

Key Stage 4 ASDAN Substitute Modules

Thursday, 08 July 2004

Dear teachers,

These modules are designed to fit into the existing ASDAN framework as substitute modules. Because they fit within the ASDAN framework they will contribute to the ASDAN award scheme which Key Stage 4 students work towards.

These modules are intended to be process-oriented rather than content-oriented or activity-based, and are an important part of the *Learning about Learning* programme for the school. These lessons and resources should be kept in the PSHE folders.

The first lesson is intended to run on **Tuesday 16 September**. The intention is for these learning-based sessions to run at the beginning of each term.

Reference to "The Learning Kit" as a resource:

These topics have been taken from *The Learning Kit* and can be adapted and built upon as necessary. For ease of use the corresponding pages have been included here for teachers to use as a photocopy resource.

At Year 11 level these modules build upon learning from the *Year 11 Learning Clubs*. It should be emphasised that this does not replicate Learning Club workshops for Year 11, rather- it builds upon and depends the knowledge/skills/attitudes that are developed.

Teachers should feel free to supplement any of these resources and lesson ideas with pages from *The Learning Kit* as they see appropriate. If teachers find that other parts of *The Learning Kit* are suitable then Pat Lynn-Macrae and I can write further substitute modules for them to use.

I am also available to support lessons should teachers want to team-teach or use me as a resource at any time.

Regards,

Rob Clarke

Independent Learning Coordinator

Extension 221

robert.clarke@hollandpark.kensington-chelsea.sch.uk

Study Skills

Section One: Improving learning (1/4 Credit)

Complete activity 1 and one other...

1. Obtain information on the following:
 - How your brain/memory works (*p.5-12 The Learning Kit*)
 - Different approaches to learning (*p.13 The Learning Kit*)
 - Understanding the affects of stress on learning (*p.20 The Learning Kit*)

2. Managing your time:
 - Complete the worksheet entitled 'Managing time' (*p.21 The Learning Kit*)
 - Produce a plan/timetable for the coming week showing how you will manage your time.
 - During the week monitor and review your plan and give written evidence of this. Make sure you show how this enabled you to improve how you manage your time.

3. Develop a long term study/revision plan and break this down into a series of short term study/revision plans showing your aims/objectives for each subject.
 - Monitor and record evidence of your progress towards achieving these objectives.
 - Produce a plan/timetable showing how managed your time during the time that this plan is for.

Section Two: Thinking and problem solving skills (1/4 Credit)

You must do challenge 3 plus one other...

1. Organising and working with information (*p.32 The Learning Kit*)
 - Brainstorm the list of activities that you need to prepare for your work experience.
 - Using an appropriate method organise this information for a Year 10 student.

2. Choose one of these questions and follow the steps below:
 - Can watching television be educational?
 - Should pocket money be compulsory?
 - Should cars be limited to one per family?
 1. Brainstorm all the ideas you can think of on your chosen question.
 2. How will you obtain information about each of these key points?
 3. Design a flyer showing your key points and key sources of information.

3. Problem – Solving (*refer to p.28 The Learning Kit*)
 - a) Choose a well known theme park.
 - b) Describe their latest fun ride.
 - c) Design and describe a completely new fun ride that has never been constructed before.
 - d) Save your plans and produce a report of how you would set about producing this ride.

Section Three: Working with others (1/4 Credit)

Complete both of these challenges...

1. Body Language (*refer to p.46 The Learning Kit*)
Review and research the different styles of body language and produce a ‘dramatic presentation’ exploring and showing the importance of body language to effective communication.
2. Giving a presentation (*refer to p.53 The Learning Kit*)
Give a presentation on one of the following topics:
 - Body language
 - Revision techniques
 - Time management

Section Four: Preparing for exams (1/4 Credit)

Complete two of the following challenges...

1. Find out about the different revision techniques you could use to revise for your examinations (*p.57-58 The Learning Kit*).
 - a) Plan and produce a revision timetable leading up to your examination.
 - b) Monitor and review your revision timetable.
2. Re-work a set of class notes into a set of examination notes / mind map or, using other appropriate techniques (*p.58-59 The Learning Kit*).
 - a) Present this to other members of your project group.
 - b) Produce the final product so you can display it in the classroom/library/other appropriate place.
3. Give a presentation on preparing examination questions (*p.57-67 The Learning Kit*).

KS4 ASDAN Learning About Learning **Modules- Marking Criteria**

There are three levels of certificate:

Achievement- white

- The student has completed all the set work in the unit and demonstrates understanding of the content.

Merit- blue

- The student has completed all the set work in the unit and demonstrates thorough understanding of the content.
- The student is starting to apply the ideas explored in their work during PSHE and/or other subjects.

Excellence- red

- The student has completed all the set work in the unit and demonstrates thorough understanding of the content.
- The student is starting to apply the ideas explored in their work during PSHE and/or other subjects. They must be able to show evidence of this.
- The student goes beyond merely knowing about the ideas within the unit, demonstrating that they can apply and extend them to support and enhance their own learning and/or the learning of others.

Example of certificate of merit:

