

**YEAR 11 (2024/2025)**  
**GCSE Motivate**

<b>Name</b>	
<b>Tutor Group</b>	

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## Building Good Habits - Mission to Medal

- Complete the blank timetable to record what you currently do with your time e.g. hobbies, family time etc. to find slots for your 'missions' that work for them. Follow the example on the presentation.
- Make a list of the different subjects you need to revise for so you know what to include in your revision timetable.
- For five of the seven days, set yourself a *mission* to complete a **minimum** of 60 minutes of revision.
- For the same five days, set aside a *medal* to be awarded on completion of the mission

### Spaced practice

We'd like to introduce you to spaced practice. We're talking about planning your study sessions in advance and spacing them out into manageable chunks.

Instead of cramming all your studying into one very stressful last-minute study session, you should plan several, shorter study sessions over the weeks and months leading up to your exams or throughout your learning, creating smaller study pockets to study the same material. This approach not only has the benefit of being way less stressful, but it also lets you keep your knowledge up-to-date by revising the material as you go.

By using the spaced technique, you will hopefully remember the material better. This is because when you're exposed to information at different points in time and in different situations, the information usually sticks better in your memory. For example, you probably can't get that annoying advert jingle out of your head because you've seen it so many times spaced over many weeks. So, why not use this effect to boost your study routine?

	Before school (7am-8:30)	During school (8:40am-3:10pm)	After school (4pm- 6pm)	Evening (6:30- 9:30)
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

## Session 2: Back to Basics

Welcome back to Year 11.

This year will be a Year that you grow as a person, develop new skills that will help you in the next chapter of your life.

There will be emotions that appear during this year however all these emotions are manageable with the support of your tutors, teachers, friends and family. We need to go back to basics and make sure that we have a calm environment to work in when we are at home.

Can you recall what teachers told you about mastering the basics last year? Write down what you think the basics are to a calm revision environment.

1 -

2 -

3 -

4 -

5 -

6 -

## **Session 4 - Time to reflect**

This is an ideal opportunity to reflect on the time you have and the way you're using it. Have a look at the questions that follow and see if they help you make some decisions about how to change your week:

**How much of your time is spent doing things you have to do?**

**How much of your time is spent doing things you want to do?**

**If you had more time, what would you add?**

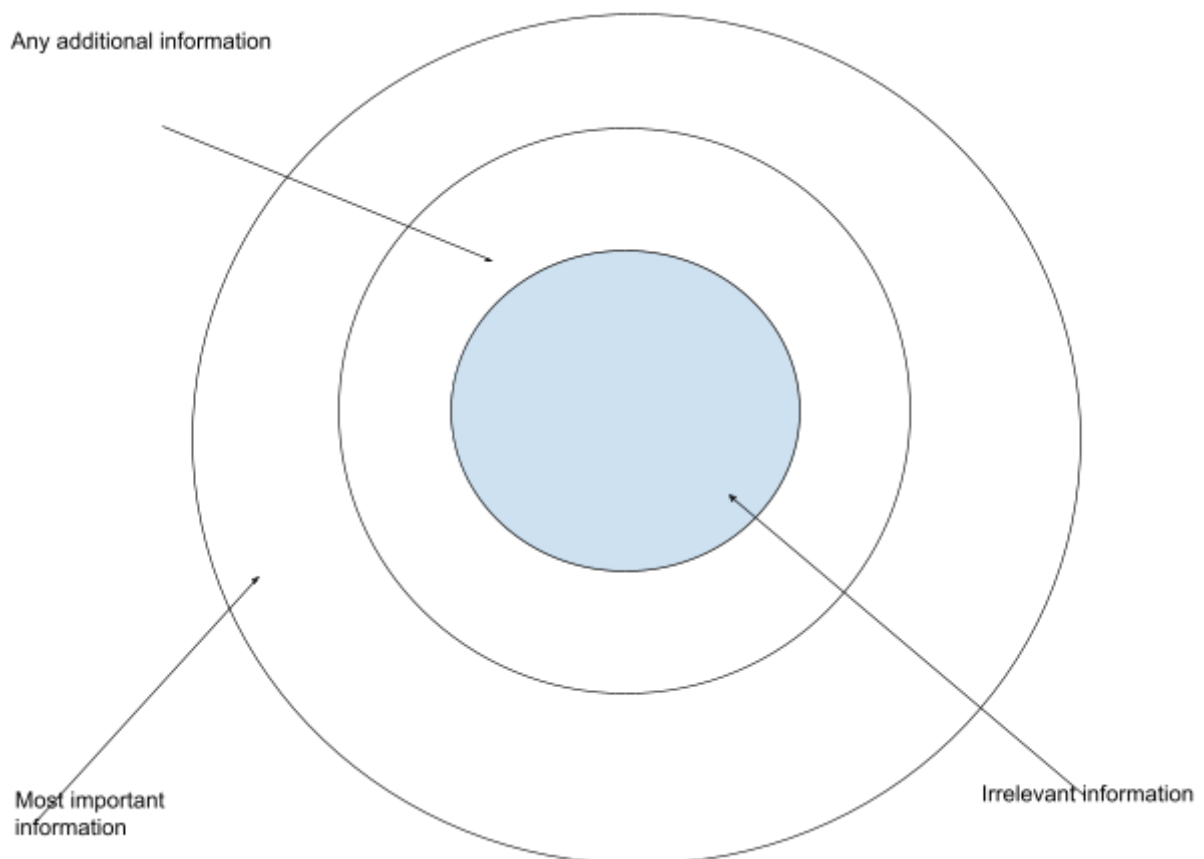
**If you had to pick one thing you were 'doing too much of', what would it be? Have you got enough time for rest/sleep/friends etc.?**

## Session 5 : Zone of Relevance

### Activity :

Below is a version of the Zone of Relevance. The idea behind this is that you can recognise what information is relevant for a specific exam question and essential to achieve exam marks. It also helps you prioritise information.

This task is there to support you to understand what you should and should not include in your answers. This will highlight what information is irrelevant to that specific question to prevent common mistakes being made.



**Activity :** Write down an exam Question at the top of the Zone of Relevance. From there in the centre you write down what is irrelevant for this specific question. On the outer ring you write down all the important and relevant notes relating to the question. In the inner ring you write down anything else you may think is important. This will help you prioritise tasks and what needs to go into exam questions.

Example:

How does Stevenson present Mr Hyde to be an evil, unforgiving criminal?

Important info - Think about the key words in the question ('evil', 'unforgiving', 'criminal').

- Think about this extract – how is Hyde evil in this section? Highlight some key points.
- Think about the entire novel.

**Activity :** Repeat the process for another exam question.



## **Sleep Hygiene**

**How much sleep do you get during the evening?**

**What is your sleep routine, write down all activities you do before bed.**

**How refreshed do you feel when you get up?**

**How many of the following do you do before bed**

**Use your smartphone**

**Have caffeinated beverages before bed**

**Eat large meals.**

**Circle the ones you do, add anything else to the list that is part of your routine.**

## **Session 6:**

### **Activity: Bad Reviser vs Good Reviser**

Put these statements into the good reviser or bad reviser column.

- Does thirty minute revision sessions then has a short break.
- Has social media in the background.
- Does not plan their revision.
- Draws pictures to help memory.
- Has a special place to revise.
- Takes a blank piece of paper and tries to recall information for a topic.
- Revisers while playing on their console.
- Uses a revision timetable.
- Has their phone on silent.
- Uses highlighter to highlight a lot of the information.
- Watch Youtube revision videos while doing other things.
- Times their revision sessions.
- Uses flashcards.
- Cramming information.

Good Reviser	Bad Reviser

## **Session 7:**

### **Fight or Flight**

Instead of escaping, challenge yourself to gradually increase how long you stay in a situation that makes you anxious. Or if you are avoiding situations, challenge yourself to take tiny steps toward being in an anxious situation.

1. List all the situations you avoid, or escape from, in the table below.

For each one rate how distressed they make you feel from 0 (no distress) to 10 (maximum distress). Make sure you include everything, including the things that are just a little bit distressing as they are going to help you overcome the bigger things.

Use the table below to help you with this activity.

Situation	Level of stress (0-10)

Here is an example below. This person's least distressing situation was going to the cinema with friends (though that still did cause them distress and anxiety). In order to achieve their goal, they started with a small challenge first such as

spending time with family. Once they'd completed that challenge, and recorded their anxiety before and after – which had reduced, they then moved onto the next challenge (get ready and do some physical activity). They continued completing each challenge, until they finally were able to 'go to the cinema with friends'.

Situation	Anxiety before	Anxiety after
Go to cinema with friends	9	5
Meet friends in town for an hour	9	6
Get ready and do some physical activity	9	7
Spend time with the family	9	7

Achieving your goals challenge.

Situation	Stress before.	Stress after

## **Tips to help revision in tutor time:**

### **Do a strengths and weaknesses audit**

Once you've got the exam specifications printed out, get your tutees to go through them line by line to identify what they know really well, what they need to brush up on and what is a true gap in their knowledge and understanding.

### **Focus on metacognition**

Students start thinking about learning activities that they do both in class and at home, on their own, which they find very helpful for their learning, and also things that don't work for them.

### **Teach each other**

In tutor time is a great time to pair students up with someone else doing one of the same subjects as them to teach and test each other.

### **Teach tips on how to manage anxiety**

There are some students in your tutor group who will get closer and closer to breaking point every time you mention, for the benefit of some of the others, exactly how few days there are left until their exams.

For the benefit of these students, use tutor time to teach them techniques to manage their anxiety. My two top suggestions are:

- 5-2-7 breathing – breathe in for the count of five, hold the breath for the count of two and then breathe out for the count of seven. Repeat at least three times, or until you feel calm and in control.