



The Revision Strategies you can use at anytime



Warm Ups – Preparing Students for Learning

Quick fire questions, with
one word answers.
Use their revision guides or
cards



What's the Answer?

{Insert key question here}

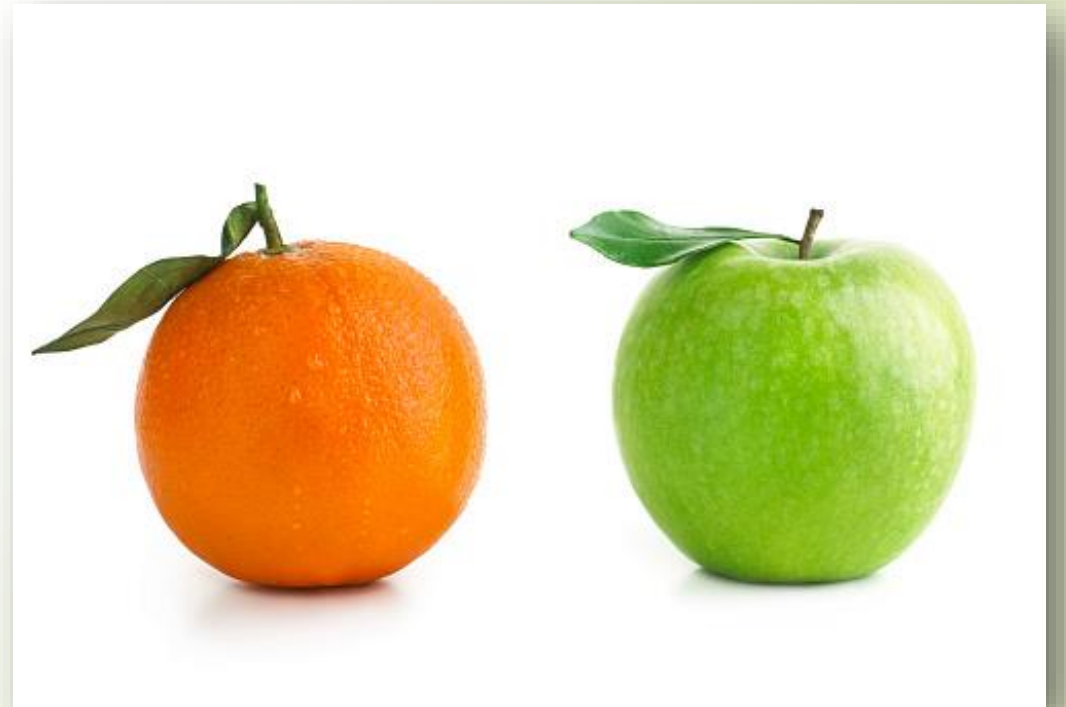
You have two minutes to discuss your answer to this question with your partner.

This is a great strategy when working in groups



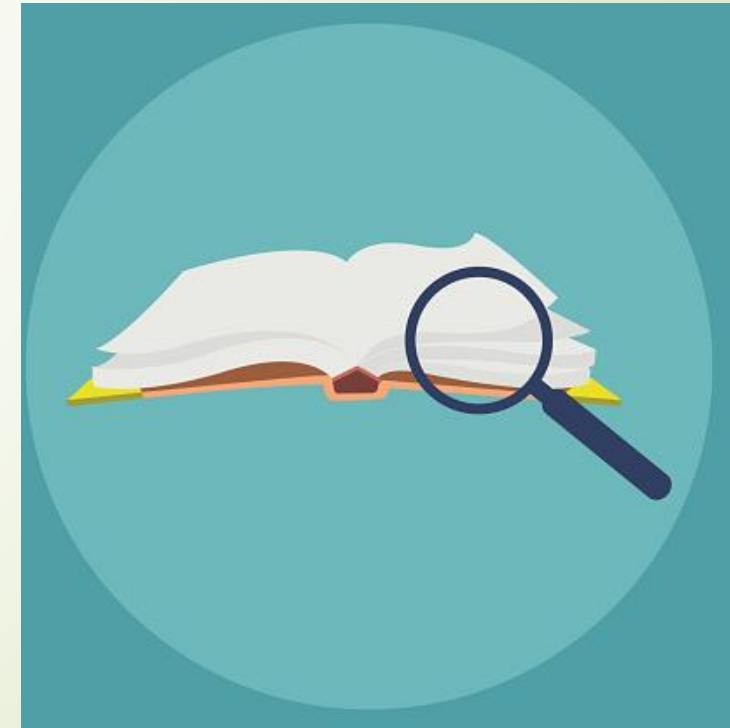
Same but different

List four similarities and four differences between XXXXX and XXXXX.



Skimming and scanning

- You have 5 minutes to read the piece of information in front of you.
- After 5 minutes, you will be asked to find a piece of information.



Quick on the Draw

- Pick a key word.
- Draw what that key word means.



First Letter – Last Letter

- Pick a topic.

- You need to make a list of all the words you can think of which are linked to that topic BUT the first letter of every new word must start with the last letter of the old word!

- E.g. science – environment – test tube – enzymes etc.



first
trest

Linking Word Wall

- Select a topic/character/skill and write the key linking word in the middle of your page.
- Now try and link all of the key words to that key word.
- The person with the most linked words, wins!



Linking Word Wall

- Give them an answer from an exam paper.
- What was the question.

You can make this more complex by providing a one word answer and trying to think of all the questions that would have that answer.



Call my Bluff

- Three possible definitions of a term.
- Which one is correct?

Use their revision guides or cards



Spot the Mistake!

- ▶ Deliberately make a statement that is incorrect in some way.
- ▶ Can they spot the mistake?



Oops!

A-Z

Pick a topic. You have three minutes to try and think of a word related to the topic for every letter of the alphabet.

You then have two minutes with a partner to complete any spaces. Finally, you have one minute with a group to try and complete any outstanding spaces / compare ideas.



Rewind

Use your book to find answers to questions from last lesson, what are the questions?



Endurance

Putting them under pressure in a safe environment –
time pressure, thinking pressure and cognitive
pressure!

*Talk to them when they are trying to do a calculation.
Keep telling them how much time they have left.
Look over their shoulder and take a sharp intake of
breath.
Tap on the table.*



Team Mastermind

- ▶ Each of you needs to write 3 questions to ask a panel.
- ▶ Some of you will now sit in front of the group, as a team you have to correctly answer as many questions from the group as possible in 2 minutes.
- ▶ The rest of you must listen to make sure you are not asking the same questions!



What do you know?

- ▶ You have 8 minutes to read an extract and then write 3 questions with answers.
- ▶ Hand to your parent/friend when you are done.
- ▶ Now the parent/friend is going to ask you all a selection of questions to test your understanding.



Hot Seating

- ▶ You are [a character from history, business, a scientist ...]
- ▶ You are going to be asked questions from the group and have to stay in role.
- ▶ Each person in the class must write down 1 question to ask the hot seater.



The Order of Importance

- ▶ You have 8 minutes.
- ▶ Read the text in front of you and then pick out the 3 most important points and number them 1,2,3.
- ▶ Be prepared to explain why you have chosen them.



First
Second
Third
Fourth

Key Word Countdown

- ▶ You have 5 minutes to read through the question you have been given.
- ▶ In that 5 minutes you must highlight or underline key words and write 10 key words you could use in your answer.



Link It

- ▶ Write down the 4 key words you have looked at last lesson.
- ▶ You have 3 minutes to construct a sentence (or two) linking those 4 key words together.
- ▶ Tell 2 more people in your class your sentence (without notes if possible!)



LINKS

Mallet's Mallet

- Two of you come to the front.
- Your parent / friend will give you a key word and then you will play Mallet's Mallet against each other.
- The person with the highest score wins!

Word association game – mustn't pause – mustn't hesitate – mustn't repeat



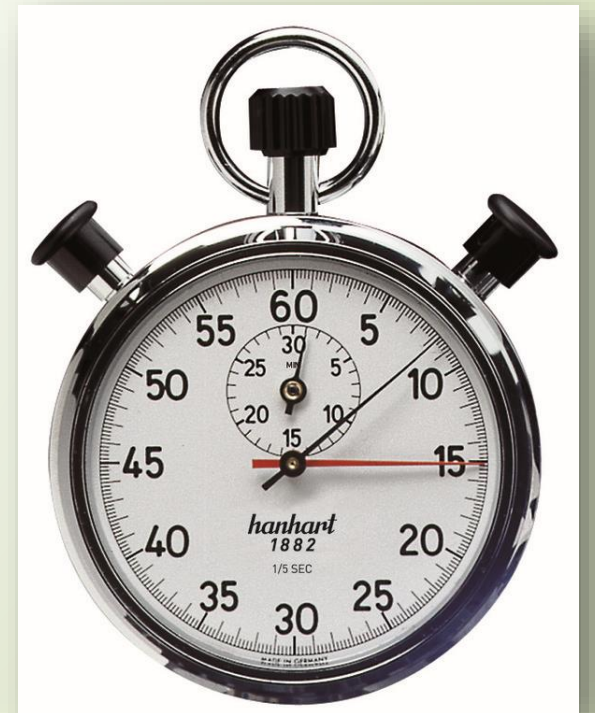
A Different Form?

- Think about the information your teacher has given you today.
- Can you present it in a different way? E.g. flowchart, table, image etc.
- You have 8 minutes to transform it into a different form.



Just a Minute

- ▶ You will be invited to the front of the group and given a topic.
- ▶ You have to speak about the topic for **one minute without hesitation, repetition or deviation.**
- ▶ The person who speaks for the longest time wins!

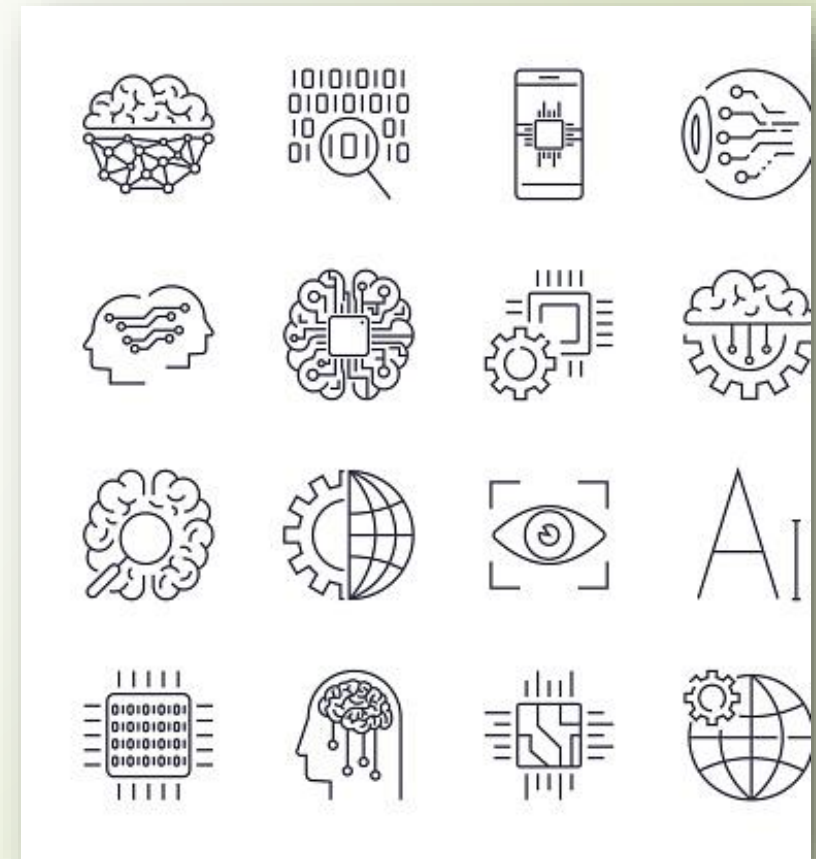


Symbols

- ▶ You are going to translate the main learning point of this lesson into a series of symbols that could be easily understood by an outside observer.
- ▶ E.g. People vote in elections and whoever gets the most votes wins.

A B C
A1, A2, A3 B1, B2 C1, C2, C3, C4, C5

.. A B C



Ping Pong

You will be split into two groups: A and B. Group A will be given a series of questions and a time limit to answer them. Person A will answer first, but is **not** allowed to write anything down - they have to explain to person B how to do the question. After the time limit, you will swap roles. Finally, you will check each others' answers.



Revision Blackout

Design a poster with all of the key facts/formulas/examples for the topic. Swap with a partner. You will have two minutes to look at their poster, then turn it over and try to re-create it.



Brain Dump

- ▶ Write down all the things that you have learned this lesson.
- ▶ Now highlight them in different colours:
 - Red: Not confident.
 - Amber: Getting there.
 - Green: I get this!
- ▶ Hand in to your teacher.



Swap Shop

- Go and tell 3 separate people in your class one thing you have understood better this lesson.



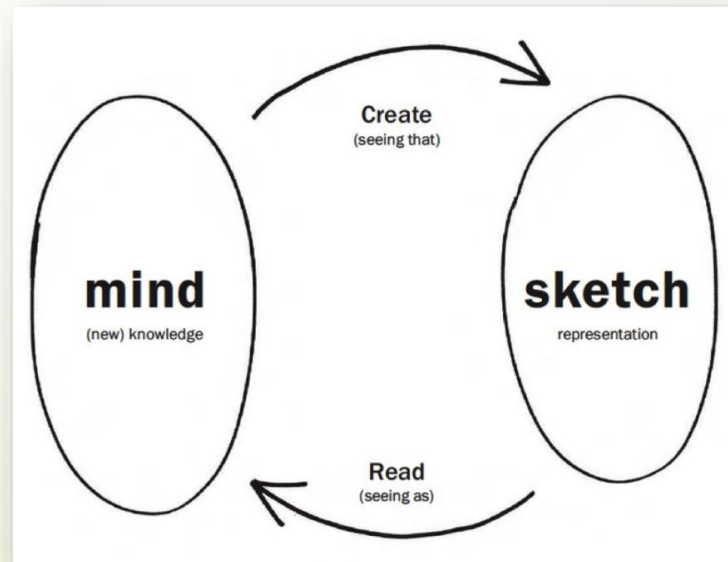
A Graphic Reminder

- ▶ Think of each of the exam questions on the paper and draw a picture that reminds you of what you have to do in each one.



Show Me What You've Learned!

- Draw and label a picture which represents what you learned this lesson.
- Next, find someone else in the class and talk through your picture and what it means to you.



Scaling the Pyramid



*At top = question from today's you (the student) would like answered
Middle = what you will remember for next lesson
Bottom = key words*

Or

*At top = question from today's you (the student) would like answered
Middle what I learnt today
Bottom = what I already knew*

Key Word Challenge

- Write down what you have learned today in no more than 50 words.
- Now reduce to 30.
- Now reduce to 3 key words.
- Explain your 3 key words to someone else.



Taboo

- ▶ Pick a key word from today's lesson
- ▶ Describe it without naming it and the rest of your group should try to guess it correctly.
- ▶ For an extra challenge, can you define it?



Tweet Tweet!

- Reflect on the main learning point in today's lesson.
- Now, think about what you would write if you had to tweet about this.
- Write your tweet – try to stick to **140 characters**.



Thinking Our Learning to 'Real' Life

- ▶ Think about what you have learned or understood better as a result of this lesson.
- ▶ When and how will you apply or develop this knowledge in 'real' life? Try to think of as many different scenarios as you can.



Flash Card

Write a question on one side of the card and an answer on the back.
Walk around the room, show someone the question - can they get the answer?

Put your hand in the air when you are done and find a new partner.
How many can you get right in two minutes?

Alternative: split the class into two groups. Group A should make a circle or line, group B work around the circle/line.

