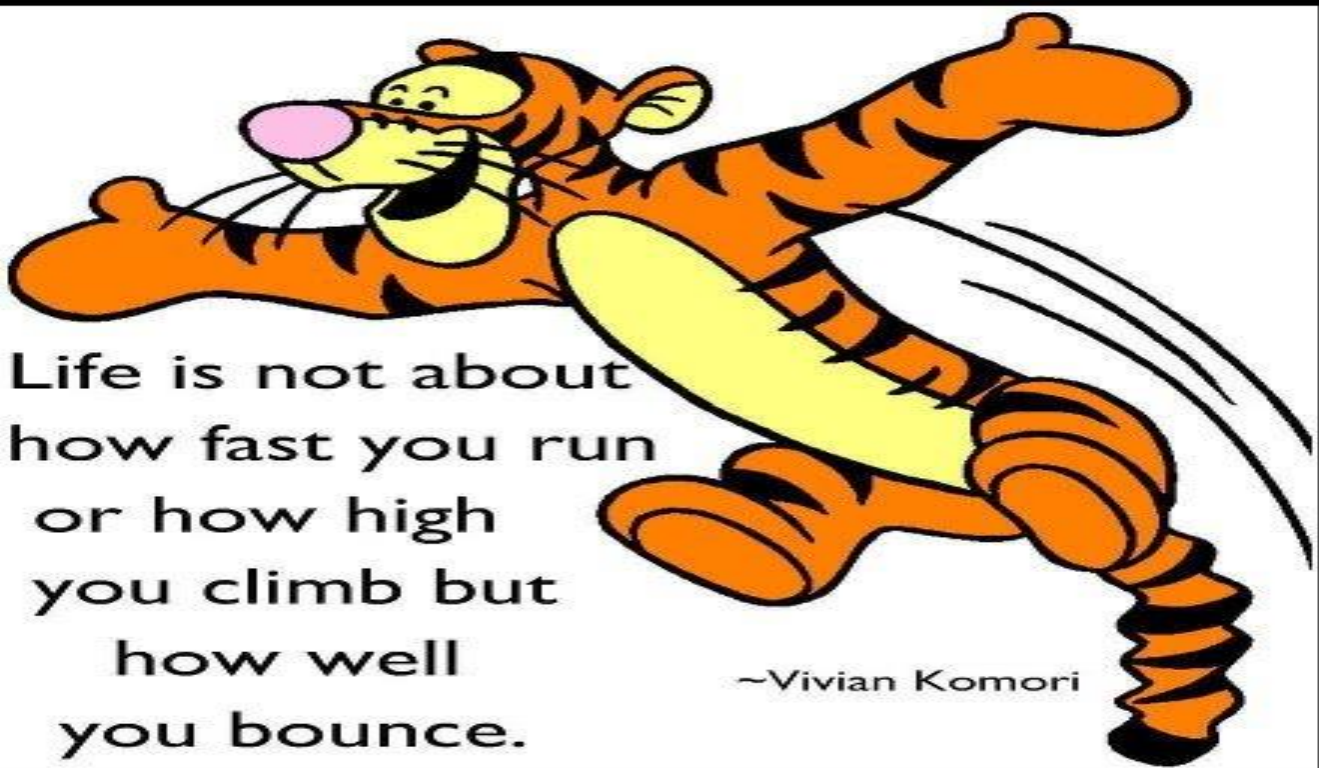
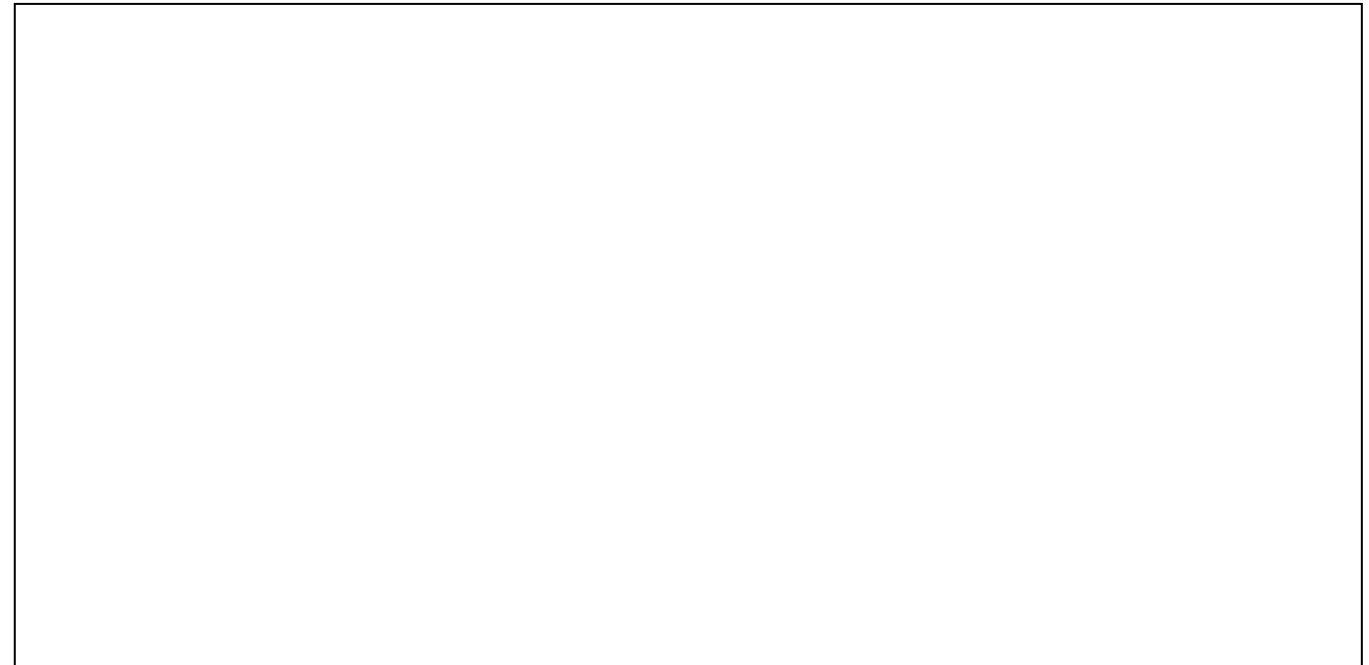


What do you think is meant by the caption below?



Life is not about
how fast you run
or how high
you climb but
how well
you bounce.

~Vivian Komori

What do you think is meant by the caption below?



Self-Reflection – last year’s performance:

What did I learn about myself last year?

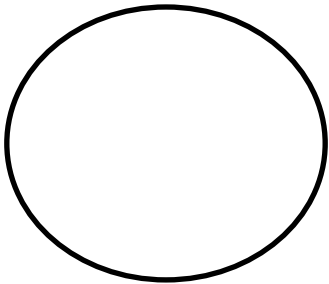
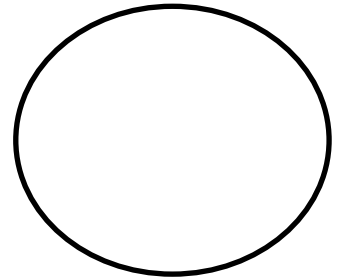
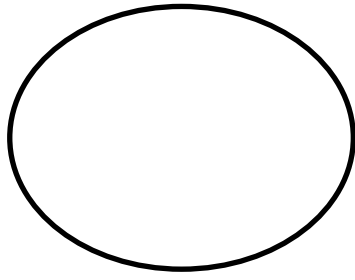
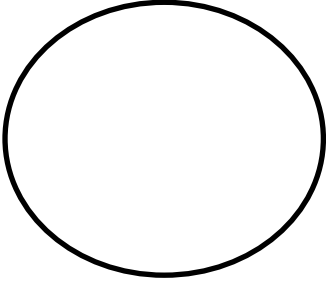
List 3 things that you did well last year?

Why do you think you did each of these well?

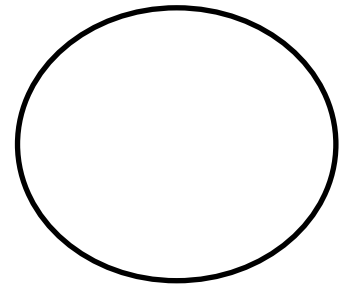
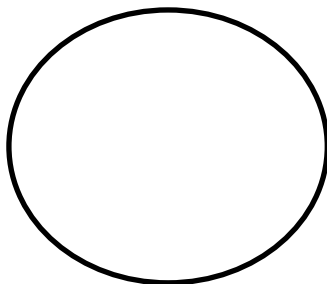
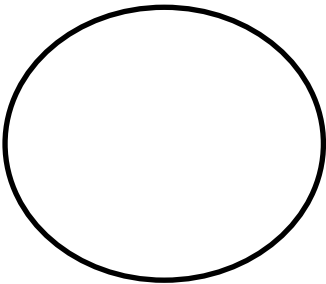
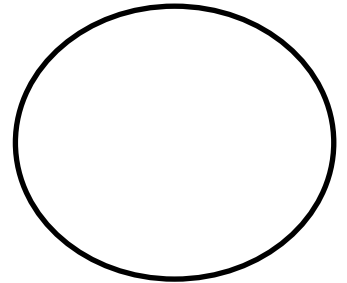
List 3 things that you didn't do well?

Why did you not do each of these well?

How will you overcome these 3 things?



How do you think you
could develop your
resilience as a learner?



Strategies to develop resilience:

Resilience (or resiliency) is our ability to adapt and bounce back when things don't go as planned. Resilient people don't wallow or dwell on failures; they acknowledge the situation, learn from their mistakes, and then move forward.

According to the research of leading psychologists, there are three elements that are essential to resilience:

1. **Challenge** – Resilient people view a difficulty as a challenge, not as a paralysing event. They look at their failures and mistakes as lessons to be learned from, and as opportunities for growth. They don't view them as a negative reflection on their abilities or self-worth.
2. **Commitment** – Resilient people are committed to their lives and their goals, and they have a compelling reason to get out of bed in the morning. Commitment isn't just restricted to their work – they commit to their relationships, their friendships, the causes they care about, and their religious or spiritual beliefs.
3. **Personal Control** – Resilient people spend their time and energy focusing on situations and events that they have control over. Because they put their efforts where they can have the most impact, they feel empowered and confident. Those who spend time worrying about uncontrollable events can often feel lost, helpless, and powerless to take action.

DEVELOPING A **GROWTH MINDSET**



INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them



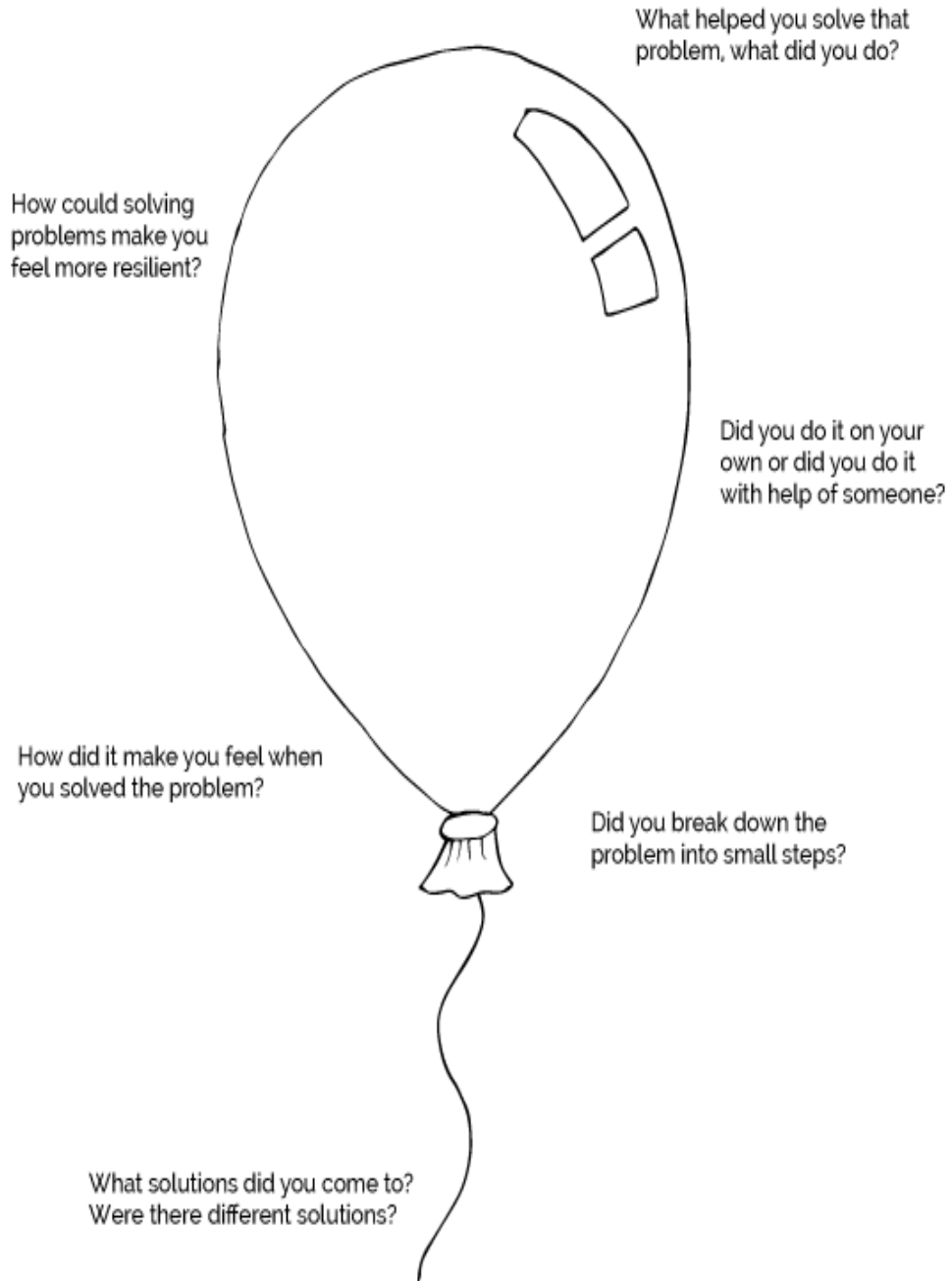
I can learn anything I want to.
 When I'm frustrated, I persevere.
 I want to challenge myself.
 When I fail, I learn.
 Tell me I try hard.
 If you succeed, I'm inspired.
 My effort and attitude determine everything.



I'm either good at it, or I'm not.
 When I'm frustrated, I give up.
 I don't like to be challenged.
 When I fail, I'm no good.
 Tell me I'm smart.
 If you succeed, I feel threatened.
 My abilities determine everything.

Coping: Solving Problems

Handout 3A ii: Think of a time when you solved a problem.
Write it inside the balloon.



Preferred learning styles

Which fits best?

Read through the following mind –styles and answer the questions at the end.

Mind-Styles™ model is based on how we perceive information and how we use (order) the perceived information:

Concrete – Sequential: systematic

Abstract – Sequential: research

Concrete – Random: instinctual

Abstract – Random: absorption

Learning style summaries

Concrete-Sequential

– Organised, stable, productive, perfectionist

Abstract-Sequential

– Precise, conceptual, visionary, opinionated

Concrete-Random

– Curious, hands-on, impulsive, impatient

Abstract-Random

– Spontaneous, adaptable, social, perceptive

Learning Preferences for each Mind Style

Concrete Sequentials prefer:	Order and quiet Exact directions Guided Practice Know the accepted way of doing something Can apply ideas in a practical, hands-on way Are given approval for specific work done
Abstract Sequentials prefer:	Lecture and reading Follow traditional procedures Work alone Research Logical explanations Are respected for intellectual ability
Abstract Randoms prefer:	Cooperative work Assignments with room for interpretation Balance of social activities and work Noncompetitive atmosphere Personalized learning Are given personal attention and emotional support
Concrete Randoms prefer:	Trial and error approach Hands-on experiences Brainstorming and open-ended activities Produce real, but creative, products Original and unique approaches to problem solving Self-directed learning

The different styles struggle with:

Concrete Sequential stretches:	Making choices Open ended assignments and "what if" questions Dealing with opposing views Taking new approaches Interpreting abstract ideas Seeing the forest
Abstract Sequential stretches:	Expressing emotions Working cooperatively in groups Writing creatively Taking risks or facing the unpredictable Open ended problems Placing grades in perspective...reducing perfectionism
Abstract Random stretches:	Working alone Attending to details and giving exact answers Working within time limits Concentrating on one task at a time Being corrected Expecting less emotional response from others
Concrete Random stretches:	Pacing and meeting time limitations Completing projects Choosing one answer Keeping detailed records Prioritizing Accepting others' ideas without showing another way Accepting when change is impossible

Mind Style Characteristics

The Concrete Sequential individual:

Needs and enjoys structured situations.
Likes to work with hands-on projects.
Likes things to be ordered and arranged in specific ways.
Likes clear and definite directions.
Is always "busy", looking for constructive things to do, can't sit still for long.
Is a natural organiser.
Prefers to do things step by step.
Follows directions.
Is a natural editor, can take anything and make it better.
Has a great fear of being wrong.

The Abstract Sequential individual:

Reads avidly for information and ideas logically presented.
Needs a quiet environment to think and work.
Likes to debate about ideas and controversial issues.
Likes to learn just to learn - self-directed.
Gathers information and analyses ideas.
Strives for intellectual recognition.
Thinks in a structured, logical and organised way.
Fears appearing foolish or uninformed.

The Abstract Random individual:

Dislikes routine procedures and orderliness.
Is extremely sensitive to his/her own and others' feelings.
Is flexible, accepting and responds easily to change.
Learns well through discussion and sharing of ideas.
Is imaginative.
Personalizes information.
Is usually involved in many projects or interest at one time.
Is focused on friends and relationships.
Has a fear of not being liked.

The Concrete Random individual:

Is highly curious.
Finds out-of-the-ordinary answers to problems.
Seems driven to say or do things in a way others have not.
Is a risk-taker.
Likes to discover his/her own way of doing things; must test things for self.
Is extremely independent and competitive with self.
Prefers to investigate and experiment; enjoys hands-on experimenting.
Skips steps and details.
Shows original creativity; has varied and unusual ideas.
Has multiple projects going at once.
Finds possibilities, creates change.
Is notorious for not reading directions or instructions.
Fears structure.

Preferred learning styles
Which fits best?

I think that I am a _____ learner.

I say this because _____

The impact that this has on my learning is _____

With this in mind I think that I should aim to develop _____

I will do this by _____

Revision strategies

Please bare in mind that some of these strategies will not be suitable for you. They may not work as well for you. Think about the preferred learning style audit above to help you decide which you think would help you most.

1. Create a Revision Timetable

Building a revision timetable can add structure to your revision and help you identify which GCSE subjects you need to prioritise to get better marks.

Creating a revision timetable is a great way to organise your study time, plus it also helps boost your motivation to revise for your exams. Recognising a need for a revision timetable means that you have already made a great start to combat stress. Take the first step by setting your GCSE study goals to build a strong foundation for success.

2. Practice, Practice, Practice

One of the biggest recommendations that past GCSE students suggest is to practice questions by doing as many GCSE past papers as you can.

Practicing past papers will help you get familiar with the:

- Exam format
- Question style
- Time pressure
- Retrieve information quicker

3. Collaborate with Classmates in Groups

- If you find your coursework too much to tackle alone, then why not enlist the help and support of other students? Create or join online study groups and connect with thousands of GCSE students in any all of the subjects you are studying. This will allow you to fully prepare for your GCSEs as well as enrich your learning by exploring the thoughts and ideas of others.
- Interacting with other students will also help you improve your communication and collaboration skills. And in addition, you and your classmates can also test one another's knowledge and level of progress.

4. Take Regular Study Breaks

- Do you feel stressed, tired and that no new information is entering your head? There is no point forcing yourself to study for hours upon hours as this will not result in a positive outcome.
- Taking regular study breaks and exercising is proven to engage your brain in studying and improve your exam performance in the long-run. Exercise is a powerful enabler which boosts your brain's ability to be productive so don't underestimate how important it is to take the stairs rather than the lift!

5. Understand Your Learning Style

- Everyone thinks that there is a best way to study but the reality is that each person is different. Once you understand your learning style by deciding if you are a visual, auditory, reading/writing or kinesthetic learner or whether you are concrete sequential, abstract sequential, abstract random or concrete random then remembering and recalling new information will become much easier.
- Practice will also tell you if you work better studying during the night/evening/morning/daytime.

6. Variety is the Spice of Life!

- Mix up your study habits and methods by listening to podcasts, watching videos or documentaries, moving to new study area or even something as simple as using different colours for your study notes.
- This is different to the other GCSE revision tips mentioned here as it encourages you to try a few different things to see what fits for you. Your brain will recall where you were or how you revised for a topic which will help you remember more information. Give it a go!

7. Use Mind Maps to Connect Ideas

- If you find it difficult to remember tons of new study notes, Mind maps may be the key to improving your memory. The theory behind mind mapping explains that making associations by connecting ideas helps you to memorise information easier and quicker. There are much more benefits to using Mind Maps for learning including being able to map out your curriculum, develop GCSE concepts in-depth and create sample exam answers.

8. Day of Your GCSE Exam

- The day of your exam can be the most stressful of the entire examination experience but there are ways which you can minimise your anxiety such as avoiding panicking friends and giving yourself plenty of time to get to the test centre on time.
- Also don't underestimate the power of eating a healthy breakfast the day of your exams!

9. Adapt for Different GCSE Subjects

- It may seem obvious but many students try to study for different subjects using the same study methods. Your GCSE revision should take account of the difference between your subjects and the challenges they represent.
- For example, flashcards are an ideal study aid to help you prepare for a language exam where you need to remember key terms. Also, an online quiz is a great way to test your GCSE Maths skills with sample questions.

How to keep calm?

- Take a deep breath.

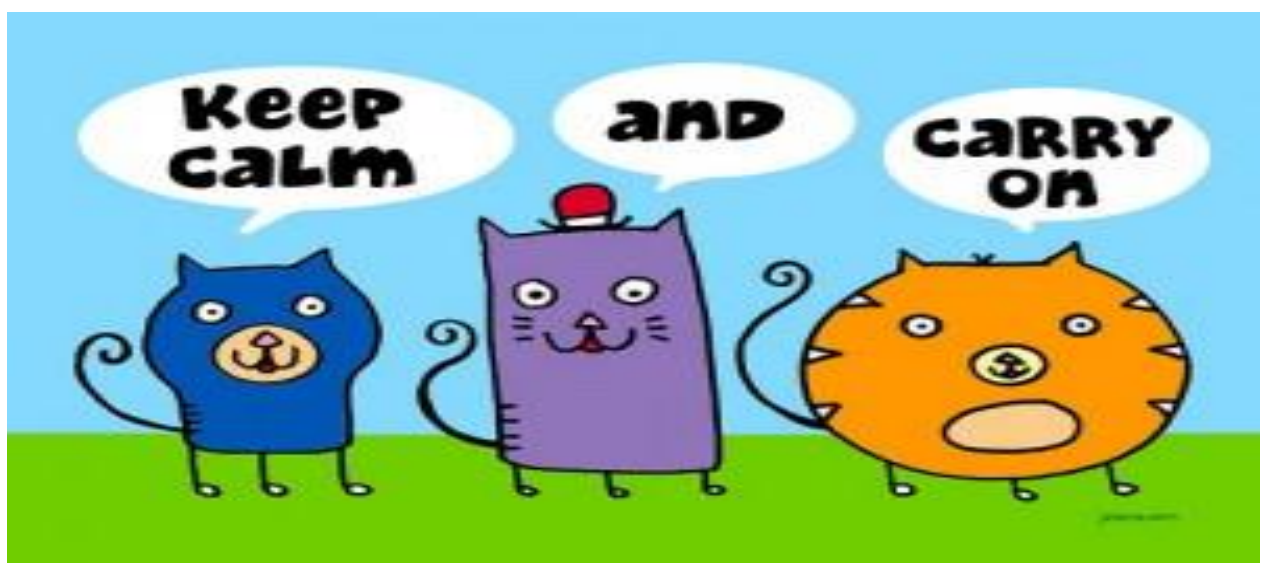
The key to a good deep breath is to have your belly move, not your chest. Put one hand on your belly and one hand on your chest. When you breathe in, your stomach should be moving out. When you breathe out, your stomach should move in.

- Imagine your favourite place.

Imagine your favorite place in the world. Maybe it's the beach, or the woods, or in a quiet spot in your home. Use your different senses to think about this place – what do you see, hear, and feel? Stay there for a few minutes.

- Pick a number.

Sometimes it's helpful to focus on something simple, like counting. Pick a number and count to it. Or start with a random number, like 58, and count backwards down to one. You could start at 100 and count backwards down by 7's. Try a few different ways of counting to see which works best.



How to beat stress!

1. A varied and healthy diet

Eating fresh ingredients and lots of fruit is really important. Juices filled with vitamin C, such as orange or grapefruit juice, are said to be good for your immune system so can help with stress.

When you're busy and tired it can be tempting just to grab another pizza or ready meal, but cooking from scratch can be therapeutic as well as being healthier.

2. Exercise

Doing sport at least once a week is the best way to reduce stress. It helps your body produce endorphins, which make you feel good. Even daily walks of 30 minutes can help reduce stress levels but it's even better to work out intensively. Even if you don't feel like it at the time you will feel the benefits afterwards.

Joining a sports club could also help with stress as the regular contact with other people should help improve your mood.

And why not try yoga? It's a great way to ease your mind and relax your muscles.

3. Meditation

It might sound simple, but sitting quietly for 10 minutes a day can really help with stress levels. If you've never tried meditation before, it's worth a go.

Good breathing techniques can put you in a more relaxed state as they send oxygen surging through your bloodstream, helping to calm you down and beat the stress.

4. Take breaks regularly

Short breaks between working can help you switch off. But longer breaks are important too.

How about taking the weekend off to relax? Make time for fun and for yourself even if this means that you have to schedule time away from your work. You'll hopefully come back to your work feeling fresh.

5. Sleep (and sign off Facebook)

Sleep is always the best medicine and some people find that small 20-minute naps can help increase productivity.

As students we tend to spend too much time on social media sites and answering emails, texts and phone calls. Sociability is fun – but too much of it, and too much computer time, can lead to more stress.

Failing to switch off from work because of your electronic gadgets will only make you even more stressed.

6. Try to see the positive side

If you missed a deadline, try to appreciate what you learned from this mistake: now you know how to plan ahead. Things might seem bad, but if you try, there is usually something positive to be learned.

7. Listen to music

Listening to music can help calm you down and put you in a better frame of mind. If you're feeling stressed, putting on some calming music while you work could really help.

8. Laugh

They say that laughter is the best medicine, and it's really true. Laughing out loud increases oxygen and blood flow which automatically reduces stress.

Not taking life too seriously can help everyone live a better and easier life. Make time for yourself, log out of Twitter and take breaks. It's about time that we students accept that we can achieve just as much in life without all the stress.

Developing confidence in your learning

1. Say It Out Loud

When you encounter learning for the first time, it is helpful if you can talk it out with a peer or teacher. This might be in the form of dealing with a vocabulary word, a scientific concept, a maths problem, or a verb tense in a world language. The verbal processing that takes place in conversation with a trusted peer or teacher settles the learner, provides an opportunity to try out the language associated with the new topic, and arms him or her with confidence. Through trial, error and immediate feedback, you will feel more confident setting out on your own to tackle the topic.

2. Brain Dump

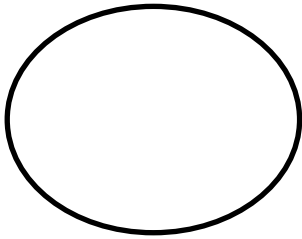
After learning new material for a set period of time, do a brain dump on a blank piece of paper. This serves the purpose of helping you realise that learning and knowledge acquisition *have* been happening. It helps to raise your confidence and is also a useful approach for the teacher to receive feedback and see where gaps exist. Consider using this valuable approach as soon as you receive an assessment, before attempting to answer any questions. For some of you, holding the information inside your head can cause anxiety and confusion. Taking a deep breath, dumping the information on a blank page, and seeing what it looks like prepares you for success on the assessment. This brain dump then serves as a study guide.

3. Not All in a Straight Line

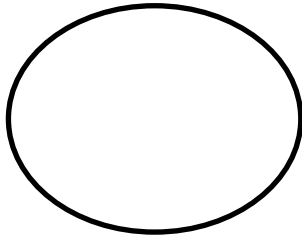
For many, learning is not linear. On an assessment, one of the keys to remember is that the first question might not be the best place to start. Sometimes, you will look at the first question on an assessment and panic, thinking you know nothing. That can derail the rest of the assessment. Instead, you should take a holistic approach, spend some time scanning the entire assessment, and look for a positive entry point where you feel most confident.

What do I want to do in the future?

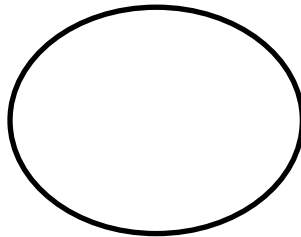
Completing something like this will keep you focused on a goal



What can I do to help me get there?

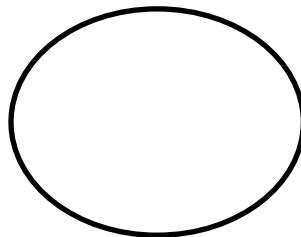


What can I do to help me get there?

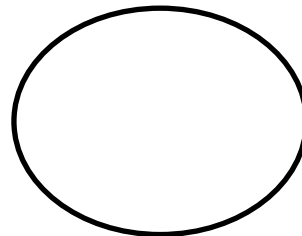


What can I do to help me get there?

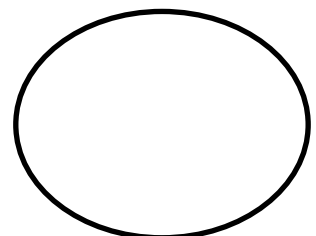
What can I do to help me get there?



What can I do to help me get there?



What can I do to help me get there?



Learner – Mentor target setting record sheet

Date & Time of meeting	Learning target (not subject specific)	Subject targets (subject specific)	Mentor Signature	Learner Signature
Session 1				
Session 2				
Session 3				
Session 4				
Session 5				
Session 6				

Learner – Mentor target setting record sheet

Date & Time of meeting	Learning target (not subject specific)	Subject targets (subject specific)	Mentor Signature	Learner Signature
Session 7				
Session 8				
Session 9				
Session 10				
Session 11				
Session 12				

How have I made progress on my targets?

Date & Time of meeting	Learning target (not subject specific)	Subject targets (subject specific)	Mentor Signature	Learner Signature
Session 1				
Session 2				
Session 3				
Session 4				
Session 5				
Session 6				

How have I made progress on my targets?

Date & Time of meeting	Learning target (not subject specific)	Subject targets (subject specific)	Mentor Signature	Learner Signature
Session 7				
Session 8				
Session 9				
Session 10				
Session 11				
Session 12				

Self-reflection 1) – How is it going?

Write honest answers to the questions below. This should be completed at the end of every half term.

1) What is going well at the moment?

2) What am I worried about at the moment?

3) What can I do to overcome this worry?

4) What further action do I need to take after today?

Self-reflection 2) – How is it going?

Write honest answers to the questions below. This should be completed at the end of every half term.

1) What is going well at the moment?

2) What am I worried about at the moment?

3) What can I do to overcome this worry?

4) What further action do I need to take after today?

Write honest answers to the questions below. This should be completed at the end of every half term.

1) What is going well at the moment?

2) What am I worried about at the moment?

3) What can I do to overcome this worry?

4) What further action do I need to take after today?

Write honest answers to the questions below. This should be completed at the end of every half term.

1) What is going well at the moment?

2) What am I worried about at the moment?

3) What can I do to overcome this worry?

4) What further action do I need to take after today?

Write honest answers to the questions below. This should be completed at the end of every half term.

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Write honest answers to the questions below. This should be completed at the end of every half term.

1) What is going well at the moment?

2) What am I worried about at the moment?

3) What can I do to overcome this worry?

4) What further action do I need to take after today?

My Achievements:

Academic	Pastoral

Revision techniques

Preparing for exams:

- Know which exams you have on which day.
- Know how many subjects you have to revise for.
- Know what content you have to revise for each subject.
- Start your revision well in advance of your exams.
- Plan your revision by drawing up an exam timetable. (don't forget to add breaks)
- Work out how much time you have to revise each subject.
- Plan to revise the subjects/topics that you find most difficult. (this is good revision)
- Balance your revision time – don't spend too much time on one subject.

Some advice about revision

- Divide your revision time up into short slots with a break between each slot
- Plan what you will do with your revision time each evening and set a deadline for finishing
- Reward yourself at the end of the revision with something you like doing
- Revise in a quiet area without distraction and at a table/desk where you have space.
- Don't just read through notes (unless you know that this works for you)
- Use colour and thinking tools when making your notes
- Get someone to test you
- Explain topics/key questions to someone else

Subject	Update 1	Specific Targets	Update 2	Specific Targets

Revision timetable

Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					