

# Effort Skill Vs Will

Year 11 Assembly

# Effort

- February clear time when it becomes staggeringly clear which learners have not yet made a change in levels of effort and commitment to their studies.
- In research pupils who had a disappointing year or are in the midst of a poor period of results would give themselves a much higher effort score than expected such as 5 or 6 out of 10.
- Perceptions of effort are relative, low effort pupils who have upped their game from 2 hours of independent study to 4 hours of independent study therefore feel good about themselves.
- Low effort pupils are in friendship groups of low effort pupils as they will shatter their convenient worldview.

# Changes

- How can we change: one week at a time.
- Phase 1: Habitualise six hours a week.
- Habit requires a reminder, a routine (a chunk of concentrated study) and a reward.
- How can you framework this new proactive habit.
- There are the 3 R's of Habit – Reminder (time) Routine (the activity of studying) 25 minutes on, 5 minutes off then 25 minutes on and Reward (whatever you choose, TV, Music etc.)
- If you did one hour fifteen minutes per day for a full week this would be 6 hours for the week.

# Phase 1

- What if you say there isn't enough work being set to justify six hours of independent study?
- Well could you:
- Check the organisation and legibility of notes and highlight key points.
- Create glossaries of key definitions with examples.
- Thematically organise your learning using spider-diagrams, tables, diagrams.
- Auditing your feedback to make a hit list of common errors and areas for improvement.
- Comparing model answers against your own work.

## Phase 2

- Habitualise Nine hours a week
- Same thing but up it to one hour and 30 minutes a day!
- Significant step forward to do this and will reap real rewards!
- Most convenient is to do this in an after-school session or before school.
- Otherwise the responsibility is on you, could you start at 4.30pm at home.

# Sustaining Effort

- Not everyone will notice this change in the effort that you are putting in. Friends, family, teachers etc.
- They may hold onto a version of you that no longer exists and only modify their view six weeks down the line.
- This can be a tough period if no one gives you positive feedback or encouragement for the change you are trying enact.
- The only person who can reward is yourself as you are the only person who knows this change is happening. This is the intrinsic motivation, (I am doing this myself as I know what grade, result, career I want from this).

# Effort thermometer

- Think if you like that talent is average but work effort separates them from the rest, actor Will Smith is a great example of this, he claims he does not have much talent and it's his work ethic that separates him from the rest.
- He says he is not afraid to die on the treadmill, 'I will not be outworked, period.'
- Where would you rate yourself – What is high effort e.g. does ten hours of revision each week, always stays focused in lessons, works hard in lessons, does additional work on top of homework, attends after school sessions and asks teachers questions to fix misunderstandings.

# Will vs Skill

- What do you spend most of your revision time on?
- You will say revising what you like doing, you are comfortable or confident of doing.
- I hope you have heard of Usain Bolt – he worked out his weak spots and then spent most of his training on them, for example the start of the 100 meters.
- He is low skill when bursting from the blocks and does not enjoy this aspect of his training and so is low will as well. He has to force himself to do it, almost against his will.
- This can be used to help you identify where you need to spend time practising.



# Will vs Skill

1. Pick one of your subjects, make a list of all the topics that you need to cover in revision.
2. Next put each of the topics into the following grid. Two judgements required, first how good at it are you (level of Skill). Second how keen on it are you (level of Will).
3. High will/low skill – topics that you like doing, but in which you are still developing your skills.
4. High will/high skill – topics that you love doing and that you are good at.
5. Low will/low skill – the topics that you don't like and in which you know that your skills need developing.
6. Low will/high skill – is for the topics you might not be keen on, but which you are good at.



# Will vs Skill

- Reflect:
- Where have you been spending most of your revision time? Is it time to tackle the low will/low skills box?
- When would be best to do this? A high energy, positive time of the day and line up a great reward for getting the job done!

# Nine Box Grid

- Recast the information you need to learn.
- What does this mean? It means rewriting or reorganising class notes, something that you have processed and created.
- There is no passive reading and highlighting of notes here – just active engaged rewriting!
- You do not want to be spending too much of your time on this – maybe no more than 50%.
- Take an A4 sheet of paper, place it landscape in front of you and fold into thirds, then with it folded do it again the other way so that when you open it up you have got 9 squares.

# Nine Box Grid

- Three steps to filling it in:
  1. The challenge is to summarise an entire topic (or indeed course) in nine boxes. Read through your notes on the topic and decide what the 9 boxes are. What are the 9 key subsections? Use exam papers to help with this.
  2. You need to find a way to summarise your notes using just the little boxes on the grid. No additional space to be used. Do not write so small that you cannot see it. Use diagrams, pictures, spider-diagrams to condense the information. Get it all down in the 9 boxes and then photograph it in case it gets lost.

# Nine Box Grid

3. Now read through the whole grid and on the other side, draw up a list of key concepts and ideas and vocabulary you are going to need to master. An entire topic or course on one sheet of paper.

- You can then attempt exam questions. You will see others rereading their notes or copying out the entire course again in their lucky pen – but ignore them. You have the content sorted on one sheet! Then test your understanding, this is the recall and ability to perform under exam conditions.

# Sixth Form Open Evening

- On Tuesday 21st February we will be hosting our final sixth form open evening. The event will start at 5:30pm with a presentation on our sixth form offer, followed with the opportunity to talk to a subject specialist from each subject. The open evening will finish at approximately 7:00pm. To register, please can you email [enquiries@corbytechnicalschool.org](mailto:enquiries@corbytechnicalschool.org) to confirm your attendance and the number of people in your party. We recommend your year 11 child accompanies you to this event.

# Video Clip

- <https://www.youtube.com/watch?v=iAK5wMzRXAI>
- <https://www.youtube.com/watch?v=cAJ97CEaWHQ>