

# independence: diagnose

## name: class:

## subject:

Be clear about what you know and what you don’t know before you begin.

**First,** use a contents page or a topic list for the subject you are going to revise.

**Then,** fill in the following table – the topics, and how well you know them.

**Next,** prioritise. Which topics will you revise first? Spend time studying the topics which will make the biggest difference to your results.

|  |  |  |
| --- | --- | --- |
| Topic | Knowledge | Priority |
|  | Know it/Sort of know it/Don’t know it |  |
|  | Know it/Sort of know it/Don’t know it |  |
|  | Know it/Sort of know it/Don’t know it |  |
|  | Know it/Sort of know it/Don’t know it |  |
|  | Know it/Sort of know it/Don’t know it |  |
|  | Know it/Sort of know it/Don’t know it |  |
|  | Know it/Sort of know it/Don’t know it |  |
|  | Know it/Sort of know it/Don’t know it |  |
|  | Know it/Sort of know it/Don’t know it |  |
|  | Know it/Sort of know it/Don’t know it |  |
|  | Know it/Sort of know it/Don’t know it |  |

**Finally,** use the **diagnosis – therapy – test** worksheet to plan your independent study.



# independence: diagnosis – therapy - test

## name: class:

## topic:

|  |
| --- |
| **DIAGNOSIS:** The thing I don’t understand |
| **THERAPY:** Where am I going to learn about this?Which of the templates will I use to transform the information? |
| **TEST:** 5 questions someone can ask me about my new understanding. |

# independence: ranking triangle

## name: class:

## topic:

The most important information goes at the top.

The least important information goes at the bottom.

Justify WHY. Why is it the most important? Why is it the least important?

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# independence: prioritise, reduce, categorise, extend

## name: class:

## topic:

Take a section of text and do the following:

|  |
| --- |
| **Prioritise:** write out the three most important sentences. Rank 1-3 in terms of importance. Justify your decision. |
| **Reduce:** reduce the key information to 20 words. |
| **Categorise:** sort out the information into three categories. Give each category a title which sums up the information. |
| **Extend:** write down three questions you would like to ask an expert in this subject. |

# independence: boxing up

## name: class:

## topic:

Take a section of text. Read it and put your thoughts about the text into different boxes.

|  |
| --- |
| **Needs a boost:** 3 things I did not know: |
| **Almost there:** 3 things I understand better now: |
| **I’ve got these:** 3 things I already knew: |



# independence: quizzing

## name: class:

## topic:

Read the text and transform it into 10 questions to ask someone.

|  |  |  |
| --- | --- | --- |
|  | Question | Answer |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |

Question stems:

State…

Describe…

Explain…

Evaluate…

Suggest…

Compare…

# independence: pictionary

## name: class:

## topic:

Transform the material into 6 pictures – one per paragraph or one per key piece of information. The pictures should represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

|  |  |  |
| --- | --- | --- |
| 1. | 2. | 3. |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| 4. | 5. | 6. |
|  |  |  |

# independence: other ideas

**Steps 🡪 flow chart** Transform a sequence of steps into a flow chart or a diagram.

**Flow chart 🡪 steps** Transform a flow chart or a diagram into a sequence of steps.

**Look, cover, write, check** Cover a list of key words. Write them down. Check which ones you have got right. Repeat until you get them all right.

**Link key words** Take three words from a topic. Link them together in a sentence or a diagram. Repeat until all the key words have been linked.



# INDEPENDENCE: LINKS

## NAME: CLASS:

## TOPIC:

Write down the key words involved in this topic. Draw lines between those that are linked together in some way. If it is a strong link, use a thick, bold line. If it is a weak link, use a dotted line.