

An Enterprising Approach		
	Subject	Higher Maths – Easter Study Trip Fortrose Academy – Jill Gruer
	Lesson	A study trip to Carbisdale Castle with S5/6 Higher and Int 2 maths Students. Invergordon Academy pupils are also involved.

Brief description

The aim is to equip pupils to make best use of study time and be able to recognize impediments to study. To examine the importance of exam preparation and the importance of balance in their life. Also to enable pupils to develop an awareness of how they study most effectively.

“Enterprising” it!

1. How we made learning **relevant** by putting into a **real context**

Activities were mixed throughout the trip in that study sessions were interspersed with physical activities provided by ‘Boots and Paddles’. The ‘study input’ was provided by 3 members of the teaching staff.

To illustrate the problems of study in a noisy area the staff set up 2 contrasting situations. Both groups of pupils were given 6 maths problems to answer.

Situation 1 – worked in a situation where their mobile phones were continually ringing, DVD playing, loud conversations taking place, a Hoover being used and someone dusting the room.

Situation 2 – worked in a quiet room with no distractions

Performance was compared and pupils could clearly see the improvement in their results. This exercise highlighted the issues arising from where and when they study.

To show the importance of practicing skills –

A hand clapping exercise was introduced (A Sailor went to sea, sea, sea ...)

Pupils were provided with written instruction and given a period of time to complete the exercise – when this failed a demonstration was given – again a small percentage were successful. Finally the pupils were taken through the exercise a section at a time and given time to practice – this achieved a very high success rate in completion of the task. This illustrated the necessity to continually practice math skills in order to improve performance.

Memory techniques were also studied using data from the past 10 years Grand National Races.

Pupils were given 10 questions to answer – capacity for answering accurately enhanced when provided with memory techniques.

Pupils divided into groups and asked to find information from Newspapers (information was requested under 2 categories – general and specific). The groups were given different qualities of newspaper – pupils who were given poorer quality newspapers found it difficult to access the required information. This illustrated the need to have appropriate resources and also to indicate the specific skills needed to extract information for study purposes.

Team Building exercises were also incorporated for both pupils and staff and this in itself led to a more positive approach to study.

2 How we encouraged pupils to take **responsibility**

Pupils had to evolve patterns of work within themselves and their groups in order to complete tasks.

The pupils were also encouraged to look at themselves in a reflective manner and analyze what type of study worked best for them.

3 How we involved partners in learning – building **relationships**

External = Business / Community / Parents & Families

Pupils worked with the providers of the physical activities to ensure good team work.

Internal = Other adults in school

The pupils and staff built on already good relationships and formed a supportive 'team' approach to study.

4 How we **reflected** on its success - assessment

There was a distinct impact on the students who attended this course. They had a more positive attitude to study and appreciated the method of study which best suited them.

5 **Review** - further ideas for development

The programme is continually reviewed after each year to develop exercises and adapt to the need of the pupils within any particular Higher/Into 2 Moths group.

6. **Links** with ACfE

Successful Individuals

Pupils developed skills which increased their chances to become more successful.

Effective Contributors

During both practical study excises and the physical activities pupils were able to contribute to the success of the ventures they were engaged in.

Confident Individuals

Pupils left the course with a stronger belief in their own ability to achieve the academic goals which they had set themselves.

Responsible Citizens

Pupils had to become reflective individuals and realize how they contributed to their own success in life.

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