



## Approaches to Learning: Revision Skills Workshop 2024

Learning Intentions:Identify several key principles from the Science of Learning that relate to memory.Practice effective memorisation and revision techniques.

Material for this workshop has been put together with research provided by Teach Well



## Acknowledgement of Country

As members of the Merici College community we would like to acknowledge the living culture of the Ngunnawal people, the traditional custodians of this land on which we are meeting today.

We pay respect to elders past and present, and the stories that have been passed down for thousands of years to educate and inspire generations to come.

We appreciate the significance of connection to country and all that the Ngunnawal people have done to preserve the land that the foundations of Merici are built on.

We aim to strive for reconciliation and justice in all we do, say and are as a Merici College community and beyond.





Image: (Cross at Merici College)



## What is learning?

# A change in long-term memory.

## A simple model of cognition



Unless the cognitive conditions are right, people will avoid thinking.

Students who make frequent responses during a lesson learn more than students who are passive observers.

Students learn new ideas in relation to ideas they already know.

Regular review is critical for moving information to **long-term memory** which reduces the burden on **working memory**.

## Try to remember the following letters:

![](_page_5_Picture_1.jpeg)

## Y-M-R-E-O-M

Now try to remember the following:

## M-E-M-O-R-Y

## Ebbinghaus' Forgetting Curve

![](_page_6_Picture_1.jpeg)

![](_page_6_Figure_2.jpeg)

## Retrieval Practice

Empowering Independence

**Retrieval practice** is any activity in which a person tries to actively recall previously studied information. Examples include:

- Practice quizzes in which students answer questions.
- Reading a few pages from a text and then trying to recall the information without looking back at the book.
- Taking a few minutes at the end of class to write down the major ideas from lecture without looking at notes.
- Covering up class notes and then trying to recall the information.
- Study group members ask and answer one another's questions.

## Interleaving practice

![](_page_8_Picture_1.jpeg)

### **Interleaving** is the practice of arranging questions in a way that students use **different strategies** to solve each consecutive question.

It is more effective than blocked practice alone.

![](_page_8_Figure_4.jpeg)

Image: Teach Well, 2022

## Blocked Practice

**Blocked** practice consists of problems that can be solved by the same strategy, which usually lets students know the strategy for each problem before they even read it.

Day 1 Q1: Subtraction Q2: Subtraction Q3: Subtraction **Q4:** Subtraction Q5: Subtraction **Q6:** Subtraction Q7: Subtraction Q8: Subtraction Q9: Subtraction

Day 2 Q1: Addition Q2: Addition Q3: Addition Q4: Addition Q5: Addition Q5: Addition Q7: Addition Q8: Addition Q9: Addition

Day 3 Q1: Multiplication Q2: Multiplication Q3: Multiplication Q4: Multiplication Q5: Multiplication Q6: Multiplication Q7: Multiplication **Q8: Multiplication** Q9: Multiplication

![](_page_9_Picture_5.jpeg)

Image: Teach Well, 2022

## Interleaving practice

### In **interleaving** practice, consecutive problems cannot be solved by the same strategy.

It forces students to choose a strategy on the basis of the problem itself, rather than by following the same strategy as used in the previous question. Day 1 Q1: Subtraction Q2: Addition Q3: Subtraction Q4: Addition Q5: Multiplication Q6: Subtraction Q7: Multiplication Q8: Addition Q9: Multiplication Day 2 Q1: Addition Q2: Subtraction Q3: Addition Q4: Multiplication Q5: Subtraction Q6: Multiplication Q7: Subtraction Q8: Addition Q9: Multiplication

![](_page_10_Picture_5.jpeg)

Q8: Addition Q9: Subtraction

Day 3

Q1: Multiplication

Q2: Addition

Q3: Subtraction

04: Addition

Q5: Multiplication

Q6: Subtraction

Q7: Multiplication

Image: Teach Well, 2022

## What is the difference?

![](_page_11_Picture_1.jpeg)

### **Blocked Practice**

Day 1

Q1: Subtraction

Q2: Subtraction

**Q3:** Subtraction

**Q4:** Subtraction

Q5: Subtraction

**O6:** Subtraction

**O7:** Subtraction

**Q8: Subtraction** 

**O9:** Subtraction

### **Spaced Practice**

Day 2 Day 3 **O1: Addition** Q1: Multiplication Q2: Addition Q2: Multiplication Q3: Addition **Q3: Multiplication** Q4: Addition Q4: Multiplication Q5: Addition Q5: Multiplication **Q6: Addition O6:** Multiplication **Q7: Addition** Q7: Multiplication Q8: Multiplication **O8: Addition 09: Addition O9: Multiplication** 

Day 1 Day 2 Q1: Subtraction **Q1: Addition** Q2: Subtraction Q2: Addition Q3: Subtraction Q3: Addition O4: Addition Q4: Multiplication O5: Addition Q5: Multiplication **O6: Addition 06:** Multiplication Q7: Multiplication 07: Subtraction Q8: Multiplication **O8:** Subtraction Q9: Multiplication Q9: Subtraction

Day 3 Q1: Multiplication Q2: Multiplication Q3: Multiplication Q3: Multiplication Q4: Subtraction Q5: Subtraction Q6: Subtraction Q7: Addition Q8: Addition Q9: Addition

### **Interleaved Practice**

Day 1 Day 2 Q1: Subtraction Q1: Addition Q2: Addition **O2:** Subtraction Q3: Subtraction Q3: Addition **Q4: Addition** Q4: Multiplication **Q5: Multiplication** Q5: Subtraction Q6: Subtraction Q6: Multiplication Q7: Subtraction Q7: Multiplication Q8: Addition Q8: Addition **Q9: Multiplication Q9: Multiplication** 

Day 3 Q1: Multiplication Q2: Addition Q3: Subtraction Q4: Addition Q5: Multiplication Q6: Subtraction Q7: Multiplication Q8: Addition Q9: Subtraction

Image: Teach Well, 2022

In a study by Rohrer et. AI (2019), the group studying with interleaved questions outscored the group studying with blocked questions, 61% to 38%, respectively.

### Levels of Processing

**Shallow processing** focuses on **meaningless aspects** of information – Memorising definitions or mindlessly re-reading notes.

**Deep processing** focuses on **subjective meaning** – relating new information to prior knowledge or making information personally meaningful.

### **Principles for Achieving Deep Processing:**

- Elaboration how does this concept relate to other concepts?
- **Distinctiveness** how is this concept **different** from other concepts?
- Personal how can I relate this concept to my personal experience?
- Appropriate to retrieval and application how am I expected to use this concept?

![](_page_12_Picture_8.jpeg)

## What helps learning?

![](_page_13_Picture_1.jpeg)

### Things that do <u>not</u> help learning Things that do help learning

- Motivation to learn
- Amount of time
- Learning styles
- Amount of time studying with shallow processing
- 'Multitasking'

- Minimising distractions, maximising focus
- Practicing retrieval and application
- Deep, appropriate processing of critical concepts
- Developing accurate metacognition

## What helps learning?

![](_page_14_Picture_1.jpeg)

![](_page_14_Figure_2.jpeg)

### Activity:

In table groups, you will move around the room to visit different 'stations' to practice some review and recall techniques.

We may run out of time for you to complete every technique, however, all materials will be sent out to you.

Stations 1 + 9: Active Reading & Asking Questions
Stations 2 + 10: Revision Cards / Flash Cards
Stations 3 + 11: Look say cover write check
Stations 4 + 12: Explaining a process
Stations 5 + 13: Colour, Sign, Image
Stations 6 + 14: Maps / diagrams from memory
Stations 7 + 15: Cornell Notes and Notetaking Skills
Stations 8 + 16: Using mini whiteboards to test

![](_page_15_Picture_4.jpeg)

## Station 1: Active Reading & Asking Questions

- When you are reading a document/ text in detail, it often helps if you underline and annotate it as you go on.
- This emphasises information in your mind and helps you to review important points later.
- <u>Highlighting is overused</u> encourage **underlining** with pen/pencil instead to reduce the loss of thought when switching between pen and highlighter. (The Writing Revolution, Hochman, Wexler, p55).

![](_page_16_Figure_4.jpeg)

Rickard, G. Phillips, G. Monckton, S. Roberson, P. (2006) Science Dimensions 1. Melbourne: Pearson Education Australia.

![](_page_16_Picture_6.jpeg)

#### Question Words / Interrogatives

#### What Where When Who How Why

Annotate the textbook by **asking questions** and **underlining key points**.

![](_page_17_Figure_3.jpeg)

the basis for classification. Structural features of animals as how they are physically made up. If animals have been grouped together it means that they have a common structure, sharing certain features. For example, all birds have wings and feathers. The main structural feature used for the classification of animals is whether they are vertebrates with a backbone or invertebrates with no backbone. The study of animals is called **zoology**.

![](_page_17_Figure_6.jpeg)

#### Vertebrates

The members of the phylum Chordata are called **chordates**. These are animals that at some time in their development had a stiff cord (called a **notochord**) running down their backs. Vertebrates developed a backbone around this notochord and therefore all belong to the phylum Chordata. There are five major classes of vertebrates—amphibians, reptiles, birds, mammals and fish.

#### Amphibians

Amphibians have two stages to their life: many live their early life completely under water and the rest of their lives breathing above water. The best-known example of this two-stage life is the frog, which starts life as a tadpole with gills and slowly changes into an adult frog with lungs.

- Their class, Amphibia, means 'double-life' in Greek (amphis = double + bios = life).
- Amphibians have a thin skin that would dry out if they did not live in a damp area.
- They do not have scales and they don't have claws.
- They need to go back to water to reproduce, because their eggs do not have a waterproof coat, and this is where their young will begin life.
- Amphibians get their heat from their surroundings, making them ectotherms.

![](_page_17_Picture_18.jpeg)

![](_page_17_Picture_19.jpeg)

![](_page_17_Picture_20.jpeg)

Fig 6.3.2 From egg to tadpole to frog.

Amphibians have flatter corneas than humans do—this enables them to focus both in and out of water

![](_page_17_Figure_23.jpeg)

Reptiles

Reptiles have lungs and dry scales, and lay soft, leathery, waterproof eggs.

Snakes, lizards, tortoises, turtles, crocodiles and alligators are all reptiles.

- Reptiles form the class Reptilia (*repere* = to creep, in Latin). The scales of reptiles are very close together, making their skin waterproof.
- Reptiles are ectotherms. By laying in the sun, their body temperature can become as high as our own but, unlike us, they cannot retain this heat. This is why they are not very active in cold weather.

Science Snippet Fossils

Fossils have been found in Australia of a species of goanna that was over 6 metres long. This is more than twice the size of the Largest living goanna, the Komodo dragon, which lives on Komodo Island in Indented types.

 Some of Australia's most dangerous animals are reptiles. The estuarine crocodile (sometimes known incorrectly as the saltwater crocodile, or 'salty') is rightly called a man-eater. Snakes, such as the death adder, taipan, brown snake and tiger snake, can kill in a very short space of time.

Rickard, G. Phillips, G. Monckton, S. Roberson, P. (2006) Science Dimensions 1. Melbourne:Pearson Education Australia.

![](_page_17_Picture_33.jpeg)

not able to focus below

the water, so how do

amphibians manage to

see things both above and

below water? The answer

is that most of them

have flattened corneas.

This flat cornea doesn't really do much either in

air or water, so vision is

much the same. Humans

have rounded corneas.

which give us good

vision in air-better than

amphibians-but terrible

in water. Amphibians can

focus in air and water, but

their side vision isn't

very good.

![](_page_18_Figure_0.jpeg)

Rickard, G. Phillips, G. Monckton, S. Roberson, P. (2006) Science Dimensions 1. Melbourne: Pearson Education Australia.

not able to focus below the water, so how do amphibians manage to see things both above and below water? The answer is that most of them have flattened corneas. This flat cornea doesn't really do much either in air or water, so vision is much the same. Humans have rounded corneas. which give us good vision in air-better than amphibians-but terrible in water. Amphibians can focus in air and water, but their side vision isn't

### Station 1: Active Reading & Asking Questions

## Empowering Independence

## Command terms to help with forming questions and elaborating:

Key Term	Definition
Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Describe	Give a detailed account or picture of a situation, event, pattern or process
Evaluate	Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.
Explain	Give a detailed account including reasons or causes.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Justify	Give valid reasons or evidence to support an answer or conclusion
Predict	Give an expected result of an upcoming action or event

## Station 2: Revision Cards / Flash Cards

1. Write the following on each of your flash cards. One side put the question or key term, the other side put the answer or definition.

![](_page_20_Picture_2.jpeg)

What is Otzi?- Ötzi is a mummy found by hikers in a glacier high in the Mountains overlooking the Ötz Valley, which borders Austria and Italy.

How old is Otzi? - 5,300 years old.

How do we know how old Otzi is? Because of carbon dating. This is a process where scientists analyse the level of carbon in a body, fossil or dead plant. Less carbon means a specimen is older, as living things are constantly replenishing carbon by eating and breathing.

What are some theories about how Otzi died? Robbery, Died in Battle, Assassination, Ritual Sacrifice, Accident

2. Now spend 1 minute saying the question and answer out loud to try to memorise it.

3. Review and recall – Person 1 holds the cards and shows the other person the question or definition (one at a time). Person 2 has to recall the correct answer. If the answer is correct, the card can go in one pile, if incorrect, put to the back of the stack, and keep going until all the cards are in the 'correct' pile. Then, repeat until you can verbally recall all definitions and words correctly. You should aim to get the answer correct 3-4 times before removing it from the pack of cards.

<u>https://www.youtube.com/watch?v=e7DrQNX-ABA</u> a good link to show you about this technique.

## Station 2: Revision Cards / Flash Cards

### **Effective Use of Flashcards:**

- Get it right more than once It is important to leave each card in the deck until you have recalled each term or concept correctly three or four times over the course of a few days/weeks.
  - Create your flashcards as you are learning the content and revise them regularly – don't wait until the end!
  - Use the same idea with your notes use a card to cover your notes and then write down what you remember about the concept before checking your notes again.
  - You can use digital options like Quizlet too!

![](_page_21_Picture_6.jpeg)

![](_page_21_Picture_7.jpeg)

## Station 3: Look say cover write check

LOOK AND SAY ALOUD, COVER THIS COLUMN	WRITE	CHECK	WRITE	CHECK
		V X		V X
MOLECULE - A larger particle formed by the chemical combination of two or more atoms.				
ACID- A chemical substance having a pH of less than 7.				
NEUTRALISATION - a chemical reaction where an acid and a base react to form a salt.				
DILUTE - Make (a liquid) thinner or weaker by adding water or another solvent to it.				
ATOM - The smallest particle of a substance which can have its own characteristic properties AND cannot be split into simpler substances.				

![](_page_22_Picture_2.jpeg)

## Station 4: Explaining a process – using graphic organisers

MERICI MERICI Supervised Empowering Independence

In the envelop are statements that explain how deforestation can be a cause of flooding. Put them in the correct order to explain this process.

Next - Have a go at using the textbook to create a flow diagram to explain a process. This can be done at home with explanatory type texts.

## Try it yourself: Text-book extract on Nutrient Cycle

The tropical rainforest is an important part of the water cycle near the Equator. Without the forest, which returns moisture to the atmosphere, the climate would become much drier.

Apart from water, the trees in the forest also contain a large store of **nutrients**. These are the foods which plants draw up from the soil through their roots. Beneath the rainforest the soil contains few nutrients. Most of the nutrients in the rainforest ecosystem are held within the trees themselves. When leaves fall from the trees, or the plants die, they quickly decompose (break down) in the heat to form a layer of humus above the soil. Nutrients are washed into the soil and are quickly taken up again by the trees. As long as this nutrient cycle remains unbroken, the forest continues to thrive.

Source: (Earthworks 2 Widdowson, 1999)

![](_page_23_Picture_9.jpeg)

## Station 4: Explaining a process – using graphic organisers

Deforestation (cutting down and removal of trees) occurs.

Houses are built in areas that used to be forested.

Heavy precipitation (rainfall) occurs in that area

but there are fewer trees to intercept the water

so there is more surface run off.

There is less infiltration (water going into the ground) because there are fewer trees to slow the water.

Therefore, water gets to the river more quickly and increases the chance of flooding.

You now have created a flow diagram essentially that breaks up the text to explain a process. Changing the format of texts can help to improve understanding.

Students often stop at a basic statement when answering questions. They feel they have given an answer so don't expand. This can result in low grades if an explanation was asked for rather than 'identify'

Students need the last box, as it links back to the question or beginning. This is often missing in student responses.

## Station 5: Colour, Sign, Image

For a piece of text you can ask students to choose a colour, sign and image to represent the text. They then have to explain why they have chosen these things. This can help with remembering the key aspects of the text. For example, if trying to represent a Levee (a type of flood protection) I may choose the colour blue as it reminds me of water flowing, I may choose a bump like this \_\_\_\_\_ as my sign as it represents blocking something completely, and as my image I may choose a poorer country in the countryside with lots of people helping to build this, as this often is used in areas with less money for flood protection.

![](_page_25_Picture_2.jpeg)

Text: 1 Example

![](_page_25_Picture_4.jpeg)

A levee is a raised embankment. It helps to prevent flooding of the land next to the river; however, they also confine the flow of the river, resulting in higher and faster water flow. Levees can be mainly found along the sea, where dunes are not strong enough, along rivers for protection against high-floods.

Image: (Uttom, 2015)

## Station 5: Colour, Sign, Image

![](_page_26_Picture_1.jpeg)

What colour would you use to represent 'Food Waste'? (and why).

What sign / symbol would you use to represent food waste? (and why)

What image would you select and why?

#### Text to use:

### Defining Food Waste:

When any food that could have been eaten by people is wasted or thrown away. Food is wasted every day along the whole food supply chain: from when its grown, during transportation, in the packing and manufacturing process, at the supermarkets and above all, in our homes.

## Station 6: Maps / diagrams from memory

• Look at the diagram - you have 1 minute to memorise it. Then cover it.

![](_page_27_Figure_2.jpeg)

• You have 2 minutes to accurately recall as much as you can and draw it from memory. Now look at the diagram again and check how accurate you were. Keep doing it until you get a completely accurate copy of the diagram.

![](_page_27_Picture_4.jpeg)

## Station 6: Maps / diagrams from memory

![](_page_28_Figure_1.jpeg)

![](_page_28_Picture_2.jpeg)

- 1. Send one person to look for 30 seconds at the picture and then come back and start drawing.
- 2. Person 2 goes next and spends 30 seconds they can add more labels to the diagram person 1 started.
- 3. Person 3 etc.
- 4. At the end, all people individually try to re-draw the whole diagram.

![](_page_28_Picture_7.jpeg)

## Station 7: Cornell Notes and Notetaking Skills

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The use of **symbols** can support more efficient, and memorable notes.

These can be combined with notes templates such as **Cornell notes**.

![](_page_29_Picture_4.jpeg)

![](_page_29_Picture_5.jpeg)

## Station 7: Cornell Notes and Notetaking Skills

Use ..... To indicate notes.

Use \_\_\_\_\_\_to indicate full sentences.

### The equals sign

Use "=" when something is the same as, means that, or is equal to.

### Example:

Anna Masters is a Principal at Merici College

Anna Masters = Principal at Merici College

### The side arrow

Use "->" for leads to or results in, or to show cause and effect. Example:

Fern gets upset, so her father lets her keep Wilbur.

Fern gets upset  $\rightarrow$  father lets her keep Wilbur

### The plus sign

Use "+" or "&" instead of the word and **Example:** Mrs Barry is a kind and supportive teacher. Mrs Barry = kind + supportive teacher

### Ocean acidification

Ocean acidification is a term used to describe the change in water chemistry caused when the carbon dioxide we pump into the atmosphere is absorbed into the ocean. The extra carbon dioxide in the water makes it more acidic. Ocean acidification can have dire consequences for a coral reef.

As carbon dioxide is absorbed into the ocean, it reduces the amount of carbonate (a kind of salt) in the water. Marine animals need this carbonate to make their shells and skeletons. Reef-building animals such as coral polyps then use these shells and skeletons to create a reef. With fewer shells and skeletons available, construction of the reef is seriously limited. Over the long term, ocean acidification is expected to be the greatest challenge facing the Great Barrier Reef.

Source: (Easton, 2014)

Station 8: Using mini whiteboards to test Have a practice: Which of the following are correct? Select all that apply.

![](_page_31_Picture_1.jpeg)

a) Merici College is an all-girls Catholic School.

- b) Merici College does not have students who are non-Catholic.
- c) Merici College is the only Catholic school in Canberra.
- d) Merici College's Principal is Anna Masters.
- e) Merici College is the only All Girls Catholic school in Canberra.

## Station 8: Using mini whiteboards to test

- Using questions to test knowledge can help with recall.
- **Person 1:** Read the textbook page to 'learn' the content.
- **Person 2:** Use the textbook pages to construct a multiple-choice question, with more than one correct answer.

### Practice:

Ask students to write the correct letters to the questions on the whiteboard and show you. Confirm as accurate or correct the response.

![](_page_32_Picture_6.jpeg)

### Example:

Which of the following statements is true?

- a) Water moves around the water cycle on Earth, so it can be considered renewable.
- b) Once water runs out, there will be none left on Earth
- c) Water is only non-renewable until it rains
- d) If a place gets too little water or uses it too quickly, the water is considered non-renewable in that area

![](_page_33_Picture_0.jpeg)

## Tips for effective study

![](_page_34_Picture_0.jpeg)

![](_page_34_Picture_1.jpeg)

![](_page_34_Picture_2.jpeg)

![](_page_34_Picture_3.jpeg)

![](_page_34_Picture_4.jpeg)

## What are useful revision tools?

![](_page_34_Picture_6.jpeg)

![](_page_34_Picture_7.jpeg)

![](_page_34_Picture_8.jpeg)

![](_page_35_Picture_0.jpeg)

![](_page_35_Picture_1.jpeg)

## Find a quiet place to study and eliminate distractions

## Is it ok to listen to music while you study?

![](_page_36_Picture_1.jpeg)

![](_page_36_Picture_2.jpeg)

https://www.youtube.com/watch?v=or kVFjy43R0

## Write your notes instead of typing

Changing the format dot points to paragraph, flow chart, etc.

![](_page_37_Picture_2.jpeg)

## Testing - Reviewing

The only way you would know for sure if your revision is working is to test yourself – ideally under 'test' conditions.

### How can you do this?

- Pair testing question and answer
- Practice questions
- Online quizzes
- Self-testing
- Group quizzes

### Get your parents, friends or siblings to help test you.

![](_page_38_Picture_9.jpeg)

![](_page_38_Picture_10.jpeg)

## Avoiding Procrastination

![](_page_39_Picture_1.jpeg)

![](_page_39_Picture_2.jpeg)

(Dan Willingham, 2023)

https://www.youtube.com/watch?v=JmhYnvm0kPg

## Pomodoro Technique

The pomodoro technique is a way to structure longer study sessions to help keep you motivated and on task by setting focused work sessions with planned breaks.

![](_page_40_Figure_2.jpeg)

![](_page_40_Picture_3.jpeg)

Image: Pacific Vocational College, 2017

## Create a One Minute To-Do List

Linenberger (2017) suggested creating a 'One Minute To-Do List' to avoid procrastination and clear your mind.

![](_page_41_Picture_2.jpeg)

Doing a 'brain dump' of the tasks to be completed can be helpful in getting started.

**Critical Now** (List anything on your mind that you know is absolutely due today – 20 seconds)

**Opportunity Now** (List here those tasks that, though not urgently due now, you would work on now if you had the opportunity. Include things that may be due tomorrow, or later this week, or even as far out as ten days – 20 seconds).

**Over-the-Horizon** (Write down here anything on your mind that can wait ten days or more for you to get to – 20 seconds).

Revision Planner – Daily

Day	Date	Topic and Subject	Activity	Session 1	Session 2
Monday		Geography - rivers	3.30-4.30	Keyterms	Explaining infiltration
			4.30-5.30	Dinner	
			5.30-6.30	Homework - English	
		Maths	6.30-7.30	Simple Algebra	Angles
			7.30-8.30	Amazing race asia	
			8.30-9.30	Homework - Science	
			9.30-10.30	Reading – family time	
			10.30-11.00		
Day	Date	Topic and Subject	Activity	Session 1	Session 2
Tuesday			3.30-4.30	Play	
		English	4.30-5.30	Persuasive writing features	Descriptive writing
			5.30-6.30	Homework - Geography	
			6.30-7.30	Dinner	
		History	7.30-8.30	WW2	WW1
			8.30-9.30	Homework - English	Homework maths
		Science	9.30-10.30	Parts of the blood system	
			10.30-11.00		
Day	Date	Topic and Subject	Activity	Session 1	Session 2
Wednesday			3.30-4.30		
			4.30-5.30		
			5.30-6.30		
			6.30-7.30		
			7.30-8.30		
			8.30-9.30		
			9.30-10.30		
			10.30-11.00		
Deve	Dete	Tentened Cubinst	A - 12 - 21 - 2		

Example of a spaced or interleaved practice template. You can use this to plan out review of the topic. Using text-book chapters is a good way to plan out what to review.

Subject: To	pic:									200	ELITAS
Topic for Review	Week	1	2	3	4	5	6	7	8	9	10
Example: Describe techniques to so pure substances from mixtures.	eparate		Х		Х			Х			
L		1	1	1	1	1	1	1	1	1	1

Example of a revision planner. Note how it is plans in breaks and family commitments. Also still allocating homework time for tasks that have come up over the week. The revision slots can be broken into specific topic areas or just time for review generally, e.g. English.

## Exit Ticket:

No need to put names on it.

- 1. What did you find useful?
- 2. What would you like to see more of? (either on this topic or another workshop topic)
- 3. What didn't work so well (either about the content or the practical set up e.g. time, length)
- 4. Any other comments.

We will share a folder with research and resources for you to access.

![](_page_43_Picture_7.jpeg)