Introduction to Revision

TASK:
Break down the word "Revision".
What do you think it means?

"To view again"

It might be the case that you did not learn the subject knowledge well enough in the first place to simply 'revisit' the learning. It is, however, your job to plan your time well, when revising, to cover the areas that need the most attention.

Revision

…. is the process of reinforcing and embedding school learning.

…. allows students to identify what knowledge they know and what they don't know.

… encourages students to make links with other learning.

…. is when students practise applying their knowledge and skills to examination questions, ready for terminal exams

Task: So now we know what it is, we need to come up with a plan of action for the next teaching weeks.

First some questions:

Have you *revised* before?

Where do you/ could you go to for *revision* advice?

What could put you off *revising*?

Where have you *revised*?

Where can you *revise*?

What *resources* are available to you?

When should you *revise*?

How should you *revise*?

What's the/ your motivation?

BY FAILING
TO PREPARE,
YOU ARE
PREPARING
TO FAIL.
BENJAMIN FRANKLIN

Changing things – it is never too late!

Play from 4min 50 secs

Motivation-what are your aims/goal?

TASK:
1. Write down all your subjects and the grades you would like to achieve in each of them.
2. How likely are you to achieve these at the moment?
3. What do you want to do after GCSEs?
4. Will these grades allow you to do that?
5. What if you change your mind? What is your back up?
6. Are you already doing what needs to be done to achieve these grades? What do you need to do to achieve these grades?

Getting Started- Using Elevate

Think back to the Elevate sessions, to revise smarter.

1. Use your **Syllabus**

2. Make notes using **Colour**

3. Use **Trigger** words. Most people need to reduce the number of
   words from their notes by **80%**

4. Use **Continuously**

Getting Started- Using Elevate

Master your work

1. System of **Review**

2. Create **Mind Maps**

3. Use Practice **Papers**

4. Support your notes with **extra** information

The Learning
Process

Learning

TASK

Revision is linked very strongly to the term *LEARNING.*

So, what do we mean by the term *LEARNING*?

***Learning* is the process of gaining new skills, knowledge, understanding, and values**.

This is something people can achieve by themselves, although it's generally made easier with education, which is the process of helping someone, or a group of people, to learn.

With educational support, learning does happen more efficiently.

Task
Learning…..

You have 3 minutes to work with the person next to you how to **learn** this picture.

The aim is to know the contents of the picture well enough so that you can answer a series of questions relating to the image.

This is short term revision!

TASK

How many wheels were there showing?

Which country's flag was flying?

How many shopping bags/boxes was the woman carrying?

What did the man on the pavement drop?

What instrument was the busker playing?

What sports equipment was on top of the car?

What was the statue of?

Answers

How many wheels were there showing? 14
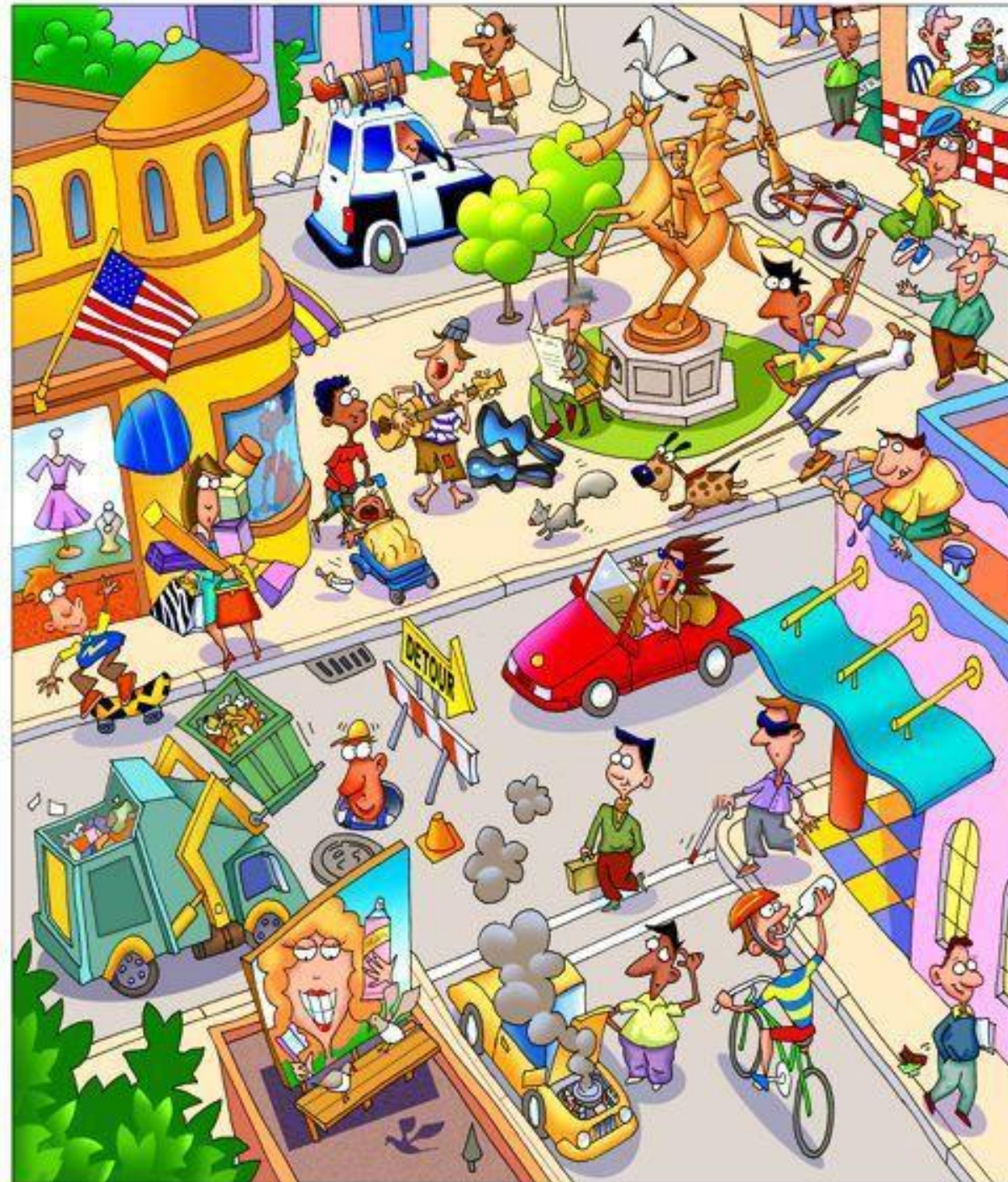
Which country's flag was flying? USA

How many shopping bags/boxes was the woman carrying? 8

What did the man on the pavement drop? Wallet

What instrument was the busker playing? Guitar

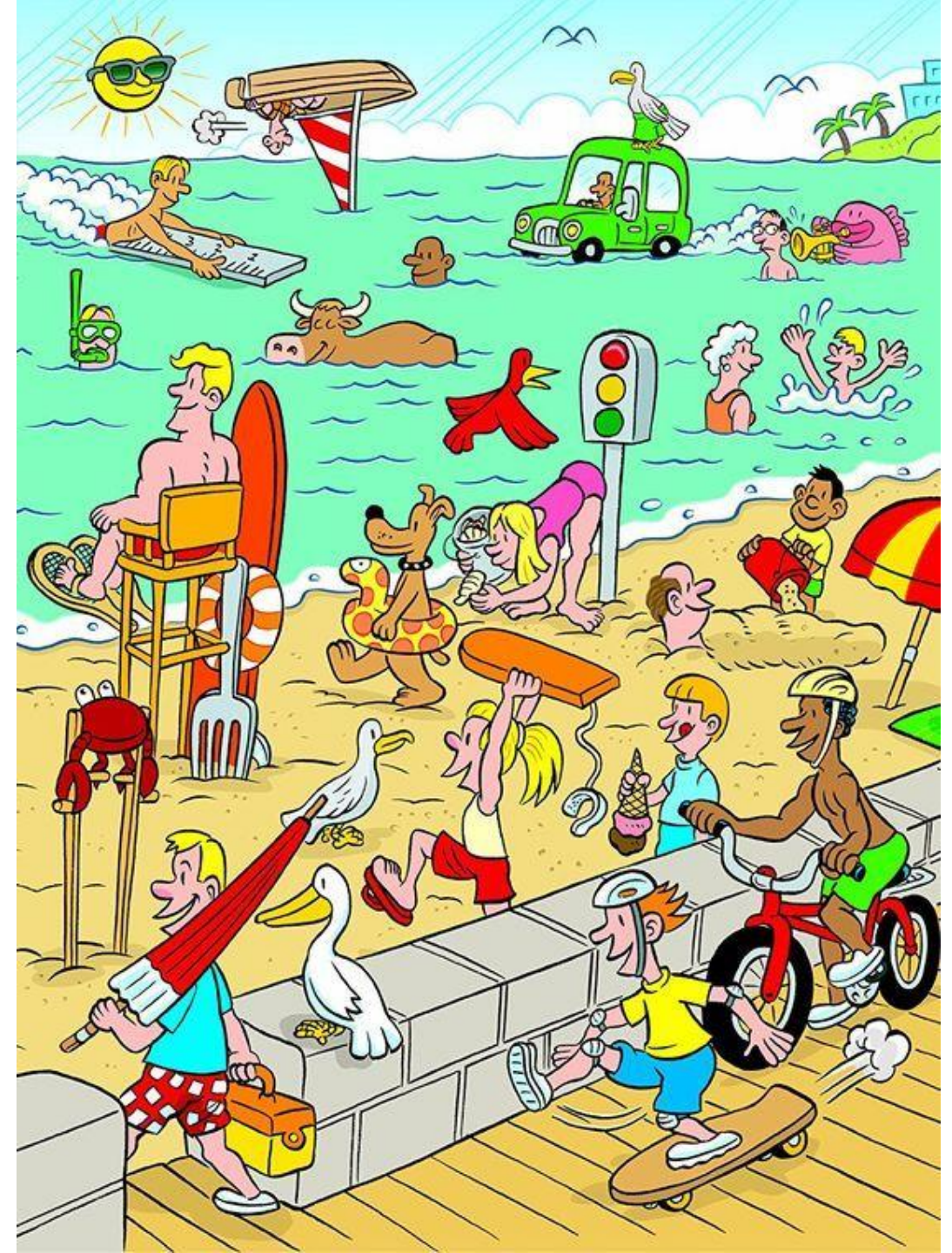What sports equipment was on top of the car? Golfing

What was the statue of? Man on Horse with gun

How could you have remembered more?
Why and how does expertise at this type of task become easier?
What makes this type of task difficult?

Repeated exposure to the image and being familiar with the questions likely to be asked, helps you recall the information – memorising.

Increased lengths of time between exposure can cause you to forget the information.
So, is memorising the same as LEARNING?

TASK

How many white seagulls were there?

What was the weather like?

What was the boy eating on the beach?

How many wheels were showing?

What animal was on stilts on the beach?

What instrument was the fish playing?

What animal was in the water?

ANSWERS

How many white seagulls were there? 3
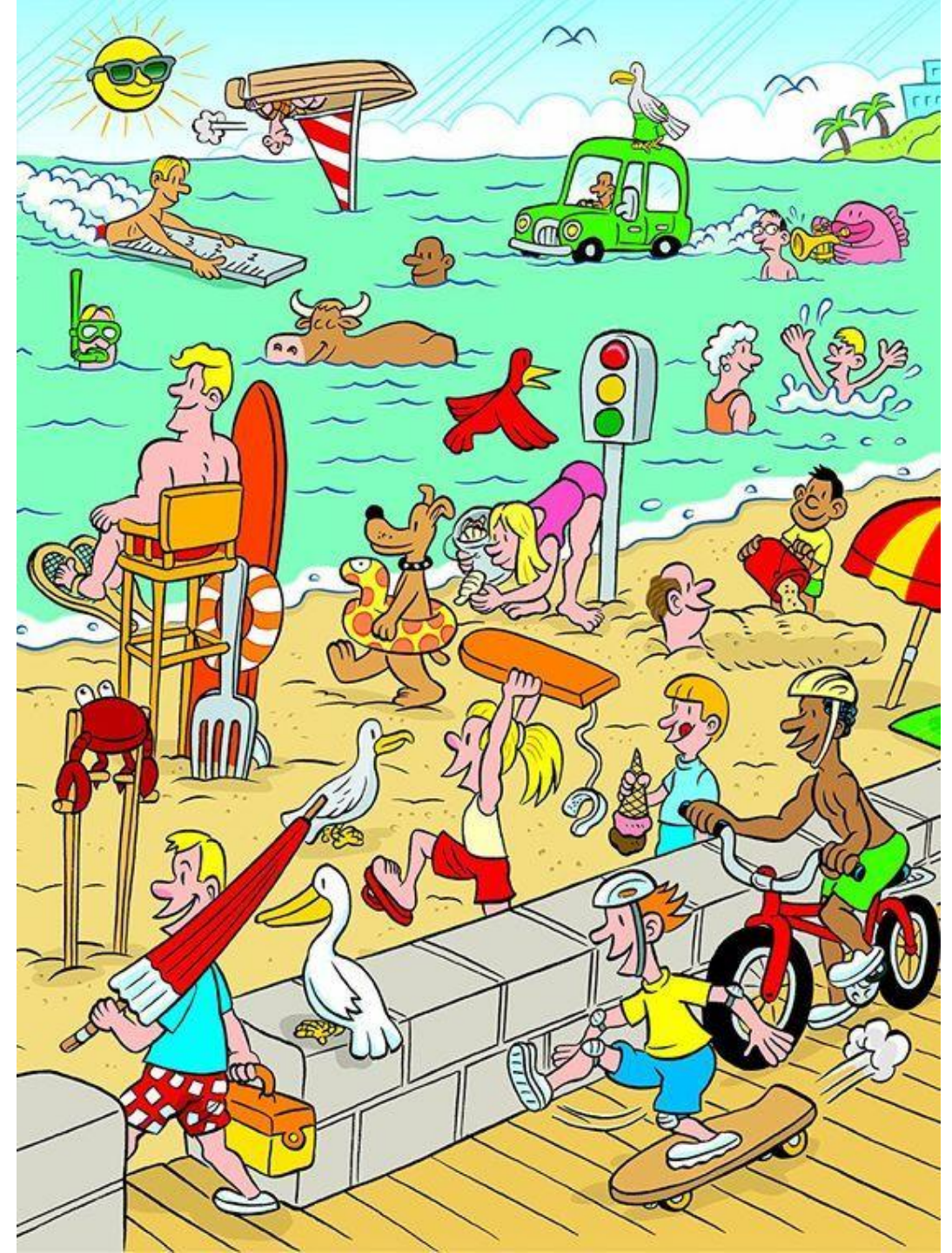
What was the weather like? Sunny

What was the boy eating on the beach? Ice Cream

How many wheels were showing? 6

What animal was on stilts on the beach? Crab

What instrument was the fish playing? Trumpet

What animal was in the water? Cow

Now let's *evaluate* the learning process....

Was it easier the second time around? Why?

What did you learn about learning?
What's the/ your motivation?

Knowing the TYPES of questions that are likely to be asked means that you can prepare your answers to questions about different topics ahead of the exams.
Past papers and practice questions are available for all topics – these should make up a part of your revision process.

What is Learning?

Task: reflection on progress.

Where are you now in terms of revision?

Have you looked at and improved your diet?

How well are you sleeping?

What do you perceive as barriers to revision at the moment?

Can you do anything about the barriers? If so, what?

What strategies for revision are you using?

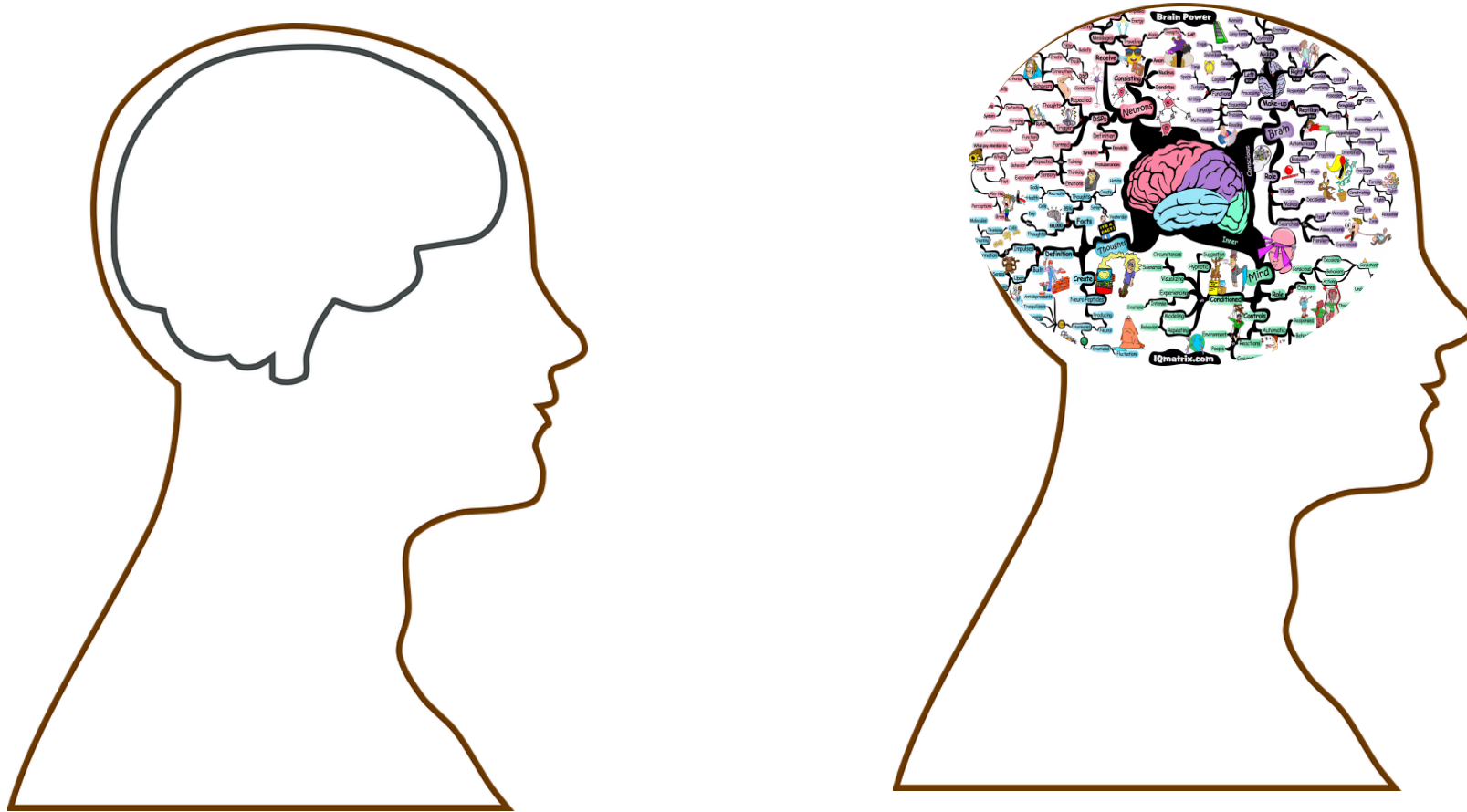When do you learn best? What is learning for you?

Have you become motivated to learn yet?

BY FAILING
TO PREPARE,
YOU ARE
PREPARING
TO FAIL.
BENJAMIN FRANKLIN

As humans, at all stages of our lives, we need to engage in **higher-order thinking** if **knowledge** is going to embed itself in the **long-term memory**

TASK: remember these numbers ... 30 seconds

106 6191 4181 21966

Now write down the numbers

TASK: remember these numbers... 30 seconds

1066 1914 1812 1966

Now write down the numbers

106 6191 4181 21966

1066 1914 1812 1966

Is one easier? Why?

The difference between the two sets of numbers is that in the second series we already have a **schema.**

A **schema** is a cognitive framework or concept that **helps organise and interpret information**.

Schemas can be useful because they allow us to **take shortcuts** in interpreting the vast amount of information that is available to **make sense** of the information and help us to **memorise it**.

All this understanding is designed to help you think and, consequently, understand more. You must consider HOW you learn it, not just what you are learning.

The more you practise this, the easier your revision becomes and, therefore, the less stress it will cause.

TASK: Create a schema

Discuss with the person next to you what schema could be created to help learn parts of this picture effectively and efficiently?

Try creating a short story about the interactions between some of the people/objects.

TASK: Write a schema

Write your short story, using 5 key bullet points to remember the key features.
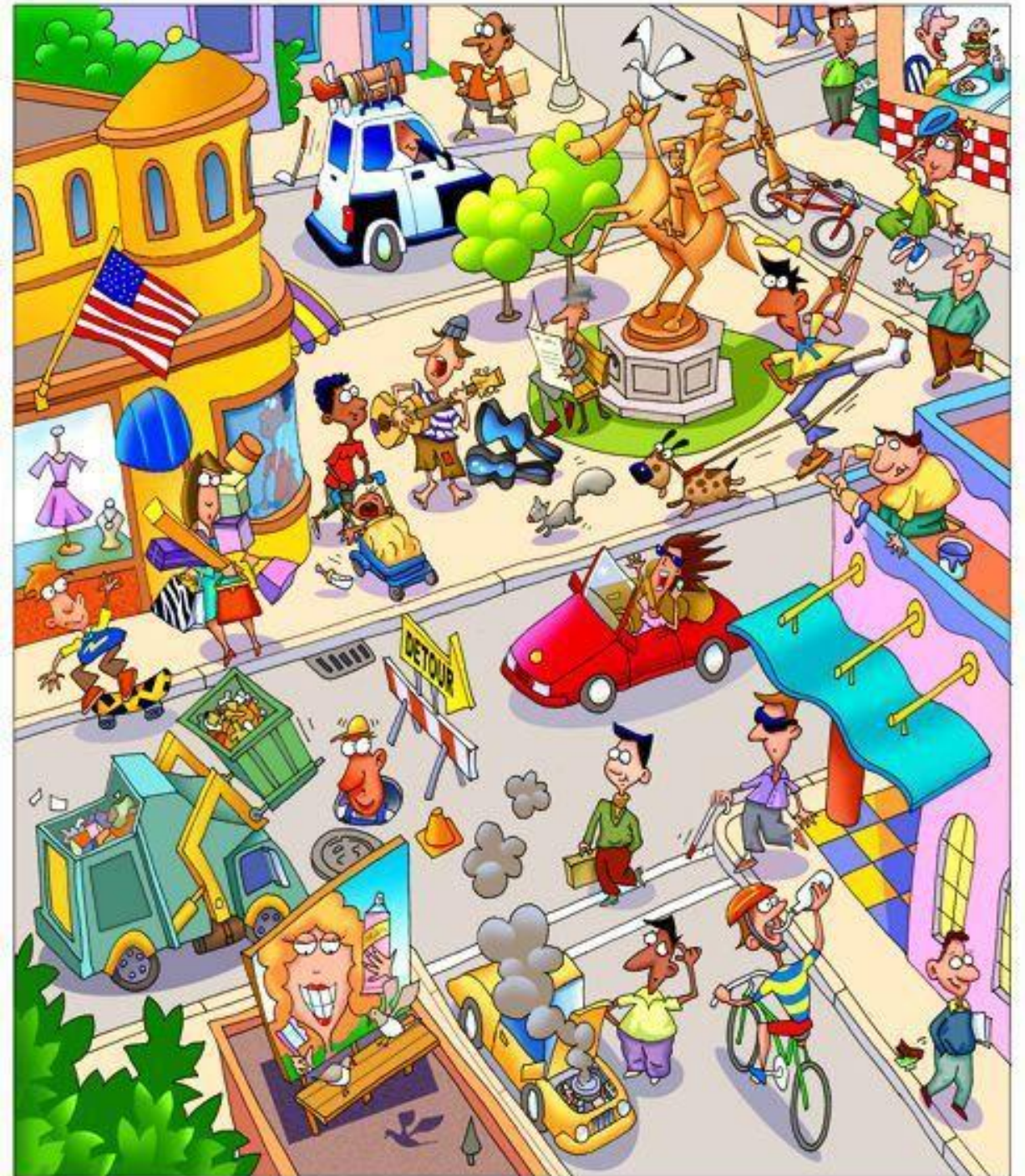
Read your bullet points to a partner and show them how they relate to the key features on the picture.
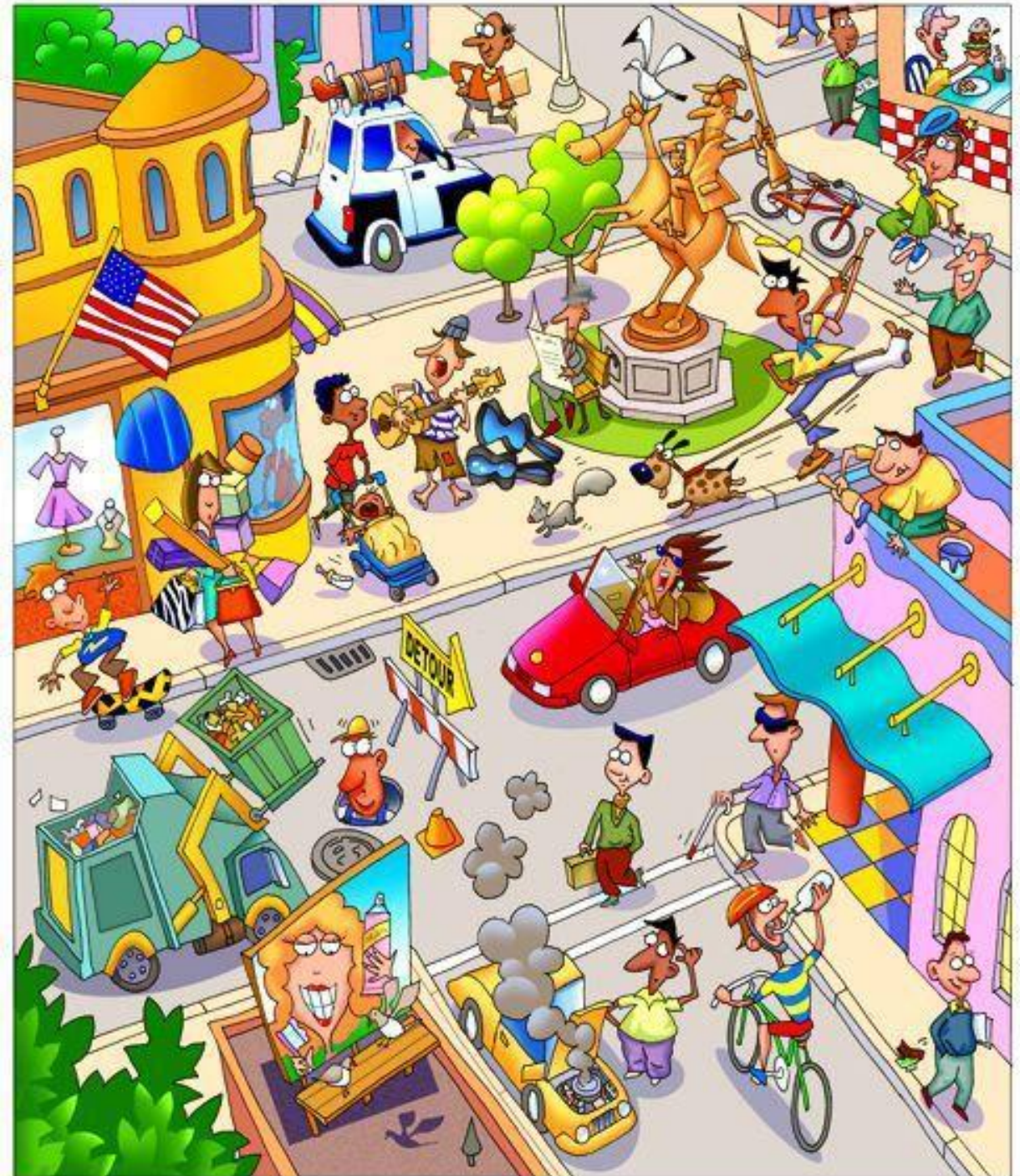
Making the most of your learning

Through each of the tasks completed already, you have had to think. When you think, you create a dialogue in your mind.

Thinking always requires a dialogue – so engage in the verbal dialogue of the subjects – you will think harder through verbal discussion.

Ask questions – answer questions – get involved.

Make your brain **think more**, **understand more** and therefore **remember more**

Motivation-what are your aims and goal?

TASK:
Think back to a lesson/part of a lesson you have done in the past.
Focus on a particular activity or task when you were consciously engaged in learning.

Jot down a brief description of **what** you were learning - what was the subject, topic or task?
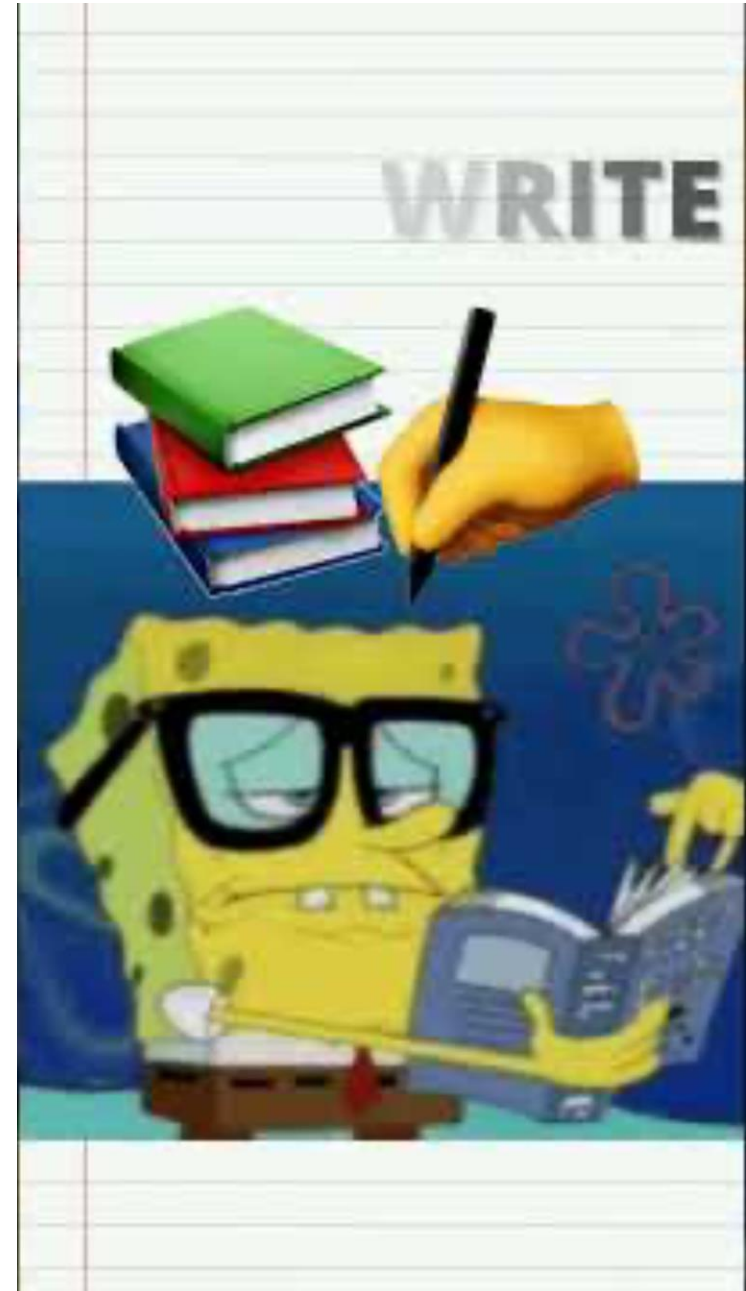Having reminded yourself of that, write a brief description of **how** you were learning it.

TASK: Watch the video.
Think about the questions below.

What type of learning did you benefit from in the example you thought of in the last task?

How could you incorporate this into your independent revision?

What other types of learning styles could you trial?

Motivation-what are your aims/goal

TASK:
What subjects do you feel you are making the most of the lesson time?
What subjects are you not?
How are you going to develop your thinking skills in these lesson? Write down 3 actions to do next lesson to put this into practice.

Methods to achieve effective revision

TASK

Mind map all the methods you already know for revising.

Compare this with a partner and describe how you could use each method for different topics.

The revision card/ slide....

What causes *CLIMATE CHANGE*?
Human:

Natural:

Facts – on *CLIMATE CHANGE*

Climate Change

What are the responses to *CLIMATE CHANGE*?
Individual:

National:

Global:

What are the impacts of *CLIMATE CHANGE* ?
UK:

Global:

Task

Discuss with the person(s) next to you – what makes a good revision card?

What should a revision card have on it?

What would take away from the value of a revision card?

Task

Now over to you – in your book make your own revision card for a subject/ topic that you are studying.

Revision card for .....

Topic:

https://www.youtube.com/watch?v=TjPFZaMe2yw

How to Study: Key Points

How?

- Test with flashcards/quizzes
- Retrieve knowledge
- Strengthen memory
- Gauge what you know
- Making mistakes improves learning

What?

- Mixing flashcards/topics in a single session forces your brain to forget and retrieve
- Further strengthens memory

When?

- Spread revising across multiple days
- Offline brains work to store knowledge
- Long term recall improves

Grab one of your books or some information from a lesson on MS Teams

TASK:
1. Take a piece of writing or information.
2. Read it through.
3. Write it into 5 bullet points
4. Transform these bullet points into 3 pictures and 3 words ONLY
5. Revise these pictures and words

NOW, teach someone the information using just your pictures and words to support you.

Well-being and Learning

Creating the right environment for working and sleeping

How many of your bedrooms look like this?

This is not conducive to either revising or sleeping

Task: Write down 3 reasons why this can negatively impact your sleep and revision

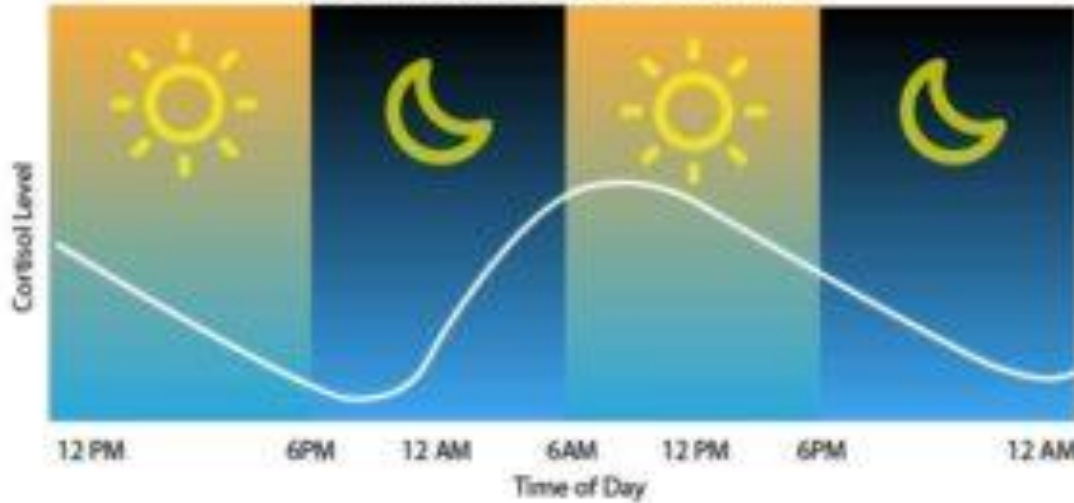# Creating the right environment for working and sleeping

Task: How does an environment like this improve sleeping and revision?

- For some of you the **bedroom** may be the best place for revising/working as it is quiet.
- For others you may prefer **working downstairs** at a **larger table** and to keep your bedroom as somewhere for sleep only.
- If you know there are no good places to work/revise at home, then use the **school-library** or another area within school.

Creating the right environment for working

Equipment ready

Water bottle- keeping hydrated helps maintain concentration

Phone- not good for revising, it breaks concentration-put it downstairs and give yourself a break.

Use your phone for revision material/apps when you are downstairs/on the bus/on the sofa

Range of resources- Laptops are better for researching-less distractions from social media notifications etc.

Clear revision notes- use of highlighter for key points

The importance of quality sleep

Circadian Release of Cortisol

Cortisol Level

12 PM   6PM   12 AM   6AM   12 PM   6PM   12 AM

Time of Day

Task: After watching the video, explain how good sleep can improve your ability to learn

Cortisol is one of the body's main stress hormones
It is really important as it is what wakes you up in the morning and prepares you for the day ahead. HOWEVER, a lot of studies have shown that if your cortisol levels are not low enough before bed, this will affect the quality of your sleep. Often, people struggle in 2 ways- they can't get to sleep as their cortisol levels are too high, or they get to sleep easily but struggle to stay asleep- both are linked to high cortisol levels.

Why is good sleep important for revision and memory?

Task: Rank the top tips below, in your opinion. Explain your top and bottom ranked tips.

Top tips to reduce your cortisol levels for a good night's sleep-

1. Good quality sleep will be better than choosing to cram before an examination.
2. A human body needs time to go through these sleep cycles- so make sure you are getting the 8 solid hours needed.
3. Avoid the use of phones/TVs/screens- this will affect your body's ability to go into deep, REM sleep, which is when learning and memory happen
4. Use breathing exercises, read a book or listen to audiobooks before bed, these strategies help your body to relax before sleep
5. Maintain or increase your physical exercise throughout the day to ensure your body is physically tired.

SLEEP TO REMEMBER

REMEMBER TO SLEEP

most important

least important
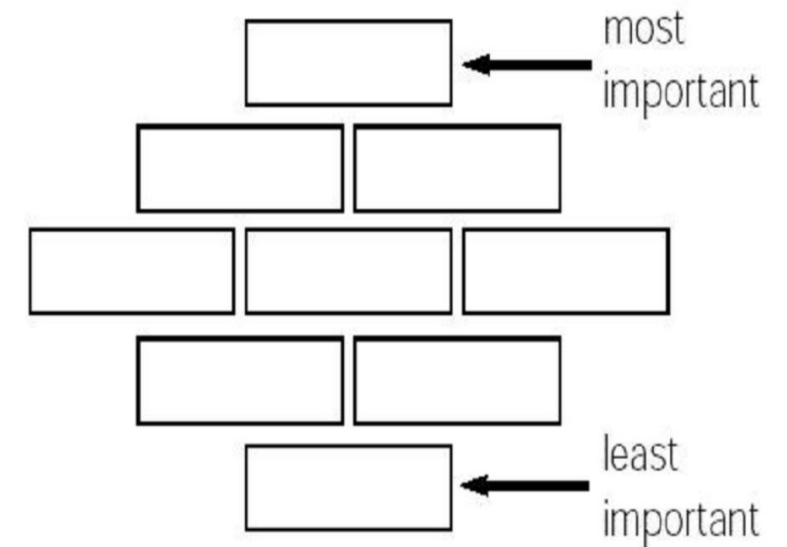
The importance of a good diet

Task: While watching the video.

Mind map the best foods to eat to boost concentration and memory.

Reflect on your own diet, how good is it for your memory, how could you improve it?

Brain food that is perfect to eat during exams

https://www.youtube.com/watch?v=_04JB5qwZIM

Top tips-

1. Don't skip sleep to revise!
2. Don't drink energy drinks as well, a good night's sleep is preferable.
3. Find relaxing ways to go to sleep- get in the habit of doing this weeks before the exam season starts.
4. No phones in bedrooms-instead create a warm comfortable environment- ask your parents for an alarm clock to wake you.
5. Eat well- your brain needs nutrients to function best, in particular protein.
6. Drink lots of water.
7. Create a timetable with breaks factored in.
8. Place quality learning over quantity learning.
9. Start revision early and use lesson time wisely.
10. Continue sports and other curriculum activities.
11. Create action plans or questions for teachers, if a topic is challenging.

...I thought it was safe!

Task: Which of these are you doing well, which are areas of improvement? Colour code your sheet

WWW

EBI

Which of these areas are you doing well in:
- Physical exercise?
- Sleep?
- Diet?
- Right environment?

Which do you need to improve?

How are you going to do this?

Set yourself a target of something to improve, how and by when?

Final Examination Tips

Title for this lesson:
Final Exam Tips

Year 11 RSHE: Theme
Revision and Exam Preparation
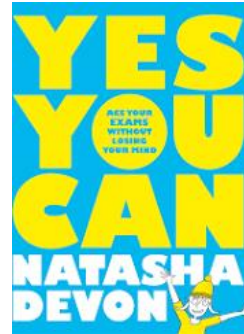
Lesson 4 objectives/ outcomes:
Describe a positive revision routine
Understand that balance and well-being impact on quality of learning
Determine a routine plan for positive well-being during the exams

Starter activity:

How do you feel just before walking into an exam?

In Yes You Can: Ace Your Exams Without Losing Your Mind, mental health campaigner and exam expert Natasha Devon uses her expertise to show you not just how to stay calm in the face of exams, but also how you can absolutely smash them.

The 6 Rs:
Reflection
Resourcefulness
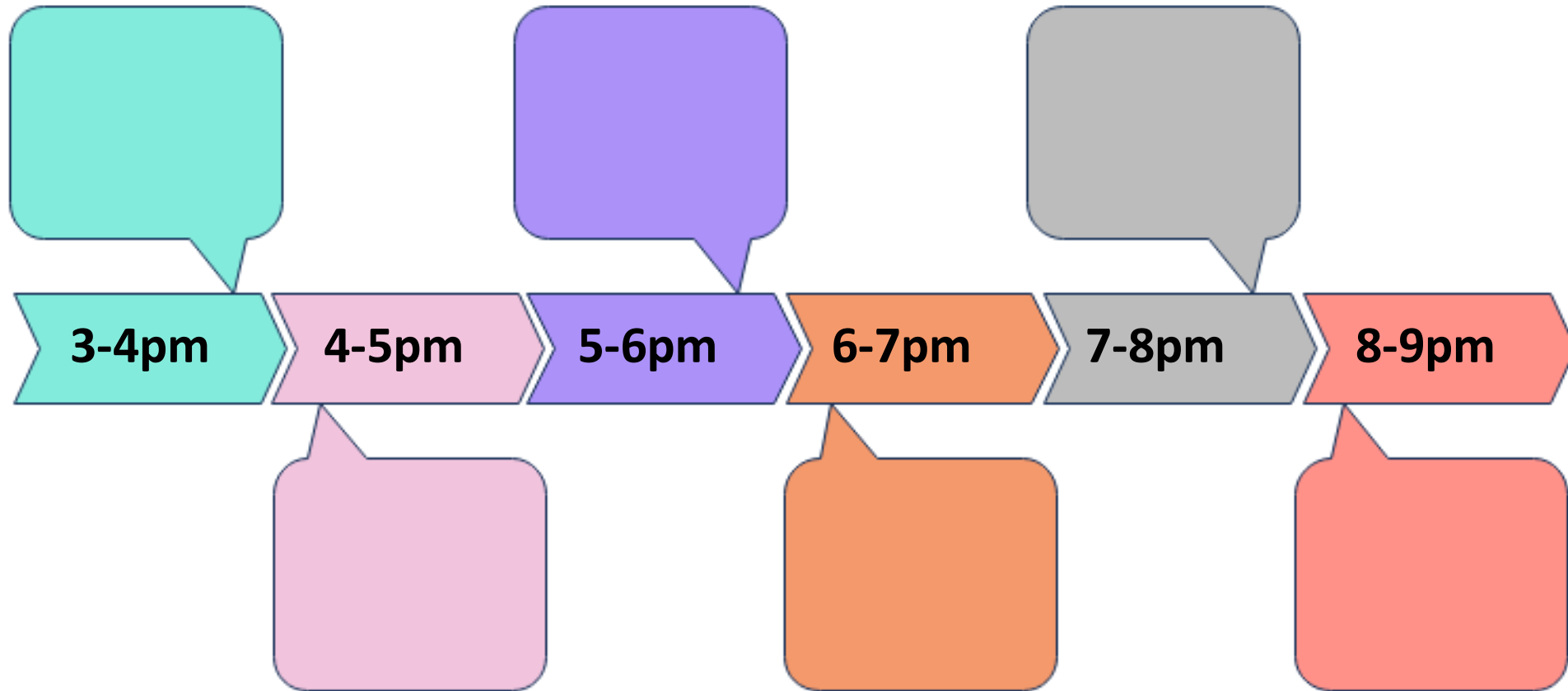Responsibility
Resilience
Readiness
Respect

Career/Future You:
- Managing stressful situations
- Regulating emotions
- Looking after oneself

Safeguarding:
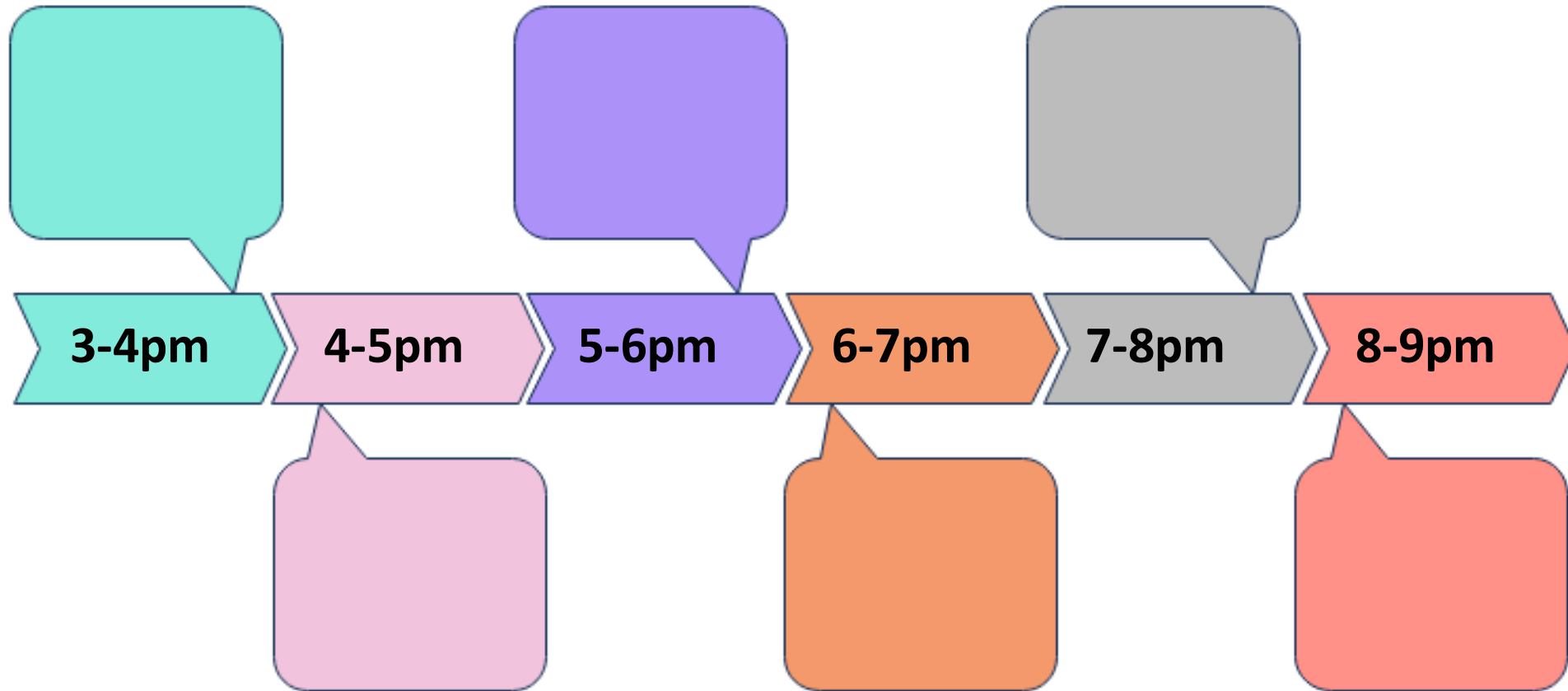- Mental Health
- Seeking support

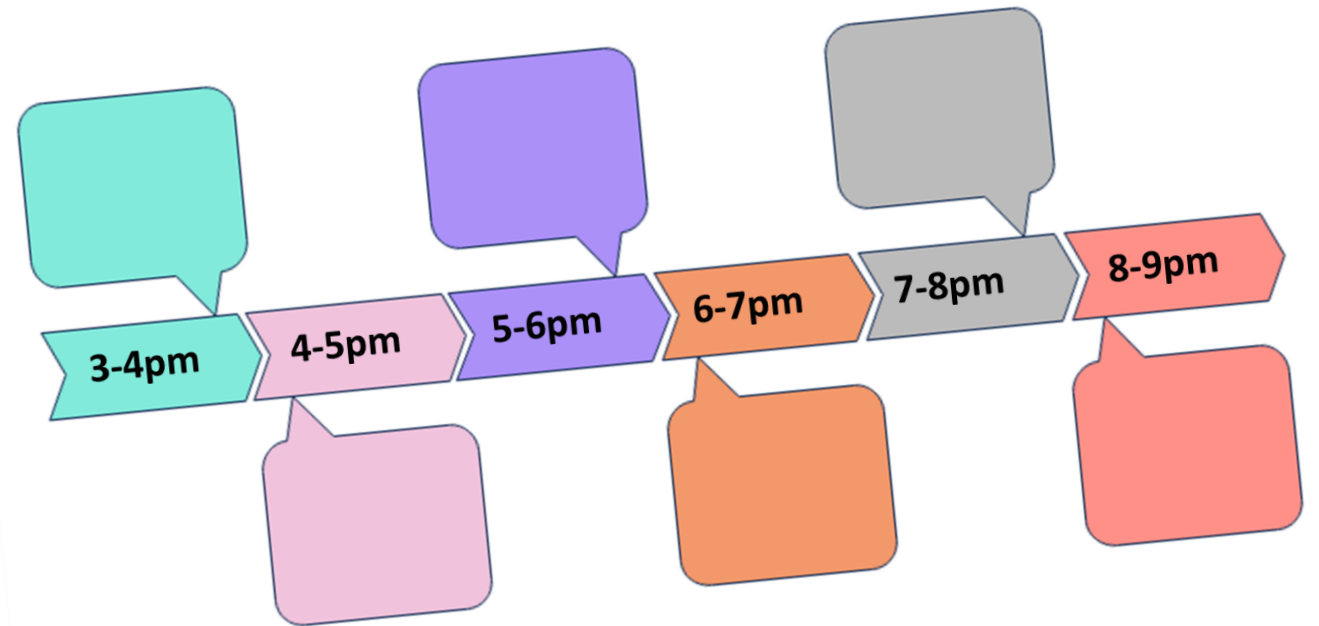Task: Write down an honest timeline of your typical evening after school

3-4pm | 4-5pm | 5-6pm | 6-7pm | 7-8pm | 8-9pm

Task: How much time is dedicated to; relaxation, homework, eating, socialising, exercising.

3-4pm   4-5pm   5-6pm   6-7pm   7-8pm   8-9pm

Task: BE HONEST
How did your evening timeline vary during the last mock exam period?
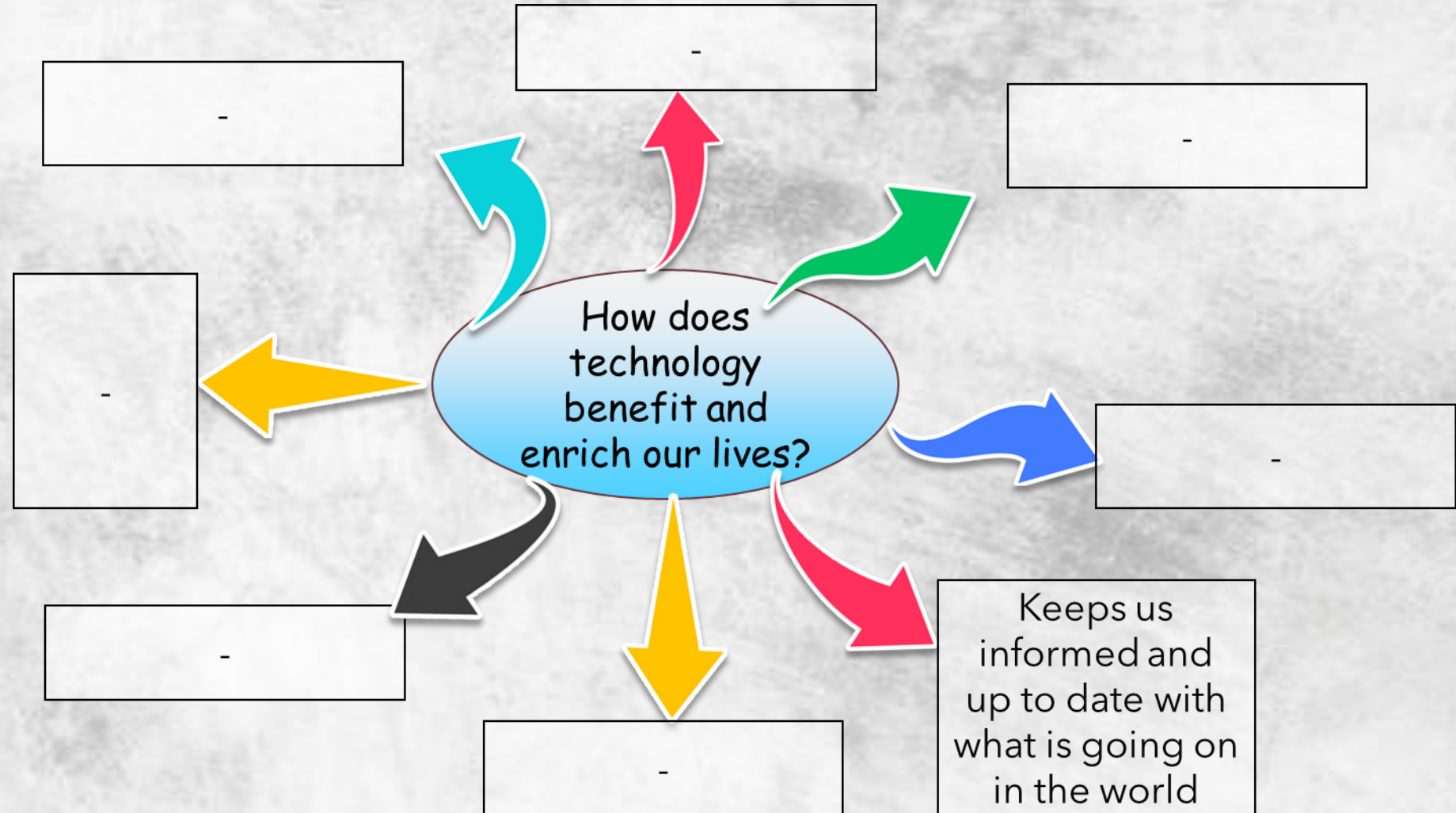
3-4pm　4-5pm　5-6pm　6-7pm　7-8pm　8-9pm

The night before an examination
1. Eat a good meal
2. Double check the exam and time
3. Get all equipment ready and put it into a clear pencil case
4. Do something relaxing or gentle exercise
5. Read over notes
6. Go to bed at a good time that allows you to have your 8 hours
7. Set your alarm clock-not your phone!
8. NO phones in your bedroom!

Modern Technology

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How does technology benefit and enrich our lives?

-

Keeps us informed and up to date with what is going on in the world

-

Smart Phone Addiction

Did you know?

A study by Common Sense Media found that children from the age of 8 to 18 spend more than 9 hours a day with screen media.

Screen Addiction

"Becoming addicted to a screen or a device"
– Now recognised as a condition in the UK

Dangers of Screen Addiction

✓ Sleep deprivation
✓ Loss of interest in schoolwork
✓ A fear of anxiety when away from the screen

Did you know?

Health impacts may include dry eyes, problems with posture and a lack of physical activity.

Did you know?

'Persuasive design' is used by tech companies to keep us addicted to our phones. For example, the ping sound, the notification and, the flashing light makes us want to check in all the time.

What Is Blue Light?

"Blue light is a fraction of visible light within the electromagnetic spectrum which helps us to see. Blue light has a short wavelength and high energy, meaning you are exposed to a higher frequency wavelength

What Emits Blue Light?

- The Sun
- LED Screens
- Televisions
- Computer Monitors
- Smart Phones
- Tablets
- Apple Watches

Did you know?

Scientist don't know for certain the long term negative impact of over exposure to blue light, but it is thought that it can lead to disturbed sleep patterns and tiredness.

EXAM PERIOD ADVICE

On the day of the exam

1. Wake up in good time to get ready
2. Double check your equipment is correct
3. Eat breakfast- brain needs fuel!
4. Get your clear water bottle ready
5. Go over your notes on your own or with friends
6. Use deep breathing to calm yourself down in the exam hall and allow your brain to function at its best
7. Listen to the instructions given and read the front cover of your exam paper

First hand experience from last year… (students)

Set yourself a plan, by having a plan you will be able to keep track of your progress and feel as if you are achieving things along the way. It is a long journey so don't start sprinting it.

Believe in yourselves, what you set your mind to achieving can be achieved (although it sounds cheesy)! Please don't be the student crying on results' day saying they wished they had done more. Put the work in now and then you won't have anything to look back on and feel bad about.

Late night revision does not work; you might as well go to bed as it is very unlikely you will benefit from it. Use class tests to practise revision techniques and to see if they work.

Get someone to test you- it's all well and good making pretty flashcards, but you need to make sure you are remembering it, so small tests is a good way to check learning. If you can teach someone what you have learnt you know you definitely understand the information. This, I found, was the best way for me to learn information.

You get what you put in. I worked 7 until 5:30 (with breaks) and Saturday and Sunday from about Easter until the exams were over. During the week, I would attend all subject revision sessions and then do 2 hours of work at home. I proved it was never too late to start revising properly. It was horrible, but looking back on it all, (the hard work and the long hours) have paid off and I achieved beyond what I expected.

First hand experience from last year… (students)

- Don't be afraid to ask for help from teachers, older students, siblings and friends all of them can help. Tackle answering extra exams questions. Devise quick tips. Check over class notes.

- Go through everything more than once- your long term memory won't remember it otherwise! I went over everything at least 6/7 times. Practise does really make perfect!

- Flashcards, Quizlet, posters, notes, scribble pads- find what works for you. Mine was a mix of them all.

- Use form time effectively- 25 minutes to go over topics or make some revision notes (don't just chat).

- Reward yourself as you go along- I would always go for a run afterwards to clear my head.

- Attend all revision sessions as they will make a hug impact especially on exam technique.

- Don't listen to your friends as they most likely are revising just as much as you. Everyone revises in a different way, yet, everyone sits the same exams.

Over to you…

1. What are the most important tips that you feel apply to you?
2. How are you going to make sure you make the most of the revision techniques?
3. Communicate your action plan with your tutor/parents/friends/teachers so they can help support you as well.

Task:

Now write yourself an ideal timeline for your evenings during the exam period

3-4pm 4-5pm 5-6pm 6-7pm 7-8pm 8-9pm