

PUPIL DEVELOPMENT

Posters

The posters are colourful and informative. The posters can be displayed along the corridors, on pillars, notice boards, special rooms or even in classrooms. They make learning fun and interesting. They also remind and reinforce positive behaviours.

Reasons for using posters

1. About one third of students in an average classroom are visual learners.
2. Visual learners respond well to **colour**.
3. Images, photographs and diagrams are helpful learning aids for visual learners.
4. Words linked to pictures help visual learners grasp and remember new concepts.
5. Posters help reinforce important concepts and can be referred to regularly.
6. Posters can act as reference for students instead of asking the teachers.
7. Posters can keep your classroom fresh and **stimulating**.

Posters – Motivation



Motivation (A1 size)
Code: MOT 1



Self-Esteem (A1 size)
Code: MOT 2



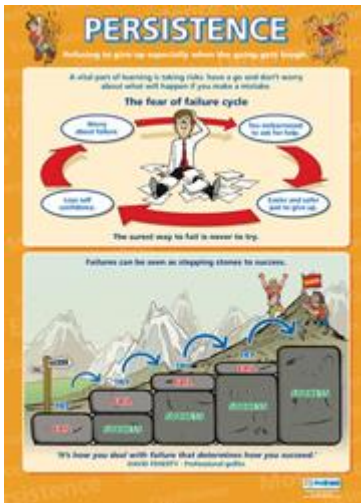
Negative or Positive (A1 size)
Code: MOT 3

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Posters – Motivation / Healthy Living



Persistence (A1 size)
Code: MOT 4



Values (A1 size)
Code: MOT 5



Teamwork (A1 size)
Code: MOT 7



Facts About Smoking (A1 size)
Code: PSHE 13



Health Risks (A1 size)
Code: PSHE 14



The Food Pyramid (A1 size)
Code: PE 29



Exercise More (A1 size)
Code: PE 30



Why Exercise (A1 size)
Code: PE 31



Nutrition (A1 size)
Code: DT 20

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Bullying: The Myths (A1 size)
Code: PSHE 01



Bullying: The Facts (A1 size)
Code: PSHE 02



Don't Be a Victim (A1 size)
Code: PSHE 03



Prejudice in Society (A1 size)
Code: PSHE 04



Everybody's Different (A1 size)
Code: PSHE 05



Friendship (A1 size)
Code: PSHE 33



Peer Pressure (A1 size)
Code: PSHE 34



Personal Conflict (A1 size)
Code: PSHE 35

Posters – Functional Skills

Reading and Learning

When you read you are often looking for specific information which provides answers to questions. The following reading techniques will help you become an active learner.

Reading Techniques

- Skimming** Look over what you are reading to gain an impression of the text. Skimming the contents will help you decide whether it is relevant. Do not read every word.
- Scanning** Scan the text for specific information. Look out for key words and names without reading the whole text.
- Detailed Reading** When reading text in detail, read one section at a time. Looking for answers to your questions will help you remember and understand what you are reading.

READING TOP TIPS

- Identify the main points and ideas in the text.
- Ensure you understand relevant key words and phrases.
- Make notes and create mind maps to help you remember key information.
- Recite material aloud to help improve concentration and memory.
- Once you have finished, review what you have read.
- Retrace your steps, going over any questions and answers you have written down.
- Teach the information to someone else. Discussing is an excellent way of reviewing and learning.

Note-taking will help you think about and make sense of what you are reading.

- Do not write down every word.
- Decide what is important.
- Use symbols and abbreviations.
- Use colours to highlight facts.
- Review your notes as soon as possible.

Reading and Learning
Code: FS 01 (A1 size)

Speaking and Listening

Speaking

You speak to communicate information or express your thoughts or feelings. This can be in a one-on-one or group situation, or when presenting to an audience.

- Judge when to speak and how much to say, and communicate information in a logical order.
- Use appropriate language and vocabulary for your audience. Ensure your body language, facial expressions, gestures and tone of voice support what you are saying.
- Give more detailed explanations if required. Respond to questions and take on board both positive and negative criticism.

Whether you are delivering instructions, explanations, descriptions or asking questions, ensure you speak clearly and confidently and at an appropriate volume.

Listening

Listening is an active process which involves receiving, working out and understanding a message with the option to respond.

- Show you are paying attention by making eye contact. Use facial expressions to mirror the emotions of the speaker.
- Identify the key information which you feel is important and respond to any instructions that are given.
- Ask questions if you do not understand something that has been said. Try to rephrase what the speaker has said when asking questions.
- You do not have to agree with everything that is being said but ensure you discuss your opinions and explain your point of view in a constructive manner.

Speaking and Listening
Code: FS 02 (A1 size)

Writing an Essay

A good essay has a carefully considered structure. Every paragraph should be relevant to the title of the essay.

Make a Plan

- Read the question a number of times to ensure that you understand exactly what is being asked.
- Your plan should show how you are going to break down your main points.
- Use key words and subject specific vocabulary within your plan.
- Your plan can be written as a mind map.

Introduction

This should relate closely to the topic of the essay.

- Keep this paragraph simple and to the point. Avoid giving too much detail.
- Give the reader an overview of your essay, outlining the points you are going to make in order of importance.
- Set the tone of work by describing the subject, issue or problem.

The Main Body

Present your thoughts and evidence.

- Present your points in the same order as your introduction.
- Make sure that each paragraph links to the previous one through the use of connectives (linking words) for example: so, secondly, however.
- Use evidence to back up your arguments.

Conclusion

Bring the essay to a logical and satisfying end.

- Summarise the main points of your essay. Make this section short.

Bibliography

- You may be asked to include a bibliography. This is a list of any sources/texts you have used to help you write your essay.

Writing an Essay
Code: FS 03 (A1 size)

Group Discussion

Developing group discussion skills is useful for everyday life whether the discussions are formal or informal.

On a daily basis you will find yourself having discussions with friends and family, at work or in school. Group discussions will often form part of the selection process in higher education and job interviews so you need to become good at it.

Preparation If you know what is going to be discussed, prepare in advance by undertaking research.

Speak Clearly Only one person should speak at a time. Agree to take it in turns when you have something to say.

Active Listening Listen to and focus on what everybody has to say, not just the opinions you agree with.

Share Ideas, Feelings and Opinions The discussion will be more effective if everyone contributes his or her opinions.

Feeling Safe Encourage other people to contribute their opinions and ideas.

Do Not Dominate You do not have to speak a lot in a discussion to be effective. What you say is often more important than how much you say.

Avoid Conflict Do not interrupt or dismiss somebody's ideas or opinions.

Refocus If a discussion starts to lose focus bring it back on track.

Remember Discussions are not competitions for those who can say the most. They give opportunities to share opinions in a positive environment. Listen and respond to others to make discussions effective and an enjoyable experience!

Group Discussion
Code: FS 04 (A1 size)

Memory Tips

Our ability to remember things increases if we give our brain the opportunities it needs to work to its full potential.

Lifestyle

- Good sleeping habits will help with concentration.
- A healthy diet can improve memory.
- Regular exercise increases oxygen levels to your brain which can enhance memory.

Organisation

- Structure and organise the information you are studying.
- Find a place to study where you will not be interrupted.
- Pay attention and avoid distractions.

Learning Style

- Develop a learning style or method which suits you.
- Set clear, sensible limits for topics and pace yourself.
- Recite information out loud. You could even create rhymes linked to a topic.

Learning Methods

- Try to explain what you have learned to someone else.
- Record information and listen to it daily.
- Make notes and mind maps using colour and images.

Time Management

- Avoid cramming. Material learned in short periods of regular study is more easily remembered.
- Take short breaks and stay motivated with rewards.
- Review what you have learned at the end of the study day.

Memory Tips
Code: FS 05 (A1 size)

Mind Mapping

This is a very useful technique which can improve the way you take notes, helping your understanding and creative problem solving.

Why draw a mind map?

- Understand the structure of a subject and how information fits together.
- The format makes it easier to remember and quick to review.
- Helps solve complex problems and inspire ideas.
- Pictures, patterns and symbols can aid memory.
- Colouring sections differently attracts attention.
- The use of key words can be very effective.
- Do not clutter the mind map with long sentences as it will become confusing.

How to begin

- Take a blank piece of paper and turn it landscape.
- Write the title of the topic in the centre of the page.
- Print your words as joined up writing can be confusing.
- Allow plenty of space for the rest of the map.

Start with the main themes

- Draw main themes on branches coming from the central title.
- Use curved lines to interest the eye.
- Let the thickness of each branch show its importance.

Use symbols images and colour

- Use single words or phrases.
- Use cross links to connect different points.
- Add levels of thought.

Other tips:

- Record facts.
- Use symbols and abbreviations.
- Use colours to highlight facts.
- Review your notes as soon as possible.
- The main branches inspire and stimulate other levels of thought linked to the original themes.
- Create further branches of less important information so the mind map grows and develops a structure.
- Less important levels of thought are shown by thinner branches.

Mind Mapping
Code: FS 06 (A1 size)

Organisation, Planning and Time Management

Managing your time and priorities will improve your chance of achieving your full potential and becoming an effective learner.

Organisation & Planning

- Create a plan of what you need to achieve.
- Identify where and when you work at your best.
- Prioritise tasks and challenges.
- Set short, mid and long-term targets that will help you realise what needs to happen to achieve your goals.
- A plan will help you understand your timescales and enable you to identify what has already been accomplished and what is left to achieve.

Time Management

- Make the most effective use of your time.
- Use your time effectively not just efficiently.
- Make a timetable to help you with your time management.
- Maintain focus, keeping control of your time.
- It is important to consider and constantly re-evaluate your deadlines.

Revision Timetable

Top tips for writing a revision timetable

- Important!** Write down your exam dates and identify how much time you are willing to revise each day.
- 1st** Work out which subjects you find the hardest and will require the most revision.
- 2nd** Include prior commitments and remember to set aside relaxation and leisure time.
- 3rd** From this you will be able to make a timetable to help control and organise your revision.
- 4th**

Organisation, Planning and Time Management
Code: FS 07 (A1 size)

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Visit <http://cmnsg.weebly.com/> for more information

Posters – Functional Skills

Improving Own Learning and Performance

Skills can be learned to help you study and learn more effectively. These may improve your performance in many aspects of life, including your education and chosen career.

- 1 What do you want to achieve?**
 - Set realistic targets with action points.
 - Manage your time to meet these targets.
 - Seek support if required.
- 2 Decide which learning styles / methods suit you.**
 - Pictures and diagrams.
 - Listening and speaking.
 - Practical work.
 - Note taking.
- 3 Take responsibility.**
 - Make decisions about your learning.
 - Work independently at times.
 - Determine what is going well and what is not.
 - Adapt your approach if you need to.
- 4 Learn to prioritise in order to meet deadlines.**
 - Remember that good time management and organisation are critical for success.
 - Revise your schedule if things aren't going as planned.
- 5 Review your progress throughout.**
 - Review your performance.
 - Don't be afraid to change your plan if circumstances change.
 - Seek feedback and support, and listen to advice on how to improve your performance.
- 6 Review what you have achieved.**
 - Have you met your targets?
 - What evidence can you produce to show your achievements?
 - Identify which learning styles suited you best. Doing this will help improve your performance in future tasks.
- 7 How could you improve next time?**
 - Consider how you could improve your:
 - Planning.
 - Motivation.
 - Organisation.
 - What learning methods suit you the most?

Improving Own Learning and Performance
Code: FS 08 (A1 size)

Problem Solving

Almost every day you will come face-to-face with a problem. Some problems can be solved quickly but others may take more time, thought and effort.

There are many different ways to solve a problem but it is important to use the most suitable method for each specific task.

- 1 Identify the problem.**
 - What do you know about the problem?
 - Understand exactly what the problem involves.
 - Research may help you understand the problem.
- 2 Consider different ways of tackling the problem.**
 - How have similar problems been solved in the past?
 - Brainstorm problem solving ideas.
 - What factors could affect how you tackle the problem?
 - Work with others to gain further insight.
 - Consider the time, knowledge and support needed.
 - Are there any health and safety issues?
- 3 Plan what needs to be done.**
 - What method are you going to use to solve the problem?
 - Create a step-by-step action plan which details how you will solve the problem.
 - What resources will you need?
 - Consider the health and safety issues.
- 4 Review progress throughout.**
 - Look at your plan and consider how it is progressing.
 - Make changes to your plan if you feel they are necessary.
 - Do not ignore unexpected problems, deal with them straight away.
 - Listen and respond to feedback given.
- 5 Has the problem been solved?**
 - Check the problem has been solved according to your plan.
 - Show and describe the results understanding how well you have solved your problem.
 - What have been the strengths and weaknesses in your methods of solving your problem.
- 6 Could your problem solving skills be improved?**
 - Review how you could improve the weaker areas of your plan.
 - Consider how you might further improve the more successful areas of your problem solving skills.
 - Use this knowledge when solving your next problem.

'How you think about a problem is more important than the problem itself so always think positively' - Norman Vincent Peale

Problem Solving
Code: FS 09 (A1 size)

Working with Others

Sometimes goals can be achieved by working on your own. However, there will be times when you will need to work with other people to achieve shared goals.

Identify group objectives and negotiate individual responsibilities.

- As a group, decide on resources and the timescales which are needed to meet your objectives.
- Show respect for others and listen to their opinions.

Working Co-operatively

- Organise and carry out your individual tasks.
- Ensure the tasks are performed well using the correct techniques, equipment and tools.
- Check your progress against the objectives. Ensure all group members are performing their tasks to a high standard and within the required timescales.
- Be aware of the needs of others in the group and offer support if it is needed.
- Try not to disrupt or offend others in the group.
- Disagreements should be resolved through discussion and negotiation.
- Work safely to avoid accidents.

Review to Improve Performance

- Review the tasks throughout and not just once they have been completed.
- When evaluating the group's performance, contribute your own opinion but also listen to the input of others.
- As a group, identify how individual and group performances could be improved.

Remember

Understand your role	Negotiate
Co-operate	Be supportive

Working with Others
Code: FS 10 (A1 size)

E-mail cmn@live.com.sg for enquiries

Stand out from the crowd



with our colourful charts

Posters – Snap Frames

Snapframes are designed for quick and hassle free changeover of posters. They are sold fully assembled and ready to use, with clear PVC cover sheet to protect your poster. The frames are light enough to wall-mount with 4 screws.



All four sides of the Snap Frames can be easily snapped open. Just lift up four sides of frame by hand, insert your poster, place protective sheet on top and then snap frames to close without tools, as easy as 1-2-3!

Features & Benefits of Snap Frame

- Simple - access on all sides of the frame, simply flip open and change posters!
- Good visibility - clear and non-reflective PVC cover
- Durable - made of lightweight yet strong aluminium
- Instant - requires no assembly and arrives ready to use.
- Quick - Change poster from the front, no tools required!
- Eye catching - attracts attention of customers walking past
- Stable - Easy and quick wall mount with use of screws or poster hooks

E-mail cmn@live.com.sg for enquiries

ORDER FORM

Free delivery for order above \$150.

CMN ENTERPRISE

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E-mail: cmn@live.com.sg Website: http://cmnsg.weebly.com

Description	Code	Unit Price	Qty	Total Price
Motivation				
Motivation	MOT1	28.00		
Self-Esteem	MOT 2	28.00		
Negative or Positive	MOT 3	28.00		
Persistence	MOT 4	28.00		
Values	MOT 5	28.00		
Teamwork	MOT 7	28.00		
Healthy Living				
Facts About Smoking	PSHE 13	28.00		
Health Risks	PSHE 14	28.00		
The Food Pyramid	PE 29	28.00		
Exercise More	PE 30	28.00		
Why Exercise	PE 31	28.00		
Nutrition	DT 32	28.00		
Social Education				
Bullying: The Myths	PSHE 01	28.00		
Bullying: The Facts	PSHE 02	28.00		
Don't Be a Victim	PSHE 03	28.00		
Prejudice in Society	PSHE 04	28.00		
Everybody's Different	PSHE 05	28.00		
Friendship	PSHE 33	28.00		
Peer Pressure	PSHE 34	28.00		
Personal Conflict	PSHE 35	28.00		
Functional Skills				
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Improving Own Learning and Performance	FS 8	31.00		
Problem Solving	FS 9	31.00		
Working with Others	FS 10	31.00		
Snap Frame (A1 size, silver matt)	SF1	85.00		
Frame Mounting Service (min 5 pcs)	-	10.00		
Lamination service (A1 size)	-	20.00		
Delivery(for orders < \$150)		15.00		
Grand Total				

Please fax completed form to 6519 9196. An e-mail will be sent to confirm stock availability. Please allow 3-8 weeks for delivery.

Confirmed & Signed by:

Name:

E-mail:

Contact No: **Date:**

School :

Signature & Organisation Stamp

Address:

Visit <http://cmnsg.weebly.com/> for more information