

Part II: Playing the Global Business of Education to Win

The second Step to Enable Your Child to Become a Future World Winner

Ensuring You and Your Child Get the Best Value from Education-Hood

7. Informed, Means a Smarter Player: You Win More with Less Effort!

Worldwide, on average, your child spends at least 75% of their waking week at school. Whether your child is in a fee-paying and/or state funded school, courtesy of the tax you pay, the child who wins the most from this irreplaceable time they spend is the one whose parents know how to play today's education game to win. And if you thought it was just about money. Think again. I know I have worked for 25 years with parents from all around the world with all kinds of budgets. So listen up. As I said in the introduction before you do anything else. Soak up the information here in Part II – it is quite literally priceless and will save you and your child, time, energy and money in a myriad of ways. You and your child win – again.

Instead of thinking you need to buy shares in paracetamol to 'ease headaches' that can occur as soon as your child starts school. You can be smugly sipping a cool white wine spritzer and feeling great about yourself instead! As with Part II you and your child will now be super-savvy, fully fledged professionals ready to win in the most important game of all for young people globally: education.

With Part II you and your child will have the benefit of the following and a wealth of information to enable you to get the best value out of education:

- **Make informed, smarter, faster decisions saving you tears, time, and your hard-earned bucks!**
- **No matter your budget, you and your child will be able to make the very best of every educational opportunity available to you.**
- **Equipped to work effectively with schools, and/or independently at home to develop key essential, world-class skills from...**
- **Acing exams, creating slick projects, cracking timed essays, cognitive ability tests, and delivering 'wow that was great' presentations like a pro to...**
- **Understanding how to handle 'the competition': with a winning mind set**
- **Instead of dreaming of an Ivy League University, - you'll be busy getting there! Via expert advice from a person who's done it and knows your child can do it too!**

From how to pick a 'good' kindergarten or school to Ivy League University interview techniques. A quick flick through the following, 'ready-to-use and go' information, tips and activities here in Part II, and quickly you can see for yourself: each chapter is purposely loaded with focus areas and practical help. Enabling you and your child to win smarter, faster, better and get the results you want in the shortest time, with least effort. Ahhh, - doesn't that feel good? Of course it does! Here's the way I look at it...

Why Re-Invent the 'Mistakes' of Past Parent, When You Don't Have To?

Up until now many loving, caring parents like you, have inadvertently found themselves taking the same wrong turns, and screwing up, when they need not have. If only they'd have had an expert to hand when they needed one. Well now you know you have one, and true to form and mission, she's right here championing you and your child to win more, with everything you'll learn with me in Part II.

Time to Talk So You Can Walk the 21C Education Walk...Savvier Than Your Parents Did

In the same way as we did in Part I, in this chapter we will talk through some of the key and generic, perennial, global illusions, challenges, problems and 'issues' you and your child will encounter as you navigate your way through, specifically this century's educational landscape.

Hand on Heart: Do You Really Know the Answer to the Following Question...?

Okay so you have seen the glossy brochure, the ancient school motto, and shiny glass-fronted façade and now you are nose to nose with the beaming Principal. Now what? Do you really know what kinds of questions to ask that will tell you whether or not this is a 'good' educational provision you are looking at? The old rules don't apply; it's like designer clothes – labels don't necessarily mean a quality product.

A pro on this, I kid thee not when I say one of the best schools, I encountered in the world was actually operating out of disused army huts. Beyond the carefully (or not so carefully) crafted appearances and marketing. Whether you are looking at a pre-school, kindergarten, or prospective school. Knowing the 'inside expert track' questions to ask does three things:

- Makes sure you don't get ripped off... as so many do
- Puts you in control of the meeting, calmly, without trying
- Makes your child love you for being that much smarter than the average bear!

Instead of feeling like a donkey being led by the nose around a school, a place you last visited yourself probably when you were knee-high to a grasshopper...an experience which can leave you feeling more nostalgic, than actually focussed on the 'job in hand'. No one is now going to be able to pull the wool over *your* eyes after Part II. I actually feel sorry for the next principle you speak to...But if they are worth their salt, as many are, they have nothing to fear. That's their call. Here I am all about you getting the best for you and your child.

When You Can Trouble-Shoot 'issues' Faster, Your Child Moves Up Faster

With the best will in the world, naturally, through the course of your child's sojourn through education, your child's world winning flight path will hit 'turbulence' of some sort. For example, it might be a change of teacher that has them switched off to a subject they now hate; feeling bored witless and/or under-challenged in class; report cards that seem to be written in some sort of Morse Code; or may be your child is being bullied or has just fallen in love for the first time – aw! When these and other types of 'turbulence' hit. You can now rest assured that you will be equipped to handle them in a calm, expert, time effective manner. Leaving your child to continue on their winning flight path.

Does Your Child Manage Their Time and Tech or Is it the Other Way Round?

We can ask the same questions of ourselves every day in our digital world. In contrast, look at the companies that actually develop cutting edge tech for us, and many don't let tech drive their time or energy in this way. It's time to pass that message on to our children. We all need to make a conscious smart decision: do we let tech drive us and our time, or do we manage our time and tech better? It's a no brainer. To use time and tech to our best advantage be it socially and/or productivity-wise. The second option is the right one.

Working with children, I find once they see that smart people work tech, sheeple let tech work them. They wake up and start using their time and tech better, leaving them for example, more time with focussed, productive, homework. A dedicated session on this is therefore included in Part II, to put your child way ahead of the work-life time curve of specifically 21C digital life. With management techniques they will benefit from for many years to come.

These World-Class Skills Are Essential for Your Child: Shanghai – New York

I am not talking coding, maths or literacy here – although they are massively important. Rather I am looking at another set of ‘basic skills’ that will increasingly determine your child's educational success, wherever they live and will work in the world. Being able to deliver projects and presentations professionally, ace exams, and write timed essays, whilst working under pressure, and navigate cognitive ability tests are all skills that form a pre-requisite for the future World Winner. Everything you will learn from dedicated sessions in Part II ensure your child is polished in all these pre-requisite world-class skills.

Hiring (and Firing) Tutors Has Gone NASDAQ Globally...We Both Know Why

As I said in the introduction there are a number of reasons this phenomenon is rising globally. One major reason as you know from what we discussed earlier in Part I and the introduction: the fact of the matter is, education systems as the world has known them for centuries, are crumbling under the weight of multiple challenges of a new era, they simply weren't originally designed for. The rise of tutor firms, in an environment of little to no regulation, or quality control, means finding a ‘good’ tutor can be a nightmare of revolving doors for parents, with time, energy, money and ultimately children's opportunities wasted. Not anymore – not for you and your child! I made this another important focus areas for you in Part II, so you will be able to hire and/or fire tutors professionally and get best value again for your bucks.

Handling the Competition: On Prize Fighters and the Psychology of Winning

The other major reason tutoring has gone NASDAQ is increased competition. I began this book by saying our children are obliged to compete and excel in the most competitive global arena known to the history of humankind. Competition is never something to be feared, but embraced, mastered and conquered within a person's mind. Now more than ever children need to grow up strong, healthy and comfortable with this mind set. None of us can change the cards we dealt in life, only learn to play them to our best advantage. Knowing it was high time every child had the benefit of knowing how the psychology of winning works and why. Your child will come out of Part II with the winning mind-set of the best prize fighters: before they even step into the ring to do the full 15 rounds, they have already won, mentally.

Dreaming About an Ivy League University? Start Making It Happen!

Many dream of going to an Ivy League University. Dreams become reality when you know precisely how to make them happen. Grounded in my own personal and professional experience, Part II gives you and your child the expert track on how to apply, interview and ultimately earn a place at an Ivy League. Beyond standard straight A grades, and the world winning gifts we discovered in your child in Part I. Knowing everything I will share with you here, gives you a further ‘winning edge’ to help your child achieve their dreams and ambitions.

Get the Best Out of Parent-Teacher Meetings with Instant Expert Know How

Late home from work? Coming into landing, after a two hour delay? Short on time? And still want to have a great, productive, positive meeting with your child's teacher? You will, with the

'ready-to-go' download, upload, tear-out instant expert pro help! Putting you in control of the meeting and getting out of it exactly what you want. Wipe that sweat off your brow. Breathe. You can relax now.

I respect perhaps more than most, just how individual each of you reading this are. Each and every one of you and your children will be at a differing points in the educational journey you are embarked on. Therefore, logically, before you dive in and you and your child start benefitting from the treasure trove of practical goodies in Part II. Here is where you might have some questions to ask me. As you know, I am always happy to help! So step in our metaphorical Porsche again, for another Q&A fly drive and off we go!

Fast Track Fly Drive Parent Q & A

Q: Do I have to do the chapters in Part II in any particular order?

A: No, in that respect Part II is different from Part I: The Golden Foundations. The order and when you do them, is as you need them in Part II, it's as you choose, entirely up to and designed around you and your child.

Q: What if I am a home educator?

A: Honestly? Do not skip Part II. There is too much in it that is relevant to you, such as exam prep, to Universities regardless of whether you are home-educating or not. To get the best value for your child and enrich the work you do on your own with them. Do: read through the different sessions and take what you need from them. Then of course, move on!

Q: How much time is all this going to take?

A: As you likely gathered from what I said earlier, everything is designed for speed. I created the activities and 'ready-use-and-go' items a bit like canapés. Yummy, bite size pieces. Enjoy! As for the smorgasbord of activities that are fun to do with your child. Remaining true to our objective: making them a future World Winner. These were the two further thoughts at the forefront of my mind as I created each one faithful to its purpose: any step that is in them is there because it needs to be for your child to get the maximum benefit. Everything is also designed time-effectively. Making sure you win both quality and time-wise.

Q: Right now I am more interested in other Parts of this programme and handbook. Is it okay if skip Part II for the minute, to focus and work with my child on those instead?

A: Absolutely! Remember what I relayed to you in the introduction? After Part I flexibility was built into the programme from the first, with you at its centre. Designed around you therefore you can do any Part you wish in whichever order you wish now. As long as you don't graduate the V.I.P. Lounge without getting 'your wings' first! Your child will never forgive you! Neither will I!

Which brings me to the importance of this minute, now. Much as it was a pleasure to have this little chat. Now we have talked the talk, it is time to walk the walk – let's do this! Dive into any one of the following Chapters, and/or Parts of the World Winner's programme and look forward to meeting you and your child there. Let's go!

W.I.Ns Icon

- In an unprecedented global arena of competition, knowing how to get the best out of your child's education at every level is essential. The time your child spends, 75% of their waking,

working hours each week underscores this point. Knowing how to get the best value for the time, energy and money you and your child spend in education isn't just smart it's the right thing to do. It ensures that the irreplaceable time your child spends in education is maximised upon, as they will be able to make the most of every learning opportunity. In the end, over and above any budget you may have – that's what matters most. And I am here to champion you and your child.

- Parents world-wide fall down the same 'good intentioned' rabbit holes, when they need not, - if only they had an expert to hand to set them on a smarter navigation path through their child's education. Now you have no excuse! Use the advice I give you here and you can be the savviest parent ever to walk into your child's pre-school, nursery, kindergarten or school. Put simply use my advice and you win more for you and your child with less effort.
- All of us are short on time: got a parent-teacher meeting coming up? No time to prepare? You don't have to. I just made you look like an instant pro with ready to use and go guides you can download, upload and/or take straight out of the book. You win...again!
- Beyond glass-fronted marble entrances, glossy brochures, ancient mottos nestling amongst scarlet ivy covered arches, and or in contrast relatively shabby exteriors. Appearances can be highly deceptive in education. Assessing expertly whether or not a prospective and/or current school is giving you and your child best value for either the fees and/or taxes you pay, starts by knowing precisely which questions to ask. Now you will.
- During the natural course of a child's sojourn in education they hit 'turbulence' some time or another. Meaning, you need to be able to trouble-shoot issues quickly, expertly, time and cost-effectively. Now you can.
- Education-speak can be 'confusing'. Report-card phrases such as 'could do better' are useless to you, unless you know how to unpack and use this information positively to empower your child to increase their personal performance. Part II gives you the deciphering ability to do that. Another win.
- Getting into the habit doing homework properly and time-effectively can be a challenge for a child. From showing them how to be a smart person who manages their tech and time well, versus a sheeple: someone who doesn't know how to do that. Following the practical steps and techniques provided in Part II will make it easier for your child to build-in healthy habits for great homework.
- Wherever your child is in the world and no matter their dreams, certain skill sets are paramount. From delivering professional projects and presentations, to writing timed essays under pressure, acing exams, cognitive ability tests and knowing how to handle 'the competition'. Here you and I give your child another 'winning edge' that complements the one they now already have from Part I, adding more power to their flight path to being a future World Winner.
- For all those reasons we discussed in Part I: Boredom and feeling under-challenged is a universal problem for many children in school. To avoid this happening for your child, in Part

II I share with you practical things you can do to work with teachers better on this, and ensure your child is getting the right level of challenge in class.

- Hiring and firing tutors is increasing and common-place for parents globally. And it can be hair-raising and frustrating. Here I show you how to get a better deal, saving time, energy and money with a simple and easy guide.
- True, as I said in the introduction: our children are obliged to excel in the most competitive global arena known to the history of humankind. Knowing how to handle competition and make it work for you positively is thus another pre-requisite for your child and future World Winner. Prize fighters win the fight before they ever step in the ring. Why? They have mastered the psychology winning. Now your child can.
- Ivy League University is a dream of many millions: find out how to make it a reality, beyond 'straight As' and the rainbow of gifts we discussed in Part I. With techniques learned and shared with you from my own personal and professional experience.
- Incredibly equipped, as both you and your child will be with the benefits of Part II. You just took another 'giant step' to securing your child's place as a Future World Winner in 21C.

8. Seven Education 'Know-Hows' For the Smarter Parent

With this chapter you and your child win with the following advantages:

- **Be the savviest parent ever to walk into your child's kindergarten or school**
- **Principal parent meetings – made easy – with you calmly in charge, all the way**
- **Know which questions to ask to assess your child's provision like a pro**
- **Establish positive parent-teacher relationships that work for your child**
- **Maintain a balanced focus and schedule to ensure your child is 'futures ready'**
- **Confidently hire and fire tutors and get best value for your money**
- **Make better informed, hence smarter decisions in your child's education**

Globally, diversity and choice of educational provision will increase as obsolete models give way to new educational solutions from \$1 a week classes in Nigeria to successful organizations such as GEMS founded in the UAE who now provide 'no frills', more widely accessible private education, across the world, including the UK.

However, whilst these are amongst some great examples of education. More choice does not as you know automatically mean great quality. Making choice a mine field, adding to the list of things that can keep you up at night. Some in business view education as that purely. As opposed to the business unusual that it actually is: the sacred opportunity for us to get it right for our children, ideally: the first time around. This chapter is all about helping you do that.

Knowledge is power. In contrast to previous generations of parents and children who have had to enter 'education-hood' largely blind, limited to their own educational experience in the choices they make. With each of the KH – Know How steps we will travel through together. You will be a new, savvier, informed generation of 21C parent.

KH 1: Turkeys Flap Around; Golden Eagles Can See Everything More Clearly

You left the turkeys behind, soon after you graduated from Part I. I am looking at a savvy, thoughtful Golden Eagle, getting savvier and better informed by the minute. The first step for you and your child to get the best out of their educational years, is a sure fire plan of action. One that, no matter where you are starting from now: toddlers or teens. Enables you and your child to chart a path in education, grounded in making the very best use of the resources you have available, bolstered by 'insider' knowledge provided by an experienced pro. With this plan you are no longer like every other parent: at the mercy of ad hoc information you get piece meal from the radio, TV, social media etc. Piece meal and ad hoc is sloppy. What you need is precision planning: Golden Eagles win because they know where they are going, what they are doing, and have tried and tested strategies to help them along the way. You already took the first step to being a Golden Eagle in Part I. To make life easier as well as more productive straight away for you and your child. You will recall that all those fabulous gifts your child possesses that give them the Winning Edge in tomorrow's world, are now supported by the World Winner's Plan we created for them together in Part I. So, the prime focus and objective you are looking at in planning your child's smarter 'education-hood' is one that gets them the best academic learning opportunities. All working to create more success for their efforts. Which brings us to the second step of know-how you will benefit from in Part II.

KH 2: Working with Schools: There's a Right Way to Do It *You may think that outstanding academic results and deep pockets for private schools are index-linked in the world. You'd be wrong.*

Working with parents globally, across socio-economic spectrums, cut to the chase: more or less amounts of income to invest in their child's education. There is one truth and recurrent pattern that abounds globally in over 25 years of my experience. No matter the educational provision a child is in: publicly or privately funded. As with all organizations, the success of the provision and the people in it: your children, depends, in the end, on one factor: excellent leadership and management. A rare and beautiful thing. Without that, regardless what brilliant resources a provision has, whether it was established last week or hundreds of years ago: the opportunity for academic performance is either maximized or minimized by the flow of 'top down' influences. That's why I don't need you going out there like Bambi on ice waving your cheque book around, all in the name of love for your child, believing that will get your child the best chances. Before I show you how to peel the lid back on any provision, so you can take a good peek around inside. Step back. Put your bank card aside whilst you think, decide, then swoop, more intelligently as the Golden Eagle you are. Which brings us to Step #3 in your precision planning.

KH 3: Experts Look Beyond Appearances: 'Fact Finds' Uncover Useful Truths

Don't be a sheeple believing accuracy of information about schools on the internet. Much like political opinion polls, what's out there on the web can often be skewed according to who prepared and presented the data, and what their motives were. For example I once saw a ridiculous 'league table' that put Eton at the bottom of educational provision in the UK! As a savvier parent, you need to be far more independent and consequently more informed and

discerning parent than be vulnerable to such utter rubbish. How? By now being able to do your own professional 'fact finds', whether it's a kindergarten or school. Using the Parent-Pro School Fact Finder in Template ➤1. I prepared for you earlier. You can download/upload or detach that now if you like.

Either way, let's unpack each of the carefully crafted questions together, so you know what responses you will get, and what to look out for. The same applies whether you are looking at toddler or teen provision. Here goes.

Top Tip: This School Fact Finder can be used whether you are just setting out looking for a kindergarten or school for example, and/or if your child is already

Brain Box: A lot of parents go to prospective provision open days only to be shocked into nostalgia the minute they walk through the doors and see the chairs etc. Don't be one of them. As soon as you have been introduced, and gone through the generic formalities of maybe listening to a generic talk, or going on a tour. As soon as you have the opportunity on the day, pleasantly and calmly, take charge to take the most of the time you have with the principal and/or representative using the following questions.

Top Tip: If instinctively you feel it is not possible to make a good job of your pro-fact find on the 'open day'. Don't waste your time. Book a time soon after to see the Principal and/or his/her management representative, pointing out you are a new set of parents. In my experience, Principals and their management can always find time to see 'new customers'. If they can't even find the time to do that. May be it's already time to be looking elsewhere. I don't care how many trophies they have in reception, or new tablets they ordered in to dazzle you with on open day...

Now you and your Principal and/or her/his management representative is sat down in front of you. The coffee or tea has been served (or not if they are stingy). You may begin pleasantly and calmly with each of the following questions. If at any time the Principal and/or representative feels awkward, or tries to dodge the question. Remember any Principal worth their salt should be able to breeze this pro-fact find. If they can't. Well, you can join the dots yourself now can't you! It should be a very informative meeting indeed....wish I was a fly on the wall.

Brain Box: Having asked her/him each of the questions you are going to here. Resist the temptation to interrupt their answers. This is about the big L: Listening. Do that throughout and you will win more out of this meeting. As you will see you will have a wealth of information to work off and make your decisions with, when you have asked these questions and gleaned their responses in full.

Parent Pro-Fact Find Unpacked: What to Ask What Responses to Expect

Parent Pro-Fact Find Q 1: Mr/Mrs/Dr Principal, may I ask you a question? Where do you see your provision in 5 years' time?

Top Tip: This may seem a tough question to start with. It is. Immediately it sorts the wheat from the chaff. A principal who is confident in themselves and switched on will smile with glee at being asked this. What you are looking for is what I call a 'green light answer'. If they have a clear, non-fuzzy vision of exactly where they are going. Great. Congratulate them on that and how good it makes you feel as a parent that 'they have great vision'. Amber light answer equals hesitation. Give them a chance. This could be for a variety of reasons such as just being given

the post. Alternatively if they look at you like you just jumped off a Christmas tree, you have a red light. Beware, and learn from the three real case studies below.

Case Study: The ‘Famous’ Costa Plenty Kindergarten

Wei-Lin and Quentin had saved up a lot of money to be able to send Georgie, their little boy to this internationally established kindergarten. Wei-Lin was in computers, and Quentin was in futures stocks and shares. Evidently, when they got to the open evening, the first question they asked, looking at the holistic, but even so, somewhat dated curriculum that Georgie would be following, they couldn't help themselves and asked the Principal: where do you see the curriculum going in the next year or so? For the fees they were paying, they expected the Principal to come back with a great answer. Unfortunately she didn't. Instead, she came back with: we shall continue to do and deliver what we have always done. I see no need to change whatsoever.” Wei Lin and Quentin were not happy with this at all. They both knew that the curriculum wasn't really up to where they wanted it to be for Georgie. Result? Upon making further enquiries amongst their friends, they found that a couple of them who had sent their toddlers to the same provision had been ‘bored’. Wei-Lin and Quentin had to do some thinking. They did. They found that Wei-Lin's mother was happy to teach the toddler at home part-time, with Wei Lin and Quentin topping up Georgie's learning, by home-educating, until Georgie was able to go to school. The money they were going to spend on Costa Plenty Kindergarten they put into an investment fund to help save for his school education later. I call that wise.

Case Study: The Curious Case of the Tablet and the Old School Boater

As in the world of commerce, it isn't always the best talent that gets the top job. When Trudy and Stefan turned up to one established private school, they had always dreamed of sending their daughter Ellie, they began to realise this very quickly. Amiable as he wondered out of his oak-panelled office to greet them. The Principal was lovely in manner, polite, kind, considerate. Beyond that however, Trudy and Stefan began to regard her like a golden retriever, well-trained and loyal but not what you might call a great leader-thinker. After the tour of the school, Trudy remarked that she hadn't seen any tablets in the classroom, and was that normal? To which the dear Principal replied. We don't allow our girls to have tablets on their person or on their desk, all such matters are dealt with our school nurse, all in confidence of course. Trudy and Stefan didn't know whether to laugh or cry. As for vision. Albeit she was ‘very nice’. The Principal didn't have any. Not that was worth mentioning or the fee that was being proposed. Moving on. As did Trudy and Stefan.

Case Study: The Sea-Biscuit v Admiral Race Revisited: an Inner-City School

If you don't know the story: the race between two horses Sea Biscuit and Admiral is legendary in the USA. It was the early 20th Century and the Great Depression. This race between two horses, as the Hollywood film ‘Sea Biscuit’ portrayed brilliantly, became a metaphor for a nation's state of mind: could a badly damaged underdog ever make a come-back and beat the ‘undisputed’ top dog? The egos and philosophies of the two respective owners of these horses began to grab media headlines. Sea-Biscuit was a small, light horse that had been written off as a loser in his youth; he had been relegated to helping ‘horses better than he’ win in training sessions. Admiral on the other hand, was a giant amazon of a horse. From the go get he had always been considered a winner. Before we get to who won ‘the race’ – if you don't know or haven't guessed already. Let's talk about two co-ed schools. One had a distinguished Christian heritage and history that due to poor leadership and management had fallen on ‘hard times’ we'll call this school Sea-Biscuit. The other had an equally distinguished history as a fee-paying

'public school' (in the UK we call private schools public ones...go figure); we'll call this school Admiral. The latter had great academic results. The former did not. Then something happened. A new Principal was head-hunted for Sea-Biscuit. Within a year the academic results were so good, they were biting the heels of Admiral's academic results. Within three years they were neck and neck. Admiral's prospective parents started saving themselves money by looking at Sea-Biscuit first. The Sea-Biscuit Principal welcomed the parents and the challenge. As in the horse race. Sea-Biscuit won. It became listed as one of the top 10 in the London Times list of 'good schools'. When the media asked the Principal how he did this: the answer was not about himself but his staff, his children and their parents, and the school governors. The hallmark of a great leader.

Top Tip: Look for this hallmark in the answers your Principal gives to both the first and the following questions. Plus, before you spend. Think, as I said, appearances and labels can be deceptive. Here, past the façade, you are getting to know the most important fact for your child: inside, what makes the school itself tick? Listening to the Principal do you see blue, sunny clear skies or storm clouds ahead? Especially if your child is just starting in either a kindergarten and/or school, vision matters, because it is the coming years, not the past ones that count for your child. Principals and or any primary management team member who evidences resting on their laurels far too much, are no-go options. Avoid!

Pro-Fact Find Q2: What would you say your main achievements are since you have been leading this provision?

Bearing in mind the third case study we just visited above. LISTEN intently to his/her reply. Is it about the children, children and staff or is it just about themselves personally? This is important regardless of if they are established or relatively new in post. If it's all about themselves, alarm bells should be ringing in your ears. Staff will probably feel unappreciated and thus miserable. No matter how professional they are this negativity they are feeling, through no fault of their own is bound to trickle down to the children in their class. What you want is to come away from this question knowing that the Principal is a fosterer of the talent he has working for him and proud of that talent. As this will have a positive knock on effect with your child. All of which feeds into your child feeling happy, and being able to perform at their best.

Pro-Fact Find Q3: We've read the brochure. But we'd like to hear it from you: what do you think are the main strengths of your provision? And how will they help my child.

This is a loaded question. So give them time and then do the big L again: LISTEN. Let them get their story out. You will learn a lot here about what is important to this Principal and or the prominent management team member, in what he/she does each day for the children in their care in the school.

When they have finished 'telling their story'. If they haven't given you a concrete example of how this has empowered children in their provision. Smiling and nodding to relax them, proceed to ask:

Can you give me a concrete example on how you think this provision's achievements to date might benefit my child? Remember to smile!

When they have answered that question. The question you are then in a better position to ask yourselves is: does this/would this 'work' for your son or daughter?

Don't: query and ponder that now. Do: continue to complete your pro-assessment.

Pro-Fact Find Q4: What sorts of extra-curricular activities do you offer?

As you know from Part I, the way schools are geared now, means that beyond the academic, test driven focus imposed by outmoded educational thinking globally. Even though they may only be ad hoc opportunities that you can work into the World Winner's Plan you created in Part I. This fact-find meeting is a good time to find out what kinds of extra-curricular activities may be on offer, how relevant they are to your child's gifts, dreams and ambitions, so that you can work them into your plan.

Top Tip: Many schools promise 'extra-curricular' without going into the detail of what level of quality your child can expect in these sessions. For example: they may say there is a chess club, or IT club. Find out when, where and how these sessions are run. Is it 15-20 minutes a staff member has spare at lunch time? Or is it properly planned.

Do Ask: What kinds of results have children got from this who attend?

Do Ask: Are these sessions for free? Or is there a fee to pay. This is especially important in fee-paying situations. Often, as I tell parents, there is the plat du jour option of activities given out in brochures. Be careful you know all the menu options, before you sign up. Otherwise you can find yourself a bit like a friend of mine who went to Disney Land for a two week 'immersion' holiday: unprepared for the constant 'but Dad/Mum, my friend's going on this special 'whatever' day – can I not go too. In the end my friend said, the just gave up his credit card, and hoped for the best...If you are going private you need to know how those 'add on' menu options work and how much they cost too. Otherwise the nagging and the leakage from your purse will be endless and merciless. Giving you premature grey hairs...Who needs that?

Pro-Fact Find Q5: Do you have any 'shadow-lists' like those of children you consider gifted? How are these lists compiled? And the children chosen?

Dependent upon which government is in power, how many dimes they got left after spending (or miss-spending) on everything else in the treasury. State-funded schools get some funding for different types of talent programmes. For example, Françoise Hollande in France has just axed a programme for state schools that promoted those more able in language learning. Don't ask me why. I love France and the French language – to me it's like poetry. In the UK, although it's been a rocky road up and down, ever since I began lecturing in the field, funding for such programmes has been available, if patchy. As for private schools, some of them in UK were actually behind the training curve on this. As for example some of them were on the issue of dyslexia. Whereas, you now know that dyslexia and being gifted in one or more areas is evidenced by the science and prominent, successful individuals, at the top of their respective games, the world over.

All this means that you need to be aware of what I shall term for ease 'shadow' lists. Shadow lists are compiled within the school. Don't forget that schools themselves the world over are competitors themselves, judged by their results. Some lists are compiled internally to push academic performance upward. Other lists are there to place a question mark over a child's ability; depending on where the school's view, aspirations and knowledge is at, that can mean that if they get one whiff of the fact your child is dyslexic – into the bottom or middle order batting of sets they go. Rightly or wrongly. When, the studies from MIT have shown that we looked at in Part I, that this kind of black and white categorisation of 'smart' is out-with 21C science.

Similarly say a school has a strong music or art department, they may create a list of students they want to 'push' academically, to achieve higher results: good for the school's 'ratings' and good for the student right? Pushing is problematic as we have seen in Part I; that aside. All this works fine if your child is on that list. What about if they are not?

Brain Box: Amazing is that when I have asked parents to ask about these 'lists'. New lists have been born in schools, giving all children in them a wider opportunity to excel academically. Meaning more of your children win.

Top Tip: Dependent upon where you are reading this in the world. Some of these lists use Cognitive Ability Test scores for example, as a rite of passage to the lists. Find out how to crack them in the next chapter. Also find out the 'other' criteria for getting on these lists...Go smarter parent! Then conclude your Pro-Parent Fact Find with this final but all-important question.

Pro-Fact Find Q6: I/We respect that you are a busy person, like us. Do you have an 'open-door' policy for parents to discuss matters – should they arise?

I kid thee not: in this age of smiling robots serving up cocktails on cruise ships, setting up colonies on Mars, and discovering more planets in our universe...there are still some Principals and or senior management offices in schools with, wait for it: 'traffic light' enter, do not disturb, and you may come in 'gatekeeper' systems on their doors. Whilst in everyday time-management and organizational terms this may seem a smart idea for many Principals and/or Senior Management. In the context of today's significantly 'pyramid be gone!' flattened-down successful global enterprise structures. It gives off the wrong message to staff as well as parents. One that says: hey! Our brochure used that big buzz word: innovation. But we do things Jurassic Park around here okay?! Not.

Top Tip: True is that just like you wouldn't like someone just to rock on up to you whilst you were working and demand a full-on meeting about a problem they have. Wiser and more courteous is for someone to book a meeting with you so that you are both prepared to give the focus your full attention and work constructively together to find a mutually beneficial solution to whatever it is...

However by the same token old-hat door tricks like the one I just mentioned smack of either a Principal's inability to delegate sufficiently, and/or an unwillingness to 'move with the times'. Neither of which you and your child need.

Top Tip: At the end of your fact-finding questions, thank them for their time courteously. The mark of a professional. Smile, leave then go home. Whether you were impressed by them matters less than having listened intently, and leaving on a pleasant, warm and cordial note. Why burn any bridges when you don't have to?

Time to Reflect: Press the Pause Button and Think!

You will have collected a lot of data, now you need time to digest and cogitate it, then decide with your partner, toddler (they talk sense too!), tweenie or teen, what you think is the smart thing to do next. The great thing is at this point you haven't made a decision or spent any money. Instead you are able to make a far more informed and hence smarter choice going forward about how you wish to proceed, and more importantly why. Grounded in facts, not just hunches. Always an advantage. After you have made your choice, and or if your child is already in a provision. You are now ready to move to Step #4 in your journey to Smarter Education-Hood. But first an important word about 'the elephant in the room'.

Squeaky Wheels Always Get More Oil: Action Gets Results Not Apathy

For any parent reading this thinking ‘that’s all fine and dandy’ for those who can make these choices, what about those of us who despite our teachers working hard and positively, are unhappy with state schooling in our particular country: ‘x, y or z. Unless you have a gun pointed at your head. Don’t suffer in silence. Let yourselves be heard. Nothing otherwise will change, not for your own children or their children’s children. Engage and make yourselves heard. It’s a fact: education globally demands attention. That’s why I am putting my money where my mouth is: 10% of my royalties for this and a book I’ve written for Futures Education goes to UNICEF. Action not apathy gets results.

Similarly for any parent reading this who is thinking of investing heavily into their child’s education. Remember that private investment, outside your home is often the biggest one you and/or your partner will ever make, and keep the following in mind.

Top Tip: What none of these schools will ever tell you is that the private education market is getting bigger. Gone are the days of a smug smile and ‘well if you aren’t happy’ there’s the door approach. No matter how old or established they are. Even if they don’t show it. They know it. So don’t get into the wrong mind-set of feeling pushed around. Book that meeting with the principal and go off the facts you gleaned and your gut – this things will always guide you best. If the Principle isn’t being helpful. Point out that you’ve already been approached by other schools wanting your custom – even if you haven’t. An obdurate Principal may simply shrug their shoulders, as if they don’t care. Trust inwardly it will make the Principal think twice. Giving you time to look at your other options. There ARE always other options. Remember that too.

KH 4: Smart Parent-Teacher ‘Team Meets’ and Why They ‘Work’

Most of the teachers I meet around the world are there because they want to help your child learn. Like you and I and your children they want to feel appreciated for the work they do. Being able to work intelligently and in an informed way opens up a smarter channel of communication and constructive spirit for the go get that is great for you and your child and the teacher. Everyone wins. No need to buy teachers gifts! Unless at the end of the year you want to show your appreciation for them, as happens across the world with many excellent teachers, end of term. Follow the checklist I set out for you in Template 2: Checklist Parent Teacher Team Meetings, and it will set you on a solid path to success. You can upload/detach it, as soon as you have a meeting come up, for example at the start of a new semester.

Brain Box: Beyond kindergarten, your child will probably have different teachers for different academic topics so you need to upload and or make as many copies of Fig. X that you need to make the parent-teacher team meet in each subject equally fast and efficient. Notice that the questions listed are open ended – keep them that way to get more information.

What Do You Do When/If You Identify a Problem?

Parent-teacher meeting evening or days are typically short on time. If you push to try and solve issues there and then one or all three of the following will occur: short on time, the teacher may panic, giving you low-quality answers and solutions as a result; you in turn may sense this and start to become frustrated. Only to say something you don’t really mean or regret later; now the teacher starts digging trenches, s/he is in conflict and defence mode. As opposed to what you need and what will benefit you and your child most: teacher in ‘how can we get this fixed together, amicably and excellently for you and the most important person here: your child, mode’. Here’s what to do to win what you want and handle it like a pro:

DON'T: try and engage the teacher there and then trying to problem solve the situation.

DO: follow the blue print checklist I have given you and conclude the meeting positively with a thank you and a smile.

DO: go home and empower yourself with the wisdom of Chapter 9 and 10. These provide you instant solutions and help to many generic and important issues the world over for children in school. If after empowering yourself with all that is there, and the issue is still not resolved to your satisfaction, for whatever reason...

Later having had the benefits of the wisdom of Chapter 9 and 10. If you still feel you need to do so, then savvier and thus calm, proceed to set up a meeting with your child's teacher to discuss specific issues. Calm being the operative word. Passions can run high in us all when we feel we or especially our children have been wronged. However only by keeping calm can we get things done for our children that will serve them best going forwards. Right? Right. Even when the chips are down. Play smart and you win again. Cheers to you!

Top Tip: If you have a burning issue this minute you need to trouble-shoot urgently, visit now the next chapter and chapter 10. If that doesn't solve it for you. Then move directly back to the DO list in the advice above. Better to nip a problem in the bud professionally now than wait. I am with you and your child.

KH 5: Savvy Parents are Chief Navigator Pilot in their Child's Education

Don't: Wait for School to Tell You; Know Yourself: How are We Doing? Remember the import of your child being in the driving seat of their learning from Part I? And having the benefit of a Golden Foundation with your ultra-personalised 21C World Winner's Plan? This means neither you nor your child need to sit there waiting like a lemming for the next 'perennial' parent-teacher evening to roll around, eventually. Smarter and more time effective is that you can keep a track yourselves in the context of academic performance. By doing a SWOT analysis to determine what's going well and what needs more focus, and adjust your plan to do that for the coming week, semester etc. Template 3: SWOT Analysis Academic Study enables you to do this quickly and simply for each subject.

Top Tip: Remember where your child's dreams or immediate focus changes. To amend your 21C World Winner's Plan accordingly. So that each semester you and your child are working to an informed, structured plan – that takes your child where they want to go: on every level from the enrichment of different gifts. To winning in an academic subject they need at school, to take them closer to their dreams.

Brainbox: Two heads are better than one, working with your child in your winning team you! Doing the SWOT analysis enables you to identify what's getting in the way of optimum performance: is it boredom with the subject? A change in teacher. In which case your child and you will *know* they need more challenge: go to Trouble-Shooter Chapter 10 for immediate help with this.

In other cases it might be that your child missed important sessions on a subject, due to illness for example, that you now find are critical to exams. In which case they now feel they are playing catch up and need help, possibly from a tutor to ease the pressure and give them a fair chance to grasp what they missed out on. In which case go straight to tutor hiring and firing section here at #6 below.

What matters is that you now have options and a plan, which all feeds and works into your ultimate World Winner's Plan. You are on top of things and ahead. Great!

Top Tip: Home Educator? This is also a very useful exercise for you and your child at home. Often as the curriculum becomes more specialised as they progress into high school. You may need to hire a tutor. If so move onto the advice in #7 below.

Brain Box: After you have done this analysis and decided what to focus on. Remember to also list and point out the wins are having with this subject. And give me and yourselves a high five! Way to go!

KH 6: To Hire or Not to Hire a Tutor: the Questions Billions of Parents Ask

Largely unregulated globally, as I relayed to you earlier. Whilst there is plenty of choice when it comes to hiring tutors, as with schools, choice doesn't automatically mean quality for your hard earned bucks. I have worked, one on one, with parents who came to me for help who had paid three times over the odds for their child's education, by being taxpayers, private-school fee payers as well hirers of tutors. Whichever way you want to stack that equation, it is wrong. And adds up to a lot of wasted money, without expert guidance. Following the advice I set out for you in Template 4. Parent Checklist: Hiring and Firing Tutors, combined with everything else you will learn here in Part II. I have been able to cut parent future expense and/or make sure they are spending their money far more efficiently for their child. By them being savvier in assessing, choosing and working with schools, as well as hiring and firing tutors! As and when they felt the need to.

Top Tip: When you are looking at hiring tutors. Be precise about exactly what it is you expect them to be focussing on in the subject area for your child. For example: is it prep work for an upcoming exam, or homing in on a particular topic within a subject area, you are concerned about. Being precise doubles the chances of the tutor being able to provide focussed support, your child winning, and your investment yielding a desirable return for you both. All good.

BrainBox: Hiring a tutor just a few weeks before a major exam isn't wise or fair on your child or the tutor, if you know your child's performance in a subject is below par. Wiser, fairer and better investment is to nip this problem in the bud sooner. Giving both a fair chance and you a better investment. Procrastination is the thief of time and fair chance. That's why all the other steps we looked at help you avoid this scenario by being on top of and ahead of what is happening, rather than behind! Plus it also helps you save money and/or invest it more expeditiously.

Don't Do This....

Less informed parents sometimes fall into the trap of hiring a family member to do the tutoring for them. I say trap, because if things work out well, they work out very well. Alternatively, if things work out badly, then you are not just looking at a bad exam result for your child for example, you are looking at a family feud! My advice: in the name of hindsight, success for your child, and future peaceful family relations. If the family member you are thinking of 'hiring' is anyone other than yourself or your partner say to tutor your child in Physics or another language for example – because you are confident you are a whizz at both it, and teaching it to your child. Then apply the same professional criteria given in Template 4, to increase your chances of finding a 'good' tutor. Read the following true case study, if you still not convinced.

Case Study: My Uncle Bill Knows Best, Or Does He?

Demetri and Iona were worried about their daughter, Lena's progress in English at school. Major public exams were looming and they weren't at all sure she would pass them, let alone ace them. This was not because English was their daughter's second language. It was her first language. Rather it was because somewhere along the line Lena seemed to have fallen behind her peers at school. Upon further investigation Demetri, Iona and Lena found out that her school mates had been having private tuition. They had done this because collectively the parents felt that the new teacher they had in English was still finding her feet in the school, and whilst very good, with the exams looming they didn't want to take any chances. With just weeks to go before the English exam, Demetri and Iona understandably were in panic mode. When kindly Iona's brother 'Bill' stepped in and said that he would tutor Lena. He had a Masters in Astrophysics and was a respected member of the family. In the weeks coming up to the English exam he tutored Lena twice a week. Lena worked hard, so did Bill. However, when the exams came, Lena flunked in two key ways on the English paper: the first was her spelling and limited vocabulary; the second was her ability to write essays under pressure: she had not been trained in how to do this. An incomplete essay had in the end cost her passing the exam. Moral of the story: love and a kindly, incredibly well-educated, family member does not unfortunately mean one best suited to equip your child for the subject hurdle ahead.

Later, following the checklist provided for you here in Template 4, Demetri and Iona were able to find a tutor better qualified and suited to the task. Lena aced the English exam next time around. I wish you and your children the same success. Whether you are a home educator. Or a parent with a child in school. In effect dipping in your pocket to prop up the gaps left by your child's state or private school, in order to give your child the external subject support s/he needs at a given point, for whatever reason. Now, with Template 4 you will be able to do that confidently and successfully.

Creative 'Crowd-Funding' Solutions for Hiring Tutors

If you are a parent that doesn't have the funds to hire a private tutor but want to. Here is an old trick that has been going on for decades for parents 'in the know'. If you and your child feel that you need a private tutor for a particular subject, chances are you are not alone. Starting with your child, let them get chatting to friends at school to see if they have a tutor in a subject. Often you will find you can club together with other parents, to hire a tutor to do sessions with your children. This works well where the tutor ratio is kept to say 1 tutor to 8 students. And helps you all spread the cost.

What's Happening in Your Local Community?

Alternatively in some neighbourhoods and communities in different parts of the world, there can sometimes be what I term 'outreach' facilities, voluntary or government provided, working out of for example libraries, with staff available to give help with homework and subjects taught in school. It is worth visiting your local community website to check out what kinds of provision if any are on offer. You don't want to miss out on free, qualified help!

Know What Your Child is Studying in School Week by Week

Last but not least help you and your child get ahead in their academic year, by finding out exactly what it is they will be learning and doing in each subject. How? The full curriculum and or the main text book or programme your child's teacher is following may often be available either in libraries and/or to purchase on-line from government departments and/or reputable websites selling books such as Amazon.

Top Tip: Naturally as a home educator this last point is integral to you and your child's progress, throughout the year. I am assuming you will therefore already have this information to hand. If you don't. You now know where and how to find it, plus of course you don't have to go at the rate, ages and stages school dictates, but as fast as your child is naturally progressing and learning with you at home. Well done!

A Final Word of Advice: Hiring and Firing Tutors

If you are looking at Template 4 and thinking 'woops!', because you have hired an individual with none of the safeguards I stipulate, and you want to fire them. Then the first thing to remember is there where there is no actual contract. Then the agreement you have is a gentleman's one. If you wish to fire them, to be professional I would advocate you do so in the following manner. Don't lose your temper. Do keep your calm and inform them verbally that you will no longer be requiring their services and you are giving them two weeks' notice. Then send a gentle reminder letter to them informing them of this. By doing this, in an instance where you don't have to, because they don't have a contract, you save yourself from any kind of reprisal later. Internationally, despite legal differences. Generally, the law favours those who save everyone time by being fair, gracious, honest and practical in such matters. By giving them fair and calm notice in writing you no longer require their services. You are doing everything by the book. It is worth paying them two weeks to finish it professionally and move on, using Template 4 in future.

Top Tip: If your prospective tutor comes from an agency, always check out the small print of the contract first, and/or have a lawyer look over it to ensure there are no hidden fees, and or a requirement for a certain notice period. You don't want to be paying out twice for one tutor, whilst you hire another one, at a critical period before exams. It can happen. Be savvy. Don't let that be you!

KH 7: Never Lose Sight of the Bigger Rainbow of Gifts Your Child Is

Albeit the focus of Part II and this chapter is about how to play today's global education game to win; that doesn't change the technological and scientific facts we discussed in depth together in Part I: with the rise, and possible merger of AI with human talent. The individual rainbow of gifts in the their DNA diamond, alongside, if not over and above the focus on academic subjects they are schooled in today, that will determine your child's future prosperity and success in tomorrow's digital, robot-swarmed world. As per the World Winner's Plan we set out in Part I. Following the balanced cyclical focus I suggested to develop their rainbow of gifts. Beyond the limits of whatever may be on offer 'extra-curricular wise' in your child's school. Remember to keep enriching those world winning gifts of your individual child, surely, little by little, by building into their World Winner's Plan dedicated time to them attending relevant clubs and activities, with gift-focussed approach each semester. Thus ensuring your child is on the 5D as opposed to 1D path of personal, talent and brain development, ready for tomorrow's global arena of competition. More on the importance of that in Part III.

But first well done you! You are now amongst the top percentile of 21C parents. Having completed the Seven Basic Steps to Smarter Education-hood! Onward and upward now with me to Chapter 9, where you and your child will now learn the Essential Key World Class Skills they need to excel in their academic study. Knowing these skills in many instances, solves the problems holding children back. Not your child. They will be masters of these skills with Chapter 9. See you overleaf!

9. Essential Skills for Your Child's Successful Education-Hood

With this chapter you and your child will win the following advantages:

- **Able to produce excellent essays performing under timed, exam, pressures**
- **Manage Time and Technology Better**
- **Master the art and reward of self-discipline to be more productive in home work**
- **Deliver slick, professional, in-class presentations**
- **Create world-class projects across academic subjects**
- **Understand how to excel in a variety of Cognitive Ability Tests**
- **Prepare for examinations more strategically and effectively**
- **Handle the concept 'competition' confidently as a future World Winner**

To graduate their education-hood successfully, children need to be proficient in each of the skills we will be visiting together in this chapter, be they sat in a classroom in Manchester UK, Boston USA, Sydney Australia, Dubai in the UAE or Hong Kong...

I'm not talking coding, reading, writing and mathematics. For toddlers to teens those are given. Or should be! Here, you and I are talking the skills that act as a 21C 'rite of passage'. Proficiency in them makes a child's life easier through school. It gives them the benefit of being able to excel more automatically than they would otherwise be able to do. That's why this whole chapter works to equip your child the ESL the 'Essential Skills List' that opened this chapter.

E.S. #1 Essay Writing: Basics - Advanced Level and Excellence in Exams

All of us can tell a story when we are relaxed and with friends. We give it a beginning, middle, and an end, and our friends all 'get what we mean'. Then there are the other 'kinds of stories'

our children today have to be able to tell under timed, pressured conditions, in order to ace many public and hence vital academic exams. These types of 'stories' across disciplines within exams focus on your child's ability to demonstrate each of the following. Your child knows their subject; s/he can back up what they are saying with references derived from the relevant course materials. S/he can argue a case on both sides of an argument/theory/or approach, then make an informed, balanced but interesting conclusion, drawing the 'story' to a close. That is the type of essay writing we will be focussing on here, divided practically and logically into three focus sessions: ordering ideas; mastering great essay writing; producing excellent essays under timed, exam pressure.

Brainbox: As with all the activities in the World Winner's Programme, to get the best out of each and every one, read through the advice and activities first yourself. Then set aside a specific time and date, for you and your child to have both a fun and educational day. Exactly as you did in Part I. Set the table you will work upon together, dressing it with for example your favourite flowers, table cloth, nibbles etc. alongside everything you will need: paper, pens, and pencils. Plus remember to complete your day with a celebration with a simple but lovely reward such as watching a long awaited DVD, visit to your favourite park or that cosy coffee and cake shop you both like. Now you are ready to begin and benefit best from each of the following activities.

Top Tip: Before you begin, talk it through with your child: what do you both think? For example, does your child already have the 'basics' down? If so, then please move to the Advanced Level and Excellence in Essays: Exam Performance. Otherwise, as the Red Queen would have put it in *Alice in Wonderland*, smart is to begin at the basics, get that strong and solid then move on up!

Level 1: Essay Writing Basics: Ordering Your Ideas into a Winning Format!

Robert Ludlum, the brilliant writer and creator of the actor Matt Damon's character Jason Borne in the thrilling *Borne Identity* film series made the following observation. He said that in writing fiction, unlike real-life, he had to make sure it all made sense. Listening to script writers at the *Cannes Film Festival* they all say the same thing.

What's the lesson they are trying to tell us? There can be no 'loose ends' in stories. Everything in the story has to have an order, make sense, and be tied off neatly for us to believe and be impressed by it. *Exactly the same can be said for essay writing.* From the first stories we write in school, to university and beyond in novels and films.

World Class Ordering: Stories to Essay: A Format to Win

From the first time I worked with young people, I noticed that whilst there was an abundance of imagination and creativity. Specifically, getting their ideas down on paper in an order and format which did their natural brain gifts justice, was the main thing holding them back from getting great marks in exams. Ordering ideas, into a universal format for excellence in essay writing, is the first foundation to being able to be a great exam essay writer. One of the best ways to get children and young people to think about this, is to begin by thinking about how they would tell a story. Here they are going to learn how to do that with you, me and Template 5, shortly.

Top Tip: If your child is dyslexic, the great thing about today is that essays can be done on computer, spell-checked and submitted. What's more important to them for exams and also for their future is that they know how to order and format their ideas. So go for it! You know from Part I that they will have no shortage of those!

Brainbox: If your child has Asperger's they can appreciate order and format. As I often relate students with Asperger's whom I have taught can also give extremely precise references from for example their course text and Shakespeare plays, to support their answers. So please do let them share in this. They WILL benefit!

Moreover one of the greatest natural story-writers I ever met was a little boy with Downs Syndrome and a fantastic imagination, combined with a love of entertaining others with stories. The one I will always remember was about a Peacock feather. I hope he is still writing somewhere. Go 'M'!

Activity: World Winner's Order and Format: Stories to Great Exam Essays

How to get the best out of this activity for you and your child:

PALS Set Up

Download/detach Template ➤5.

Read through the guiding text below that accompanies the activity. That way you will be familiar with it when you work through Template 5 together with your child. That's it! You're ready.

Topic:

- ✓ Invite your child to choose a topic from each of the following different types of stories or 'genres': Pet adventure? A teen romance? Detective story? Which?
- ✓ Once your child has decided which one: ask them FIRST to *talk* about their ideas using the structured format on Template 5. as follows:

Title:

Discuss with your child: what would they like to use as a title for their story?

- ✓ Inspired by recent great books your child may have read or a film you saw: think up an interesting/eye-catching title together. For example:
 - Pet adventure: Avalanche! An Amazing Story of Rex the Hero Dog!
 - Teen romance: Skype! A Tale of Modern Love in Two Cities
 - Detective mystery: The Curious Case of the Teddy Bear-Snapper!
- ✓ Having had lots of fun: now invite your child to write their title down on the sheet.

Top Tip: Remind your child to underline titles neatly, always and use correct punctuation and spelling! That goes for Basic *and* Advanced Essay Writing Later!

In the Beginning:

A: Setting the Scene.

- ✓ Next up, the first thing we now need to do is begin, by setting the scene. Explore with your child their ideas about where their story begins and takes place.
- ✓ For example does it take place in a city, the countryside, where?

B: Who are the Main Characters in Your Story?

- ✓ Decide upon the main characters.
- ✓ Now let's look at the main characters' details: what are their names and ages? What do they look like? Once your child has discussed these with you....
- ✓ Invite your child to summarise verbally, where this story takes place and the key characters involved.
- ✓ Now they are ready to complete the first box in Template 5.

Top Tip: I have made the box at the top, at this part of the activity sheet relatively small in comparison to the more 'meaty middle' one for a reason. Share this reason with your child and they will remember the 'magic' format for great story telling and/or essay writing, trained by the size of boxes I give to each part. Short, sharp beginning. Meaty middle. Small ending. This is how I have trained children to be great at story an essay writing, before later in life they find their own style – if they want to be a screenwriter for example...Back to basics for now. Inform your child to remember those boxes and they will automatically begin to write within them mentally. Never mind the size of their writing. The idea of that winning order and format will be seeded in their mind.

BrainBox: Encourage your child not to rush and to write in full sentences. Praise them for their efforts. If they make a mistake, never mind that. Keep the focus on the objective of this activity which is ordering their ideas. Polishing up on other skills can come at another time. Retain their focus on the objectives of this activity: ordering their ideas and they will benefit best.

The Meaty Middle:

- ✓ Okay, so you have set the scene, decided upon characters, what happens next? The Meaty Middle is where it all happens. The romance, the adventure, the mystery...This is where the plot unfolds.
- Example: if your child has opted for a pet adventure story about a dog, the plot might be that the dog's master is trapped in snow. Adoring his master, and knowing something must be wrong, our hero the dog, rushes off to find rescue his master. It's hard work, he has to fight a wolf, before he gets to his master, it's not certain whether the dog will win the fight, after a struggle....will he make it?

- Example: perhaps your child opted for the teen love story, the couple met in their home town at school, but sadly the girl's father is offered a job that means relocating to another country...are they doomed to Skype and Snapchat never actually to meet again IRL?
- Example: alternately your child may have opted for detective mystery...down in Teddy Town at the Teddy Production Co. a lot of teddy bears have gone missing. Detective Kodiak Bear or simply 'Kody' to his friends, has been brought in to investigate...what or who is the culprit, upon finding a couple of doggy treats, and one diamond dog collar stud, at the 'scene of the crime', Kody suspects it might be a local pooch that goes by the name of Polly-Pink, a French Poodle new to the town...but do ALL the clues really add up?

Top Tip: Notice that in each of the examples, I don't end any of the stories. Rather I give the reader two things: *a bunch of facts and a 'cliff-hanger'*. Leaving the reader to ask: how will it all end? Now take note of the Brainbox and relay its message to your child.

Brain Box: Inform your child that the purpose of the plot is to give the reader all the facts of the main event. But not to give them the ending! Just the facts for now, because this is only the Middle of the story.

✓ Discuss your child's ideas on what happens in their story with them now

Once they have decided on the plot and what happens, invite them to put it into *no more than 5 sentences* in the box provided for 'The Meaty Middle' on the activity sheet. They might find this challenging at first, but this is all excellent mind-training for writing essays later, especially when it comes to exams. Whereby being able to order information and work to this winning format count – massively. **Conclusion: 'The End'**

✓ Drum Roll: Discuss now with your child how is their great story to end?

- Example: Pet adventure. The dog finds his master, and alerts a local family to help him take his master home. The snow starts to melt and the sun begins to shine. Once safely home, the master rewards his dog with a new bone. The end.
- Example: Love story. Out of the blue the girl finds out that her Dad's company need him back in her home town again. They fly back, and a big reunion takes place at the airport. Aw! The end.
- Example: Detective mystery. Kody finds a stash of teddy bears, all unharmed, at Polly-Pink's house. After two weeks proving to her owner she can be a 'good doggy', Polly-Pink gets a gift: her own matching pink teddy. The End.

Top Tip: Note that all the endings are purposely brief and to the point. Wrapping up the story succinctly. The same 'rule' applies in excellent essay writing for exams. So again this all great mind-training for your beautiful and intelligent child.

Brain Box: Share the above Top Tip with your child before they now write their own story's conclusion in the smaller and final box provided on the activity sheet.

Proof Read:

- ✓ Check with your child for any spellings...the 'with' is important in learning terms
- ✓ Don't: behave like a teacher 'marking' them. Do: work on this together using a dictionary. Rewarding and praising them for what they spelled correctly.
- ✓ For 'other spellings' they are uncertain about, usually because they want to use a 'big word'. Encourage the big word and praise them for trying one! Then treat it as a happy adventure to find the right spelling in the dictionary! That way your child's mind will associate spelling with happy, good emotions, not fearful ones, which will contribute to them becoming a better speller in future.
- ✓ This is all of course replete with what you learned about the brain and Advanced Learning in Part I. Plus, if you would like to increase your child's vocabulary there's a really great activity in Chapter 10 that does exactly that for you: My Great Big Word of the Week!
- ✓ Proof read done. Let your child read out the whole story. Encourage them to do this a couple of times, so they really give it their all, loudly and confidently.
- ✓ Share with your child the fact that proof reading is essential always at the end of a story and or essay. It gives your work that extra sparkle and polish. Great!

High Five! Praise your child with a round of applause and share some of your favourite nibbles.

You both did a great job! Well done! 

Parent Navigation Check Point □

Take a break and reward yourselves with your treat now if you wish. And/or proceed directly to Level 2 today or next time – as you wish. If you are not doing that today. Don't leave it too long before you do so, in order that your child gets the maximum benefit of training their mind in the ordering and format for winning writing for academic and exam purposes.

Level 2: Advanced Essay Writer Skills for World Winners

Once upon a time, being able to write polished essays at school was reserved for older children, wishing to enter university. Now due to the Knowledge Cascade we discussed in Part I; being able to write great essays across academic subject areas at, what our ancestors may have considered, graduate level is a pre-requisite. In schools across the world. From children as young as 10 and 11 competing for entrance to preferred schools for example. To those children at 13 and 14 preparing for major exams around the world. The skills your child will learn with you and me and Template 6 will enable them to master great essay writing sooner, rather than later.

Activity: Mastering Great Essay Writing

How to get the best out of this activity for you and your child:

PALS set up

Download/detach Template 6.

Familiarise yourself with Template 6 yourself first, alongside the guidance below.

Top Tip: If you haven't done Template 5 and thought it more appropriate for your child to jump straight into Template 6 – that's fine. Just make sure you are familiar with the principles we visited in Template 5 and the previous activity so that you don't miss a trick! Now you are ready to begin!

Rule #1: Always write to the precise title set.

- ✓ Inform your child that whether they are set an essay question in class or on an exam: to win the most marks they must always *write to the precise title they have been set*.

Rule #2: Know what the title wants you to do then build your essay to suit.

- ✓ Discuss with your child how much easier it is to do this when they know what the title is really asking them to do. Now they will! Look at this list of following words and phrases that appear often in essay titles:

Discuss

Compare

Contrast

To what extent would you agree that to say X is true?

- ✓ Now for the decoding and detail
- Unpack with your child EXACTLY what **each** of these asks them to do.
- How this impacts the way they should start an essay question in each case.
- What they should put in the 'meaty middle' of each essay question type

Top Tip: Really let your child mull over this with you and don't rush them. They may like to make their own notes, that's fine. Here they are finding out essentially how to convert all their hard work into tangible results in essays, before and during exam time itself. So it is worth taking the time now for them to understand everything we shall visit together below.

- ✓ Let's begin with the first key word often used by examiners

Discuss

Example: Discuss the idea the robots may soon be smarter than people.

- Whenever an essay question uses the word 'discuss'. It wants you to demonstrate your knowledge about a topic via a *balanced overview* of it.

How do you start this kind of essay?

- By restating the question you are discussing in your own words and repeating the key word the essay title contains, like this:

*In **discussing** whether robots may soon be smarter than people there is a great deal to consider. Here I shall be discussing therefore what we mean by smart in this context, and what facts suggest and/or do not suggest that this assertion may be true....*

What do you put in the meaty middle of this essay?

- What's a *balanced* essay? One specifically in which you act like a lawyer presenting evidence for both sides of the case: 'for' and 'against' the idea that robots may soon be smarter than people.
- Informed by the facts in Part I, you and your child would certainly be able to write a very knowledgeable, well-balanced essay on this topic!
- Make sure that there is an equal amount of arguments and data included in your 'for' and 'against' sides of the case.

How do you conclude this type of essay?

- A short conclusion in which, informed by both sides of the 'case' for and against the idea that robots may soon be smarter than people: *you sit on the fence*.
- What? I hear you say! I will repeat that again. You sit on the fence.
- You merely sum up in as few words as you can the main 'for' and 'against' arguments. As follows:

Conclusion: To return to the question with which we began this discussion: could robots soon be smarter than people? Having discussed the facts that both support and oppose this idea. Clear is that there is still much to discover about the human mind and talents, versus the capabilities of robots, alongside debate universally to define what we mean by 'smart' in this context. Before we can say for certain that robots may soon be smarter than people.

Top Tip: ‘Context’ is a good word to get used to in essay writing. It communicates to the reader and/or examiner that you are talking about something and making comments, within a strict boundary you have placed upon yourself. Impressive!

Compare versus Contrast

For example: **Compare** the work of the artists Renoir and Monet

Essays asking you to compare, want you to identify the *similarities* between things.

How do you start this kind of essay?

In this type of essay: you would start your introduction by stating a key point both had in common that you will expand upon in the main body of the essay, like this:

In comparing Renoir and Monet’s artistic works, the first thing to say is that both epitomised the genre that art history knows as the Impressionist era. Then go straight into the main body of how their work as follows.

What do you put in the meaty middle of this essay?

Highlight and focus on the similarities, backed up with examples, and references...

Both Renoir and Monet shared a fascination with revolutionising how light, colour and paint is used, in the works they created.

For example, in his painting *Impression: Sunrise* (1872). Monet experimented with differing ways one could depict light and colour on canvas to create this impression of dawn. The resultant painting and title earning the Impressionist artists their name.

Similarly, Renoir experimented with the use of light and colour on canvas, with his creation of ‘the rainbow palette’, from which he banished black...

How do you conclude this type of essay?

In the same way as you began: focussed on similarity, for example:

In comparing Renoir and Monet we see in both their work, the infusion of creative energy of experimentation with light and colour that gave us the Impressionist genre.

Top Tip: Notice I did not add in the last line something emotional like we have all come to ‘know and love’. That would be irrelevant and earn neither you nor me any more marks. For this essay is not asking me to give such an opinion. Merely to compare the work of the two artists.

Contrast

For Example: **Contrast** Shakespeare’s Plays *Hamlet* with *Macbeth*

Here we come to an essay that is asking us to do the opposite of what we just did above, here we are being asked to point out specifically the *differences* between something.

How do we start this type of essay?

We begin by showing we know what we are being asked to do, by restating the essay question in our own words, inclusive of the word, contrast. For example:

In contrasting these two Shakespeare plays, I shall be looking at the differences between them on a number of levels. Beginning with the two key characters of each play: the differences between Hamlet and Macbeth.

Then we move straight into the meaty middle of the essay.

What do you put in the meaty middle of this essay?

We start as we said we would: pointing up differences between the key characters:

- Hamlet, we discover in the play, has been wronged and deceived by his uncle – a murderer who has poisoned his father to become the King of Denmark. Moreover, Hamlet is disgusted at his mother who has married his uncle; he marvels at her lack of loyalty to his father: ‘that one may, smile and smile and be a villain.’ Shakespeare’s character Hamlet is a protagonist, a character whose suffering and consequent actions to ascertain revenge, the audience can quantify and to some extent understand as the wronged Prince of Denmark. Even if we are left uncertain at times of his sanity, albeit he believes there is ‘method’ in his madness. The final act of the play underscore that no matter what he has done, the anger he has felt, or his actions. Whatever else Hamlet is he is not the villain in this play. But rather a young, tortured soul loved by his closest friends who have travelled the gamut of his life with him, conveyed succinctly in the words of Laertes: ‘my sweet prince...’
- In contrast, within the character of Macbeth we find someone who is driven not by any sense of revenge for a wrong done to him personally, as outright ambition. A murderer he will stop at nothing to achieve his ambitions...In this sense Shakespeare does not present us with a protagonist, whose motives the audience can easily identify with, as a villain, who must be vanquished. Hence how the play ends. With Macbeth having been foretold that the wood would walk and now it does, with Burnham Wood, but not because of supernatural forces. But rather an army of men using branches of trees for camouflage.
- We could then go on to discuss other key *differences*, such as the references toward a focus on supernatural forces in life with the witches and ghosts in Macbeth. Versus the more tangible, anatomically focussed discussion of life and death portrayed in Hamlet’s scene with the skull in the graveyard.

Top Tip: the trap in this kind of essay title is to try to make you talk about the fact both these plays are tragedies blah, blah, blah. Don’t go there! You are contrasting: focus differences only in this type of essay question!

Brainbox: Any quotes taken directly from the published copy of the play you are using should be referenced via the act, scene and lines in which they appear.

How do we conclude this type of an essay?

Restating in a different way the same thing we said at the beginning like this:

Conclusion: Contrasting these two Shakespeare Plays we see they are each constructed around characters with very different motives for the actions they take, and the consequences of those actions which impact upon the fabric of the plays. In the final conclusion: one play ends in the death of a person respected as being both noble and justified in his struggles: Hamlet. In contrast, the other play ends in the death of a character despised by others, unworthy of being king: Macbeth.

Brain-Box: As many of you know literary essays can be long in comparison to writing up scientific ones, we shall look at later here. With literary and history-based essays the temptation for many students is to put down oodles of references to the text to show they read it, without any care for the construction of a well-balanced essay. Losing marks and time when it comes to examinations. Winners know better. It is for this reason that in the timed-essay training that will come shortly. I shall be focussing on a humanities type examination question to get your child trained in smart essay writing habits under pressure. But first onto the other 'ubiquitous' essay question out there.

What About If You Are Asked to Compare and Contrast?

In the introduction you make it clear that you know you are being asked to both locate the similarities as well as the differences between two things. Taking the same subject matter as the above essay question about Hamlet and Macbeth. You would begin your introduction as follows: Whilst both plays and the key characters within them: Hamlet and Macbeth comprise tragic themes, there are differences....Then in the 'meaty middle' you would provide an equal measure, with facts backed up from the text and references, that point up both similarities as well as differences. Ending with a conclusion that restates what you began with in the introduction: Whereas both plays and the key characters within them share some similarities... at the same time we have also seen there are differences which render each of these plays distinct.

To What Extent Would You Agree that to Say 'X' is True?

For Example: To What Extent Would Agree That This Planet's Climate is Doomed?

If you ever see this on an essay title smile to yourself: you know how it works, and can thus avoid the dead-fall built into it:

- Avoid getting busy trying to argue something is or is not true. That's NOT what this essay question wants you to do!
- Focus on the words: 'to the extent that' those are your watchwords.

- The word 'Agree' is as if an also ran in a horse race here. Forget it.

How do you start this kind of essay?

Showing the person who set the essay title and/or an examiner the game is up! You know exactly how to excel at this type title and question like this:

There is a great deal of data pertaining to the planet's climate and its future. Therefore, I would like to begin by exploring the data that has been made available to us at this time, and what the future implications of that data may be.

Top Tip: Notice how I have 'taken charge' of the question. Immediately the reader/examiner knows I am taking a wise and sage approach: I've shown I am interested examining the data and facts, versus making guesses about the future.

What do you put in the meaty middle of this essay?

I present all the data that I have contextualised in the introduction: as available data. In a course module this would mean referencing facts and data from course texts.

Keeping within the data and facts learned in my course, I would then argue the case equally, both for, and against the assertion that this planet's climate is doomed.

Does this sound familiar? It should be because as with the 'discuss' essay, what we need to be focusing on here is setting out balanced arguments either way, verified by data, facts and course text references.

How do we conclude this kind of essay question?

After presenting the data, facts and references both for and against the veracity of the statement: this planet's climate doomed. We return at the end of our essay to those 'watchwords': *to the extent that* in a conclusion that looks like this:

*Conclusion: On the one hand, evidenced here, is data suggesting our planet's climate is doomed. However, on the other hand, relevant data is indicative of both what can be done to prevent this, and the import of further research so we may understand more fully our planet's climate change. Collectively these factors place into question the veracity of the statement 'the planet's climate is doomed'. The veracity of this statement holds **only in so far as** both the data available to us to prevent this outcome, and the findings of future research, are both ignored.*

Note: the phrase 'only holds in so far as' bolded for you, and not as it would appear in an essay. It is another way of saying 'to what extent'. Useful in this kind of essay!

Top Tip: If any essay question ever asks you to give your opinion and uses those exact words: your opinion. Follow the same logic of presenting your knowledge in a balanced way in the meat of the essay. Then end with one line in the conclusion about your opinion, in which you

contextualise it, by saying something like: grounded in those facts and data we have discussed here. It would appear that....and then state your opinion. Avoid using the phrase 'in my opinion'. It won't get you more marks or endear you to readers and/or examiners. More than 'your opinion' they are far more interested to be shown what it is informed by: you knowledge and study.

Rule #3: The importance of 'evidence' and referencing.

- ✓ Ask your child to imagine they were in a court of law, they said would mean anything if they didn't have evidence to back it up.
- ✓ Explain that in essays we use references from text we have been using in our courses to 'back up' our claims, both for the 'for' and 'against' meaty middle of our essay.
- For example, say their essay was about an issue the title was asking them to discuss about a Shakespearean play. They might write something as follows. Clear from the prologue of the play: Romeo and Juliet, is that their relationship will be complex; in the words of Shakespeare, they are 'star-crossed lovers' (Act I Line 1). The reference is placed in brackets, directly after the point it is there to back up.
- Alternatively, they can number references in superscript above the line and list them at the end. However! In exam situations, which is what we are building up to here, the bracket reference is the most universally accepted format. It is also best and fastest in exams!
- ✓ Invite you child to study with you how author names, as well as publications are listed in the system I have used in the reference list at the end of Part I. When writing essays for in-class projects for example they should use a universally recognized formatting system for lists of references at the end of their essays.

Top Tip: Evidence and referencing and its import applies to many types of academic essays, where you are being asked to demonstrate the depth and breadth of knowledge relevant to the essay title and question. Never make an irrelevant point it will lose you marks. Keep everything you say focussed and trained on the exact title of the essay and what it is asking you to do precisely. Bringing us full circle back to Rule #1!

Rule # 4: Get into the Winner's Habit of Proof Reading Your Own Essays

Discuss with your child how some young people submit their work, before proof reading and end up losing marks. Best therefore is to get into the habit of proof reading their own essays soonest.

Getting into the habit now means they will get super-fast at it in exam situations – all working to win them more marks!

Rule # 5: Professional finishing touches with appendices.

- ✓ Invite your child to think about times in recent or future work they are set where they may wish to illustrate further a point they made in the text. At such times the most polished way

to do this is to create an appendix and then a list of appendices where required. Within the essay text this would appear in the following format: 'here I refer to Fig X in Appendix I (or II, III, IV). Note the use of roman numerals to do this.

- ✓ Alongside a professional format for referencing, a list of appendices will give your child that extra panache in any essays they hand in.

Time for you and your child to congratulate yourself on working through what is undoubtedly one of the most important essential skills in your child's Education-hood! Give me high five! 🙌

Parent Navigation Check Point ☐

Now would be a good time to take a break, have some fresh air, share some of your favourite nibbles and hydrate, after you did all that just now with your child. I need you both refreshed and wide awake. Why? Next up a different customer: writing essays in science. Before we get to writing great essays under timed pressures ready for examinations. Like I say; a good time to break! See you both in a mo'...

Activity: Focus Super Science Essays

Science is naturally involved in investigation to discover new data and facts and/or test extant and/or a new hypothesis. The way the findings of these investigations are written up in essay follows a certain format.

Continuing or starting afresh from the last activity. You will need:

- PALS set up.
 - Download/Detach Template ➡7.
 - Familiarise yourself with each part of the format and points here, before doing this activity with your child, and you are all set to begin!
- ✓ Work through each of the following aspects on Template ➡7 in detail now with your child:

Title: the purpose of the investigation

Abstract: in a nutshell *a brief summary* comprising:

- The scientific foundation, rationale, purpose and objective of the investigation
- What was involved in your investigation and/or experiment

- Within the limits and confines of the investigation, what the resultant data suggested, and what conclusions could therefore be made.

Brainbox: yes, I know! When you get to thesis level at university, an abstract is par for the course, across academic disciplines. From Masters to PhD thesis. However for ease of understanding for your child, I wanted to show that whereas they wouldn't ordinarily be asked at school to provide an abstract for their Romeo and Juliet Essay. They would be asked to do so in writing up their science project.

Introduction: this is where you tell peers, the reader and/or examiner:

- What is already known about the factors involved in the investigation.
- Supported by extant data, text and references pertaining to these factors
- This communicates the foundation upon which you conducted your investigation.

Method: how did you conduct your investigation?

What did you do? Here is where you explain to the reader what you did and how.

Results: what results did you get from your investigation?

Here is where you display the results it might be in a table for example.

Discussion: Here is where you discuss those results within the following confines:

Begin the discussion by going back to the title and purpose of your investigation

Then ask yourself what can you deduce *verifiably* from your results?

For example: if your investigation was to prove a hypothesis: do the results prove it conclusively?

Top Tip: just as in the essays we looked at in the previous section. Conclusive is a word to be used with extreme caution in science essays. Most experiments and investigations within science will contain things like 'confounding variables' and 'margins of error'. All these need to be considered in the discussion.

Brainbox: Most discussions in scientific essays focus not on proving conclusively their hypothesis and/or results are beyond reasonable doubt. But on the opposite: showing the limits of their findings from the investigation and/or experiment. With all that then sieved out during the discussion. The final finding: the conclusion is ready.

Conclusion: As in the previous essays we have studied, typically this is succinct.

The conclusion you state must be quantified. You must state that your conclusion is grounded within the limits of the data, what you looked at in the experiment and those things you discussed in reaching your conclusion. Then state your conclusion.

Appendices: such as tables of data

References: as I showed you how to do earlier.

Top Tip: as detailed from the very first level of basic story/essay writing we visited before. Same applies here: remind your child to underline the title, check spelling and punctuation, and proof read the whole thing before you hand it in.

Brainbox: invite your child to glance at this real life science essay example. In doing this, the purpose is not for them to get to grips with the content, but to see how from small format beginnings, big science essays can blossom!

A Real Life Example of a Science Essay

A neural net project to investigate the extent to which connectionist modelling may echo the human brain in object recognition.

Abstract

Where the visual clues about an object are missing or obscured from our vision the brain can infer from the data supplied, an approximate or 'best fit' solution. At the same time, the brain's processing system is a noisy one, which means it can produce varied responses to the same inputs. A neural net was constructed to investigate whether this behaviour would be echoed in a connectionist model. Within the confines and limits of this experiment, the results indicated that neural nets do appear to echo the brain in object recognition.

Introduction

Underpinning connectionist modelling are a number of key concepts. First, knowledge is distributed, using the same sets of connections to transmit information, hence the brain operates complex parallel distributed processes or PDP. Second, information retrieval and storage operates in terms of content, as opposed to an 'address-based' system. Third, the implications of the latter two concepts are that where brain damage occurs, a function such as object recognition can still occur. This is because the brain can replace lost units or connections with others enabling an approximate correct answer. Fourth, by echoing these brain processes; connectionist modelling produces a similar result when networks incur damage, displaying fault tolerance or what is termed graceful degradation. These concepts are grounded in experiments in cognitive neuropsychology and connectionist modelling which indicate that where brain damage occurs, object recognition by an individual may be impaired, - but not rendered entirely dysfunctional. (Devlin et al 1998; Cohen Johnston and Plunkett 2005). With the context of object recognition, the brain is built to be resilient not only to damage but interference. Interference, or noise forming a daily part of human experience. A person can make a varied response to the same set of input. Ergo, even from incomplete or obscured visual clues, the brain can *infer* what an object is (Hertz et al 1991; McLeod et al 2006: 47-48; 82-83). Combined

these extant findings suggest that object recognition can involve knowledge stored, reconciled with filtration of incoming data as the brain views objects in front of it (McLeod et al 2006: 82-83). The brain martialling information available to it, via the units and connections at its disposal... to make a best fit analysis about what an object might be...

Daily in our lives, factors such as bad weather: sandstorms, rain, sleet and snow can obscure each of our own vision and consequent abilities to accurate identify objects visually...the question is amidst such 'chaos' could a connectionist model make a similar accurate inference?

Method

As shown in Fig. 1. Appendix I, the connectionist model constructed comprising the individual characteristics of objects. As the net could not be shown pictures, these characteristics at input and target names at output were coded. 1 or 0 was used to indicate that an attribute was or was not present. In the output target, 1 or 0 was used to spell the name of the object which matched the corresponding input....To recreate the base firing rate of a neuron which occurs when it is, as it were, 'switched on', the bias unit was set to a constant of +1 receiving no actual input itself. Prior to beginning the investigation, the net was first trained to make an accurate match between input and output patterns.

Backpropogation was used to adjust weights in this instance, as the model was using hidden layers. The network used in this experiment was designed by Lovell (2002). The network was trained to 2500 epochs. Following the precedent of previous experiments.....To investigate what might happen when an incomplete view of an object was available to 'the viewer'. Input nodes pertaining to certain defining characteristics of the object were removed as shown in Fig. 2 Appendix II. Informed by McClelland's research (1981), lesions via noise levels 1 and 4 were introduced to emulate how the brain may operate in a real life working context.

Results

Appendix III Table 1a shows the results of the trained net in comparison to Table 1b when the input nodes pertaining to characteristics central to object identification were missing. The net maintained a decreased but fair ability to make an approximate match between input and output for pattern 1. Appendix IV Tables 1c and 1d show the results after applying lesions at noise levels 1 and 4. Observed alongside Table 1a, there is minimal effect in table 1c upon the accuracy of all the patterns. However, in Table 1d we see large variability where the input has remained the same as it was for 1c and 1a.

Discussion

Do the results indicate that the connectionist model is echoing what might happen in real life? On the one hand the results indicate that the connection model appears to function in a similar way the brain in real life would under the same conditions: by making a best fit analysis from limited visual data, as per findings of previous experiments (Hertz et al 1991). Further, as noise levels increase in the net, so does a trend pointing to varied responses become more evident, whilst the input has remained the same. However, does this last pattern echo exactly how a person may operate in real life? Typically in real life many other factors come into play....In

contrast implicit in this connectionist model certain assumptions have been made that do not take into account nor can accommodate all these different factors and possibilities. As such, the model cannot be said to simulate precisely what happens in real life. To simulate this would require a much more sophisticated net. This is not to say that the net therefore failed. Rather, more accurate to say is that the results of connectionist models are dependent upon the level of detailed information that is fed into to them. What is left uncertain with this experiment is whether the role of specific key identifying characteristics of objects, minus all other visual clues and heightened noise levels would have interfered with a person's accurate object recognition in real life.

Conclusion

The human brain presents a complexity no less in magnitude than the universe itself. Einstein is alleged to have said that 'not everything that can be counted counts, and not everything that counts can be counted' (Calaprice 2000:318). Within the confine and limits of what can be counted in this experiment, connectionist models appear to echo the operational behaviour of the human brain in object recognition, to the extent that where important visual identification data is missing or obscured, and noise levels interfere in processing, the connectionist model as with the brain continues to operate a best fit analysis.

Appendices I-IV (Not included as data is irrelevant in this instance! All you need is the layout – and you have it!).

References:

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Hertz, J.; Krogh, A. and Palmer, R (1991): *Introduction to the Theory of Neural Computation*, Addison-Wesley, Redwood, California, USA.

McLelland (1981): Retrieving general and specific information from stored knowledge of specifics, in: *Proceedings of the Third Annual Meeting of the Cognitive Science Society*, pp. 170-172.

McLeod, Peter; Plunkett, Kim and Rolls, Edmund T. (Eds.) (2006): *Introduction to Connectionist Modelling of Cognitive Processes*. Oxford University Press, Oxford, UK.

Top Tip: Notice two things in particular about this exemplar science essay:

- First, in the introduction I state the extant scientific basis and background to the investigation. Making sure this is thorough and detailed, and in style and content quite different to the brief introductions we did earlier in the other types of essays.

- Second, when I am writing up the results, at no time do I get into a discussion at that point about what any of these results might imply. That is reserved for the discussion that comes next. Beginning with a restating of the objective of the investigation.

Word Length and Keeping to It!

Top Tip: No matter how well your child writes essays, whether it is for homework or for an exam, they will not get extra marks for more writing. This becomes crucial in essay writing under timed exam pressures that we will be looking at next. But first....

Well done you and your child for having now worked through Science Essays. Time to reward yourselves with that DVD and your favourite nibbles, for a job very well done. I need you fresh and ready for our next activity and final stage of this Essential Skill: Excellence in essays for exams! Hoorah!!! That will be your child!

Give me high five for a job well done! 

Practice Makes Perfect in All Types of Essay Writing.

Now that your child has the advantage of knowing all these different techniques, my advice is to let them practise them BEFORE going on to Level 3 exam performance!

Variety is the Spice of Life – Why Is That Relevant Here?

Curricular are subject to fads at the whim of policy, governments and so on globally. Why is that relevant to essay writing? When it comes to essays, for whatever reason, albeit everything I have shared with you here has served me and my students well, from school to Ivy League Universities. If your child's teacher, for whatever reason, says that your child should set out an essay differently than I have done. Listen and do their bidding. Why? Two reasons. They may have been told to arrange things differently in essays due to a curricular change, instigated by policy or otherwise. In which case your child must follow exactly what their teacher tells them to do to win. The other reason is that no professional likes to feel there is a back seat driver out there whether a private tutor you hired or otherwise 'looking over their shoulder'. As a professional, neither you nor I would, so I am with your child's teacher! Indulge them. Take what works from everything we have done for your individual child, in the precise time and place in the world they are in school right now. Then you will win the most from everything we just did. If no guidance is given on essay writing. Then at least you know that every technique I have shared with you here was passed down to me via my tutors, from the Universities of Cambridge, Oxford and London. I rest my case.

Level 3: World Winner Performance: Excellence in Timed Exam Essays

Being able to write great essays under timed exam conditions is an essential skill for every child to be able to master. Following the guidance, steps and techniques below your child will be able to do this and therefore feel confident before they even step into the exam hall.

What you will need for each of the following activities:

PALS set up plus ruler and a dictionary to check spellings.

How to get the best out of these activities with your child:

- Purposely, I have designed the following activities a bit like doing a work-out. Beginning with a nice and easy warm up, moving to healthy exercise, then optimum performance, simulating essay writing under pressure in exams. Remember from Part I that age is not the predicate of your child's ability, their knowledge, skills and talents at any given point are.
- Regardless of whether your child has just begun essay writing in school, and/or is a more seasoned essay writer at high school level, for example. Take my advice. Work through these activities with them from the really easy peasy 'warm up' activity #1 through to activity #3 – and they will benefit hugely. Indeed you can use the analogy of a work out when you are doing the activities with them.
- If it's a while since you did the previous levels that formed the foundation to this. Take a few moments to read through what you did last to refresh your memory.
- Great, now you are ready to begin!

Timed Essay Activity #1. Easy Peasy Warm Up: Apples and Oranges.

Download/detach Template ➤8A

- ✓ Inform your child that both you and I believe in them! Excellence in exam essay performance is easy peasy – like riding a bicycle when they know how. Then shout loudly – we are going to do this and win!!! This will help diffuse any nervous energy that might be there naturally the minute you start talking 'timed essays'!
- ✓ Look at the exam question together: Compare and Contrast Apples and Oranges
- ✓ Discuss this briefly with your child, remind them of the points we made earlier about this kind of essay question. Basically it's asking you to think about the similarities and differences between two types of fruit: apples and oranges.
- ✓ Ask your child if they are certain therefore about what they are doing and how they will 'attack' this essay question. Now is the time for any questions if they need to ask them.

Top Tip: If your child is not ready and feels uncertain. No problem. Smile warmly and say something like 'yeah let's look back at those notes she (me) gave us ☺...'

- ✓ Now your child is ready to begin the warm up timed-essay, check they have paper, Template ➤8A, and their pen and ruler (ready to underline the title).
- ✓ Smiling and speaking calmly and warmly, inform your child they have 3.5 minutes to complete the essay question, following the rules of order and format they now know. Just before you start the stop watch remind them of how to attack this situation effectively – like a winner!

- Take charge of the question by setting down a short introduction of no more than two sentences that they are going to write about two things: the similarities and differences, between apples and oranges.
 - Write a 'meaty middle' in which they will point out those similarities and differences between apples and oranges: giving three examples of similarities and three examples of differences between the two fruits. Advise your child not to worry about references in this warm up activity.
 - Complete the essay with a brief conclusion in which they stick to the exam essay question: by simply summing up the fact that whilst oranges and apples are both fruits and share some similarities, they also have differences.
 - All that remains then is to proof read. And they are done!
- ✓ In an upbeat, positive tone ask your child: are ready? As they nod back at you press the stopwatch to start and say: go! Remain silent, let them get on with it.

Brainbox: Don't look over your child's shoulder and/or at what they are writing. This can set some children on edge. Pretend do busy yourself doing something else at the table, that's not distracting.

- ✓ When they have 1.5 minutes left. Remind them to proof read.
- ✓ On the dot that time is up, tell your child to stop and put their pen down. Do this in a calm, warm tone of voice.
- ✓ Before looking at how they did. PRAISE their efforts!!! Imagine you were learning how to do something for the first, time praise for your efforts infuses you with energy, by feeling it was all worth it and appreciated, leaving you confident and ready to go again!
- ✓ Now go through the whole thing together as a joint activity, using this checklist:
 - Did they remember to underline the title?
 - What areas went well, what needs more work?
 - In time they had spare, if any, did they remember to proof read?
 - Are there any spellings they want to check and learn/correct?

Brainbox: Although spellings are important, the objective and hence our main focus here is your child getting used to ordering their ideas, facts, refs, in a winning format, under timed

pressure in an exam. Spellings are not the focus so don't go overboard on them. Keep the purpose of the activity your focus and your child will too.

- ✓ Bravo! All that done it is time to go again. Using a fresh sheet of paper, same technique, but different title: Compare and Contrast: strawberries and cherries. Discuss the similarities and differences then, following the steps above you did, off you go!

Top Tip: Even if your child aced the warm up first time around, it's always good to have another small warm up practise in the paddling pool, before we dive into to the larger pond with the next activity.

Timed Essay Activity # 2: Discuss the Idea Winter is More Fun than Summer

- ✓ Download/Detach Template ➤8B.
- ✓ As before make sure your child has everything they need and is prepared.
- ✓ Remind yourselves of what 'discuss' means when it appears in an essay title.
- ✓ Refresh your memory about the best strategy in this type of question: to present a balanced discussion of the merits of both Winter and Summer.
- ✓ Inform your child that in the 'meaty middle' of this essay. They should write 4 sentences in favour and 4 sentences against the idea that Winter is more Fun than Summer...
- ✓ Ask your child are they ready? If not revise again. If they are ready. Go ahead.
- ✓ Smiling at them, stop watch in hand, inform them they have 5 minutes in which to complete the question and proof read their essay.
- ✓ Inform them when they have 2 minutes left. And on the dot when time is up.

Brainbox: Praise their efforts, before unpacking as a team activity how they did. From underlining the title, to presenting a balanced discussion on the merits of either season. Concluding with a 'sitting on the fence' ending that doesn't pass opinion either way, but simply states that both seasons have aspects that merit them fun.

Top Tip: As in Activity #1, even if your child aces this question. Invite them to go again, using the same title but with two other seasons: Autumn and Spring. Why? Remember the object is to get them used to performing well under exam pressure.

After your child has done the second practise session. That is a great time for you both to chill out, get some fresh air, play with the dog...then back for the one that takes you into the 'big essay world winner leagues' with a very timely question to write an essay on...both of you should be experts on this essay question. Why? You know all about it from Part I!

Timed Essay Activity #3: 'The Real Deal' Exam Question:

To What Extent is it True to Say that AI Will be Smarter than Us?

Whether you are doing this activity straight after others you have done here, or starting a new day and session. Make sure you have:

- PALS set up
- With a planned treat and celebration, for when your child wins big here in this ultimate timed essay question challenge!

Why do I call this the real deal? Here is where you are going to empower your child to be able to do an exam question that is timely. More importantly, it requires your child to research their facts beforehand, reference them, as well as order their ideas. Using the format they have learned incrementally with you and me. Via all the previous essential skills they have learned in this part of the World Winners Programme. They are now able to create a professional essay, under pressure, all in 15 minutes. There is just one more 'secret' of writing great essays under exam conditions that your child needs, before we set them loose on the 'Real Deal'. The power of a plan in essay writing for exams.

- ✓ Download/detach Template ➤8C.
- ✓ Work the each of the points and make sure your child is clear about them.
- ✓ A plan gives you a quick blue print of your plan of action. However it gives your child more benefits than that. Together now with your child read through Template ➤8C to find out all the benefits for yourselves.

Top Tip: Once you have discussed the benefits of the plan in timed essay situations. Put Template ➤8C to one side and focus now, as you would IRL, on preparing for the 'real deal' exam essay question your child is about to ace in a moment...

World Winners Essential Prep before the Timed Run!

Work through each of these points with your child before setting them the 'exam':

- The nub of this question, as we established in Part I, is what we mean by 'smart'.
- Meaty Middle: Informed by all the facts you learned in Part I. Make a short list of all the ways that AI is 'smart' versus 'human smart'. Making the case for both.
- Referencing: You also have a wealth of references from Part I. Including my own that you can use in the essay: Tynan 2004; 2007; 2016 for example.
- Conclusion: From the moment you write your short plan in the exam, you will already know what your conclusion for this type of essay question will be.
- Prep time over. Your child is now ready for the 'Real Deal' exam essay question!

Brainbox: Take a short break to ensure they are refreshed before doing the 'exam'.

Excelling in the 'Real Deal'

- ✓ Making sure your child is 'sitting comfortably' with everything they need.
- ✓ Remind them of the title of the essay question. Ask them to write it down and underline it: *To What Extent is it True to Say that AI Will be Smarter than Us?*
- ✓ Remind them of the import and benefits of setting down a short plan.
- ✓ Tell them they have 15 minutes, inclusive of time for proof reading, and that you will let them know when they have 5 minutes left.
- ✓ Smile and press the stopwatch, saying confidently: go! Then remain silent.
- ✓ Finish on the dot. Praise their efforts before unpacking their efforts.
- ✓ Download/detach Template ➤8D that summarises everything they have learned to excel IRL in exam essay challenges ahead – whatever the subject.

Give yourselves a high five! Time for your planned reward. You did it! 🙌

Practice, Past Papers, and Getting Used to Stop Watches!

Once your child has ES #1, they have a skill not just for exams at school but for university and life. Alongside everything you and I have done here, all that remains now is for your child to become impervious to the pressures of writing timed essays, by doing plenty of them, using past papers at home. It's really that simple. Go do!

On Creative Thinking and Writing

Look at any great novel or poem in any culture and length is not the issue. Content is. In contrast with timed, academic essay writing for exams. Creative writing is an altogether different matter, if your child enjoys and/or has already shown a gift for this encourage him/her. One of the grand ironies of life is that many of the world's favourite fiction stories are written by people with little or no training. So encourage your child to let their imagination roll, and if they already have written a brilliant short story, novel, or poem for example, then following the same advice I have set down in the innovation part of Part I. After you have taken steps to protect their idea, then get it published, age doesn't matter. As with the rainbow of gifts we discussed in part I, their talent and imagination does! Don't procrastinate. Go for it!

ES #2: We're Smart People Not Sheeple!

Managing Time and Tech for More Achievement.

As I said in the introduction to Part II. Look at the companies that actually develop cutting edge tech for us, and many don't let tech drive their time or energy, which is one of the reasons they are so productive.

Children learn fast. Once I show them that smart people in this world work their time and tech effectively to achieve more. They wake up and see that it's far more rewarding and fun being 'smarter people' than like a 'rabbit in headlights' 'sheeple'.

Throwing away precious time following others on Twitter for example isn't cool. When the real winners in life, be it on the net or IRL are the leaders: the ones that create the future, news, and events that others want to follow...that's how the business model works.

Brainbox: Managing our time and tech effectively to achieve more, personally and professionally is a defining factor in winners versus losers stakes in 21C. This activity is therefore designed to put your child in charge of their tech time, and you as well – if you feel you need it!

What you will need for this activity:

- PALS set up

How to get the best out of this activity:

The reward in this activity is built in. The time you save on tech can immediately be used as a special time out together on the beach, at the park, at a local restaurant, having a BBQ together – wherever, whatever. As long as it is tech free. Deal? Deal.

- ✓ Download/Detach Templates ➤9A and ➤9B.
- ✓ Begin the activity by asking your child a direct question: *Which would you rather we be, a Sheeple or Smart People?*
- ✓ Focus first on ➤9A: Take it in turns to read what it's like to be a dumb sheeple....
- ✓ Ask your child: who wants to be a sheeple? It's so uncool!
- ✓ Move to Template ➤9B: Read the benefits of being tech and time smart people

Top Tip: If your child asks when you are doing this activity: are you saying no tech? Reply with this 'no brainer' phrase:

Tech time is like chocolate: munch a bit, it's fun, but eat a ton it's just plain dumb!

- ✓ After considering both 'types of people'. Look at your child nodding and smiling as you say: much more fun being Smart People? Right? Inviting them to nod too.
- ✓ Then say okay: let's do this!!! Today! Let's start managing our tech and time better right now! Delivered with much gusto and enthusiasm please. Thank you!
- ✓ Both of you now read out loud and sign the affirmation Template ➤9B.
- ✓ Stick it on the fridge for at least a week to remind yourselves to stick to it.
- ✓ Reward yourselves immediately! Put your life affirmation into practise! Go out to the beach, park, roller-blade, hover-board, swim, exercise, or do a work out together, go down to the shops and get all the ingredients for a really great, healthy meal to make together, it could be a simple salad like the Brainbow one from MIBO in Part IV. The important thing show

your child (and yourself) that instant winner's glow you feel when you KNOW you are making best use of your time and life.

Net-Education

Why I Love MTV's *Catfish*: It Should be Compulsory Viewing for Kids Globally!

I am hooked! Why? *Catfish* since the reality film is more than just a TV series, it is a must view, total completion, of your internet education. *The Financial Times*, London gave *Catfish* a glowing review because it recognized it, as I do, for what *Catfish* has achieved and offers to the world and this generation. It captures Planet Virtual, as it really is, warts and all. So if your child isn't yet convinced that wasting too much time on Tech is uncool – sit them down in front of *MTV's Catfish* – and they will never venture into the land of Planet Virtual – quite the same innocent and hence vulnerable Bambi, they were before they viewed it!

As well as showing how you can waste time on people you don't know, that are potentially dangerous, and can cause perfectly decent folk problems they just don't need down the line. *Catfish* provides excellent insights into how cyberbullies work and abuse social media and consequently innocent folk on the net. Like I say it's compulsory 21C Net-Education.

What's in a Cambridge Gown? Freedoms and Rewards of Self-Discipline: Huh? Yep!

There is an old saying that's as true today as it ever was: talent is little without work. Tech is one thing that can steel our time away from self-actualising our talents, whether we are in the office or a kid. The other is knowing how to master the art and freedom of self-discipline. Freedom? I hear you ask. How do I explain *that* concept to my kids? One example I use for children to be able to grasp this quickly, is that of sports stars.

Imagine you were good at tennis (maybe you already are!), and you knew you had the ability to be not just great, but one of the greats. You put the effort in as have tennis stars, Serena and Venus Williams, brave, hard-working Scotsmen: Gordon Reid and Andy Murray...and the rewards of talent plus self-discipline go way beyond trophies and prize money, they give you further options. For instance, as in the case of sports stars who have begun their own designer labels, like English and French legends Perry and Lacoste – we're still wearing both classic, designer emblems! Or often they donate to philanthropic causes – as indeed not only successful sports stars but many people with different talents, in other walks of life often do.

Self-discipline is like fruit tree, the more you take care of it; the more it rewards you with a bigger bunch of choices in life. Giving you the freedom to achieve and win more for yourself in life. When I point this out to children. In exactly the same way we aligned the benefits of academic learning with their dreams, in Part I. A child's mind has a light-bulb moment. Self-discipline becomes not something we need to or should even try 'to impose' on a child. Rather, it becomes that which it should rightly be: something they aspire to themselves because they can see the benefits to them as an individual person.

Often, when any of us are trying to understand a concept, be it adult or child. We need something we can touch, feel and immediately identify with to make that concept come alive for us in our minds eye. Ideally that should be an image we also identify with success. Working with children to educate them in the rewards and freedom that comes with self-discipline I discovered something that worked really well. Unpacking the story behind a universal image associated with success: the academic gown. Albeit so many young people aspire to have their picture taken in this gown, they know nothing about how it evolved to be the design it is. When

they do, the reward and freedom of self-discipline become clear. The design of the gown was born out of these very concepts. If your child is finding it challenging to settle down at the beginning of term to do their homework. Or get that project started. The following activities are a fun 'Sunday afternoon' thing to do to awaken your child's mind to freedom and rewards of self-discipline, so they can start reaping the benefits themselves. Plus when they get back to school Monday, they will be able to share this with everyone – as very few people in the world actually know the origins of the academic gown. I have chosen the Cambridge gown, as it is without doubt one of the oldest colleges in the world, which is why its gown has such a great story to tell your child! Take a peek at Template ➤10A: and it looks very grand and magical doesn't it? When you learn the secrets of success within it you will see how practical the academic gown is. One might say it is the original 'practical magic' helping power life achievements and self-actualisation of talents in students for generations.

Brainbox: film series such as Harry Potter have brought the academic gown to the popular consciousness – oops! You didn't think that 'get up' was just for wizard school did you? The original wizardry for this gown was in the real magic of academic heritage. Unleash the good magic in your household with the following activity and your child will forget neither the experience of wearing the gown, nor the design of self-discipline built in it, and the freedom that comes from applying it.

Activity: The Original Practical Magic: What's in an Academic Gown?

What you will need for this activity:

- PALS set up
- Academic gown, either of your own, relative or friend.

How to get the best out of this activity:

- If you have ever let a child see a real life academic gown, it's a bit of a wow moment. So, if you don't have an academic gown yet, - hold off the activity until you find one. It will be worth the wait – trust me!
- ✓ Download/Detach Template ➤10A
- ✓ Invite your child to explore with you all the clever, practical aspects of its design using the questions. When your child has guessed the answers. Reverse the image to find all the answers below.

Brainbox: The Romans knew about the power of visualisation before we started using that word in modern history. As I said earlier seeing is believing for humans. If your child can visualise themselves in that academic gown, automatically their mind starts working toward making that mental picture happen tangibly IRL.

Now for the magic moment! Let child try on the academic gown, to get the feel of it.

Take a picture of them in it. Especially if going to such a university is their dream and ambition. It makes a lovely visualisation for them to put on their bedroom wall.

Top Tip: When I was studying and thinking about universities I got myself a picture of both London and Cambridge Senate House. I then pasted my picture into those images and put them on my study wall. I can do it your child can. Anyone can. Visualisation alongside all the

wealth of factors, techniques and skills your child is learning here gives them a galactic chance to make your own child's goals reality.

Important: by unpacking the academic gown to give it meaning. Your child has learned that far from some 'far off' distant, magical, place. University and the gown that goes with it, is built on the simple, solid, practical foundations of self-disciplined study over time. Just knowing that, shows your child a path to attaining that gown for themselves. They know far from being about 'magic' it is about following that certain and sure path of reward and success that self-discipline and study will deliver them.

- ✓ With your child still in in their gown, give each other a high five and celebrate the reward and freedom of being self-disciplined! 
- ✓ Without missing a beat, go straight into the next fun and complementary activity.

Activity: With My Self-Discipline I Win Bunches More Freedom and Choice in Life!

- ✓ Download/detach Template ➤ 10B:
- ✓ Invite your child to look at the image and read out loud the words.
- ✓ Discuss with your child how much they can win in life by using their inner power of self-discipline to achieve their dreams.
- ✓ Give each other a high five before you let them choose either to put this self-affirmation and true statement about life, either on their desk, bedroom wall, and/or maybe in a file they use for school. Their choice. Alongside the activity they just did in Template ➤ 10A, it makes a great visual reminder of the freedom that comes from their own self-discipline....that once again, as with everything they learned with you in Part I, puts them firmly in the driving seat of their own life and destiny.

'My 21C Homework Nest': A 5D Ultra-Me Experience!

Whenever I sit down to write a new book, wherever I am in the world I first need to create what I call my 'writing nest'! A place that as soon as I sit down in it. My mind knows immediately what to do: it focuses and writes. It's automatic. I don't have to tell myself to be self-disciplined. The visual and sensory clues I receive from my carefully constructed 'writing nest' trigger off my self-discipline immediately. I am no alone in this global phenomenon. The precise space of the writing nest doesn't matter. The visual and sensory cues to trigger your mind to work in a self-disciplined manner are the key. My writing nest is full of objects and paintings that motivate me without me even thinking about it. This in turn feeds into my self-discipline, making me highly productive. Your child can learn how to do this for themselves too, by creating their very own, personalised, homework nest. With images and objects that are aligned to their ambitions, goals and dreams.

Remember how in Part I we looked at how learning both from the history of past genius, and 21C brain science, taking charge of our learning we do better! By taking charge of and making the space your child does their homework in, studies and works hard, their own. They will do better! Especially given they now have the added advantage of appreciating the rewards and freedom that self-discipline brings. Add into that powerful, world-winning mind-set, all the benefits of being in the 'driving seat' of their learning, powered by Equagen® TM © know how in Part I, and the rest of this handbook. Then you don't need me to tell you. If they're on a mission to Mars, or further still (and why not?), your child is certain to get there! So let's get busy empowering your child to reach for their own particular moon and stars, by creating their very own 21C homework nest!

Q: Does it cost a lot?

A: No. Just apply your imagination and your child's ideas and it will be fantastic!

Q: Why do you call it a 5D Design?

A: Because everything in the 21C homework nest, from colours to objects, to music they like to listen to, should act as a positive trigger to the senses of your child's mind. Collectively the 'nest' sensory inputs should be working to say to them: do it now! Achieve your goals. Today this minute! No time to waste. Time to get down to work and win!

Q: How do we do it then?

A: Easy follow my simple, fast, D.I.Y 'expert' guidance below.

Activity. D.I.Y 21C Homework Nest: A 5D Design Built Just for Me!

What you will need for this activity:

Your imagination, nothing you can't already find in your house, - meaning you don't have to spend any money! The D.I.Y checklist in Template ➤11. And you and your child are away!

How to get the best out of this activity:

It matters not how big or how small the space you have to work with. It's how you design it that matters most. It could be a corner in the kitchen, lounge, bedroom – anywhere your child likes to work naturally – just made better following the D.I.Y guide sheet to creating the perfect 'Homework Nest' for them as a unique person.

- ✓ Download/detach Template ➤11.
- ✓ Quickly glance with your child through the importance of each check point with the detailed information provided for you below.
- ✓ Then work through the checklist steadily in Template ➤11. To create an ultra-personalised homework nest with your child.
- ✓ Packed with 5D stimulus to motivate and help them focus, quicker, better each time they sit down in it to study.

Detailed DIY 'Homework Nest' Design Points

1. My Location: My Homework Nest is Right Here!

Have a discussion with your child about where they like to work best. This has to be a fixed space they can 'make their own'. This is important for re-enforcing focus. As this personalised space will become associated in the brain with a 'happy place where I work productively'. So think carefully about the space you choose, bearing that in mind.

2. Ergonomics: My comfy desk and chair for focussed and successful study

It may seem basic and obvious but given your child will be sitting in 'that' chair at 'that' desk for a great many hours, then just as in an office situation, ergonomics are important. To be comfy doesn't mean expensive, just supportive of study and performance. Make sure that chairs and desks are both comfy and practical to encourage best performance.

3. My Own Preferred 5D Stimulus: What inspires and motivates me?

Everything in the space should be loaded with sensory triggers as well as practical items to focus our mind on study and winning to achieve the things we want. Work down the following checklist to build a 5D an ultra-personalised stimulating environment.

- **My Colours:** colours are important for us all. Your child's homework nest should reflect this in the colours of objects they choose to place within it. For example my favourite colour is yellow. When I have that colour on my desk, I always feel better. For another person it might be red, pink - discuss and make your own choices.
- **My Images and Aspirations:** from a simple picture on the desk to a visualisation board – if those images inspire you. That's what you need to include.
- **My Lights:** these must be practical but also they can be fun – how about a string of star fairy lights above your desk? Or tying a bow round the base of a lamp to make it more personal and fun to look at and be around as your child is studying?
- **My Music:** true as I have written in previous books and we saw in Part I. Music such as Mozart and Baroque can act positively upon the mind for study. However, given we each of us are an individual, and react differently to music therefore. Having your own personal library of music that motivates you to do different types of focussed work and study is also extremely helpful.
- **My Mascots: My Teddies Mean Business:** mascots, from naval ships to Ivy League examination halls teddies, are not merely about good luck. They are a powerful and ancient tool humans of all races have used throughout the ages to do one thing: focus on winning. Mascots are a tangible embodiment of our will to win. That's why teddy bears, or other things we give each other as mascots mean business! At a deep human psychological level. Indulge in a mascot; it can only do good.
- **My Feel Good Item:** it can a small cup or vase of daisies or roses. A prize or trophy we won at a game or competition, or just something that we bought on holiday that in some way is linked to our dreams and ambitions. Put it in the nest, either on your desk or on the wall for example. It helps you win more by further personalising the space with mental triggers for success.

- **My 21C World Winners Plan:** this needs to be on hand in the homework nest, for both you and your child throughout the semester and year, so that you can consult it any time you need to, and remind yourselves of the benefits of MYSTRAL for example in homework. Plus, any time you need a particular affirmation, you can refer to the World Winners plan and find a bunch of these we did together throughout the programme, and find one to suit a particular goal, challenge any time you need it!

4. My Rewards: an important part of being in the driving seat and thus self-motivated is their learning and study is for your child to get used to rewarding themselves, for the focussed and self-disciplined study-time they put in. A simple way for your child to do this, is to choose a bunch of stickers, star-shaped or whatever they like, when you are next at the supermarket. And then pop these on their desk. Every-time they finish a project and/or homework, they can then give themselves a sticker on the rim of their laptop, computer or visualisation board. There's nothing more quietly personally fulfilling and rewarding seeing those stickers build up on the rim of your computer – why do I know this – I do it!

5. My Clock: When you have a clock looking at you all the time, you soon become aware of the concept 'time efficiency'. Better still setting yourself timed tasks to do is fun. People who work most efficiently nearly always have a clock somewhere on their desk, be it in their mobile phone, tablet, or a separate travel clock. I have one!

Top Tip: getting into the habit of setting the clock alarm at 45 minute intervals is also good for your child's eyes, body and mind. After 45 minutes, muscle groups need stretching. This can be done easily by simply walking about the house for a few minutes, which also importantly, gives the eyes a break from focussing on a computer screen.

6. My Brain-Body Maintenance: A small bottle of mineral water, good ventilation, and a small healthy snack to hand that prevents wandering off to the kitchen for cookies., is all good for maintaining excellent study and focussed work. Make these things a regular feature of your homework nest!

World Winning Touches...

- ✓ Once you have created this special space with your child open a bottle of bubbly, lemonade, or the real thing – if you are so inclined and it's legal where you are in the world! To christen it as their homework nest wherein their great dreams can become a reality! Cheers to that!

And give me high five! Well done! 

ES #3: Project Perfect: Fast-Track to Creating World-Class Projects

Both in the world of business as well as academia and school. Whether it's for peers, bosses, professors or teachers as part of a class assignment. Or in order to win key grades for an examination. Being able to create world-class projects is an essential skill in 21C Education-hood.

Ordinarily, your child is given a project assignment to complete at the beginning of the semester. A time when actually handing in project, seems a long way off. Whereas it's not, when a child understands exactly what is involved. Often they might only have a topic as their

main guidelines. That's fine, but without a master plan, they can waste important time either procrastinating because they don't know what to do, and/or putting it on hold, as they deal with more challenges that come up during the semester....leaving them doing Olympic scrambling the night before...

In some cases, classes are divided upon into groups, to deliver the project. However, whether your child is working on their own, or in a group to do this. A master plan means they know what they're about and how to get there time-effectively. Starting now – by being able to see what it involves and how they can apportion each week to completing it to the world class standard they will now be able to. Following the Project Perfect steps in Templates ➤12A and ➤12B.

Top Tip: If your child has just been given a project assignment, or they are dragging their feet, because they don't really know what's expected of them. Grab a cup of your favourite tea or coffee and talk through with them each of the steps on the fast-track guide. And they will soon be on their way to creating their own perfect projects.

Activity: Five Point Project-Perfect Master Plan

What you will need for this activity:

- PALS set up
- Digital note pad or pen and paper one to hand. So that as you go through each of the guidance points with your child they can make notes on the guidance points, where they feel they need to on Template ➤12A.

How to get the best out of this activity:

Go through the guidance methodically in Template ➤12A. Letting your child discuss any points with you that may concern for example an up and coming project. If they have this a gift of a time to do that, as it will really help them focus their ideas, imagination and logic to create a fantastic project-perfect!

✓ Download/detach Template ➤12A and you are ready to go!

Top Tip: Many projects set students at school and/or university also involve an oral presentation. If your child raises this, inform them that you and I will be showing them how to deliver a brilliant oral presentation in the next ES. For now the focus is on the project itself.

Activity: Project Perfect Masquerade

What you will need for this activity:

PALS set up, digital or paper note pad and pen. Plus your own ideas and imagination. Piece of cake right? Absolutely!

How to get the best out of this activity:

This is best done as a natural follow-on activity from the last one, and/or if your child is needing inspiration for an up-coming project s/he has to create and design.

- ✓ Download/detach Template ➤12B
- ✓ Study it, then make a note of ideas it makes you think of for your child's project

- ✓ With the guidance in Template ➤12A and inspiration from ➤12B – your child will be ready to create a fantastic project of their own, working to what the teacher set them to do precisely.
- ✓ If your child is now thinking about an oral presentation they have been asked to give alongside their project. Move straight ahead to ES#4.

Meanwhile, well done both of you! I wish I could be there to read all the brilliant projects you are going to create! Give me high five! 

E.S. # 4: World Winners: Delivering Professional Presentations!

Albeit we are focussing on presentations children make during their Education-hood. As I've shown in my professional work with children on TV previously. The presentation skills your child will learn with me here would put many a business person to shame!

You will recall from Part I, I promised you that in terms of presenting innovative ideas, we would have a dedicated session on that. This is addressed fully in Part III.

The focus here is providing your child with a generic blue-print for your child to make many a fantastic presentation, in a variety of contexts. From presenting a project, to a stand-alone examined feature of a course they are doing.

Activity: Preparing & Delivering My Fantastic Oral Presentation!

What you will need for this activity:

PALS set up replete with laptop/tablet, and a suitable reward for your fantastic efforts later...

How to get the best out of this activity:

Introduce your child to everything they will learn with you here, and how to master this essential skill at the best time for them – namely when they will be interested to hear what you have to say, because they have an oral presentation coming up soon!

- The first area we are going to focus on is the 'behind the scenes' smart preparation.
 - After which we will train your child in the essential skills of delivering a great oral presentation in practise.
- ✓ To begin, download/detach Template ➤13A
 - ✓ Work through and discuss each part of the smart preparation with your child
 - ✓ If your child has an imminent presentation let them apply what they learned immediately to the 'behind the scenes' smart preparation for that assignment. Before moving to Template ➤13B.
 - ✓ Alternatively, your child may have done all the smart prep and used this as a guide to make sure they have everything covered, before moving now to hone their communication skills for the 'big day'. In which case move directly to Template ➤13B.

- ✓ Ask your child are they ready to shine a big star? In a moment they will be, as they learn how to deliver a fantastic oral presentation...

Having completed both sets of guidance, I just want to say this to you and your child: Well done! You did it! Knowing the blue print of great presenting. From behind the scenes prep to fantastic delivery and performance on the day, is a skill that your child will benefit from infinitely in life. Time for high five and that treat you planned for yourselves! Agreed? Agreed! Congratulations to you and your child! 

ES #5: Gotcha! Secrets of Cognitive Ability Tests Revealed!

You will recall from Part I that, viewed within the full diversity and majesty of human talent, the old-hat concept that IQ is the be all and end all of ability is defunct. Indeed, due to what we now know from inter-disciplinary science about the human DNA, brain, mind, talent, in tandem with the rise and our possible merger with AI, and that you and I discussed in Part I. The talent identification system within 21C Futures Education will have to be radically overhauled. To reveal the most scientifically authentic rainbow of gifts us humans, and our beautiful children possess.

However, you also know for those reasons we discussed in Part I that for meaningful change to occur, it can often takes decades in education – whether in the public, or private sectors. Meaning? Whilst you and your child ahead of the scientific, digital, human talent and AI evolutionary curve with this purpose-built World Winner’s Programme. Many schools still rely on different types of cognitive ability tests to try and classify you child is bright, average, or below average. I know, I hate that whole idea, not least because of the overly simplistic and scientifically obsolete classification this comprises, that works great for management systems and filing cabinets, but not for cultivating and celebrating the fullest rainbow of human talent.

But if you and I have seen and are already working to the future of human evolution in Part I. Part II is all about me equipping you with the essential skills you and your child need now, to play the global game of education and win. Understanding how to master Cognitive Ability Tests is a necessary part of your Education-hood.

With the advantage of this next series of activities. You and your child will know how to do exactly that.

You will understand:

- ability tests used commonly in the world
- how to excel in a variety of ability tests
- how to help your child increase the IQ score on such test

Brainbox: Home Educator? Understanding cognitive ability tests may be integral to your child developing the skills and knowledge they need to be able to ace future university entrance tests. Ergo, don’t feel this is somehow irrelevant to you and your son/daughter. It is highly relevant. Study it instead.

Activity: Gotcha! Secrets of Cognitive Ability Tests Revealed!

What you will need for this activity:

- PALS set up
- This set up is especially important here: this is not a test!
- We need your child relaxed, ready to have fun!

Brainbox: Really make the effort to turn this whole thing into a fun day. Why so much emphasis on fun? It needs to feel more like an adventure akin to Benedict Cumberbatch in the smash hit film *The Imitation Game*. In this 'version' you and your child get to learn how to crack everything there is to know about these cognitive ability tests.

How to get the best out of this activity with your child:

- ✓ Read through the activity and its templates to familiarise yourself with the tricks of cracking common cognitive ability type questions.

Top Tip: The words we use to teach children how to crack challenges matter. From my earliest days empowering children to excel in cognitive ability tests, I found that simply by changing the challenge from 'problem solving' to solution finding. They approached it in a more open, 'can do' mind set. Ergo, in Equagen ® TM ©: it's never problem solving it's always solution finding! Which is why, as you familiarise yourself with the various tricks and challenges to these kinds of tests, you will see me use solution finding throughout.

- ✓ To relax your child and cut these kinds of tests down to size in their mind's eye. Let's start with the biggest secret of all about these tests:

The biggest secret? There is no one test that can measure all human talent!

- ✓ Now you and your child are ready to have a blast with this.
- ✓ Download/Detach: Templates ➤ 14A-C.
- ✓ Work steadily from A through to C and you'll have a blast!

Brainbox: Think Like a Baby: Remember Your Three Rs: Relax, Rattle and Roll!

A word to the wise, because cognitive ability tests have gotten bigger than their boots we tend to freeze when we are presented with a problem, as if we just spotted an alien. Press the ejection button on that thought and instead, as I have taught children from late toddlers to university entrance age. Remember to think like a baby. What? Following the three 'R's of what a baby doe, when they are exploring something. They relax; rattle and roll the 'problem' around with a gleeful grin and hey presto they crack it. Relax, Rattle and Roll! And you will always find the solution – every time! You can and will crack it!

At the end of the activity reward yourselves accordingly and give me high five! 

Top Tip: 'getting inside the mind' of cognitive ability tests to crack them doesn't end with the tricks we learned. As a parent there are some important things you need to know about them. Next we visit each one of these so you are completely savvy on this important topic in your child's education, across the world.

Acing Cognitive Tests Often Relies on ‘Knowledge Beyond Your Years’ Yeah Right..

My German Shepherd is one of the smartest characters I know. I reckon she could ace many of these tests, if only she could speak English and learn to read and write. We already established in Part I she can count treats. Many a time the media go bananas when they hear that a toddler has aced an IQ test. If that’s what the toddler wanted to do it and they did it. That’s great, and one of the reasons they did, is that they have been sufficiently tutored to develop a vocabulary as well as maths skills ‘beyond’ what they would be expected to know at that age in schools ordinarily. One of the mantras you learned in Part I, rooted in inter-disciplinary facts and science is that children don’t know something is complicated until we tell them it is. That doesn’t mean some children come out of the birth tunnel at year zero with an advanced understanding of String Theory in astrophysics. It means that, they are capable of learning a lot more than school systems have been traditionally to accommodate – especially in the years 0-6. For example, I related to you in Part I that because Mum had a horrible school experience with dyslexia in an era it wasn’t understood. She made sure I could read and write before I entered school. If we could do that anyone could. And I really enjoyed it too!

Increase Your Child’s Vocabulary Can Help Increase Your Child’s Score

Advanced Learning techniques that work with the science to produce a more informed, healthily balanced, enjoyable approach are not only the way of the future, they are necessary for us to compete and evolve successfully with the fast knowledge downloading capabilities of AI happening now.

One simple way to both get ahead of this curve, and better your child’s chances on many commonly used ability tests such as, not limited to the Weschler Intelligence Scales and/or Stanford Binet Intelligence Scale, is to increase their vocabulary – beyond their school years. How? Really easy: using an activity I produced in Equagen ® TM © specifically to help parents do this with their child in a fun and effective activity: which works equally well whether your child is in pre-school or a teen!

Top Tip: If you would like to start expanding your child’s vocabulary, be it to help them enhance their scores on some types of cognitive ability tests. Or for those reasons we discussed. Then dive in now to the fun activity: ‘My Great Big Word of the Week’, featured in Chapter 10, here in Part II. There are of course other benefits to developing a more sophisticated written and spoken vocabulary.

Encourage Your Child to Develop a Much More Advanced Vocabulary and they will also Win in Many Different Ways in Future....

Certainly in the West in places such as the UK and the U.S.A. there has been a tendency since the second half of the past 20C to reduce the vocabulary, in the name of campaigns such as the Plain English Campaign to allow for wider accessibility. The politically correct aim was fine. The afterburner effect is not fine. The English language is a rich one, where often using one big word can save time and sentences. At the same time a ‘teach to test’ regime cannot be said to have improved spelling across the board. Spelling still remains a bugbear for many companies looking to employ young people in both the USA and UK for example. Add all these factors together and we see a dumbing down that neither young people nor linguistic evolution needs:

for example, I was saddened by the fact that a student I had taught who had gone onto to do a PhD at a reputable university had been told to use 'less big words' – if you can't use big words in a PhD thesis where can you? As we established in Part I: being able to spell is not an indicator of smartness or intelligence. Monkeys and primate can be taught to do it for crying out loud. Rather this is about the fact as I said earlier, that it makes no sense to dumb down our children by limiting their vocabulary range. Knowing and using big words aren't a class issue. They are an educational one. A skill, which as I say saves you time in for example essay writing to report writing in business, and remains a measure of 'intelligence' on the types of cognitive ability tests still used in schools. Therefore, it follows that to give every child an equal chance of excelling in these types of test every child needs equal opportunity to expand the vocabulary and learn how to spell 'big words'. You know you can do that if you wish, with the aforementioned activity designed to this for your child in Chapter 10.

Meantime, conversely to what we have just discussed regarding the importance of developing a broad and sophisticated vocabulary for some types of cognitive ability test. Other types don't use any words at all.

Cognitive Ability Tests Aren't Created Equal

For example, the established Raven's Progressive Matrices focusses on testing the candidate's ability to reason and detect the relationships between ever more sophisticated patterns.

Q: How did these types of cognitive ability tests arise?

A: Called 'culture fair' they are devised to enable people who may not be able to read and write for example, to still be able to be tested for logic and reasoning ability.

Brainbox: The main point for you as a parent to know here is that cognitive ability tests are not all constructed or marked same, or weighted in exactly the same way.

Always find out exactly which type of cognitive ability test your child's school uses

Many parents don't even know their child has sat a cognitive ability test. And/or what type of cognitive ability test their child's school may have used to classify and categorize them, shortly after admission. Not knowing that information is from thereon in, like you and your child trying to plan ahead blindfold.

If you have ever heard the words 'sets' or 'groupings' in dealings with your child's school. The first set your child arrives in can be dependent on these kinds of scores after admission. Sets have a way of sticking, much like labels do, in a way that might see your child stuck in a particular set – for better or worse permanently.

Whereas if you know which areas need improvement to get them up a set: such as for example increasing their verbal ability score on the test they originally had. Then you can do that, and argue the case positively and logically for your child to be moved up a set. Knowledge is power yet again.

That is not to say that there is anything conspiratorial about all this in schools. Often schools do this to help a child's lot by improving any areas that 'need work' and these tests are one way to help them focus targeted input toward that end.

Moreover, as I said in Part I. This is how management systems have evolved to organize time, students, curricular, and staff resources as smartly as they can, operating under the model that has evolved today, for the past reasons it did.

Top Tip: If you suspect your child may be in the wrong set. Help is at hand. Keep calm work methodically with your child's teacher to get them into the correct set. Using the professional guidance in Chapter 10: to change set and move on up successfully.

Brainbox: The kinds of brain teasers, types of questions as well as cognitive ability tests we have visited here is not meant to have been exhaustive. Rather, the purpose here was for you and your child to take the lid off them, get inside and explore them. And be aware of different ways of thinking that open up your mind's ability to crack a wide variety of questions, in order that nothing will ever phase your child on such a type of test.

A bit like warming up a muscle that's there, now your child has seen inside these tests. They have begun using mental muscles they may not have realised they have. With regular practise those muscles will get stronger. For decades now there has been a wealth of books showing you for example how to increase your IQ. Explore these for yourselves, and get the precise intelligence on any type of cognitive ability test your child may be subjected to at school, and you double your child's chances of being able to perform at their very best.

ES #6: Taking Fear Out of the Equation to Compete as a World Winner

Throughout your child's Education-hood they will encounter many different types of challenges they are well able to excel in, but for one thing they are often never trained in dealing with. Fear itself. Fear as you and I know is a phantom. And phantoms can be busted! Working with toddlers to late teens, over the years I have created a number of different and simple activities to ditch fear and start winning. Peruse these now at your leisure. Decide which would best suit your child! Go do!

Activity: Fear is a Phantom that Can Be Busted!

What you will need for this activity:

- Bowl of green jello pre-prepared fresh from the fridge.
- A couple of candy or fruit segments to create a mouth, nose and eyes on the jello.
- Whipped cream, bowls for you and your child, spoons, napkins, hand wipes. Your creativity and imagination!

How to get the best out of this activity with your child:

This activity involves green jello; why jello? It's easy to prepare and breaks up easily. Why green jello specifically? Green is the colour popular culture often associates with monsters. If your child doesn't like jello, choose an alternative they do like that is easy to prepare and breaks up easy.

- ✓ Download/detach Template ➤ 15.
- ✓ Focus your child's mind on the image of 'fear' how silly it is! Wobbly like jelly!
- ✓ Using the candy and/or fruit segments, invite your child to make a face of their own with you on the green jelly fresh from the fridge.
- ✓ When you have finished fear's face, inform your child that in a moment fear won't exist.
- ✓ If/when your child asks why? Reply: because we are going to have a great time eating it!

✓ Then tuck in with your whipped cream!

Fear gone! End with our customary triumphant high five! 

Brainbox: simplicity is the power of this activity in the minds-eye of your child. Being a multisensory experience that was fun and put them in control. Their mind will now associate ‘fear’, whether at the subconscious or conscious level, with a fun and controllable concept they can deal with - easily. So easily, they can eat it!

Activity: The Winning Cycle of Competition

Fear of competition is something we need to teach our children to overcome fast. Competition is healthy and natural amongst all creatures great and small! Either straight after the last activity, as you and your child munch away at your jello. Or as a stand-alone activity. This activity is designed to empower your child to see the merits and benefits of competition to them as a unique and brilliant person. Once they come to know these things competition becomes an enjoyable experience and nothing to fear at all! In any event if you just did the last activity, you’ve eaten fear! Onwards and upwards.

Top Tip: This is an excellent activity to do if your child has an imminent competition; was recently disappointed in a competition or has been concerned recently about the issue of competition itself. After this activity the seed will be sown in their minds-eye that they can handle competition effectively.

What you will need for this activity:

PALS set up

How to get the best out of this activity:

This is a quick activity, best followed up by watching the joy of human competition in action, such as seeing a football, tennis or other game. Either on TV or IRL at a local event. Followed by a meal at your local favourite restaurant or at home. Make that sporting afternoon, your reward, and you focus your child’s mind on both the wider benefits and naturalness of competition, creating the perfect ending to a simple but effective session together at home.

Download/detach Template ➤ 16

- ✓ Invite your child to trace through with their finger each point on the winning cycle, discussing things with you as they do so.
- ✓ Finish up the activity, going to a local sports competition or watching your favourite team playing on TV as I suggested earlier.

Top Tip: Regardless if your favourite team on TV for example wins or loses – the point is they don’t stop competing – they get up and go for it all over again – until they do! Make that point to your child and they learned another valuable point.

Give yourselves high five and go visit your favourite restaurant and or make that great meal together at home. Well done! 

Brainbox: If your child still isn't convinced. Top up either one or both of these last two activities with this third one that prepares them personally to enter any future competition with a winning mind-set. And all with a few simple lessons from boxing. Boxing? Yep. No worries! No violence involved. Just pure winning psychology.

Activity: Prepare for Competition like a Pro – Win Before You Step in the Ring!

Case Study. Muhammad Ali: Mind Master and Boxing Legend

Mohammad Ali was one of the most successful and brilliant boxers of all time. Naturally, he trained and kept himself physically in peak condition for the fights. But it was the fact that he was a mind master that made the difference. Before he stepped into the ring he had already won the fight – mentally.

In this activity we are going to show your child how to do this for themselves. What they will learn here doesn't not negate the need for them to prepare for the competition at the physical and or academic level for example. Rather it complements that, by giving them a further psychological advantage: how to develop a winning mind set, *before* they enter any kind of competition.

How to get the best out of this activity: Boxing is merely an image we are going to use to fire up your child's imagination. It opens their mind to the fact that even in such a primeval, physical sport like boxing. A huge part of winning is as we all know: in the end, about mind over matter. Another huge part is about knowing and applying your own particular rainbow of gifts. During the activity we therefore will be moving swiftly from the boxing metaphor to making this more personal to your child as a unique individual. With their own rainbow of gifts.

What you will need for this activity:

- PALS set up
- Your child will be doing a visualisation. Having their 21C World Winner's Plan to remind them of their DNA rainbow of gifts is important.
- To create a visualisation board, you can use relevant images from magazines for example, and or items that inspire your child at a personal level. So again having the PALS set up, plus a piece of card board or hard board and suitable glue will prove extremely useful and valuable in this activity.

How to get the best out of this activity:

Immediately after your child does the quiet focussed visualisation they will be doing with you. Best is to go straight on to create a visualisation board at that moment.

Complete this activity by celebrating each of your child's gifts with them and all the different kinds of competitions they could enter and win – now they have the winning mind-set to support all their other efforts!

- ✓ Download/detach Template ➤ 17.
- ✓ Unpack each point with your child
- ✓ Now for the visualisation and affirmation of self-belief: as the guidance in Template 17. Invite your child to focus on their rainbow of gifts in their World Winner's Plan.
- ✓ Let your child choose one gift and imagine themselves entering a competition. Again, following guidance in Template 17. As your child to close their eyes and visualise themselves winning
- ✓ Afterward, ask your child to open their eyes, sign the affirmation and read it out loud with you at the top of their voice at least three times – really loud now!! Followed by three equally, essentially loud hurrahs!
- ✓ Invite your child to place this important affirmation of their winning mind-set into their World Winner's Plan in Part II. For future reference, any time they have a competition and need to refresh their winning approach!

Celebrate with your favourite nibbles and juice as you make the personalised winner's visualisation board together. Give me high five please! Thank you! I believe in you and your child and all their fabulous talents! Go win! 

ES #7: Strategy v Knowledge: Expert Preparation for Exam Excellence

A form of competition, whichever way we want to look at it is exams. A winning mind-set and focussed study, whilst great mental preparation won't do your son/daughter justice, unless they have another essential skill up their sleeve. What's that? Absolute military-like precision as to how the exam itself works. Follow the expert guidance in the next activity and your child will have that precision and thus increase their chances of acing 'the exam'.

Activity: Exam Excellence

What you will need for this activity:

PALS set up

How to get the best out of this activity: Grab yourselves your favourite tea, coffee juice and nibbles and begin working through the steps one by one.

Q: Why do you say grab the nibbles and beverages right at the beginning you don't normally do that doc?

A: If your child is doing this activity as a continuum, following on from the previous confidence boosting activities in the previous ES. They will be feeling they can take on the world and win. They'd be right. Alternatively, if your child is jumping in with you right here at this one activity. Talking exams 'just like that' could prove nerve wracking for your child! Resulting in a lot of nervous energy being burned up just talking about it. Enjoying a mug of your favourite herbal tea for example and some healthy nibbles, all works to relax them and thus set them in a more relaxed state of mind, and thus better able to focus with you.

What you will need for this activity: you and your child nicely relaxed as given above. Pen, paper and or tablet – whichever way your child likes to make notes. And now you are ready to begin.

- ✓ Download/detach Template 📄18.
- ✓ As you work through each strategic point. Take it in turns with your child to read the more detailed insight into each one as given below.
- ✓ Then allow your child time to jot down points in the space provided for them on Template 📄18.

Finish up the activity by putting your feet up together and a well-earned high five. Time to relax.

Let the information sink in. You did a great job! 🙌

#1: Become an Exam Super Sleuth

Find out everything about ‘the exam’: from exact title to the name of the examining body, to the date, time, location and precise length of the exam. Don’t skip the details on any of these think: Sherlock Holmes be cool and precise.

2: Get Inside the Exam

Know how it is structured and divided. Which parts ask you to do what? How long have you got on each part. Do a SWOT analysis: which bits do you think you will need to work on most to ace this? Then draw up a plan to do that exactly.

3: Find Out Precisely How the Exam is Marked

Marking systems are not universal. You need to know which type of marking system this exam is operating. For example: A major thing to look out for are two very different types of marking: negative and positive. Beyond multiple choice which is machine-marked. Negative and positive marking applied essay questions can affect your exam grade by working actively either to add a check and mark each time you get something right, or reference something correctly. Or work actively to take a mark off any time you get something wrong. A common way that candidates lose marks is when for example they use a reference that is not on the course list. Whilst this shouldn’t really matter to any right minded person. It does on an exam where the marking system is designed to reward or punish a candidate dependent upon whether their references are within or without of the actual course parameters. So beware! Know how exactly the exam is marked. ***Find out: How do you get the most marks? Work to the answer to that question!***

Brainbox: Don’t assume you know how the exam works. Know how the exam works grounded in your full 360 research and facts as you find them out here.

4: Wrack Your Teacher’s Brains: – Professionally!

Many teachers will be happy to give you as much information about the exam, if you just take the time, to make a list of questions and concerns you have about it, and ask them to set aside a moment to talk them through with you. As teachers are always extremely busy – as with many jobs: there is more than meets the eye to do in their job. It can often feel like ‘everything’s done

with mirrors'. Showing your teacher that you respect that and are trying to find a convenient time for them and you to find out more about the exam, with a structured list of questions, means you have a better chance of them feeling less pressured time wise, and thus in a position to give you quality answers, and ultimately you finding out more than you might have otherwise.

Top Tip: many parents turn to each other to get tips at exam time. I do not advise this. Why? I have seen the best of parent friends get into a bust up at this time of the year and journey in Education-hood. Why? Competition. Animal instincts naturally surface when we watch our children enter public examinations. All of a sudden, all innocence is lost, as we all realise: this is it, all you and they have been working for. Under this kind of pressure, friends can become competitors. Trust goes out the window. It's every person for themselves. Remember that and keep your own counsel. Where did I learn all this: years of experience watching, learning and also getting letters from unhappy parents as an agony aunt on one of Britain's largest and most respected national newspapers: *The Sunday Telegraph*. Go figure.

#5: Going for Academic Gold: Don't Just Get Past Papers: Get a Stopwatch!

Often in helping their class prepare for an exam, teachers will set students repeat questions from past papers. My advice: with a class of 30 or more giving each student individual attention in this aspect of preparation can be challenging even for the most brilliant of teachers. Find out how to get hold of past examination papers. First check back to the main facts you found out in Step #1. So that when you are either finding them in libraries, or on-line. You are looking at the RIGHT past papers. Then let your child practice acing those papers – to the exact time of the exam using a stopwatch. It's no use knowing your topic but not being able to complete the paper on time, because you hadn't had enough practise at this.

Top Tip: For essay type questions you can revisit the session aspects most relevant to you and your child that we did in ES#1. The examples I have given in ES#1 are grounded in my Oxbridge and London experience and consequent style. In writing this book I am aware that worldwide there are different essay styles. There may be others your child has to learn. Therefore, as I advised earlier in ES#1. Check for protocols and formats that your child's teacher advocates in essays for ALL and any precise exam coming up. And work exactly to that protocol and format. Above all else my focus is your child winning. That's all that matters to me you and ultimately your fabulous, intelligent, beautiful child.

Brainbox: after your child has completed their relevant topic revision. Practising regularly, to complete the exam under timed conditions, remembering to leave room for proof reading and checking at the end, and applauding their progress as they do. Will have your child going into that exam hall all warmed up, toned and ready, like a prize athlete, ready to win academic gold!

Talking Winning Academic Gold....

As a final word on excellence in exam preparation, burn out can easily happen where a child is simply just working hard to excel. If your child is at that point now, or you are concerned they might be shortly. You may wish to go straight to Part IV MIBO I created to enable your child to maintain optimum mind-body performance. Purpose built for, and with an emphasis on the real world competition and pressures our children are obliged to excel in today in 21C.

Next up here in Part II: Instant Trouble-Shooters, for all those issues and challenges you often have to face and try and solve as a loving as well as hard-working parent – understandably

short on time. Fast, expert, instant help is now at hand. See you in Chapter 10! But not before congratulating you and your child's graduation of Education-hood! Cheers to you!

10. Instant Expert Parent Trouble-Shooter

With this chapter, you and your child win the following advantages:

- **Education-speak in communications sent home from school ‘decoded’**
- **Boredom: how to ensure your child’s not bored and challenged properly in class**
- **Behaviour ‘issues’: what to do if your child has been wrongly labelled**
- **Moving on Up: how to make sure your child never gets stuck in the wrong set**
- **Your child’s school scared of ‘big words’? How to enrich your child’s vocabulary**
- **How to switch your child’s mind back onto ANY academic subject at school**
- **Deal with hormones, broken voices, hearts and other natural disasters effectively**
- **By bye credit card love, hello the NEW generation that understands money**
- **Have tooth brush will travel: changing countries and schools: Winners Checklist**
- **How to deal effectively with peer group pressure**

In response to the emails I get from loving parents just like you, all across the world. In this chapter, I wanted to give you and your child the benefit of instant solutions to ten of the most recurrent and important issues parents often have to deal with, during their child’s education. With the ready-to-use solutions here, I guarantee you will save yourself time, energy and money, by being able to cut to the chase, nip in the bud, and sort out these areas of ‘turbulence’, to quickly clear the flight path, so your child can soar above the clouds, and zoom onto destination: World Winner.

Pay no attention to the order in which each Trouble Shooter topic occurs. Dip in and out in exactly the order you need, when you need to. I won’t wish you luck, because I know from years of experience that with the benefit of hindsight you’ll have here you and your children won’t need it. You will be able to sort and avoid quickly many of the repeat mistakes your parents and their parents made, by being the 21C parent equivalent of Top Gun: absolutely prepared to deal with universal issues that arise, fast. Any questions? Didn’t think so, because the answers my friend are all in here.

Top Tip: Home educator? Once again take what you need practically from this chapter. Having listened to home-educators, outside and in my family, the issue about money in TS#8 is a particularly useful one, as it is often the case that whether you are the father or mother of the child for example. You will have given up your job to home-educate, in which case, money can sometimes get tight. TS#8 can come in handy! Alongside how to deal with other things that go ‘bump in the night’; such as your darling daughter or son ‘suddenly’ arriving at the table one morning: a different and ‘scary’ person, courtesy the arrival of hormone city...to TS#9 that cements what we started in the previous chapter by showing your child how to successfully inhabit, the as yet Wild West Planet Virtual a savvy 21C World Winner. Take what you want from this chapter and enjoy the benefits along with your child.

Trouble-Shooter #1: Do You Do Kung-Fu? Education-Speak De-Coded

‘Situation Room’ Summary:

Schools, whether fee-paid and/or tax-payer funded are, for those reasons discussed in Part I dealing with ever more increasing numbers of children and fresh challenges. What's this got to do with report cards? In the name of efficient staff time management. Communications you receive about your child's progress comprise computer generated generic rather than specific reports. Not convinced? I've sat in oak-panelled, brass-plated, expensive fee-paying schools and watched as staff have been instructed to copy in fountain pen on parchment paper the computer generated reports on children, - all in order to make them look more individualised. Even if they are not! Oh dear. I think I just put myself on a 'most wanted poster, - again. Anyway that's where we are at in the world today. To nip any future problems that may be about to bud for your child you stand a better, smarter chance therefore if you can 'decode' stock generic phrases on your child's report card, then act on them more intelligently to help your child make the most of their days in class, the fees you pay, and or the upcoming public exam that may determine their future choices. Template ➤19 therefore de-codes for you and your child the most common phrases used globally in report cards sent to you, in generic education-speak. So you can understand exactly what everything means, and of course what to do next. Ready for your next parent-teacher meeting and/or act on the information from a far better informed vantage point.

TS #2 Help Get Me Out of Here! I'm in the Wrong Set!

'Situation Room' Summary:

Setting is common. How does your child getting stuck in the wrong set happen? One or a combination of the following factors: an off day on an exam that sees your child placed in a lower set; your child not understanding cognitive ability tests whilst their peers did: your child went down a set; they missed an important part of mathematics for example due to illness or a dental appointment, they couldn't keep up because of this and so dropped a set. Changing countries and schools as in TS# 10. Another reason may be that last year unbeknownst to you, your child had a personality clash with a teacher in the subject, to avoid further conflicts, the teacher put your child into another, possible lower set. The management intention back then may have been good. Now, in a new year with a new teacher it's not working and things need to change. Knowing how your child is stuck in the wrong set, is vital to getting them into the right one. Now you will be able to find out with Templates ➤20A and B.

Further specialist advice: if you have a child with special needs see the advice below and Template 20C designed especially for you!

Thinking in 5D Not 1D Again: Special Strategy Special Needs

Due to obsolete talent identification systems dominant across the world, obsolete stigmas unfortunately are still attached to children with special needs. If you are a parent reading this with a child in a state funded school, you can often find yourself better supported and understood there, than in some private/fee-paying schools. Why? In an effort to attract 'the right sort of parent' (whatever that is!) some private/fee paying schools don't do dyslexia for example. Leaving such children to languish in bottom sets, stumbling through a dinosaur park of antiquated ideas, as if they just landed a part in Dickensian costume drama. This shouldn't happen. But it does. Moreover it is out-with the 21C inter-disciplinary science you now have the benefit of, but some of the teachers in these schools won't – not because they don't want to know, but because it can be their job's worth to question their 'betters'. On balance there's

some great schools out there, state and/or privately funded that are brilliant – meaning more 21C switched on to the fact that dyslexia doesn't mean as it did in my Mum's youth: stupid – but actually is now regarded as packing phenomenal gifts. With of course Asperger's another prime example of this.

All too often for my liking, children with Special Needs are found under-challenged in the 'bottom set'. Never to move on up, often until they have left school and become some of life's most impressive 'over-achievers' – good for them!!! They had to sit in the shadows for over a decade waiting to be the person they were meant to be! And shine! If, for example the child is in bottom set for English language, then this is reasonable where they have been placed there to get more specialist help with spelling. But if the school has put your child in bottom set for every other topic, including subjects where spelling is less an issue. Then there is something wrong.

Practical Advice: what to do if you think your child is in bottom set because of any of the above reasons. What I am about to say may seem radical to some, but to those who have experienced this for themselves, one word: logical and ethical. Those being our watchwords let's go the first route: working with the school.

If you feel your child is in the 'bottom' set simply because the school has an incomplete/out of date view of dyslexia. Getting angry won't change anything. As Ivana Trump is alleged to have said: forget about being angry just get everything instead! Keep your mind focussed on solution finding to help your child. That starts by getting your ducks in order before you set up a future meeting; you can with Template 20C.

TS# 3: Labelled X, Y, Z or Is the Real Truth: Your Child is Bored Witless?

'Situation Room' Summary:

For all those reasons we discussed in Part I, for some time now, children have been becoming bored witless in schools. This is not the children's, the parents, or the teacher's fault; but the fact that for some time now, 'coincidental' with this rise in boredom, education systems as we once knew them are no longer fit for purpose amidst new, fast, and rapidly evolving multiplex challenges. A graduate of Part I you and your child know all about them. You and your child also know that it often takes decades for things to change in education. Hence playing the business of education to win here, means being able to manage the cards we are currently dealt to give you the smartest hand. In this case, if you suspect your child is bored witless, you need to be able to discuss, importantly from an informed vantage point, intelligent solutions with your child's teacher that see a fruitful outcome from the meeting. Now you will. Before we begin, I wish to share a word to the wise. We touched on this in Part I. But let us remind ourselves again. As it is highly relevant here. If this is the 'situation room' issue.

Officially A.D.H.D. or Just Bored Witless?

Hosting a parent column in the Sunday Telegraph, so prevalent was the number of parents contacting me whose schools had suggested their child was ADHD. Alarming is that this label had been meted out not by a professional qualified to make such an assessment but more unqualified 'guessology'. If for whatever reason either you, your child or their teacher thinks they may be ADHD, then by all means get that checked out by a qualified professional. And remember this. Even if they are ADHD, as with respective different conditions we visited such as dyslexia and Asperger's in Part I: a child can be ADHD and gifted in one or more areas. For this reason they should not be assumed to be best placed in 'bottom set'. If that has or does happen to your child and they do have ADHD, go to Special Needs Special Strategy and follow

the advice in TS#2 to ensure they are in the right set for them as an individual person, with their own rainbow of gifts, dreams and ambitions.

Behaviour Issues or Just Bored Witless?

In tandem with any and all the issues our children can get bored in class, behaviour issues will ensue. As I said in Part I, this may be more or less observable dependent upon the personality of the child. There's the passive behaviour issue. Here the teacher is often so very busy trying to control and manage the rest of the class – (not easy, if you have ever actually tried to do it!) – s/he is entirely unaware that a child has quietly tuned out of the classroom and the lesson, and now has their mind lying on a beach somewhere in the Caribbean, sipping a coconut as they admire the palm trees, white sands and azure ocean.... Then there's the active behaviour issue. So fed of being bored is this child's mind. Whether intentionally/ consciously or unintentionally/unconsciously their mind behaves like a lion with a thorn in its paw and stars roaring as loud as it can. This is actually not a threat just a roar for help! It hurts their mind being this bored...

Two Ways Your Child Can Underachieve in School for Years: How to Avoid It!

Of course these two types of behaviour consequently attract two types of response from teachers. Passive coasts through school largely undetected, and underachieving year on year. As a parent you know you may have one of these at home because you get report cards that say: excellent behaviour all term, but poor result at the end on the exam. Go figure! Active gets sent down to bottom set for bad behaviour never to return, spending most of their days in conflicts, rather than learning, and underachieving – massively, term in term out, year in year out. How then do you avoid these two scenarios? First being aware – you are now. Second getting the 'boredom' issue out in the open and sorting it smartly using Template ➤21 all works to get your child winning again! Hoorah!!!

Top Tip: work methodically through the guidance below, making personalised notes in the relevant sections of Template ➤21, to create a tailor-made and practical plan to help your child go from bored witless in class to focussed World Winner again.

How to Take Your Child from Bored Witless to Focussed World Winner Again

1. Symptom-Spotting:

If your child comes home complaining repeatedly they are bored. Check through the symptoms discussed in the 'situation room' summary guidance above. Make the necessary notes then move immediately to the 'In-Depth Diagnosis'.

2. In-Depth Diagnosis:

We've established that whilst you and your child are light-years ahead with Part I. Trying to change the system in education isn't your job. That's mine. Your focus is to get your child back on track, engaged again in class. How? Working with your child's teacher from the vantage point of being highly informed as you are now. To create intelligent, practical, informed solutions. As follows working with your child, subject by subject.

Focus on the first subject you and your child agree s/he is under-challenged in.

- If you conclude the solution is that your child is in the wrong set. Proceed to the practical strategy previously provided for you in TS#2.

- If you conclude they are in the wrong set due to incomplete assumptions about their ability due to special needs move to the guidance and template provided for you in TS#2.
- If you conclude your child is in the right set, but have either passive or active behaviour issues stemming the fact they are bored witless and under-challenged. Move swiftly to the detailed checklist below.

Working with your child through the following checklist below to determine exactly when they get bored/need more challenge to keep them engaged:

(i) Beginning of the lesson

(ii) Middle of the lesson, when they've finished the set questions and work and are now at a loose end

(iii) All lesson: because they find the subject 'easy' and so want bigger, meatier, questions. But not enough to feel confident they are ready to go up a set

(iv) They want to use their innovative thinking but are unable to do so in class

(v) Other

- Once you have decided which of the above applies. Make the appropriate notes in the respective space on Template #21 and move to practical solutions and strategies below to create a personalised plan for your child to take them from bored witless to the World Winner they are once again.

3. Practical Solutions and Strategies:

What to do in each case:

(i) Solution boredom beginning of lesson. If your child says it is always at the beginning of the lesson. You need to ascertain the reason why. A common cause for this is that a child has lost faith in the ability to do well in a subject, because they currently feel in a fog about a topic they are doing. This could be because unfortunately they happened to be off on a dental appointment for example, when a key part of the subject was relayed, and now they feel behind in class. In which case, soonest to get them back on track, you need to find out what it was they missed, let them get strong in that. And compared to before, they will go into future lessons feeling 6 inches taller with a more equal chance to excel now and thus happier and more engaged. Once this is explained to their teacher, either with you at an appointment and/or by your child themselves. Experience has shown me a child will now progress very well, with boredom no longer being an issue.

Brainbox: Another common reason can be naturally human sour grapes when a new teacher arrives, after that 'great' teacher they had just left to go to another school. Explain to your child that it's only fair to give the new teacher a chance. Right? Right. If of course things don't settle down after a few weeks, and other kids and parents are feeling that the new teacher isn't as good as the last one. Well you all know what to do. Find out why and then act on it, positively and calmly by making your thoughts heard, going through the appropriate complaints channel provided by your child's school. To ensure that the subject is broached fairly for ALL concerned including the teacher. For example, as in other areas of work, teachers being human can be

experiencing personal difficulties and or illness issues. So proceed calmly, logically and professionally: as you would wish to be treated yourself in such circumstance.

(ii) Solution boredom middle of lesson: Where your child is fine until around the middle of the lesson, and they've finished the set work. The practical solution is that they need more challenge on the topic. How: once a teacher is aware of this issue, they will be happy to set your child an extension question: this is usually an open ended question that allows your child to explore the topic in more breadth and depth. The key part to this solution is of course your child's teacher being aware of the fact so they can act positively to remedy it. Make sure they do: by either you and/or your child informing them of the issue and how keen your child is to have a little more challenge as per the practical example suggested. Experience again has taught me many teachers are only more than happy to help.

(iii) Solution boredom because subject too easy for your child: If your child feels the subject is easy, and complains they need meatier questions to get their teeth into – metaphorically speaking. Then normally this is an indication a child is just about ready to go up a set. All they need do now is ace the next set of in-class and/or termly exams and you will probably find this happens naturally. They will be put up a set. Meantime, to avoid behaviour issues developing. I advise four things: inform your child's teacher of how your child is feeling, again and as always, positively and calmly and armed with the following solution; they would like more open-ended extension questions that provide them with the opportunity to develop their breadth and depth of the subject; and/or the chance to develop their analytical, higher level thinking of the subject by being set a question that enables them to do this. And thus satiate the challenge they require. At home, once your child is satisfied they have done their homework in this and all subjects, I would advise that they regularly practice their innovative thinking as per the methods we visited already in Part I. Applied specifically to the academic subject in question.

(iv) Solution boredom because they want to think innovatively in class but there is little to zero opportunity to do so: You, your child and I already solved this universal issue in class with a professional analysis of the situation in Part I. Together with practical solutions of how to develop your child's innovative thinking both inside and outside the classroom, to supplement dated curricular practice. Practice that is not the fault of the teacher but of those in charge of setting curricular be they governments and/or private enterprise. If you need a refresher go to Part I and revise all we did in the final chapter dedicated to developing innovative thinking, as a key part of your 21C World Winner's Plan. Then go straight to TS#6 below for more practical help!

(v) Solution boredom 'other': whatever the reason, prevention and progress is more probable where your child's teacher is aware of the issue and thus, you can all work together intelligently to solve it and see your child focussed and engaged again in class.

Further advice: sometimes a child has become switched off to a subject period. For a whole host of reasons not discussed here. If so, before they get bored and start losing time and opportunities for themselves move to TS#4 below for more practical help and advice.

TS#4: Help! How Can I Switch My Child's Mind Back onto Maths...?

'Situation Room' Summary:

At any time during their education-hood, a child's mind, can get switched off from a subject: from feeling bored to a simple dislike of one particular topic in itself. If it's boredom, you can

help eliminate and avoid this, by following the steps in TS#3 above. However, if you are constantly hearing specifics such as: I hate maths, history, etc. Then regardless of the academic subject area. Here's the thing. Remember from Part I that unlike AI we humans are discerning learners. And what I said about the emotional input stored, and associated with a subject in our brain via multiplex sensory inputs? If, for whatever reason the emotional information associated with a subject is becoming negative, the mind begins to switch off to it. Moreover, this isn't helped if the way the subject is being presented to us, doesn't feel attractive or engaging to us personally.

Solution? How to switch the mind back on to that precise subject, in a fast, fun and effective way. Applying what we learned from Part I: one size can never fit all in learning. This is a great opportunity for your child to take charge of their learning and start acing this subject area again, by putting them back in the driving seat, to develop more strategies to add to their MYSTRAL bow. In order that the subject begins to 'talk to them' again in positive and motivational ways that switch their mind fully onto learning maths once more. Template ➤ 22A is designed to do that exactly: it switches your child's mind back onto begin learning maths once again.

Top Tip: If you feel that you also need a focussed meeting about Maths with your child's teacher then move also to Template ➤22B for guidance and success in that. Moreover, if you find that your child has switched off to maths just before an upcoming public exam that is vital to their future success. Revisit Chapter 9 and the expert guidance for hiring a tutor, to provide supplementary assistance for your child in this subject area. As well as setting up that meeting with your child's teacher as per Template ➤22B.

T.S#5 Instant Spelling and Vocabulary Builder!

Situation Room Summary:

Owing both to the reasons we discussed in Part I and in your Education-hood in Chapter 9. In the UK and USA, what has the 'unintended' after-burner effect of many good-intended policies to make language more accessible? Answer: a dumbing down of the English language, our children's spelling ability and vocabulary.

In contrast to the above policy cautionary tale, in order to ace many a different type of cognitive ability test. An expanded, mature vocabulary forms an integral part of a child being able to obtain a high score on tests.

Learning spellings by rote is one way to do it. But rooted in 21C inter-disciplinary science of how we each learn best we visited in Part I. Rote learning, whilst it uses one aspect of the mind's capacity learn: layering, at the interconnected neuronal level. It can also be downright boring and demotivating. Meaning that if over-used it can switch a child off to learning spellings! The simple application of diversity in strategies for children is one way I have for example switched a child back onto spelling and consequently. To increase their spelling and vocabulary as well as their related test scores. If developing your child's spelling and enabling them to achieve a more mature vocabulary that matches their intellect and intelligence is your aim. Let me show you a practical, fun and effective way to do this and see their vocabulary expand literally – week by week.

Top Tip: Due the different ways in which each of our individual range of gifts, unique experiences and minds evolve. Being dyslexic and/or Asperger's, or ADHD for example doesn't mean that your child cannot also develop a sophisticated vocabulary! My mother learned Italian and Arabic just by listening: using her fine-tuned auditory skills! Whilst she couldn't write

everything down all that well, she became fluent in speaking many languages. In our global knowledge economy, Google-translate aside, speaking not writing in a number of different languages, is what counts in the world of business. A point we shall return to later with a whole bunch of world-winning skills your child will soon have in Part III.

Brainbox: All that said in the Top Tip above, if you have a child with dyslexia then do not pass over Templates ➤23A-B. Work with your child to create something beautiful in exactly the way I show you. Then use the combined visual reminder and auditory reminder this Template and activity entails to bolster the sophistication of their verbal vocabulary. Remember from Part I, my mother was dyslexic! Alongside her ability to learn other languages easily in spoken form, my mother indulged in expanding the sophistication of her spoken vocabulary listening to intellectual programmes on the radio. Having dyslexia does not preclude your child from this activity in Templates ➤23A-B. Enjoy! And benefit from it!

TS#6: Help! I Want To Develop My Innovative Mind Beyond These Tests!

'Situation Room' Summary

With so much emphasis to the contrary in dominant forms of testing used. For those reasons we discussed in Part I. Your child can feel frustrated. Children world-wide are chomping at the bit to develop their natural innovative ability. Therefore, as promised in Part I, here you and I add to the practical ways your child can continue developing their innovative thinking both in their academic learning as well as that which naturally stems from their extant DNA rainbow of gifts. You and your child already know that I empathise with their situation! To start diffusing their frustration and begin re-directing that innovative mind energy into more productive activity we shall do here. A good way to start, is to remind your child that whilst you cannot change education – at least someone you both know now – is at least working on it!

Brainbox: Before doing Templates ➤24A and/or ➤24B with your child it is a good idea to remind them of what they learned about being a World Winner in 21C from Part I. Namely, equally important for their future and their evolutionary race with AI is a balance between cultivating their KA: Knowledge Acquisition and developing their academic study to excel in these areas during their Education-hood. As well as cultivating their innovative thinking both within academic subjects, as well as their own DNA rainbow of gifts. As per the innovation layer cake we looked at in Part I. A child's desire to apply their innovative thinking in an academic subject area typically arises when they know they have completely mastered the subject, by being able to repeatedly ace tests in that academic area. A child's desire to apply their innovative thinking that arises their own individual DNA rainbow of gifts, personal experiences, and unique vision of the world all this gives them, happens all the time. In both instances of how innovative thinking occurs. Lack of opportunity to apply and express that thinking leads to frustration. At the moment that opportunity is lacking in education more generally across the globe, for reasons we discussed in Part I. Templates ➤24A and B enlighten you and your child with strategies they can use in-class to develop their innovative thinking, working with the teacher. Where your child has clearly mastered the academic topic in hand, and has for example a few moments to spare before the end of the lesson. In my experience most teachers will welcome a child who uses that time fruitfully to develop their innovative thinking using the different strategies provided in Template 24. Indeed as I have said in Template 24, sometimes teachers will set an appropriate extension question designed to challenge your child's mind further. Where a teacher hasn't done this in my experience they are more than happy to support a well-behaved child who has strategies in place to use at the end of lessons like this.

Template ➤25 is dedicated to developing your child's innovative thinking beyond the confines of the classroom, taking into consideration a more holistic view of their ability as a unique person. Grounded in their individual DNA rainbow of gifts and martialling this strength toward a more 360 development of their innovative thinking.

Top Tip: Feeling constantly frustrated combined with regular evidence of acing class tests and homework can also mean that your child is under-challenged and possibly in the wrong academic set. If you feel this is the case you may want to go now to TS#3 and consult the expert advice and guidance provided for you there.

TS #7 Matters of the Heart to 'Adventures' in Hormone City! Help is Here!

'Situation Room' Summary

Everything can be going swimmingly for your child, when suddenly Cupid and hormones hit, love and lust rule the roost. Answering a question in class, becomes a major event for boys, as they find their voice surprisingly changes an octave mid-sentence! Or, for girls and boys alike the 'horrors of horrors' arrives. The poor dears wake up with a face full of teenage pimples; feeling fed up with everything they want to cover their face with a paper bag. No, you need not think this is the time to head off to the shrink with them, although you might want to go to one yourself. There is an old African saying: a wise man sorts his own problems out. There is a lot of truth and logic in this.

Sometimes when you love someone so much, and they are having problems, it can be frustrating for you, because you want to do something. But you don't know what. Here's the thing. Doing nothing, is the best thing. What? By doing nothing, try and mete out advice to a teenager and if they are having a 'moment' you and I both know your wisdom is wasted on their hormone fuelled mind and ears.

So what do you do? Employ the tried, tested and highly logical flow of the Listening Cycle in Template ➤26, used by experienced professionals the world over. And it is so simple to do. It all begins with the most powerful and effective tool you have in your parental knowhow at such times: the Big L: listening again as we did in Chapter 9. Being ready with the Listening Cycle you can grasp the moment when your child is ready to talk about it. This is important, because as you know, often when a child is upset about something, they will clam up, and then when you least expect it, the problem that's upsetting your honey bunny all comes gushing out. Now you will be prepared with a method and solution to get things sorted out and everyone happy again. Visit Template ➤26 to get yourself familiar now with the easy flow of what to do. It's you and your child's best friend in such situations, as they arise in the natural ebb and flow of life. The beauty of this is, as soon as you are familiar with this easy technique, you can apply its wisdom anytime anywhere that your child needs to 'get something out of their system' and provide them with some instant, expert T.L.C!

TS #8 Bye Bye Credit Card Love; Hello Generation Money-Intelligent Child

'Situation Room' Summary:

Decades of easy credit and the crazy cards to go with it provided a false sense not of security but of how 'money' really works. Hardly no-one got burned! It felt as if there was a never ending stream of gold somewhere, then one day, boom! It dried up and disappeared; what followed, as we all know, 'wasn't nice'.

Whereas history shows that global economics never does seem to be able to learn from these experiences. We as people and the next generation can.

We can become smarter about money and economics. That doesn't mean we can't dream big and win big in life. Rather, that instead of any of those dreams being built on the financial foundations of sand. We can work to make them concrete, underpinned by solid financial principles.

Marketing companies know that the way to your wallet for many products is through your child's eyes. They also know that you are short on time and so handing your child your credit card any time you feel exhausted – seems a good idea. Until you get the statement at the end of the month. Rather than a quick fix, many parents have come to realise this is false economy. Next up is educating our kids to think the same way: more 21C money savvy. Talking money openly with your children as soon as they are able to understand is essential to them being a future World Winner.

*So how do you help your child understand that you are not a bottomless pit of gold and empower them to get to grips with the 'mystery' concept of money itself? Answer the honest truth: money is the essential offspring of personal productivity, focussed tenacity and creativity. It doesn't fall from the skies like pennies from heaven. It has to be made. In a dream world we wouldn't need to learn this basic reality. In our real world, where a child grasps this young, they are already on the path to independence on both a personal and financial level. Template ➤27 takes your child from the naïve 'Bambi-like' state of knowing the fun of spending money. To understanding where it actually comes from, and the effort it takes to accrue. To reinforce this important part of life. Template ➤27 concludes with some practical, everyday examples your child can do to teach them to be more **money-intelligent**.*

Brainbox: Template ➤27 uses a simple, tangible, but powerful, emotional learning tool that is purposely multi-sensory. To bring home the point to your child about money, positively, in an immediate, personally satisfying way.

Top Tip: For those reasons given in Brainbox above. In my experience Template 27 works just as well with 5 year olds as it does with a teenager. It's well worth a quick cup of coffee and piece of cake to do this with your son/daughter. See Template ➤27 now, to appreciate what I mean. Once money-intelligent, your child will see literally that in life, they can have their financial cake and eat it successfully!

TS#9 Smart Strategies: Child's Survival Manual for Wild West 'Planet Virtual'

'Situation Room' Summary

The web is a wonderful thing, it's also weird. For example, most as we all know, whereas most right-minded, mentally balanced folk recognize IRL that there's a difference between freedom of speech and verbal abuse. On Planet Virtual, the decent division between often disappears, creating a haven for bullies and nutters – that can be at least horrible and at most fatal for our children.

Cyberbullies – the Biggest 21C Cowards

Globally, we have seen children pushed over the edge by cowardly cyberbullies. Tragically, self-harming arising cyberbullying is also on the rise amongst school children (Sky News 5th April 2016).

As I have written elsewhere, the main problem with the web is that unlike any other type of invention we have seen. It evolved minus the wisdom of legal, moral, and ethical structures that all the world's societies have built, over time and centuries, in order to do one thing: protect its citizens and build civil societies that avoid conflict: it's called civilization. Without these structures, for all its wham bam tech wizardry. Paradoxically, Planet Virtual takes us right back to pre-historic caves clubbing each other to death. Landing our children in the middle of a 21C remake of the unsavoury, savage, backward dark ages of humankind. Our children need to be better armed, wary and savvy about Planet Virtual to survive this paradox and savagery. It starts with your child being aware of what I term Mind-Jackers.

Mind-Jackers and Other Things that Go 'Bump on the Net'

As in fairy-tales, Mind-jackers are one of those types of dangers that has mastered illusion, to come in all kinds of deceptive mask-sizes. Their objective? All bad. From, goading your child into revealing something about themselves they will regret later; making them vulnerable and also a re-sellable market item with this information. To, religious radicals like some nut out of a James Bond film: ripe for lunatic asylums with ideas of world domination – as though that's a new idea, - yawn. If these issues weren't enough for young people to deal with. Our children must contend with school peers who would try to manipulate them into doing things they don't want to do, through hyped up peer pressure enabled by web. And let's not forget the allegedly 'free' websites who seek to make money out of your child by using their data as 'currency'.

Educate our children to become wary of Mind-Jackers – in all shapes and forms, and our children are immediately better equipped to deal with many of the dangers that inhabit Planet Virtual. However, in the context of friendship, peer pressure, and dealing with the net effectively for themselves. There's another concept and right that we need to re-awaken our children to and its import in society, virtual or otherwise. The little understood concept that is necessary to the health and sanity of all humanity on a natural, evolutionary and individual level – called 'privacy'.

Privacy? What's That? Twitter a 21C Cautionary Tale

Our children have grown up in an era of easily sharing every aspect of their self and lives. Managed positively this is a fabulous thing. Managed negatively it can be horrible for children. Social media initially kicked over privacy as a fuddy duddy past generational thing. Not so. For example, in February 2016 Twitter wasn't looking too hot anymore. Reason? The web less of a novelty these days. We want more choice in how we use the web and the web uses us and our personal, private data. This is natural. Meanwhile, as a case in point, Twitter failed to attract more users because it offers no real privacy to its customers, forcing somewhat of a re-think in how it sells itself. Twitter will not be last to do this as our children come through to become far more net-savvy now and in the coming decades.

Meantime, it will not have gone unnoticed that this 'situation room' summary is a rather larger one than the previous ones in this Trouble Shooting chapter. You already know the reason why. Many of the problems we just visited remain unresolved; as long as they are our children will continue to be made unhappy by the darker side of the net. Future World Winners don't need crazies on the net hampering their progress and happiness. They need 'code' to survive Planet Virtual.

Planet Virtual Landed on Us: Our Children Now Need a Survival Manual

Experienced for over 15 years in the good, the bad, the ugly and downright weird on the net. The conclusion I reached long ago is that we needed a manual for how to use the net. Some sort of international charter that will stop the crazies and make the net the 'beautiful' world it has the potential to be but isn't at all yet.

You already built the foundation with me for this in Chapter 9. You and your child agreed a pact: when it comes to tech and the net you are smart people not sheeple.

Templates ➤28 A through to D cement this foundation for your child. By ensuring: they are no longer vulnerable to cyberbullies; lesser-folk making money out of them; know how to handle peer pressure in the context of the web by avoiding daft belfies and selfies that might literally come to bite them in the rear end later in life. By understanding that where fun and daft are ephemeral – the net and the data it holds on you is eternal. And that there are therefore benefits to those you know how to play Planet Virtual in a manner that works for them as a brilliant young person.

It's never been square to think smart. So as a parent don't be afraid to say it as it is when it comes to being net savvy. Your child will thank you later when their on-line profile gets them a great job, university scholarship or other great honour. Versus what might have happened if they had not had the benefit of what you will share with them now...Say hello to your new generation of successful survivors of Planet Virtual and tomorrow's world with Templates ➤28 A through to D.

Brainbox: Special Instant Parent Expert: International Law and Planet Virtual

Over the past two decades, gradually, ever so slowly, but increasingly international laws are bringing Planet Virtual out of the dark ages to make it more civilised. For example it has long been established now that trade-marking your name is one thing that can prevent any future 'nonsense' on-line for you, your child and/or your business. Whilst this remains expensive to do. The cost of doing this has gone down significantly in past years and is one practical solution for dealing with nutters on the net. Once acquired your trademarked name lasts for 10 years and can be renewed indefinitely. Saving you money and stress further down the line. In the beginning of the net, it was mostly celebrities that did this. Once mostly done by businesses on the net, many individuals do this to safeguard their interests, because it is smart and cost-effective in the long-term.

If your child is being cyber-bullied, there is other good news. Following on from on-line stalkers being stopped in their tracks (forgive the pun), recent changes in the law in UK and Europe indicate that cyber-bullying looks set to bite the dust too. Hurrah for that. Meanwhile, work with your child's school and local resources to sort any cyber-bullying issues out. Plus, if you need to it is sometimes worth seeking out advice from specialist lawyers. Emphasis specialist. Any lawyers that are not specialists may be cheaper initially but will waste your money faffing about where an expert in the field will have the problem sorted in no time at all. How do I know all this? Experience. In giving you this advice I am grateful to all the different law firms in London, the USA and, Europe, China and rest of the world that have given me great advice over the last 15 years, inclusive of but not restricted to: Harbottle & Lewis LLP and Briffa Intellectual Property Lawyers, London.

Nuisances whether IRL or on-line have one thing in common alongside cowardice. When you introduce lawyers and it starts costing them money. They often lose interest as they realise you

mean business, and move on. Whilst this doesn't solve the issue for everyone, it does solve any issue that merits this approach for you and your child. Game over.

Do as the Royals Do

It is now common knowledge that to protect the abuse of their images both on-line and off, the British Royal family have done the smart thing and started taking their own photos. We can all learn from this and follow suit. It's a really simple and savvy thing to do, be it for ourselves or educating our children to do this. As it will always save us and our children time, tears and money further down the line.

Top Tip: What children often don't realise is that ancient copyright law, means that whoever took the photo holds the rights over it. Inform and educate your child on this legal matter clearly and they will soon be far more wary, which in turn will help them guard against their images being taken and used in contexts that can make them look bad either on-line or off.

TS #10: Have Toothbrush Will Travel: Changing Countries and Schools

'Situation Room' Summary

Characteristic of our shrinking world and constantly changing global knowledge economy. Whereas when I was a kid, it was rare to change countries and schools. Now it's a growing part of the way we live and work this century. Change as they say is good: it's even better when are equipped for the adventure ahead.

Especially with regard to your child's education. Often, securing a 'good school' in your future locale in the world will have been part of the negotiation points in the contract you, and/or your spouse/partner signed before you departed. Either way. At a time that can be exhilarating, as well as a tad daunting, stepping on 'that' plane! The World Winner's Jet-Setter New School Checklist in Template ➤29 ensures that if at fantastic times such as these in our lives, your head might sometimes feel like a washing machine. Taking care of your child's education is well in hand –wherever you land! Bon voyage!

The Big 'No Brainer' in 21C Education-Hood: Never Shoot the Messenger

As far as is reasonably possible in any given situation. Work positively, intelligently, calmly and professionally with the messenger. Everyone wins – not least your child. Who's the messenger here? Teachers. The people working hard in education and with your child at least 75% of the week. Remember as has been observed before in Part I: teachers don't design the curriculum or how it is to be delivered. They are paid to serve it, whether they agree with policy or not. As with most of us, they have financial responsibilities, and want to be able to keep doing a job they love, passionate about helping children in their care to learn. Indeed that is why many became teachers in the first place! Logically therefore, work with them in the manner I advocate and in my experience, you and your child will be on a winning path together: one destination. Success! Ah. I just love happy endings don't you?

Top Tip: Whilst in my experience, 99% of the time what we have discussed is accurate and true about many teachers worldwide. If for whatever reason you have followed through calmly and professionally and you are getting no-where with on particular teacher. Then respectfully make further enquiries up the line to see what else can be done, following the same strategy of calm, positive, professionalism, as before. And you and your child will continue to be on a winning path, - let that always be your focus. Next up, entering Camelot: making the dream of being an Ivy League student a reality.

11. Want to Get Into the Big Ivy Leagues? Your Child CAN

With this chapter you and your child win with the following advantages:

- **Learn how to make this universal dream a reality for yourselves**
- **Pass entrance tests and ‘statements of objectives’: get inside the Ivy League mind**
- **Understand how to prepare for Ivy League interviews**
- **Planning a gap year? How best to use that to your advantage for admission**

- **At the interview: communicate in a polished way, from body language to words**
- **Know the do's and don'ts of what to say and not to say in the interview**
- **Beyond another straight A candidate: stand out positively and distinctively**
- **Strategies to 'close the deal' at interview in a manner that works for you**
- **Financial Planning: a Team Effort. Where there's a will there's always a way**

From the East end of London, historically a 'poor' British area, Sir Michael Caine, the successful Hollywood actor, was once asked by a journalist how it felt to be rich. He replied: 'I have always been rich; being broke is the state of your bank balance; being rich is a state of mind' - or words to that effect. His message and wisdom is universal in its application. Where you are going in life matters more than where you start. Poverty may hold back talent; but negative mind-set kills it! Cynics might say: 'that's rich coming from a person born with a silver spoon her mouth. Except I wasn't!

Dreaming is One Thing. Making it Happen Another. The Point is We Can

No need to get your violins out folks. But amongst the first pair of 'shoes' I owned was a pair of mill-worker's clogs. I loved their wooden soles, ox-blood red leather and shiny brass tacks hammered in the front. They rubbed a little at first. They didn't stop me from dreaming big. If anything their sturdiness, the work-ethic manifest within them and the indomitable daily grind of my parents drove me on. After dinner, unable to afford a TV L.O.L. We watched sunsets, making animations out of clouds. Why am I telling you all this? Pity? Na! The message: if I did it. So can *your* child.

Switch Mind-Gears from Dreams to Precise Goals, and You Will Achieve.

Dreams, ambition, drive and hard-work and the gifts we all have within us are without measure. Sure getting where you want to get isn't exactly plain sailing, but then that's half the adventure and fun! Hoorah!!! What if your child had in their hands now a navigational tool to make sailing those high adventurous more certain, by being set on a course that was surer to reach its destination and their desires? Remember, as I always say, whilst we cannot give our children their dreams we can equip them to achieve them. The first step in your child going to an Ivy League University is the dream, the next is making a decision to commit to that dream, when they do it is no longer a dream, it has started to become a goal. Goals then need to be refined to be achieved. The mind loves a precision target. As soon as it has one it will help you. What you then need is a plan to make that goal a reality. You have one here.

Top Tip: Don't know what an Ivy League is? Don't worry neither did I till I was in one! Ivy Leagues are the world's best universities, nominated as such on triangulation of data: from quality of research produced by the university each year to for example: quality of tuition, such as the one on one, small group style epitomized by Oxford and Cambridge. Ivy Leagues do not belong to one country. They occur across the world from Princeton, Harvard, M.I.T, Yale, Berkeley and UCLA in California to UCL, Imperial College, University of London, the Sorbonne in Paris to the University of Singapore, Christchurch University in New Zealand and Sydney University – the list of course doesn't end there but it gives you one idea of how wide, as opposed to closed, the concept 'Ivy League' is globally. Oh and they are sometimes expensive. But as many a candidate as poor as a church mouse has always known: where there is a will

there is a way. I combined litter picking at one point with one of my masters degrees. In order to pay the fees. More on financial strategies and planning, later in this chapter.

How to Avoid Your Child Ever Thinking: If Only...

Our dreams and decisions can be limited by what we know is available to us at any one point in our lives. If this was not the case. We would never hear the phrase: if only I had known that then... As ever, Auntie Bernadette is just looking out for you. My job is to provide the information, help your child fulfil THEIR personal ambitions, and cheer at the top of my voice for you both when they win! Whether their desire is to go to Ivy League or not! Right? Right. Why did I say all that to you?

Brain Box: Your child may not have thought about aiming to go to an Ivy League, because up until now they either didn't really know about them, discounted themselves believing 'that sort of thing' is for 'other people', and/or hadn't a clue how to approach achieving it – even if they wanted to. If that's the case with your child, taking time out together to show them this chapter and the route within it, including my own story, - might open another window in their mind, and what they want for themselves and their future. Just a thought for both your sakes so that you don't find yourselves saying if only..... Your call. You know your child best.

10 Steps to Make Your Child's Ivy League Dream a Reality



Special Mission Ivy League Entrant

S.M.I.L.E

How to empower your child to get the best out of these powerful steps:

Speed read through the steps yourself to familiarise yourself with them first. You will note that each one ends with the following icon and discussion point with your child. That's because at this point in your child's Education-hood, whether they are contemplating early application to university ahead of or at the 'normal age' for entrance. Your child will be well-read and knowledgeable. Sufficiently able to:

Read and digest key information in each SMILE indicated by the icon 

Discuss key points with you 

Take notes specific to them 

Plan according to their goals 

Prompted by the relevant icons at the end of each step. As with everything we do in the World Winners handbook. The emphasis is not linear thinking. Instead, best is for your child to take what they want, when they want it, from each of these steps to make their own individual academic dream a reality.

SMILE STEP #1: *Switching Mind-Gears: Fuzzy to Pristine Clear*



The human mind loves precision. Clarity of precision gives it a better idea of exactly what your target goal is. As soon as that happens. Our mind's software is capable of being about to do a phenomenally brilliant thing. It automatically begins martialling all its resources to make that clear target and vision happen for us. Where a child is aware of this their mind is already working hard toward making the vision happen at a powerful subconscious level. In the World Winners Programme I call this the brain conversation process. It lights up the whole engine house of the human mind, to begin converting what was once only a dream into a clear, tangible, reality.

Clarity in their own personal vision of which Ivy League they want to go to essential. For example, I always knew I wanted to go to Cambridge, 'not the other place'. There were many personal reasons for this, which acted as a motivator and driver. All good in overcoming the obstacles I had to, in order to achieve what I wanted. The key is for your child to do this for themselves: make that fuzzy idea a clear objective with a precise place in mind. Backed up with all the reasons why that is their first choice, at an ultra-personalised, emotional as well as logical level; replete with how the human mind works. As you know from Part I.



Discuss with your child their dreams about going to an Ivy League University.



Now train your minds on taking any fuzzy ideas to absolute clarity of objective.

- Which university is the ultra-personal choice destination? Why?
- List the precise ultra-personal motivators that make this feel the 'right' choice.



Cement the idea in your mind's eye by locating an actual image of the exact university of personal choice, and import your picture into it. Do this and the human mind already 'sees' you 'there'. Emotionally and logically your brain is working for you to make it happen. How do I know this works? I did it myself! Go do and win.

SMILE STEP #2: *Getting University Entrance Tests in Perspective*



Entrance tests are not Fort Knox – they are a test that can be cracked and aced – once you know how. You and your child will recall this goes for any type of test as you learned from Chapter 9. So why have these entrance tests at all? Some of the universities, as we shall see later, are starting to ask that question. Meantime, let's revisit the facts you and I discussed in Part I. One reason Ivy Leagues in particular moved in the past to entrance tests, is that in a straight A world, they can cherry pick from candidates globally – and that means trying to sort through thousands of applications as the world's population increases. Entrance tests are in many ways nothing more than a sieve. Before we examine a few of the most famously 'challenging' types of entrance tests used by the world's top universities. Let me just say this. There is light at the end of tunnel here, big and better changes are afoot. There are lights at the end of this Jurassic testing tunnel, and they are not those of an oncoming train, relax and read on.

Case Study# 1. The Chinese Gaokao

Possibly the Toughest Academic Test Ever Created

If you've ever seen pictures of Chinese teenagers on drips strapped to desks. This is the reason. And before anyone in the West criticizes those pictures. Understand this about the Gaokao and its significance to a young person's future in China. Still in diapers, as a baby you wake up to 1.6 Billion competitors – before you can even walk out your front door and/or country. Some of the maths sections on the Gaokao would leave many of the West's university hopefuls floundering. Fail this test and your chances of going anywhere in China are at once severely limited. The Gaokao is a child's one chance to prove themselves and their intellectual worth. But the outcome of this, as you have probably heard isn't all good. The downside of the Gaokao, as the Chinese have themselves point out nobly: Whilst it has been great at producing cookie cutter nations, as observed by many Chinese in traditional as well as social media. It is ineffective in producing the futures innovative thinkers China and every nation needs this century. For those reasons discussed in Part I.

So are the university entrance tests in another of the world's economic giants the USA any different in this regard? Hop on a plane, with First Class tickets courtesy of me (only metaphorically speaking!) and let's have a look at what's been happening in the USA.

Case Study # 2. The USA: MCATS et al

Designed to locate the 'perfect' knowledge and brain for law, medicine, MBAs business for example. In the USA: MCATS, LSATS and GMATs have been used since the last century as 'standard' entrance requirements for universities. This was fine. Until, for example in the business world, the original profiles for MBAs that originated the number crunching, production-line, factory-based management classical thinking of the 19th–20th centuries became debunked. With the advent of the technology explosion and a more culturally diverse global economy. Business schools as well as global enterprise suddenly started to realise that anthropology graduates looked just as good an option as say the more traditional number crunching mathematics graduates. HSBC for instance was one of the first banks to invest in 'local knowledge' using people trained in anthropology and therefore more culturally intelligent to source and grow new business. MBA courses started including anthropological experiences into their training programmes.

The 'problem' or 'great thing about' subjects such as anthropology. Dependent upon whether you are thinking about this from a 'big brain', or 'little brain', idea of human talent, is this: unlike

maths logic that can easily be assessed via multiple choice questions characteristic of tests such as GMAT. Anthropology is more at home being assessed in an open ended, more essay discussion type situation. For when it comes to anthropology, as with so many things in life. There are no sure fire black and white answers, only the wisdom that comes from understanding diversity in cultural traditions. Tick box testing such GMAT rather misses the point...

And the Moral of Both These Case Country Studies Is?

Multiple choice university entrance tests are far too limiting and reductive an assessment tool. Just as talent identification systems are in schools now, as we already discussed in Part I. Both are in need of revision.

Future of University Entrance Tests in a World of AI

There is a fatal flaw in continuing these tests in a futures world of AI. Here it is. Whereas the human mind is not a machine. The model of human ability these tests are built upon is. Which is why, going forwards AI is likely to be able to ace such academic entrance tests to Ivy League Universities better than us. Proving nothing other than they are machines who can download academic knowledge fast. Duh. Is that smart for us going forwards? No. Back to the DNA rainbow of talent we discussed in Part I and unleashing it. You already have in yourselves via this programme. But how does that help you with university entrance tests today? Prepare to smile to yourself...

Now for the Good News

Many Ivy Leagues have long realised, contrary to popular myth, that a perfect GPA, or Grade Point Average and/or remarkable entrance test score, are not the be all and end all in selecting candidates. This is true for Ivy Leagues in the UK, USA and the other big world player here: Australia. Moreover, Harvard announced early 2016 (*Fox News* January 2016) that it may scrap the entrance tests it has employed to select candidates previously. Hoorah for that! At last...

Brainbox: Admissions boards are looking for greater depth and breadth in their candidates. This is where so many straight A candidates world-wide take a wrong turn in applying to Ivy Leagues. Nobody shared this simple fact with them, until now. Able to stand out as a distinct candidate with a positive contribution to make is a World Winner's privilege. You now have it from your fullest understanding of the DNA human rainbow of talent you possess. However, university entrance procedures typically being slower than molasses in January to change. It would not be true to say that you do not have to crack university entrance tests as well.

Here Comes the Cavalry: Practical Help with Entrance Tests

No matter how authoritative they may sound. Take the clothes of university entrance tests and naked they are like any other kind of exam: totally conquerable. Here's where we cut these alleged giants down to midget size and slay them!

Cracking University Entrance Tests



Discuss which points in the reading session indicate why and how university entrance tests are changing and why globally. In doing so you have already begun cutting the mythical giant down to the actual midget entrance tests are in reality.



Train your mind on the fact all tests can be cracked. Know the nature of the beast and you slay it. Period. It's a matter of gathering intelligence then acting upon that knowledge effectively.

Fact find from top to tail the entrance test your preferred university in the world might use. Sloppiness at this point is for losers. Precision is for Winners. This checklist will keep you precise and winning...

- What is the exact name of the entrance test?

- Are there different parts to it? If Yes, go to the next question.

- If No: what is the main subject focus of the exam?

- What does each part of the exam focus upon specifically

- Are all the sections weighted equally?

- Which sections do I need to work on to ace it?

- Do I need a tutor to beef up any sections I feel I need to?

- Where do I get past test paper examples?

Brainbox: Thankfully there is no shortage of entrance exam books, past papers and resources on-line/ off-line. Seek and ye shall find. The information is there. Use It.



Now you have all the answers to the above. You can set out a plan of action.

Work within the time-scale you have to prepare following each of these stages:

1: Prepare, Prepare, Prepare – Then Get the Stop Watch Out!

Practise past papers without a stop watch first, mastering each section.

Now apply the stop watch to master each section and/or paper within time.

Cheat on this part of your preparation by being too soft on yourself about sections and keeping well within time-limits and you only cheat yourself. Be strong!

2: Place, Punctuality and Psychology on the Day

Know exactly which hall for example your examination will be held in.

A good idea is to do a little 'recky' beforehand for things like parking etc. That way you waste no time and arrive relaxed, alert, and focussed on the day.

Always give yourself more time to get there on the actual day.

Murphy's Law says that if you don't do this for yourself, something might happen that slows you down. That won't be you – because you know better.

3: A Winning State of Mind – Before You Start

Before the day, practise getting into a winning state of mind. How? Visualising yourself excelling, letting your shoulders relax, and take deep breaths in between which you tell yourself to relax as you exhale. Now you are ready to begin and win!

SMILE # 3: Statement of Objectives



This is your child's opportunity to show the admissions panel how they are distinct and what positive contribution they can make to the great institution they are applying to. The admissions panel may be looking for things in a candidate specific to that department, plus a more 360 insight into the candidate. Put another way the panel is looking to 'be sold' by the Statement of Objectives on three basic levels:

- What sets this candidate apart from the other straight A, I 'aced' the entrance test global reach of candidates?
- How can this person make a positive contribution to our great institution?
- Are they the kind of candidate that would enrich our community?

Let's look at how you make a statement of objectives hit all these notes and win you a place.

Top Tip: Although many statement of objectives are usually to be completed on no more than one side of A4. There is a lot to understand about this document. As we unpack this you will realise this! Take breaks when you have to. But don't skip any of the points I am giving you here; the result of 25 years of know how. Ignore the advice at your peril!

How to Communicate Distinctiveness

Immediately from Part I, you and your child know that their DNA rainbow of gifts make them distinct, alongside their innovative thinking which we have developed beyond what would happen in a regular school situation. However, merely listing the broader spectrum of one's gifts in the statement of objectives is not recommended. For that is not how best to communicate and capitalise upon one's personal strengths in this context.

- Smarter and far more powerful is to show how you have applied one or more of your rainbow of gifts in a practical way that is both distinct and impressive. How?
- Here are some examples of Ivy League entrance statement of objectives.

Exemplar #1:

A young person has entrepreneur and/or compassionate knight in his/her rainbow. They want to capitalise on this in their statement of objectives. The best way is to focus upon and communicate in their statement of objectives, what they were able to achieve with those gifts, as opposed to waffling on about the gifts themselves. For instance they could talk about how they volunteered to work in a business dedicated to giving a part of its proceeds to help others. Such as the home build programme for veterans that is being carried out by some realtors in the USA. The example need not be local it could be in another country other than their own.

The focus and purpose of this example communicates a number of positive things to the panel:

👍 This person has energy, they think about others, and they put thought into action.

👍 Combined these facts add up to a distinct and impressive person: someone who clearly has both business acumen and compassion. Imagine your child is applying to study on a business undergraduate degree at an Ivy League – and this is impressive. The candidate is clearly in the right place at the right time. Great. They have shown beyond the academic tests they passed they have proven abilities that are especially suited to the course and institution they are applying to. Thumbs up.

Exemplar #2:

A young person has bold pioneer, inventor and leader in their rainbow. They are applying for a science undergraduate degree at a highly regarded university globally. Smartly, to capitalise on all their gifts in their statement of objectives, they communicate to the panel how they raised money to go on an endurance walk with a reputable charitable organization. And used the money they raised to work with local community organizations, designing better ramps to enable children with disabilities easier access to local facilities.

The focus and purpose of this example communicates a number of things to the panel:

👍 This person is likely to use their science degree for the benefit of wider humankind. They didn't think twice about putting themselves through a challenge to raise money for a charity, and put scientific and innovative thinking into action – for a great cause.

👍 Combined these facts add up to someone who has in effect 'earned' their place on a number of levels to study science at this university. They are clearly someone who enjoys making a

positive contribution to help others and thus a boon to the university and scientific community. Thumbs up.

Brainbox: Often a further point to make in the statement of objectives is how the experience of what you did made you think about life from a different, wider, positive perspective. For instance:

In Exemplar #2 the candidate may conclude her/his experience by saying something like: *‘the benefits of applying science and innovation to design a better ramp for the children in wheelchairs convinced me further this is where I want to be and what I want to do...’*

In the case of Exemplar #1, the candidate may sum up how the experience enriched them and their passion for business studies by saying something like: *“the whole experience made me think: the purpose of business is to create wealth, but what use is that wealth if we do not share it for the benefit of others and the wider world?”*

The Winning Principle

Whatever the DNA rainbow of gifts you possess. The winning principle here in all these examples we have visited remains the same. Namely, it's not the gifts as much as what you do with them that's impressive and shows the panel the distinct person they have 'sat before them'. Enabling their mind's eye to see how much more rounded and capable the person they are looking at, that goes well beyond 'straight A's and entrance tests. All important in the final choice the panel will make.

More on Innovative Thinking

After decades of teach to test cultures worldwide. Even at undergraduate level many top universities, are now looking for innovative thinkers. Do your research to find out if that is what your proposed university is looking for. If they are and they are inviting you to demonstrate that, in exactly the same way I showed you how to maximise on your gifts. Smartest is not tell them 'I am an innovator thinker' but show them you are by the positive use you made of them in a context that works for you and the course you are applying for in line with the kinds of examples we just visited. Providing examples to show how you developed or did something innovative that benefited others.

Music, Sport Other Activities – Be Careful

No Body Wants a Shopping List

Unlike job interviews where the boss might want to know what you do in your 'spare time' (whatever spare time is! As none of us have much of it these days!). Statements of objectives should NOT read like a shopping list of hobbies, sports and/or musical activities and/or what you did last summer.

Rather, in line with the examples I gave you above, you will notice that there is a funnelling down of interesting and impressive facts that work to underpin your rationale and purpose for studying a particular course at a particular place.

The Oxbridge Blues

That said. Some Ivy League universities have a strong sports tradition such as the Cambridge and Oxford Blues awarded for sports prowess, alongside academic study. Colleges within these

universities may also have for example strong affiliations with the arts and music. In both these cases, they may be interested for you to include in your statement of objectives a strength in one or more of these areas. Via trophies and/or national and international competitions your choir has won and so on. Indeed some universities as you may well know in the USA for example offer scholarships on sports ability. So talking about that makes complete sense in these instances.

However in other cases, as happened in one interview situation I was privy to, at another famous Ivy League, where for one college, sport didn't have a particularly strong tradition. One candidate immediately shot himself in the foot by including in his statement of objectives that he enjoyed cycling. Sadly, the academic fellow in charge of admissions that year just looked at the young man's statement of objectives and exclaimed: what's that got to do with studying Caravaggio? The answer of course is absolutely nothing. This may seem harsh and nit picking, but then that is precisely what entrance to Ivy League is – they can afford to be. That's why it's so important to do your 'homework' and get the statement of objective right.

Oxbridge Colleges Demystified

If you don't already know. If your child applies to either Oxford or Cambridge they will provide you with a list of colleges to apply to in tandem with a faculty and/or department. Many Oxbridge colleges are linked historically as well as practically with different subjects and departments. Research each college to see which is best suited to you personally and the course you are applying for, as well as if the particular college you like is linked to sport, music or other special interest groups.

The 'Against All Odds' Accomplishment

There is another way to demonstrate distinctiveness; and it is often not the candidate's choice, as much as how s/he coped with unfair cards nature dealt them. Their statement of objective is usually jaw dropping as they show how they cast away the past and created a new future themselves studying subject x - for which they are now applying to do an undergraduate degree of its kind at one of the world's leading institutions.

Seeing statements of objectives like these, to my mind further underpins the power of the human genius spirit when it gets to work. The inbuilt marine mentality of our DNA and brilliant human mind – to overcome what horrors life can throw at us.

To show you what I mean, the following case study is true. From my earliest days of research and work in this field, I am forever in awe of what this person overcame and achieved to reach an Ivy League. Too humble to want to be named. I have respected their wishes to remain anonymous here, employing a pseudonym.

Case Study #1: You'll Never Go to University

Naomi had seen her father and brothers decapitated in a bitter civil war in Africa. She, along with her mother and sister had managed to get out of their native country. They arrived first in Germany. Naomi soon became fluent in German and a top science student in her school. However when Naomi was 16 they had to move to England. With vital English public exams only weeks away Naomi couldn't sit any of them. This upset her especially in science. Not because she couldn't understand the science, but because her English was non-existent. She quickly found herself in bottom set. Less ambitious friends told her she would never get to university to become what she wanted to be: a medical doctor. A teacher told her otherwise:

pointing to another great scientist Einstein. He had also struggled with exams due to language, due to moving countries between World War I and II in Europe. Naomi knew she had a lot of catching up, and it would take her a little longer than she wanted. But she didn't give up on her dream to become a medical doctor. She left school and began night classes in English, working part time cleaning offices to help her mother with household bills. The following year she began night classes in science, and continued her work cleaning offices with her mother part-time. When she next took the public exams she aced the sciences. She applied to the university of her dreams...as they say the rest is history: she is now a medical doctor. In her statement of objectives she wrote these simple words of wisdom that held so much truth as to why she was applying and why she wanted to become a doctor: My experiences this far in life have taught me, it does not matter whether it takes you a little longer than you wanted, or what obstacles you have to overcome, to achieve your dream. If your dream is a good one; it shines bright in your mind even on the darkest night. It keeps guiding you on to what you want to do: in my case use my future medical knowledge to help others less fortunate than myself to overcome obstacles in their life and health - regardless of race or creed. For me that is the meaning of M.D.

Wow! Sometimes people give up on Ivy League after a major set-back. If these stories ring any bells with you at home, or your child and situation at any time. Remind yourself and your child of Naomi and these two simple words: YOU CAN.

Mind the Gap: What to Do In a Year Out

Historically, what a person did in their gap year, where smart and relevant to include in their precise statement of objectives can feature back packing. Back packing has always been an adventure and not for the faint hearted. But there was a time when setting out to do this as a young person on your own for example – was safer than it is now. You don't need me to tell you that even if you or your child consider themselves to be a young brave, bold pioneer, itching to do this, and include their experiences in their statement of objectives. The world currently, and in the foreseeable future, appears not to be at what you might call in its sanest chapter.

Back packers are seen by rogue and criminal groups across the world as fair game. I can't see that changing for the better any time soon. Only getting worse. Recently therefore, when a young person contemplating taking a gap year before university asked me about this. My advice was this. If you are going to do it, think and plan extremely carefully for absolute personal security and ultra-safety FIRST. Ideally you should be part of a large group and organization. Strength in numbers and official organizations! You have a far better chance of having a safe, enjoyable adventure, and above all else coming home wiser, unharmed and alive.

The confidence of youth is a wilful and brilliant thing. Backpacking isn't the only adventure there is around to broaden your mind and skill set. Why not opt to be different and instead of backpacking opt for something that's more original as well as meaningful to your individual goals, aspirations and future university course.

Brainbox: Exploring how different types of statements of objectives can work you will have realised this: dependent upon who you are as an individual and which precise course and Ivy League you are looking at gaining admission to in the world. The content of the statement of objectives will of course differ. Toward that end, before you hit the keyboard and/or get writing. You can see that a lot of what 'goes on in a statement of objectives' happened and occurs a year or so earlier. Therefore you need to get information packs about applying to a particular

university – in advance of the year you are thinking of applying in. Then you need to do each of the following:

- Glean more about what specifically your chosen university is looking for in the statement of objectives. Studying the information pack and/or departments and other literature about the university – carefully, will enable you to do this.
- Look and adhere to any advice given in advice on admission that comes with a particular university.
- Start drafting the statement of objectives working to the universities precise requirements and advice. Gradually weaving in the communication of your own distinctive gifts exemplified by your impressive application of them, the passion for your chosen subject and department, and the contribution you will make as a person.
- Stay within the set framework and/or advice they provide for the statement of objectives, but remember there isn't a 'one size fits all' content approach to this. This is your chance to show who you are as a brilliant, unique, whole person.

Constructing the Statement of Objectives: Stage 1 General Advice

Some universities are more stringent than others on composition. For example, some will ask you to fill in a form working to a precise format. If you are only sent one paper copy of this to complete, if no digital one is available. Be sure to make plenty of copies before you write on it. Practice what you want to say and how you want to say it. Then write your final copy.

In other instances you may be given carte blanche to write it in the format you wish. That's fine – as long as you remember always to keep to the exact limit they specify. For example keeping it all on say one side of A4 – and NOT in font 8 so you can get more on! Believe it or not there are people who do that – and it gets them nowhere. So that won't be you will it? Of course not!

Understand Your Audience and the Import of Title.

Bear in mind your statement of objective is amongst many others arriving in departments. So you need to make it stand out. That doesn't mean you have to put it on acid yellow paper. It means maximizing upon the power of the title you choose. Think like a news editor: make the title a mind-grabbing headliner. One that arouses positive interest and makes the reader want to know more about your statement and you.

For example: one of the best titles I ever saw was simply: *Flying*.

The candidate went on to communicate how in conquering his fear of flying at the age of 8, he had ever since become fascinated in all aspects of physics. He concluded by saying flying for him was a triumph of mind over matter as well as science over gravity – it was terrific! And it all began with that one word: Flying.

You don't need a wordy title. In fact less words means more impact.

Don't use 'I' – too much.

Although a challenge in a document of this type. Use 'I' as far as you can in moderation. Aim to construct sentences in a manner that isn't all about I, as much as what you achieved, learned and/or experienced, and how this benefitted others. In the context of whatever it is you relaying.

For example:

Instead of writing: 'I felt great when I finished the community project'

Write: 'Seeing the children's faces light up when their wheelchairs went up that new ramp was a brilliant reward, an experience of a life time. One which underscored the power of science and innovation. The benefits science brings to our world and all those in it, and thus inspired my passion to pursue its study even more.'

Think: What do you hope to contribute? What can you do for them?

Ivy League Universities already know what they can do for you. The university admission panel are more interested in what you therefore can do for them. Namely: how and in what ways can you contribute positively to the course, department, and university community? In other words: what do you personally bring to the table to enrich the distinguished establishment you are applying to? I am not talking about cutting a cheque for \$5M for a new library extension. What the university admissions panel is looking for is one or more of the following:

- Evidence deep thinking beyond 'what you did at school' in your chosen subject.
- Demonstrate a mature respect and understanding of the import the work done key professors in the university department to which your child is applying.
- Think what excites you academically about being part of this community?

All the above reveal how you personally 'fit' admirably and will be able to contribute positively to the community you want to become part of.

Top Tip: Any key professors whose work you admire or were drawn to the university to work with are possibly going to be among the initial admission and/or future interview panels. Ergo, it's important that if you give this as one of your key reasons for applying, you are absolutely familiar with all their latest books and or research.

Do NOT enter into critiquing any professor's work

The point of mentioning in a statement of objectives at undergraduate level a professor's work is not to critique it. Rather it is to communicate to the panel only how excited and inspired by that person's work you are. This being a mainstay of why you are keen to dedicate your mind, time and energy to learning and working with others in that precise university department.

Top Tip: Academia works from the premise: you cannot run before you can walk. It doesn't matter whether you agree with that premise or not. Your child may have some great ideas for a PhD at 17! As I said in Part I, age has never been the gatekeeper of great ideas and/or human talent. However, keep focussed on you and your child's focus objective in this chapter at least: admittance! If your child wishes to do a PhD trust me - it will happen. All in good time. Plus, knowing about your field first clearly helps before your child starts a PhD. That's why they are applying to be an undergrad – first!

Brainbox: Here I am focussing on undergraduate applications. PhD applications are the same in some aspects, but different in the sense that at post-graduate level universities are looking for 'fresh ideas' the way in which a candidate is going to be able to provide a critical and

innovative insight into a field or topic. There's plenty books on this so if your child is now at that stage, please do consult them. They are very useful.



Discuss the above points; paying attention to those that you feel apply specifically to you, in empowering you to create a great statement of objectives.



- Train your mind now on how to construct your personal statement of objectives.
- Using the guidance below to guide you into creating your draft document.

Constructing the Statement of Objectives Stage II: The Draft

- ✓ Keep to any format the university may have given you, as specified earlier.
- ✓ Make a checklist of any specifics the university want you to include.
- ✓ Write the draft to those specifics
- ✓ Then think how you can weave your own 'story' into the mix
- ✓ Once done, put the draft to one side.
- ✓ Ask yourself: how can you tell your story in a way that shows off what you want to and matches their requirements brilliantly? Don't try to answer this straight away. Give yourself time to cogitate on this and the answers will come.

Top Tip: never be afraid to redraft a couple of times. You only get one shot at this. Make it your best.



Constructing the Statement of Objectives Stage III: The Winning Document

Now you have had the benefit of drafts, alongside time to think about how to balance cleverly what the university is looking for in the statement, and your individual capacity to shine as a unique person and candidate. You are ready to write your fantastic statement of objectives. Using these easy steps below to keep guiding you to a polished document.

Name and date: if this is not in a pre-set format – remember to include this yourself.

Title: Remember your title must grab the reader. If you know it doesn't. Change it!

Discipline: be disciplined with your content. Imagine paragraphs like efficient punches. For maximum impact on the reader – no words must be wasted. Every word counts.

Specifics: include information the university specified they wanted in the document.

Remember: when asked for interview the panel will use this statement of objectives to guide some of their questions. Whatever content you include you must be able to talk about with ease and authority. If in doubt, take content out! Think ahead.

Order: if you have carte blanche on order and lay out, use it to emphasise what you want to first and order the content in a way that works for you. If not work with the order obediently as well as intelligently – still making sure you shine!

Impact: think how you can organize content in a way makes a ‘knock out’ statement.

Engagement: write in a manner to engage the reader and keep them reading.

Distinctiveness: make the statement your own brilliant story of why you want to be at this university and what you will contribute as a distinct, capable, enthusiastic individual. Remember to refer back to what I said about not using a shopping list, but rather showing your relevant talents, in great examples of how you used them.

Proof read: Often it is difficult to proof read effectively straight after writing. Leave it a day before you proof read.

Professors: especially check you have spelled any names of professors correctly!

Perfection: at some point intuitively you will know inside that you are happy with the document. At this point print/write off a copy. Put it in a sleeve to keep it pristine.

Retain: save a copy for yourself before sending off.

Top Tip: It’s always a good idea to send it registered mail with proof of posting if it is asked for in a snail mail format. Job done – pat yourself on your back. You have done your best. That is all that counts, so rest easy and relax!

SMILE #4: Preparing for the Interview



Appalling is that so many young people go off to interview without any prior knowledge of how to ‘attack’ this important aspect of the entrance process. Fortune of course favours the bold. But in the context of winning an Ivy League place the ignorance is bliss idea is a bit too much like loading the dice for my liking! Preparation, not over preparing is a good thing. Over-prepare and a candidate looks like a bad politician – as if they are acting. With little room for spontaneity and naturalness. Prepare well and the candidate wows the panel. That’s what you want. From the minute you arrive therefore, let’s get you prepared.

Dressing for Success on Planet Academia

Flashy doesn’t mean smart in academia. Clothes matter less than your mind. You just need to be cleanly turned out, and preferably not looking as if you’re headed off to a ball or night-club – unless you are going for fashion design at a top art college....all good and well in that context. Horses for courses.

How Not to Be a Sweaty Bear!

Polite history tells us pigs sweat, men perspire and women glow. Interview history tells us most of us just sweat! Avoid looking like a cute but 'sweaty bear' by experimenting with, and selecting prior to the interview, a top of fabric and colour you can trust. Why? Because it doesn't show under-arm sweat. Another tactic is to wear a jacket that keeps you cool and covers your arm pits. More on how to avoid being a sweaty bear later...

'Know Your Stuff'

The interview panel will already have had a glimmering of your abilities via test results and the super-duper Statement of Objectives. To shine in the interview you need to maintain the fabulous standard these two things have already set. One way to do this is to keep reading the works of the professors whose research interests and inspires you within the department you hope to be a student in. Right up until the interview day. Moreover, if the university furnish you with a list of texts to read before interview – they did that for a reason. Read them! You should also find out about any professors who are likely to interview you beyond the ones they may have expected. This is not so you are ready to flatter said professors. It is so you are ready to answer any questions said professors might have in a manner that shows: you have ready widely about, and are familiar with the work of the department you chose.

Body Language

Freud always said that no matter what we say, our inner feelings pop out of every pore, - via our non-verbal communication. This brings us to a probable scenario within the first and last minutes of your child's interview which you must master.

The Academic Handshake Part I

Some academics may never ask to shake your hand in interview. Others might.

Top Tip: Never proffer your hand. Wait for a panel member to proffer theirs to welcome you. If it never happens. Carry on. You lost nothing. You were prepared. If a panel member does offer their hand than follow the guidelines below to get off to a professional start in your interview.

Handshakes when we are nervous can be clammy. A simple trick, if you don't know it already, is to wipe your hand discreetly inside your jacket pocket/skirt/dress or trousers, - just before you make 'hand contact'. When you do make hand contact, be sure to make it a firm but not painful handshake. In the Western business world for example. Traditionally there is often a dislike of 'limp fish' handshakes, and a like for a more powerful grip; regardless of gender! More on handshakes and cultural diversity in 21C business in World Wise, Part III.

However success in academic interview handshake is different. The handshake is not something the interviewers are monitoring as closely as the candidate's mind and self-confidence in their academic capabilities – especially in the Ivy League application context. Otherwise, if the candidate doesn't believe they should be applying, why should the panel? To communicate confidence instantly a dry, cool, palm works wonders, accompanied by a fairly firm handshake. Whilst smiling and looking directly into the face of the person whose hand you are shaking. This will set the tone. The panel will know they are dealing with a cool customer. Good!

Top Tip: You'd be amazed how many candidates don't do what I just advised: namely, they never look at the panel, or into the faces of people, as much as look at the floor! Don't be one of them! Professors like people like eye contact and faces.

Brainbox: If your child has Asperger's direct eye contact can be something they don't like. In which case don't worry. Many departments accepting candidates with Asperger's as well as outstanding abilities in science, math, art or music for example will already 'get this' and it will matter not one iota. Quite right too!

Be Ready for 'the Springy Chair'

No this isn't an ejection button seat. It's just that some of the more established universities sometimes have the habit of giving the candidate a chair that's not just lower than the panel, but can sometimes have a spring in it. A spring that can, if one is not careful, keep sticking in one's bottom! Whether this is purposely designed to see how well you cope under pressure or what. You need to be prepared for either an uncomfortable chair and/or having to adapt quickly to keep upright and/or sit on the edge of a 'springy' chair to maintain balance as well as their pride! You have been warned.

Measured Speed = Smarter Speaking

Nerves can naturally make candidates rabbit on at a hell of a rate, where normally they would speak more slowly. Practise makes perfect. Especially speaking slowly and meaningfully about your subject whilst stood or sat in front of a mirror will help. It worked for Sir Winston Churchill – it can work for you. As you do this ask yourself: do I look nervous? If so, correct it. Relax, smile, and get used to talking about your subject in a manner that says: 'okay I am at interview but I am confident and this is actually quite enjoyable. I feel myself and that feels good...'

Other things you can do to achieve this 'happy' state:

- Square yourself eye to eye in a mirror regularly, smiling and saying out loud with absolute conviction: I CAN DO THIS!
- Practising that same square in the eye 'manoeuvre' over and over again in relaxed, confident manner as you tell the mirror something that particularly inspired yourself about your topic. Convince yourself and you convince the panel later...have fun doing this and it will pay you back tenfold in the interview.

Top Tip: on the actual interview giggling and laughing are out. Relaxed smiling a little, is in. Winners smile a little and make their points with conviction. Losers laugh nervously. You're a winner. You know what to do.

Talk to the Whole Panel – Never to Just One Person

From the point of view of members of the panel. There is nothing more annoying than a candidate just looking at one of the panel and never them. You win more points for yourself by taking the time to rotate your head and look at all the panel when you are speaking. You can train yourself to do this with ease by practising in a mirror again. Moving your eyes smoothly from left to right to take in the whole panel, as you answer a question in your mind's eye.

When you involve the whole panel at interview; everyone feels equally important and this makes for a better atmosphere. This is good. You may even have relaxed some panel members so much by doing this, they soften a question to make it easier to answer than they had originally intended. No promises. I said maybe. But creating that maybe is better than getting someone's back up didn't have to. Right? Right.

Don't Wait to Be Asked Difficult Questions at Ivy League Interview

Draw up list for yourself

A common question panels is given below, together with the best response:

Panel: 'how do you feel this degree will benefit you personally'

Winner's Answer: 'I chose this degree course specifically because so many aspects of it work to engage my passion and curiosity for this precise area'. (Then be ready to give an example of how and why the degree course does).

Losers Answer: 'When I have this degree from this university all my friends will be jealous and I will be able to command a whopping fat salary and a sports car...'

Brainbox: save talking material success for business. Academia is not interested. Especially Ivy Leagues where emphasis is on cerebral wealth. This is true even of MBA courses, where many a business person lost a place to an Ivy League by not being humble enough to realise, the university already knows your material worth. They are far more interested in whether you are willing to get past that to open your mind to learning.

Top Tip: In drawing up your own list of questions for yourself, consider dynamic areas of research that attracted you to the department and institute. For example, I once switched universities because I knew how and why my 'dream department' and Institute was so much stronger than the other. Able to give examples of this in practice at the interview. The panel questioning was a short and successful affair. Everyone knew very precisely why I had chosen that specific place and clarity of my motivation was clear to see. Emulate that within your own individual context and you will achieve the same result.

Play Academic Devil's Advocate

Once you have drawn up your questions. As parent and son/daughter, practice taking it in turns to be panel and candidate.

Remember questions go both ways. Panels at Ivy League do not expect the candidate to have any questions of their own. The opportunity for candidates to ask their own questions often comes towards the end of an interview. It can also come during the interview. Either way the point is to be prepared with a great question. Ready for if the panel ask, sometimes in an almost relaxed, as if it doesn't matter way: 'do you have any questions you want to ask us?' The panel's invitation for you to ask a question may be delivered innocently enough. But the answer matters. Giving the 'right' answer can be the clincher in this deal, - and you are in.

Don't Ask:

"Yes! Do you think I'm 'survivor' material for the May Ball – will I make breakfast?"

"Yes! Any of you guys rich enough you think you can pay my college fees for me?"

Do Ask:

With intelligence and enthusiasm, a pre-prepared question that is relevant to the subject area but not too taxing – you don't want to turn your questions into a test for the panel! For example you might ask: I am interested in the research going on in x right now. I read last week (in a suitably well-regarded academic journal) that the department is very near to cracking x – is that right? How far on are you with this?

A question like this achieves a great deal for you in each of the following ways:

- It communicates to the panel you are indeed well-read in your chosen area.
- It shows you are up-to the minute about the research in the department you are passionate about being a student within.
- By asking the panel an open ended question. You invite them to talk about themselves and their work which is always flattering and professional in any circle, be it academic or otherwise.
- As you listen intently to the panel's response you underscore your genuine passion and interest for them, their work, and the institution itself. A total win!

Top Tip: During the interview you may be asked different types of questions. Most of the time, due to the fact you 'know your stuff' and have prepared professionally you will ace any question lobbed at you. However, what do you do if you are asked something that you instinctively feel you can't answer well and immediately? Keep calm, if you think you need a little more time to think up a super duper answer, buy yourself some time with the age old technique of saying: 'I am glad you asked me that' – but only use this if you know that in a few seconds you will have a great answer. If you don't have a great answer. Do not try to control the interview and ask if you can think about that and come back to it later. Simply say brightly and confidently: 'that's an interesting question' and then give the best answer you can think of, and keep it short. Very short. Least said soonest mended.

Closing the Interview on a Powerful Up-Note

If it is near to the end of the interview and instinctively you feel things have not gone as well as you wanted them to. You can turn fortune in your favour again with the following type of question, in response to the panel asking: have you any questions?

Here's what you say with calm confidence and conviction:

'Yes: If there is any question you haven't asked *me* yet. Please do. You see, I know that this is a once in a lifetime opportunity and privilege, and if there is anything you are uncertain of, please ask me now.'

Then go completely silent. S/he who speaks first loses. Remain silent.

In business this is called the silent close. But it can work just as well in this situation.

If there is any uncertainty – you have a good chance of finding out what it is as one panel member may return to a question they asked you earlier and see how you fair second and last time around. Use that opportunity well and again you doubled your chances of acing the interview and winning the place.

If there isn't any uncertainty. The panel will simply smile and say no, that's all. In which case, merely by asking the question, you decided them and they want you in.

Where in contrast, you feel the interview has gone extremely well, you can relax, but not until you are out the door. Ending the interview as you came in: professionally with the academic Handshake Part II.

Either way: again, what matters most, is that you know you gave this your best shot.

Brainbox: In all spheres of life you get miserable souls – if you encounter one of these at Ivy League or other university interview. Don't try and please them. If they don't like you it's their loss; they are the losers not you. Move onward and upward!

The Academic Handshake Part II

As you did when you began the interview. Don't proffer your hand, wait for a panel member to offer their hand first.

If you are offered to shake hands with the panel before you leave the room. You should make sure your palms are dry using the trick you know about from earlier, and take the person's hand, smiling, but not laughing, looking directly at them as you do so. Then still looking at the panel, say thank you, smile politely and leave the room shoulders back and chin up. One however should not look elated, - that would be presumptuous. A no-no in the halls of ancient academia.

Top Tip: I don't call this part of the interview your child's final handshake as it might not be! It may be just the beginning for them at that university.

Brainbox: Smiling too much in certain cultures is not the same as smiling too much in others. If you are a Westerner hoping to study at an Ivy League in the East check your local cultural intelligence for this. And adopt the appropriate polite demeanour. Likewise in the vice versa scenario. Courtesy across cultures counts, and none as much in such prestigious contexts.



Discuss the factors you think you need to practice to prepare for interview.



Draw up a priority list



Now make it happen with a timely plan to get you ready to ace the interview.

SMILE #5: Winning On the Day and In the Interview



Even if you are the coolest customer after preparing well for the interview. A little organized help on the day will be more power to you. Templates 30a and 30b are there to help you shine out a brilliant candidate on the actual day of the interview. Plus, promise me you will commit to heart and mind the advice in the top tip below.

Top Tip: Remember on the day of the interview to listen and respond accordingly. Many candidates forget to do this as they have prepared so well for the hypothetical interview, they

don't listen properly to the actual questions posed by the panel and respond with 'wooden' answers to a completely different question! That won't be you because you know not to do that now! You will be prepared yes, but you will also listen and respond accordingly and confidently.

Brainbox: Don't try too hard. Don't be cocky – cocky is actually a lack of confidence. Just have quiet faith in yourself and hold your own. You have what it takes to get into this university – if you didn't they wouldn't have invited you! All you have to do now is focus, remain alert, breathe, apply that measured way of speaking I told you about, all the techniques we shared, and you will win the panel.

The night before look through Templates ➤30a and ➤b and have a great interview day!



- Revisit all the SMILE points - now's the time to recap and discuss any areas you still feel you need to polish up on, for the actual interview day.



- Visit Templates 30a and 30b. Is there anything else you think you need to add to those checklists for you personally on the day?



- Refine your preparation plans. Practice anything you have to do. Don't over-rehearse. That way you will appear natural and responsive on the day. Great.

Parent Navigation Check Point

Yep! That was a lot of detail again to give your child the best chance of winning at Ivy League and/or university interviews period. Let it all sink in, make some points yourself. Then, as I said at the beginning of this chapter, give your child the best benefit of all this. As we did with the Statement of Objectives. Set aside 'quality time' to share this vital information with your brilliant daughter/son at home.

Oxbridge Myths and Ripping Yarns...

Once you have become part of Oxbridge or any of the Ivy Leagues, myths abound. These will often include tales of how funny things happened at their interview, or how for example one fellow I met claims he earned his post-graduate place at an American Ivy League in a surreal way. Fresh from Cambridge, England. At the time he arrived in the USA for his post-grad interview, he claimed a hellish row was at work. About what? Two professors were arguing about which US Ivy League University had the best squash team. About to be interviewed

formally, overhearing the conversation and being a great squash player, our young Englishman stepped up to the plate and mentioned this. Both professors stopped arguing and turned to look at him and said this: if you win the next squash match in around 20 minutes, you win a place. Of course he won the match, saved the honour of the Ivy League on the squash court and won his university place....Other times you will hear of panels talk of candidates who had so much charm and wit it should be illegal – so after falling about laughing they couldn't help but give him/her a place: regardless test scores, grades, or whether they really answered any questions properly in interview. These bizarre stories one might hear may be based on some modicum of truth. However, as I say, they are fine to talk about – once you are in. Warning: using any myths like these - that probably get bigger with each beer pint, as told by the people who are telling them - isn't a logical game plan to emulate if your child is serious about winning a place at an Ivy League. Such stories are best reserved for entertainment purposes only in the realms of Hans Christian Anderson: fairy tales.

The Reply: Think Jazz and Miles Davies

If after all the effort and hard work the reply comes back: no. Listen to Dr Tynan. As the great Jazz musician Miles Davies once said: there is always at least two ways we can do anything. If your first attempts to get into Ivy League don't work. Don't give up. Where there is a will there is always another route in. For example many students may take a year out, do something phenomenal and apply to another Ivy League of their choice. Or they may earn a first and do their PhD at an Ivy League. Achieving Ivy League in the end comes down to one thing as it does with most achievements in life: do you want it badly enough? If your answer is a resounding yes, then I can assure you, in the end, you will triumph, get in there and enjoy it!

In a Global Era You Can Be a Global University Shopper!

As I travel the world and see new and as well as established universities blooming. I would also advise not to ignore the many new stars that are arriving on the scene as we approach the 2020s, that work to provide excellent choice as well as cost-effective options. For example, Malaysia now hosts a state of the art campus dedicated to the latest technology in textiles and design. If I were a young fashion designer or had my eye on futures textiles technology I would definitely look at this.

Lesser Known University Gems

Places such as Exeter College in the USA (never heard of them? That's my point!), offer courses for youngsters that might otherwise apply to Harvard or Berkeley. However, if you don't know it exists you can't find out if that's a place for you.

Furthermore, university and departments are not always in the same league. With for example pockets of excellence thriving in departments in variety of university settings. In which case university league tables are useless in making your choices. Brilliant departments can be found almost everywhere.

Brainbox: At the same time, Ivy Leagues are not everyone's cup of tea. I am not saying that the Ivy Leagues should ever be off anyone's radar, but that to return to Part I and what I said about the human brain and your child versus a robot. What matters most is finding the course, university and/or department that excites you and serves your precise aims and goals in life as a unique, brilliant individual. Maps to the moon and stars don't come in one form. They come in as many a galaxy as there is the DNA rainbow of gifts each of your fabulous sons and

daughters possess. In short do your own research and find out exactly what works for you then go for it!

SMILE #6: Financial Planning



With college fees going up and money still tight globally. Planning ahead, earlier, rather than later is not just a 'nice idea'. These days it is a pre-requisite.

There are now many companies worldwide who offer financial planning especially for this purpose. Look into them as soon as you can.

In addition, whereas for many a gap year, as we saw earlier, used to be about back packing. A gap year for many students now can serve the dual benefit of them gaining for example important work experience in their relevant field. As well as enabling them to put money and savings away to help support their degree.

The world has just gone, and in many ways is still going through, tectonic plate shifts on just about every level you care to think about. With a multiple whammy of challenges that has stalled global economies booming. That said. None of this should mean 'giving' up on your dreams. Without them where would any of us be? I once asked an elderly Lady,- in the Robin Hood sense of the word with a capital L. How did her generation cope being young when the world was on its knees during and immediately after World War II? She just smiled knowingly and looked at me, as she said with the air of a proud lioness: "we just got on with it my dear!" The clarity of her wisdom, experience and logic was lightening smart. That's what we all have to do, whatever generation we are born into. Get on with it and live our dreams.



- Getting real about money, finances and planning is a part of going to Ivy League as with all universities. Don't write yourself off if this is an obstacle. Work it out.
- Discuss how you plan to do this – and don't give up simply because it may be a tough haul ahead. Use that toughness as a spur and you will find a way. As many before you did. For me litter-picking and gardening provided the added funds!



- Make a draft plan based on what you know and can do already now. Include a list of other sources you can explore such as, but not restricted to scholarships.



Revisit your original plan, after doing all your research. Refine the plan and work it. As I always say, for history shows it. It is not where you start in life that matters in the end. It is always how much you really want something, how much you are determined to put your shoulder to the wheel that finally makes it happen. You can.

Home Educator? Got All This Covered? Good, You Have Peace of Mind

As a home educator you can feel out of the loop. Now you don't have to feel that way. Also in not having to follow the ages and stages game in regular school, it is not unusual to find your child is ready 'earlier than usual' for university. Follow the guidance given in this chapter, if that is the case. Make your decision and go for it. A word to the wise though. One complaint from younger than usual freshmen and women is they are lonely. On the other hand some have a blast and are not. It's all down to finding the right place for you. As always you and your child do your research and you will find a place best suited to you. Then don't procrastinate. If your child and you know they are ready. Let them begin. I wish you and everyone who joined me in this chapter well.

Milestones and Crossroads

Whichever point you and your child are at: from choosing a kindergarten to preparing for exams, troubleshooting issues to getting ready to apply to University. Following all the advice I have laid down here you and your children are more than equipped now to play the global game of education, and win, with the combined benefits of Part I, to excel and prosper in tomorrow's new global era and AI world.

Past University Degrees: The World of Business Awaits

Does Your Child Have the Global Business Skills To Win? They Will!

Talking of which brings us to tomorrow's world of work and preparing your child, especially if they are just about to leave either school and/or college to enter the global job market: Part III. See you there. But not before offering you and your child my warm congratulations. You just completed Part II, and graduated with full honours. You now know how to navigate your way through Education-hood smartly!

Bravo you and your 21C World Winner at home! You did absolutely great! Give me a great big high five! Well done! 🙌