

MONTH F – PROGRAM CONTENT

Trying some useful techniques to get over a bad day.

What is Brain Training and how does it work?

Introducing someone who has tried Brain Training.

Creating your own Brain Training plan.

Introducing three inspirational people with learning difficulties and how they overcome their issues.

Reviewing the learning achieved by students during the Month F program.

Tips For Life	Inspirational Interview
<p>F-6 14mins.</p> <p>Getting Over A Bad Day. <i>Lesson Content:</i></p> <ul style="list-style-type: none"> • Keeping things in perspective. • Using music, physical activities and breathing. • Putting plans into action when calm. • Storing bad experiences. • Finding a mentor. • Working to your strengths. • Eating, drinking and sleeping well. • Positive affirmations. 	<p>F-7 10mins.</p> <p>International Music Producer/Singer/Songwriter – Part Two.</p> <p><i>Achievements:</i></p> <ul style="list-style-type: none"> • Completed VCE in music and went on to do a Tertiary course in music. • Tommy won scholarship to learn guitar in USA. • As well as writing, performing and producing music, Tommy has also worked for the TV series – Neighbours. <p><i>Advice To Other Students:</i></p> <ul style="list-style-type: none"> • Despite feeling anxious when performing, he improved with self belief, hard work and practice. • Have self-belief in your own gifts. • It is still important to keep trying to work at things you are not good at. <p>Student Weekly Review F1-F7.</p>
<p>F-13 8mins.</p> <p>What Is Brain Training? <i>Lesson Content:</i></p> <ul style="list-style-type: none"> • Brain neurons firing and wiring together. • Functioning Magnetic Resonance Imaging. • Repetitive learning for physical activity. • Repetitive learning for mental activity. • Motivational skills. • Daily practice routines. 	<p>F-14 17mins.</p> <p>Successful Business Owner.</p> <p><i>Learning Difficulty:</i></p> <ul style="list-style-type: none"> • Deborah had a difficult school life but was never diagnosed with learning difficulties at school. • Deborah was easily distracted and unable to organise or structure her workload so was labeled as 'lazy'. • Developed a tactic to become invisible to avoid the pressures of classroom participation. <p><i>Support Received:</i></p> <ul style="list-style-type: none"> • As Deborah was never diagnosed with learning difficulties, the expectations from people around her dropped due to her poor formal exam results. <p><i>Achievements:</i></p> <ul style="list-style-type: none"> • Deborah got a job with a great boss who saw something special where others didn't. • Her boss spent 6 years as her mentor and Deborah became a successful Account Manager. • Deborah now runs her own successful business for people with Learning Disabilities

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	<p><i>Advice To Other Students:</i></p> <ul style="list-style-type: none"> • Don't be afraid to seek help from others. • Let others help you and don't accept labels from people who do not understand you. <p><i>Student Weekly Review F8-F14.</i></p>
<p>F-20 11mins.</p> <p>Meet Someone Who Has Used Brain Training.</p> <p><i>Lesson Content:</i></p> <ul style="list-style-type: none"> • Left and right brain were unequal. • Excellent memory. • Learning difficulties. • Researched and practiced brain training. 	<p>F-21 18mins.</p> <p>Teacher.</p> <p><i>Learning Difficulty:</i></p> <ul style="list-style-type: none"> • Chris could not spell his own name at school. • Chris could not read aloud and struggled with creative writing. • The school child psychologist diagnosed Chris as intelligent but 'lazy'. • Chris suffered anxiety as a result. <p><i>Support Received:</i></p> <ul style="list-style-type: none"> • A librarian gave him a special book and provided Chris with the encouragement he needed. • The librarian became his mentor and Chris then worked, read and assisted her at every opportunity. <p><i>Achievements:</i></p> <ul style="list-style-type: none"> • Chris went back to University as a mature age student and has become a very successful teacher. <p><i>Advice To Other Students:</i></p> <ul style="list-style-type: none"> • Find someone to help you. It only takes one person to give you a helping hand. • Anxiety can become a major block to learning. Try to find ways to help you control negative emotions. <p><i>Student Weekly Review F15-F21.</i></p>
<p>F-27 16mins.</p> <p>Create Your Own Brain Training Plan.</p> <p><i>Lesson Content:</i></p> <ul style="list-style-type: none"> • Consider strengths and weaknesses. • Identify how you like to learn. • Identify how you like to remember. • Look for good mentors. • Document your learning profile. 	<p>F-28 10mins.</p> <p>Final Year Secondary School Student.</p> <p><i>Learning Difficulty:</i></p> <ul style="list-style-type: none"> • Frankie was not diagnosed as dyslexic until year 8 but he felt something was not right earlier. • Frankie mainly has difficulty with reading. <p><i>Support Received:</i></p> <ul style="list-style-type: none"> • By being formally diagnosed, Frankie received assistance with his exams. <p><i>Achievements:</i></p> <ul style="list-style-type: none"> • Frankie enjoys: English, creative writing and poetry. • He is also a keen swimmer and enjoys camping. • Frankie has joined a mentoring program supporting handicapped students. He would hopes this will lead to career with child disabilities. <p><i>Advice To Other Students:</i></p> <ul style="list-style-type: none"> • If you feel or think something is not right, seek advice. • Don't be afraid to ask for assistance if you have special needs during exams. • Try to do activities you love and try new things. <p><i>Student Weekly Review F22-F28.</i></p>