



Year 11 Workshop:

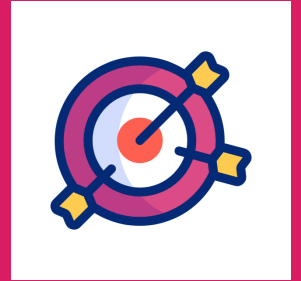


**Getting on the
front foot**

Themes of Today!

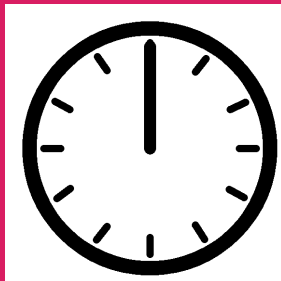
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Smart Targets and Goal Setting



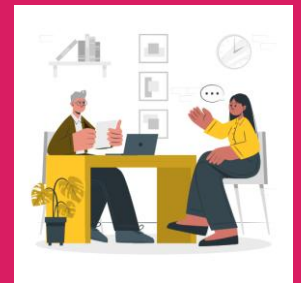
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Using AI for organisation and revision with Campbell Baxter



3

Stress Management Techniques



Smart Targets and Goal Setting:

Think back to a time in your life when you have set a goal.

1. How did you go about setting your goal?
2. What steps did you take in order to reach your goal?
3. Were you ultimately successful/unsuccessful and why do you think that was?



Smart Targets and Goal Setting:

For the longest time people have set goals in all avenues of life whether this be in relation to sport, education, work or someone's hobbies and interests.

Research into goal setting is extensive and a consistent theme is established throughout:

Goals are the biggest driving factor in directing behaviour towards a particular outcome.

Gail Matthews (2015) found that people who simply wrote their goals down were 33% more likely to achieve them versus those that don't.

Look at the statements from athletes on the following slides, what reasons do they give for goal setting?



Smart Targets and Goal Setting:



Usain Bolt - Dreams are free. Goals have a cost. While you can daydream for free, goals don't come without a price. Time, effort, sacrifice, and sweat. How will you pay for your goals?

Michael Phelps - Goals should never be easy. They should force you to work, even if they are uncomfortable at the time.



Reasons for Goal Setting:

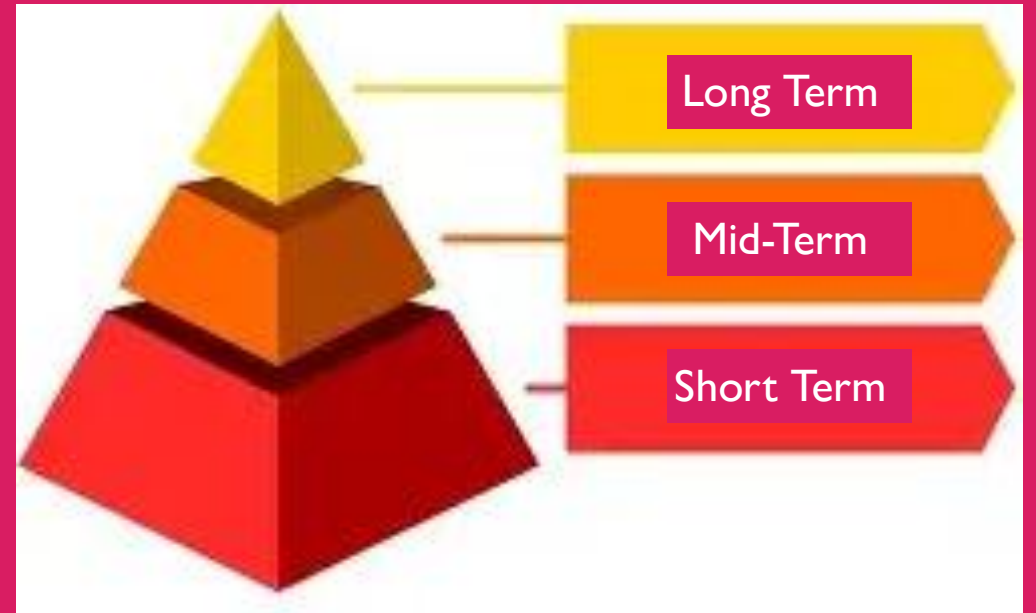


Smart Targets and Goal Setting:

1. **Specific** – goals must be clear & specific
2. **Measurable** – goals must be assessed so they need to be measurable. The more specific = the more measurable they will be. Knowing how well you are doing can motivate you & ensure you remain realistic about the future.
3. **Achievable** – Goals that are regularly discussed & shared are more likely to be achieved as you will believe in the purpose of it. Goals must be within reach so motivation stays high. If they are too easy it can be demotivating as they may not try as hard.
4. **Recorded** – goals that have been agreed should be recorded so progress can be monitored. As goals are achieved they can be crossed off therefore motivating you to press on towards the next goal.
5. **Time-phased** – goals should be split into short-term goals leading to long-term goals. This step-by-step approach over time ensures goals remain realistic & achievable.

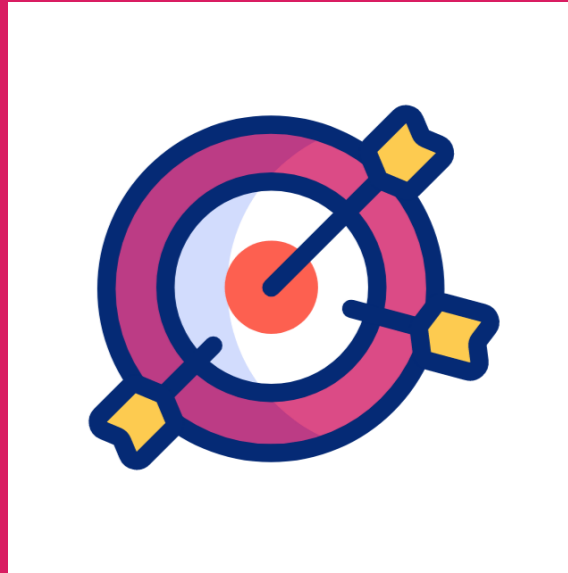
Short, Mid and Long Term Goals:

- Short and mid-term goals can be considered as the building blocks towards whatever your long-term goal might be.
- Achievement of long-term goals is progressive & must start with achieving short term goals.
- Using realistic target dates will help to achieve short and mid-term goals eventually leading to your long term goal being met.
- ST goals provide a greater opportunity for success = reinforce positive feeling and developing confidence.



Activity 1 – Goal Setting

Setting Your Goals!



Using the work sheet provided set a long-term goal underpinned by mid- and short-term goals. Consider the potential obstacles you might face as well as the ways you can attempt to overcome them.

Make me a revision time table for my gcse s i do textiles which consist of corse work which is very time consuming My subjects that i do is math ,english language ,enlighten lit U-turn ,biology , chemistry , physics ,buisness ,french ,PE , textiles make this time table for the whole week make it sure that i have time for life , also take in mind that I finish school at 3;30 pm every day but make me start revision at 4pm but i will only revise after school i need to be in bed by 9:30 so stop revising by 9 and on Monday after school i have nothing after school on a Tuesday i have textiles clinic from 3:30 till 5 pm and a math tutor From 5;15pm till 6;15 pm then netball from 8-9 Pm on Wednesday i have dance from 4.45 till 6.15 s ill get home at 6:45 on Thursday i have dance from 5:30pm to 6:45pm to i will get home at 7 on Friday I have dance from 6:30 till 7:30 on Saturday I have nothing and on Sunday I have dance from 10:30 am till 12:30pm in my subjects i am getting a 7 in business ,a 5 in english, lit a 5 in English language , a 3 in french ,a 4 in math ,a 7 in PE, a 6-5 in science , a 7 in textiles but by my gcse i want a 7 in math , a 7 in English lit ,a 7 in language ,a 8-8 in science ,a 9 in buisness ,a 9 in PE , a 8 in textiles , a 5 in french create this time table so it is suitable for a 16 year old who wants to go go up 2 grades by the end of my GCSEs

Now can you create a time table following the same schedule as the previous on you made but can you make one every week up till my GCSEs next year i need a topic for every subject so i cover everything and go over it aswell so I don't forget it for math i do higher edexcel , for scien i do higher combined aqa , for English lit i do exexcel (Romeo and Juliet , a Christmas carol , an inspector calls), for English language I do aqa , for buisness i do ocr , for pe i do edexcel , for french i do edexcel create a checklist at the end for each subject also make into a pdf so i can print it out

In depth time table

Now can you create a time table following the same schedule as the previous one you made but can you make one every week up till my GCSEs next year i need a topic for every subject so i cover everything and go over it aswell so I don't forget it for math i do higher edexcel , for science i do higher combined aqa , for English lit i do edexcel (Romeo and Juliet , a Christmas carol , an inspector calls) , for English language I do aqa , for business i do ocr , for pe i do edexcel , for french i do edexcel create a checklist at the end for each subject also make into a pdf so i can print it out



Time Management, Organisation and Revision

Secondary school is tough and as you make your way through life, the challenges come at you thick and fast!

College, apprenticeships, university, work, family, friends, hobbies the list is endless.

So, the question is, how do you go about striking balance?



Time Management, Organisation and Revision

Write a list of the things you “want” to do versus the things you “need” to do.

I want to do..



I need to do..



Time Management and Organisation: Why are they important?

1. **Prepares for GCSE Success** - Managing time helps you stay on top of coursework, revision, and homework, leading to better academic success
2. **Builds Independence and Responsibility** - Good time management encourages you to take ownership of your learning and become more self-reliance
3. **Reduces Stress and Anxiety** - Planning ahead helps avoid last-minute pressure and supports better mental wellbeing.
4. **Improves Productivity and Focus** - A clear routine helps you avoid distractions and stay focused on your goals.
5. **Supports Long-Term Goals** - Time management helps you balance short-term tasks with long-term ambitions like post-16 choices
6. **Provides Balance** – Planning and organising your time means you can dedicate time to things that you **NEED** and **WANT** to do!

Time Management Strategies:

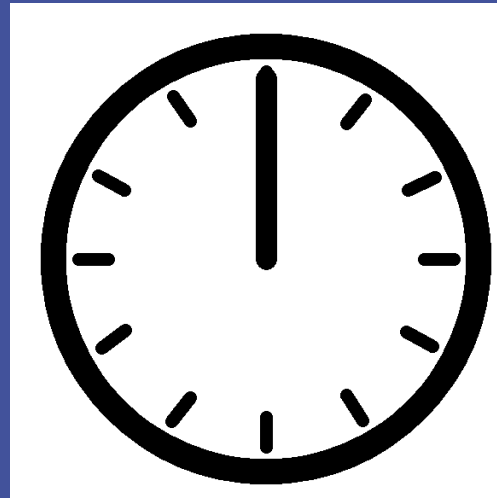
- Use a Planner or Digital Calendar - Record homework, deadlines, revision plans, and extracurricular activities. Tools like Google Calendar or physical planners help visualise the week.
- Set Priorities with To-Do Lists - Break tasks into manageable chunks and rank them by importance or deadline. This helps you focus on what needs to be done first.
- Create a Study Schedule - Allocate specific times for homework, revision, and breaks.
- Avoid Multitasking - Focus on one task at a time to improve concentration and efficiency. Switching between tasks often leads to mistakes and wasted time.
- Use Timers or the Pomodoro Technique - Work in short, focused bursts (e.g., 25 minutes of work followed by a 5-minute break). This keeps energy levels up and helps maintain focus.

Organisation Strategies:

- Keep a Tidy Workspace - A clutter-free environment helps reduce distractions and makes it easier to find materials quickly.
- Organise School Materials - Use folders or digital tools to keep notes, handouts, and assignments sorted by subject. Colour coding can help too.
- Review and Reflect Weekly - Set aside time each week to review progress, update plans, and adjust goals. This builds self-awareness and accountability.
 - Prepare the Night Before - Pack bags, lay out uniform, and check the timetable to avoid morning stress and forgotten items.
- Use Checklists for Projects and Revision - Breaking larger tasks into smaller steps makes them less overwhelming and easier to track.

Activity 2 – Planning a Schedule

Planning a Schedule:



Using the weekly template provided plan out your typical weekly activities, include: revision/homework, sports and clubs you participate in, self-care routines and family time.



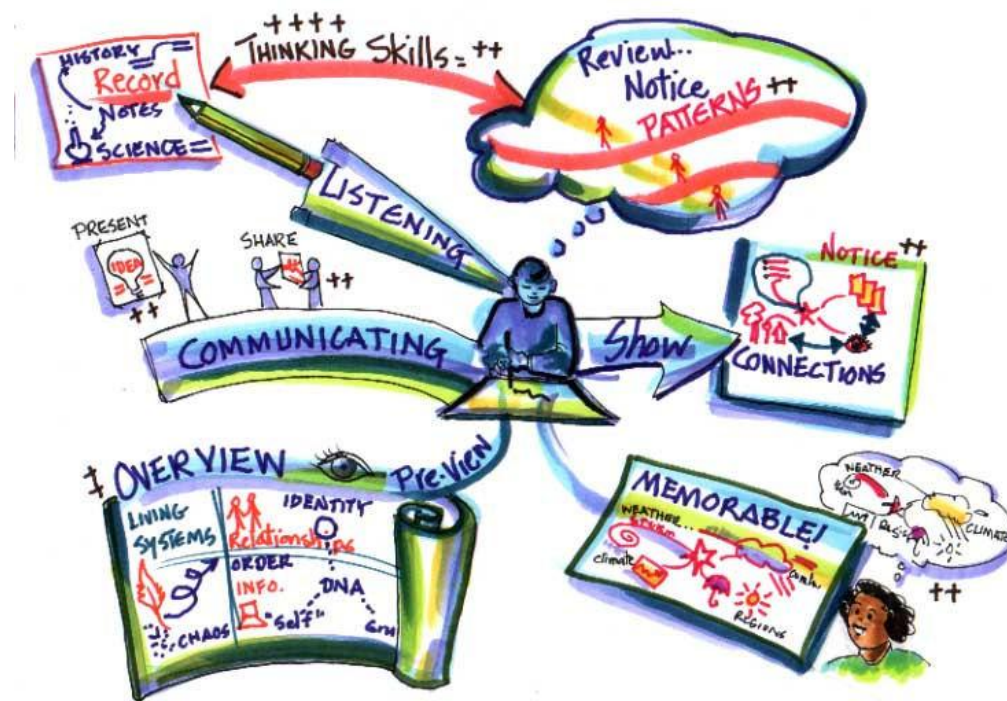
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What does it mean to revise?

Learning information **so that you can use it** to answer questions

OR

Learning means that you have to **understand** something completely, **remember** it and eventually **use** it.



Revision is not...

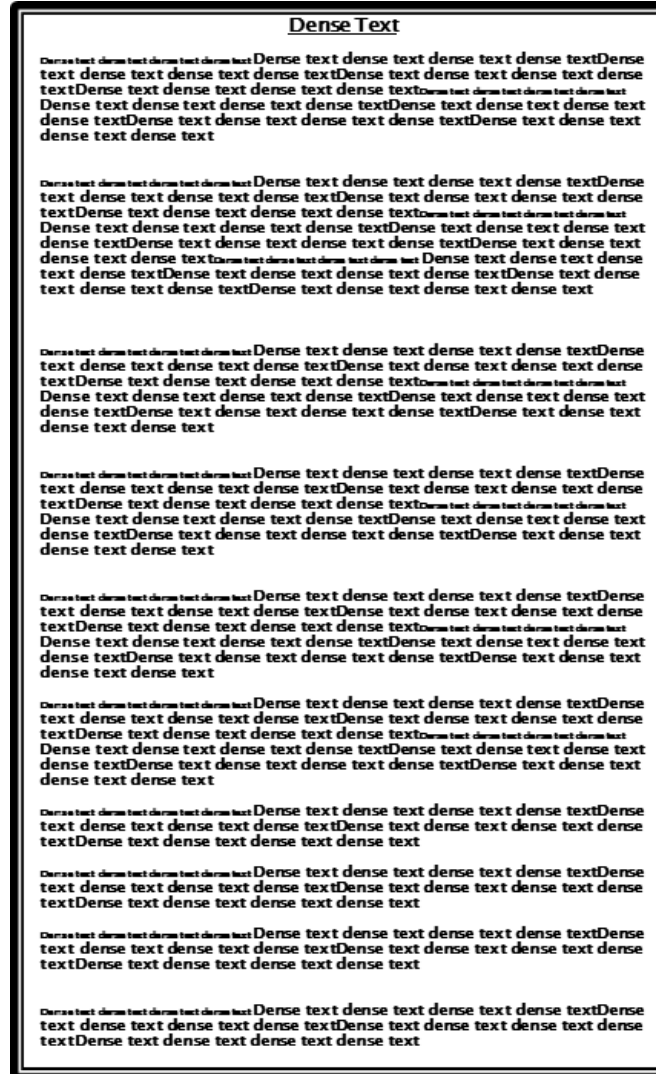


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Highlighting
important
points

Copying out
information

Reading the
text book



These are low
thinking, passive
options

To think hard you need to:

Reduce

Explain phase 1 of the Italian invasion. You have 12 words MAXIMUM.

Transform

Change this information into four pictures or images. No words allowed.

Extend

Write down three questions you'd like to ask a Professor of Modern History about this event.

Categorise

Sort this information into three categories. Highlight and think of a suitable title for each category.

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Prioritise

- Underline the three most important sentences here.
- Rank 1-3. briefly explain number 1.
- Cross out the least important sentence.



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The 'Howard 5'

These revision techniques are things which your teachers will be/are using with you in lessons. These strategies are:

- Cornell notes
- mind maps
- mnemonics
- flashcards
- exam questions



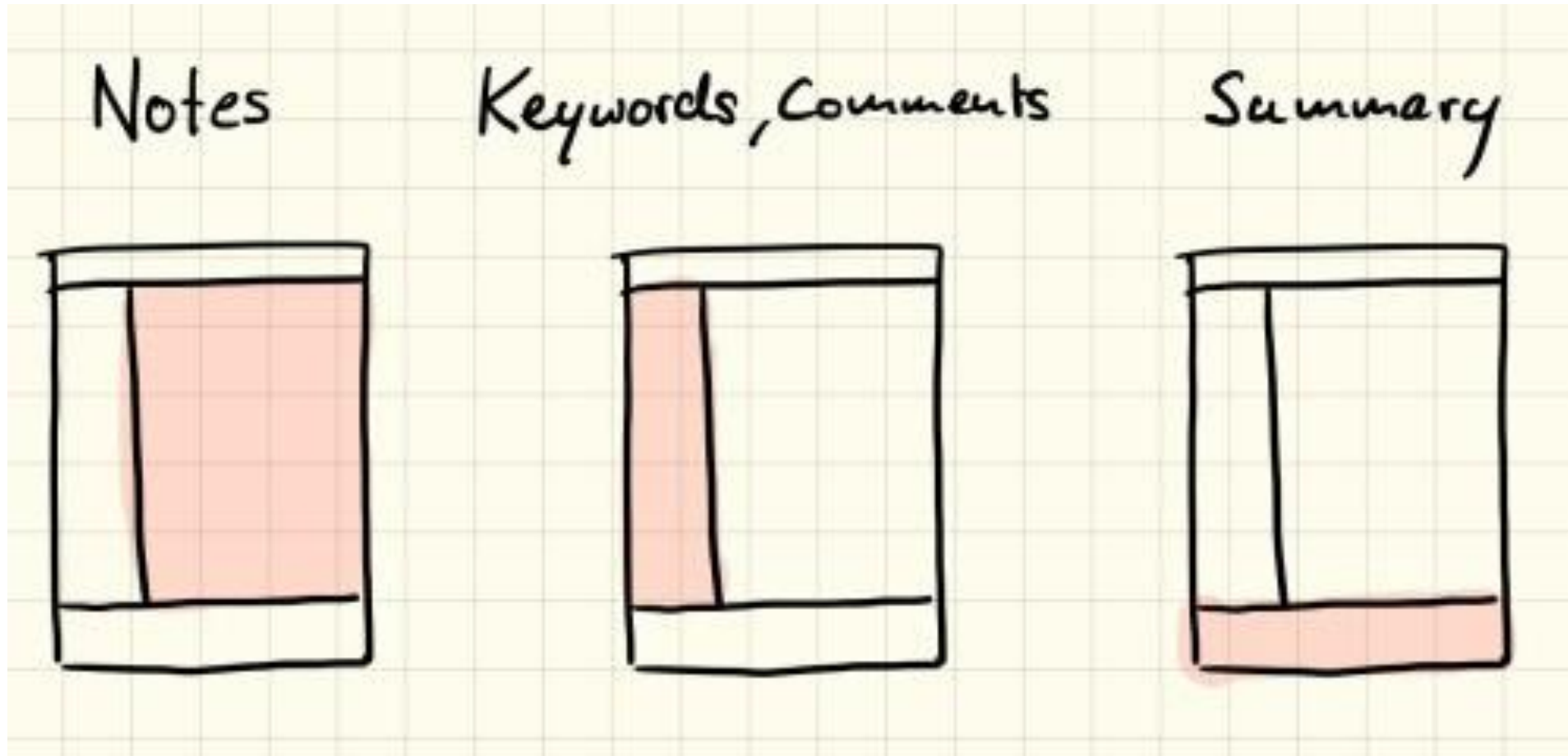


Strategy 1: Cornell Note Taking

A system for taking, organising and reviewing notes and has been devised by Prof. Walter Pauk of Cornell University in the 1950s.

TITLE		Date
Keywords	• Main notes • ideally using abbreviations	
Questions	• Key thoughts	
SUMMARY		

Strategy 1: Cornell Note Taking



Strategy 1: Cornell Note Taking

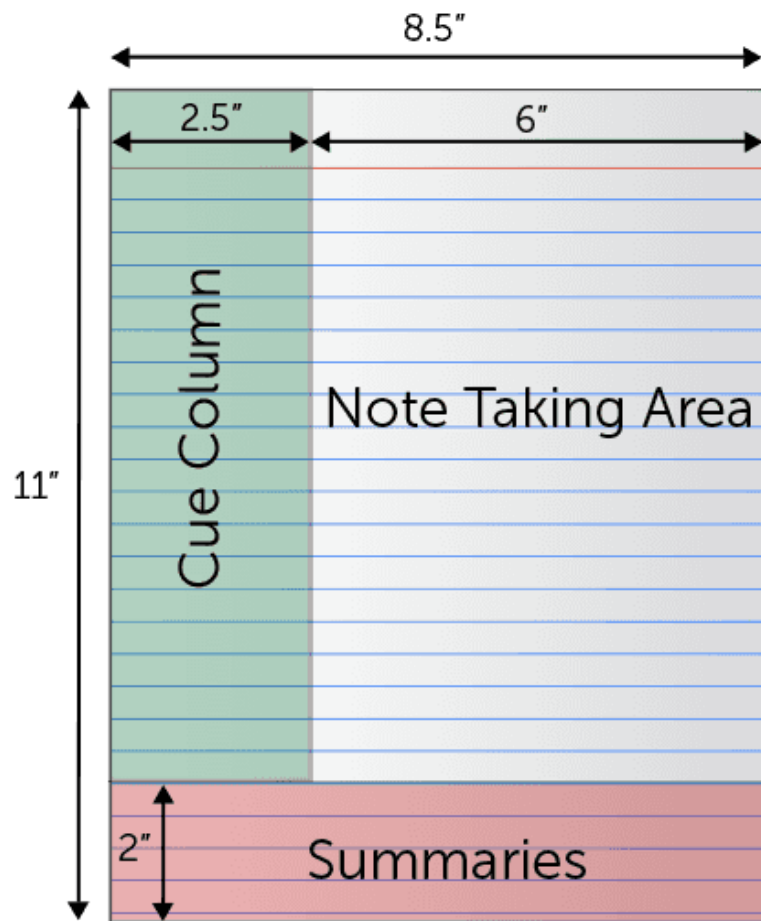
Benefits

- You are unable to do high quality revising if the notes in your book are naff!
- Efficient way of organising notes
- Requires little preparation
- Discourages use of long sentences
- Encourages you to reflect by getting you to summarise
- Useful skills for A level and university

Thinking Hard Skills: Reduce



Strategy 1: Cornell Note Taking



How do I use them?

- Making notes is most useful if you use them to TEST yourself.
- Once you have tested yourself at least 3 times, re-write your notes sheet from memory using only the 'cues'
- The cue column can be used to write questions an exam might ask you with the notes providing the answers you would give

Strategy 1: Cornell Note Taking

Produce a set of Cornell notes for a topic. You can either....

- Choose something that is in one of the books in your bag

OR

- Choose one of these science topics; How the digestive system works pg 46-47, History of the atom pgs 12-13, Energy from wind and water pg 34-35

Strategy 2: Mind Mapping

Mind Map Tool Kit

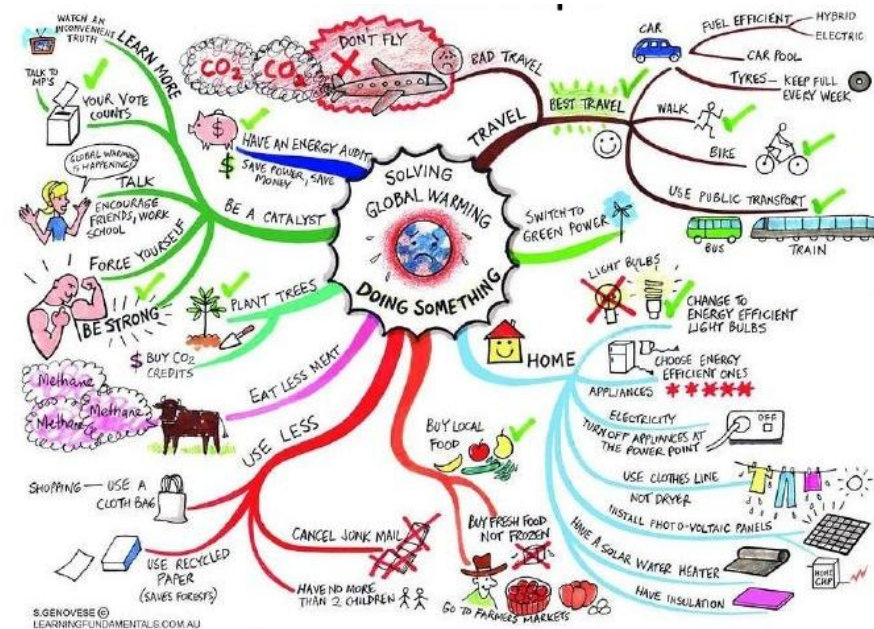
Blank paper – landscape

Coloured pens

Your brain

No notes needed at this stage!

Mind maps are not a passive copying exercise





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Strategy 2: Mind Mapping

Draw a picture in the middle of the paper that sums up your main topic/subject

Add thick lines with main titles and pictures

Create branches of key points and main ideas, creating links between key points → *try to limit how much you write and use as many pictures as possible*

Only refer to your Cornell Notes / book / revision guide when you have remembered all that you can



Strategy 2: Mind Mapping

What is dual coding?

"Dual coding is the process of combining verbal materials with visual materials. There are many ways to visually represent materials, such as with infographics, timelines, cartoon/comic strips, diagrams and graphic organisers."



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Strategy 2: Mind Mapping

When you are revising using your class materials find or create visuals that link with the information. Compare & combine the visuals with the words.

Don't worry if you don't consider yourself an artist - it isn't about the quality of your illustrations, the focus is to improve and deepen your understanding.

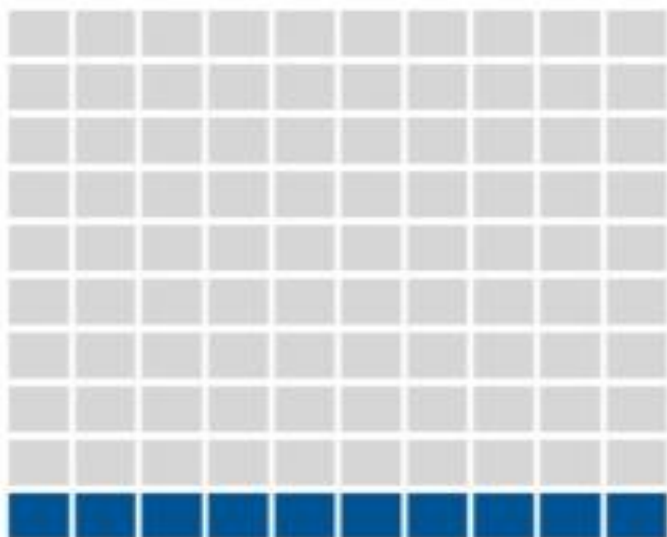
Make sure your images/diagrams are relevant. Be careful when using photos as too many background images can detract from the main points.



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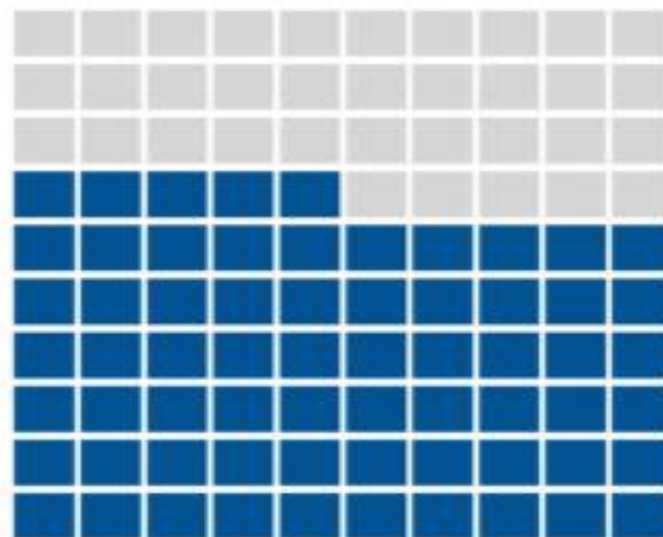
Strategy 2: Mind Mapping

Memory retention after 3 days



10%

Text or Audio Only



65%

Text + Picture

Strategy 2: Mind Mapping

- Put your ideas down in any order, as soon as they pop into your head.
- You are not constrained by thinking in order.
- Simply, throw out any and all ideas, then worry about reorganizing them later.
- More interesting than just writing notes
- Converts a long list of information into a colourful, memorable diagram that works in line with your brain's natural way of doing things.

Thinking Hard Skills: prioritise, categorise, reduce, transform



Strategy 2: Mind Mapping

Produce a mindmap for a topic. You can either....

- Choose something that is in one of the books in your bag

OR

- Choose one of these science topics; viral diseases pg 80-81, separating mixtures pgs 8-9, heating and insulating buildings pgs 28-29

Strategy 3: Flash Cards

Flash cards are not just a passive activity of copying up notes in a pretty way





Strategy 3: Flash Cards

One card.....one question

How tall is Mount Everest?

FRONT

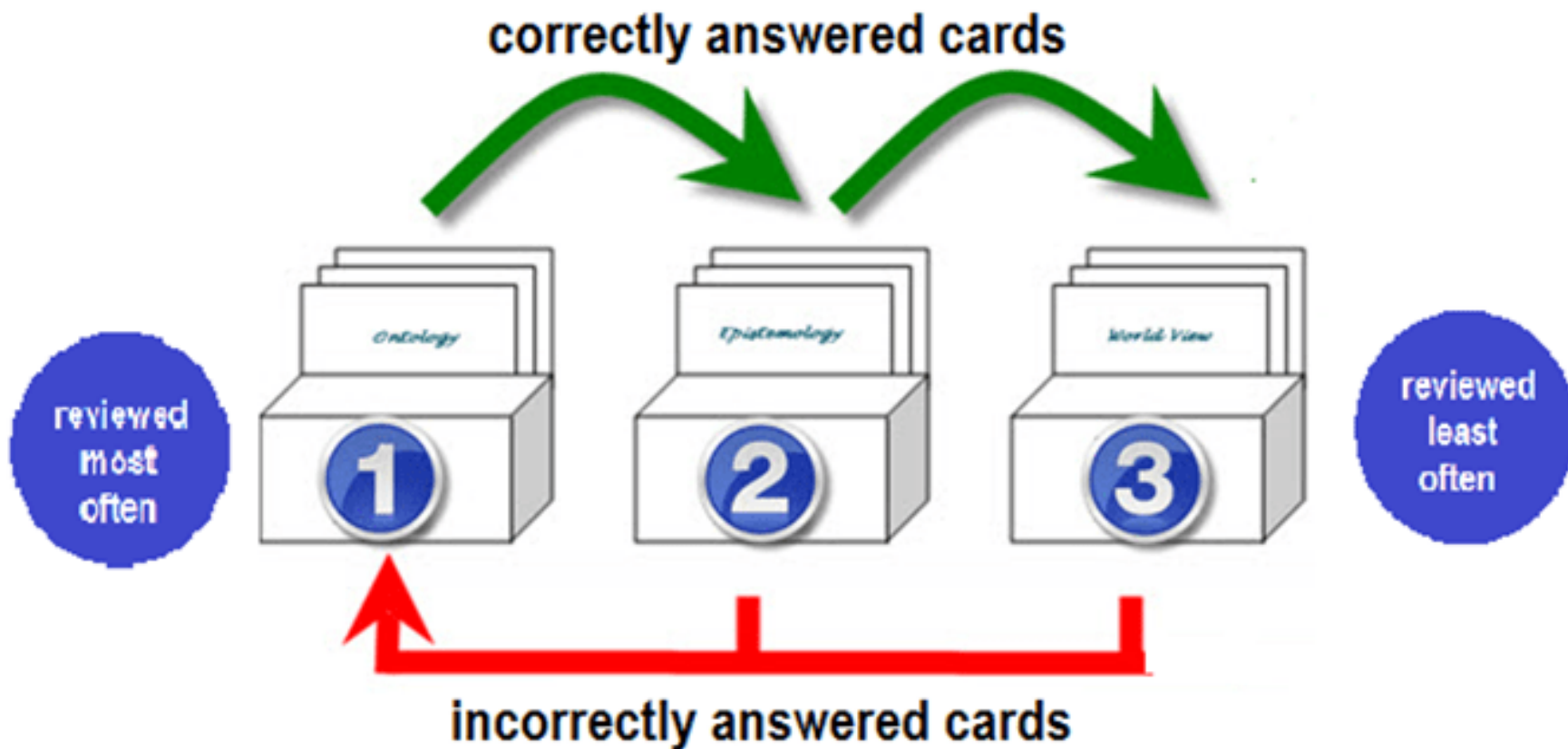
*8,848 metres above
sea level*

BACK



Strategy 3: Flash Cards

THE "LEITNER" SYSTEM of flash card reviewing





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Strategy 3: Flash Cards

Benefits

- Create **mini tests** to check understanding
- Breaks work down into **bite sized** chunks
- **Portable** can be used on the go
- **Great checking** of understand and key facts
- Can be used to test a **buddy/ parent**

Thinking Hard Skills: extend, prioritise, categorise





Strategy 3: Flash Cards

Produce a set of flashcards for a topic. You can either....

- Choose something that is in one of the books in your bag

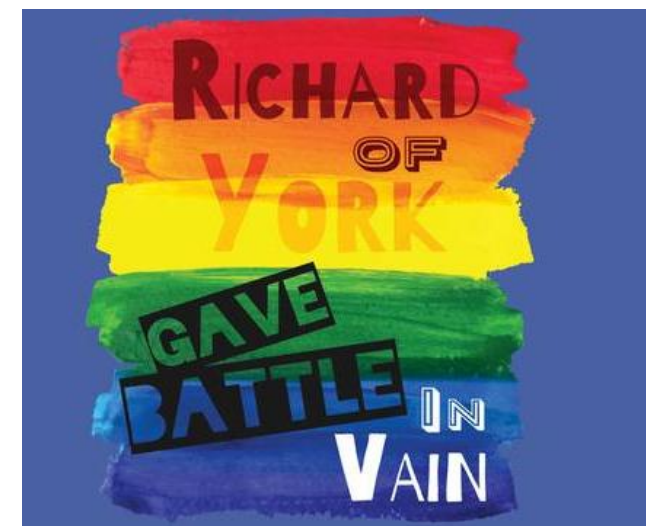
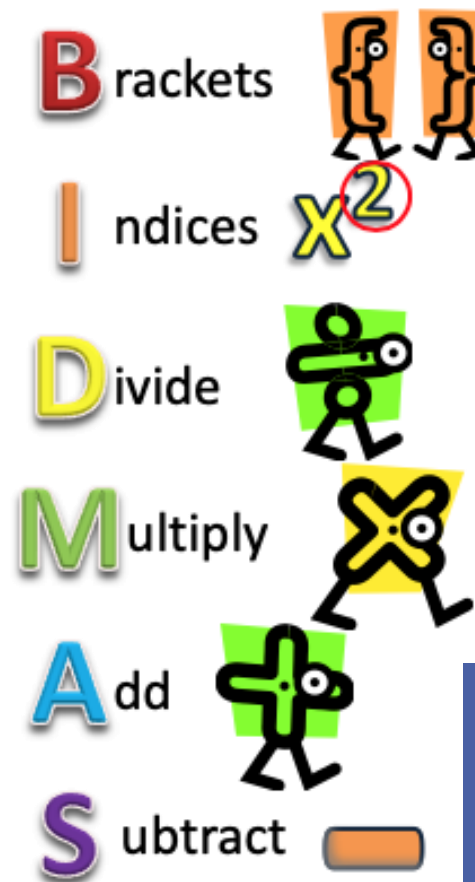
OR

- Choose one of these science topics; specialised cells pgs 10-13, Group 7 – the Halogens pgs 28-29, changes in the nucleus pgs 88-89

Strategy 4: Mnemonics

A mnemonic is a tool that helps you remember and retrieve information

It uses a pattern of letters, ideas, or associations that assists in remembering something



Strategy 4: Mnemonics

Benefits

- Use to remember word sequences : people, dates, events, facts, number sequences
- A way of **remembering using association** - associating easy to remember things with what you're trying to learn.
- Creates visual associations among facts that make it easier to retrieve from your memory.
- Simple visual phrases can be stored more efficiently than long lists of information, making more room for more information.



Thinking Hard Skills: Transform

Strategy 4: Mnemonics

Produce a mnemonic for a topic. You can either....

- Choose something that is in one of the books in your bag

OR

- Choose one of these science topics; the order blood flows through the heart pg 56, , the colour of wires and their position in the plug pgs 60-61

Strategy 5: Exam Style Questions

- There will be subject specific key terms in exam questions that you need to learn for each subject
- These are called **command words** and their meaning can be different in different subjects
- Ensure you understand what the exam question is asking you to do!





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Analyse - Examine something in detail and try to explain or interpret it.

Annotate - Add to a diagram, image or piece of text to illustrate or describe features rather than just identify them which is labelling.

Assess - Consider different options/arguments/factors and weigh them up to reach a conclusion about their effectiveness or validity.

Calculate - Work out the value of something.

Compare - Give a point by point identification of similarities and differences.

Define - This means *what is meant by* ... give the precise meaning of a term or concept.

Describe - Provide an account in detail of an event/individual/concept etc.

Discuss - Set out both sides of an argument & reach a conclusion, including evidence.

Evaluate - Consider different options/factors & reach a conclusion about their importance/impact/value/worth.

Examine - Consider carefully & provide a detailed account of the topic.

Explain - Provide a detailed description or interpretation of a term/concept etc.

Identify - Point out & name from a number of possibilities.

Illustrate - Refer to a specific case study or example (not illustrate as in draw).

Label - Point out specific features on a diagram, image or piece of text.

Justify - Explain why your selected choice/judgement is better than other options.

Summarise - Sum up the main points/arguments this can be the similar to outline.

Strategy 5: Exam Style Questions

Ponder...

How could you use exam style questions for revision?

To Do:

List at least 6 different ideas



Strategy 5: Exam Style Questions

Different ways of using exam questions

- Answer an individual question or set of questions on the same topic
- Complete whole past papers to test understanding across a range of topics
- Do timed questions/papers to check you manage your time well
- Test a friend then peer mark their answer using the mark scheme
- Check what different command words mean by looking at questions with different command words and what the mark scheme is looking for
- Plan your answer to a question using Cornell Notes/mind maps/flashcards
- Try creating your own questions using different command words – even try writing a mark scheme
- After doing some questions – identify weaker areas and revise these using the other techniques we've looked at

Stress Management Techniques:

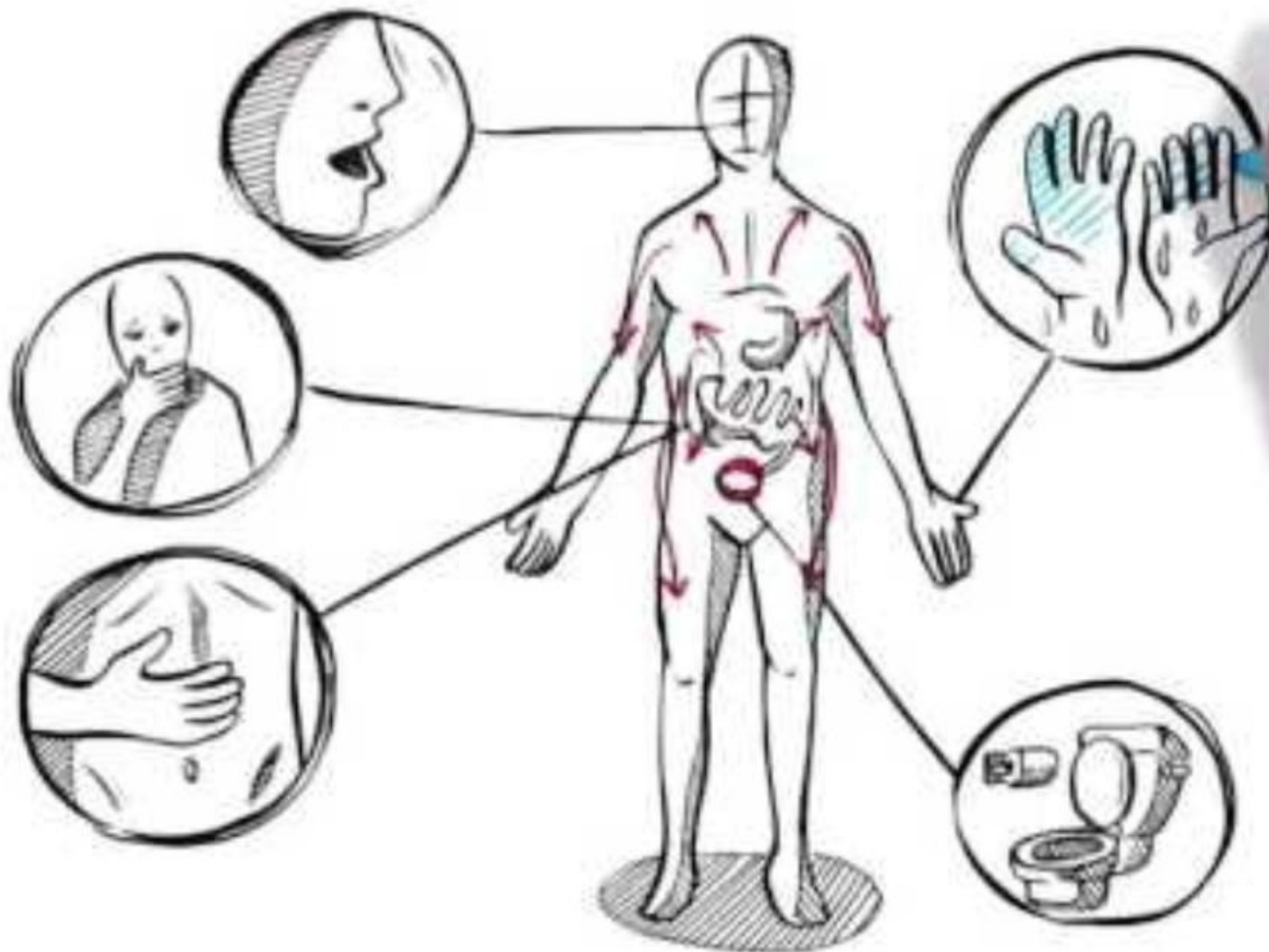
Stress can be considered a set of negative feelings & can be seen as a psychological state produced by perceived physical & psychological forces acting on our sense of well-being.

It is often related to feeling under pressure or threatened by something. In your case as students, stress is often caused by: exams, coursework, deadlines and things going on outside of your school life.

Stress is inevitable at some time or another, so learning how to manage it can be crucial going into your exams and your later lives.



Understanding Stress:



Stress – Harnessing for good!

Many students think stress is something to avoid completely. In reality, a certain amount of stress can actually help you perform better. The key is learning how to use it, rather than letting it control you.

Too little stress = low motivation, procrastination, lack of focus.

Too much stress = panic, poor decisions, feeling overwhelmed.

The right amount of stress = alert, focused, motivated, and ready to perform.



Stress – Harnessing for good!

Reframe the feeling

Instead of thinking:

"I'm stressed because I can't do this."

Try:

"I'm feeling stressed because this matters to me."

This small change can turn anxiety into determination.

Use stress as a reminder to prepare

Stress is often a signal that you need a plan.

Ask yourself:

What exactly am I worried about?

What is one thing I can do today?

Who can help me if I'm stuck?

Action reduces stress far more effectively than worrying.

Focus on what you can control

Students often waste energy worrying about outcomes.

You cannot control:

The exact exam questions.

Other students' performance.

You can control:

Attendance.

Effort.

Revision habits.

Asking for help.

Stress – Harnessing for good!

Break big challenges into small steps

A mountain feels impossible; a path feels manageable.

Instead of:

"I need to revise everything for GCSE Science."

Try:

"Tonight I'll spend 30 minutes revising cell biology."

Small wins build confidence and reduce overwhelm.

Keep healthy routines

Stress becomes much more useful when your body is well looked after:

Sleep 8+ hours where possible.

Stay active and exercise regularly.

Eat well and stay hydrated.

Take regular breaks when revising.

A healthy body manages stress more effectively

Positive Self Talk and Affirmations:

What is it?

Positive self-talk is the practice of deliberately replacing unhelpful thoughts with realistic, encouraging ones. It doesn't mean pretending everything is perfect. It means speaking to yourself in the same supportive way you would speak to a friend.

Many students unknowingly use negative self-talk citing things like: "I'm going to fail." or "Everyone else is smarter than me.". These thoughts increase anxiety and reduce motivation.

Positive self-talk sounds more like: "I can improve with practice.", "I've prepared for this.", "I don't need to be perfect, just do my best."

"Why does it help?

Positive self-talk: Reduces feelings of panic, Builds confidence, Improves resilience after setbacks, Helps students stay motivated for the long term.

Mindfulness

What is it?

Mindfulness is the skill of paying attention to the present moment without worrying about the past or future. Stress often comes from thinking about mistakes that have already happened and things that might happen in the future.

Mindfulness brings attention back to - "What am I doing right now?"

Mindfulness helps students:

Feel calmer.

Improve concentration.

Reduce feelings of overwhelm.

Stay focused on what they can actually control.

During Revision

If students become distracted by worries such as:
"What if I don't get the grades?"
They can refocus on:
"Right now, I am revising Biology."

Before an Exam

Spend one minute focusing on breathing:
Breathe in slowly for four seconds.
Hold for four seconds.
Breathe out for four seconds.
Repeat.

Rational Thinking:

What is it?

Rational thinking means looking at situations logically rather than allowing anxiety to take over. Stress often causes students to catastrophise:

"I'm stressed about one Maths test, so my GCSEs are ruined."

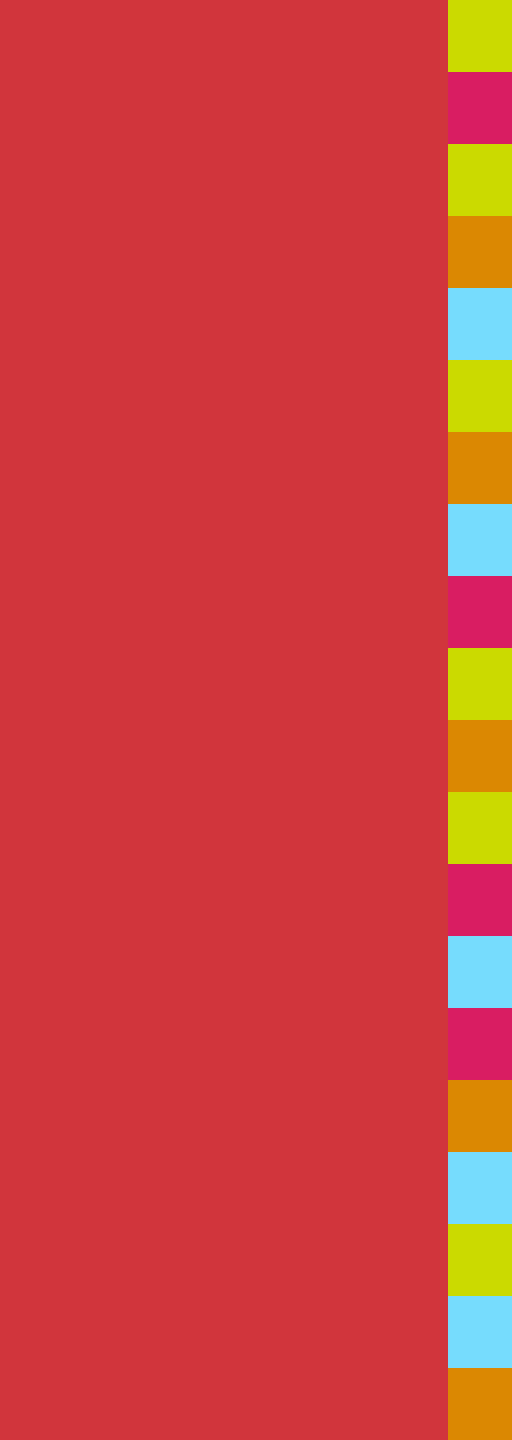
Rational thinking asks - What is the evidence for that?

Step 1 – Challenge the thought
“Am I being logical”?

Step 2 – Focus on prep
“I’ve done a significant amount of revision”?

Step 3 – Control the Controllables

You can’t predict questions, you can’t compare versus someone else



Thank
you for
coming!