



Well-Being Evening

2nd April 2025

Well-Being Session

Mr James

Associate Deputy Headteacher

Mr Howell

Director of Sixth Form

Success with Care



Well-Being Evening

2nd April 2025

Why this evening?

During the exam period, revision and well-being need to go hand-in-hand.

This evening, we will cover some areas that will help students manage themselves in a healthy way over the next few months and some strategies and tools so that they can use their time effectively.



Well-Being Evening

2nd April 2025





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Taking Control – Planning a Revision Timetable

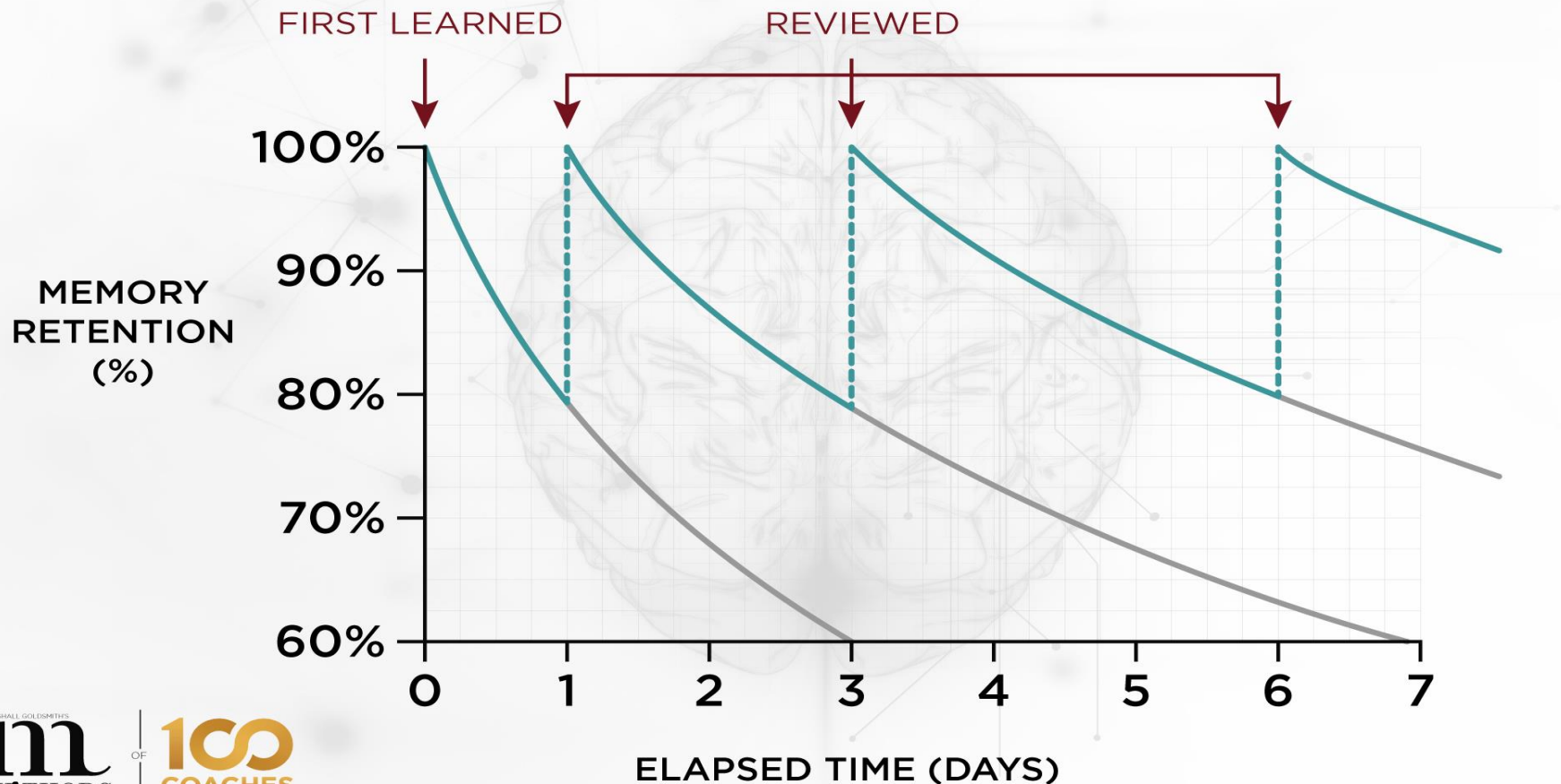




Well-Being Evening

Revision: Little and Often

EBBINGHAUS FORGETTING CURVE





Well-Being Evening



What are the Best Ways of Revising?

Revision, like any learning, works best when it is **active** and makes us **think hard**. Here are nine of the best strategies – so good we use them in lessons too. Revise in **20-minute bursts** with a **5-minute break** and repeat 3-4 times in a revision session. Videos and more information can be found on the DHFS website or by using the QR code:



1. RAG Rating Your Own Confidence of a Topic

Before you start revising, get a contents list of the for each topic from your teacher or make a list. Use three colours to colour code this list:

- **Red** – I remember very little about this
- **Amber** – I remember some of this
- **Green** – I remember much about this



2. Graphic and Knowledge Organisers

Turn what you need to learn into a **simpler, different and memorable format** (e.g. comparison tables, mind maps, flow charts, graphs, diagrams, acronyms and metaphors)



3. Rosenshine Review Quiz

Design a list of quiz questions (with answers in brackets) on learning from a few lessons, weeks and months ago.



4. Leitner Box Method using Quiz Flash Cards

Create **easy-to-read flash cards** with information that you need to learn, e.g. questions (on front) and answers (on back). Questions you cannot answer go in a pile that you ask more often (A). Questions you can answer go into pile (B)- answer these less often.



What are the Best Ways of Revising?



5. Mistakes Hit Lists

For a topic or a whole subject, write down a mistake you keep making (column 1). Write down why you make this mistake (column 2). In the 3rd column write the correct response. Tick off mistakes that no longer happen.



6. Two Slow, One Fast (for bigger questions)

- **Slow** – firstly, focus on doing and answer well but slower than you get in the real exams
- **Slow** – the second time, a few days later, answer the question again, again slowly
- **Fast** – days later, do the same question well and in the correct exam time.



7. Right, Wrong, Right

- **Right** – find someone that has done an exam answer well (e.g. a full mark answer). Write down the best bits from their answer
- **Wrong** - write the wrong answer one final time. Where exactly do you go wrong? Compare your answer with the student's answer?
- **Right** - write the correct way of doing it



8. Do Practice Papers and Use Mark Schemes

Ask a teacher or search online for exam papers. Answer them, marks them using mark schemes (examiner answers) and give yourself DIRT tasks



9. Design Your Own Exam Questions

Think about questions the examiners could ask. Swap these with friends. Answer them, mark them and give yourself DIRT tasks.

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DHFS' Top

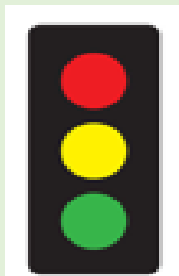


Glued into all student planners, in your handout and on the website

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Well-Being Evening

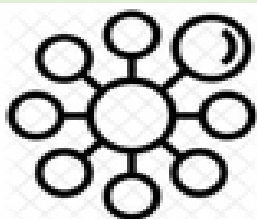


1. RAG Rating Your Own Confidence of a Topic

Before you start revising, get a contents list of the for each topic from your teacher or make a list. Use three colours to colour code this list:

- **Red** – I remember very little about this
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This one helps us to identify our priorities areas. Spend more time revising what we do not yet know



2. Graphic and Knowledge Organisers

Turn what you need to learn into a **simpler, different and memorable format** (e.g. comparison tables, mind maps, flow charts, graphs, diagrams, acronyms and metaphors)

This one helps us to use ways of remembering less (e.g. using PEARL in English to help us structure answers)



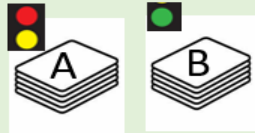
3. Rosenshine Review Quiz

Design a list of quiz questions (with answers in brackets) on learning from a few lessons, weeks and months ago.

This one makes us design quizzes that use questions from recent learning and from a long time ago to avoid us forgetting. If possible get someone else to quiz you.



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4. Leitner Box Method using Quiz Flash Cards

Create **easy-to-read flash cards** with information that you need to learn, e.g. questions (on the front) and answers (on the back). Questions you cannot answer go in a pile that you ask more often (pile A). Questions you can answer go into a separate pile (pile B) - answer these less often.

This one helps us to practice quizzing ourselves (or getting someone else to) more often on the things we cannot yet remember



5. Mistakes Hit Lists

For a topic or a whole subject, write down a mistake you keep making (column 1). Write down why you make this mistake (column 2). In the 3rd column write the correct response. Tick off mistakes that no longer happen (column 4).

This one helps us to keep a list of big mistakes we make that we want to avoid doing again



6. Two Slow, One Fast (for bigger questions)

- **Slow** – firstly, focus on doing an answer well but do this slower than you get in the real exam
- **Slow** – the second time, a few days later, answer the question again, again slowly but to
- **Fast** – a few days later, do the same question well but this time in the correct exam time

This one makes us practice exam question answers – doing them well and slowly first and then speeding up



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7. Right, Wrong, Right

- **Right** – find someone that has done an exam answer well (e.g. a full mark answer). Write down the best bits from their answer
- **Wrong** - write the wrong answer one final time. Where exactly do you go wrong? Compare your answer with the student's answer?
- **Right** - write the correct way of doing it

This one involves learning from other students' answers

This one involves practicing lots of different types of exam question and marking them yourself

8. Do Practice Papers and Use Mark Schemes

Ask a teacher or search online for exam papers. Answer them, mark them using mark schemes (examiner answers) and give yourself DIRT tasks

9. Design Your Own Exam Questions

Think about questions the examiners could ask. Swap these with friends. Answer them, mark them and give yourself DIRT tasks.

This one involves design exam questions that have not come up on any exams before





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Dronfield Henry Fanshawe School
Est. 1579 – Success with Care

Students ▾ Sixth Form ▾ Parents ▾

- Life At Our School >
- Key Information >
- The Curriculum >
- Safeguarding
- Personal Development >
- Careers (CEIAG) >
- Exams >
- Active Revision Techniques >**

Active Revision Techniques

- Ordering Revision Guides
- Revision Tips

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Do you know the best ways of revising?

Inside the Revision Techniques folder, you will find information on different revision techniques, examples of how they might look and 3–5-minute videos explaining how each technique works.

Active Exam Preparation and Revision Strategies

1. Learn 2. Create and Use 3. Reflect

Revision Technique: RAG Rating Student's Own Confidence of a Topic

1. Learn Why does it work?

a) Firstly, this helps you to understand all the aspects that what might be assessed

b) Secondly, it helps you focus your limited revision time on your priority areas of the topic or subject.

Example

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Active Exam Preparation and Revision Strategies

1. Learn 2. Create and Use 3. Reflect

Revision Technique: Graphic and Knowledge Organisers

1. Learn How does it work?

a) Graphic and knowledge organisers force us to reshape and consolidate our knowledge into a more concise or different and memorable format

b) They help students to connect their learning together.

c) This strategy may include comparison tables, mind maps, flow charts, graphs, diagrams, acronyms and metaphors.

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Example of a knowledge organiser

Extreme Earth

Big Vocabulary

Word	Definition
explosive	Large thunderstorm clouds
erupt	to suddenly burst out causing lava to explode out of the earth's surface
remains	The remains of plants or animals that lived a long time ago which can be found deep in the earth
molten	Extremely hot, liquid rock
crust	The earth's crust is made up of large areas called tectonic plates that join together

Layers of Soil

Layer	Description
humus	During dead leaves and animals
topsoil	Plant's roots grow here. Very few rocks.
subsoil	Rocks and stones. Full of nutrients. Tree roots may reach. moor
bedrock	A mass of rocks. moor

Layers of Earth

Crust
Thin outer layer. Hard rock. 10km-90km thick.

Mantle
Extremely hot rock that flows. 3000km thick.

Outer core
Iron and nickel. Mostly liquid with some rocky parts. 4000°C.

Inner core
Iron and nickel. Solid layer of over 5000°C.

Many of these techniques we have already begun to teach you in lessons.

Remember, revision is like any learning we do...if it is not making you think hard, it won't help you remember things.

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Well-Being Evening

Young Minds

YOUNG MINDS

The voice for young people's mental health and wellbeing

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Well-Being Evening

Looking After Ourselves

Sometimes it can feel like we don't have any control over what we think or how we feel.

But by making simple changes to our lives, we can make a real difference to our mental health.

Feeling good is worth investing in - and the best thing is that these simple tips won't cost you much time or money.



Well-Being Evening

Components of Well-Being

Physical

Mental

Social

All these can
be impacted at
stressful times
in your life



Well-Being Evening

Components of Stress

- STRESSORS – Things that causes you stress
- WHAT ARE YOUR STRESSORS AT THE MOMENT?
- STRESS RESPONSE

If you are unable to do anything about the stressors by the end of this session you will have some tools, that, with practice, will help you manage your stress response and deal more intelligently with the difficult times in your life.



Well-Being Evening

Components of Stress

Stress is not the bad guy, it is your body doing its job of preparing you for the challenge ahead. FIGHT, FLIGHT OR FREEZE.

It is when stress becomes stressful and it starts to affect one and eventually, all 3 aspects of wellbeing



Well-Being Evening

Control the Controllable

What is within your control in the build up to and on the days of your exams?



Well-Being Evening (Physical Well-Being)

Eat Well, Feel Better

Did you know good food is good for your mood?

It's not just your body you're feeding - your mind is affected by what you eat, too.

There is increasing evidence of a link between what we eat and how we feel.

This is called the 'food – mood' connection. How we feel influences what we choose to eat or drink – and a healthy diet can protect our mental health.

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Well-Being Evening (Physical Well-Being)

Brain Food: Top Tips

1. Don't skip meals. Eat three meals a day with two 'healthy' snacks (for example fruit or yoghurt) in between.
2. Eat breakfast within an hour of waking up. Never skip breakfast.
3. Try to have at least five portions of fruit and vegetables every day.
4. Try to drink 6-8 glasses of water every day.

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Well-Being Evening (Physical Well-Being)

Sleep

Make time for sleep. Don't look at screens at least one hour before bed

Learn, sleep, repeat

Make your bedroom a place of rest

Clear your head before bed. Write down all your worries in a journal.

Remember - one night of bad sleep won't hurt

Wake up well. Try not to look at your phone until after you've had your wash and breakfast. Your mind goes from quiet calm to letting the whole world in

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Well-Being Evening (Physical Well-Being)

Exercise

Everyone knows that exercise is good for your body - but did you know that it's important for your mental health, too?

Scientists have discovered that exercise makes your brain release chemicals that make you feel good.



Well-Being Evening (Physical Well-Being)

How Much Exercise?

You should aim to do at least 30 minutes of moderate exercise, five days a week.

Moderate exercise means you're working hard enough to raise your heart rate and break a sweat, but you can still talk. It could include things like:

- walking (green spaces are known to reduce stress levels)
- riding your bike
- swimming
- walking to school instead of getting the bus, or getting off a few stops early
- going to the gym

Of course, when you're feeling stressed, exercise is often the last thing you feel like doing. That's why it's useful to exercise with a friend, so you can motivate each other. Set goals and measure your progress, so you can see the difference it makes.



Well-Being Evening (Mental Well-Being)

Be Organised

- You have already had a session on effective revision techniques.
- But
- Have your files up to date; know when and where your exams are; check you have all equipment; make sure you have set your alarm and have time to eat and have a drink
- Remember to put these wellbeing tips into your revision timetable.
- Timetable time to meet friends to switch off and have fun

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Well-Being Evening (Mental Well-Being)

Bring Stress Levels Down - Mindfulness

- Every evening do something that brings your stress levels down. Do something Mindful every evening. If you don't bring your stress level down you are starting at a higher level the next day, this is when it becomes stress-full and feel overwhelming
- This is a form mindfulness, being in the present moment on purpose. It could be anything dancing, baking, lego, sport, playing a musical instrument anything that takes you out of thinking mode into sensing mode.
- At your age with school, work and socialising the thing that nurtures you the most is the first thing you give up at a time when you need it the most.



Well-Being Evening (Mental Well-Being)

Mindfulness

- When you are getting overwhelmed, notice how your body and mind are reacting.
- Notice if your thoughts are catastrophising and snow-balling into worry.
- You can use Breathing techniques to give you a bit of space so you can respond rather than react.
- WATER BREATHING is where you breath in for 4 and out for 4. Its called water breathing because it is something you should practice(sip at) throughout the day.
- With practice this will become your default setting when you notice you are feeling overwhelmed



Well-Being Evening (Mental Well-Being)

Polyvagal Breathing

- The vagus nerve is the longest cranial nerve.
- It is responsible for the parasympathetic system –rest and digest.
- There are many ways to support
- One quick way to activate this system when you notice you are feeling stressed.
- Breath in for 3; hold for 4; out for 5
- Repeat 10 times



Well-Being Evening (Mental Well-Being)



Write your worries down

"Write down the things that are stressing you out. This way you can visualise them better. Then, categorise them into things you can solve yourself, and things that may take time or are affected by external factors. This will help you to recognise that some things can be solved relatively easy, and this will take a massive weight off your shoulders."



Stay realistic

"We all have those days where revision just feels impossible and that is totally okay - listen to your body/mind and look after yourself first and foremost. Doing something small is better than doing nothing. All the little bits add up in the end."



Well-Being Evening (Mental Well-Being)



Grades don't define you

"It is so important to remember that your grades don't define your worth as a person, whether they are what you wanted or not. You are unique and special for so many reasons other than the results you collect at the end of August. Work hard, but only as hard as your mental health will let you comfortably!"

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Well-Being Evening (Mental Well-Being)

Doing Good Things

Doing good feels good. Scientists have shown that helping other people makes us happy.

Research suggests that people who volunteer for causes they care about tend to be happier and healthier, and even live longer.

Doing good doesn't have to take much time:

- Volunteer in a local charity shop.
- Help an elder person you know with their weekly shop
- Join the peer mentoring scheme in school



Well-Being Evening (Mental Well-Being)

Boost Your Self-Esteem

Challenge negative beliefs about yourself
Identify them and gather evidence to challenge them

Can't do a subject -> find evidence in your books, parents evening or comments from teachers that show the opposite.

Feel bad about yourself -> note down when someone pays you a compliment, focus on your skills and talents.



Well-Being Evening (Mental Well-Being)

Boost Your Self-Esteem

Spend time with people that **boost you up.**

Spend less time with people that make you feel worn down, depleted or less motivated

Take up a positive hobby

Set goals for yourself to achieve



Well-Being Evening (Mental Well-Being)

Take Some Time Out

Pause.

Recharge your batteries.

Relaxation is key to maintaining positive well-being.

Using Mindfulness Apps like Headspace or Calm or using the free NHS yoga, tai-chi and Pilates videos





Well-Being Evening (Mental Well-Being)

Positive Relaxation

Pause.

Take time to look out the window.

Let your shoulders drop

Deep breaths – a time old tradition to calming down

Picture a nice place, maybe a happy memory, remember the sounds, smells, heat etc.



Well-Being Evening (Mental Well-Being)

AVOID SHORT-TERM Negative Relaxation

These usually have short-term and long-term physical and mental health issues.

Alcohol

Nicotine

Drugs

In some cases, it can act like a stimulant.

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Well-Being Evening (Mental Well-Being)

Top Ways to Relax

Taking up a hobby – people who have stressful jobs often find that taking up a hobby can help them switch their brains off from work pressures once they are away from work.

Aerobic Exercise – exercise where the heart rate is increased releases endorphins which make you feel good. Exercises could include going to the gym or sport such as football or netball but could also include cycling, skate boarding, surfing, riding a horse, swimming

Walking – walking also releases endorphins but can also help you to switch off from pressures as you take in the scenery around you and get into a steady rhythm. Getting fresh air also helps you to relax and sleep better.

Yoga – yoga, tai chi and Pilates are designed around relaxation and breathing techniques which can all aid relaxation.



Well-Being Evening (Mental Well-Being)

Top ways to Relax

A warm bath – it sounds simple but a nice warm bath helps the muscles relax and encourages a general feeling of relaxation. Some people find listening to calming music while you are having a soak helps.

Watching a film or reading a book – escapism is a great way to switch off from reality for a while and help the mind to relax.

Meet a mate – leaving the stressful situation you are in and talking things over with a mate or even chatting about something completely different from what caused the stress can take your mind off things and aid relaxation.



Well-Being Evening (Mental Well-Being)

Attitude 1 – Failing Forwards

- Everything in GCSEs/A Levels (apart from end exams or coursework) is simply information.
- Mistakes can be made, but they need to be learnt from so that the same mistakes are not made again.
- The issue is that students have different emotional responses to making mistakes.
- **Some actively avoid it**, settling for easier questions, not completing work, applying to universities they will not get rejected from.
- **These students make slower progress.**



Well-Being Evening (Mental Well-Being)

Attitude 1 – Failing Forwards

'It is important to always make new mistakes'

– Esther Dyson

Failing Backwards	Failing Forwards
Blame others	Takes responsibility for own mistakes
Repeat the same mistake	Reflect and learns from each mistake
Expect to never fail (avoid failing)	Knows failure is part of the process
Expect to fail continually (defeatist)	Maintains a positive attitude
Being limited by past mistakes (I couldn't do maths in the past...)	Take new risks
Withdraw effort	Resilience

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Use the **mistakes list** as part of your studies / analysis

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Well-Being Evening (Mental Well-Being)

Attitude 2 – Stopping Negative Thoughts

American psychologist Albert Ellis studied how people respond under times of stress.

He looked at the types of thoughts people have when things go badly.

This can be applied to GCSE and A Level students.

He states that the key is to recognise the voice/thoughts and
‘reframe the thought positively’



Well-Being Evening (Mental Well-Being)

Attitude 2 – Stopping Negative Thoughts

Reflection - try reframing these thoughts:

- *I've never been good at exams*
- *Stuff like this always happens to me*
- *I'm going to fail, so what is the point in trying*
- *The teacher doesn't like me*
- *Nothing goes right for me. Why should geography be any different?*
- *I've been rubbish in science since primary school, I should never have picked it for an A level.*
- *If I fail this trial exam, it will mean the whole term has been a disaster.*



Well-Being Evening (Social Well-Being)

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The voice for young people's mental health and wellbeing

Need to talk?

In School: mentor, House team, teacher, school nurse

- **ChildLine** – counselling service
- **Kooth** – online anonymous support service
- **Get Connected** – helps link to other services
- **HeadMeds** – mental health
- **Samaritans** – emotional distress
- **THESITE.ORG** – online guide for help ranging from sex to exam stress



Well-Being Evening

We are
always here
to help

The **school website** is packed
with subject
specific revision
materials and
exam papers and
more information
on revision and
student well-
being

Student area – exams section

Welcome to
Dronfield Henry Fanshawe School
Success with care

Green Lane, Dronfield, Derbyshire S18 2FZ | Contact Us | Tel: 01246 412372 | Email: admin@dronfield.derbyshire.sch.uk

Citrix Portal My Files Email

Home » Students » Exams

Exams

This section of the website aims to provide you with helpful information and guidance in all aspects of examinations.

- Exam Information
- Revision Tips & Guides
- Exam Well-being and dealing with stress

Considerations during exams

MHO



Well-Being Evening

We are
always here
to help

The **school website** is also a
great place for
wellbeing advice

Wellbeing



Student area – wellbeing section

'Success with Care' does not just focus on the academic side of studies but with a key focus on the student as a whole. At DHFS we aim to promote a positive wellbeing in both a universal and personalised approach. The directory of self help below allows further support and guidance on key topics, which may support our young people and their families.

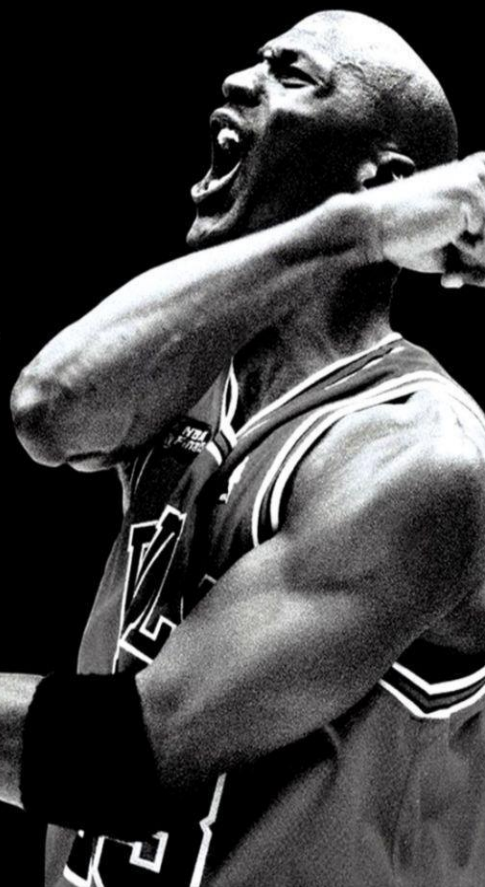




Well-Being Evening

I CAN ACCEPT
FAILURE,
EVERYONE FAILS
AT SOMETHING.
BUT I CAN'T
ACCEPT NOT TRYING.

MADE STATUS



'I'm proud of the way I've dealt with setbacks. It's hard when you feel down and you think, 'Why is the world doing this to me?' But you have to pick yourself up again.'

JESSICA ENNIS-HILL

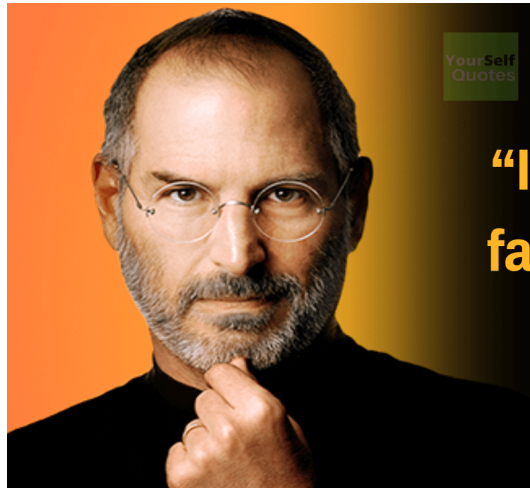
NorthernLife



YourSelf
Quotes

**"If i try my best and
fail well, I have tried
my best."**

— Steve Jobs





Well-Being Evening

Control The Controllable

Invest in your wellbeing.

Do something now your
future self will thank you for.

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Well-Being Evening

So...What Next?

- Change just one thing each week
- Don't set yourself up to fail
- Attach it to a habit
- Each day, never Zero
- **What we practice gets stronger.**



Well-Being Evening

Evaluation



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Revision and Well-Being

Eat and drink well, feel better

A healthy diet can protect our mental health

Believe in yourself and positive thinking

Low self-esteem can be the root cause of mental health problems. This can be a vicious cycle. Spend more time with people who make you feel positive

Talking things through

A summary of strategies for looking after yourself

Take time out to recharge the batteries

Helping other people

Doing good feels good. Scientists have shown that helping other people makes us happy.

Exercise and mental health

Scientists have discovered that exercise makes your brain release chemicals that make you feel good - the same chemicals that you get from antidepressants.