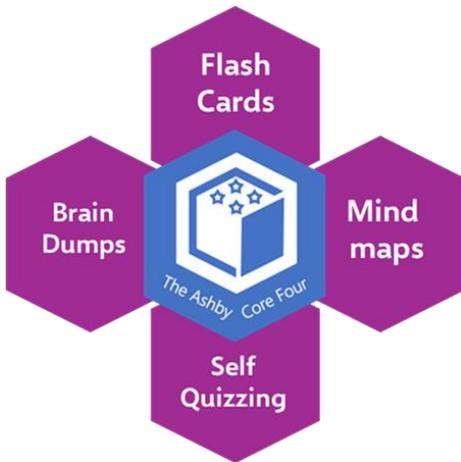


Empowered to Succeed

Focus of the week: Brain Dumps



Mr Newton has made a video on how to make mind maps which can be found here:

<https://youtu.be/4e84aGGqvVM>

Brain dumps are a really helpful way to revise because they make you actively think about what you know. When you write down everything you can remember about a topic without looking at your notes, you give your brain a chance to practice recalling information. This helps you remember things better and shows you which parts you might need to study more. It also helps you understand the topic more clearly because you're putting it into your own words, which makes it easier to remember in the future.

Summary: Brain dumps



1.
Identify knowledge

Identify the knowledge/topic area you want to cover.



2.
Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)



3.
Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.



4.
Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.



5.
Store and compare

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

THE ONE ABOUT REVISING TO MUSIC

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WHY THIS STUDY

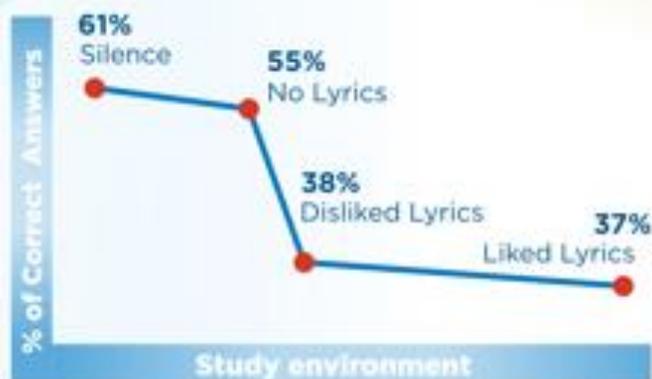
Many students do their homework and revision whilst listening to music. Many of these students will swear that listening to their favourite songs helps them study. But does it actually help or hinder learning? And interestingly, does it matter what type of music they listen to whilst revising?

To answer these questions, researchers assigned students of a range of ages to one of four groups; the first revised in silence, the second revised whilst listening to music with lyrics they liked (which included songs from One Direction and Katy Perry), the third group revised to music with lyrics they did not like (which comprised of very heavy thrash metal bands), and the fourth group revised listening to music that did not have lyrics.

The participants then took a test on the passages they had been revising, rating how distracting their environment had been, as well as writing down their predictions for how well they thought they had done.

THE MAIN FINDINGS

- 1 Students who revised in **quiet environments performed over 60% better** in an exam than their peers who revised listening to music that had lyrics.
- 2 Students who revised whilst **listening to music without lyrics did better** than those who had revised to music with lyrics.
- 3 It made no difference if students revised listening to songs they **liked or didn't like**. Both led to a **reduction in their subsequent test performance**.



- 4 Students who revised in **silence rated their environment as less distracting** and accurately predicted that this would lead to better performances in subsequent tests.

Empowered to Succeed

Afterschool Revision

9th March	10th March	11th March	12th March	13th March
Day 1	Day 2	Day 3	Day 4	Day 5
Geography H2 MGR	No sessions due to early finish	History H2 CLA Britain, Health and the People, Cause and Cure of Illness	Independent Study Sparx Maths Seneca GCSE Pod	
Computing M10 LKN Exam technique		Science S1 - JFR Chemical Changes		
Art A1 and A2		English E7 - LMO Unseen + Comp poetry		

Lunchtime

French fun club - Mon Week A Lunchtime
 For higher grammar revision and listening.
 Bring lunch. **12:25 - 12:50.**

- Food Prep NEA – Monday and Tuesday lunchtimes D2

