ACTIVATE
THE BEST OF YOU

SUCCESS IS A MIND GAME
Define your future
Where there is no advisor
Build your inner strength
Learn how to configure yourself
Dynamic performance and health formulas

By
Abdi Khalil Edriss
Bunda College
University of Malawi

International Edition
For Students, Educators & Community Developers
Also by the same author

1. English Grammar Information Book
2. Short Cut To Computer Literacy

And, Technical Editor and Producer

© Abdi Khalid Edris 1999
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First published in 1999

Printed by Design Printers

Also cover design and layout by Abdi Khalid Edris

— BEECSI Series
Business, Economics, English, Computer Science, Statistics and Initiative Series

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helps you to discover yourself within, but also sets you free from personal under-development.

This book is for you if you want to transform yourself from an ordinary to an extraordinary person. If you are a person who has what it takes to learn and intend to be at the pinnacle of your studies, then this book is for you.

This book is also for you if you actually want to learn responsibility for your own actions and your community’s health through caring, sharing and appreciation for one another. It is for all students, educators and community workers, as well.

What is in this book?

This book is a collection of dynamic tips for self-mastering and for studying effectively based on the Principle of Optimal Performance (POP), as well as, a collection of non-medical health maximization methods based on Health Optimization Principle (HOP) codes.

What is a Principle of Optimal Performance?

A principle is called the Principle of Optimal Performance if:

i) Optimal performance only constitutes sub-maximum performance,
ii) Basic optimal performance ingredients, imagination, determination, motivation, patience, are utilized in the process of sub-maximum performance,
iii) Dynamic inner positive (or strength) attitudes are incorporated in the process of sub-maximum performance, and
iv) Initial decisions are well thought and once decisions are made, they are carried on to the end optimally.

The book contains nine chapters of practical principles of attitude adjusting and studying techniques along with positive reinforcement maxims, as well as a chapter of non-medical health optimization principles.

What is a Health Optimization Principle?

A principle is called Health Optimization Principle (HOP) if it assists you and your community to:

i) Understand that prevention is better than cure,
ii) Nurture the well-being of children and community,
iii) Identify the basic determinants of well-being to stay healthy and happy,
iv) Cultivate relationship among diversified communities, and
v) Empower you with the principles of committing events, rather than events controlling you, and/or
vi) Follow your initial decisions and positive actions consistently and persistently.

Even where there is no advisor, you can easily configure yourself with these streamlined methods to build the well-being of the community for success.

The book has four parts. Part I (chapters one and two) reviews the general Life and Attitude principles. It exclusively deals with what purpose in life means to most of us, and explains how one’s attitude is a key toward achievements. It covers self-control techniques and attitude adjusting tools for self-strength and self-understanding.

Part II (chapters three to eight) extensively covers dynamic or efficient studying techniques. The main pillars of studying techniques: Time Management, Outlining, Reading, Writing, Note-taking, Understanding, Paving Ways to Examinations and Dealing with Exam Pressures, are discussed in their respective chapter.
Part III (chapter nine) briefly deals with how instructor-student work relationships can be flourished. It mainly focuses on how an instructor can enrich the mind of students and fulfill the responsibilities in the society, as a whole.

Part IV (chapter ten) is solely geared towards health optimization methods. It provides information on how people become actually accountable for their own actions, and their community’s health. Also, it provides how to communicate among one another so that the concerns of the community are adequately addressed or acknowledged.

HIGHLIGHTS ON EACH CHAPTER

Chapter 0, “Inspiring People,” highlights on people who transformed themselves from ordinary to extraordinary persons through positive attitudes. It outlines short bibliographies and inspiring words that were said by people who were dedicated to their commitments and convictions.

Chapter 1, “Attitude is the key,” demonstrates the key controlling wheel of attitude through positive thinking. It introduces specific self-evaluation questions with assessment score cards that can help you identify personal strengths and weaknesses. It emphasizes on the “better doing it yourself” codes through imagination, determination, motivation and patience. It teaches you how your attitude and your aptitude determine your altitude.

Chapter 2, “Where are you heading?,” introduces the basic philosophy of life, and explains how you can avoid living by chance. It elaborates on how you can have purpose in life. It shows how to sketch journeys in life, and how to tackle the obstacles you may face in life. It deals with short and long range goals in life, and discusses the foundation as well as the driving forces of successes.

Chapter 3, “Do Outline!,” covers specific features of outlining, and how it can be developed and used in academic work. This chapter discusses many dynamic outlining performance principles, and describes result-oriented approaches and strategies in light of organizing information without wasting time.

Chapter 4, “Do Note-take!,” discusses ways in which lectures are followed and recorded in the note books. Not only it outlines note-taking techniques, but it also describes several key note-taking factors including preparation, active listening, participating, organizing and other techniques in or out of class.

Chapter 5, “Do Read!,” introduces two main types of reading, Glance reading and Demand reading. The chapter demonstrates how these types of reading lead towards understanding the subject matter, rather than mere memorizing. It describes the need of reading based on the adage “As exercise is for the body, reading is for the mind”.

Chapter 6, “Do Pave Your Way To Exams!,” explains the main strategies for exam preparations. Essentially, it elaborates on the fundamental study strategies that eliminate a lot of redundancies, and minimize a bunch of mistakes before writing examinations. It emphasizes on how to maximize the power of knowledge which enables you to acquire the power of optimal performance for outstanding results.

Chapter 7, “Do Deal With Exam Pressures!,” begins with some discussion of stress, the positive and negative aspect of it. The chapter further describes how you can develop strategies to handle stress and deal with exam pressures.

Chapter 8, “General Study Processes,” highlights the various dynamic factors of studying processes, and positive attitude reinforced herein principles. It summarizes chapter three to chapter
seven with additional focal points. It is a comprehensive chapter of practical techniques of studying.

Chapter 9, "Do Educate," introduces what teaching is all about, and punctuates how instructors can be mentors or guiding lights to their students. It further discusses how Instructor-Student work relationships can be flourished through "working together" for the betterment of themselves and the society, as a whole.

Chapter 10, "Do Optimize Well-being!," covers the basic health care responsibilities that every person should learn and encourage others to learn. Based on Health Optimization Principle (HOP), the chapter primarily focuses on the most valuable attitudes towards health that an individual or a community should possess. It is a caring, sharing and responsibility-learnt chapter, believing that the key to good health lies within you and the community's attitude; in the care, the concern and the appreciation everyone has for one another.

I hope that this book will assist you as part of your mental cultivation and fertilization, as well as, serve you as a "Guidance and Counsellor" at hand. Most of all, I hope it will assist you to build or reinforce your inner strength for any success you desire. I wish you success in life, and Good Luck!

Abdi Khalil Edris
May 1999

Lilongwe, Malawi

Acknowledgements

I gratefully acknowledge the help I have received from many people. Especially, I wish to thank —

- my parents, Khalil Edris and Hawa A. Rahman, the guiding light to education, and without whom this book could not have been into existence.

- my sisters, Nasima, Azita, Hasinet and Maria, as well as my brothers, Elias, Khalid, Fowzi and Ramadan, who always inspire me and compete with me to sharpen up my skills.

- Dr. Glen Clark, Associate Professor, University of Lethbridge, Canada, for his invaluable corrections and comments on the manuscript, who helped me significantly with the formulation of the contents, and who has been a good critic.

- Mr. John Nkwazi, Senior Human Resources Officer, for his encouragement, invaluable corrections, improvements and comments which upgraded the initial work to what it is now.

- Mrs. Claris Dance, Lecturer, University of Malawi, for very able and extremely efficient corrections and copyediting.

- Mr. A. Hasun, a graduate student at the Department of Economics, University of Ottawa, Canada, who helped me in so many ways.

- and the many friends for their moral support.

Lilongwe, Malawi
May 1999

A. K. E.
Dedication

To all peace loving persons

and

to all who are determined to make the world a humane place to live

and

to those who are humanitarians and environmentally

as well as,

Are you a determined and dedicated person?

Or

do you want to be one?

If yes, then this book is dedicated to YOU!

WHATEVER YOU CAN DO, OR DREAM YOU CAN...
BEGIN IT, BOLDNESS HAS GENIUS, POWER AND MAGIC IN IT.

-Goethe

CHAPTER ZERO

INSPIRING PEOPLE

For most people, everything usually starts from zero. How far you go and in which direction is your choice. And so is your position in life. Your position in life is determined by your attitude. Understanding your personal attitude takes you where you want to be, or uplift you from failure to success, or can easily transform you from an ordinary person to an extraordinary person.

Here are some short inspiring biographies of individuals who transformed themselves from ORDINARY to EXTRAORDINARY persons (alphabetical order).

ABRAHAM LINCOLN failed in business at age 31, lost legislative election at 32, failed again in business at 34, lost his beloved sweetheart at 35, lost congressional races at ages 43, 46 and 48, and lost senatorial elections at 55 and 58. Despite all these odds, he was elected the president of the United States of America at the age of 60. Today, he is remembered as one of the great humanity leaders in the world history for his contribution in abolishing the slavery system.
ANWAR SAADAT was from a desolate family in Egypt. He started his life as a peasant boy who suffered from all miseries you might think of. At the age of 45, he succeeded to be the vice president, and later the president of Egypt. Today, he is remembered for his historic efforts in paving ways to solve the political turmoil in the middle east. He was the Nobel Peace prize winner for his outstanding contributions towards humanity and peace.

HELEN KELLER suffered from double handicaps, blindness and deafness. These handicaps never prevented her from spending her life helping those less fortunate than herself. Today, she is remembered for her outstanding courage in fighting disease, grading poverty and abyssmal human tragedy around the world.

MALCOM X was born in poverty and obscurity. He was victimized by the sting of racism. He was incarcerated and experienced various social injustices. Today, he is remembered as a charismatic black nationalist leader and he symbolizes the road from darkness to light.

NELSON MANDELA was incarcerated and suffered from severe imprisonments for 27 years in South African prisons. He received the Nobel Peace prize for his convictions for humanity and peace. Today, he is remembered for shattering apartheid (310 years of atrocity and inhuman system), and is the president of South Africa.

Mandela’s Inspiring Words: “To go to prison because of your convictions, and be prepared to suffer for what you believe in, is something worthwhile.” What a sacrifice for his convictions, humanity and peace!

THOMAS EDISON failed so many times in the process of his inventions. In one of his inventions, 1616 light bulbs that didn’t work, another 3443, and 87 more; but finally 1 bulb worked. Today, his influence on this planet is enormous for his over 1500 different inventions including electric light bulbs and gramophones.

Edison’s Inspiring Words: “Genius is one percent inspiration and ninety nine percent perspiration... I never did anything worth doing by accident, nor did any of my inventions come by accident. They came by work. In my efforts of inventing a bulb (over 1500 defective electric bulbs or failures), I had not failed at all, but rather I had successfully found thousands of ways how not to make a light bulb.” What a noble thinking toward mistakes!

What do all the above people and other successful people have in common? They profoundly have imagination, determination, motivation and patience in common and never been quitters. As Kneite Rockefeller’s saying goes, “When the Going gets tough, the Tough gets going.” All of these people chose to go forward and succeeded as they stood by their own commitment and conviction.

Charge yourself with their practical principles to adjust your attitude to reach to the destination you desire in life. Let the true stories of these people and others, who started from nothing, or who transformed failure into success, inspire you!!!

Explore the avenues of success based on the principles of optimal performance in the subsequent chapters.
Attitude is the Key

Your personal attitude is your key to effective persuasion and win-win outcomes. It is the prime factor in achieving the kind of climate in which good things happen. It is the resource that you can use to build confidence and reach your goals. It is imperative you understand your own personal attitude to perform optimally.

What is attitude?

An attitude is one’s expectation about life and belief system, intellectual conviction and behaviour. It is the emotional, intellectual and behavioural disposition to life.

Attitude and habits influence directly one’s ability to perform well in academic field or work, as well as to keep and progress through the stages of performances. When attitude and habits are negative, the results in the work or academic success can be equally negative. Observers of human behaviour say that some attitudes and habits become self-defeating. To be on guard against them sometimes requires conscious work but the results are well worth the effort.

Behaviour experts maintain that our basic personal attitude cannot be changed, but it is possible to modify our attitude towards certain things. For instance, are you the same person at home that you are at school? Or, do you find yourself adjusting your attitude accordingly to cope with different scenarios that exist in your life?

Look at your basic attitudes, a person who controls himself/herself within would only be identified as a dedicated person (see #7 below). How do you label yourself? As it is said

1. Hopeless people quit.
2. Lazy people procrastinate.
3. Insecure people hibernate.
4. Wounded people commiserate.
5. Unethical people degenerate.
6. Foolish people procrastinate.
7. Determined people dedicate.

Be honest and work on your basic attitude problems if you happen to be preoccupied by them. Mind you, a person who cannot control his attitude is like a moving car with no driver. The car, of course, wanders anywhere, with no specific destination and runs into anything!

Activate the best of you and have a direction by understanding your own attitude for positive results.
1.1 What's in attitude?

Extra ordinary attitude is filled with imagination, determination, motivation and patience. These are the driving forces and the core of attitude that launch you to the end of fruitful journeys. These qualities are invaluable and vital for an achiever. Do you think you possess these magnificent ingredients, and use them properly?

Of course, possessing such factors along with positive thinking have tremendous impact on your personal performance. In effect, you will be at your destination before you realize it. Here is the primary Principle of Optimal Performance (POP) attitude tip.

POP 101: Have imagination, determination, motivation and patience. Without these driving forces you do hardly achieve the qualities of life you dream about. These ingredients are essential for day-to-day activities and fruitful results.

Thus, if you do not possess such quality working habits, you have to equip yourself with these achievement tools as soon as possible. Mind you, no individual in this world was born with them. But, one learns them by interacting successfully with the surroundings that follow the rules of success.

The rules of success mainly comprise imagination and commitment towards what you want to achieve. In particular, Murray said it splendidly,

"Until one is committed
there is hesitancy, the chance to draw back,
always ineffectiveness.
Concerning all acts of initiative (and creation)"

there is one elementary truth.
The ignorance of which kills countless ideas
and splendid plans:
that the moment one definitely commits oneself,
then Providence moves too.
All sorts of things occur to help one
that would otherwise never have occurred.
A whole stream of events issues from the decision,
raising in one's favour all manner
of unforeseen incidents and meetings
and material assistance,
which no man could have dreamt
would have come his way."

All successful people, all those who become inventors, educators, intellectual innovators, genuine leaders, etc. are people who have imagination and faith in themselves. They have committed that they can do what they set out to do. Because believing in themselves first, believing in their own abilities, they then generated the confidence which made that dream come true.

If you keep on telling yourself that you are going to succeed, you will succeed, but you will only succeed if you keep on with your affirmation of success and let no doubt or negativity intrude. Faith builds confidence and confidence launches you to success. Try this affirmation of success, and the results will truly astonish you.

In fact, success never comes overnight, it needs determination, motivation, commitment and patience. If you strive with persistent working habit, you will be where you want to be. The above proven experiences are suffice to explicitly see the remarkable

2 Refer to chapter zero of this book. "Teaching
good people to transform themselves from
ordinary to extraordinary."
achievements everyone can enjoy with determination. So, anyone can be an extraordinary person. It is your attitude that determines your success. If you say "I can", you can; and if you say "I can't", you can't. You see that is your choice!

The man who founded the giant Ford Automobile Corporation, Henry Ford, said it beautifully, "Whether you think you will succeed or not, you are right." In fact, if you think you are going to fail, you have substantially enhanced the probability that you will fail. If you think you are going to win, you have enhanced the probability that you will win. Yes, winning and losing, success and failure, emptiness and fulfillment are strongly influenced by your state of mind, your perceptual set.

Most successful people are not that brilliant or gifted or unique or well-to-do. They simply have understood their attitude, grasped the way things work and realized that their own progress will be in accordance with the principles that govern everything else around them.

Evidently, your proper attitude enables you to live up to your potential. If you do have the right habits for education, then it is not difficult to apply the techniques of studying effectively outlined in the subsequent chapters. Thus, scholastic achievements will be in your hand, and you can see what you want to be.

As Murphy said, "Your attitude and your aptitude determine your altitude."

1.2 Developing Positive Attitudes

As mentioned above, attitudes can be modified, shaped and reshaped as well as learned over time. Attitudes are learned; they are ways of thinking that develop as a result of past experiences and observations.

Since attitudes can change over time with different experiences, new attitudes can be learned and old ones discarded. Attitudes affect the way we think, act and feel. A positive attitude is extremely important both for your mental health and for your success in education. Have the following profound POP attitude tip.

**POP 108:** Change yourself with positive attitude. Positive attitude, along with determination and patience, is a unique performance tool which undoubtedly enables you to reach the short and long term life goals.

Have you ever thought that there is a positive side of a negative situation?

In fact, to function in this universe the pairs of opposites are needed. When positivity is relatively greater, we call our state happiness, peace, progress; when negativity is greater, we call it sadness, turmoil, depression. It is essential to maximize the positive side of anything to reach the state of success. To be an achiever, you have to block out and sublimate destroying non-achievement oriented stimuli.

Besides working with positive attitude, pull out the positive out of the negative situation and use it. Here is an outstanding example:

Thomas Edison's life is legendary or a testimony to the fact that when asked of his over 5000 failures in the process of inventing electric light bulb, he replied that he had not failed at all, but rather he had successfully found thousands of ways how not to make a light bulb. What a healthy attitude!
A positive thinker always says that a problem is simply an opportunity to refine, to regroup, to strengthen and to learn.

Here is an opportunity for you to evaluate your attitude towards the situations you may find yourself in. The following questions or statements possibly help you assess how positive or negative you tend to be at the moment. Find out if any areas need some correction through self-assessment.

Although there are many techniques of attitude assessments, the answers to the following questions undoubtedly give you the overall picture where you stand on the attitude line. Take your time and work on these questions, and learn to move from the negatives to positives to enhance your life style.

1.2.1 Scoring system

<table>
<thead>
<tr>
<th>Scoring</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4 points</td>
</tr>
<tr>
<td>Sometimes yes/no</td>
<td>3 points</td>
</tr>
<tr>
<td>No</td>
<td>2 points</td>
</tr>
</tbody>
</table>

QUESTIONS: Be honest to yourself when you work on the following questions. Honesty is the best policy.

1. Do I feel good about myself?
2. Do I feel health most of the time?
3. Do I have a sense of duty and responsibility?
4. Do I organize my work and keep up with it?
5. Am I neat in my personal appearance and work habits?
6. Do I follow "Work before partying" strategy?
7. Do I do my work instantly, with no procrastination?
8. Do I admit my mistake, and learn from it?
9. Do I avoid feeling sorry for myself?
10. Am I super tolerant of ups and downs of own?
11. Do I realize my weaknesses and try to correct them?
12. Am I honest to myself and others?
13. Do I deceive myself, and fantasize a lot?
14. Do I keep promises?
15. Do I adapt to a new and unexpected situations?
16. Am I a good listener?
17. Am I enthusiastic about whatever I do?
18. Do I show enthusiasm for the interests of others?
19. Do I help others when help is needed?
20. Do I not think that I am "know it all"?
21. Am I realistic in my thinking and performances?
22. Do I have respect for others beliefs?
23. Do I accept constructive criticism and feel no hostility towards fellow individuals?
24. Am I friendly and congenial?
25. Do I devote most of my time for the betterment of myself and the society in any way possible?

Once you have honestly completed working on the attitude questions above, add up the results and find out where you stand on the attitude line by using the following result interpretation table.

1.2.2 Assessment results

<table>
<thead>
<tr>
<th>Maximum score: 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Score ← 80-100 = Positive attitude [Keep Up]</td>
</tr>
<tr>
<td>B. Score ← 60-79 = Okay [Need adjustment]</td>
</tr>
<tr>
<td>C. Score ← below 60 = Negative attitude] You must work hard on your attitude problems</td>
</tr>
</tbody>
</table>

10
Where do you stand? A, B or C.

Remember again and again that positive attitude is extremely important both for your mental and physical health without these you will have no success in life. Positive attitude reinforces your performances, forewarns you from many mishaps, and detoxes you from many disappointments in life.

Last but not least, it is suffice to quote what Charles Swindoll splendidly summarized on what attitude is all about. He said,

"The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than past, than money, than education, than circumstances, than failures, than success, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company, relationship, ... a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past... we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude... I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you... WE ARE IN CHARGE OF OUR ATTITUDES."

That says it all. Your attitude determines what you want to be. Shape your attitude and you will be where you want to be with no doubt at all!

Positive attitude is a unique fertilizer for health, growth and learning.

...Chapter Two...

YOU MAY THINK THAT IN LIFE,
A LOT OF THINGS HAPPEN TO YOU, ALONG THE WAY.
THE TRUTH IS, IN LIFE, YOU HAPPEN TO
A LOT OF THINGS ALONG THE WAY.

WHERE ARE YOU HEADING?

For most people, everything usually starts from zero. How far you go and in which direction is your choice. And so is your position in life. Have you ever questioned yourself what you want to do with your life? What do you want to be, and why? How to set your objectives, and achieve them? Of course, the objective and the primary objective is to reach the desired destination or to make your own dream come true.

Before discussing some life-time goal(s), let's see what life means to most of us. Life is a complicated process and so we try to make it uncomplicated. It is an uncertain business and we attempt to make it certain through hard work. It is what you believe and what you make it.

The following summary may give you a pretty good picture of what the inside story of life is, and how we may deal with it. Picture the following inside processes of life in your mind!

12

13
2.1 Inside life

Let’s ask ourselves some questions about life. These will we can set our purposes and priorities in life.

* How would you define life?
* What would be your instant reply to this generalized question?
* How would you handle the things you may encounter as you go through the rest of your life?

Life is anything you may come across in your limited life span. Despite a number of notions about life, here is a comprehensive format of life.

Life is:

a journey... complete it.
a story... unfold it.
an epic... sing it.
love... love it.
change it.
struggle... fight it.
risks... take it.
misunderstandings... solve it.
accomplish it.
anything, everything or nothing... it is what you make out of it until you run out of time.

---Anonymous

Living in a responsible manner is what is required from you to start with and to control events that happen to you, rather than events controlling you, to achieve your goal in life. With responsible manners you can easily carry on with your plans in spite of obstacles in the process.

You see, it is knowing the purpose of life that leads you to find solutions to the questions of life. Your ambitions, dreams, desires and wishes which are embedded in your short and long term goals come to reality if you face the different faces of life, and deal with them accordingly.

No matter what, patience is the foundation, and determination is the driving force towards achieving your goals successfully. Equip yourself with these powerful success tools, and be what you want to be.

Here is a trivial, but powerful, saying that is useful for getting in touch with the things you really like to accomplish in your life: Do it with interest and positive attitude!

2.2 Sketching your life-time journey

Have purpose in life. Your purpose of living relies on your aims, ambitions, desire, dream, hope, attitude, activities, etc.

What is in your future? Define your existence. Are you in this world to just “breath and live”? Why don’t you give yourself life time assignments and work out solutions? If you are already on your way, continue with more positive reinforcement, or start here and sketch what you want to do, if you have not done so.
Viktor Frankl, in his book, "Man's Search for Meaning", summed it up superbly, "Life asks of every individual a contribution and it is up to that individual to discover what it should be." So, what is your contribution to yourself (indirectly to life), and have you discovered what your contribution should be?

2.2.1 Your goal, score it

For a dedicated person, the goals are the assignments that are due in the course of performing them for life-term results. Thus, start your life-time homework as signified in the following dynamic POP destination tips.

**POP 201:** Sketch your destination in life. Identify your long range or life time goals by assuming you are 80 years old or so, and reflecting on your life. Where would you like to be then, and what would you like to be doing? Jot down anything that is ambitious, fun, as well as more serious accomplishments.

**POP 202:** Avoid living by chance, have a direction. Identify your short or middle-range goals by setting out where you would like to be in about, say, 2 or 4 years. What do you see yourself doing? Where are you? Describe the life you would like to be living.

**POP 203:** Use your time efficiently, do not procrastinate. Identify your more urgent or immediate goals by imagining that you have only another four or six months to live. What would you like to do in that period? How would you spend that time?

What are some of the most important things you would like to accomplish? Use your imagination to reach your destination. Demetri said it well, "Imagination rules the world!" A good imagination is the main factor to all learning, problem solving, and effective performance. The great scientist, Einstein, simply summed it up that imagination is more important than knowledge. So, imagine a lot and exercise it!

Now, imagine and prioritize your goals. Despite the hurdles you may or may not encounter, start somewhere. Starting somewhere is half way to reaching your goal. "A journey of one thousand kilometre starts with the first step."

Chinese proverb, and the Hawaiians say, "Unless you start somewhere, you reach nowhere."

Thus, taking each of the above POP categories, identify the three most important goals in each category. Order them in some sort of priority. Take your time... say 20 or 30 minutes, design the way you perform your duties. As everyone is the architect of his/her own life, design it flawlessly so that you can build your life beautifully.

2.2.2 Your activity, perform it

Once you identify your goals, your activities are the instrument that facilitate your performances. Your active performances combat the obstacles you may face along your way to success. How do you enhance your performances? Here are the POP efficient cues.

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1. The Hawaiian language is widely spoken in the ancient walled city of Hawa, Ethiopia. For details refer to "Ethnological Dictionary of Hawa" by Professor Wolf Lethaby[CL.1-1963].
**POP 204:** *Plan ahead.* Take your life-time goals, the prioritized ones, and identify all the activities, or things you would have to do to actually reach those goals. Mind you, your attitude to effort is very important since there is no such thing as a free lunch!

**POP 205:** *Insert short run within long run.* Do the same for urgent or short range goals. Try to arrange the long time goals through the short range goals. Otherwise, use the short time goals as a stepping stone to reach your destination unless you get a chance of direct flight. But, in life there is usually no direct flight. Remember, when one door closes, the other door may open. Or, it may be the case that life is a series of open doors. Usually try to take a ride on the optimistic side.

Bear in mind! Listing and prioritizing your activities is where you start your journey, and scheduling the activities into your life is the first step to your destination.

### 2.2.3 Schedule activities, follow them

Take a good hard look at your daily and weekly schedule, figure out where you have time to spare, then do the activities. If you have to miss a day or two, never mind, just hop back on the wagon as soon as you can. Point yourself in the direction you want to go and you will eventually get there. Digest this dynamic POP constructing tip.

**POP 206:** *Keep constructing.* Keep building, life is a building process. What you do today affects what you will possess tomorrow. Keep focused and work for it. Remember! Anything worth working for and waiting for is really worth achieving.

In fact, this should be fun and creative as well as serious. It's your life and the only thing you have to create it with your time. You have the potential, just use it. Once you figured out what your journey looks like and chose the direction you want to follow, stick to it. Never give up.

**POP 207:** *Stick to it.* Never give up hope. Make sure nothing persuades you to quit, no matter how long it takes. The key is a consistent and a persistent performance attitude.

In spite of the general life P.O.P tips given above, the subsequent chapters focus on student life. A life in which one can discover himself within the works of academic world. A world which so often increases the level of consciousness that shapes the life of oneself, the society and the universe as a whole.

How can one survive in an academic world, and achieve the many mundane goals in life through it? Dynamic POP tips, guidelines to a student towards scholastic achievements effectively, will be discussed in the next seven chapters.

**THE DISTANCE IS NOTHING. IT IS ONLY THE FIRST STEP THAT IS IMPORTANT.**
DO OUTLINE!

Outlining is one of the most important and efficient tools that assists you to obtain successful study habits. It is a tool that filters the substance. Usually studying seems very much like solving a puzzle which has some of the parts missing. Outlining is one of the tools that helps make studying less puzzling.

An outline contains all the separate pieces of the puzzle. It is possible to see how they go together to make a clear picture. Outlining is a specialized form of organizing the content of study materials or any other detailed information. Whenever there is a need for a clear, overall picture to be obtained from a mass of detail, outlining is the perfect tool to use. In fact, outlining helps you to convert main ideas to sentences, and separate main ideas from supporting points.

3.1 Uses of outlining

What is outlining for, and how can it be used? Outlining is a way of shelving and re-shelving the information in proper manner for clarity. It can also be used for a number of things. Digest these dynamic POP outlining tips.

POP 301: Sift out the substance. Outlining can be used for any subject. The basic principles of outlining, and the basic format remain unchanged, but the length and complexity may well depend on the material covered. Essentially, the purpose of the outline remains the same from subject to subject i.e., to reduce a large amount of material to its essential structure.

POP 302: Order logically. Outlining helps you to organize your own thoughts logically, that is, to see things in the right sequences. It helps you to decide the relative importance of facts and ideas.

POP 303: Clarify the content. In an exam, when you are required to write an essay, it is sometimes hard to organize your thinking. Outlining your points before you attempt to write the answer will help clarify your own thinking, and make it easier to write a well organized and logical paper.

POP 304: Organize. Outlining is particularly useful for organizing lecture notes, texts, and articles so that they are easy to review at a later date. It is also important for your own writing assignments. Organizing a term paper or research project is much
easier and clearer if you develop an outline from which to work.

POP 305: Resolve weaknesses. In the outline, shortcomings and weaknesses will show up in developing your theme and can be corrected before you become involved in actually writing the paper. It is difficult to reorganize a paper when you are in the middle of writing it.

POP 306: Pick the essentials. Outlining teaches you to eliminate the superfluous and get down to the essentials. It teaches you to think in an orderly fashion and to focus on the main points.

The above P.O.P tips clearly indicate that outlining properly done can help you put together the pieces of the study puzzle. It is a logical process, and with a little practice making an outline can become every student’s and teacher’s tool.

3.2 The outlining processes

For quick and outstanding results of how outlining is done, digest the following P.O.P outlining tips.

POP 307: Go step by step. Outlining so often should proceed from an introduction through development to the conclusion. Use consistent lettering or numbering to show relationships.

POP 308: Rank topics. The form of the outline has been standardized over a period of long usage. It consists of a series of topics and subtopics arranged so that all topics of equal rank are directly below each other. Each subtopic of the outline is further detailed as required.

POP 309: Arrange points. When it is not necessary to list further details, the major topics are sufficient.

POP 310: Examine the topics. In outlining something you have read, you must first examine the organization of the selection. What topic is the author dealing with? How does the author go about providing details? To answer these questions, examine the type of paragraphs and the discussions carefully.

POP 311: Filter out the content. Look for the paragraphs which summarize. These are the ones which contain important ideas and topics. Transitional paragraphs are those which smooth out the connections between important ideas, and they must be weeded out of the outline since they don’t add any new insights or thoughts.

POP 312: Recapitulate. When you have gone through all of the summarizing paragraphs looking for important sentences, noting which ideas the author stresses and which ones are merely touched, you are ready to begin writing.
your outline. Capture the essential points in the process of reviewing.

The object of such an outline is to reveal the logical order, regardless of where they appear in the text.

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Do Note-Take!

In this chapter the two types of note-taking, note-taking in class and note-taking from textbooks will be discussed briefly. These note-taking styles are the two keys that unlock the door to studying effectively.

4.1 Note-taking in class, your duty

As a student, note-taking is the main part of your work. One of the reasons of being in class is to write down what is said about the subject matter. It involves several key factors including preparation, active listening, participating, organizing and other alike factors. Some important explanations on these factors are as follow.

4.1.1 Preparation, a must

A determined student never misses a class and is always prepared. The POP readiness tips are:
POP 401: Roll up your sleeves. Be rested and alert. Be there for the action.

POP 402: Minimize interferences. Select seat in room where few distractions are present, usually the first or the second row.

POP 403: Ready. Have paper and pen ready before lecture starts.

POP 404: Review briefly. Be familiar with material to be discussed by
a. reviewing notes from previous lecture(s).

b. reading and summarizing relevant material in text.

POP 405: Understand the manner. Be familiar with numbers in instructors and use these as cues of important information.

POP 406: Soak yourself in the lecture. Be active to absorb the lecture. Redirect your concentration when you start wandering mentally. Why are you there? For the lecture. RIGHT?

4.1.2 Active listening, do it carefully

A determined student listens carefully, and refrains from being absent-minded. The POP attention tips are:

POP 407: Pay attention. Attend closely to introduction and summary.

a. Jot down points in introduction to be covered in lecture.

b. During lecture use introduction as main topics or headings.

c. During summary, skim notes to ensure all points are adequately covered in notes.

POP 408: Be in control. Never be absent-minded, at least redirect your thoughts whenever you are off track.

All in all, control bad habits that interfere with or distract from effective listening. Among them are paying more attention to the instructor's mannerisms of teaching than to the substance of what is being said.

4.1.3 Participate in class, be a player

A determined student will never be inactive. A good student is always part of the team of players. Be a player rather than being a spectator. So, enjoy these POP player tips.

POP 409: Don't be shy. Question continually, either verbally or in notes. If only you ask, you will get what you want.

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**Get involved.** Answer questions or get involved in discussions. That makes you a player rather than a spectator.

**Digest replies.** Listen for answers to questions raised during note review or while reading text. Ask yourself what it means?

**Paraphrase it.** Write the ideas down in your own words, rather than copy verbatim.

**Copy it.** If definitions and formulas verbatim are given, just copy them.

**Watch for the essence.** Listen for instructor’s verbal cues of important details: repetition of an idea in exact words; variation of specific statements, for example “Remember this...”, “important...”, “Right now...”, “Now this...”, or “The main point is...”.

**Correct the instructor.** Listen very closely as if you would be correcting the instructor. Or, correct the instructor systematically, if the instructor had made a mistake. But, do not make your whole point to attend a lecture.

### 4.1.4 Additional techniques

A determined student is always enthusiastic, dedicated, organized and prepared. How? The dynamic POP activity tips are:

**Allocate the sources.** Assign notebook for each subject. Organize your reference books so that you would refer to them for further information or for in-depth analysis. Be familiar with reference materials and books on reserve or assigned for the course.

**Keep it in sight.** Keep textbook or lecture notes with yourself when in class and when studying. Make notes in the margin of key points.

**Merge it.** Combine notes from lecture and text whenever possible. These are the inseparable notes which complement your retention and understanding of the subject matter.

**File it.** Start a new page for each lecture and keep notes in proper order. Be organized. Date the notes at the beginning and any related assignments.

**Keep it close.** Label pages with date and brief statement of topic from lecture notes. Neatness counts!

**Number it.** Label pages with page numbers and title for text note. Helps to avoid confusion of missing pages or unnumbered.
4.2 Summarizing textbooks, the primary duty

Of course, textbooks are the source of information. Information that can be transformed into training of minds and creation of knowledge. Follow your assigned textbooks and readings very closely so that you can pass the course with high marks.

Textbooks complement and supplement the lectures, and vice versa. Here are the POP tips on how you can closely follow and maximize your efficiency in note-taking.

4.2.1 Highlight, focus on it

Underlining or highlighting is like sift through for the best. It accentuates the core of the subject matter. How would you do this? Use these POP highlighting tips.

POP 423: Survey. Skim through the chapter, i.e., note only the main points.

POP 424: Examine what you read. Question the contents and identify the substance.

POP 425: First reading. Identify main ideas, and place check mark in margins or write them in the margins to reinforce them.

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Second reading

a. focus on main ideas, supporting points and technical terms

b. read whole paragraph, then go back to underline by looking at the sentence in context
c. underline or highlight only key words and phrases

4.2.2 Note-take to review, do it very often

A determined student is a student who reviews his lecture notes, tutorial notes, and complementary and supplementary notes. Here are the dynamic POP reviewing tips.

POP 427: Do note-take. Because it a. forces active participation

b. simplifies review
c. complements the lectures

POP 428: Identify the content

a. main ideas

b. supporting details
c. definitions

NOTE-TAKING IS A DIARY OF STUDYING, AND A PERMANENT MEMORY OF WRITING.
What types of reading do you do? There are several types of reading depending on the purpose you want to accomplish. Here are the two most important types of reading, namely:

1- Glance (skim) reading, and
2- Demand reading

Explore these types of reading, and how you can improve your attitude towards reading for studying.

Why are you reading what you are reading? First of all, you should know specifically why you are reading what you are reading. That is, you must have a purpose, purpose, ... and purpose to read.

5.1 What’s in reading?

Dynamic POP “Read with purpose” tips are:

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readable material, and serves you to investigate the general information.

Through the POP Glance Reading tips, do the following.

**POP 506:** Find the essence. Be aware of the content of the book, magazine, article, brochure, etc.

**POP 507:** Scan the material. Go through the readable material and view quickly the introduction, summary, exercises and reviews.

**POP 508:** Discover it. Explore the textbook actively by thinking about the topic, and select the immediately required topics.

Glance reading is invaluable way of tuning in for information since it makes clear to you the author’s overall point of view and conclusions. It also helps you to read the work more critically when you come to demand reading. It provides the backbone of the material you read, and paves the way for thorough understanding of the subject matter.

5.2.2 Demand reading

Demand reading is study reading. It is reading to comprehend. It is reading with mind, not just with physical eyes. In reading to understand, use these dynamic POP demand reading tips.

**POP 509:** Penetrate through the words. Gain and understand accurate information and ideas from the text. Try to get what they mean, not only what they say.

**POP 510:** Get the sequence. Recognize the organization and style of what you are reading. Introduction, main body and summary.

**POP 511:** Search for the meaning. Interpret what you read in your own words. Write short summary or note in your own words, and examine how much you grasped the subject matter.

**POP 512:** Evaluate it. Analyze what you read and comment on it and ask questions about it. Do not just look at it through your physical eyes, but see it in the eyes of the mind.

When demand reading, read critically. Do not be a passive reader. Do not just receive the information, evaluate it. Are the statements true? What is the evidence? Any flaws? Question what you read for thorough understanding. To do this, you should, every now and again, stop reading and analyze what you have read.

The task is to recall as much as possible what you have just read. How often you stop depends on you. To begin with, take it in very manageable sections, paragraphs, or pages, and gradually increase the amount that you try to recall at one go. How are you faring?

As you have already seen, when Glance Reading you go through the material to do what was outlined under the subsection ‘Glance reading’ above. When Demand Reading you are making notes or jotting down the important points of the subject matter which you will be tested on afterwards.
Thus, when Demand Reading your note taking techniques are the best test of whether you can summarize it in your own words. This means, being able to say briefly what the main idea is, and express it in your own words, rather than copying down what you have read word by word.

Whenever you are not sure if you have understood something, stop and try to summarize in this way, then look back to see if your summary fits. Remember this P.O.P theme:

If you do not try to summarize what you read, your reading will be like watching someone perform a task. It does not necessarily mean you can subsequently do it for yourself. Be a player, rather than being a spectator.

Having said the preceding essential statement, in order to recall make sure you do the following.

Close the book, and go through each topic noted down, one by one, and make notes from memory in your own words. From the body of your notes, write down first each main statement, which is vital to remember or understand, and then add as much supporting detail as you can remember.

Bear in mind! The great advantage of this technique is that it shows you whether you have really absorbed and understood the subject matter. If you can not say it in your own words, you have not really grasped it. If you find you cannot recall much of what you read, do not give up the method in frustration. It should show you how much you need this method. Repeat the procedures, things will rapidly get better.

5.3 Poor reading, improving it

You should also consider, and do the following all the time if you have poor reading skills. The dynamic POP improving tips are:

POP 513: Value what you read. Tell yourself that every word is important and carefully examine it. Be certain you never go past a word you do not understand. The only reason a person gives up a study or becomes confused or unable to learn is because he or she has gone past a word that he or she has not understood. Failure to understand brings confusion.

POP 514: Read carefully. Become firmly convinced that slow reading is careful reading and that it will improve your comprehension.

POP 515: Say it. Try to say each word to yourself as you read, preferably by moving your lips, so you can add sound to your thinking process at your rate of speech. Make sure you do not disturb others.

POP 516: Revise it. Check frequently on what you have just read by going back to look at words already seen. Familiarity can be achieved by revising!

POP 517: Get it right. Get everything (at least 90%), and refuse to turn a page until you have total comprehension of the page you have read.
POP 518: Search for significance. Underline everything you read that has the slightest significance and, if you make notes, copy the text verbatim.

POP 519: Read meticulously. Read everything with the same rate, the same purpose, and the same manner. You have to be pragmatic reader. Work it out, if the subject is like mathematics.

After all, reading (with mind - not just with eyes) must be every bit as active as writing. Passive or inactive reading, which is almost always with eyes in motion but with the mind not engaged, is not reading at all.

Remember! The profound POP activities of study or demand reading are to

(i) read with concentration and understanding.
(ii) learn something from what you read.
(iii) digest what you understand, and ask yourself 'what did I learn or understand from what I read?'

Once you perform the three demand reading activities stated above, you have nothing to worry about writing examinations.

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Chapter Six

**Practice does not make perfect, but perfect practice makes perfect**

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DO PAVE YOUR WAY TO EXAMS!

Before your departure for writing an examination, you must have done your preparations as discussed in the previous chapters. Unlike a less dedicated student who prefers to cut corners and skip preparations, a determined student takes more time in preparations for examinations. A determined student believes that repetition of any study activity breeds familiarity, and familiarity breeds comfort when writing examinations.

Additional mechanisms, which enable you to successfully write quizzes, tests, or mammoth examinations, are briefly discussed below.

**6.1 Study Strategies**

Before you start studying, it is essential to have specific strategies. Essentially, strategies eliminate a lot of redundancies, and minimize mistakes before hand.

The following are the six pillars of POP Study Strategy which maximize your efficiency. They are:-
In spite of the afore-mentioned fundamental POP scheduling tips, you should fit the regular schedules and follow it accordingly. That is,

POP 604: **Plan early.** Each week until the examinations, make up schedule showing how you will fit exam reviewing into your regular activities, classes, etc. Never leave things to the last minute.

POP 605: **Relax.** Try to carry on living a normal life as much as possible, and allow some time for relaxation or recreation, in general.

6.1.2 Reviewing, the finishing touch

Reviewing is like tuning-up your car for better performance. Through reviewing you can reinforce your confidence, polish up the easy part of studying, and identify what you missed. Your performance on the examinations also partially depends on your reviewing techniques. Here are the dynamic POP reviewing tips.

POP 606: **Put your notes in order.** You cannot rely on cloudy or messy notes. As you go through the sections, you may need to “edit” and fill out your notes; go back to the text and quickly re-read selective passages which you failed to make clear notes on. Ask your lecturer for clarifications.

POP 607: **Master the details.** Look over your notes for the course quickly and make a quick...
outline of the major section in turn, establishing first the important ideas and principles, and then mastering the details. Discuss and review notes with groups of class mates.

As part of reviewing, continue to attend classes regularly while reviewing for examinations. Imporant hints about the exams may be given.

6.1.3 Memorizing, record it

In a way, your memory is like a cassette tape. It records the information you enforce on it. Your memory capacity is limitless, so why not record all the information you require for your examinations. Here are the primary POP recording tips you ought to use.

POP 608: Recite it. The best way to memorize is to force yourself to recite in your own words what you have learned without looking at the book or notes, until you can recite the information effortlessly. This allows you to ascertain whether you really have learned it.

If you are just reading through notes, without forcing yourself to recite them afterwards in your head, aloud, or on paper, you are almost certainly not memorizing efficiently. Learn things over and over until you are able to recall them effortlessly. Use the following dynamic POP memory enhancing tips.

POP 609: Pick out the major facts. Not all items of information are of equal importance. You must be able to sort out the main groups of facts or principles. Go over your text, lecture and reading notes, and pick out the main topics, the framework. Make sure you know what these are before you try to master all the details. Periodically review or recite the main headings or sections of whatever it is you are working on.

POP 610: Use memorizing techniques. For points that elude your attempts to remember them, use any kind of memorizing technique that you can develop; isolating them on cards, using image associations, charts, abbreviations, diagrams, acronyms, etc.

For lists of information, vary the place in the list at which you start, and the direction in which you recite. That is, start in the middle, and work backwards, etc., in order to avoid the tendency to forget the information in the middle of the list.

In general, you should vary your techniques as much as possible. Read and recite aloud, make lists of terms and point form notes, draw charts, diagrams, etc.

6.1.4 Understanding, the ultimate goal

Distinguish between memorizing and understanding. Memorizing is the cover of studying, but understanding is the content of studying. The centre of understanding can be reached by applying the ensuing POP comprehension tips.

POP 611: Comprehend it. In order to retain information for more than a very short
Knowing and using your knowledge must be two inseparable results of your studying. Create and use your knowledge, through the Principle of Optimal Performance training tips as follows.

POP 613: Practice it. Knowing the information is only half of exam preparation. You must also practice using it. While you are learning you must think and reason with what you are learning. Consider its implications and how you might use it.

So often, people do poorly on examinations because they cannot use their knowledge, rather than because they don’t know it. So try to develop new approaches to the material, re-thinking the basic important issues involved, rather than rehashing the same old stuff.

POP 614: Test yourself. If there are practicing problems in your textbook, do them all. Note carefully if you have to look back to the chapter to do the problems. Turn the problem around, working out whether there are other ways in which they could be expressed. Know your stuff inside out.

POP 615: Anticipate questions. You can predict many questions by carefully considering what your instructor has emphasized in the course, and by looking at previous assignments, tests and old exam papers.

For examination, if you are not given any idea what kind of questions to expect, ask the Instructor. Don’t expect giveaways.
but you have a right to know in general terms what kind of questions you will get, and the form of the examinations. For example: multiple choice, essay, matching, fill the blank: true or false, etc.

POP 616: Practice answering questions. Make up questions, and consider how you would answer them. Occasionally, you might try writing a specimen answer; but a more efficient use of time for most people would be to spend five or ten minutes making a plan of how they would answer each question.

Practising for examination can sometimes be done conveniently in pairs. Two people can make up questions for each other, and ask each other to sketch how they would answer each question. They can then discuss the best way of handling the subject.

In general, talking to people about what you are learning is a great help, because it forces you to think about the material, and to explain things in your own words.

6.1.6 Learn from mistakes, the fundamental step

In the process of performing a certain task, one often makes mistakes. A person who does not learn from his mistakes, learns nothing. Digest these dynamic POP learning tips.

POP 617: Be forewarned. Learning from mistakes before writing an examination saves you from possible exam disaster. You learn from mistakes not to make the same mistake in the future. Adopt Thomas Edison's healthy attitude towards failures! (see chapter zero)

POP 618: Work on old exams. Think over your performance on previous examinations in this subject or others. Did you make particular kind of mistakes in your planning for them? Did you think you knew the information but then find you didn't? Did you find that you had not thought about the kinds of concerns the examination concentrated on? How can you learn from your mistakes?

In the process of preparation for exams, you may make several or few mistakes. Love it because it sharpens you for examination. Teaches you to not repeat same mistake(s). Forewarns you. "Forewarned is forearmed," says Riga.

6.2 Writing examination, be ready

By now you must realize why you write examinations. If so, what are the common factors to all examinations. Multiple choice, Essay, Matching, Fill the blank, etc. The dynamic POP examination tips are:

POP 619: Read the instructions carefully. How many questions must you do, and from which sections? This may seem very obvious, but when people are tense their capacity for careful reading declines dramatically; make sure you are not one of the many people each term who misread the basic instructions.
6.3 Utilize your time, don’t waste it

Timing is everything. Make sure you know how much time you have to write a certain examination. Have your watch handy. It helps you not to panic how much time you have left. Keep track of your time especially at the end to revise, in case you are done with your exam before the time is up. You should always try to leave sometime to review your answers, and be sure you answered the actual questions.

The following dynamic POP timing tips will help you how to use your time smartly.

**POP 625:** Use your time efficiently. Glance over the entire test to get a clear idea of how long you can spend on each question. Allow time for checking. Make sure you keep up with the clock.

**POP 626:** Answer the easy ones first. Go right through, doing all the easiest questions first, marking the omitted ones so that you can come back to them. Don’t spend time on difficult questions until you have done all the ones you know you can do easily.
6.4 Dealing with examinations

At this point, we will outline the most important techniques to dealing with different types of examinations.

6.4.1 Multiple choice tests

After reading the instructions carefully, use the following techniques to completely work through multiple choice questions. The techniques are: Reading thoroughly, Reasoning, Guessing and Checking. Here are the dynamic POP tips for reading questions.

POP 628: Read the items carefully. Isolating sentences requires special care. Underline key words as you read through.

POP 629: Identify the items. Recognize important qualifying words that vitally affect the degree of truth of a statement. Relative terms such as often, seldom, perhaps, sometimes, generally, may, tend to, etc., often make a statement taut. When absolute terms such as always, never, only necessarily, must, etc. would make it false.

POP 630: Read all choices. After reading the question, anticipate the answer and then look for it among the choices given. Always read all the choices given; there may be an important alternative such as "all of the above" at the end.

Dealing with Multiple Choice exams usually needs reasoning. Reasoning is "the key"; and how do we do this? The dynamic POP reasoning tips are:

POP 631: Digest each choice. It is a common fallacy that multiple choice tests only test your knowledge of facts. They also in many cases test your capacity to think and reason with the information you have. So, do not expect to be able to see the answer immediately.

Mind you, you may have to work it out carefully; Is there a general principle involved in this question? If so, which one? Eliminate the answers that are clearly wrong. Here are additional dynamic POP reasoning tips:

POP 632: Look for the precise choice. Choose the best answer from the choices given. Which one gives the most complete answer to the question, or is most carefully qualified?

POP 633: Search for the instructor's intention. Try to take into account the intent of the question, according to the purpose of the test or the ideas the instructor has emphasized in the classroom.
POP 634: Understand the item. Look at the question and see what kind of answer is required. If you are asked the importance of a theory, for instance, don’t choose an answer which simply states the theory.

POP 635: Avoid ambiguity. If you can only choose one item, don’t choose one which, if correct, will mean that another of the items is also correct.

POP 636: Read all. If you can only choose one item, and you know that at least two of them are correct, look for an “all the above” or “both b & c” kind of item.

The dynamic POP guessing tips are:

POP 637: Delete absurd choices. Before you guess, you can usually eliminate at least some of the alternatives as wrong, absurd or unlikely.

POP 638: Always guess when you are really stuck. If right answers only are scored, there is often no penalty for guessing.

POP 639: Eliminate pattern misconceptions. On most tests, it is not useful to look for a pattern in the positions or forms of the right answer among the choices.

Now, if you are done with the questions before the given time, it is always wise to double check what you have done. Use the remaining time, why give it back for free or waste it. The dynamic POP tips on double checking are:

POP 640: Reassure your work. Checking all answers to confirm your opinion. Double checking doesn’t hurt! Aim for perfection.

POP 641: Watch for carelessness. Check also for trivial careless mistakes which often occur. Silly mistakes can also be detected through double checking.

6.4.2 Essay-type exams

In preparation for essay-type exams you can usually be somewhat selective in what you choose to concentrate on. But leave yourself a wide margin of safety, since questions can often ask you to combine information from several different areas or topics.

POP 642: Decide what to do. Read over the whole paper before you start, and decide which questions you are going to do. Be reasonably decisive.

POP 643: Place yourself very carefully. Never allow yourself to get more than five minutes behind the clock when you move from one question to another. If necessary, simply stop writing at the end of the sentence you are on, and leave a space — so that if you have time you can come back to it. This is especially important for questions which are divided up into several short sections.
The tendency is for these to take up more than their share of the time you have. If you do run out of time on the last question, make a brief point form outline of the rest of your answer.

POP 644: Build confidence. Do the questions that you can handle best first. This will give you confidence and get you into the swing of things.

POP 645: Give quality. Remember that it's quality NOT quantity that counts. Do not worry if you have not written nearly as much as some people. Just focus on your work, and write down what you can.

POP 646: Think right. Be sure to answer the question set, not some other question you have a ready-made answer for in your mind. It's worth giving each question you do several minutes' thought.

Be sure that you know how to handle some of the common terms used in the phrasing of essay-type exam questions. These terms can be roughly divided into two groups:

1. These giving specific tasks, for instance,
   - Define a term or term
   - Describe an object or process
   - Diagram (use charts)
   - Distinguish between two or more terms
   - Enumerate or list a sequence of something
   - Explain briefly a process or phenomenon
   - Identify the causes or characteristics of something

2. Illustrate a tendency or conclusion
   - Relate something to something or show connections between them
   - Show or prove that something is true, by citing evidence
   - Summarize (state briefly the subject matter)

(2) Those which give you a fairly broad scope to decide how you are going to handle them. These terms are inviting you to take a problem, question, idea or quotation, and put your judgement or reaction to it in the form of an argument of your own. That is, provide evidence, rejecting alternative ideas, discuss or generally

   - Analyse
   - Dissect
   - Comment
   - Evaluate
   - Consider
   - Explore
   - Criticise
   - Interpret

In spite of the above-mentioned points, you have to focus on what is required. One case that causes particular problem is compare. You may be asked to compare A and B, taking into account factors 1, 2 and 3. This doesn’t necessarily mean that you have to discuss first 1, then 2 and so on. You must devise your own convenient way of organizing your material. Basically what the question is asking you to do is to make a judgement as to what the most significant features of the relationship between A and B are, and to use that judgement as your argument, drawing as required on evidence which includes details of 1, 2, and 3.

6.4.3 Open book exams

These are sometimes used to allow you to use material for reference in constructing more fully documented answers than you might otherwise be able to. Be warned, however, having books or notes with you is no substitute for knowing the subject well. You do not have time to do any extensive reading; all you can do is check facts and ideas, obtain examples, etc.
If you don’t know where to find this material quickly, then you will waste a great deal of time. Aim to use your books and notes as little as possible, so as to spend the maximum amount of time thinking about the questions and your answers.

6.4.4 Problem type examinations

How do you tackle a problem type examination? Here are dynamic POP examination tips.

POP 647: Don’t panic. A problem is there to be solved, and you have, most probably, solved similar problem before. You are ready to tackle, no matter what.

POP 648: Read the problem carefully. Some students do follow the right procedures but get wrong answers because they do realize exactly what they are expected to find, say they obtain a value for X instead of Y, or the area instead of the perimeter.

Pay careful attention to wording. Underline key words and phrases. Don’t mistake words that look similar but are not. For example, psychological and physiological.

Here are the dynamic POP problem solving tips.

POP 649: Read the problem and see exactly what is given. For instance, part of the problem may be stated in minutes in hours; one quantity may be positive, another negative. Some irrelevant facts may be brought in to confuse the issue or you. If you have time, re-read the problem to understand what it means.

POP 650: See what principles apply. Every problem involves the application of certain principles or formulas, sometimes only one very simple one, may be several. It is particularly important when studying courses that employ formulas, laws, or rules not only to memorize them in their symbolic form, but to understand the principles underlying their use, and so be able to formulate them in your own words whenever possible.

POP 651: Apply the formula or principle. If the problem is fairly obvious - note what must be done first, then second, and so on. Occasionally, when there is a choice of procedures, use the one that appears simple and most direct.

POP 652: Carefully apply the principles and reach the solution. Apply the theory properly, and use it carefully. Watch minor computation errors. For example, a large percentage of errors and lost marks are due to elementary mistakes in arithmetic such as faulty addition, or misplacing a decimal, failure to use the right sign in an equation, and so on.

POP 653: Check your work. See whether or not the answer seems sensible, and check such
compute. Trace it back, if possible.
Do double check. It helps to weed our
unintentional or silly mistakes.

After all, you are a student and your main duty is to study
and succeed in your work. So, be ready at all times.

The thing that counts is not what we know
but the ability to use what we know. — Lu Li Tao

Chapter Seven

First time - at anything - is scary.
If you feel your anxiety, admit it for what it is;
Don't let it sabotage your whole experience.
If you can transform this stress into motivation,
it will be a great time to develop
your individuality,
enlarge your circle of friends,
and expand your mind.

Quoted from "Sobering new" Sukho Srihup by Melela Roppode

Do deal with exam pressures!

Situations which involve performing and being evaluated,
such as exams, cause stress to almost everyone. You should not be
worried if the thought of approaching exams makes you somewhat
nervous as stress can be a positive motivating force.

In fact, stress is a factor in everyone's life and each person
copes differently. Some stress is positive, as a certain amount of
stress is necessary for efficient work, creativity and excellent
performance. Beyond a point, however, stress interferes with your
performance; you may be unable to recall things which you know
very well, or fail to read a question carefully because you are too
anxious to pay proper attention. More severe forms of anxiety may
prevent a person from recalling or writing anything.
However, if such is the problem, you can probably do something about it if you prepare in advance to meet it.

7.1 Exam anxiety, control it

What is happening when you feel anxious?

You may be aware of obvious physical signs of stress, but are you aware of what messages you are telling yourself about the situation? You may be making self-defeating statements to yourself during and before the examination.

Beware of such self-defeating statements:

- Just before an exam you try to recall a particular fact and cannot remember it, immediately you tell yourself: "I don't know the stuff needed for the test".

- On catching sight of a question on the paper that you don't understand, you tell yourself: "I will never be able to answer this exam, and studied the wrong things!"

- On seeing the person next to you writing furiously away, you tell yourself: "Everyone else is working much more than I am ... and I will fail!"

- Comparing yourself with someone else, and thinking that you want to impress others, you tell yourself: "I am just not smart enough to be at university ... I never was any good at exams ... I won't be able to face my parents or peers if I fail this exam ... I won't make my year ...", and so forth.

Once you started on this track, all kinds of other ideas may come to increase your nervousness. However, there are dynamic POP anxiety buster tips to get rid of such attitude problems.

How do you eliminate such negative attitudes?

First and foremost, control your attitude and talk to yourself. You need to increase your self-awareness about this process, and submit these self-statements to close scrutiny. Are they justified by what you have just experienced? Are there reasonable conclusions to draw?

You will probably find that in most cases they are not. So you will want to develop more helpful and reasonable ways to talk to yourself prior to and during exams, to make more realistic evaluations of yourself and the exam. Let us look at this process more closely through dynamic POP anxiety buster tips.

POP 701: Concentrate on being reasonable. When assessing the evidence for your negative self-statements, change your point of view of negativity, and think positive. As it is said, "Count your blessings."

POP 702: Identifying negativity. Try to imagine yourself in one of the situations which causes you anxiety about an exam the night before an exam, waiting outside the exam room, getting a question you cannot answer. What are you doing about it? What are you thinking? You may find that you automatically tell yourself the same things when preparing for a test. Do not run from the problem. face it and at least try to do something about it; otherwise, it undermines your ability.

POP 703: Testing the reasonableness of these statements. Stop yourself when you have recaptured these negative messages in
your thinking. Imagine that you are now someone else, perhaps the most calm and reasonable person you know, looking objectively at your situation. How would you handle the situation?

Probably you would point out that your preparation has been poor, that is, if you cannot immediately see or recall the answer eventually. If you go on to something else in the meantime, that missing one question, probably worth not more than ten points would not make a big difference to the whole exam, and so forth.

Now, watch your attitude. You shouldn’t be fooled by statements like I don’t care if I fail this exam, or this exam is going to be a piece of cake.

7.2 Self-talk, the strategy

Work out a routine for talking to yourself when anxiety strikes. You may find it helpful, first of all, to stop what you are doing briefly and relax as much as you can. Next, concentrate on relaxing the various parts of your body in turn. Besides mental management techniques, regular exercise or playing sport is the most important mechanism of relieving stress. Getting in the habit of some kind of work out will also help.

The dynamic POP negative neutralizing tips are:

POP 704: Think what you want to see. When negativity or anxiety strikes, say to yourself that you can control the situation. Your mind is the controlling centre, and change the relative position of your mind. Change your point of view. Control your mind, and make sure the situation does not control your mind. This way you can focus on what you want to see, and then achieve it.

POP 705: Have a good relationship within yourself. It is a good thing to have a friend available when you are in need. But, if you explore yourself within, you will discover that the best of your friends is yourself. When negativity strikes, first talk earnestly to yourself. Make sure, you are almost entirely in control of yourself. With that situation, you can have more energy, and more courage to deal with life’s demands. “Have no friends not equal to yourself,” says Confucius.

POP 706: Manage your inner strength. For sure, you own your mind. But, do you manage the different mental departments yourself? Managing each mental department within is really knowing yourself. If you roughly know yourself within, then you can easily beat any negativity and achieve a positive attitude.

POP 707: Program your mind. Remember that you are the owner of your brain. Program yourself with imagination. Visualize what you want to see. You can use a little of positivity to succeed over those hurdles.

POP 708: Magnify what you want. The law of attraction says, “You attract what you
held in your mind." So, try to magnetise what you think is worth it. Dream but work for it.

POP 709: Observe and Learn. Observe and learn from others' mistakes. Listen to those whose lives are working. Through self-control, harmonize principles that can also work for you.

POP 710: Be a winner. A winner often takes more risks than a loser. Winners lose more than losers, however, they play to often that their wins add up.

Mind you, we remember Edison for one working light bulb, and not for the thousands that didn't work. To achieve, you must risk something. Risk-taking by itself is half way to winning and not trying at all is accepting defeat and embracing failure. Right?

Remember that most of us on this planet have started life on equal footing. However, we get back from life only what we put into it. James Allen wrote in his book entitled "At a Men Thinketh" that a person is where he is by the law of his being; the thoughts which he has built into his character have brought him there, and in the arrangement of his life there is no element of chance, but all result of a law which cannot err.

IF YOU FAIL TO PREPARE FOR LIFE, PREPARE TO FAIL.

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Chapter Eight...

IGNORANCE IS DARKNESS.
LIGHT IT UP WITH EDUCATION.
EDUCATION ACTIVATES
THE MARY DOOMAN HAY USPS
WHICH EXPAND THE LEVEL OF CONCIOUSNESS.
OUR CONSCIOUSNESS IS A VITAL FORCE
OF OUR KNOWLEDGE.
WITHOUT EDUCATION,
WE ARE INCARCERATED IN DEEP DARKNESS.

"Life is a newspaper. Old" - Ho Zeck

GENERAL STUDY PROCESSES

First of all, remove the three most common fallacies out of your brain compartments. These are:

1- There is an easy way to study. There isn’t.
2- Your memory is bad. It isn’t. You just try not to use it.
3- You are not good at it. You are good at it, if you try hard enough with positive attitudes.

McGregor

8.1 Demand Read, penetrate the words

Read with concentration and understanding. Learn something from what you read. Digest what you read, and ask yourself: ‘What did I learn or understand from what I read?’
8.3 Writing and reading, the inseparable processes

When you write effectively you convey ideas and feelings to others; when you read well you receive from others their ideas and feelings. In learning to improve your writing, it will also help improve your reading skills.

**POF 803:** Writing and reading are two inseparable processes. Writing and reading are two closely linked parts of one process: the communication of mood, thoughts, and emotions. So, do them properly.

8.4 Review, maximize retention

In order to keep the information in your mind, you need to review it regularly. Reviewing optimizes your capacity to retain what you are studying.

**POF 804:** Review and refine.

a. At the end of the chapter, section, unit, lesson, etc.

b. The next day and/or at the end of the week or even every day.

c. At approximately bi-weekly or monthly intervals until you write your examination(s).

With your notes set up as they are, all you need to do to review is to cover up everything except the topic headings in the
8.5 Keep on working, the way to go

Generally speaking, study and work hard. Ask and answer questions. Get in the habit of discussing any subject with your friends and teachers. Help and listen to others, perform things with positive thinking.

**POP 805:** Set your goal, and struggle for it until you reach your destination. Success will be yours, if you tackle it with your heart, your ambition and your energy.

8.6 Be Active, passive not

Always remind yourself that study is active. Make sure that you follow this dynamic POP activity tip.

**POP 806:** Active attitude towards your work. What matters is a consistent and persistent work habit. Most people are successful, not because they are genius, talented or gifted. It is because they have harmonized consistent and persistent working attitude. They have made perseverance their tenet. Thus, reach your destination using these doctrines which others have used successfully.

Calvin Coolidge put it beautifully, “Nothing in the world can take the place of persistence. Talent will not; nothing is more common than unsuccessful persons with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent. The slogan “Press on” has solved and always will solve the problems of the human race.”

Once you understand and make a habit of a persistent attitude, then you are set to go all the way to your destination. Never be a quitter!

8.7 Stress, handle it

There is no doubt about it ... in exam situations or when you are faced with term papers or assignments or with numerous books and notes to read and study ... students are dealing with maximum stress load.

We all need certain doses of stress in order to perform effectively. Stress keeps us on our toes and can sharpen our mental performance. A lack of stress can result in a dull, indolent individual.

In spite of the above fact, too much stress would also lead to breakdown as well as difficulties in controlling your work. Make sure that you know your threshold, and work within it responsibly, with time management techniques, to avoid unnecessary stress.

In order to function efficiently while you remain mentally and physically healthy, it is important that you operate at your own pace. This does not mean that you work for an hour and take a break for an hour and half! The problem here is learning how to change gears, because it is important for the mind and body to experience
alterations in order to remain in peak condition. Here are a couple of dynamic POP worry-minimizers.

**POP 807:** Do not worry too much. We are in no worry free world. Negative habits, worry, stress, depression - the list is very long - happen along in our way of life. However, the level of such negative tendencies are governed by our consciousness. When we learn to work with our inner nature, and with our surroundings, then we can have strength within. This inner strength, our controlling mechanism, enables us to minimize the level of negative habits.

**POP 808:** Have a dynamic point of view. Most of the things we do or we do not do depend on our point of view. For example "you want to study" or "you do not want to study", "you love the person" or "you do not love the person", etc. When we learn how to minimize the difference between 'How things are' and 'How things ought to be' or minimize the pre-occupations of our mental expectation, we can balance the situations we are facing. Be in control of yourself first, instead of letting events control you.

**POP 809:** Moderation. It is the key to a healthy life and certain success. It is said that too much of anything is bad; whether it is money, food, power, study, exercise, etc. On the contrary nothing of anything is worse, either. If you possess a well balanced diet of mental power, you will achieve moderation in life. And having such remarkable mental power, of course, enables you to be almost a "stress buster". You will thus be able to lead an almost "stress free life". Of course, you can do it! All you need to do is recognize your own strengths and build them from within.

**POP 810:** Avoid at all times - purposelessness. Purposelessness is the worst of all modern social stress. There is always a way around it, though. For instance, if you strive to make yourself more useful and un-redundant in life, then this will protect you from all kinds of stress so that you can safely pursue your aim throughout your life.

Within your activity plans, it is important that you learn how to set aside time during both your studying and leisure periods so that there is a clearly defined boundary between each.

Minimize the stress level by working or studying systematically, and through organized manner supplemented by regular exercise, jogging, running, cycling, tennis, or anything to put your body into high-gear or over-drive.

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THE MIND CAN GIVE US ALL THAT WE ASK IF WE WILL LET IT.

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Do Educate!

Educators are the embers of knowledge rays, in general. It is said that educators represent the front line of civilization, as educating is the daily triumph of integrity over ignorance. Thus, all educators including study groups, peer tutors and informal educators must provide the best of themselves to expand the level of consciousness, the vital force of knowledge, of their students impartially.

The following dynamic POP teaching tips ought to be used to enhance instructor's performances. These are some of the facts that students immensely expect from their ideal instructor.

9.1 Offer the best of you

An educator is a guiding light to students. Guide and show your students the path of education to gain the power of knowledge. Get started and know your students' needs to gain an effective two-way communication by understanding your own action.

Here are dynamic suggestions and principles to offer the best of you to your students.

9.1.1 Brief introduction

The first thing you should do before you start teaching (especially on the first day of class), introduce yourself to the students.

POP 901: Good Start. Let the student know at least who and what you are. Every student is eager to know you since most of them, perhaps, have not seen you before. So, giving them a short autobiography will help what their curiosity as to who you really are.

POP 902: Establish education-family. Try to create an education-family type of relationship with your students. Do not be too serious about it, but be careful not to water-down your presentation by acting like a circus clown. Balance your relationship with your students by avoiding boss-servant type relationship and establish a family of education. As a learned person, do the right thing.
9.1.2 Course contents, provide them

On the first day of class, especially, students are eager to know the course material. Provide a course outline to help students know how the class material is organised. Outline the list of reading materials and what the course covers. Here are the dynamic POP lecture tips:

**POP 903:** *Have a sense of humour.* A good communication skill is required as much as providing a good lecture. Create a comfortable working atmosphere with a spice of humour for yourself and your students. Make sure you do not bring your personal problems at your work place. Do your job with genuine attitude and interest, as these are what students expect from you.

**POP 904:** *Be rational.* Let the students know about the course description. Write, at least, an outline on the board; check off points as you go along on the first day of lecture and reading materials that will be used. Give the title of the textbook and its author, and where to get it, if it is possible.

**POP 905:** *Pay attention.* Clarify expectations. Use effective body movements and eye contact. Help them with their concerns. Be there for the students and avoid being absent-minded.

9.1.3 Questions from students, encourage them

Remember you are in class to teach students. Therefore, you are responsible for the lecture, and anything arising from it. Encourage students to ask questions, and understand what they want to know, to be able to answer them properly. Never discourage or cut off the learner from inquiring or questioning.

*Remember!* Most students are there to learn, not to question or test your ability. But, if you do have the know-it-all type in the group, put them in their proper place with questions requiring of them to prove their knowledge of the subject. Do not declare a war on them! A good teacher will defend students against his/her own personal influence. He or she inspires self-trust.

9.1.4 Questions to students, provide them

A question should open a two-way communication, and so your questioning style matters. For instance, you could ask a specific question for a specific answer or ask a general question for discussion purposes. The dynamic POP question tips are:

**POP 906:** *Be sensitive.* Allow the students to think over. Give them sufficient time to do this. Make sure your timing is proper based on the performance of the an average student.

**POP 907:** *Never pick on a student.* Mostly avoid to direct a question to a particular student (clever or not); and never ridicule a student in the class.
Treat each student equally impartially
help your students regardless of their
gender, age, creed, race, colour, disability, etc. Never be an educated
bogot.

9.2 Teaching, your responsibility

You must establish a comfortable atmosphere in the
classroom, instead of not worrying about demonstrating your
competence. Rather, show them that you care about their learning
and that you will give constructive criticism in ways they can accept.
Hessels Kohl briefly described "teaching" in his book as follows.

"Teaching is supposed to be a professional activity
requiring long and complicated training as well as
official certification. The act of teaching is looked upon as a flow of knowledge from a higher source
to an empty container. The student's role is one of
receiving information; the teacher's role is one of
sending it. There is a clear distinction assumed
between one who is supposed to know (and
therefore not capable of being wrong) and
another, usually younger person who is supposed
not to know. However, teaching need not be the
province of a special group of people and assisting
than forcing information into a supposedly empty
head. If you have a certain skill you should be
able to share it with someone, you do not have to
get certified to convey what you know to someone
else or to help them in their attempt to teach
themselves. All of us, from the very youngest

That says its all, and practice it properly.

9.3 Be yourself, it is a virtue

As one observer said, "Have a sense of who you are and
use that as a foundation." You are not on stage for stand-up
comedy, Relax. View teaching as some genuine representation of
yourself rather than as some sort of an esoteric art. The dynamic
POP teaching tips are:

POP 999 Understand your students. Bear in mind,
you were a student once. So, listen to
your students learn—be as you wanted to
be heard by your instructor back then.
Try to make an imaginary leap back to
when you did not know anything about
the subject. Let the past experience or
flash back guide your work. Teach at the
subject level and pay attention to the
students' lack of understanding.

POP 910 Be a good mentor. Equip yourself with
positive thinking, and provide the
required help wherever it is needed.
Remember! You are the Guiding Light,
the light which so often leads students
towards delightful discoveries and
destinations in life.

POP 911:  Produce well trained and disciplined students. Educators are responsible for the development of the society, especially in the human resources training. Of course, the purpose of schools is to develop free and independent persons, who as individuals are disciplined and versatile, as citizens, well informed and responsible; and as workers, well trained and efficient. These are what excellent and responsible educators must produce!

POP 912:  Give your share to the society. The determining factor is the quality of teaching in the schools. Instructors who are broadly educated, who understand the aims and purposes of education in society, and who are resourceful, imaginative and intelligent really educate. But, teachers who do not have these qualities contribute to educational crises; which, in turn, is the failure of the society or the country, at large.

As far as education is concerned, the whole point is well and simply summed up by Dr. Andrew Stewart, a well known Canadian Educator and President of the University of Alberta.

“Our material resources are the tools of society, but our human resources are not the only means to serve the ends of society. They are, in fact, ends themselves; or, if you like, they are both means and ends. The increased productivity which flows from educational investments in our human resources is twofold. The individual himself will derive more satisfaction from living if he is educated than if he is not... The other type of productivity results from the increased satisfactions which are created by the educated person and are available for others.”

Last but not least, regardless of political, social and economical constraints or views, whenever educators get the opportunity of meeting their students, they should help students to fertilise their minds with quality education and proper attitudes.
DO OPTIMIZE WELL-BEING!

First and foremost, if you are healthy you should be happy about it since other mundane things come secondary. The key to a healthy life lies within you and the people's attitude in a community in the care, the concern and the appreciation you have for each other. Based on the Health Optimization Principle (HOP), you can help yourself and your community to be healthy and productive; ready to learn to share, to work together and to look ahead.

Let us explore what we mean by Health Optimization Principle codes.

A principle is called a Health Optimization Principle (HOP) if it assists you and your community to:

i) understand that prevention is better than cure,
ii) nurture the well-being of children and community,
iii) identify the basic determinants of well-being to stay healthy and happy,
iv) cultivate relationships among diversified communities,
v) empower you with the principles of controlling events, rather than events controlling you, and so...

In fact, by augmenting the medical advice from your health worker with the non-medical health optimization principles, you and your community can work towards the long-term welfare of the whole community around the world.

As a learned person, you have a big responsibility to act locally and think globally. A good 'learned' person does not tell people what to do, but sets the examples. Do your best to solve day-to-day problems, and promote the basic health procedures to the community. Pay particular attention to individuals in which the beneficiaries would be the poor, the ignorant, and the suffering. The minimizing of suffering per se will bring greater meaning to goodness into your living, as well as, into the community.

Mind you, the greatest job is to help your community become a more healthy and more humane place to live. As Dr. Werner splendidly put it, "Health is more than not being sick. It is the well-being: in body, mind, and community. People live best in healthy surroundings, in a place where they can treat each other, work together to meet daily needs, share in times of difficulty and plenty, help each other learn and grow and live, each as fully as you can."

Besides the germ, the bacteria, the viruses, or any other disease-causing organisms, there are many things related to many different health problems or combination of problems that cause sickness in a community. Some of these are: shortsightedness, greed, greediness, lack of education, communication and attitude problems.

Let us explore and apply the following Non-medical Health Optimization Principles so that your community becomes a more healthy, a more productive and a more humane place to live.
10.1 Communication, a two-way process

Many problems can be resolved when people work together and give each other help and support. In order to do these people have to be willing to communicate effectively what they know. Communication plays a major role in transferring knowledge and know-how for the well-being of a society.

Communication involves the sharing of ideas, knowledge, attitudes and feelings. To effectively communicate your message about peace, growth, health or related issues, use the following HOPs.

HOP 1001: Know your audience. Learn about your audience behaviour. Be familiar with the attitudes, belief and social factors which determine this behaviour. So that you can effectively transfer your message at the audience's or person's knowledge level.

HOP 1002: Find common ground. People are slow to change their attitude and traditions, and with good reasons. So, go slowly. Have genuine respect for traditions and human dignity, and build on the existing skills or knowledge system. Bear in mind, human dignity is perhaps the most beautiful thing the universe has to offer. So avoid communicating anything that may harm it or taint it.

HOP 1003: Choose your communication channel. The type of communication media that is used depends on the type of your audience. Explore different media types for transferring your message. Always bear in mind that media designed for learned people will not be ideal for illiterate persons.

It is, therefore, essential to understand that communication is not simply a matter of transmitting information and assuming it will be understood and acted upon. This is well summarized by the Voluntary Health association of India that communication is a two-way process. Ask people about their problems, elicit their opinions and views. Listen carefully to the answers. These answers are most important for helping you to decide what you want to communicate. Listening helps build trust. Listening helps you identify priorities.

10.2 Understand Human Needs

As a learned person, you will first want to find out about the people's health or other related problems which are causes for concern. Your concern is the well-being of the community, and therefore it is essential to first gather the information necessary to decide what the greatest needs and concerns really are. Find out exactly the human needs, the concern of community by considering several views including:

1. Felt needs - what people feel are their biggest problems.

2. Real needs - steps people can take to meet these problems in a lasting way.

3. Willingness - readiness of people to plan and take the needed steps.
4. Resources - the personnel, skills, materials, and/or money needed to carry out.

Once you have identified the above needs, it is just as important to learn from the community and encourage them to learn from you. As an action-person, you can help others by using the following HOP tips.

HOP 1004: Be Kind. A friendly word, a smile, a hand on a shoulder, or some other sign of caring often means more than anything else you can do. Kindness often helps more than a medicine. Never be afraid to show you care.

HOP 1005: Treat others as equals. Because you are a learned person, it does not mean you are the "all-knowing". Remember enlightened leadership must provide service. It is neither abuse or selfishness. As you like to be treated right, so do others. Always remember the feelings and needs of others.

HOP 1006: Share your knowledge. As a learned person, your first job is to teach. It means implementing your knowledge where it is needed. Or, using what is best of your knowledge together with what is best in the community, the combination may be better than either one alone. Do not impose your ideas. Try to work together with the community.

HOP 1007: Know your own limits. No matter how great or small your knowledge and skills, you can only do a good job as long as you know and work within your limits. Do only what you know how to do. Do try some things you have not learned about, of course, with precaution.

HOP 1008: Practice what you teach. Be a good example. People are more likely to pay attention to what you do than what you say. As a learned person, take care of your personal life and habits, so as to set a good example for the community.

HOP 1009: Do not pre-judge. Do not assume and jump to a conclusion. Find out first. Always ask yourself "Where should I begin?" and explore all the possibilities to come to the right judgement. Think before you say it.

HOP 1010: Help others to look ahead. A responsible learned person encourages people to take action now to help themselves and in the future. No problem solves itself. People have to learn to rely on themselves so that they can be productive now, and work towards their well-being in the future. Helping others learn to care for themselves encourages self-reliance.

HOP 1011: Work together. Positive achievements are dependent on your understanding of the
community's needs as well as your cooperation. Active involvement and discussion are prerequisite to positive results.

Bear in mind, as a knowledgeable person, you will first want to find out the people's immediate needs and concerns. You must gather adequate information necessary to decide what their greatest needs and concerns really are. Remember also that by using local resources the community can meet most of its needs. Encourage people to make the most of local resources. The most valuable resources for the well-being of the people is the people themselves.

And true, the art of educating is the most important skill a person can learn. To teach is to help others grow, and to grow with them. As Dr. Werner summarized, "A good teacher is not someone who puts ideas into other people's heads; he is someone who helps others build on their own ideas, to make new discoveries for themselves."

Hence, educating and learning together help to explore every opportunity available, and help people to think and work together. Your community's well-being depends on the involvement of one person, but of nearly everyone. For this to happen, responsibility and knowledge must be shared.

Through effective communication processes, including team work, should be encouraged and practised at all levels. This practice or approach to the community's well-being implies respect for the dignity of all persons, as well as confidence in their resourcefulness.

10.3 Good habits, health optimizers

Many of the health problems of middle and old age, including heart disease, high blood pressure, and hardening of the arteries, result from the way a person has lived and what the person ate, drank, and smoked in the course of his/her life time.

If you are young take care of yourself and learn by observing from those who have experienced self-triggered difficulties. If you are older and having trouble with the health problems mentioned above, you can improve your health if you do the right thing now. It is not too late to do the right thing, though it needs effort. Your chances for living and staying healthy longer are greater if you apply these health optimization principles now.

10.3.1 Eat right, live well

It is well known that eating well and keeping clean are the best guarantees of good health. Good food is needed for a person to grow well, work hard and stay healthy. Many common sicknesses come from not eating enough of the foods the body needs. Not only does good food help prevent disease, it also helps the sick body fight disease and become well again.

You do not have to be necessarily well-to-do in order to eat well. You can afford to eat better food at a low cost. In fact, a poor family is likely to get more protein and good nutrition if they grow or buy vegetables high in protein like beans, peas, lentils, groundnuts, and dark green leafy vegetables, rather than expensive foods.

Let us follow advice from medical experts (refer to Where There Is No Doctor by David Werner for details) and add your own common sense to the advice so that you can eat well and live well.

HOP 1012: Use local food resources. You and your community must
consider all possibilities that help the community. Self-reliance is the most important thing for growth, and a healthy community. Try to eat a variety of plant foods, if meat is expensive. And if other vegetables and fruits are added, this is even better.

10.3.2 Cleanliness, the key to health

Besides eating well, personal cleanliness (or hygiene) and public cleanliness (or sanitation) are the two most important prevention methods for avoiding many sicknesses. As mentioned above, eating well and proper hygiene are the best guarantees of good health.

Here are some of Cleanliness prime messages outlined in the book entitled “Facts For Life” by UN organizations.

1. Illnesses can be prevented by washing hands, with soap and water after contact with feces or before handling food.
2. Illnesses can be prevented by using latrines.
3. Illnesses can be prevented by using clean water.
4. Illnesses can be prevented by boiling drinking water if it is not from a safe pipe supply.
5. Illnesses can be prevented by keeping food clean.

6. Illnesses can be prevented by burning or burying household refuse.

In fact, these six prime messages can definitely help families and communities to prevent the spread of disease-causing organisms.

10.3.3 Drinking alcohol, collaboration with sickness

Alcohol never brought joy to human. Rather, it has brought much suffering. It is suffice to refer to the death statistics of developed countries. Car accidents, family breakdowns, shooting incidents and alike happening so often due to abuse of alcohol. Alcohol abuse has especially brought much suffering to children of parents who drink, and suffering to abstainers, as well.

In much of the world, heavy or excessive drinking is one of the underlying causes of major health problems, even for those who do not drink. Not only does drunkenness harm the health (disease of liver, stomach, toxins of brain), etc of those who drink, but it also hurts the family and the community in many ways. Note the following health education principles which are the foundations to your wellbeing.

HOP 1014: Do not poison your life. Alcohol definitely harms your health. It causes cirrhosis of liver, aches and toasts your brain. Why spend your money on such diseases causing material? Do not poison yourself with this silent and smooth killer.
HOP 1015: Do not lose your self-respect. Remember, if you respect yourself, others will also respect you. Drunkenness causes loss of judgement which leads to unhappiness, violence, often affecting those who are loved most. Respect yourself and others by remaining sober.

HOP 1016: Do not be a problem creator. You are in the community to build the well-being of yourself and the community. If you are concerned about the misuse of alcohol in your community, help organize a meeting to discuss these problems and decide what action to take. Build a family which is the cornerstone of the community; take care of it.

If a person realizes that alcohol harms the health and happiness of oneself, the family and the community, what can one do? It is simple - many problems can be resolved when people work together and give each other help and support. Do not be controlled by alcohol, but control yourself to avoid it for the better.

10.3.4 Smoking, an invitation to a shorter life

As you already know, unless you deceive yourself, smoking is dangerous to your own health, your family's and the community's.

Smoking damages lungs, causes ulcers, increases the chance of suffering from heart disease and increases the risk of lung cancer.

A person who is responsible for the health of others should not smoke, and should encourage others not to smoke.

HOP 1017: Do not smoke your life. Keep in mind that one of the best ways of eradicating serious illness is prevention. If you do not smoke, your chance of staying healthy is greater. You surely deserve to live longer by not smoking.

HOP 1018: Be a good example. Parents, teachers, health workers, and others who do smoke set an unhealthy example for children and young people, increasing the likelihood that they too will begin smoking.

HOP 1019: Smoking costs money. It is awful to spend money on cigarettes which cause disease and an unhealthy environment for oneself and others. If the money spent on tobacco were spent on food instead, the whole family or community could be healthier.

Think twice before you smoke your money and your life away.
Do not be driven by impulses. You can control your drinking and your smoking impulses if you are in control of yourself. To be in control means that you must distinguish between what is good and bad for yourself and the community. Empower yourself with the principles of controlling events affecting you.

10.4 AIDS, a behavioural problem

What is AIDS, and how can an individual, every family and the community control this devastating disease?

As we all know, Acquired Immune Deficiency Syndrome (AIDS) is a virus that kills by damaging the body’s defence against other diseases.

AIDS has already killed a lot of people around the world, and every day, another 500 people throughout the world are infected with the deadly virus.

As Mechai Virawat of Population and Community Development Association (Thailand) said, "AIDS is not a health problem. It is a behavioural and societal problem. Everyone has to be involved." It is true that if everyone has control over his attitude or behaviour, the tragedies of individual, family and community can be reduced drastically. And if this deadly disease is acted on by all, the future scale of these tragedies can be eliminated easily.

At the moment, the only effective weapon against the spread of AIDS is the individual’s responsibility and public education.

Let us explore the five AIDS prime messages summarized by UN organizations for the well-being of the people around the world.

10.4.1 AIDS prime Messages

1. AIDS is an incurable disease which can be passed on by sexual intercourse, by infected blood, and by infected mothers to their unborn and newborn children.

2. Safe sex means being sure that neither partner is infected, remaining mutually faithful, and using a condom if in doubt. Abstinence from sex before marriage, however, is the best preventive method.

3. Any injection with an unsterilized needle or syringe is dangerous.

4. Women with the AIDS virus should avoid becoming pregnant.

5. All parents should tell their children how to avoid getting AIDS.

As noted, among those at greatest risk are women unable to influence the sexual behaviour of their partners and young people whose judgment is clouded by alcohol or illicit drugs or who are coerced into sexual relations. Thus, it is a matter of basic human rights and every family’s and community’s right to know about these deadly diseases.

In fact, the main theme of this section of the book is the application or usage on non-medical health optimization principles which mainly focuses on the attitudes of individuals, family and community for the well-being of all. As such, pay attention to the following HOP tips for the betterment of yourself and the community’s health.
HOP 1020: Know that AIDS is a deadly disease. If you get infected with this disease, there is no cure for it regardless why you were infected. How do you avoid being infected? Simple, control yourself. Practicing the five AIDS messages that have been outlined above!

HOP 1021: Focus on your sexual attitude. If you happen to be preoccupied with multiple sex partners, and you are unfaithful to yourself and your partner, then the greater the risk that you will be infected with AIDS. Reduce the risk by working on your sexual attitude problem.

HOP 1022: Be part of the solution. If you care for yourself and your family, then try not to be a problem. Think of the well-being of your parents, brothers, sisters, sons, daughters or friends. Your services to these core relations and the community help to deny AIDS its deadly disease undeniably.

HOP 1023: Resist others who would likely to be part of the problem. Peer teaching is very important.

In your community you share many values; cultural beliefs, language and other aspects of communal life. Take advantage of these, and transfer your moral values to the ignorant, less knowledgeable, poor, the vulnerable and the underprivileged.

HOP 1024: Reach out with compassion. Help people with HIV and AIDS. All of society must share these responsibilities, for the implications of the AIDS pandemic are as much a social problem as they are a medical one.

The hope for the future and the health of the next generation all depend on you and the community at large. If each individual practises his or her responsibilities, cares for one another and shares the knowledge, then the world will be a better place to live for all.

THE SIX PILLARS OF STAYING HEALTHY:
- EATING WELL
- KEEPING PHYSICALLY AND MENTALLY ACTIVE
- THINKING POSITIVE
- LEARNING HOW TO RELAX
- NOT SMOKING, AND
- AVOIDING ALCOHOLIC DRINKS.

And More...
Further Reading

Allen, James. *As a Man Thinketh*, DeVorss & Company, Marina del Rey, Ca.


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