

**Delivery Notes**

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| **Session**  | **Time**30-40 minutes  |
| **Session Objectives:**1. **Consider how to make revision effective**
2. **Explore how to make a revision timetable**
3. **Look at different revision strategies and techniques**

**Learning Outcomes:****1) Students can plan how and where they are going to revise.****2) Students can create a revision timetable**  **3) Students can identify and use a variety of revision strategies**  |
| **Resources** Blank revision timetableRevision strategies handout  |
| **Assessment/Pupil progress** Verbal feedback and response to Q&A**Take-Home Task**Create own revision timetableLook at one strategy in more depthPlease complete feedback form.[WIN Lesson in a Box - Staff Feedback (Page 1 of 2) (office.com)](https://forms.office.com/Pages/ResponsePage.aspx?id=Ij1-N6FOLUKwrY_MiUBrnmTcUk7oxAZLhPrP96gyYK1URVA2TDRLUFgxT1ZaUzBQVlhMRE1UM1haWSQlQCN0PWcu) |

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|  | **Time** | **Activity**  | **Purpose**  |
| **INTRODUCTION** | 0-2 mins3-10 mins | **Slides 1/2/3**Welcome the students and introduce the session.**Slide 4**Ask for a show of hands to gauge how effective students feel their revision currently is **Slide 5**Students to complete activity thinking about what they currently spend their time outside of school doing **Slide 6/7**Read through top tips and pomodoro technique **Slide 8-10**Show students some example revision timetables.Talk about ‘adapt’ app. Highlight that some students may find this useful however for some it could be overwhelming, they need to find what works for them. Give them some time to have a go at filling in their own. Can use revision timetable template provided or create their own. | Gauge students’ confidence in their current revision strategies To help students understand where they can fit in studySome questions for students to consider and a way of breaking down sessions to make them more manageable and increase focus  |
|  **DEVELOPMENT** |
| **DEVELOPMENT** | 10-12 mins12-20 mins20- 30 mins30-35mins  | **Slide 11**- talk students through some things to consider when they are setting up a space to revise**Slide 12**Talk though the Feynman Technique**Slide 13-** give students 1 minute each in pairs to ‘be the teacher’. Ask them how easy/hard they found this. Did their partner have any questions?**Slide 14-19**Watch videos and talk through each of the 3 strategies mentioned. Give students time to discuss how they could incorporate each one into the study time. **Slides 20-23**Discuss the stages of metacognition and ask the students to consider how they could apply this when revising. Highlight that different strategies suit different tasks and that it is ok to change strategies if one is not working. | To think about where in their flat/house is going to be a suitable place to reviseStudents to learn about a revision strategy that encourages them to learn through teaching Students to learn about 3 strategies: spaced practice, dual coding and retrieval practice. More information can be found at learningscientists.orgStudents to understand that planning, monitoring and evaluating their learning can make it more effective |
| **CONCLUSION** | 35-40mins | **Slide 24**Students to answer questions either individually or in pairs.Highlight the websites for further support and research into strategies Thank students for participating and suggest tasks: create own revision timetable and look at one strategy in more depthPlease complete feedback form.[WIN Lesson in a Box - Staff Feedback (Page 1 of 2) (office.com)](https://forms.office.com/Pages/ResponsePage.aspx?id=Ij1-N6FOLUKwrY_MiUBrnmTcUk7oxAZLhPrP96gyYK1URVA2TDRLUFgxT1ZaUzBQVlhMRE1UM1haWSQlQCN0PWcu) | Give students time to summarise the strategies they have learnt and think about how they are going to put it into practice.  |