Children don't need expensive toys to support play.
 - Excellent prompts for play include:
 - sand, water, mud, old blankets,
 - objects of varying textures, shapes and sizes,
 - old clothes and hats for dressing up,
 - blocks for stacking and construction,
 - paper and a variety of tools for mark-making ...

HOW YOUR CHILD LEARNS |
PRACTICE

ATTENTION

Short bursts of learning activities are likely to be better than extended periods with younger children. The length of these sessions can then build up over time until adolescence.

When completing an activity that requires focus and attention, provide a calm environment which is as distraction-free as possible. This helps children to be able to voluntarily orient and sustain their attention.



HOW YOUR CHILD LEARNS |
PRACTICE

TYPES OF KNOWLEDGE

Development through biologically primary knowledge supports future academic success but is not usually taught. We need to focus on creating the conditions in which it can flourish.

This is through: access to play, playful activities and environments rich in talk, movement and social interaction. Talking, playing, being active and reading widely with children will therefore help to underpin their academic success.



HOW YOUR CHILD LEARNS |
PRACTICE

VOCABULARY

-
- To develop receptive and expressive language, have multiple back-and-forth conversations, modelling correct use of a range of language.
 - It's important that children have conversations with eye contact, focused attention and opportunities for real conversations, rather than just listening to recordings or videos.
 - Model good listening as well as talking. Talk about real-life, imagined or fantasy events and the events or information in books.

HOW YOUR CHILD LEARNS |
PRACTICE

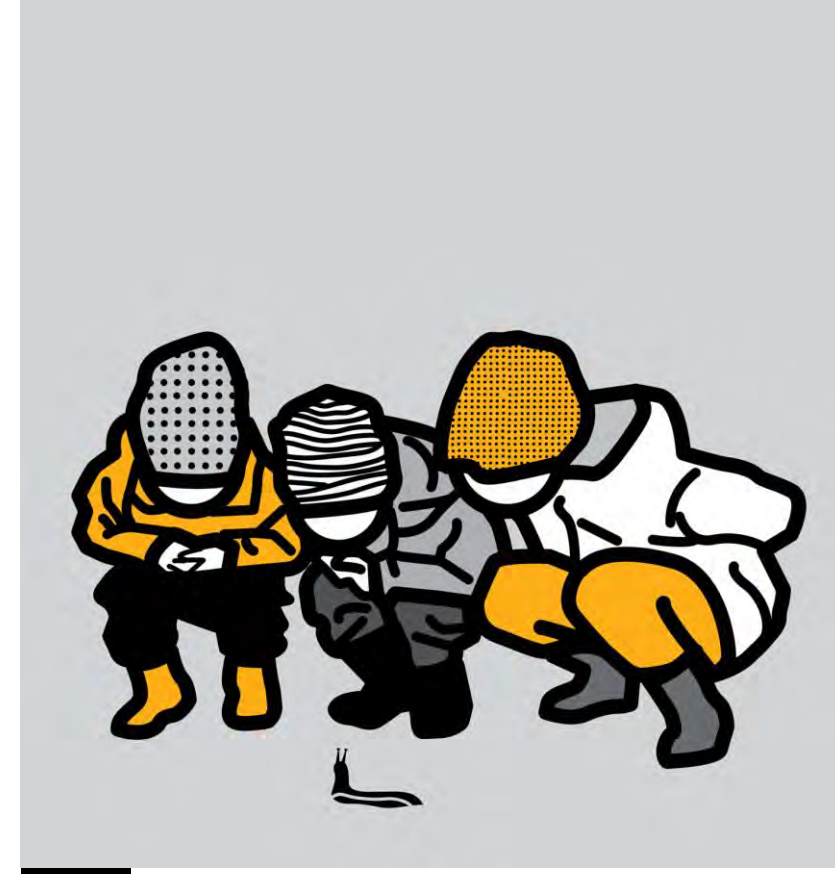
CONNECTIONS

- Help children make sense of the world by making connections. In day-to-day talk with your child, point out how objects, times, people or place connect.
- Use simple conversation starters such as
 - Remember when...?
 - Can you see how... ?
 - I just noticed that...
- Model how you notice and make connections yourself by thinking aloud about day-to-day events or books you read together.



1

PLAY



2

ATTENTION

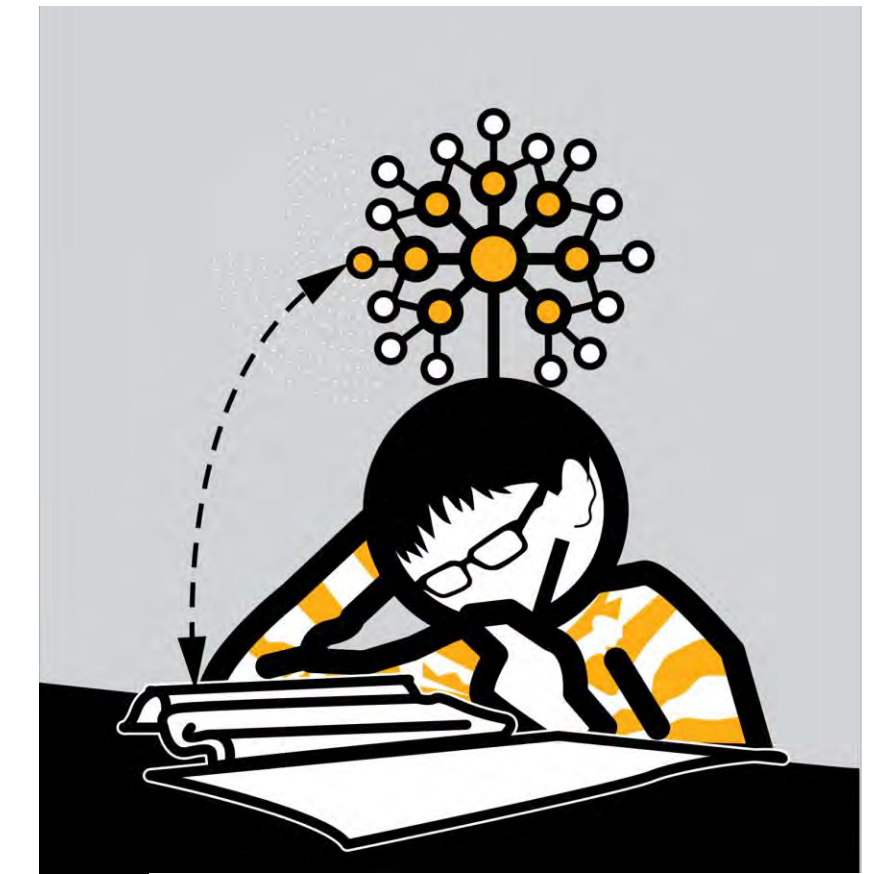


3

TYPES OF
KNOWLEDGE

4

VOCABULARY



5

CONNECTIONS

- For each aspect of the theory, there are practical ways parents can support younger children as their attention, language and understanding develop.
- Some websites that might be of interest are:
 - [playscotland.org/learn/what-is-play](https://www.playscotland.org/learn/what-is-play),
 - [playengland.org.uk/charter-for-play](https://www.playengland.org.uk/charter-for-play),
 - [speechandlanguage.org.uk/talking-point/parents/ages-and-stages](https://www.speechandlanguage.org.uk/talking-point/parents/ages-and-stages)



READING & WRITING SERIES

READING METHODS FOR PARENTS/CARERS

01 | UNDERSTAND PHONICS

02 | MODEL FLUENT READING

03 | USE ECHO READING & REPEATED READING

04 | DISCUSS VOCABULARY

05 | ENCOURAGE INDEPENDENT READING



LEARNING WALKTHRUS



READING METHODS FOR PARENTS/CARERS



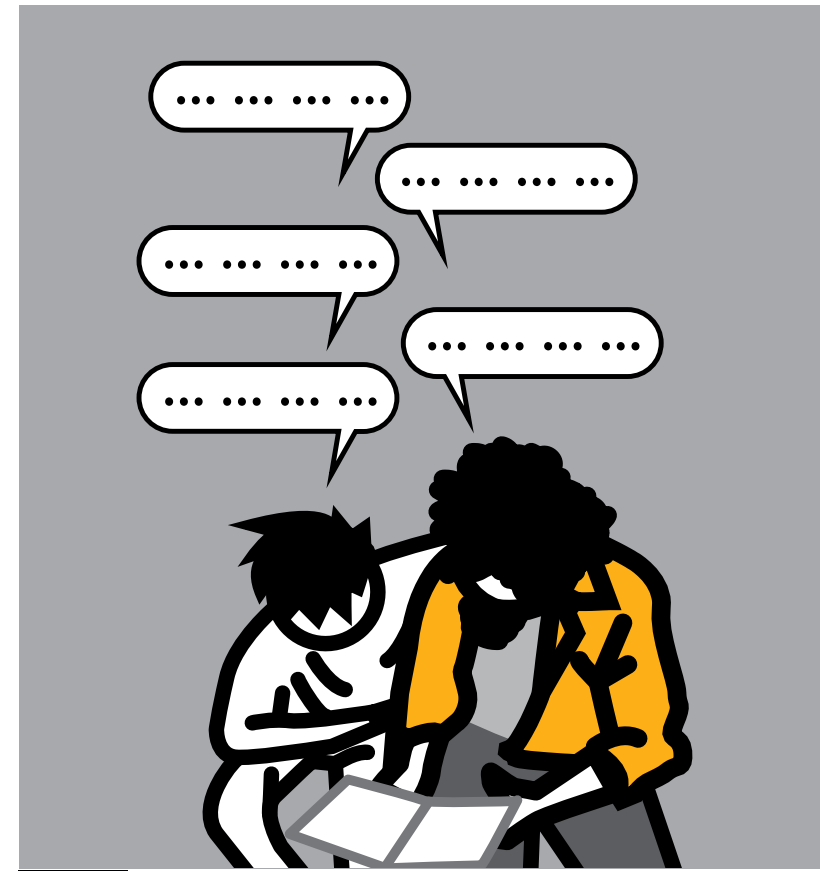
1

UNDERSTAND
PHONICS



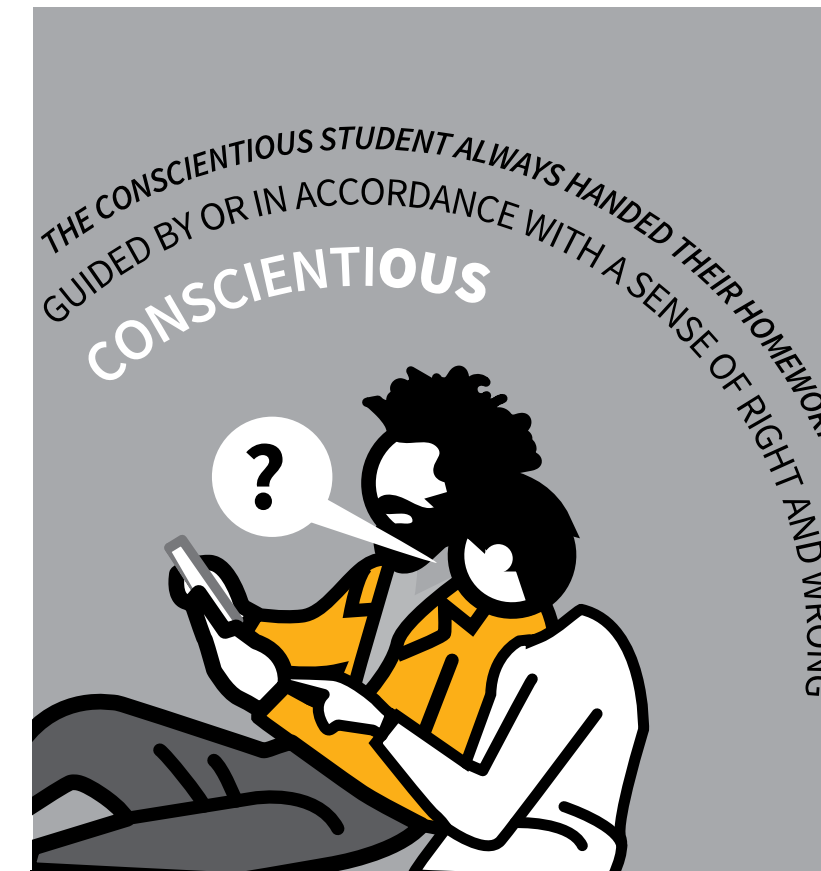
2

MODEL FLUENT
READING



3

USE ECHO READING &
REPEATED READING



4

DISCUSS
VOCABULARY



5

ENCOURAGE
INDEPENDENT
READING



HOW WE LEARN SERIES

HEALTHY LEARNING | THE SHED METHOD

01 | SLEEP

02 | HYDRATION

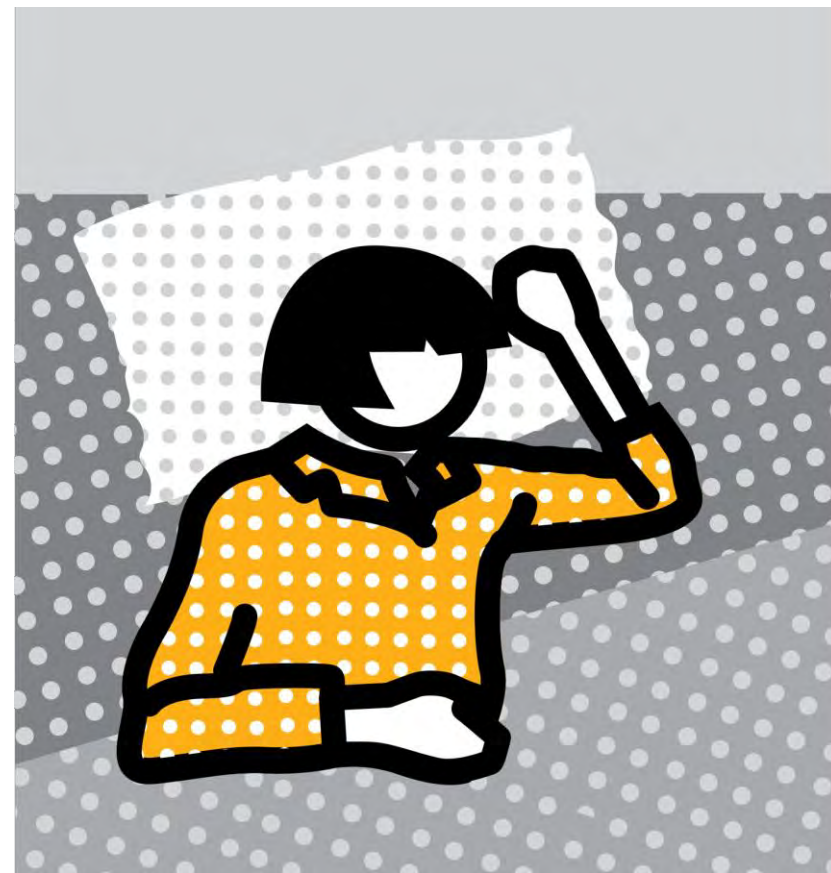
03 | EXERCISE

04 | DIET

05 | LOOK AFTER YOUR SHED!

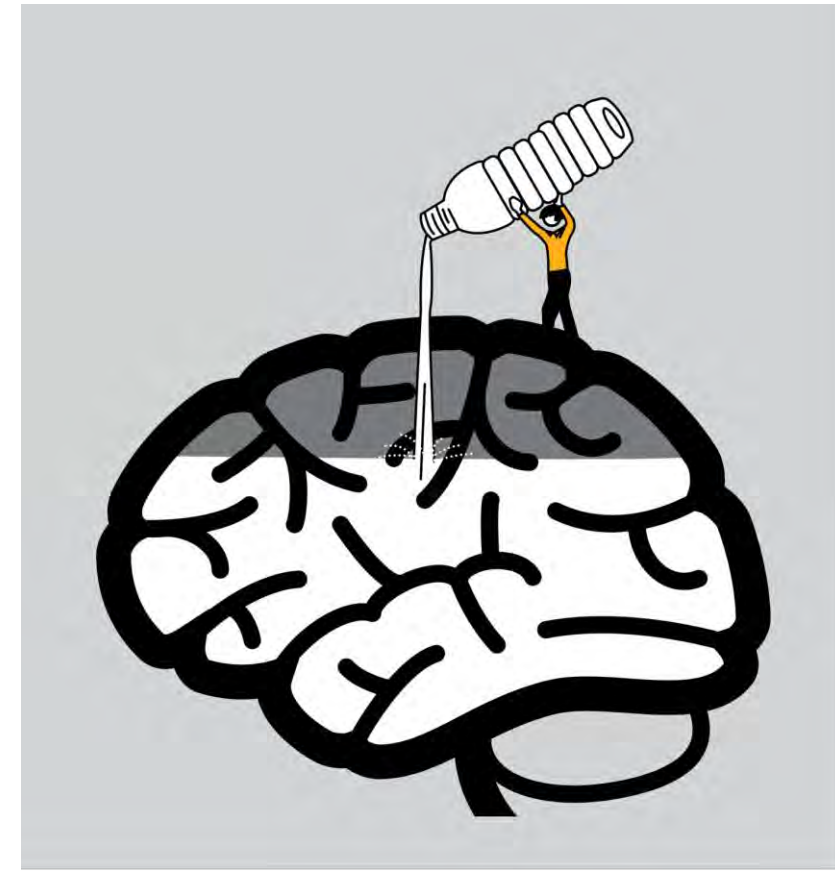


LEARNING WALKTHRU_s



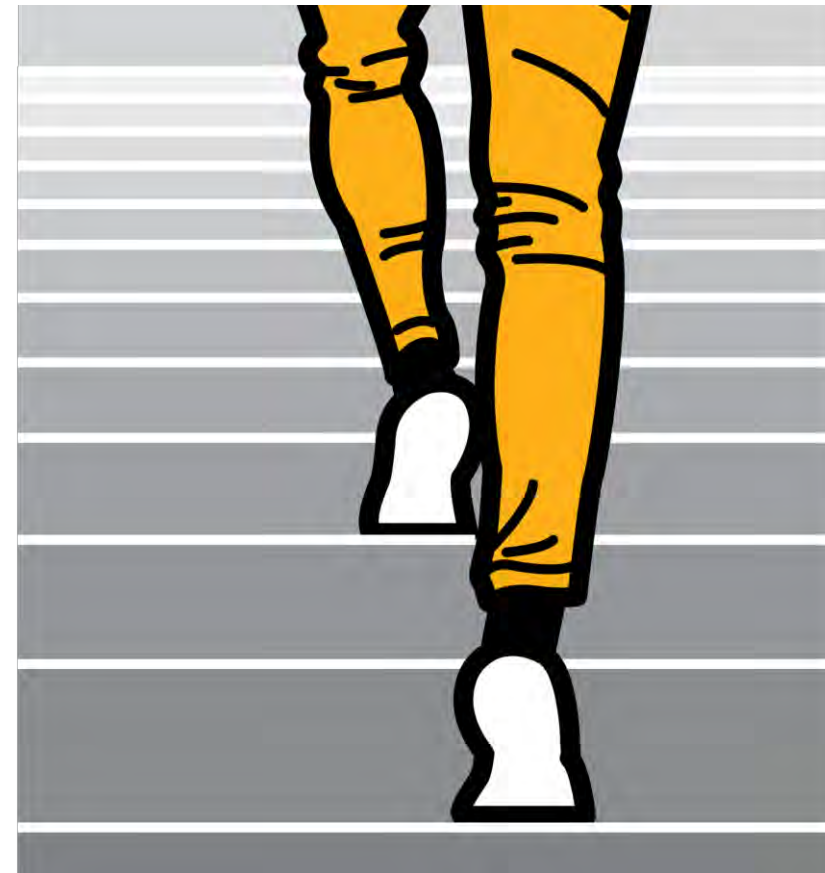
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SLEEP



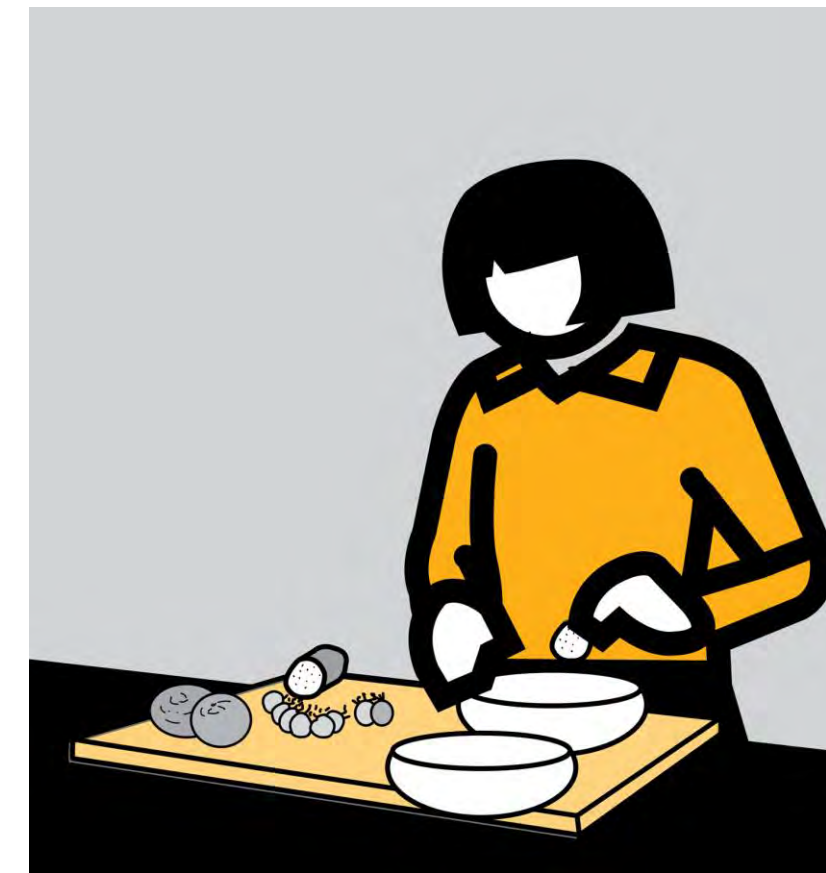
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HYDRATION



3

EXERCISE



4

DIET

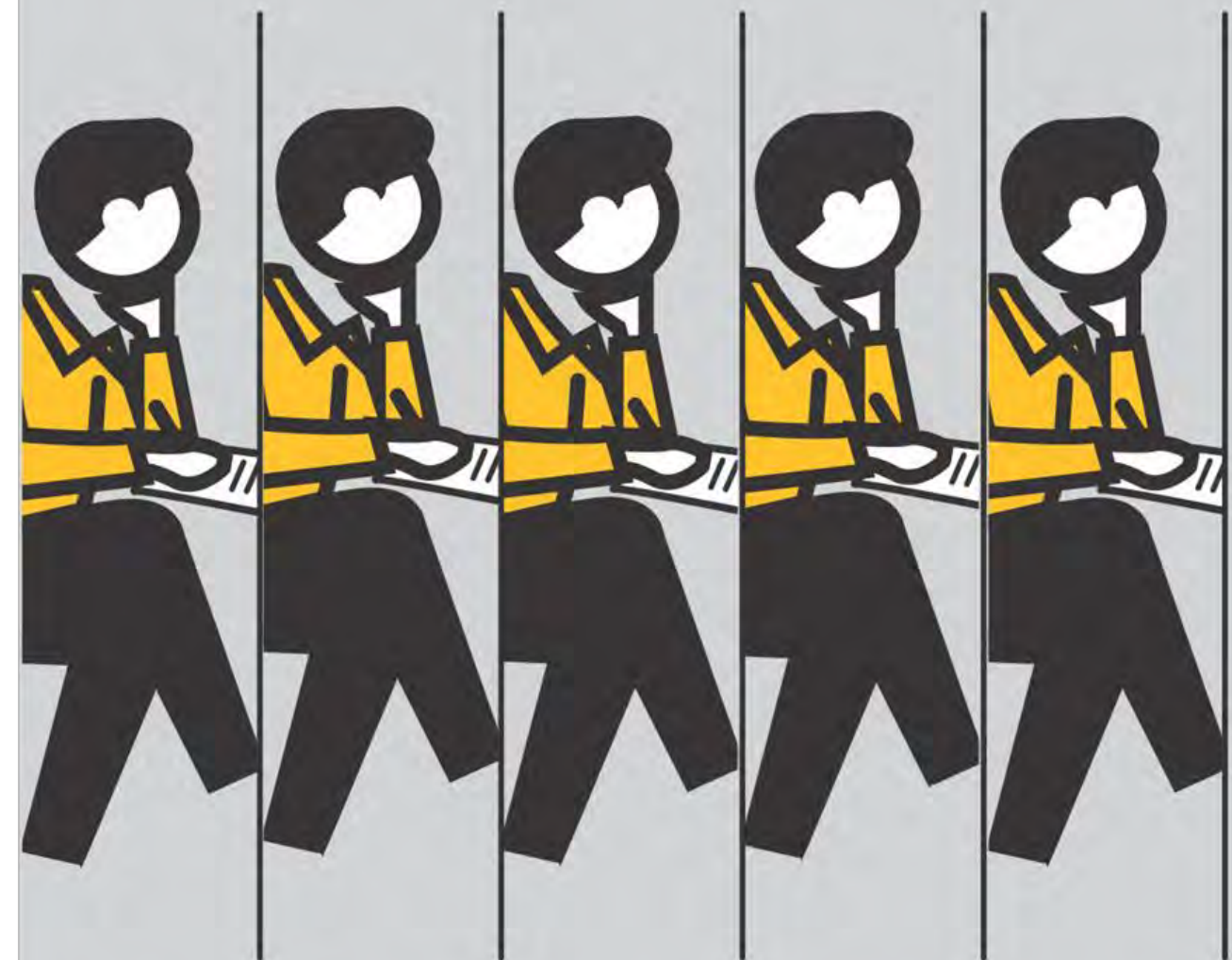


5

LOOK AFTER YOUR
SHED!

- Sara Milne Rowe advises that, to make better decisions and focus well, it's essential your brain is at its alert best. That starts in your SHED: Sleep, Hydration, Exercise, Diet.
- These four pillars are fundamental to managing your mood and thinking clearly, managing how you react under pressure. Keeping your SHED well-fuelled gives you more control.

TECHNIQUES



& PRACTICE

HOW WE LEARN SERIES

MIINDSETS, ATTITUDES & EMOTIONS

01 | ACKNOWLEDGE YOUR EMOTIONS

02 | ADOPT A GROWTH MINDSET

03 | LEARNING ZONE v. PERFORMANCE ZONE

04 | LEARN TO SWITCH ZONES

05 | FOCUS EFFORT THROUGH TECHNIQUE & PRACTICE

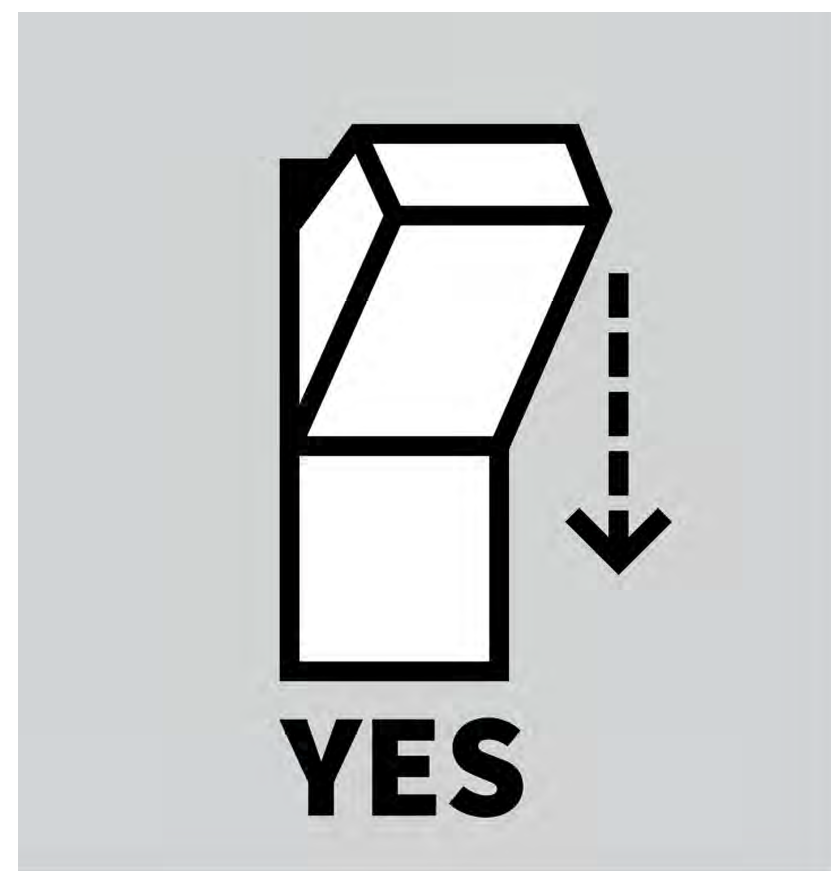


LEARNING WALKTHRU_s



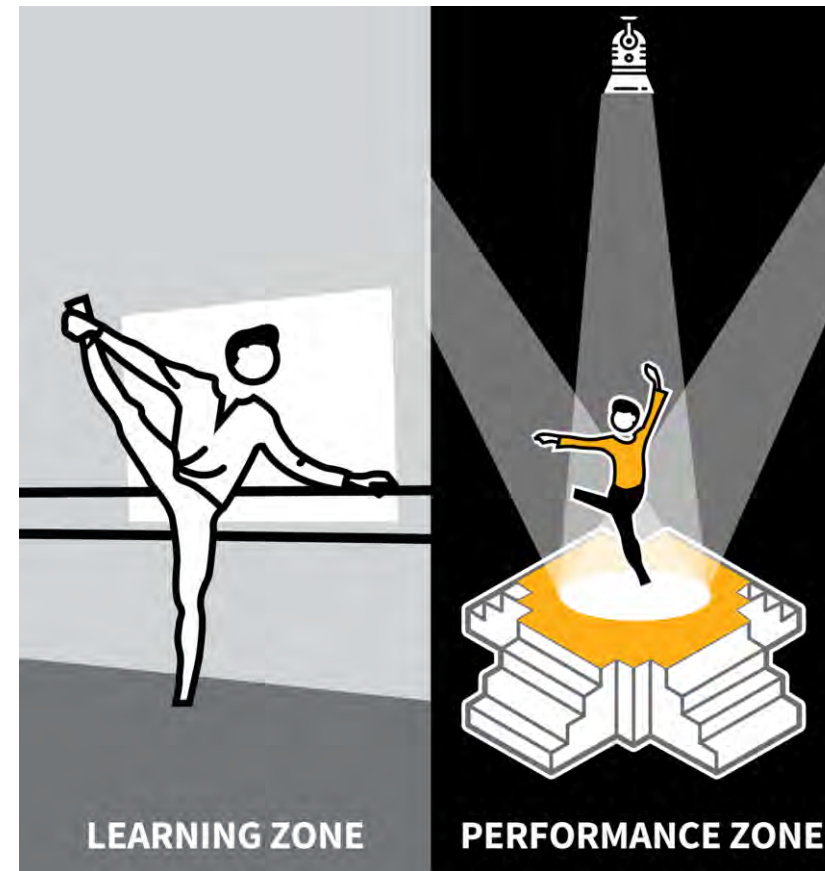
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ACKNOWLEDGE YOUR EMOTIONS



2

ADOPT A GROWTH MINDSET



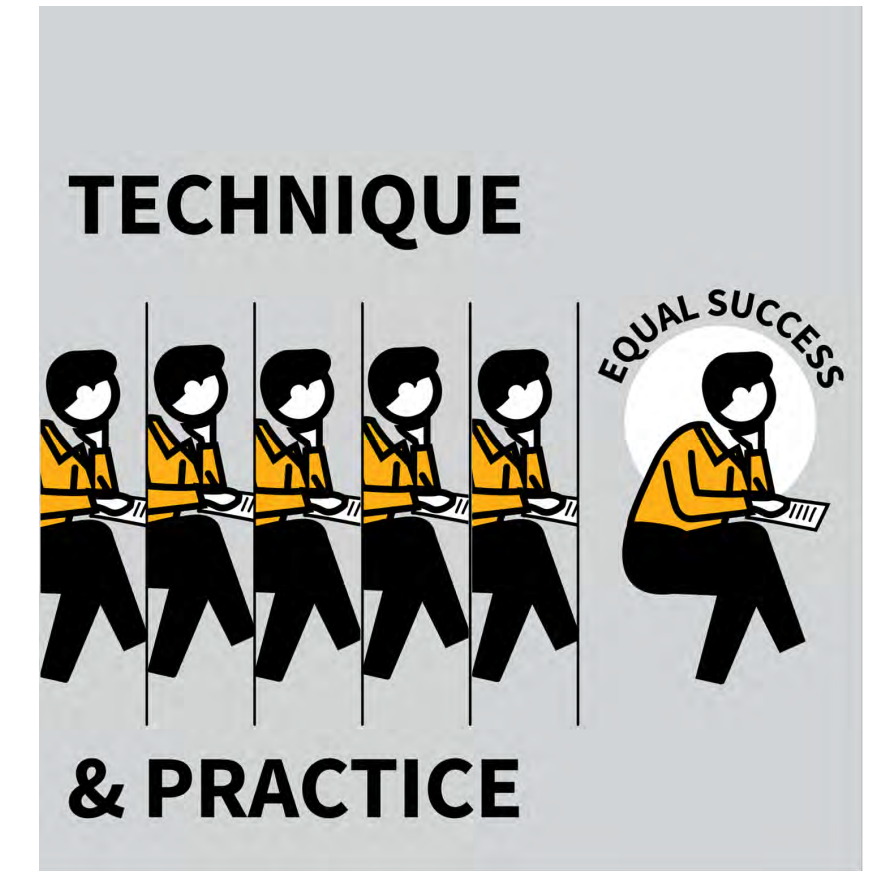
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LEARNING ZONE v PERFORMANCE ZONE



4

LEARN TO SWITCH ZONES



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FOCUS EFFORT THROUGH TECHNIQUE & PRACTICE

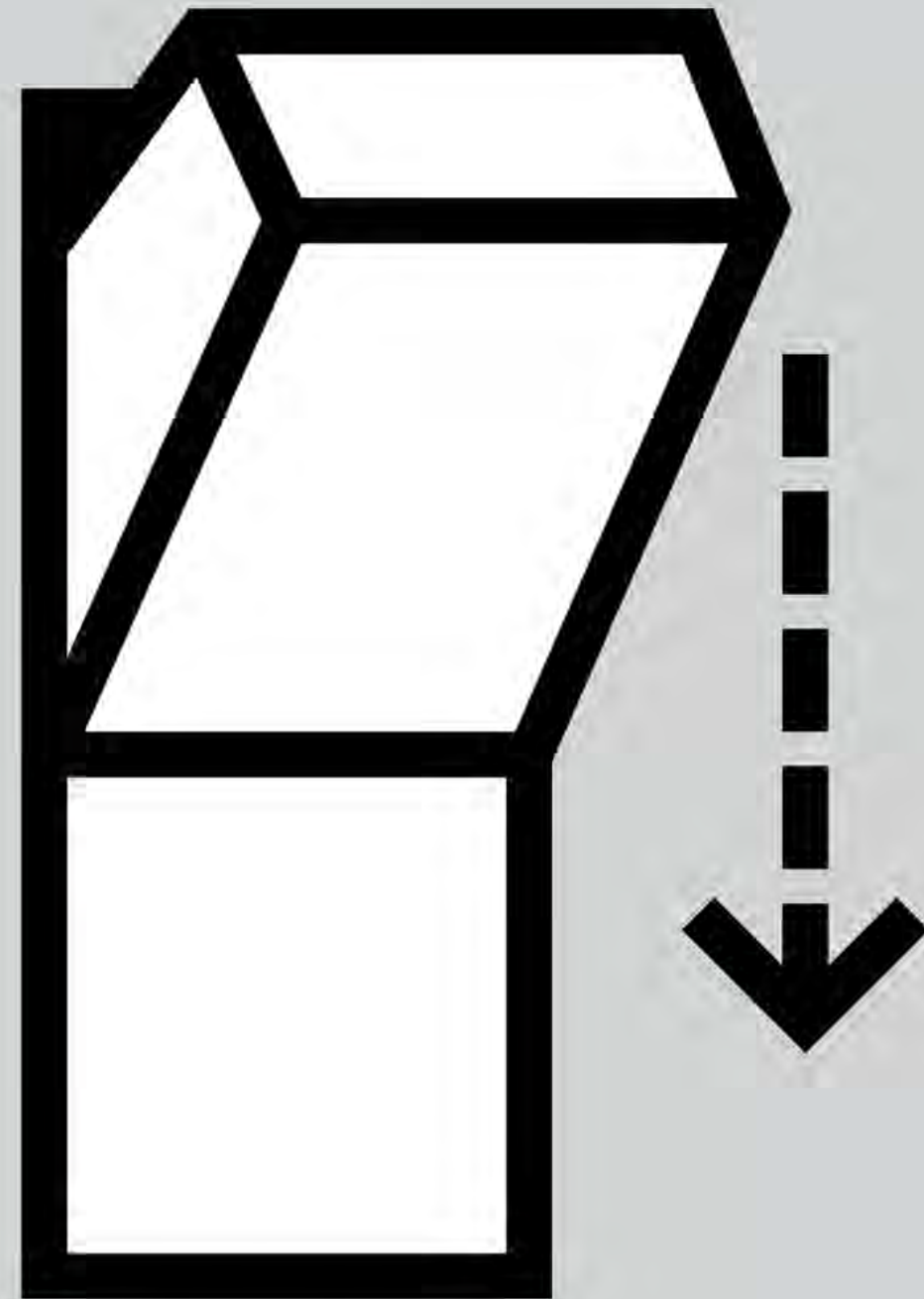


MINDSETS, ATTITUDES & EMOTIONS



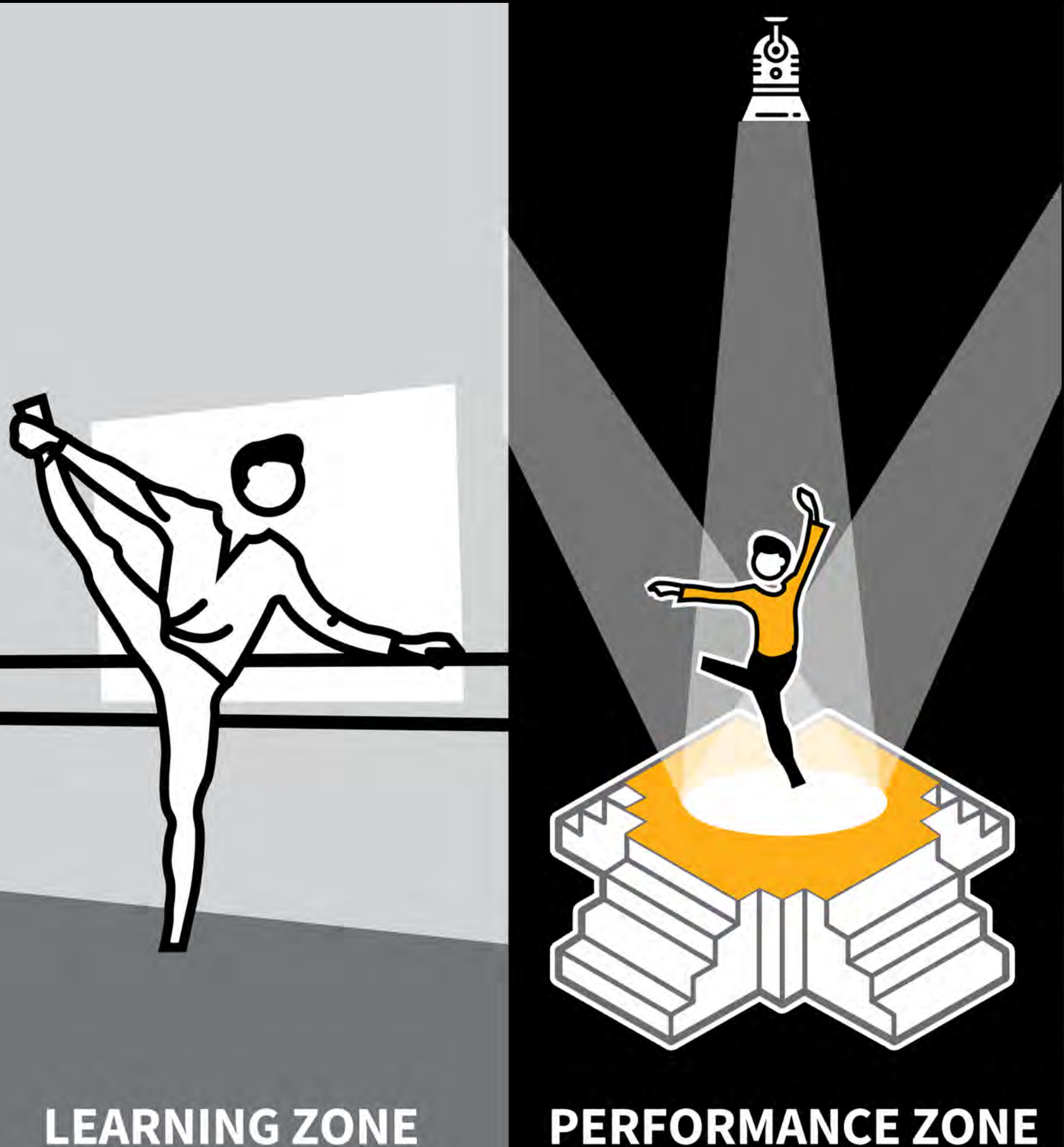
ACKNOWLEDGE YOUR EMOTIONS

- If you're faced with feelings of self-doubt, frustration, a lack of motivation — turn things around so you keep going rather than give up.
- Acknowledge your emotions. They are natural and inevitable for any person trying to study and learn anything. You are not alone!
- Think rationally about techniques and strategies you can use to make progress, one step at a time.

MINDSETS, ATTITUDES &
EMOTIONS**YES**

ADOPT A GROWTH MINDSET

- A **growth mindset** is the belief that, with effort and the right strategies, you can improve and succeed.
- It links to a tendency to have a go at things, to take some risks without worrying about failing.
- It's the opposite to a **fixed mindset** — a feeling you're unable to do something, e.g. *I'm no good at chemistry*; a reluctance to take risks in case you fail.
- Fixed mindsets hold people back so try to adopt a growth mindset with each challenge.

MINDSETS, ATTITUDES &
EMOTIONS

LEARNING ZONE

PERFORMANCE ZONE

LEARNING ZONE v PERFORMANCE ZONE

Learning expert Eduardo Briceño makes a useful distinction between two zones:

LEARNING ZONE | When you try things out, rehearse ideas and practise without worrying about getting things wrong.

PERFORMANCE ZONE | When you step up to deliver your best, avoiding errors and producing the most excellent performance you can.

MINDSETS, ATTITUDES &
EMOTIONS

ON OFF SWITCH ZONES

LEARN TO SWITCH ZONES

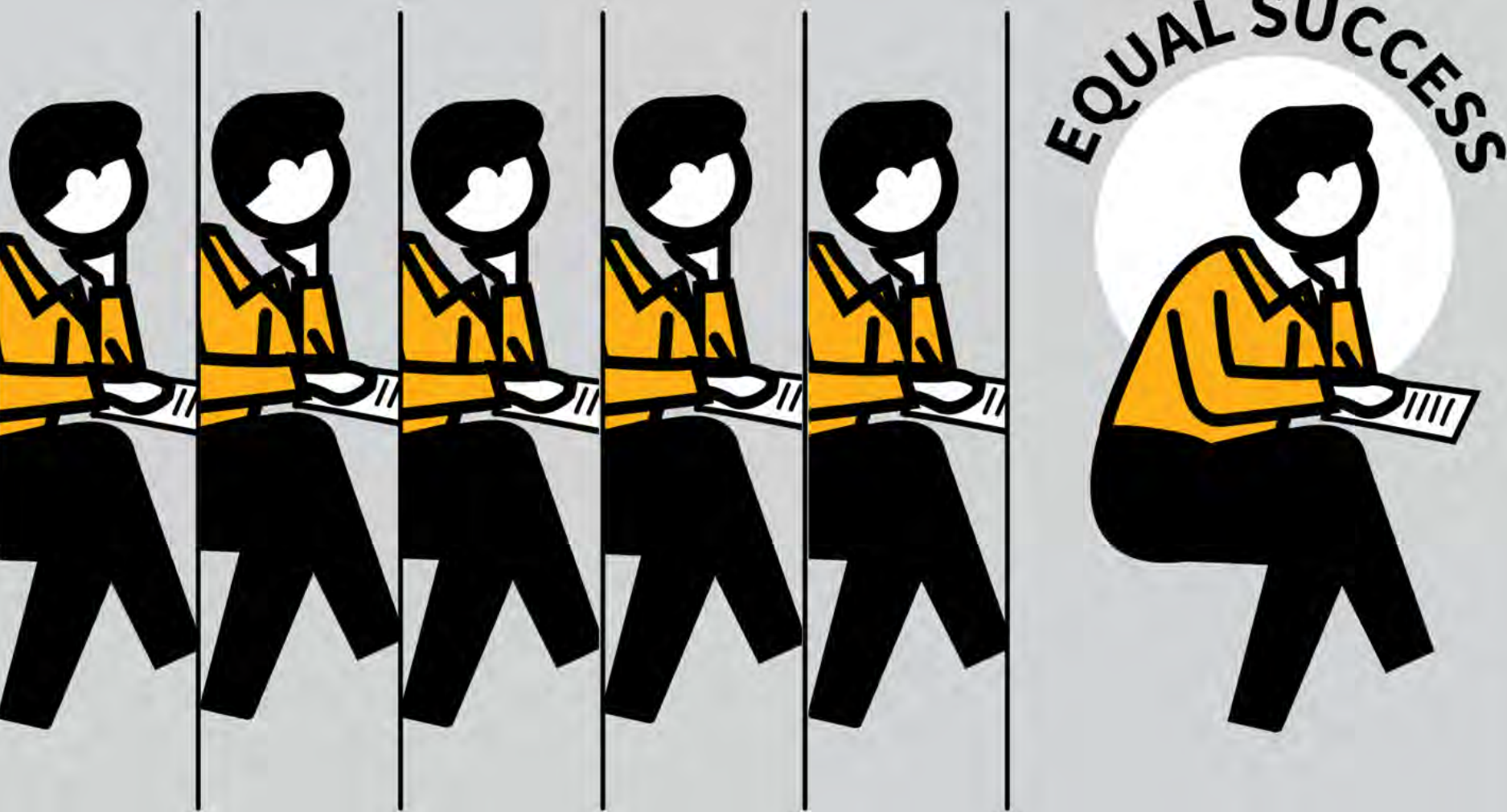
- Briceño explains that we need to operate in both zones at the right time:
- If you're too concerned about making mistakes in the **learning zone**, you can play too safe. You don't challenge yourself enough; it holds you back.
- If you don't deliver your very best when it matters, entering the **performance zone**, you can end up falling short and being disappointed.
- The key is to switch zones at the right time.

MINDSETS, ATTITUDES &
EMOTIONS

FOCUS EFFORT THROUGH TECHNIQUE & PRACTICE

- You rarely succeed without determination and effort. However, simply trying harder isn't enough.
- Success comes from applying effort to effective techniques; it can be frustrating and demotivating to waste effort on something that doesn't work.
- Identify the study techniques you need in order to improve. Then work hard practising them and you'll reap the rewards.

TECHNIQUE

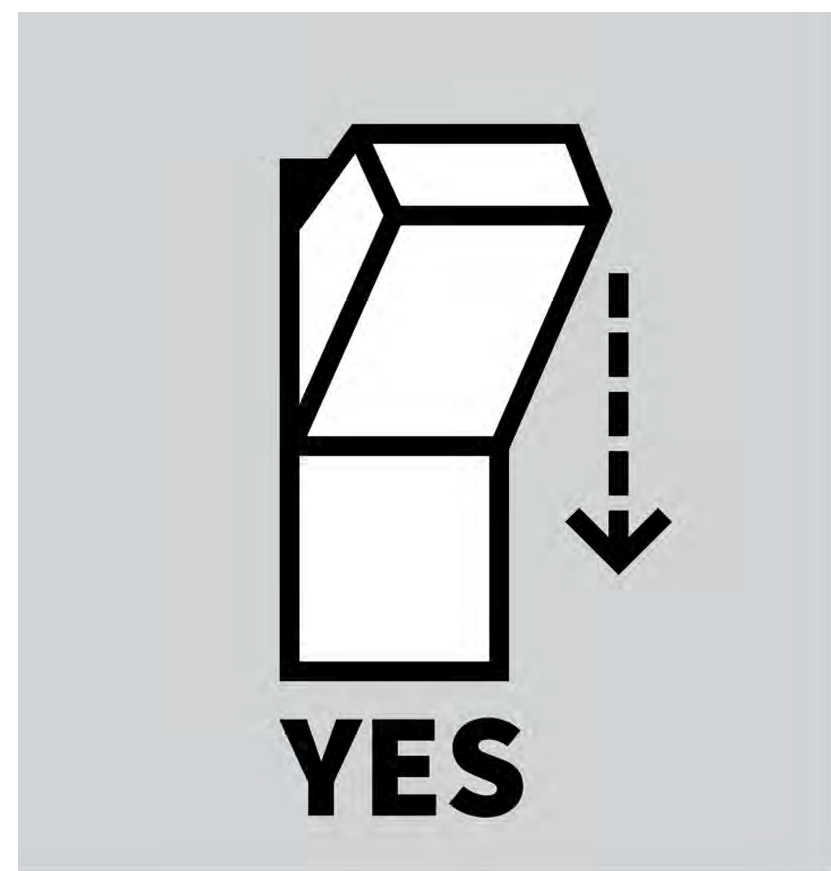


& PRACTICE



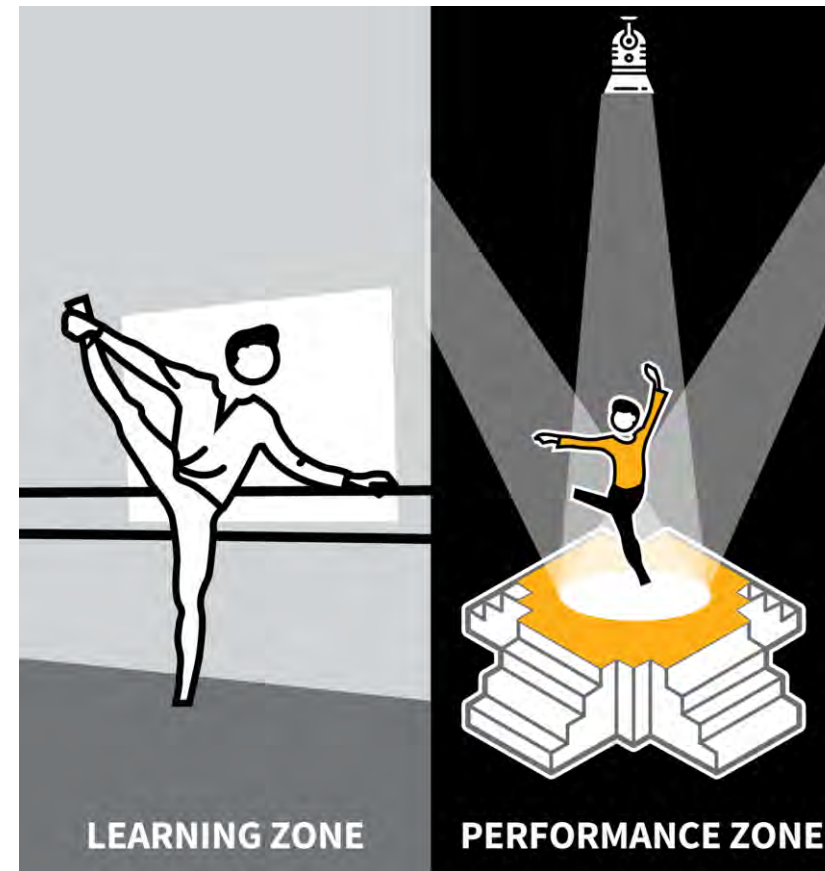
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ACKNOWLEDGE YOUR EMOTIONS



2

ADOPT A GROWTH MINDSET



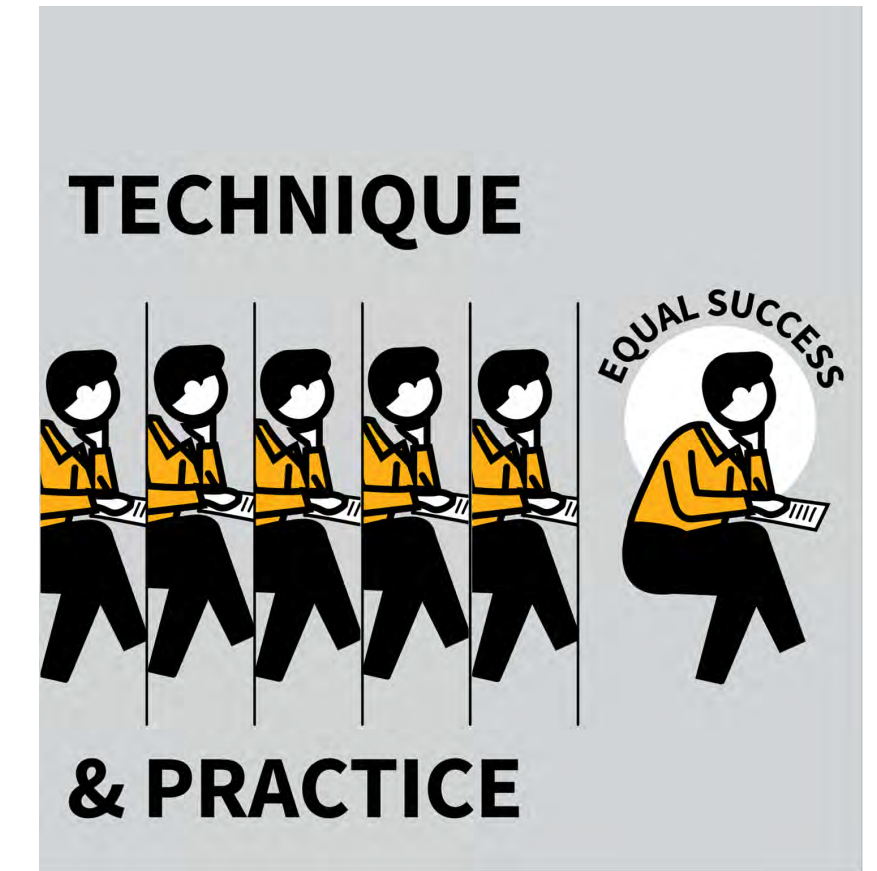
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LEARNING ZONE v PERFORMANCE ZONE



4

LEARN TO SWITCH ZONES



5

FOCUS EFFORT THROUGH TECHNIQUE & PRACTICE



HOW WE LEARN SERIES

MOTIVATION

- 01 | MAKE IT ENJOYABLE
- 02 | MAKE SURE YOU SUCCEED
- 03 | MAKE IT A HABIT
- 04 | DO IT WITH FRIENDS
- 05 | REGULARLY REMIND YOURSELF WHY



LEARNING WALKTHRU_s



MOTIVATION



MAKE IT ENJOYABLE

MAKE SURE YOU
SUCCEED

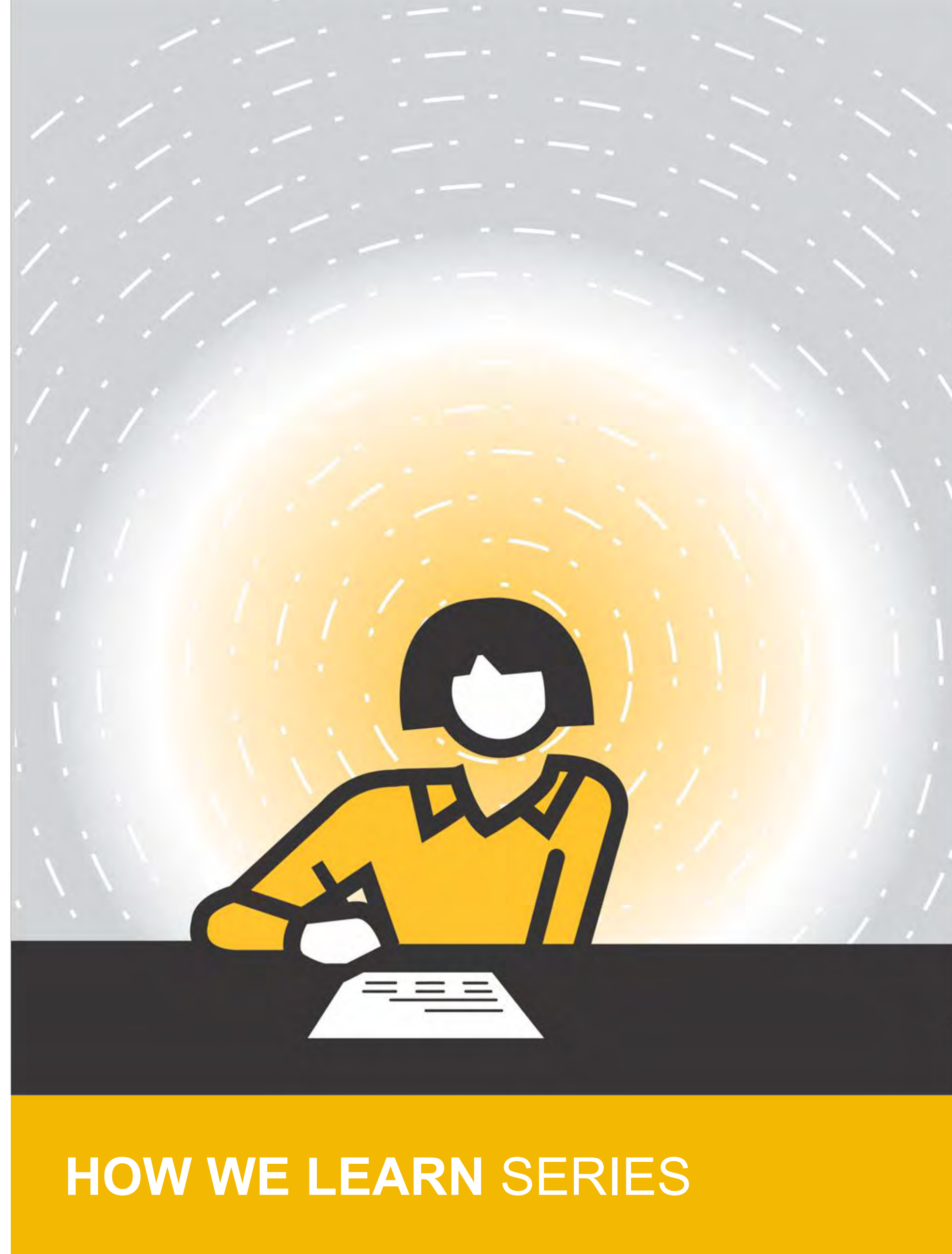
MAKE IT A HABIT



DO IT WITH FRIENDS

REGULARLY REMIND
YOURSELF WHY

- Motivation is critical for learning. It's a bit like fuel for learning — if you're not motivated then you'll find it hard to put in the effort to keep learning hard things.
- Some people think motivation is a personality trait; you're either a motivated person or not. But that's not true — we can *all* change our motivation levels for different things
- e.g. I can gradually increase my motivation for running by running slower to begin with, running with friends, and giving myself a reward every time I finish.



SOME MYTHS & WEAK STUDY HABITS

01 | FORGET ABOUT LEARNING STYLES

02 | INTELLIGENCE ISN'T FIXED

03 | RETRIEVING BEATS RE-READING

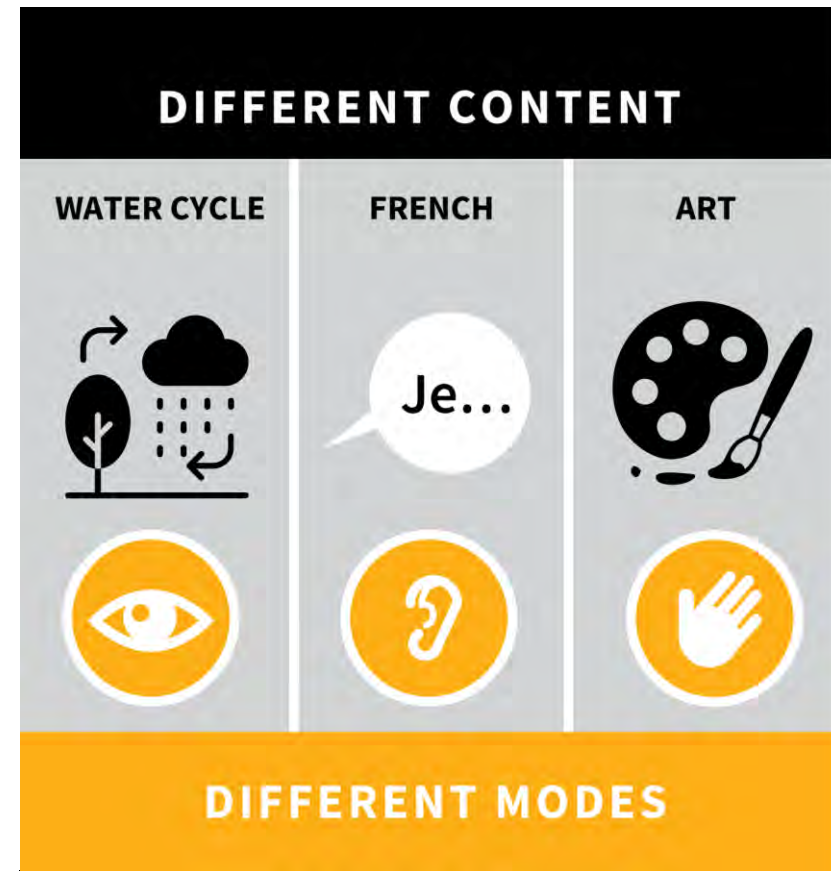
04 | SPACE YOUR STUDY, DON'T CRAM IT

05 | FOCUS, DON'T MULTITASK





SOME MYTHS & WEAK STUDY HABITS



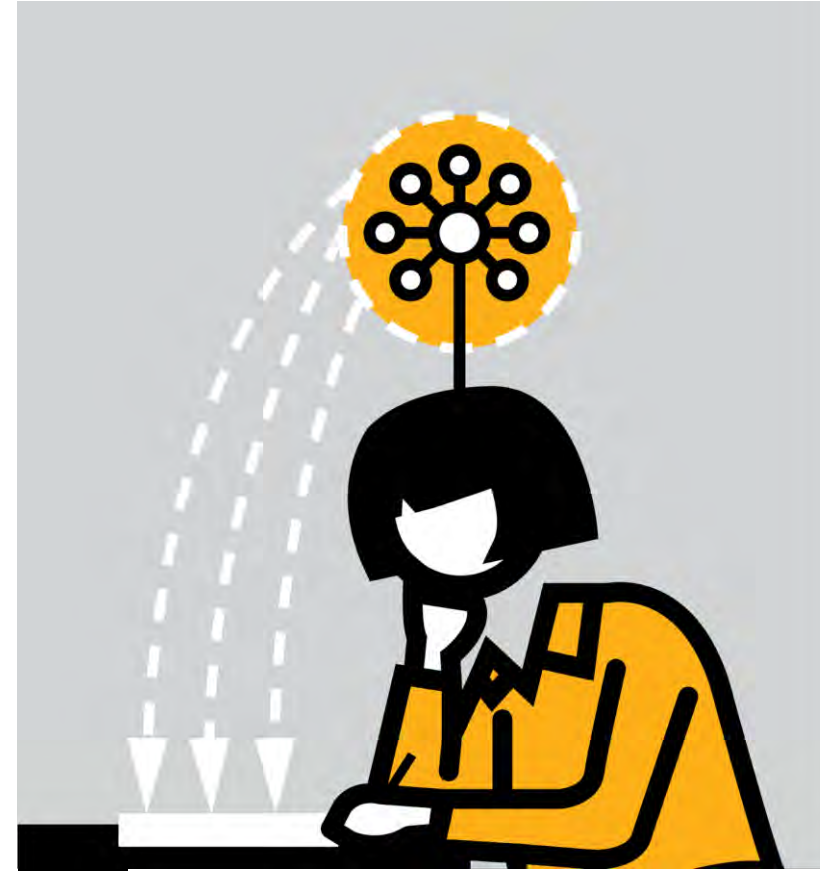
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FORGET ABOUT
LEARNING STYLES



2

INTELLIGENCE ISN'T
FIXED



3

RETRIEVING BEATS
REREADING



4

SPACE YOUR
STUDYING, DON'T
CRAM IT



5

FOCUS, DON'T
MULTITASK



LEARNING WALKTHRU_s

- 01 | GETTING THE BIG PICTURE
- 02 | CORE & HINTERLAND
- 03 | SELF-QUIZZING
- 04 | SUMMARISING | BIG IDEAS & KEY DETAILS
- 05 | ELABORATIVE QUESTIONING
- 06 | SELF-EXPLANATION
- 07 | CAN YOU FACE IT?
- 08 | USING FLASH CARDS
- 09 | SPACING & INTERLEAVING
- 10 | MAPPING | WORD DIAGRAMS
- 11 | OPEN RECALL, AKA BRAIN DUMPS
- 12 | THE POWER OF PRACTICE

STUDY HABITS & TECHNIQUES SERIES





STUDY HABITS & TECHNIQUES SERIES



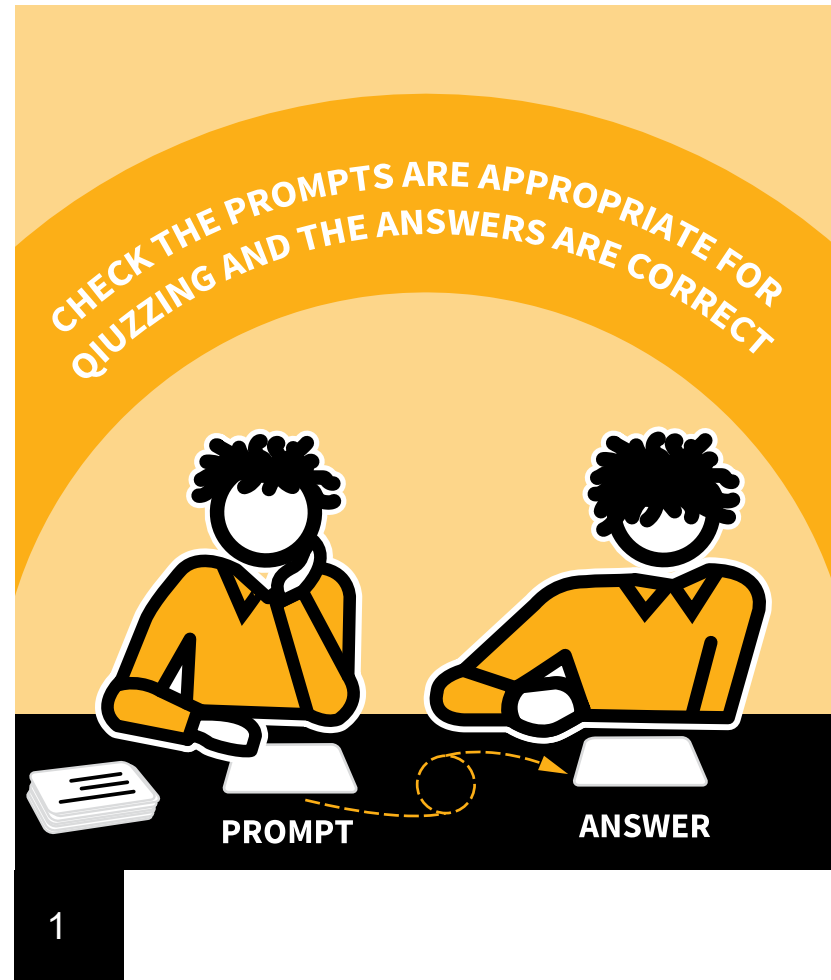
LEARNING WALKTHRU_s

USING FLASH CARDS

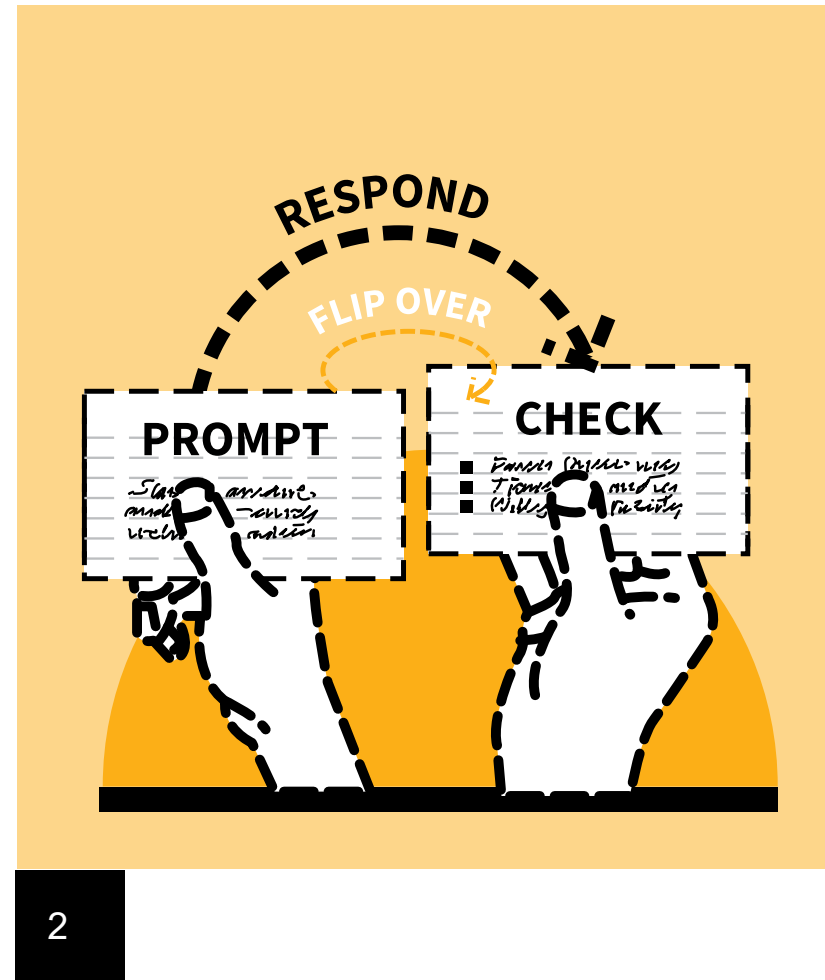
- 01 | GATHER A SET OF FLASH CARDS & CHECK YOUR UNDERSTANDING
- 02 | RUN THROUGH THE SET
- 03 | EXPLORE YOUR WRONG OR INCOMPLETE RESPONSES
- 04 | RE-RUN THE WRONG ANSWERS
- 05 | SHUFFLE & RE-TEST AT INTERVALS



USING FLASH CARDS



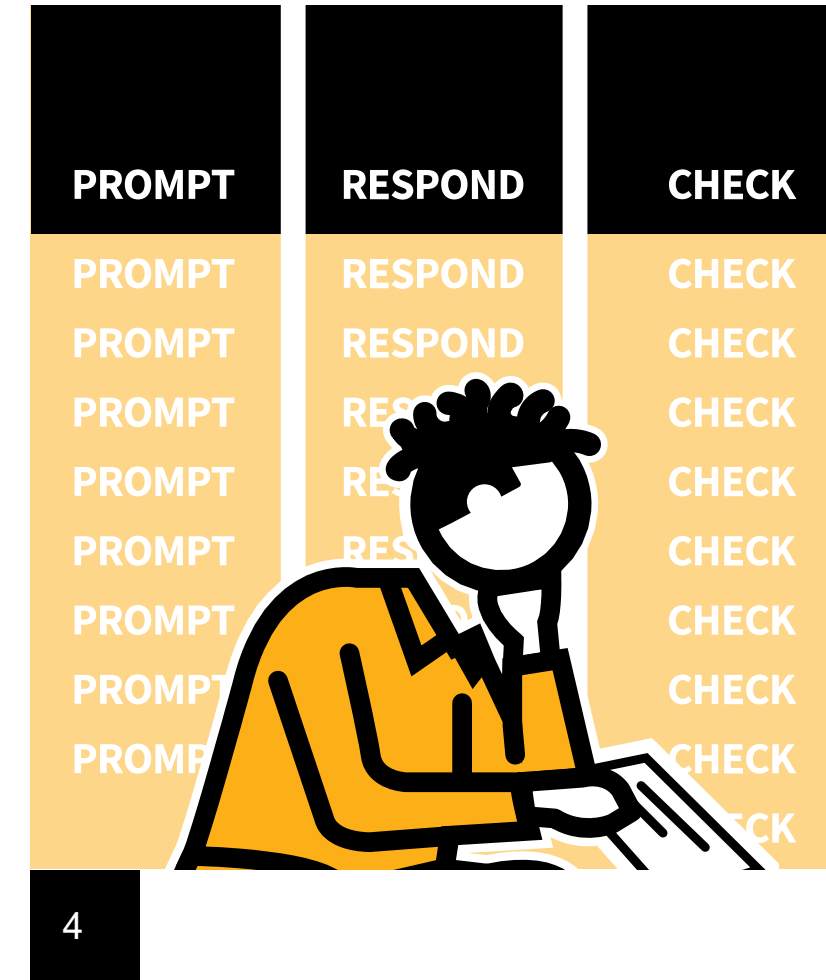
GATHER A SET OF FLASH CARDS & CHECK YOUR UNDERSTANDING



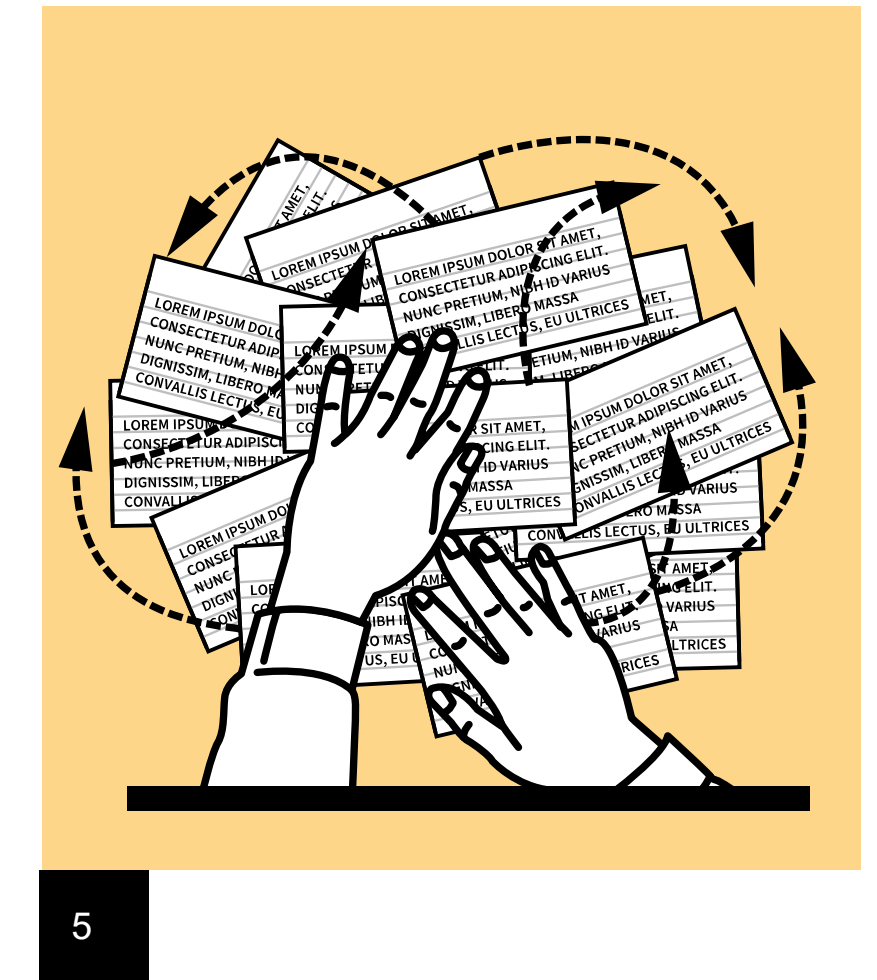
RUN THROUGH THE SET



EXPLORE YOUR WRONG OR INCOMPLETE RESPONSES



RERUN THE WRONG ANSWERS



SHUFFLE & RETEST AT INTERVALS



SUMMARISING. BIG IDEAS & KEY DETAILS

- 01 | SCAN THE WHOLE TOPIC OR TEXT
- 02 | BREAK DOWN INTO SECTIONS
- 03 | SELECT DETAILS TO CAPTURE EACH SECTION
- 04 | ELABORATE OUTWARDS FROM YOUR SUMMARY
- 05 | CHECK FOR ACCURACY

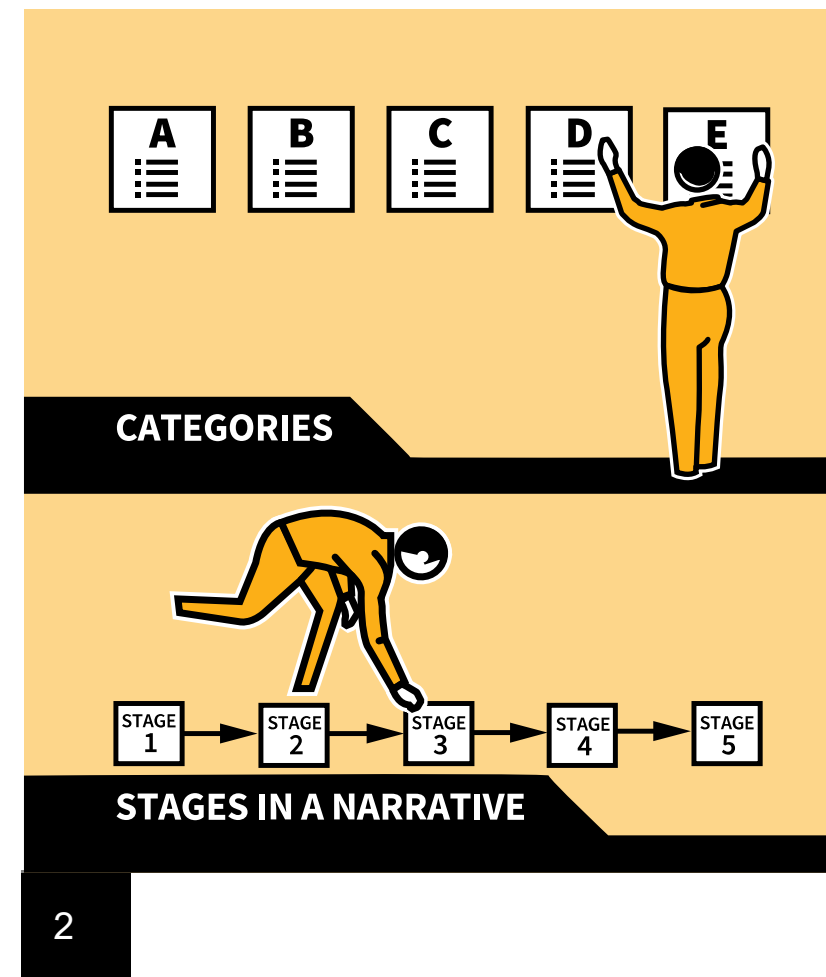




SUMMARISING | BIG IDEAS & KEY DETAILS



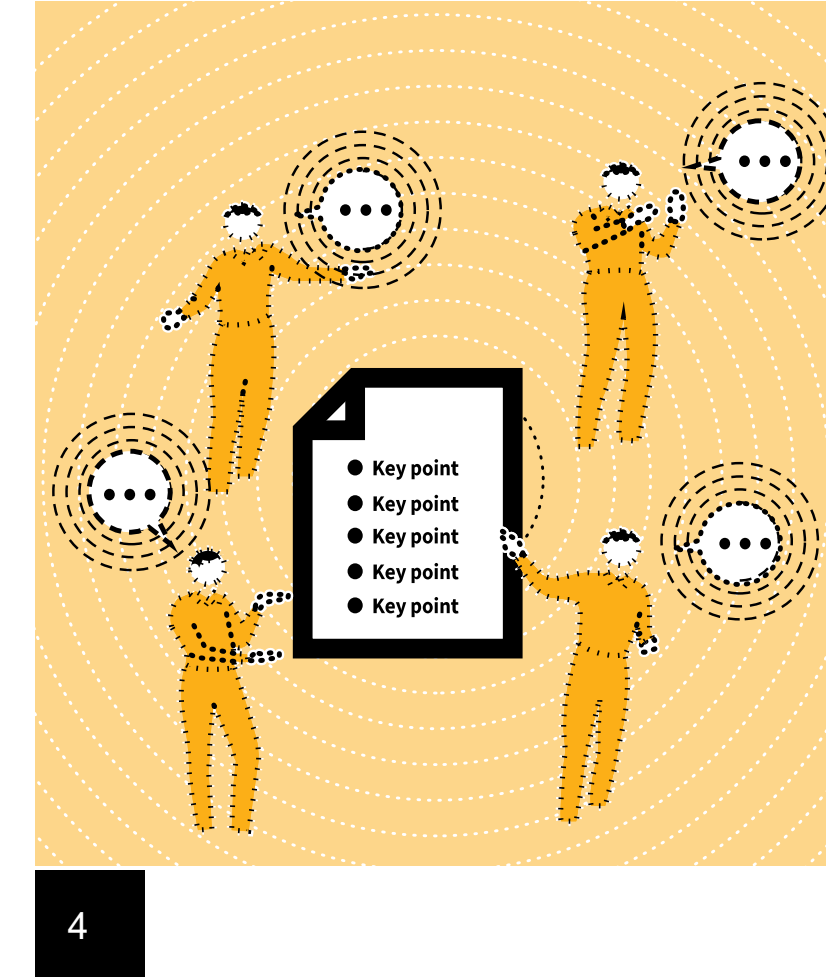
1
SCAN THE WHOLE
TOPIC OR TEXT



2
BREAK DOWN INTO
SECTIONS



3
SELECT DETAILS TO
CAPTURE EACH
SECTION



4
ELABORATE
OUTWARDS FROM
YOUR SUMMARY



5
CHECK FOR
ACCURACY



HOW WE LEARN SERIES

HABITS

01 | DECIDE THE SEQUENCE OF STEPS

02 | IDENTIFY THE FIRST DOMINO

03 | REPEAT YOUR HABIT

04 | JUST SHOW UP

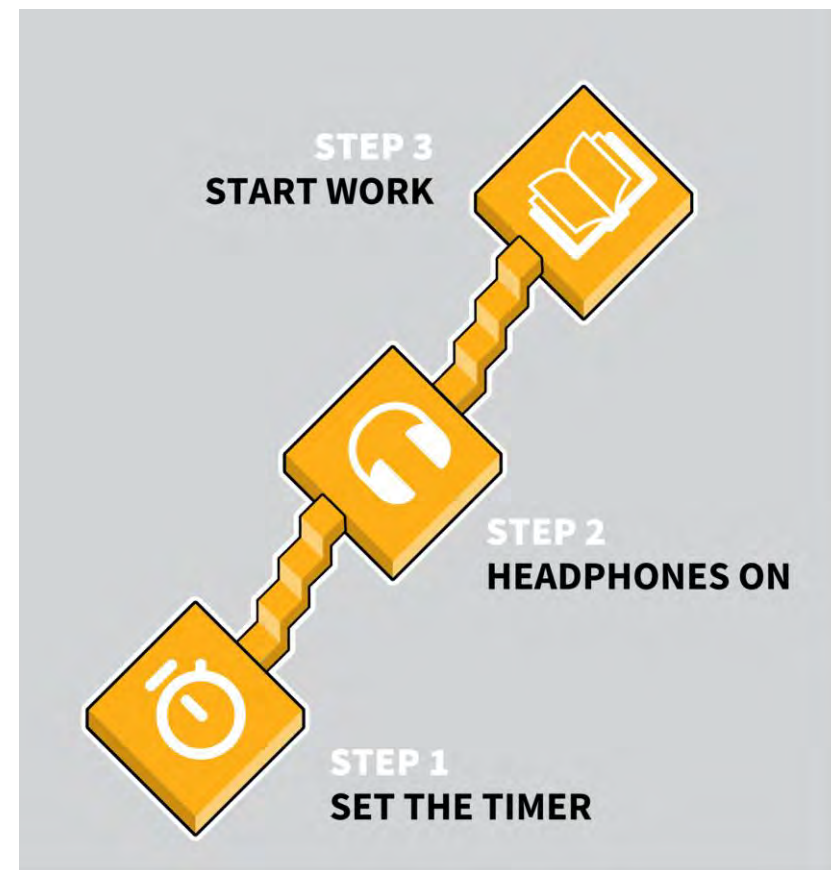
05 | ADD A FINISHER'S REWARD



LEARNING WALKTHRU_s

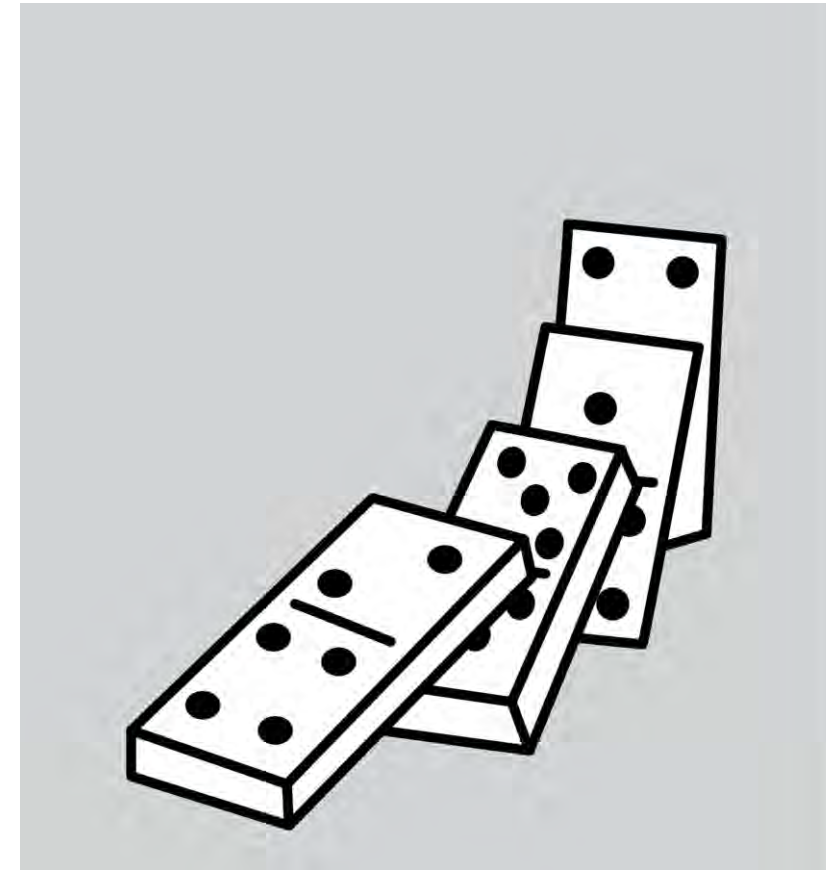


HABITS



1

DECIDE SEQUENCE OF ACTIONS



2

IDENTIFY THE FIRST DOMINO



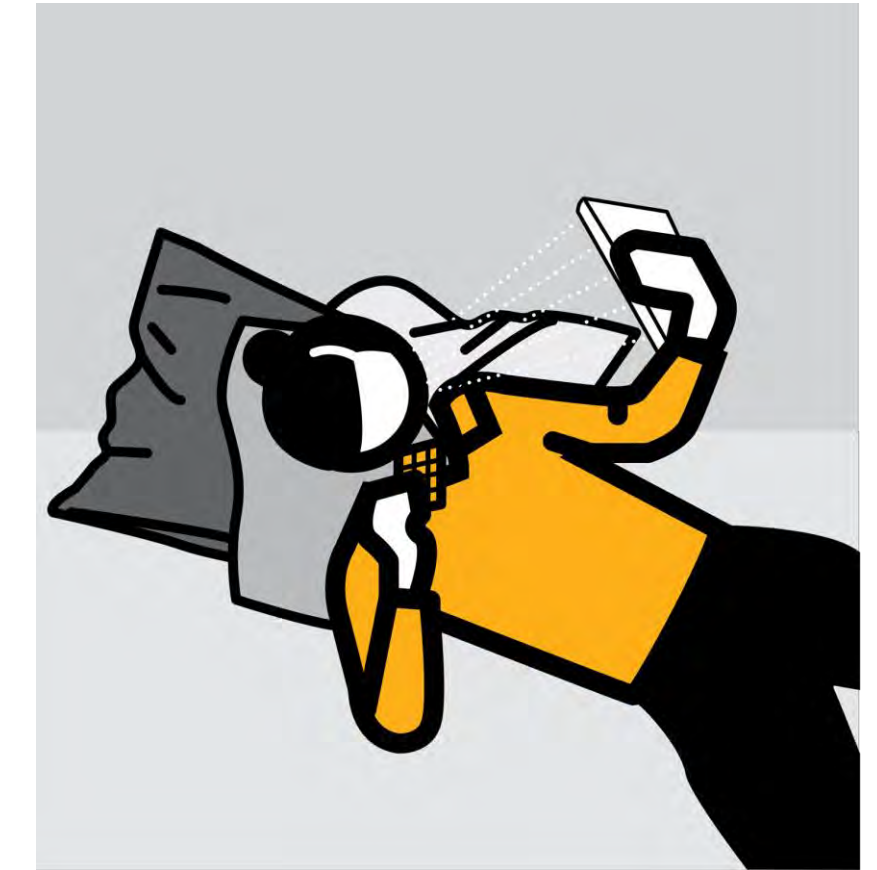
3

REPEAT YOUR HABIT



4

JUST SHOW UP



5

ADD A FINISHER'S REWARD



LEARNING WALKTHRU_s

- 01 | QUESTIONING TECHNIQUES
- 02 | WORKED EXAMPLES
- 03 | MAKING THE MOST OF YOUR EXERCISE BOOK
- 04 | LEARNING v. TASK COMPLETION
- 05 | SCAFFOLDS FOR TALK & WRITING
- 06 | WORKING COLLABORATIVELY
- 07 | THINKING & LISTENING
- 08 | SPEAKING TO SUPPORT LEARNING (ORACY)

IN THE CLASSROOM SERIES





QUESTIONING METHODS

01 | COLD CALLING

02 | THINK, PAIR, SHARE

03 | SHOW-ME BOARDS

04 | HANDS UP FOR IDEAS & QUESTIONS

05 | PROCESS QUESTION





QUESTIONING METHODS



1

COLD-CALLING



2

THINK, PAIR, SHARE



3

SHOW-ME BOARDS



4

HANDS UP FOR IDEAS
& QUESTIONS

5

PROCESS QUESTIONS

- Question and answer exchanges between teacher and students serve several purposes:
 - Questions make you think which is the key to you learning, connecting ideas together.
 - They also give you a chance to practise explaining key ideas.
 - Your answers allow the teacher to check how well students are listening and the depth of understanding so they can plan the next steps.
- Normally, teachers will use different techniques for different purposes.



INDEPENDENT LEARNING
SERIES



LEARNING WALKTHRU_s

WHAT TO DO WHEN YOU'RE STUCK

- 01 | IF YOU DON'T UNDERSTAND
- 02 | IF YOU DON'T KNOW HOW TO START
- 03 | IF THERE SEEMS TO BE TOO MUCH TO LEARN
- 04 | IF YOU FIND IT TOO DIFFICULT
- 05 | IF YOU FEEL LIKE YOU'VE FALLEN BEHIND



WHAT TO DO WHEN YOU'RE STUCK



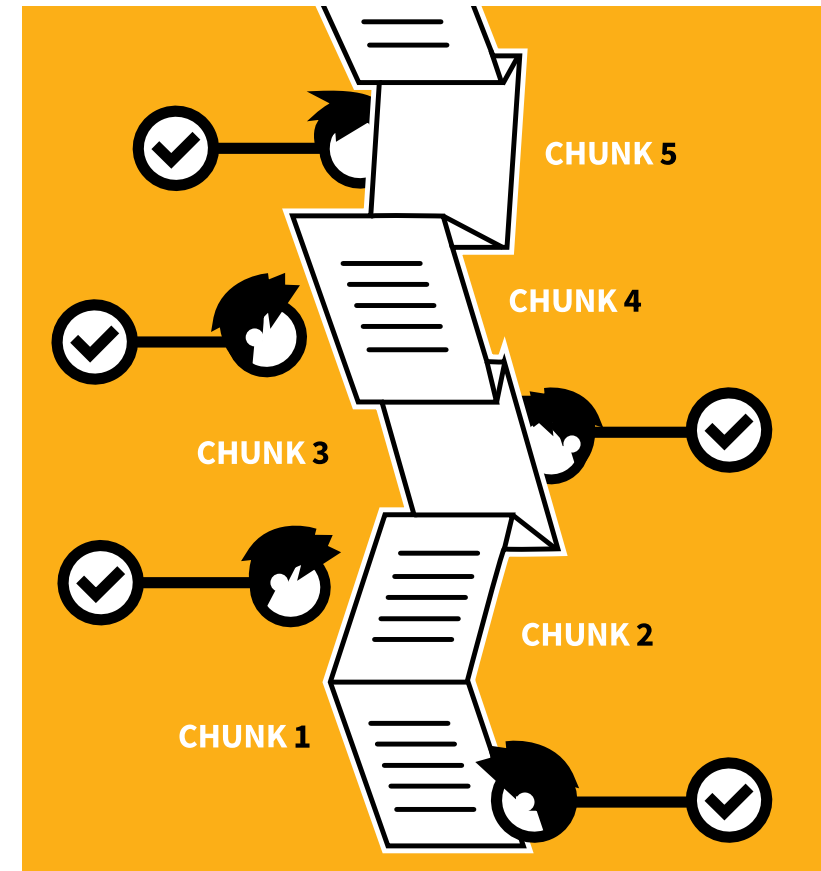
1

IF YOU DON'T UNDERSTAND



2

IF YOU DON'T KNOW HOW TO START



3

IF THERE SEEMS TO BE TOO MUCH TO LEARN



4

IF YOU FIND IT TOO DIFFICULT



5

IF YOU FEEL LIKE YOU'VE FALLEN BEHIND



WHAT TO DO WHEN YOU'RE STUCK

IF YOU DON'T UNDERSTAND

- RETRACE YOUR STEPS
- REREAD YOUR NOTES
- LOOK FOR WORKED EXAMPLES
- ASK SOMEONE



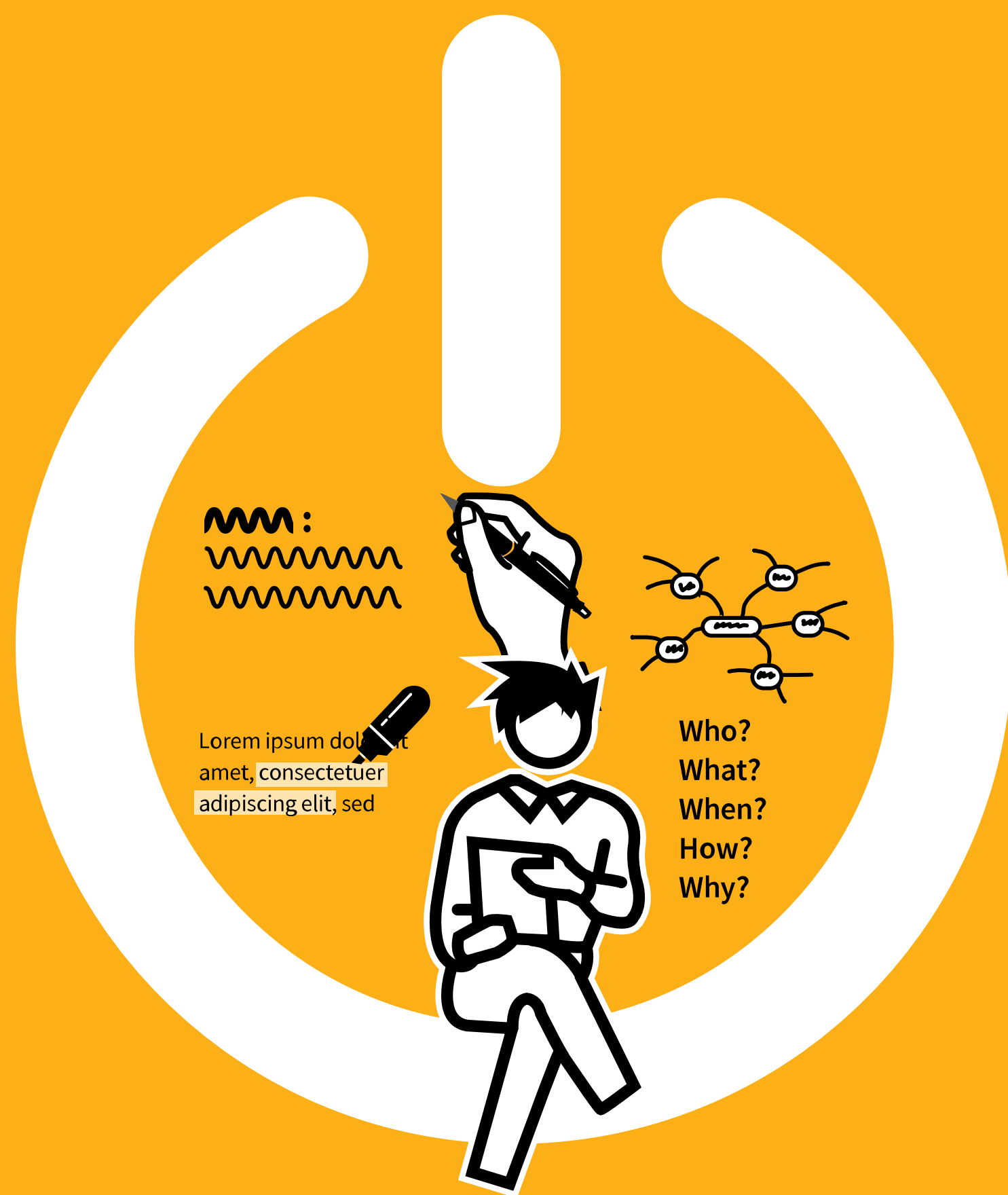
RETRACE YOUR STEPS



WHAT TO DO WHEN YOU'RE STUCK

IF YOU DON'T KNOW HOW TO START

- Jot down related facts you know
- Highlight key words in a question or essay title.
- Sketch a diagram or make a mini mind map
- Rehearse common stems for writing
- Write out any well-known heuristic

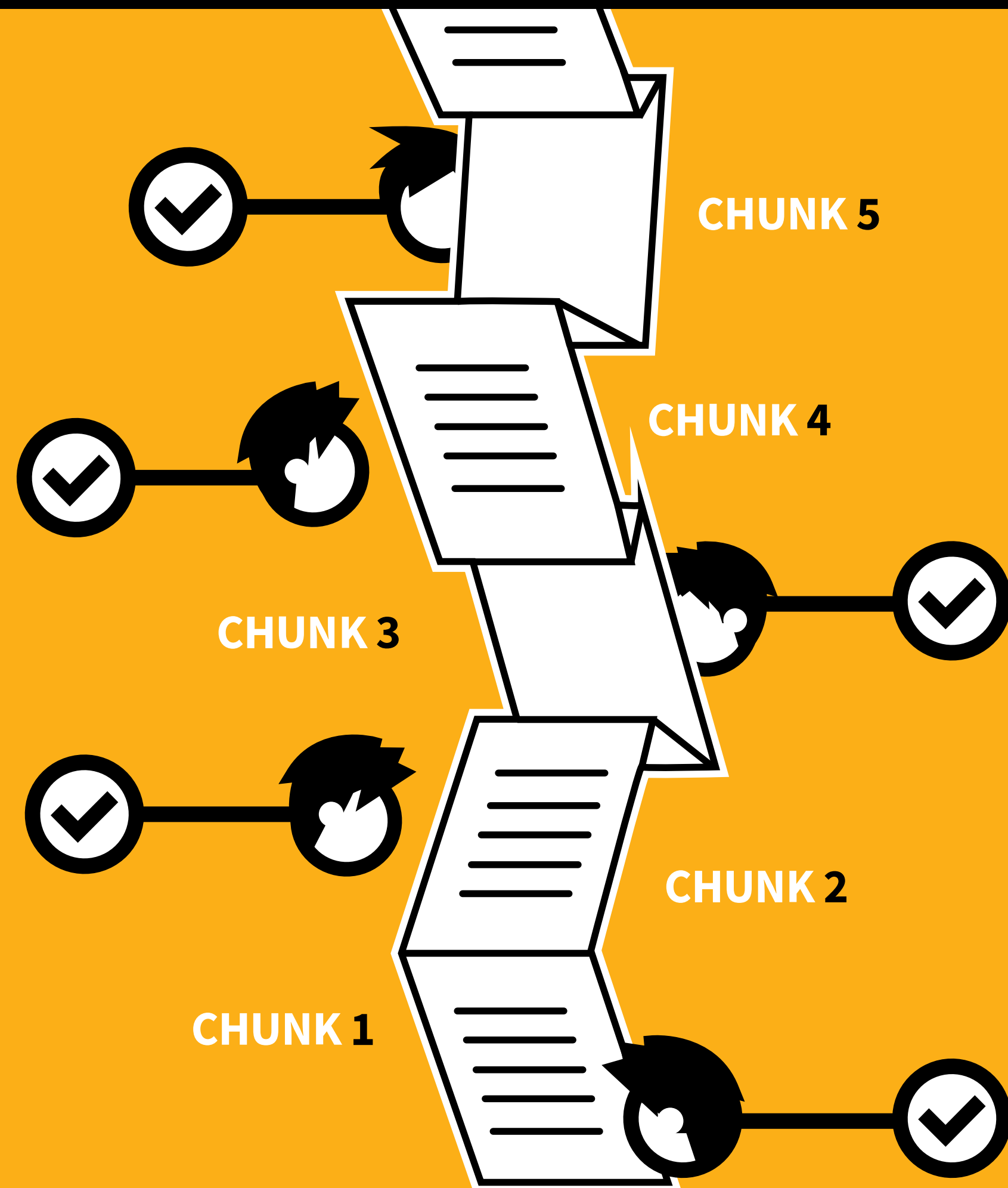




WHAT TO DO WHEN YOU'RE STUCK

IF THERE SEEMS TO BE TOO MUCH TO LEARN

- BREAK IT DOWN INTO CHUNKS
- PRIORITISE





WHAT TO DO WHEN YOU'RE STUCK

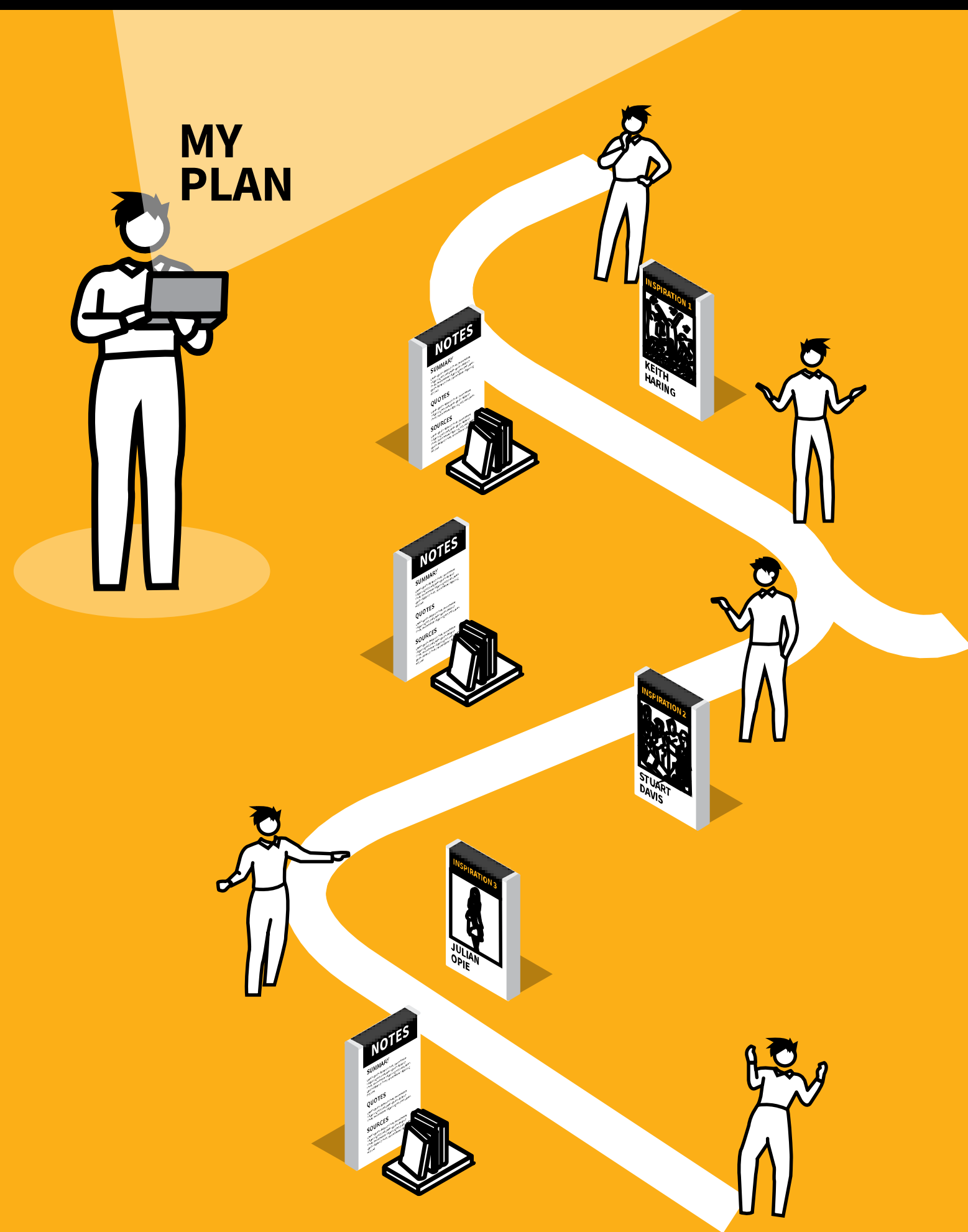


IF YOU FIND IT TOO DIFFICULT

-
- Go back to the previous material where you felt more secure.
 - Practise more of the easier questions or easier skills to build your fluency and confidence.
 - Then, try again to tackle the harder material in small steps
 - Ask for help rather than struggle for ages.



WHAT TO DO WHEN YOU'RE STUCK



IF YOU FEEL LIKE YOU'VE FALLEN BEHIND

- Get a good sense of the overall content of the course you're on.
- Identify where you are and try to pinpoint the exact material — the knowledge or tasks — that you need to catch up on.
- **MAP OUT A PLAN**
- Sometimes a personal catch-up session with a teacher or friend can help you to catch up more quickly.



INDEPENDENT LEARNING
SERIES



LEARNING WALKTHRUS

USING AI AS A STUDY TOOL

- 01 | USE AI AS A SCAFFOLD FOR YOUR OWN WORK
- 02 | USE AI AS A SEARCH TOOL
- 03 | USE AI TO HELP EXPLAIN THINGS
- 04 | USE AI TO HELP GENERATE & ORGANISE IDEAS
- 05 | AVOID THE DELUSION TRAP

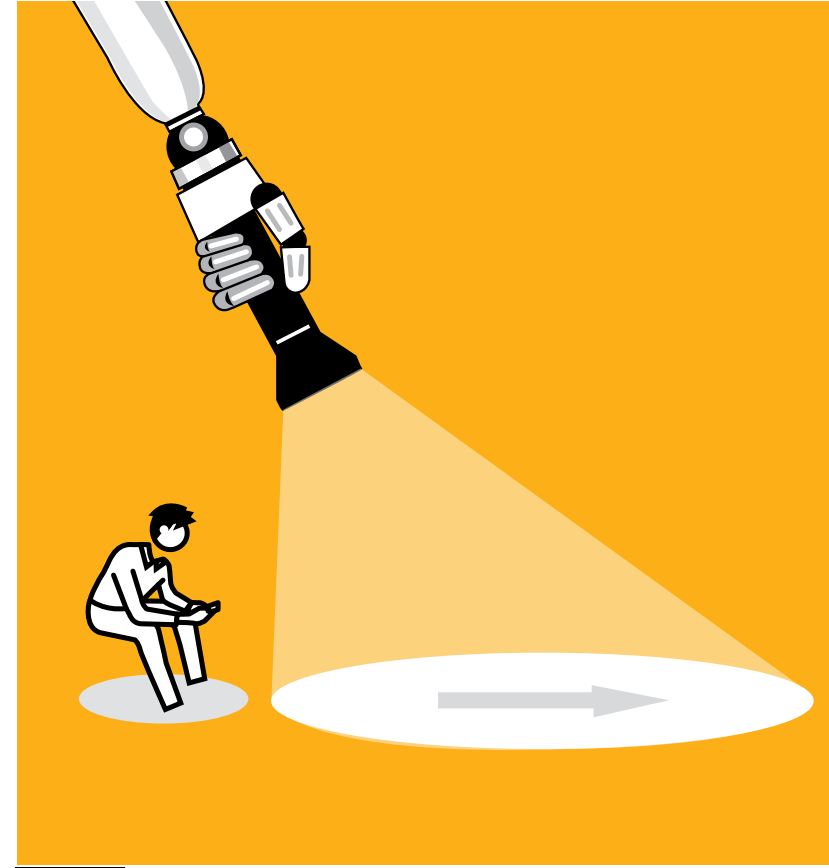


USING AI AS A STUDY TOOL



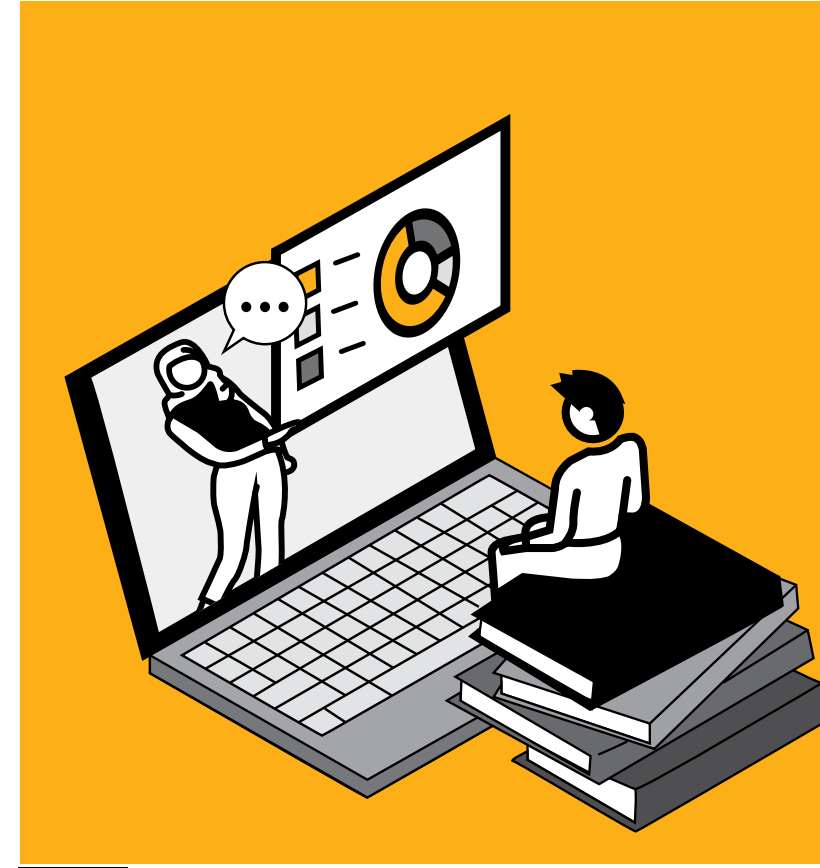
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USE AI AS A SCAFFOLD FOR YOUR OWN WORK



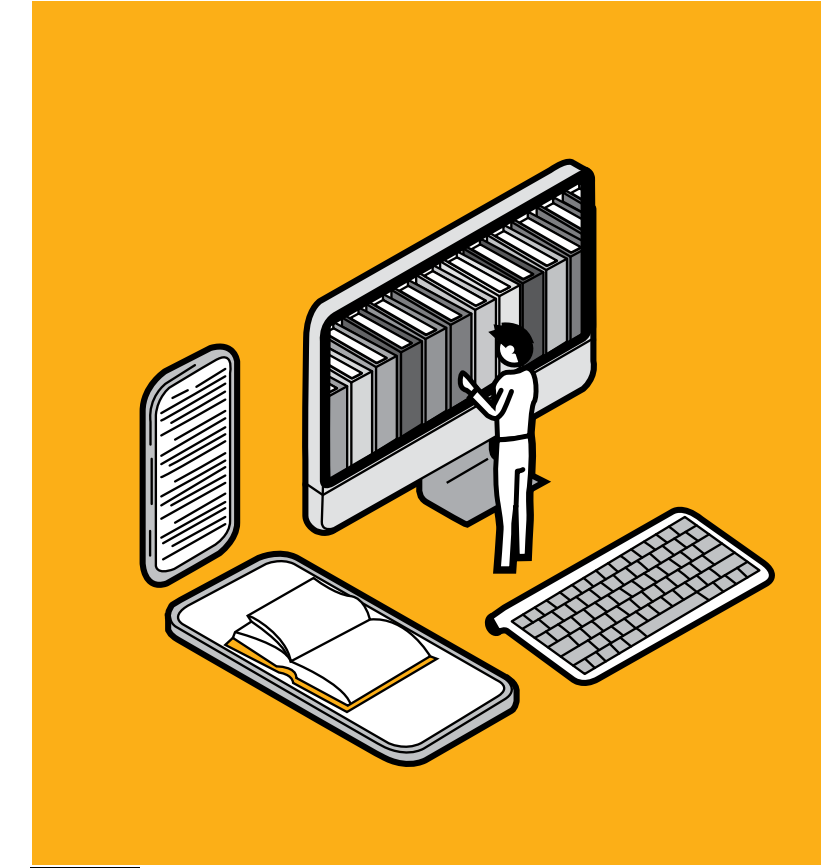
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USE AI AS A SEARCH TOOL



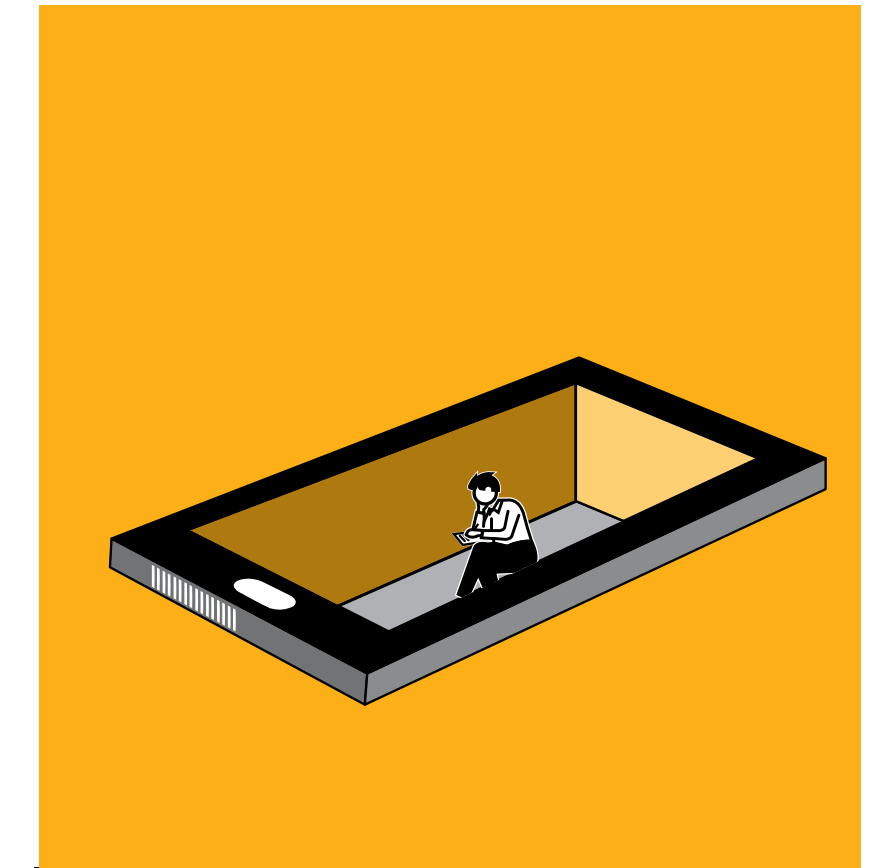
3

USE AI TO HELP EXPLAIN THINGS



4

USE AI TO HELP GENERATE & ORGANISE IDEAS



5

AVOID THE DELUSION TRAP

**STUDENTS
& PARENTS**

LEARNING **WALKTHRU** | BETTER LEARNING, STEP BY STEP

**TOM SHERRINGTON
OLIVER CAVIGLIOLI**

HOW WE LEARN
IN THE CLASSROOM
FEEDBACK & IMPROVEMENT
STUDY HABITS & TECHNIQUES
READING & WRITING
INDEPENDENT LEARNING
LEARNING IN SUBJECTS

70+ FIVE-STEP
TECHNIQUES
FOR SUCCEEDING
AT SCHOOL



JOHN CATT
FROM HODDER EDUCATION



LEARNING
WALKTHRUS

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breakfast**
fuel for learning

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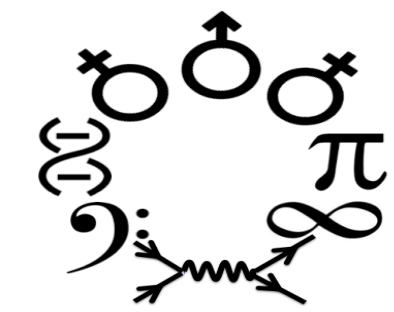
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Thank you!

