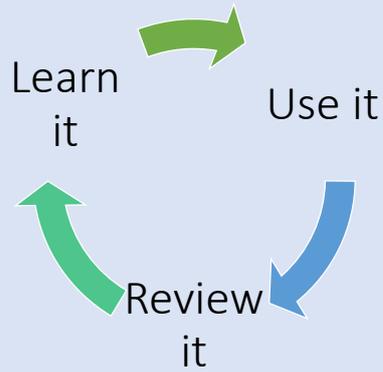
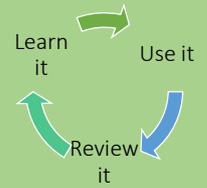




Session 1: Learn it

Effective strategies for learning (and relearning) information.





Session 1: Learn it

- Generally speaking, this part of the process is what most people think of when they think about revision.
- It is 'reviewing' information that you have been taught in class.
- In some subjects (English, for example) it might also involve identifying areas to consider; new things that could be learnt which would give a wider knowledge of the topic and so support exam responses.



Session 1: Learn it

HOWEVER, as we know, this is not the only part of revision. There is a danger that students could spend a disproportionate amount of time learning information and never get around to practicing applying their knowledge to exam questions.

Our aim in this section of the revision cycle, therefore, is to use strategies for learning information which are both **effective** and **efficient**.



Session 1: Learn it Common mistakes



1. Reading and copying.
2. Making revision materials, and then never looking at them again.



1. Reading and copying.

These are both very passive activities. They will help students to learn information eventually, but they won't be efficient.

2. Making revision materials, and then never looking at them again.

Again, the process of making cue cards or posters will help students to learn information, but they should be revisited. For instance, cue cards should be used to quiz with. Posters can be used for 'look, cover, write, check' activities.



Session 1: Learn it Effective and efficient



We should be aiming for learning activities which involve **active thought**

They should be difficult! Students should be trying to remember things, rather than just reading information in front of them. It is this struggle (and eventually remembering/working out the answer) which leads to stronger connections between neurons in the brain and more securely 'learnt' knowledge.

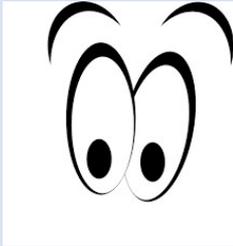
Obviously, the struggle needs to be at an appropriate level. No matter how long I spend trying to remember or work out the periodic table, I am never going to get it. I will need clues and hints to help me remember or work it out.



Session 1: Learn it Suggested activities



1. Look, cover, write, check.



This can be for large amounts of information.

- Spend exactly 2 minutes studying an information source and trying to remember it. You are not allowed to write anything down.
- Cover it up.
- Spend exactly 3 minutes trying to remember everything that was written on that source. Write it on a blank piece of paper.
- If you're struggling, you could draw boxes in areas where you know there was information, but not exactly what it was.
- At the end of the 3 minutes, turn the original information source over. Again, you are not allowed to write anything, but you have 1 minute to try to remember any of the missing pieces of information.
- Again, cover the original source over and (using a different coloured pen this time) continue with the copy.



Session 1: Learn it Suggested activities



2. Using Websites

- Hegarty Maths
- Sparx Maths
- Seneca (multiple subjects)
- ReviseCS (Computer Science)
- Quizlet
- Freescience lessons
- Revisely.co.uk
- www.linguascope.com
- Youtube
 - Mr Bruff and Stacey Reay for English
 - Key studies and theories for Psychology
 - CraignDave for Computer Science
 - Bizconsesh for Business Studies



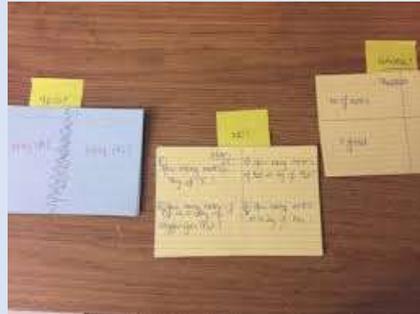
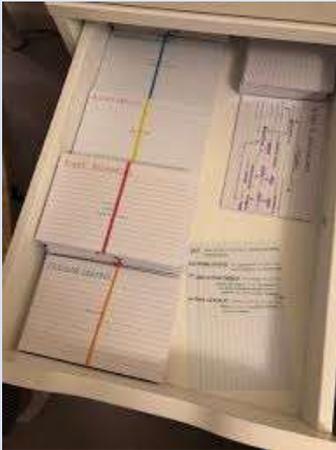
Don't just sit and watch! Especially for Youtube. Active involvement. Watch, pause, write, check?



Session 1: Learn it Suggested activities



3. Flashcards



Question on the front and answer on the back.

Answer can be condensed version of a long answer

e.g. Question on the front could be an essay question for English Literature, and on the back could be a bullet pointed essay plan with quotes and methods identified.

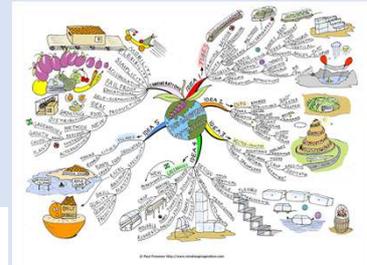
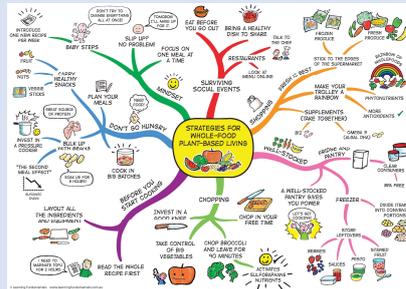
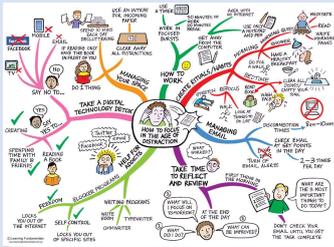
Flashcards should be used regularly to ensure that they knowledge is secure. Student can arrange systems whereby the use a certain set of cue cards daily for a week, then less and less frequently as the knowledge becomes more secure. They will end up with piles of flashcards in different parts of the process. So, some that they are using daily, another pile for weekly, another pile for fortnightly etc.



Session 1: Learn it Suggested activities



4. Mindmaps



Create mind maps of topics then use lines to connect ideas and then explain the connection on the line.

Add images to mind maps to have a hook to the learning

Mindmaps could be entirely visual – should prompt students to remember what the image represents. Could be created on computers using google images.

Mindmaps with SNOWBALLS (first strand = point, second strand = snowball)

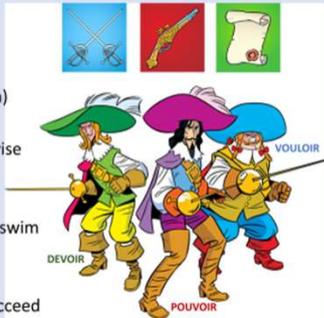


Session 1: Learn it Suggested activities

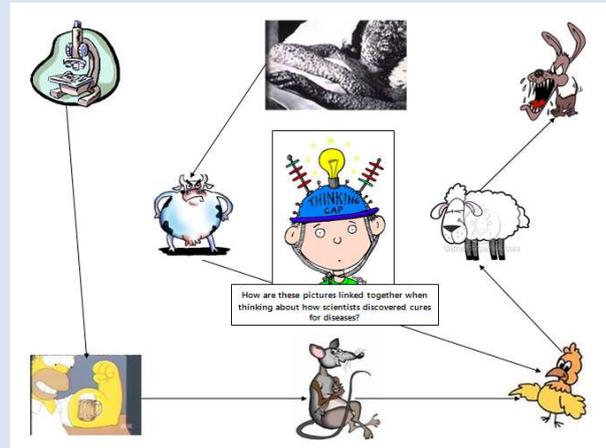


5. Knowledge organisers

Les 3 mousquetaires
AKA the 3 modals



- **DEVOIR** – MUST (obligation)
Je dois + **VERB infinitive**
Je dois réviser – I have to revise
- **POUVOIR** – CAN (ability)
Je peux + **VERB infinitive**
Je peux nager – I am able to swim
- **VOULOIR** – WANT (wish)
Je veux + **VERB infinitive**
Je veux réussir – I wish to succeed



Character profiles for English Literature
Create a glossary of 'need to know' terminology

French - Make lists of family words with nouns, adjectives, verbs (if possible):
le recyclage (n)/ recyclable (adj)/ recycler (vb) - le tourisme (n) / touriste (nmf)
/ touristique (adj)

Timelines for history

Image association: draw the words using items/tools/objects that make up that word
(e.g. French coiffeur = scissors/hair/shampoo/comb/wig) OR link a visual to a word (3 Musketeers = 3 Modals: devoir, pouvoir, vouloir)



Session 1: Learn it Suggested activities



6. Learning the course requirements



Learn frequent command words which appear in GCSE questions, and ensure you know what they mean and what they are asking for.

Make sure you know the structure of the exam. How long will you have? How long should you spend on each question? What kind of question will you be asked?



Session 1: Learn it Suggested activities



7. Oracy



Oracy explained

Oracy is the ability to express yourself clearly and communicate with others effectively through spoken language.

Verbally explain your learning to a peer/parent

Say your answer allowed as you're using your flashcards

Verbal tennis – start an answer. Take it in turns to say a sentence at a time in a pair.



Session 1: Learn it Suggested activities



7. Case study hands



Case study 'hands' --> each digit on your hand needs to have one section of your case study on it, summarised into 2 points to remember



Session 1: Learn it Suggested activities



7. Memorising facts

- Acronyms
- Rhymes
- Make it into a song
- Connections and patterns
- Make it personal

Introduce the mnemonic “Burger King Makes Great Toast” for memorizing the order of data sizes “Byte, Kilobyte, Megabyte, Gigabyte, and Terabyte” to aid students remembering this information.



FRENCH ADJECTIVES
Follow us @acupoffrench

In general, French adjectives are placed **after** the noun they describe. But there are some **exceptions!** These adjectives are placed **BEFORE**:

BEAUTY	RANK	AGE	GOODNESS	SIZE
beau joli	premier deuxième etc.	jeune vieux nouveau	bon mauvais meilleur gentil	petit grand gros long bref
↓ un beau livre	↓ le premier jour du mois	↓ un jeune homme	↓ un bon film	↓ un petit chat

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- Make up rhymes to learn key dates and words:
 - CD 1843 (CD Charles Dickens)
 - Poor Law 1834
- Or make connections between texts to aid memory:
 - There are 5 Staves in ACC and 5 Acts in Romeo and Juliet
- Look for Patterns:
 - Juliet's surname is Capulet (both end in t), Romeo Montague (both have an M)
- Make it personal: Shakespeare died in 1616 – you will all turn 16 this academic year!