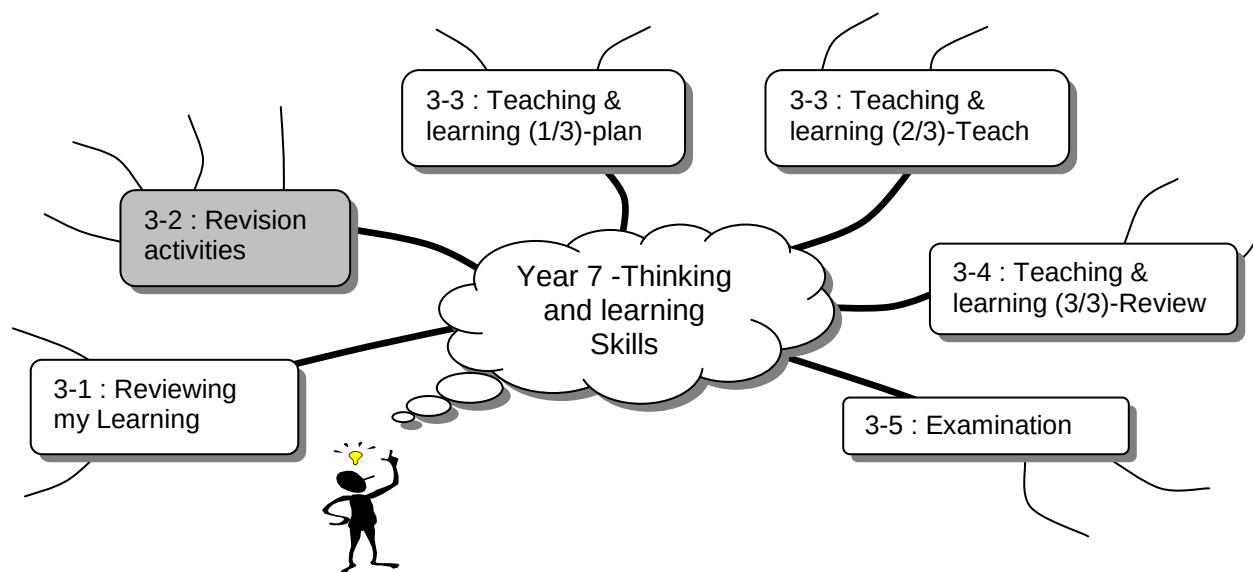


Resources... • OHP and OHTs • Revision Work book • templates for Revision activities	Key Words... Revision, Mind Map, "Bingo", "Q and A", "Just a Minute"	Thinking Skills LT7 LT8
Learning outcomes : I will be able to.... (IWILBAT)	• use the 4 Revision activities...Mind maps, "Q and A", "Bingo", and "Just a Minute" • work in a group to make a revision activity	
Homework....	Task 3.2 - complete the Revision workbook (if not done in the lesson)... Start making a Revision activity of your own.	
Entry - while students are coming in and settling Before the lesson 1.Starter (5 mins) 2.Main part... a. (10 - 15 min) ... Brain Break... b. (25-30 min) 3. Plenary (5 min)	• copy.... lesson title.....aims.....key words.....Homework • Homework...from last lesson... ready to hand in • 3 things from last lesson...noted in Ex. book • Decide on groupings • Brain Booster • Q: "How do you revise your learning for a test?"...A: "Use one of the 4 Revision activities!" • Issue the Revision Workbook...take students through the 4 OHTs Brain Break ...if you wish • In groups.... each student completes their Revision workbook • groups make the first revision activity • 1 thing from the lesson • describe the Revision activities in a sentence • who has done well in the lesson? --> merits	
Homework And next lesson...	Reminder Revision lesson number 2.	

Guidance on this Lesson**Starter**

Brain Booster - As usual, do one of these exercises at the start of the lesson

Lazy 8s	Double Doodle	Arm Activation	Hook Ups	Balance Buttons
"To read and write, and do well in a test, Lazy 8s is the very best."	"Links hand and eye, helps writing too, Double Doodle is the one for you."	"At any time, to relax and feel great, All you do is Arm Activate."	"It's easily done, there's no hocus pocus, Hook Ups help me to listen and focus."	"To think and remember, and do well in PE, Balance Buttons is the one for me."

Main

This section introduces the main useful revision activities, as I see them. I've tried to get away from the traditional view of a student revising as solitary, silent, sullen and hunched over books, eyes propped open with matchsticks. I also want students to get past the stage where they say, "I don't know how to revise!" They need a tool-kit of standard activities. One lesson is not enough to do this properly, so I've done this for two.

These are the Revision activities I have in mind for these lessons.

	Activity	How it helps
1	Mind Maps	easy to do, highly visual, flexible, creative, immensely powerful in structuring and linking learning.... we've done quite a lot in the Y7 thinking course.
2	"Questions and Answers"	helps students bring a creative approach to their Learning, and also re-frame it in a form that relates to exam assessment.
3	"Bingo"	keywords and definitions, in a game context... a lot of learning is based on understanding keywords, and this can make it (almost) fun, and has added value when the student chooses the words.
4	Three facts...or "Just a Minute"	this helps structure learning, and highlight the key things to remember, and even more helpful when the student selects the learning.

This is by no means a complete list; I've just picked out what seems to me the best four.

I think it's important to set these activities in **social groups**: students talk to each other, they spark ideas, laugh, come up with links and references, and things to "hang" their Learning on (well, we hope they do some of these things!). Revision can be cooperative, social, enjoyable, and even more effective as a result. Activities 2,3 and 4 all work even better in groups.

The **aim** of these two lessons is for students to be able to perform and make the 4 revision activities, reviewing their learning in Year 7. You have the OHT summary of some learning from Unit 1, Lesson 7; students will of course have progressed since then.

I've planned this lesson with one eye on the "**Revision Six-pack**". If the Six Pack is successful, and becomes "embedded", then these Y7 students will be getting it later on. I've emphasised the group work aspect more, and not used the same classification, but the links go like this....

Revision Six Pack	Y7 Revision
1. Card Tricks	"Bingo" and "Q and A" and "Just a Minute"
2. Mind Maps	er.... Mind Maps
3. "Drawn from Memory"	covered in Mind Maps
4. "Read, Touch, Say"	covered in Mind Maps
5. Friends	All 4 are done as group activities
6. Word Games	Covered in Mind Maps, & "Bingo"....and use VAK

The idea is that this structured activity sets students up for these two lessons, where they do a much more thorough Review of their learning in Year 7.

Students have, of course, reviewed their Learning in Y7 using Mind Maps, so Revision Exercise 1 just looks at the Thinking Skills. Students should be familiar with the process of reviewing their Learning, and should consequently be able to do this in the context of the new Revision Activities 2 - 4.

The Y7 **Thinking Skills** were selected in summer '04, before the course was written in detail. Skills LT7 and LT8 are now not "the best they can be." "Dominoes" is a good activity, but a linear and less useful version of "Bingo". Whilst "**Thinking Links**" is a very powerful activity, in effect building up a Concept Map, only the more able and committed students will find it useful. So, with apologies for messing you about, I'd like to change these two skills....

LT7 - I have worked in a group to make one of the Revision activities (in the lesson... all should get this!)

LT8 - I have made a Revision Activity of my own (going further... do this for Homework)

What you do.....

In the **first lesson**.... go through the 4 activities with the **OHTs**, students following with the **Revision Workbook**. They can fill in the blank spaces, and stick the book in their Ex. book as a record. You can start the discussion, note ideas on the OHT, and maybe write in some answers - students will have to remember these for later! I've deliberately covered a number of subjects from Y7; I know it might look a bit odd. Later on students can focus on one subject if they wish.

Presenting the 4 activities will take maybe 15 minutes. Students then complete their copy of the Workbook, and you feed back answers, and ask what new ideas they have had; this will help the later group-work. You can **group students** any way you choose - it could be in balanced MI or VAK groups, to have a range of Thinking and Learning styles. If you do this, make it explicit. Emphasise the value of discussion, and sharing ideas. You can get students to share ideas - their own, or someone else's work that they like.

In groups, students make **two** of the Revision Activities they have been shown. There are templates for them to use, to save time. I've tried to **establish the procedures** and leave students to follow on and complete the small tasks, in the lesson and for Homework. I hope there's enough structure for any student to do something, yet leave things open-ended for more imaginative and able minds to "take flight". If some students are stuck, because they "can't think of anything", you could send them to visit other groups for ideas. I don't know how long this activity will take. Every group should be able to make one activity at least; some may get three done. You will be important as a source of ideas and encouragement!

Most groups should have **one activity made** by the end of the first lesson. The **Homework** task is to complete the Revision Workbook, if this has not been done in the lesson, and to make a Revision activity of their own at home.... you can issue templates to help. I've allowed **2 homeworks** for this, to give students time to make something really good.

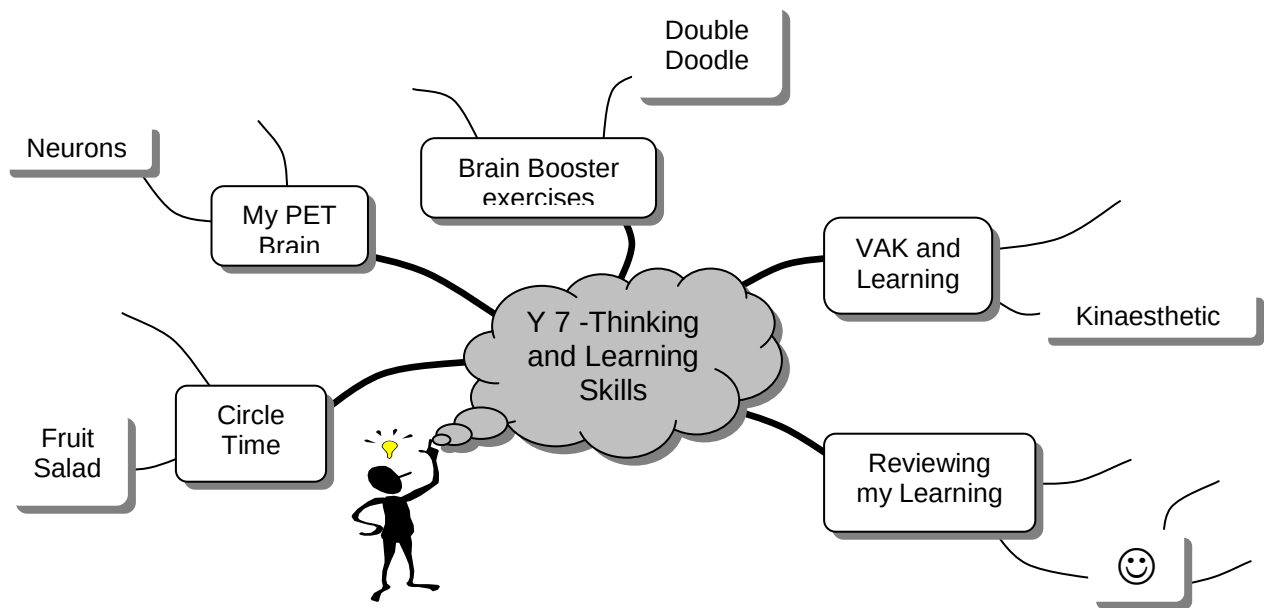
The **second lesson** picks up from the first. In the first half, groups should get their second Activity done. Leave yourself plenty of time for **groups to try each other's revision activities**. You could pass these around from group to group, or you can have them at the side, and groups come out and try them at their own pace. You can provide a blank piece of A4 for students to write comments. I'd suggest some format like....."What's good about this activity", and "What would make this activity even better."

Keep the **completed activities**. You could display them in your teaching room, or they could go on display in the Staff Room.

Plenary - Ask the question "What have we learned?".... there should be quite a lot of answers!

1. Mind Maps

OHT 1



Tasks...

- 1) Can you add to this Mind Map?
- 2) Can you do Mind Maps for your other Subjects?

Using this Mind Map.... **"Read, Touch, Say"** - read the words aloud, while you touch them with your finger, and can you **draw the Mind Map** from memory on a blank piece of paper?

2. Questions and Answers

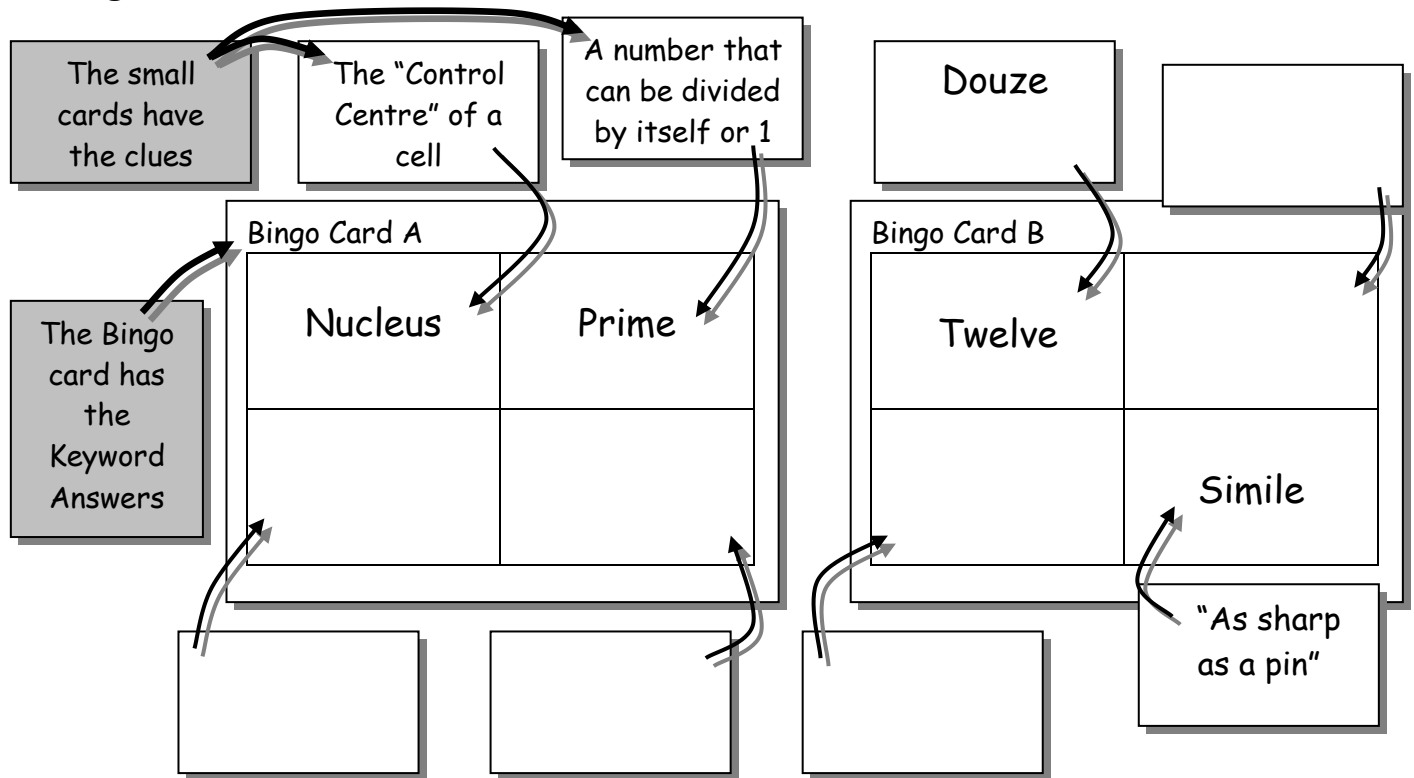
OHT 2

Questions	Answers	
1. What's the next square number after 16? (1)	1. _____ (1)	A4 paper...folded in half... so you can hide the answers.
2. (a) What are the three "States of Matter" ? (3)	2. (a) S_____, L_____, G_____ (3)	A basic one-word answer...gets 1 mark
(b) What happens when a substance melts? (2)	(b) A S_____ changes to a L_____ (2)	A longer answer...1 mark for each part
3. What is 1/5 th as a percentage?	3. A. 15 % B. 20 % C. 25 % (1)	A multiple choice answer... you can make it quite tricky !
4. A sentence should always start with a (a)C_____ letter, and end with a (b)F_____ stop, and should contain a (c)N_____ and a (d)V_____ (4)	4. (a)C_____ (b)F_____ (c)N_____ (d)V_____ (4)	Fill in the gaps... 1 mark each.
5.	5.	

Tasks...

1. Fill in the missing answers
2. Can you think up some more questions of your own, and write them in ?

3. Bingo



Task....

Can you think up your own Clues and Keyword answers ?

Bingo Rules...

A group of 4..... 1 Caller with the small cards.... 3 with Bingo cards A,B and C....

Caller mixes up the cards and calls them one at a time.... the first person with a full Bingo Card is the winner of that round..... change places.... play again.

4. Three facts...or "Just a Minute"

Roman Britain - History	The Brain - Thinking Skills
• The Romans captured British people, and used them as slaves • The Romans built houses of bricks, with central heating •	• brain cells are called neurons • the PET brain has three main parts - Primitive, Emotional, and Thinking
Electric Circuits - Science	
• The current flows round the circuit • A series circuit has only one path for the current •	•
•	•

Tasks... Can you....

- 1) complete the first three boxes?
- 2) put your own ideas in the empty boxes?