

7 Learning About Learning

Aim: To encourage positive attitudes and motivation towards learning and identify strategies and skills to facilitate life-long learning.



Setting Goals and Strategies to Build Skills that Facilitate Learning

Activity 1
Ways To Study

Examining Barriers to Learning

Activity 2
How Am I, When I Need To Study?

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Setting Goals and Strategies to Build Skills that Facilitate Learning

Activity 1: Ways To Study



Learning Intentions

Pupils are learning:

- to plan and set goals, and break tasks into sub-tasks, in order to set and review personal targets;
- to put in place strategies to improve study skills;
- to organise and plan how to go about a task;
- to manage own time.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Self Management: Organise and plan how to go about a task.
- Self Management: Learn ways to manage own time.
- Communication



Learning Experiences

- Investigating and problem solving
- Skills integrated
- Supportive environment



Attitudes and Dispositions

- Personal responsibility
- Self-belief, optimism, pragmatism
- Commitment, determination, resourcefulness

Resources

- 'Making An Action Plan' (Resource 1)
- 'Tips On Studying Effectively' (Resource 2)
- Year 8, Learning about Learning, Activity 3, Resources 2 and 3 (optional)
- Year 9, Learning about Learning, Activity 1, Resource 1 (optional)

Methodologies

- Class/pair discussion
- Worksheet
- Self reflection



Setting Goals and Strategies to Build Skills that Facilitate Learning

Activity 1: **Ways To Study**

This activity is about making a plan of action to achieve a goal. A good time to teach this could be before the pupils are choosing their GCSE options or planning their revision for exam week. The model given is similar to the SMART model considered in Year 9, Learning about Learning, Activity 3.

The second part of the activity focuses on study skills. The pupils will consider different study skills using the sheet provided. It is important to remember that this is a summary sheet, and a more in-depth study of each approach, especially mind maps, is advisable. To make this activity relevant, the pupils apply the study skills they learn to revision for a real test happening in another subject. Give the pupils sufficient advanced warning to ensure that they bring relevant revision work to class.

You may need to coordinate with another subject teacher to do this and plan the timing of this activity accordingly. Ideally, pupils will complete the test and receive their results between this lesson and the next Personal Development lesson. In practice, this may be impossible and so you may need to delay Activity 2 until they receive their results.

Explain to the class that they are going to consider an action planning process that can facilitate homeworks, deadlines, coursework, subject choices etc. For example, it could be to organise the preparation of a project, planning a revision timetable for end of year exams or preparing for a specific event such as a sports tournament or a music exam. In this instance, the pupils are going to apply it to preparing for a test.

Distribute Resource 1 'Making an Action Plan' and read the information together. Ask the pupils to think about the imminent test and complete the sheet up to 'steps to achieve my target/goal'.

In pairs, pupils discuss how they learn best. It may be helpful to review their preferred Learning styles and Multiple Intelligences (from Year 8, Learning about Learning, Activity 3, Resources 2 and 3, and Year 9, Learning about Learning, Activity 1, Resource 1).

Lead a discussion on pupils' different study strategies. Read Resource 2, 'Tips on Studying Effectively' as a class, linking the different approaches to various Learning Styles and Multiple Intelligences.

Individually, pupils apply the ways of studying that appeal to them to the work they have brought to the class (this forms the 'steps to achieve my target' part of their action plan).

Ask for feedback on any new ideas or strategies pupils have come up with during the class (e.g. a song or phrase that helps them to remember). Inform the pupils that they will review how successful the strategies have been in the next class.

Pupils reflect in their personal journal on what strategies they may find helpful for revision and preparation.



Opportunity for AfL Self evaluation



Opportunity for AfL Pupil reflection

7 Learning About Learning

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Examining Barriers to Learning

Activity 2: How Am I, When I Need To Study?



Learning Intentions

Pupils are learning:

- to identify barriers to learning;
- to develop strategies to overcome barriers;
- to review learning and some aspect that might be improved;
- to compare their approach with others and in different contexts.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Self Management: Review learning and some aspect that might be improved.
- Self Management: Compare their approach with others and in different contexts.
- Communication



Learning Experiences

- Ongoing reflection
- Enquiry based
- Offers choice



Attitudes and Dispositions

- Personal responsibility
- Openness to new ideas
- Integrity, moral courage



Resources

- 'Making An Action Plan' (Resource 1)
- 'Swot Or Not?', quiz (Resource 3)
- Large sheets of paper for groups
- Marker pens
- Blu-tak

Methodologies

- Pair work/Class discussion
- Personal quiz
- Group work

Examining Barriers to Learning

Activity 2: How Am I, When I Need To Study?

This activity considers barriers to learning, such as lack of motivation and organisation, procrastination, negative peer pressure and poor exam technique. Pupils use a personal quiz to highlight the most beneficial ways to study, where the 'a' answers give the healthiest attitudes and strategies. Review each question on the quiz to highlight the advantages, and disadvantages, of using a number of different approaches.

Ask pupils to review the effectiveness of their learning strategies by completing their Action Plan Sheet (Resource 1) individually, then discussing their ideas in pairs or small groups.



Opportunity for AfL Peer-assessment

Hold a class discussion where pupils can share any strategies they have learned to help them study more effectively. This may highlight that other factors also influence how effectively we study. The pupils then complete the Resource 3 'Swot or Not?' quiz and review the advice given.

Review a couple of the questions that may be pertinent to the dynamics of the class in general (a circle time, informal arrangement may be effective here). Highlight any relevant issues, such as, it's not cool to study, or, not realising the long-term implications of passing exams. Encourage pupils to share their personal experiences and opinions.



Opportunity for AfL Effective questioning

Give groups of four or five pupils a large sheet of paper and marker pens. Ask them to come up with a list of barriers to learning and ways to overcome them, using ideas suggested in the quiz and their own. The groups display their sheets around the room. Give pupils the opportunity to walk around and read each other's ideas.

Pupils reflect in their personal journals on their personal barriers to learning. After this, in pairs, they advise each other on personalised strategies to

overcome their particular barriers. For example, they may not be able to have their own desk at home, but how could they arrange to have a quiet undisturbed space to work? Maybe they could sit on their bed leaning on a large board, and keep a box under their bed with all the things they need in it, such as pens, pencils, colouring pens, dictionary, textbooks etc.



Opportunity for AfL Pupil reflection

An extension activity could be to teach pupils how to design a personal study timetable, blocking their time for each evening into: TV/relaxation, meals, study time and clubs.

