

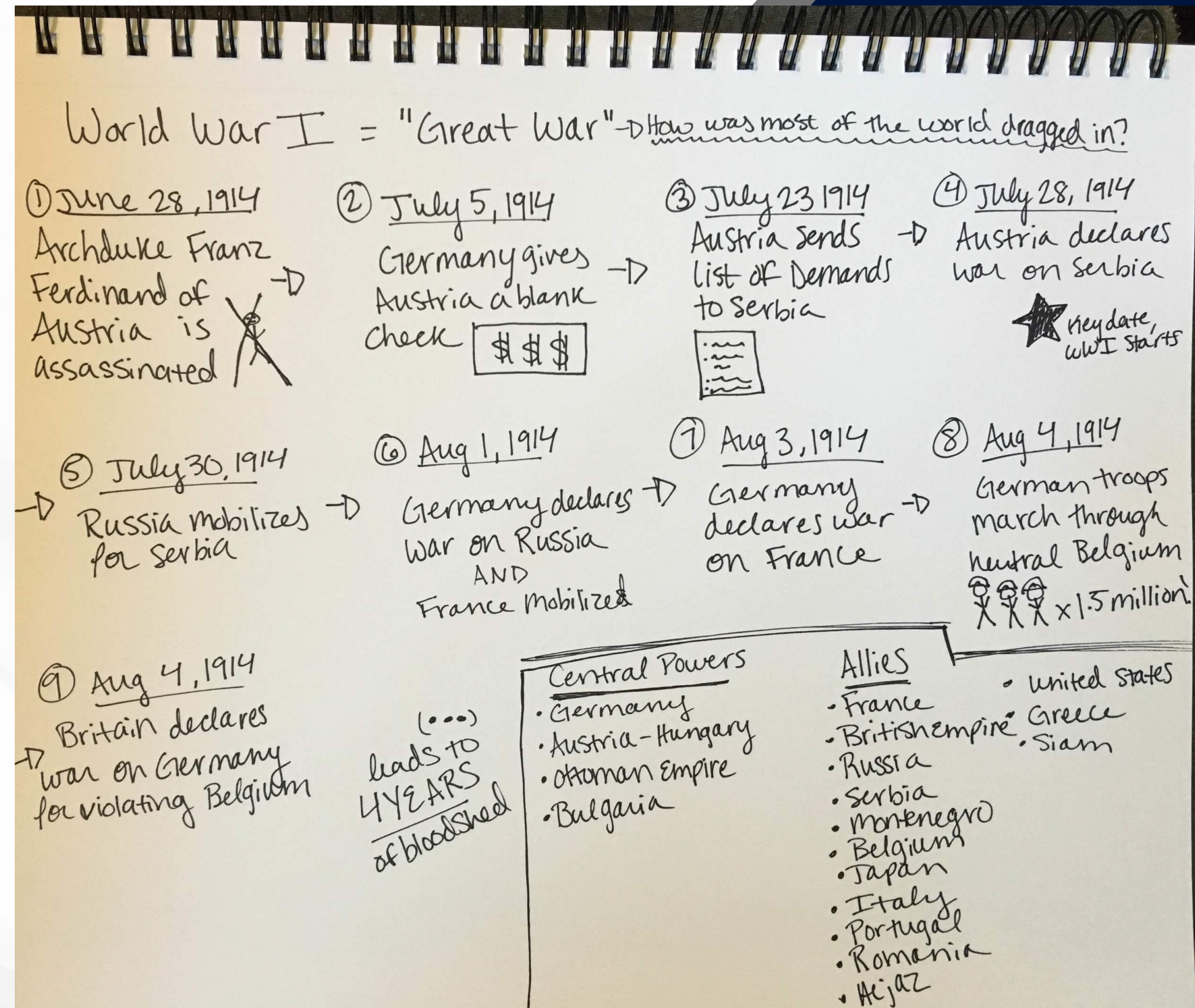
STATION 1:

I'm bored of writing notes!

Copying out and highlighting notes are two of the most popular revision strategies, but they are in fact some of the least effective!

The answer: Try dual coding! Dual coding is the process of combining verbal materials with visual materials. There are many ways to visually represent material, such as with pictures, timelines, cartoon strips, diagrams, etc.

When you have the same information in two formats – words and visuals – it gives you two ways of remembering the information later. Combining these visuals with words is an effective way to study.



STATION 1:

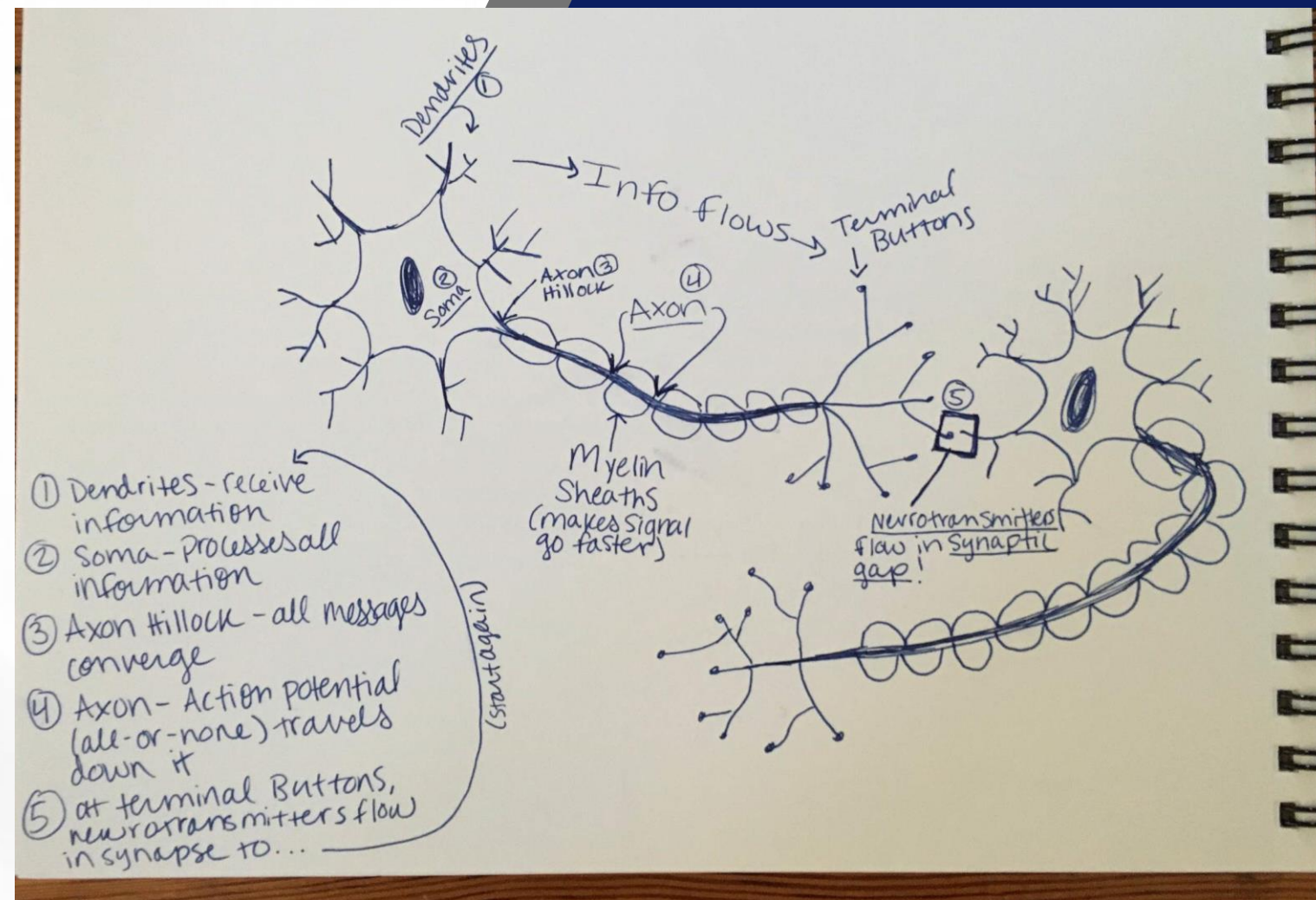
I'm bored of writing notes!

How can I do this in practice?

When you are looking over your class materials, find visuals that go along with the information and compare the visuals directly to the words. Ask yourself, how are the words describing what is in the visuals? How do the visuals represent what is described in the text?

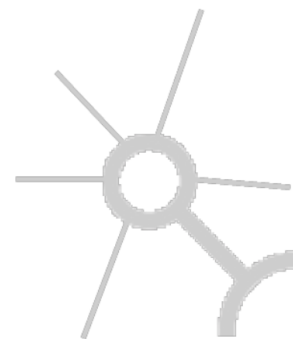
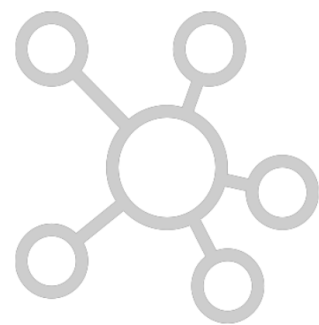
Now, look at only the visuals and explain what they mean in your own words. Then, take the words from your class materials and draw your own visuals to go along with them!

After you have compared visuals and words describing the idea you are trying to learn, it's time to start retrieving the information on your own. Work your way up to the point where you can put away your class materials and both write out the ideas in words and draw pictures, diagrams, or other graphics to go along with them.



STATION 2:

Creating mind-maps to make it stick



1.

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

2.

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

3.

Branch off

Branch of your sub topics with further detail.

Try not to fill the page with too much writing.

4.

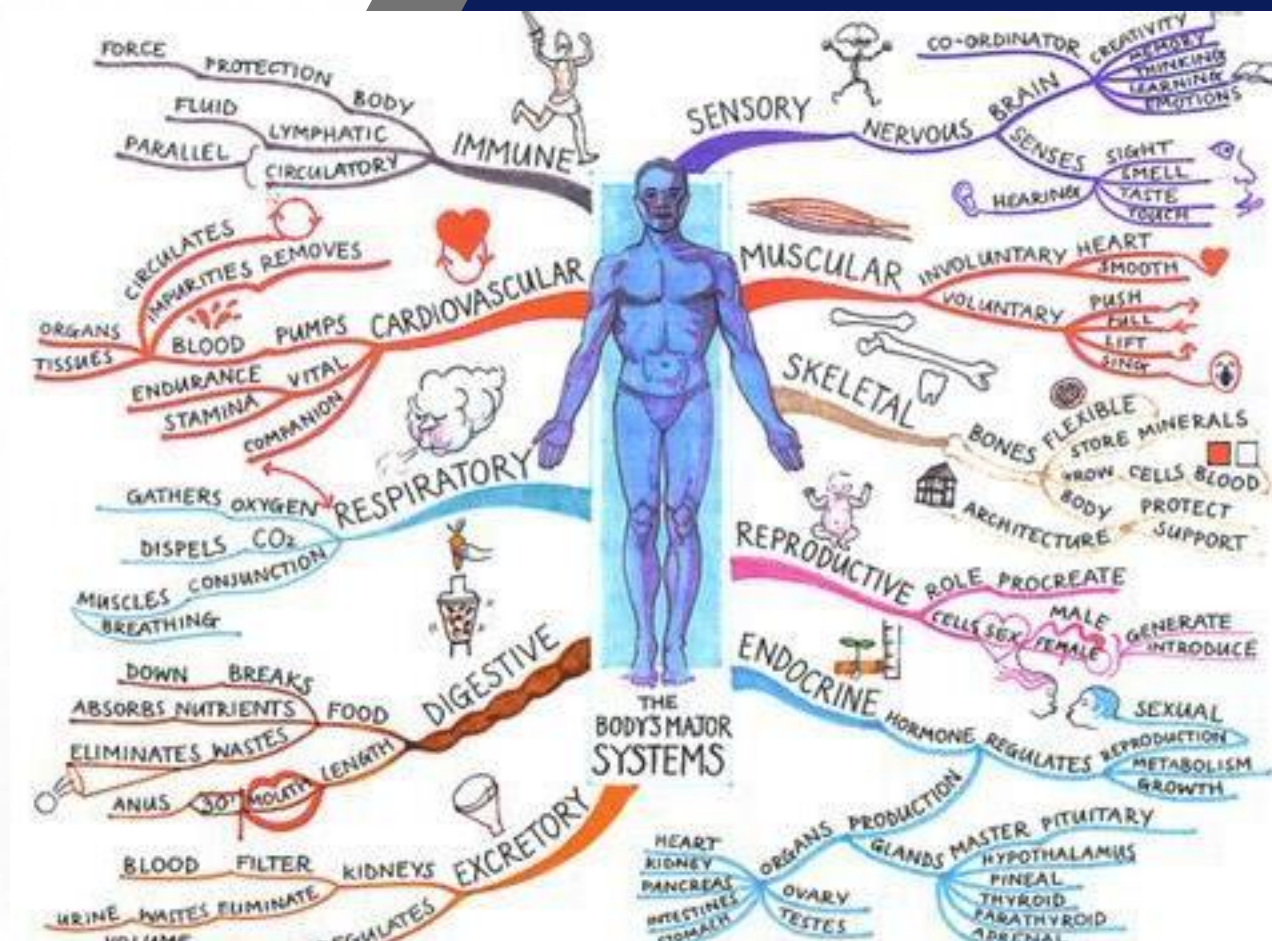
Use images & colour

Use images and colour to help topics stick into your memory.

5.

Put it somewhere visible

Place completed mind maps in places where you can see them frequently.



Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it



STATION 3:

Self-quizzing



1.

Identify knowledge

Identify knowledge/content you wish to cover.



2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)



3.

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



4.

Self mark & reflect

Go back to the content and self mark your answers in **green** pen.



5.

Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Questions

Muscles and Skeleton

1. Name the bones of the arm.
2. Name the muscles that create movement in the elbow.
3. Name the bones that articulate at the knee.
4. Name the muscles that create movement at the shoulder.
5. Name the bones in the hand and wrist.
6. Name the bone surrounding the brain.
7. Name the movements that occur at the shoulder.
8. Define what an antagonistic pair is.
9. Define a fixator.
10. Give a sporting example of extension at the knee.

Levers, Axes of Rotation and Planes

1. Describe the orientation of the Fulcrum in a 1st class lever.
2. Describe the orientation of the Fulcrum in a 2nd class lever.
3. Give a sporting example using the Fulcrum.
4. Describe where the Frontal plane is in the body.
5. Give a sporting example of movement in the Sagittal plane.
6. Describe where the Transverse plane is in the body.
7. Give a sporting example of rotation around the front axis.
8. Describe where the Longitudinal plane is in the body.
9. Give a sporting example of rotation around the transverse axis.
10. Describe the axis rotated around in a pirouette.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!



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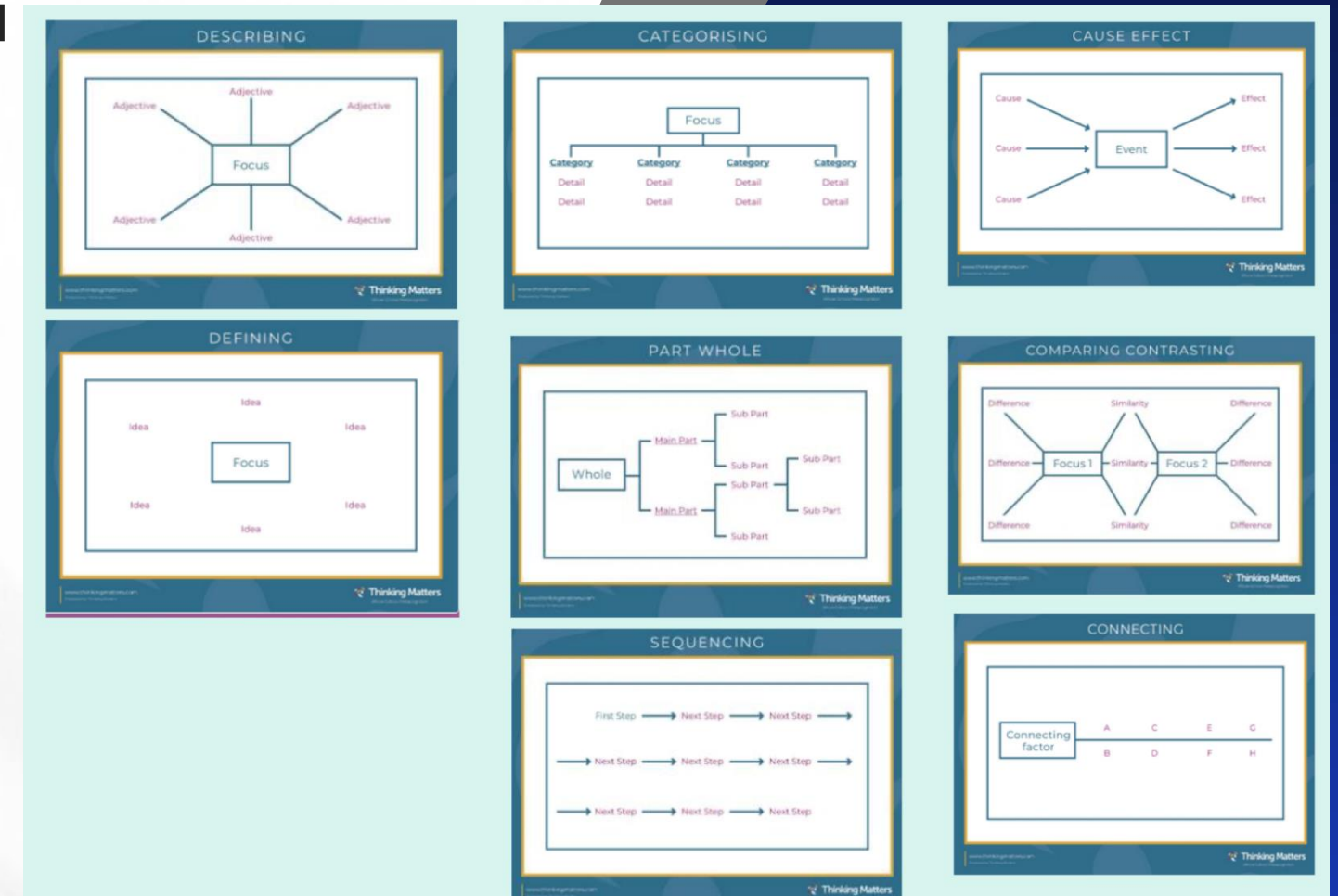
STATION 4:

Thinking frames

How can I do this in practice?

Thinking Frames are graphic organisers that allow you to visualise, reflect on and explicitly develop your thinking processes. They are sets of dual coding, graphic organisers that offer you a way to improve your knowledge recall and explicitly see, develop and reflect on your own cognitive processes.

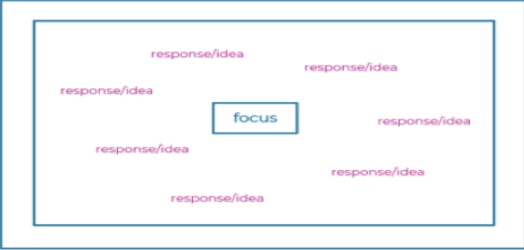
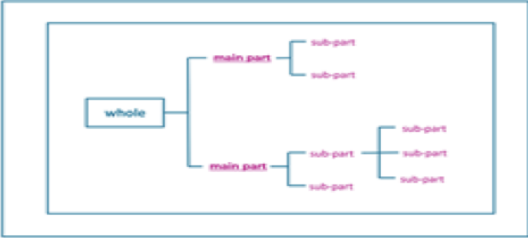
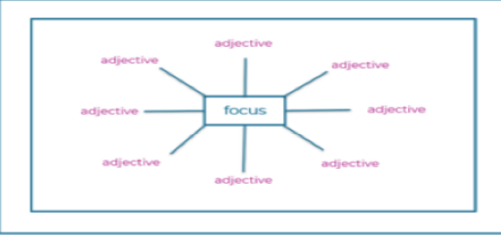
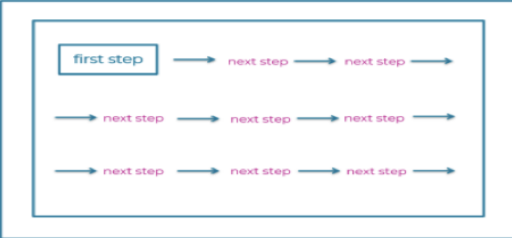
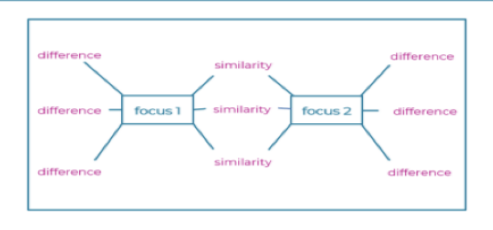
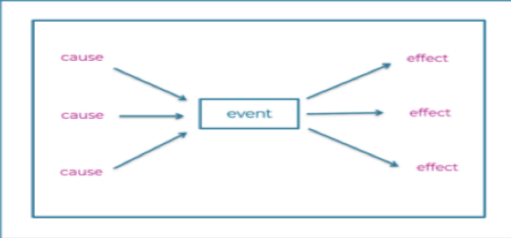
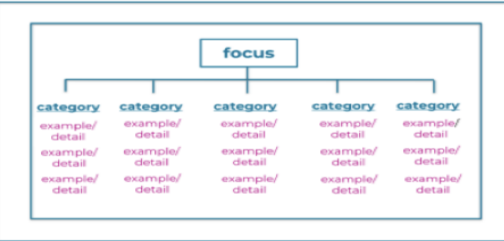
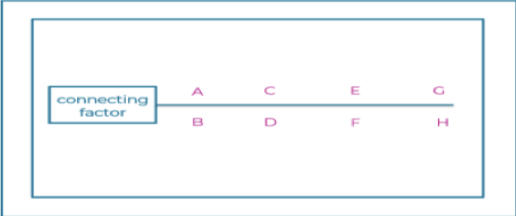
- 1. Pick a frame that suits your thinking process or suits the subject your revising. i.e GCSE PE the describing frame/ History the sequencing frame.***
- 2. Find a quiet space with your revision notes***
- 3. Write out your thinking frames and create this revision material to help you visualise and reflect on your learning.***
- 4. Keep referring back to these materials and build upon your knowledge***



STATION 4:

Thinking frames

Visual Tools for Thinking: Thinking Frames

Thinking Process and Frame	Purpose and Key Questions	Thinking Process and Frame	Purpose and Key Questions
Defining 	The Defining Frame is used for brainstorming or generating lots of ideas and thoughts. It is useful for recording prior knowledge, new knowledge and creative thoughts. <i>Tell me everything that you know about this?</i> <i>How are you defining it?</i> <i>What is your context?</i> <i>What is your frame of reference?</i>	Whole Part 	The Whole Part Frame is used for whole part thinking when de-constructing <i>concrete</i> objects. It is used most often in Science, Technology, Maths and Geography but can also be used to show the parts of large generic objects such as a building. <i>What are the parts that make up the whole object?</i> <i>Can the parts be broken down into sub-parts?</i>
Describing 	The Describing Frame is used to describe properties, elements and characteristics. It is a useful tool for enhancing students' descriptive language as it uses only adjectives or adjectival phrases. <i>How would you describe this object/idea/person?</i> <i>Which adjectives would you use?</i>	Sequencing 	The Sequencing Frame is used for any type of sequencing, such as timelines, life cycles, order, plots, story boards, processes and planning. The sequence generally moves in a left to right direction, but, where appropriate, it can be presented in a vertical or circular form, e.g. as for life cycles. <i>What is the sequence of events?</i> <i>What are the sub-stages?</i>
Compare Contrast 	The Compare Contrast Frame is used for comparing and contrasting any two objects, items, concepts or phenomena. <i>What are the similarities and differences?</i>	Cause Effect 	The Cause Effect Frame is used for exploring causal relationships, e.g. when asking for reasons why, causes, inputs, <i>or</i> outcomes, impact and implications. This frame can be used for <i>only</i> causes or <i>only</i> effects. <i>What are the causes and effects?</i>
Categorising 	The Categorising Frame is used for any type of categorising, classifying or grouping. <i>How might you group the main ideas, supporting ideas and details?</i>	Connecting 	The Connecting Frame is used for making connections and analogies or for transferring relationships. It is useful when encouraging creative thinking, linking facts and ideas, seeing relationships and similarities and drawing analogies. <i>What is the analogy being used?</i>



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