

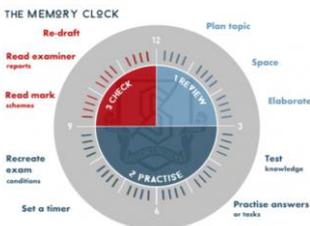
Revision refocus

****Pingback**** Last year we produced a detailed summary of a range of **evidence based** revision strategies that are proven to have an impact on student revision and retention. In brief, these are all outlined again below:

- **Re-reading**
- **Note taking**
- **Practicing**
- **Graphic organisers**
- **Create flash cards and self-test**

This newsletter focuses in on two aspects of revision that students sometimes find hard; **time management** and **motivation**.

Managing time



When left to their own devices students often miss-manage their revision time. Focusing in on the irrelevant or spending too much time on an activity

which will have limited impact on their memory and recall. Many of you will be discussing this with your students to ensure that their revision is as effective as possible. To aid you with this, Sandringham school have produced a useful infographic on managing an hour or revision time called the **memory clock**. The two links below provide much more detail about how to break down an hour of revision effectively and what students should do, but they have also provided some great subject specific examples too:

Memory clock:

<http://www.sandagogy.co.uk/learning/?q=system/files/users/CarolineCreaby/Sandringham%20Memory%20Clock.pdf>

Subject examples:

<http://www.sandagogy.co.uk/learning/?q=system/files/users/CarolineCreaby/Sandringham%20Memory%20Clock%20Examples.pdf>

Motivation

Some students are just motivated. They have that inner drive to what to do well and whatever revision activity you put in front of them they make the best possible use of it.

Some students are not, and even the proven strategies outlined earlier have little effect in motivating them. This has been the case with our current GCSE PE cohort, particularly the boys, who struggle to focus on revision in class.

So, this year the PE department have tried to orientate a number of revision activities around one particular intrinsic motivator – **challenge** (*and to some extent, competition*) – to improve their productivity within revision lessons. Below are several activities we have tried out to combat their lack of drive.

Revision dominoes



Create a set of dominoes with key terms on each one.

Students then need to get rid of all their dominoes by correctly linking a phrase or term to the domino that was placed in front of them.

Alternatively print out blank dominoes and give a set to each pair. They can spend the first part of the lesson writing down key points to a topic area before playing the game.

The hot seat

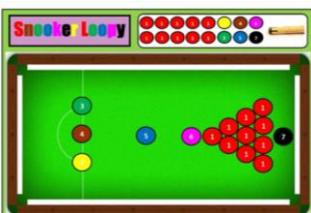


Get students to create a range of questions and answers on a particular topic (they might already have flash cards to allow them to do this quickly – *a flash card template is attached*).

In pairs, one student asks questions until the other student gets one wrong and then they switch over. The student still in the hot seat at the end of the timer is the winner. Repeat with other topic areas.

Board games

Create a board game to get students to practice questions – it gets them answering questions in a fun and competitive way and many of our students have responded well to them. We have made two board games 'Road to Rio' and the 'body systems' board game – all with a PE slant!



However, if you haven't got time to create your own there are plenty of templates floating around that you can use.

Battleships, table football and snooker have all been used effectively in both our GCSE and A'level revision lessons. **(templates attached)**



Board rush

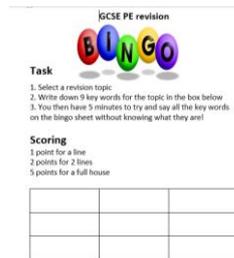


Create a table on PP with key questions in each box.

Students work in pairs to rush up to the board to complete a question – answering on post it notes.

The pair to cover the most boxes, complete a row or a column are the winners. I usually stand by the board pulling off all the post it notes that aren't spot on!

Key word BINGO



Provide students with a blank grid which they need to fill out with key words, phrases, dates or definitions from a topic area.

Students then take it in turns to correctly guess what word(s) are in each box. They get points for completing a full row, two rows or for getting a full house.

Good luck if you use any of the activities mentioned in the newsletter and let me know how the students responded!