

Session details

Year group:	10/11	Group size:	30/32	Session length:	50-60mins
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Session aim

Explore learning processes and support development of key skills for success
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Learning outcomes

All	Understand own preferred style of learning Produce personal mini action plan for GCSE revision
Most	Recall different strategies for revision and exam prep
Some	Explain how a 'toolkit' of revision and learning strategies will support their revision and exam prep

Key theme	Outcome statement	Related Gatsby benchmark
Knowledge of higher education	2.1 Students can identify a range of opportunities in Higher Education that passing level 2 qualifications will allow them to undertake	3, 4, 8
	2.3 Students can recall university outreach experiences and relate these to their decision making	3, 7, 8
Raising expectations & increasing	2.6 Students feel confident in making informed choices about post 16 study that enable progression to level 4	3, 4, 7
	2.9 Students demonstrate an improved sense of self-efficacy in relation to their GCSEs and learning progression	3, 7, 8

Key theme	Outcome statement	Related Gatsby benchmark
attitudes to learning	3.7 Students can identify their potential barriers to level 3 and 4 learning, and explain the steps they can take to overcome them	3, 7, 8
Skills for progression	1.10 Students recognise their individual barriers to learning and can identify strategies to overcome them	3, 8
	2.5 Students demonstrate greater motivation for undertaking challenging tasks and expectations for achieving success	3, 8
	2.13 Students can identify strategies to help manage stress and anxiety about exams and next steps	3, 8
	3.10 Students can identify the skills they will use to solve problems, both academically and in their personal life	3
	3.12 Students can devise and follow a personal revision plan	3

Session content

Time	Activity	Resources	Differentiation	Assessment for Learning
5 min	<p>Introductions & Starter:</p> <p>Short memory test: Slide has 10 images, students have a set time (30secs/1min) to remember as many as they can Next slide, how many did they remember? Which techniques did they use? How successful were they?</p>	PP Slides 3 and 4		How many images can the students remember? Review of what techniques they used.
15 min	<p>Definitions of Kinesthetic, Auditory & Visual Teacher to explain 3 different types of learner. Students discuss in pairs what type of learner they think they are.</p> <p>Pathways - 'How do I work best?'</p> <p>Teacher talks through different revision techniques which would suit each learner eg Kinesthetic learner suited to apprenticeship.</p> <p>'What do I prefer/how can I adapt?' – class discussion</p> <p>Short activity - student reflection on quals & roles they may be best suited to & how they can adapt their learning style to fit other roles, etc.</p>	PP slides 6, 7 and 8 Smartboard	<p>'What is my learning style' (slide 6) - short set of questions online quiz - requires access to phone/computer. Could set this as a homework task if not possible in class.</p>	<p>Can the student recognise which type of learner they are?</p> <p>The student recognises that regardless of the type of learner they are, they can adapt their style to multiple qualifications.</p>



Time	Activity	Resources	Differentiation	Assessment for Learning
15 min	<p>Being ready to learn - intro to video</p> <p>The impact of stress/worry on our minds -</p> <ul style="list-style-type: none"> ● Difficulty in focusing ● Makes it harder to retain information if we are stressed <p>Be Your Best video</p>	PP slides/Be Your Best video	Students working in small groups, so can discuss & support each other to complete the task.	Students to choose at least 1 mindfulness tip to use when studying.
5-10 min	<p>Being organised</p> <ul style="list-style-type: none"> ● Preparing your study space activity ● Students work as a class and discuss where they think different items should go. Teacher to facilitate this and move counters on screen in response to class discussion 	Study space digital activity	Alternatively, students can complete this activity individually on mobiles or computers	Student have a plan as to how they will set out their study space - everyone may be slightly different.

Resources	Staffing
Powerpoint slides	<p>1 teacher</p> <p>Don't forget you can book an Outreach member of staff to deliver this session by heading to our pre-16 events page</p>

