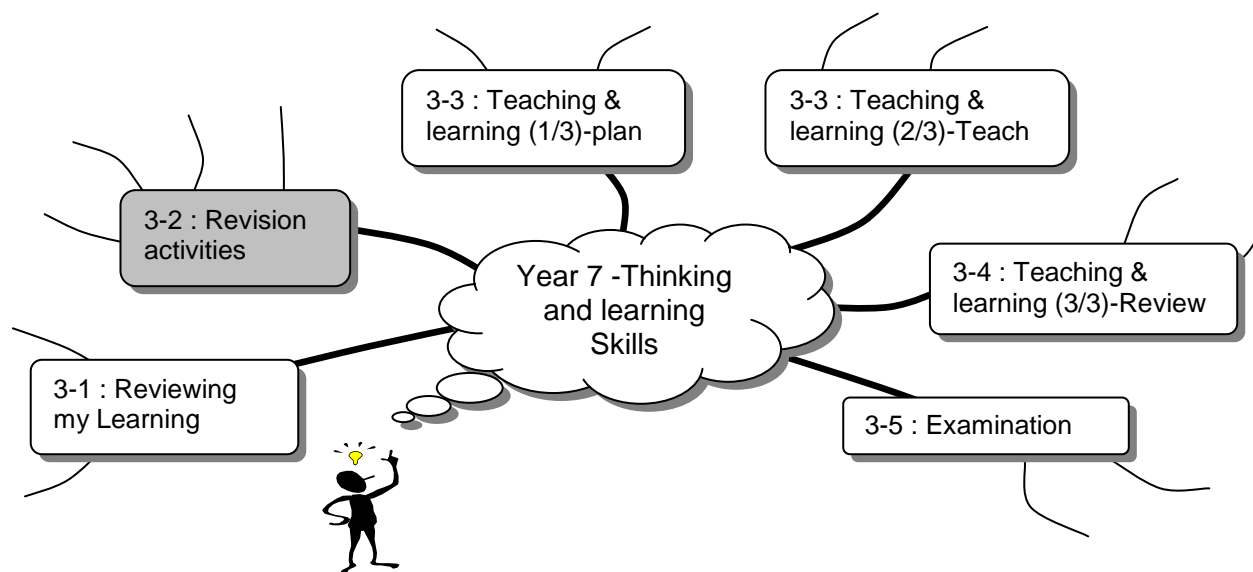


<b>Resources...</b> <ul style="list-style-type: none"> <li>• Revision Work books</li> <li>• templates for Revision activities</li> </ul>	<b>Key Words...</b> Mind Map, "Bingo", "Q and A", "Just a Minute"	<b>Thinking Skills</b> LT7 LT8
<b>Learning outcomes :</b> <b>I will be able to....</b> (IWILBAT) <b>Homework....</b>	<ul style="list-style-type: none"> <li>• work in a group to make a second revision activity</li> <li>• share our activities with other groups</li> </ul> Task 3.2 continued - Finish off making a Revision activity of your own.... "Bingo", or "Q and A", or "Just a Minute"	
<b>Entry</b> - while students are coming in and settling  <b>Before the lesson...</b> <b>1.Starter</b> ( 5 mins)  <b>2.Main part...</b> a. (15 -20 min)  <b>...Brain Break...</b> b. (20 - 25 min)  <b>3. Plenary</b> (5 min)	<ul style="list-style-type: none"> <li>• <b>copy....</b> lesson title.....aims.....key words.....Homework</li> <li>• <b>Homework...</b>from last lesson... ready to hand in</li> <li>• <b>3 things</b> from last lesson...noted in Ex. book</li> </ul> <ul style="list-style-type: none"> <li>• Same groups as last lesson</li> <li>• Brain Booster</li> <li>• What did we learn and do last lesson?</li> </ul> <ul style="list-style-type: none"> <li>• Groups complete their second Revision activity</li> <li>• start sharing activities as they are completed</li> </ul> <b>Brain Break ...if you wish</b> <ul style="list-style-type: none"> <li>• groups share and try out each other's revision activities</li> <li>•</li> </ul> <ul style="list-style-type: none"> <li>• <b>1 thing</b> from the lesson</li> <li>• review the activities... "This activity is good because..."</li> <li>• who has <b>done well</b> in the lesson? --&gt; merits</li> </ul>	
<b>Homework</b> <b>And next lesson...</b>	Reminder Teaching and Learning	

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 is the second of the Revision lessons. The full teacher's notes are with the last lesson - the stuff below is extracts from those notes.

These are the Revision activities again...

	Activity	How it helps
1	<b>Mind Maps</b>	easy, visual, flexible, immensely powerful in structuring and linking learning.... we've done quite a lot in the Y7 thinking course.
2	<b>"Questions and Answers"</b>	helps students bring a creative approach to their Learning, and also re-frame it in a form that relates to exam assessment.
3	<b>"Bingo"</b>	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	<b>Three facts...or "Just a Minute"</b>	this helps structure learning, and highlight the key things to remember, and even more helpful when the student selects the learning.

The students should by now be conversant with these four activities; they should each have their Revision workbooks complete; the groups should have made, or nearly made one revision activity.

The **aim** of this lesson is (1) groups to complete a second activity, and then (2) groups to share and try out the activities they have made.

A reminder of the changed Thinking 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)

*From the last lesson's notes....*

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 the **second half**, when groups 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.

### **Homework**

The second part of a double homework where students make one of the Revision activities for themselves.

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