

Month	Week	Activity Type / Theme	PDF	Activity Name	Teacher Guidance
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-report.co.uk/questionnaire-reflections	Reflections from Questionnaire / 1-1 tutor session	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	VISION	https://www.vespa-report.co.uk/motivation-diamond	Motivation Diamond	A good activity is to get students to try and guess their friends' choices, followed by asking them to debate with each other and justify their own choices. Also good to get them to try and match motivations with very general career fields, as in the slide deck.
Sept	4	VISION	https://www.vespa-report.co.uk/problem-not-job	Problem Not Job - Personal Compass	
Oct	5	SYSTEMS	https://www.vespa-report.co.uk/action-priority-matrix	The Action Priority Matrix	
Oct	6	SYSTEMS	https://www.vespa-report.co.uk/weekly-planner	The Weekly Planner	
Oct	7	SYSTEMS	https://www.vespa-report.co.uk/chunking-steps	Chunking Steps	
Oct	8	ATTITUDE	https://www.vespa-report.co.uk/the-battery	The Battery	A nice activity which gets students to "Fill Up their" Battery with 5 positive slots about themselves, which can be used to silence their inner critic when it rears its head. Good discussion with students about Imposter Syndrome, and asking them to share their own stories / experiences of this, perhaps they have noticed this in others. Great activity to be done with friends as sometimes its difficult to think of your own examples, and lovely to hear others remind you of how great you are! Students should complete their own "Battery" and share some examples with group.
Nov	9	ATTITUDE	https://www.vespa-report.co.uk/network-audits	Network Audits	
Nov	10	VISION	https://www.vespa-report.co.uk/success-leaves-clues	Success Leaves Clues	
Nov	11	EFFORT	https://www.vespa-report.co.uk/the-3-hows	The 3 How's of Independent Work	
Nov	12	PRACTICE	https://www.vespa-report.co.uk/building-independent-learning	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-report.co.uk/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
Dec	14	SYSTEMS	https://www.vespa-report.co.uk/the-bottom-left	The Bottom Left	
Dec	15	VISION	https://www.vespa-report.co.uk/now-vs-most	Now vs Most	
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 where they have already made improvements.
	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-report.co.uk/questionnaire-reflections	Reflections from Questionnaire / 1-1 tutor session	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	VISION	https://www.vespa-report.co.uk/five-roads	Five Roads	
Feb	21	EFFORT	https://www.vespa-report.co.uk/25min-sprints	25min Sprints	
Feb	22	VISION	https://www.vespa-report.co.uk/problem-solving-cycle	The Problem Solving Cycle	
Feb	23	PRACTICE	https://www.vespa-report.co.uk/nine-box-grid	The Nine Box Grid	
Mar	24	PRACTICE	https://www.vespa-report.co.uk/will-vs-skill	Will vs Skill	
Mar	25	ATTITUDE	https://www.vespa-report.co.uk/spaced-practice	Spaced Practice	
Apr	26	PRACTICE	https://www.vespa-report.co.uk/finding-flow	Finding Flow	
Mar	27	ATTITUDE	https://www.vespa-report.co.uk/first-aid-kit	First Aid Kit	
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.
Mar	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.
Apr	30	COACHING SESSION	https://www.vespa-report.co.uk/questionnaire-reflections	Reflections from Questionnaire / 1-1 tutor session	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.