

## Ideas for revising alone

1. Dictate your notes into a recording device and listen to them
2. Write notes and diagrams on post-its and have them on something you see everyday
3. Mind map your topic
4. Memory challenge - look at the labelled version of a drawing or a piece of text for 30 seconds. Cover it up and try and draw or write what you saw. Compare the two pictures or notes. Whatever you didn't include is what you need to revise more
5. Cheat Cards- PRETEND you can cheat by putting the key points of a topic on a scrap of paper you can hide in your pencil case. Limited space means you can only write the most important things (Don't use this in the real exam!)
6. Concept Map – Write key words onto A3 paper, link them with arrows, write over the arrows how the two words are linked
7. Invent a Mnemonic or Acrostic for remembering difficult concepts
8. Read the revision guide/your notes
9. Make bullet points from revision guide/ notes
10. Create an exam paper include questions and a mark scheme. If working with others, swap and answer. Then swap back and mark.
11. Draw diagrams/pictures from your notes
12. Write descriptions of diagrams
13. Answer questions from the revision guide

## Ideas for revising with others

14. Put key words and definitions on to separate cards, turn them all over and mix them up. Then try to find the pairs by turning them over, if you get a pair you get another go. The person with the most pairs wins. Play a few times and keep adding more key words and definitions
15. Get pieces of A4 paper with key topics written on the top. Each person writes something about that topic on the paper and pass it to another. Keep passing the paper until it is full. Afterwards, check you understand everything on the paper, what you don't know you need to revise further.
16. Talk-Listen-repeat - Face a partner and talk on a subject for 30 seconds (they might want to write it down first). Now swap. Repeat trying to get more key words into the 30 seconds without looking at their notes.
17. Using the criteria, give an answer to a question that will give you an E. Next person moves this up to a D and so on... can you work as a team to push to the higher grades
18. Each person writes a list of 10 questions on the topics you find the hardest (include the answers) then ask you questions to each other and score each other.
19. Pictionary / speed Pictionary – draw pictures which represent key words, team members or partners guess what they are
20. Paper in a bucket – Write topic key words on scraps of paper, put them all in a bucket, each person picks one out and has to describe the key word without saying the word. Person with the most wins that round. Then put them all back. Round 2 – same thing but only say one or two words. Round 3 – same thing but act out the word

# Student Revision Toolbox

22. Back 2 Back – One person describes what they can see on a diagram or picture on the topic, the other person can ask lots of questions but not look at the same thing. Student 2 draws what they think student one sees. When finished compare two pictures.
23. Rizla/post-it note game (post it notes on forehead – students have to ask yes/no questions to work out what/who they are)

## Ideas revising in class or in a group

24. The big question. Write out about 5 questions. Split class into groups of 5 give each member of the group a different question, give the pupils 1 minute to read the question then one minute to write a response then tell them to swap papers and repeat, pupils read other pupils ideas (revision) and add their own. Mark them as a class and see which group got highest marks.
25. Pass the parcel: for the last lesson before they leave big pass the parcel revision, in each layer is a question - question has to be answered correctly for silly prize.
26. Make Spider diagrams of a topic
27. Individual whiteboard quizzes
28. Jeopardy (give them the answers, they make the questions).
29. Pictionary with key words
30. Diamond 9 on suitable topics
31. Make snakes and ladders game - positive for ladders negative for snakes
32. Keywords and definitions to match (card sort)
33. Dominoes with questions and answers,
34. Keyword mind maps – link words with a statement
35. "Teach you/ the class" - pick mini topics, give them 20 minutes. You will be concentrating on the "facts" so other groups can report on the delivery, coverage etc (this focuses their attention and allows a bit of afl).
36. Bingo with keywords
37. Flip chart paper with different topic titles – Each student/team gets different colour pen – all add what they know to each poster for 20 seconds then move to the next poster. Gets harder and harder the more you move around the room.
38. Speed dating – ten questions on a topic (e.g. a page in the revision guide) Table in a circle - half the pupils inside, half outside the circle. For 4-5 minutes the pupils ask each other their questions. At the end of the 4 minutes either the outside or inside pupils move round one seat and repeat the exercise.
39. Peer group learning - Split group up into 3s. Each group takes a topic to summarise on A3 paper. After only 20 minutes chose one person from each group to go to the next group (they are the 'LEARNER') and learn about the topic they have summarised. The group have 5 minutes to teach the topic to the learner. After 5 minutes you liaise with the learner to find out what they have learned.
40. In pairs pupils make poster on double spread from textbook (15-20 mins) one becomes the expert. I rearranged desk into horseshoe shape. Expert explains poster to student from another group. All rotate round so seen all posters then swap over. I found 40 sec was best for each one

41. Play Who Wants to be a Millionaire. Questions should increase in difficulty as the money gets higher.
42. Complete a question and then 'fight' for your grade. Around the room, display limited numbers of grades alongside the criteria. Students must discuss and reason with each other in order to get the grade.
43. Highlight what your strength and weakness are for a topic. Where you have your strength, others may have as a weakness. Write them a letter with key information that will help them. Someone will write you a letter for your weakness area.
44. Put the topic word on the board, pupils think about all the words associated with that topic but they expand that branch. Can do this on paper as well and then photocopy it for all

## Revision websites

45. BBC bitesize - [bbc.co.uk/schools/bitesize](http://bbc.co.uk/schools/bitesize)
46. Yacapaca – revision quizzes on all topics - <http://yacapaca.com>
47. General revision topics - <http://getrevising.co.uk>
48. Revision guidance <http://www.rrc.co.uk/StudySupport.aspx>
49. Quizzes and games for most subjects at sheppardsoftware.com
50. Make a cartoon strip at [makebeliefscomix.com/Comix](http://makebeliefscomix.com/Comix)
51. Make a mind map using "freemind" [http://freemind.sourceforge.net/wiki/index.php/Main\\_Page](http://freemind.sourceforge.net/wiki/index.php/Main_Page)
52. Make a mind map online for other users to contribute to - [bubbl.us/index](http://bubbl.us/index)
53. Make a speaking avatar talking about a topic [voki.com](http://voki.com)

## Golden Rules/Things to keep in mind

54. Don't revise for long periods – Have a break. 20-40 minutes per topic at a time with a break in-between might help.
55. Revise somewhere you won't be disturbed and it's easy to work. Bedroom/Public Library/School Library/A café (you might have to buy something to stay there)/Friends or relatives house /The bottom of the garden or A local park (if you have one and it is not raining)

## Planning your revision

56. Make a revision diary AND a planner - Planners can be ignored, but if you write down what you have done you know how much you have actually covered
57. Divide the number of topics you have to revise between the number of days you have left.
58. Draw the plan - one week per A4 sheet of paper.
59. On the plan enter the fixed events which you have to attend: e.g. birthday party, Youth Club, Saturday job etc.
60. Divide the remaining time into morning, afternoon, and evening sessions of about 3 hours each, e.g. 9-12 a.m.; 2-4 p.m.; 7-9 p.m.
61. On separate pieces of paper take each of your subjects and make a list of all the topics for each one.
62. On another piece of paper re-list the topics in order of difficulty - most difficult at the top.
63. On the plan enter 3 topics for each session, one from each subject, most difficult first.
64. Memory is about repetition – covering things once is not enough