

Agora

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Organization and productivity - workshop for students

Organization is one of the core learning and teaching skills. Learning - at the neural level - practically *is* organizing and consolidating information. Though people often use it as a generic term, in reality it functions as an umbrella term and covers diverse specific skills and aspects of life and learning. This workshop with students covers only those aspects that are commonly most critical in a school setting, such as time, space and information management, as well as self-discipline and habit formation.

Workshop objectives

- To be able to use **time management** techniques
- To be able to use **space management** techniques
- To understand the relationship between physical learning **environment and self-discipline**
- To be able to use **information management** strategies

Resources and supplies

- Response forms created by the facilitator,
- Atomic Habits by James Clear,
- PPT and videos

- Big classroom,
- Projector with speakers,
- Chart papers,
- Push pins,
- Stickers,
- Students should bring pencil cases with colors

Skills

In this workshop session, students will have the opportunity to:

- Reflect
- Identify
- Communicate
- Create and brainstorm
- Analyze

Assessment

- Peer evaluation and support
- Individual and pair worksheet responses
- Video response



Flow of activities and learning engagements

Welcome and introduction to the objectives – 3 min.

Activity 1: Quick sharing about what organizational skills are – 5 min.

Activity 2: Students will complete one of the two offered worksheets that analyze, identify and reflect about how they actually spend time and effort in daily activities – 10 min.

Activity 3: Students will use Pomodoro techniques to plan one of their current academic goals – 10 min.

Video and quick discussion about 80/20 principle – 5 min.

Activity 4: Students will use Eisenhower Matrix to prioritize their current academic goals. They will share and view on a gallery walk. – 10 + 5 min.

Activity 5: Students will complete Space-management awareness and optimization form. They will finish their checklist at home. – 10 min.

Activity 6: Students will explore their habitual “cues” from the “Atomic Habits”, and then redesign their physical environment in order to suit their learning and development needs – 20 min.

Presentation about three types of effective note-taking – 5 min.

Activity 7: Students will chose one of the note-taking techniques and apply it to the video about Mindset – 15 min.

Activity 8: After watching a 1min. video about team learning roles, students will take a role within a team and collaboratively design job description for each role; b) design a solution for the school library as a major learning hub in the school, that promotes reading culture – 5+15 min.

Thanks and closing the workshop – 1 min.

Sneak peek into the resources

Pomodoro technique (Chunking, focusing and timing)

Work expands so as to fill the time available for its completion. - Parkinson's Law

What's the neuroscience behind Pomodoro technique?

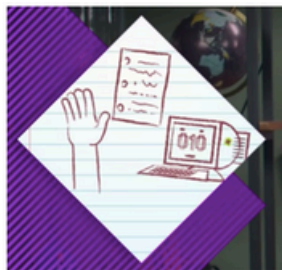
- Pomodoro 1 – Create an outline for my term paper, 25 minutes
- 5 minute break
- Pomodoro 2 – Write the introduction to my paper, 25 minutes
- 5 minute break
- Pomodoro 3 – Write at least 15 more pages, 25 minutes
- 5 minute break
- Pomodoro 4 – Add footnotes to the pages written, 25 minutes
- 15-30 minute break

Activity 3: Apply the technique by planning some of your current academic goals – 5 min..

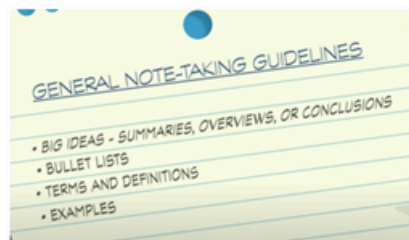
3. Information management – Note taking

Your effective retention depends not only on the information input (what you hear and see), but even more so on the information output (what you produce).

• Where?



• What?



• How?

- a) Outline method
- b) Cornell method
- c) Mind map

Sneak peek into the resources

Cooperative/team based learning

1. Take a role within a team and together create the job description for each role – **5 min.**
2. Design a solution for the school library as a major learning hub in the school, that promotes reading culture – **15 min.**

Note taking methods

- Cornell method

CUES (Reduce & recall)	DATE	MODULE/CLASS	TOPIC
<p>AIM - Reduce notes to essential, reduce to process, readable.</p> <p>WRITE FROM AFTER CLASS</p> <p>Step 1: REVIEW NOTES</p> <p>Selection + quick cue:</p> <ul style="list-style-type: none"> - key words - key concepts - numbers - names - dates <p>Step 2: Formulate questions</p> <p>Recall - original NOTES, e.g. what are photosynthesis? to prompt of complexity theory.</p> <p>Step 3: Write where was and symbols in this section alongside the corresponding NOTES.</p>	<p>NOTES (Record)</p> <p>record as many key points as possible</p> <p>TRICK DURING CLASS!</p> <p>TRICK DO I WRITE FROM!</p> <ul style="list-style-type: none"> - key words and ideas - important names / people / places - diagrams / charts - formulas - examples / case studies - critique - strengths / limitations <p>TRICKING TOP SIGNS</p> <ul style="list-style-type: none"> - use bullet points instead of full sentences - use symbols and abbreviations - leave a line between ideas - don't mindlessly copy from the notes or textbook - write in your own words where possible - use a method that works for you - take notes in a format that you understand so you can make sense of them later. 		
<p>SUMMARY (reflect & review)</p> <p>REVIEW AND REVISIT LATER</p> <p>Reflect on their experience</p> <p>Briefly summarise the main points from your notes. This section is useful when searching for info later.</p> <p>Think about: Why is this important? What conclusion can I draw?</p>			

STEP 2: CUES (REDUCE)	STEP 1: NOTES (RECORD)
<ul style="list-style-type: none"> • MAIN IDEAS • QUESTIONS THAT CONNECT POINTS • DIAGRAMS • PROMPTS TO HELP YOU STUDY 	<ul style="list-style-type: none"> • RECORD THE LECTURE HERE • CONCISE SENTENCES • SHORTHAND SYMBOLS • ABBREVIATIONS • LISTS
<p>STEP 3: SUMMARY (REFLECT & REVIEW)</p> <ul style="list-style-type: none"> • TOP LEVEL MAIN IDEAS • FOR QUICK REFERENCE 	

Stomach

What is the anatomy of the stomach?

Stomach: muscular sac with thick walls

The stomach carries the processes of **peristalsis** and **chemical** digestion

What are sphincters and what is their function in the digestive system?

back rings of muscle that act as gatekeepers to regulate food movement

What two sphincters are located in the stomach?

- Cardiac sphincter - separates esophagus from stomach
- Pyloric Sphincter - separates stomach from small intestine

How does mechanical digestion occur in the stomach?

The stomach has a slippery outer layer of **mucosa**, followed by 3 layers of muscle

- Longitudinal muscle
- Circular muscle
- Oblique muscle

These muscles help to **churn** food and propel it towards the small intestine. The churning process is known as **peristalsis**

What are enzymes? "Proteins" in the stomach that can stretch when G.I.

The muscle layer of the stomach contains several specialised gastric gland cells

- Mucus cells - secrete mucus to protect stomach lining
- Chief cells - secrete pepsinogen (inactive enzyme)
- Parietal cells - secrete HCl to mix with pepsinogen to form HCl (stronger) pepsin with pepsin, which breaks down food particles.

The mucus layer is formed from the opening of the stomach and the addition of these gastric juices is known as **gastric juice**

Summary

The stomach is made of **3** muscular layers and an outer layer of **serosa**

During **peristalsis**, the stomach churns the food and **gastric** gland cells add chemicals and enzymes leading to the formation of **chyme**