

A PERSONALISED STUDY PROFILE PREPARED FOR

Mia

A six-lens look at how Mia learns,
plays and works best.

AGE

7

GRADE

2

LENSES

6

Dear Mom,

This report is a snapshot of how Mia describes schoolwork and school life this week, alongside what you see at home. It is a snapshot, not a verdict, and these preferences may shift across the school year. Mia chooses the family table, some everyday noise and your presence nearby, with schoolwork coming after play. You describe stretches of focus of 10 to 20 minutes and a few minutes needed to return after an interruption. When work gets hard, Mia says she stops, and you see that still, quiet pause too. Those details give you concrete places to begin: a familiar table, a short piece of work and a gentle offer of help when the pencil stops. You do not need to change everything tonight. Choose one small action, watch what happens over the week, and trust what you see at home.

The Kindwise team

KINDWISE · 13 OCTOBER 2026

A SNAPSHOT, NOT A VERDICT

This report describes preferences, not abilities. It is a snapshot of how Mia answers today. Trust what you see at home over any single answer in here.

THE WHOLE PICTURE

Six lenses, one Mia

These six cards bring together Mia's current choices and your observations, one part of schoolwork at a time.

- 1**  **Family nearby, play first**
 Mia chooses the kitchen table with family, a little noise and you in the room without helping. She prefers schoolwork after some play.
- 2**  **Short stretches, unhurried returns**
 You see Mia stay with a task for 10 to 20 minutes before needing a break. After an interruption, you notice that returning takes a few minutes.
- 3**  **Hard parts bring a pause**
 Mia says she stops when work gets too hard, and you see her go still and quiet. On her own, she chooses the easy parts and leaves the hard parts.
- 4**  **Comfort, movement and conversation**
 Mia describes school as okay, with tummy butterflies before tests or hard days, and chooses a big hug after something goes wrong. You notice quietness or closeness when school feels hard, and physical activity helps after a difficult day.
- 5**  **Pictures and doing together**
 Mia's choices point to pictures and doing, about equally. She picks pictures for new information and books, and movement or handling pieces for songs and games.
- 6**  **Whole plan, real examples**
 Mia chooses to know the whole plan or ending first. She also prefers trying something out and seeing several examples of a new rule.

TOP THREE THINGS TO KNOW

Keep the familiar table

Start with the kitchen table Mia already chooses. Give her time to play first, then put the homework book and pencil at one clear place while you stay nearby with your own task. Keep some everyday household sound rather than requiring silence, and ask Mia whether that spot still suits her today.

Make the first stretch short

Set a visible timer for 10 minutes and agree on one small piece of homework before Mia begins. At the bell, offer a short movement break. If something interrupts the work, leave the book open and allow a few minutes for Mia to return rather than asking for an immediate restart.

Offer help at the pause

When Mia's pencil stops and she goes quiet, sit beside her and say: Show me the bit where you stopped, and we can choose one step together. She already describes doing easier parts alone. Keep the hard part visible with a small pencil dot, so leaving it for help becomes an agreed action.

01



Where Mia works best

This page looks at where Mia wants to do schoolwork, who she wants nearby, how much sound she chooses and when she feels ready to begin. It concerns the homework setting rather than the content of a lesson or Mia's marks.

Best spot

the kitchen table, near family

Sound

a bit of life around them

Best time

after playing first

Company

someone in the room, not helping

WHAT THIS MEANS FOR MIA

Mia chooses the kitchen table with her family rather than a place on her own. She also chooses a bit of noise and people around, so the setting she describes includes everyday family activity. When asked about company during schoolwork, Mia picks you being in the room without helping. That is a specific preference for nearby company, with the work still hers to attempt. Her chosen time is after she has played for a while. Taken together, these answers describe a shared table, some sound, play beforehand and your presence nearby. For your homework routine this week, those are the details to try, while checking whether Mia still chooses them on the day.

WHAT TO ACTUALLY TRY

THE CORE HABIT

Keep one table place

Put Mia's book and pencil at one clear place on the kitchen table after play.

HOMEWORK

Stay nearby with your task

Sit nearby with your own book or household task and let Mia ask before you join her work.

IN THE MOMENT

Check the sound today

Before Mia starts, say: Is this amount of sound okay, or shall we turn the television down?

THE ROUTINE

Put play before the book

Agree on 20 minutes of play before opening the homework book, and tell Mia when those minutes begin.

IF YOU CHANGE ONE THING THIS WEEK

Use the kitchen table after play for each homework session this week, and note whether Mia chooses that place again.

02



How Mia focuses

This page asks how long Mia stays with one activity and what happens when something interrupts it. It looks at the length of a work stretch and the return to a task, rather than how quickly Mia finishes or how many answers she gets right.

Focus span (their words)

10–20 minutes

Distraction

looks up, then keeps going

Focus span (what you see)

10–20 minutes

Back on track (what you see)

takes a few minutes

Working focus span

10–20 minutes

WHAT THIS MEANS FOR MIA

You describe Mia staying with one task for 10 to 20 minutes before needing a break. Mia describes her own time with drawing, Lego or a puzzle as about half a television show. These answers give you a starting point for a short work session, rather than a whole afternoon at the table. The return after distraction needs its own attention: Mia says she looks up and keeps going, while you notice that she takes a few minutes to refocus. Your observation gives the homework routine a reason to leave time for that return. A 10-minute opening stretch and an unhurried restart are concrete ways to reflect what you currently see.

WHAT TO ACTUALLY TRY

THE CORE HABIT

Start with ten minutes

Set a visible timer for 10 minutes before Mia starts one agreed piece of work.

HOMEWORK

Mark the next small piece

Use a pencil bracket to mark the two or three questions Mia is taking on in the first work stretch.

IN THE MOMENT

Leave space for the return

After an interruption, leave the page open and give Mia a few minutes before saying: Show me where you are starting again.

THE ROUTINE

Offer movement at the bell

When the 10-minute timer rings, offer a three-minute walk around the garden or room before the next piece of work.

IF YOU CHANGE ONE THING THIS WEEK

Use a 10-minute timer for the first homework stretch this week, and jot down whether Mia asks for a break before, at or after the bell.

03



What Mia does when it gets hard

This page asks what Mia does when schoolwork becomes hard, what she does without help nearby and how she feels about trying something she might get wrong. It also includes the school activities she enjoys and finds hard, rather than a judgement of her effort.

When it's too hard (help nearby)

goes still and stops

When stuck alone

does the easy parts

Trying tricky things

depends on the thing

What you see when stuck

goes still and stops

Willingness to try is the most changeable thing in this profile. Expect it to shift across a school year.

WHAT THIS MEANS FOR MIA

The clearest finding here is the quiet stop. Mia says she stops and sits when schoolwork becomes too hard, and you describe seeing her go still and quiet at those moments. When nobody is there to help, Mia says she does the easy parts and leaves the hard ones. Her willingness to try something she might get wrong depends on what it is, so her answer changes with the task rather than describing one response to every challenge. Mia chooses art, music or drama as her favourite school activity and sitting still for a long time as the hardest thing. At home, the moment when work stops is a concrete place for you to offer one small next step.

WHAT TO ACTUALLY TRY

THE CORE HABIT

Give the pause a sentence

Practise this sentence with Mia before homework: I am stuck here, and I need help with the first step.

HOMEWORK

Mark hard parts for help

Let Mia put a small pencil dot beside a hard question and agree to look at every dotted question together before closing the book.

IN THE MOMENT

Join her at the stop

When Mia goes still, sit beside her and say: Point to where you stopped, and we will choose one step.

THE ROUTINE

Check before closing the book

Spend two minutes at the end of homework looking with Mia for any hard parts left on the page.

IF YOU CHANGE ONE THING THIS WEEK

Offer the same sentence each time Mia stops this week, asking her to point to the hard part, and note whether she points, speaks or chooses a first step.

04



How school feels for Mia

This page looks at Mia's feelings about school, tests and difficult days, as well as what she chooses for comfort and conversation. Your observations add how Mia prepares and what you see when school feels hard, rather than explaining why those feelings happen.

School most days

okay

Before a test

butterflies

What helps after a wobble

comfort and closeness

Talking about school

tells you everything

Preparation style

steady, a day or two before

What you notice

goes quiet

Reliable recovery

moving their body

WHAT THIS MEANS FOR MIA

Mia describes going to school most days as okay, neither very good nor very bad. Before a test or a hard day, she chooses butterflies or a knot in her tummy. You describe steady preparation a day or two beforehand, so that preparation and the tummy feeling both belong in this picture. Mia says she tells a grown-up lots about school, while you notice quietness, withdrawal or wanting to stay close when school feels hard. Those answers describe both conversation and quieter moments. After something goes wrong, Mia chooses a big hug. You identify physical activity as the most reliable way she recovers after a hard day. Your options therefore include closeness, a chance to talk and outdoor play or movement.

ONE THING WORTH WATCHING

how Mia's tummy feels in the run-up to tests. If the knot starts arriving days early, or spills into sleep or appetite, or you are already concerned, that is reason enough to raise it with Mia's teacher or your GP.

WHAT TO ACTUALLY TRY

THE CORE HABIT

Offer the hug she chooses

After Mia tells you something went wrong, ask:
Would you like a big hug now?

HOMEWORK

Keep preparation small and steady

A day or two before a test, put the relevant book on the table and agree on one short piece to practise.

IN THE MOMENT

Make room for tummy talk

Before a hard school day, say: You can tell me if your tummy feels fluttery, and you can sit beside me.

THE ROUTINE

Offer play after hard days

After a difficult day, offer Mia 15 minutes with a ball, bicycle or outdoor game before asking whether she wants to talk.

IF YOU CHANGE ONE THING THIS WEEK

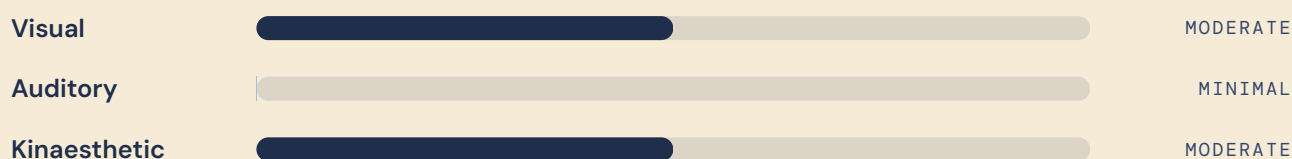
Offer Mia a hug and a choice of outdoor play after hard school days this week, and notice which she accepts.

05



How Mia takes things in

This page asks which formats Mia chooses for new information, songs, games and books. It concerns what she is drawn to when those choices are offered, rather than her reading level, her marks or whether one format should be used for every lesson.



Read/write is not assessed at this age: a child still learning to decode has not yet formed a stable preference, so this page shows three bars, honestly.

WHAT THIS MEANS FOR MIA

Mia's choices point to pictures and doing, about equally. She picks looking at a picture when asked about something new, and books with lots of pictures when asked about reading. For a new game, she chooses holding the pieces and trying it out. For a new song, she chooses singing along and moving. The song answer includes both a voice and an action, while the game answer is about handling real pieces. Together, the answers give you two equally useful formats to offer: something to look at and something to try. These are the formats Mia currently chooses to engage with, and the suggestions below keep both available without making either one the winner.

WHAT TO ACTUALLY TRY

THE CORE HABIT

Offer a picture and objects

For one homework task, put a simple drawing and a handful of counters beside the book and let Mia choose where to begin.

HOMEWORK

Draw one small example

Invite Mia to draw a quick picture beside one homework question before working on the answer.

IN THE MOMENT

Put the pieces in reach

When explaining a new game, place the pieces in front of Mia and invite her to try one turn.

THE ROUTINE

Keep singing and movement together

When practising a school song, invite Mia to choose one movement to do while singing each line.

IF YOU CHANGE ONE THING THIS WEEK

Offer a picture and something to handle for one task each day this week, and note whether Mia chooses one, the other or both.

06



How Mia makes sense of things

This page looks at how Mia chooses to begin something new, approach a tricky book, meet a new rule and tackle a job with several steps. It concerns examples and the order of information, rather than the amount of work she can complete.

Examples vs the rule

examples first

Step-by-step vs big picture

big picture first

WHAT THIS MEANS FOR MIA

Mia chooses trying something and seeing what happens when she meets a new activity. When asked about a new rule, she picks seeing lots of examples. Those two answers point towards trying real instances of the task and having examples in front of her. She also chooses knowing the ending first for a tricky book and knowing the whole plan before beginning a job with several steps. The full plan and the practical examples are both part of her current choices. For your homework table, that gives you a concrete arrangement to try: show the small job as a whole, put an example beside it and invite Mia to attempt the first part.

WHAT TO ACTUALLY TRY

THE CORE HABIT

Show the whole small job

Before Mia begins, point to the full task and say: First these questions, then we check them, then the book closes.

HOMEWORK

Place examples beside the question

Write two completed examples of the rule on scrap paper and leave them beside Mia's homework page.

IN THE MOMENT

Invite one small try

For a new activity, put the materials in reach and say: Try the first part and show me what happens.

THE ROUTINE

Draw the plan before starting

Before a job such as making a sandwich, draw three small pictures showing the job from start to finish.

IF YOU CHANGE ONE THING THIS WEEK

Show Mia the whole small homework task and one completed example before starting this week, and note whether she looks at the plan or example as she works.

THE PLAN

Small things, in a careful order

Try one small change each week, keeping what Mia continues to choose and what you find workable at home.

01

WEEK 1

Week 1: Set up the table

- ☐ Agree on a play period before homework.
- ☐ Clear one place at the kitchen table for Mia's book and pencil.
- ☐ Stay in the room with your own task.
- ☐ Ask Mia whether the amount of sound suits her today.

02

WEEK 2

Week 2: Try a short stretch

- ☐ Set a visible timer for 10 minutes.
- ☐ Mark one small piece of work before Mia starts.
- ☐ Offer a three-minute movement break at the bell.
- ☐ Leave a few minutes for returning after an interruption.

03

WEEK 3

Week 3: Meet the hard part

- ☐ Practise saying: I am stuck here, and I need help with the first step.
- ☐ Offer to sit beside Mia when she goes still.
- ☐ Put a pencil dot beside any question left for help.
- ☐ Check the dotted questions together before closing the book.
- ☐ Pickup: don't ask, but be ready to listen. They usually volunteer it.

You're in good company

A few people whose well-documented working habits look a lot like Mia's answers.

**Beatrix Potter**

Filled notebooks and sketchbooks with careful drawings of plants and animals for years before her first book.

**Leonardo da Vinci**

Filled thousands of notebook pages with drawings of what he saw, took apart and built.

**Jane Austen**

Wrote her novels at a small table in the family sitting room, with the household coming and going around her.

**Mary Anning**

Walked the cliffs at Lyme Regis after storms, from childhood on, collecting fossils and recording where each one was found.

**Charles Darwin**

Walked the same path behind his house every day for decades, and filled notebook after notebook with what he saw.

**David Attenborough**

Has spent his whole working life going outside and watching animals and plants, closely and for a very long time, before saying a word about them.

CONVERSATION

How to share this with Mia

A SHAPE, NOT A NUMBER

Mia's profile is a shape made from six different views, not one number that sums her up. Three of the six lenses carry no score at all. The report brings together choices about company, time, hard work, feelings, formats and first steps, each with its own place. Mia is measured against no one else. What you read here belongs to her answers and your observations now, and the shape may look different in six months as her choices and school experiences change.

TALKING TO MIA ABOUT THIS

Choose five quiet minutes with Mia and keep the homework book closed. Begin with a choice she made, such as wanting you nearby at the kitchen table, rather than reading the whole report aloud. Say: You told us you like me nearby, and when work gets hard we can point to the tricky bit together. Ask Mia whether that still sounds right today. Then offer one decision she can make, such as where to put the timer or which outdoor game to play first. Keep the conversation about what she chooses now. If she disagrees with a detail, listen and use what she tells you.

APPENDIX

What Mia (and you) told us

Every page of this report is built from Mia's own answers and the short observations you added. Here they are, close to verbatim, in reading order.

WHERE YOU WORK BEST

Where do you like to do homework or schoolwork? · CHILD	At the kitchen table with my family
Do you like it to be... · CHILD	A bit noisy, with people around
When do you feel like doing schoolwork? · CHILD	After I've played for a while
When you're doing schoolwork, do you like... · CHILD	Mom in the room (but not helping)

HOW YOU FOCUS

When you're playing with one thing, like drawing, Lego or a puzzle, how long can you keep going? · CHILD	A while (about half a TV show)
When something noisy happens while you're doing schoolwork, what happens to you? · CHILD	I look up, then keep going
How long does your child typically focus on a single task before needing a break? · PARENT	10–20 minutes
When your child is pulled away from a task, what do you usually see? · PARENT	They take a few minutes to refocus

WHEN THINGS GET HARD

What's your favourite thing to do at school? · CHILD	Art, music, or drama
What's the hardest thing for you at school? · CHILD	Sitting still for a long time
When your schoolwork gets too hard, what do you usually do? · CHILD	Stop, and just sit there
If you're stuck and there's nobody there to help, what do you do? · CHILD	Do the easy parts and leave the hard parts
How do you feel about trying something you might get wrong? · CHILD	It depends on what it is
When your child hits something they genuinely can't do, what do you most often see? · PARENT	They go still and quiet, and stop

HOW SCHOOL FEELS

How do you feel about going to school most days? · CHILD	Okay, not too good and not too bad
How does your tummy feel before a test, or before a hard day at school? · CHILD	Butterflies, or like a knot
When something at school goes wrong, what makes you feel better? · CHILD	A big hug
When a grown-up asks "how was school?", you usually... · CHILD	Tell them lots and lots
How does your child typically prepare for a test, performance, or important school day? · PARENT	Steady, a day or two before

When your child is anxious about school, what do you most often notice? · PARENT	They get quiet, withdrawn, or clingy
What helps your child recover most reliably after a hard day at school? · PARENT	Physical activity (sport, outdoor play, riding their bike)
HOW YOU TAKE THINGS IN	
When you want to remember something new, what helps you the most? · CHILD	Looking at a picture
When you learn a new song, what helps you remember it? · CHILD	Singing along and moving
When someone teaches you a new game, what helps you learn it best? · CHILD	Holding the pieces and trying it out
When you read a book, you like books that... · CHILD	Have lots of pictures
HOW YOU MAKE SENSE OF THINGS	
When you do something new for the first time, you like to... · CHILD	Try it and see what happens
When you read a tricky book, what helps the most? · CHILD	Knowing what happens at the end first
When you learn a new rule at school, like a maths rule or a spelling rule, what helps most? · CHILD	Seeing lots of examples of it
When you have a job with lots of steps, like tidying your room or making a sandwich, do you like to... · CHILD	Know the whole plan first, then start
METHODOLOGY	
Levels come from a fixed, versioned scoring module (gr1_3_v5_6) applied to Mia's answers, and the narrative never changes a level. Learning-styles frameworks (including VARK) have weak and contested research support as predictors of learning outcomes; this report uses them as a language for preferences, not as a measure of ability.	
SOURCES	
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Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. Psychological Science in the Public Interest, 9(3), 105–119.	
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Husmann, P. R., & O'Loughlin, V. D. (2019). Another nail in the coffin for learning styles? Anatomical Sciences Education, 12(1), 6–19.	
Statements in this report that carry no citation are Kindwise's own judgement rather than research findings.	

Children change quickly

This profile is a snapshot of how Mia answers today. A fresh snapshot in six months usually shows an interesting shift. Children grow into and out of preferences.

IF YOU ARE WORRIED

If you are worried about your child's wellbeing, that concern is itself sufficient grounds to act: talk to your GP, to Mia's teacher, or find a registered educational psychologist through the HPCSA register.

QUESTIONS ABOUT THIS REPORT?

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