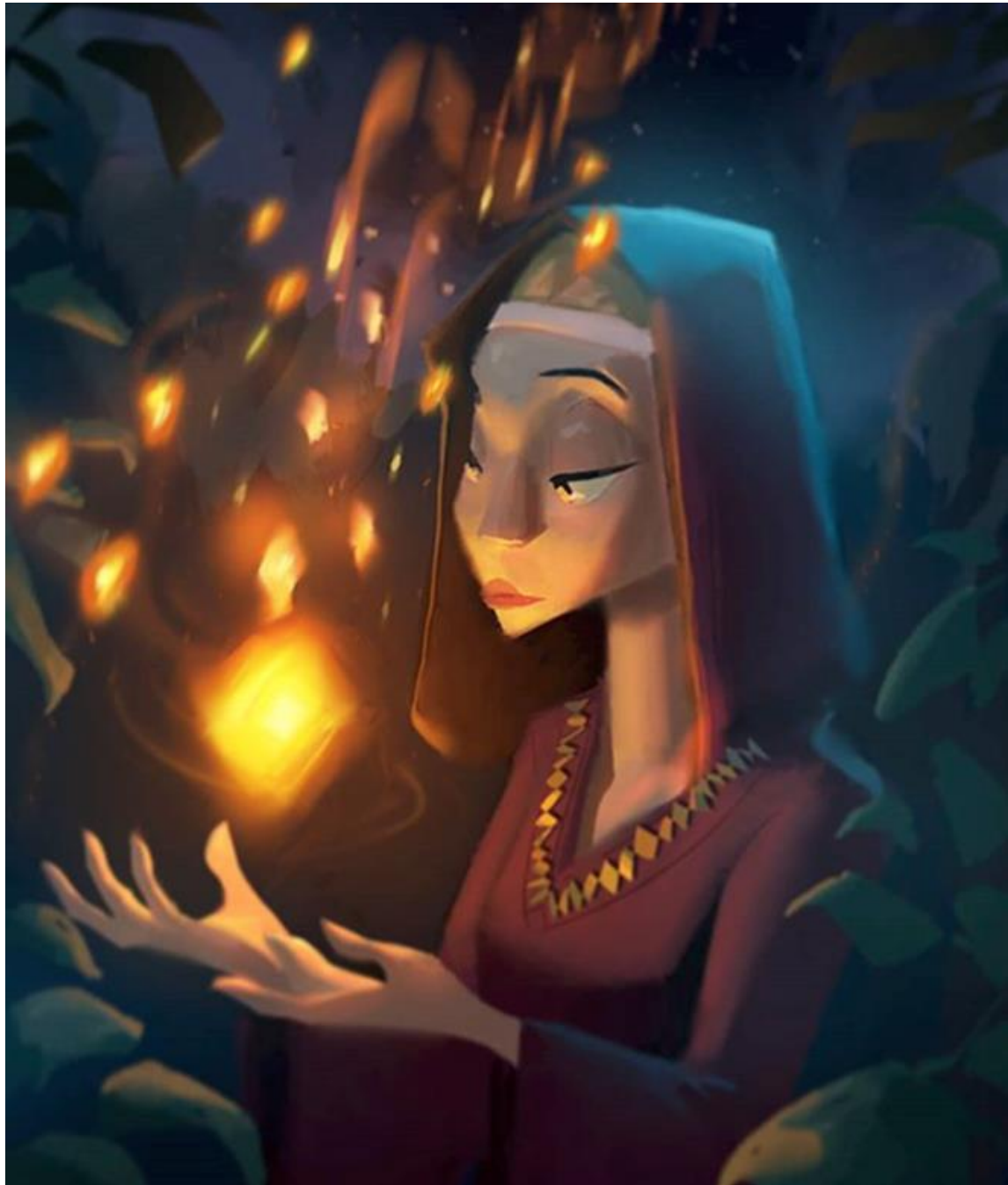


KS2 10 Minute Writes
Friday 16th September



More ideas

Do one thing at a time

The brain is a sequential processor, unable to do two things at the same time. Business and school require multitasking, but research clearly shows that it produces more mistakes. Try creating an interruption-free zone each day—turn off your email, phone, and social media sites, and whether you get more done. If you have trouble installing and downloading software that blocks your access to certain websites, amount of time that you specify.

Divide presentations into 10-minute segments

Remember my students who said they got bored in lectures into a mediocre lecture? The 10-minute rule, which says that people can pay attention to, provides a guideline for giving a lecture, for which I was named the Heiser Teacher of the Year (awarded at one of the largest annual meetings in psychiatry).

I decided that every lecture I'd ever give would be composed of segments, and that each segment would last only 10 minutes. Each segment would cover a single core concept—always general, and always explainable in one minute. The brain likes to hear general concepts naturally leads to explaining information in an archival fashion. Give the general idea first, before diving into details and you will see a 40 percent improvement in understanding.

Each class was 30 minutes, so I could easily burn through large concepts in a single period. I would use the other nine minutes

in the segment to provide a detailed description of that single general concept. The trick was to ensure that each detail could be easily linked to the general concept with minimal intellectual effort. I would also make sure to explicitly explain the link. This is like the link between "between" and "between" in the sentence "between between". In addition to walking through the presentation at the beginning of the class, I sprinkled independent "between" throughout the hour.

This approach, the audience is not trying to multitask. If the instructor is not explicitly explaining the link, the audience is not trying to multitask. If the instructor is not explicitly explaining the link, the audience is not trying to multitask. If the instructor is not explicitly explaining the link, the audience is not trying to multitask.

After 10 minutes had elapsed, I had only about 600 seconds to give. Why did I construct my lectures that way? I had only about 600 seconds to give. Why did I construct my lectures that way? I had only about 600 seconds to give.

Something other than the 600 second to "buy" the audience's attention.

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