

Month	Week	Activity Type / Theme	PDF	Activity Name	Teacher Guide
Sept	1	QUESTIONNAIRE		Questionnaire Cycle 1	Provide at least 20mins for students to complete the questionnaire. Students should discuss their results with friends and print their report / email to themselves.
Sept	2	COACHING SESSION	https://www.vespa.org.uk/2019/09/11/Reflections-from-Questionnaire/	Reflections from Questionnaire / 1-1 tutor	Tutor led coaching session using the report and key questions. Students can also coach each other using the report questions or additional questions - see pdf. Students should produce a written response based on their reflections to the questionnaire. They should make commitments for the year in each of the 5 areas. This can be placed in an envelope, or kept for an end of year celebration.
Sept	3	EFFORT	https://www.vespa.org.uk/2019/09/11/Mission-and-Medal-1/	Mission and Medal - 1	This session should focus on the "Audit" Section of the activity. After session has been delivered. Students should spend time auditing their current time.
Sept	4	EFFORT	https://www.vespa.org.uk/2019/09/11/Mission-and-Medal-2/	Mission and Medal - 2	This session should focus on building their Mission and Medal Weeks, and scorecard (see activity pdf). Paper works well as this can be displayed in tutor rooms. If using online activities print the completed tasks for display
Oct	5	VISION	https://www.vespa.org.uk/2019/09/11/Grit/	Grit	This activity uses the "GRIT" Scale developed by Angela Duckworth. Go through the slides with students and get them to complete the GRIT scale and share with the group / peers. This activity often promotes lots of discussion, students should discuss how they could become more "Gritty". The key message is that Talent isn't enough, hard work and GRIT is the key factor in success and having a Growth Mindset
Oct	6	ATTITUDE	https://www.vespa.org.uk/2019/09/11/Growth-Mindset/	Growth Mindset	Short Activity - Deliver using teacher slides. Class to discuss / debate growth mindset and Complete activity Class dojo videos fun to watch as additional content (link in tutor slides)
Oct	7	VISION	https://www.vespa.org.uk/2019/09/11/The-Roadmap-1/	The Roadmap 1	Introduce concept using Tutor Slides - Suggest to go only to the map page, stopping when slides move on from this page. Students then begin to create their Roadmap for Year 10. Allow them to be creative or use the template
Oct	8	VISION	https://www.vespa.org.uk/2019/09/11/The-Roadmap-2/	The Roadmap 2	Finish the slides highlighting the addition of "Roadblocks", encourage students by displaying best examples, or even collaborate to produce a "Class Roadmap". This works really nicely alongside behaviour management strategies. Students should check and refer to the roadmap as the year progresses
Nov	9	VISION	https://www.vespa.org.uk/2019/09/11/The-Rule-of-Three/	The Rule of Three	Introduce Concept using tutor slides - Students to complete activity on PDF (or on Portal) Perhaps get them to take this home to consider and complete. In the final thoughts section There is a suggestion to research information around a their goals to ensure they are being realistic. This session can therefore easily be extend by introducing a research element.
Nov	10	EFFORT	https://www.vespa.org.uk/2019/09/11/Looking-Under-Rocks/	Looking Under Rocks	Go through the activity slides with the group. The "Talk to Friends Activity" is best done external to the classroom, perhaps with their parents instead of friends. They need to choose someone who will be brutally honest with them to get the best results from this activity. This can also work if you get them to "imagine" what that person would say. The outcome of this activity should be - "One significant thing they could change to improve their outcomes." They should add some "help" ideas for this, and a reward. The activity can be completed on the portal or PDF
Nov	11	SYSTEMS	https://www.vespa.org.uk/2019/09/11/3-Types-of-Attention-1/	3 Types of Attention - 1	Go through slides with group and allow students to complete the slides activity. Making a to-do list and then categorising the activities according to the attention required. Flash Cards work well for creating the lists. Ask students to share their lists with the group / each other. Perhaps get their friends to take photos of each others lists so they can check up on each other! Leave time in the session to do the "Final Thoughts" activity, and get students to create and share a "Proactivity" map. Encourage them to use this to decide when to do different types of work. Check on progress the next session
Nov	12	PRACTICE	https://www.vespa.org.uk/2019/09/11/Building-Independent-Learning-1/	Building Independent Learning - 1	We suggest this activity is stretched over 2 sessions Go through the activity using the tutor slides - Tutor should spend time going through each of the independent learning ideas - discussing this with students to ensure they understand all of them, and where they can be found. Once the concept is explained and students have chosen some of the methods to use. The rest of the time should be spent creating independent learning plans and locating the correct resources. Students should aim to create as many on these plans as they can, ideally one for each subject
Dec	13	PRACTICE	https://www.vespa.org.uk/2019/09/11/Building-Independent-Learning-2/	Building Independent Learning - 2	See Above - Continue with the independent learning plans
Dec	14	EFFORT	https://www.vespa.org.uk/2019/09/11/Setting-a-Personal-Best/	Setting a Personal Best	Go through the slides - Students should spend the session setting personal bests for each subject. Discuss the issue of "Plateauing" and what students can do about it. Effectively this is a target setting activity for students to review current progress and set themselves new goals as they come to the end of the first term in Year 10.
Dec	15	PRACTICE	https://www.vespa.org.uk/2019/09/11/The-Practice-Questionnaire/	The Practice Questionnaire	Go through the slides to explain the different types of revision. Establish what strategies students currently use. Make sure that students understand each of the different types of revision and what the differences are. The key point here is that by changing your type of revision you can be far more time efficient, and get more out of less time
Jan	17	QUESTIONNAIRE		Review of First Term	This session should be used as a review for the first term. What strategies have students found effective? What has been less effective? What do they still need to do? Students should read through their VESPA Report again and highlight any areas where they have already made improvements.
Jan	18	QUESTIONNAIRE		Questionnaire Cycle 2	Provide at least 20mins for students to complete the questionnaire. Students should discuss their results with friends and print their report / email to themselves.
Jan	19	COACHING SESSION	https://www.vespa.org.uk/2019/09/11/Reflections-from-Questionnaire/	Reflections from Questionnaire / 1-1 tutor	Tutor led coaching session using the report and key questions. Students can also coach each other using the report questions or additional questions - see pdf. Students should produce a written response based on their reflections to the questionnaire. They should make commitments for the year in each of the 5 areas. This can be placed in an envelope, or kept for an end of year celebration.
Jan	20	PRACTICE	https://www.vespa.org.uk/2019/09/11/Its-Time-to-Teach-aka-CASTT/	It's Time to Teach aka CASTT	Take some time going through the slides to explain the CASTT process to students. This activity is best completed in the run up to real exams, eg. Yr10 Mock exams (therefore move the date of this activity if necessary) Students should spend the remainder of the session and the following week completing the First stage of the Process - (CA - collect / arrange). Students could spend try condensing

Feb	21	PRACTICE	https://www.yes	It's Time to Teach aka CASTT	some information in class (arranging) then do more at home and in Week 2. They could use the time to find past papers to use. These may be readily available, however often the act of searching can be very useful. For week 2 Students may wish to try the "Teaching" element. By choosing a topic or concept to teach to the group or peers. The key message is the benefit of preparing to 'teach' a topic, is one of the most effective methods of revising. Emphasise this can be completed alone in their bedrooms, teaching to the wall! Still very effective.
Feb	22	VISION	https://www.yes	Ten Year Grid	This activity often prompts lots of discussion. The key message is the "Start Now" message, and for students to understand they shouldn't wait to Get going with the things you want to do/achieve. Get students to consider the thing they most want to achieve. What their blockers are, making sure to end the session with some clear goals / promises to themselves to make a start. This could be as simple as joining a club they have been meaning to, or something study related. The email / twitter contact idea to someone they admire idea is really good, even if just to be excited about a potential response.
Feb	23	VISION	https://www.yes	Managing Reactions to Feedback	Use the slides to deliver the session It can be helpful to print off a copy of the Essay page in the slides to discuss with students. Ask students to discuss their own experiences of negative feedback and how they dealt with it. If students don't have a piece of work to use, they could use a life experience. The message about being more aware of emotional responses, especially not to react when in the "Red" Zone is an important life lesson, which can be used across many different scenarios.
Mar	24	ATTITUDE	https://www.yes	The Effort Thermometer	This is a good lesson to do when Effort is flagging. February works, as its mid-year and a good time to re-focus on Effort levels, and what High Effort actually is. Take time to discuss with the group the student examples in the slides. Start to get a class consensus on what they all agree High & Low Effort to be, and get students to decide on their own score. The message about Proactive effort vs Re-active effort is important to get across. Students need to understand that Proactive effort is much harder, and should be part of the definition. Students should complete the reflection activity to finish.
Mar	25	EFFORT	https://www.yes	Packing my Bags	Another Effort activity, this one focuses on Behaviours. Take your time going through the slides and the activity, discussing the issues raised with the group, add additional behaviours to the review list as required. Students should complete the activity and feedback
Mar	26	VISION	https://www.yes	What's Stopping You - 1	This Session should be taught over two sessions / Lessons. The first session should focus on the first two stages - 1) Reminding themselves of their goal / setting a target 2) Listing the potential Obstacles to their goal, and placing them in the "Circle of Control". Great to use real post-it notes and a big sheet of paper for this if possible. (Remind students to get a second opinion for this, as they may actually have more control over some of their factors than they realise.)
Apr	27	VISION	https://www.yes	What's Stopping You - 2	Session 2 - Recap the previous week and go through the remaining slides before students complete Stages 3 & 4 of the process: 3) Rate their obstacles, on a continuum between Stops a bit - Stops a lot. (Focus on a maximum of 6 that you have control over) 4) Finally an Action Plan. - These can form a "Mid Year Plan" with the idea to try correct behaviours over the next year, when they will be approaching their final GCSE exams. Action Plans could be displayed, or simply handed in. Providing feedback to students on their Action Plans can have a hugely positive effect.
Apr	28	QUESTIONNAIRE		Review of Second Term	This session should be used as a review for the first term. What strategies have students found effective? What has been less effective? What do they still need to do? Students should read through their VESPA Report again and highlight any areas where where they have already made improvements.
Apr	26	QUESTIONNAIRE		Questionnaire Cycle 3	Provide at least 20mins for students to complete the questionnaire. Students should discuss their results with friends and print their report / email to themselves.
May	30	COACHING SESSION	https://www.yes	Reflections from Questionnaire / 1-1 tu	Tutor led coaching session using the report and key questions. Students can also coach each other using the report questions or additional questions - see pdf. Students should produce a written response based on their reflections to the questionnaire. They should make commitments for the year in each of the 5 areas. This can be placed in an envelope, or kept for an end of year celebration.
May	31	PRACTICE	https://www.yes	K-SPA	This activity often provokes plenty of discussion. Once the activity has been presented students can spend the rest of the session creating a KSPA plan. Students should use the results from their VESPA questionnaire to help establish the main areas to focus their plan
May	32	PRACTICE	https://www.yes	Test Yourself	This is a short Session but can be very useful time for planning Revision for end of year exams, etc. Also for arranging subject matter into topics. Students should spend the majority of the lesson creating topic boards for themselves, or in collaboration with their peers Students can also use the time to create their own tests for themselves or each other. It is important to emphasise the importance of breaks when revising.
Jun	33	PRACTICE	https://www.yes	High Flow Spaces	This is part of students understanding of "Environment Design", and its importance when studying / revising for exams. This activity may bring up issues of lack of space for some students, making suggestions and helping students overcome any obstacles in finding High Flow Spaces, in our experience, has had a huge impact. There is often lots of discussion in this activity, however aim that students complete their Spaces plan before the end This activity is repeated at the start of Year 11
Jun	34	ATTITUDE	https://www.yes	Benefit Finding, aka Rocky Road	An Activity to Reflect on Year 10, focusing on the obstacles and difficulties they have experienced, and what the potential "benefits" of these experiences are. This is a good generic activity so may not only focus on study experiences, but other life experiences, and how the experience can benefit them, however hard or difficult the experience. Sensitivity is required with this activity, especially if there are students who have lost loved ones or had difficult emotional experiences.
Jul	35	ATTITUDE	https://www.yes	Pre-Making Decisions	The final session for the year, this lesson focuses on planning their "Future" selves. Once they have considered the type of person they want to be, students should discuss scenarios, and make "Pre-Made Decision". A good approach is to focus on things they might face in Yr11. This is an important session for generic pastoral ideas as well as study related. For the brave you might like to get students to "act" out some of the scenarios, to demonstrate their pre-made decisions!
July	36	QUESTIONNAIRE		Review of Year	This session should be used as a review for the year. What strategies have students found effective? What has been less effective? What do they still need to do? What lessons have they learnt? How are they going to improve further in Yr11? Students should read through their VESPA Report again and highlight any areas where where they have already made improvements.