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Balancing mental health and revision.

November 2025.

Hannah Scorer, KS4 Coordinator.

Aims for today.

- Discuss signs of stress in young people.
- Healthy revision habits.



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What are the pressures facing Key Stage 4 students today?

What are the signs of stress or anxiety in young people?





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Emotional signs:

- Irritability or anger.
- Low mood.
- Feeling overwhelmed.
- Hopelessness.
- Difficulty concentrating.
- Loss of interest in activities they previously enjoyed.
- Social withdrawal.

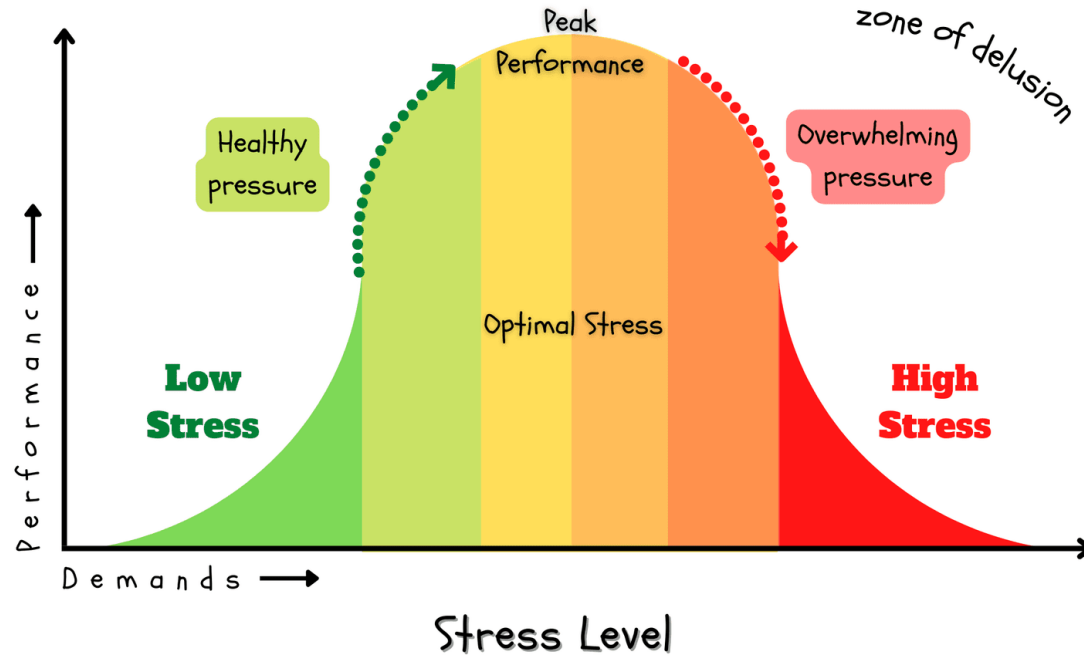


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Physical:

- Lack of energy.
- Issues with sleep.
- Changes in appetite.

Stress Performance Curve



| Low | Moderate | Optimal | High | Too high |
|-----------------------------------|-----------------------------------|---------------------------------------|------------------------------------|----------------------------------|
| Inactive Bored Unchallenged | Engaged Focused Motivated | Confident In control Productive | Distracted Fatigue Overwhelm | Exhaustion Anxiety Burnout |
| "I wish I had more to do!" | "I'm feeling focused & energised" | "Now I'm really in the zone" | "I feel anxious & unfocused" | "I can't take this anymore" |



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STRESS vs BURNOUT

- Overengagement
- Reactive or over reactive emotions
- Sense of urgency and hyperactivity
- Lost or diminished energy
- Leads to anxiety
- Physically tolling



- Disengagement
- Blunted or distant emotions
- Sense of helplessness
- Motivation is lost or diminished
- Leads to feeling depressed
- Emotionally tolling



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Crashing out: how gen Z adopted the perfect term for our unstable era

Overwhelmed by stress and social media, young people are finding new language to describe the inevitable irritation and anger that ensue ...

Word of
the
Week

Crash Out





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What type of revision or mock exam preparation have you seen at home so far?

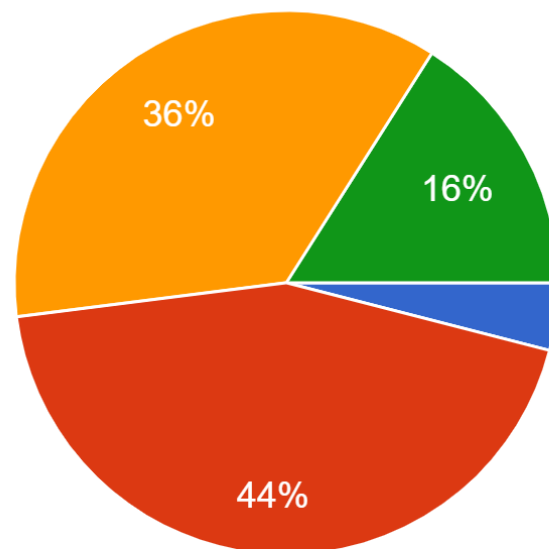
Have there been any challenges so far?





How are you feeling about your upcoming mock exams overall?

25 responses

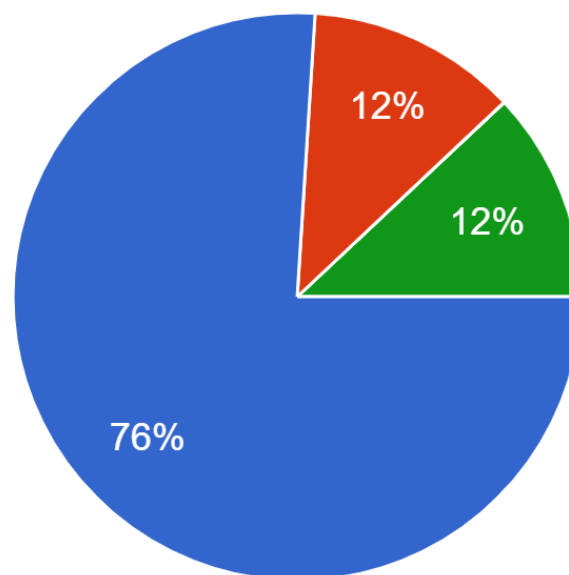


- Confident and prepared.
- Fairly calm but need more revision.
- Anxious but managing.
- Very worried.



Where do you usually revise?

25 responses

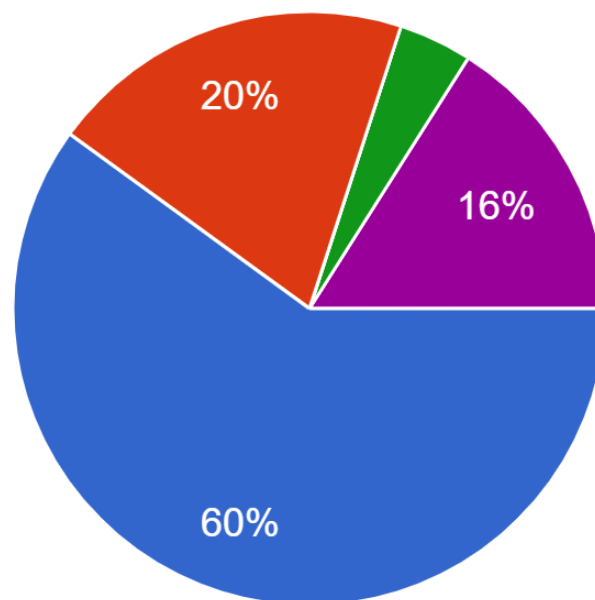


- At home in a quiet study space.
- At home in a shared/family space.
- At school.
- Other.



What are your biggest challenges when trying to revise?

25 responses

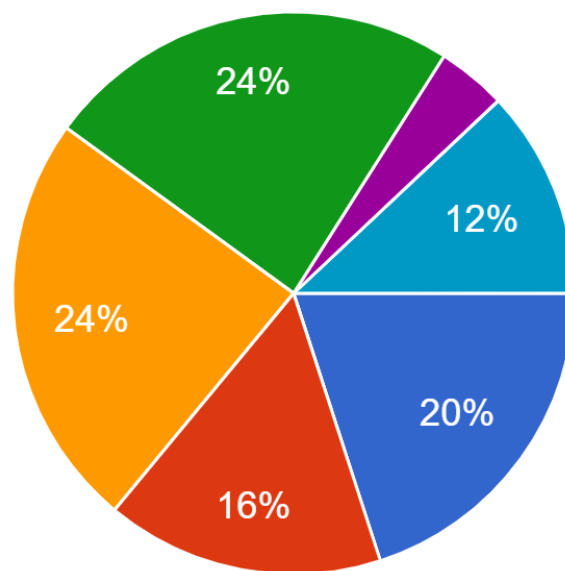


- Procrastination/lack of focus.
- Not knowing where to start.
- Too many distractions.
- Lack of time
- Lack of motivation.



What type of support in PSHE would help you most?

25 responses



- Study skills.
- Stress management and sleep.
- Dealing with distraction.
- Making/using revision resources.
- Goal setting.
- Time management.



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Revision discipline:

- No phone.
- Timers.
- Routine.
- Breaks.
- Rewards
- Try a different environment
- Change the strategy: past paper, mind map, flashcards.

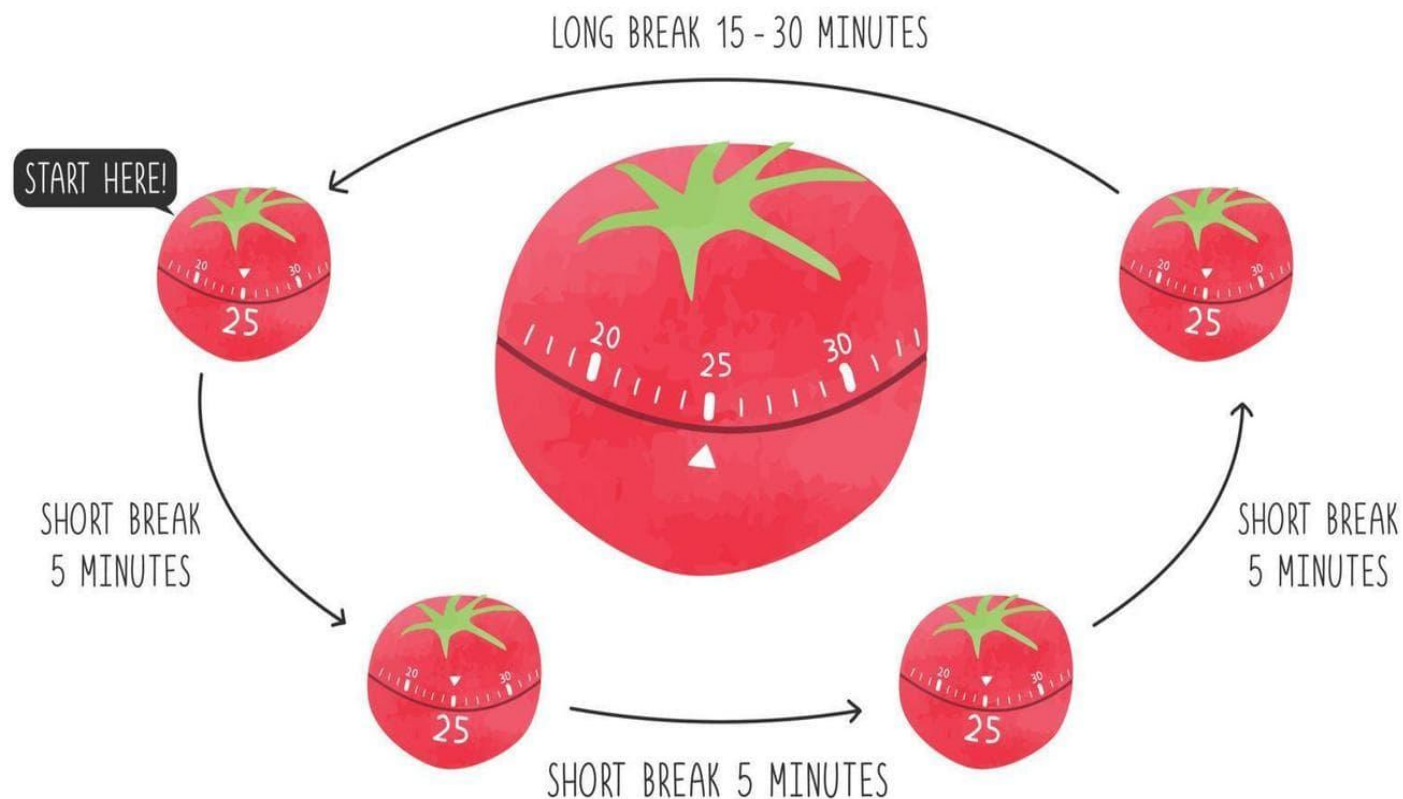


- **Myth: Studying for hours non-stop is the most effective way to learn.**
 - **Reality:** Studying for long, uninterrupted stretches can lead to exhaustion and decrease your ability to focus and retain information. Short, regular study sessions and taking breaks are more effective for learning and memory.
- **Myth: Cramming the night before is a valid study strategy.**
 - **Reality:** Cramming may lead to short-term memorization but does not build long-term understanding and is a major source of stress. Consistent, spaced-out study sessions are far more effective.

THE POMODORO TECHNIQUE



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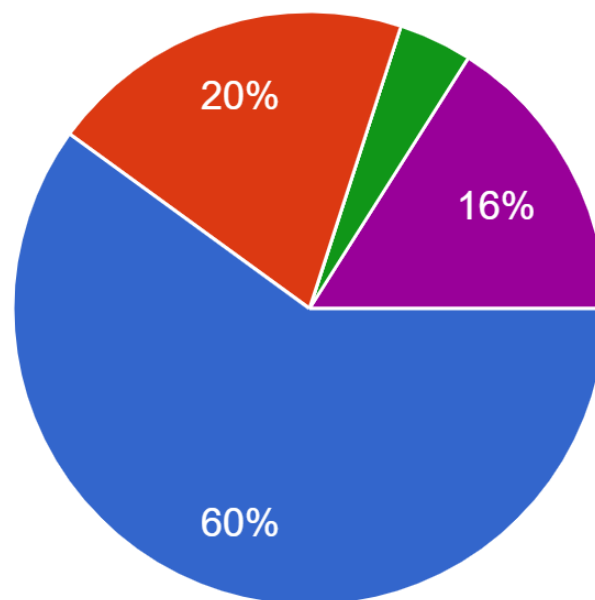


 = 25 minutes of focused work session.



What are your biggest challenges when trying to revise?

25 responses



- Procrastination/lack of focus.
- Not knowing where to start.
- Too many distractions.
- Lack of time
- Lack of motivation.

PLCs: Personal Learning checklist.



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Theme 1: Population and settlement

| Topic | You should be able to | R | A | G | Comments or named case study examples |
|--------------------------|--|--------------------------|--------------------------|--------------------------|---------------------------------------|
| 1. 1 Population dynamics | Describe and give reasons for the rapid increase in the world's population. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Show an understanding of overpopulation and under-population. This should include the causes and consequences of overpopulation and under-population. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Understand the main causes of a change in population size. This should include how birth rate, death rate and migration contribute to the population of a country increasing or declining. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Give reasons for contrasting rates of natural population change. This should include impacts of social, economic and other factors (including government policies, HIV / AIDS) on birth and death rates. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Describe and evaluate population policies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

You are a Year 11 IGCSE Geography student preparing for mock exams. The specification is 0460. Use the specification to create a personal learning checklist for Paper 1. There should be space to RAG rate (red, amber, green) confidence levels so you can prioritize revision.



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Great — before I build your **personalised** revision timetable, I just need your results

Please RAG-rate each **Theme** overall (not every sub-topic yet — we'll get detailed after):

| Theme | Red / Amber / Green |
|-----------------------------------|---------------------|
| Theme 1 — Population & Settlement | R / A / G |
| Theme 2 — The Natural Environment | R / A / G |
| Theme 3 — Economic Development | R / A / G |

Just reply with something like:

Theme 1 = Amber, Theme 2 = Red, Theme 3 = Green

Theme 1 Green. Theme 2 Red. Theme 3 amber. 4 weeks until exam. 2 hours per week.



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Week-by-Week Plan

WEEK 1 – Earthquakes & Volcanoes + Paper 2 Skills


1 hr – Theme 2.1

- Plate boundaries
- Volcanoes & earthquakes features
- Case studies: key facts (impacts + management)

30 min – Paper 2

- Map reading: scale + distance + grid refs

30 min – Quick-fire recap cards

 Output: 1 case study sheet for an earthquake + volcano

Schedule:



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| | Monday | Tuesday | Wednesday | Thursday | Friday | | Saturday | Sunday |
|--------|--------|---------|-----------|----------|--------|-----------|----------|--------|
| 5-6pm | | | | | | 10-11a m. | | |
| | | | | | | 11-12p m. | | |
| 6-7pm. | | | | | | 12-1p m. | | |
| | | | | | | 1-2pm. | | |
| 7-8pm. | | | | | | 3-4pm. | | |
| | | | | | | 5-6pm. | | |
| 8-9pm. | | | | | | 6-7pm. | | |





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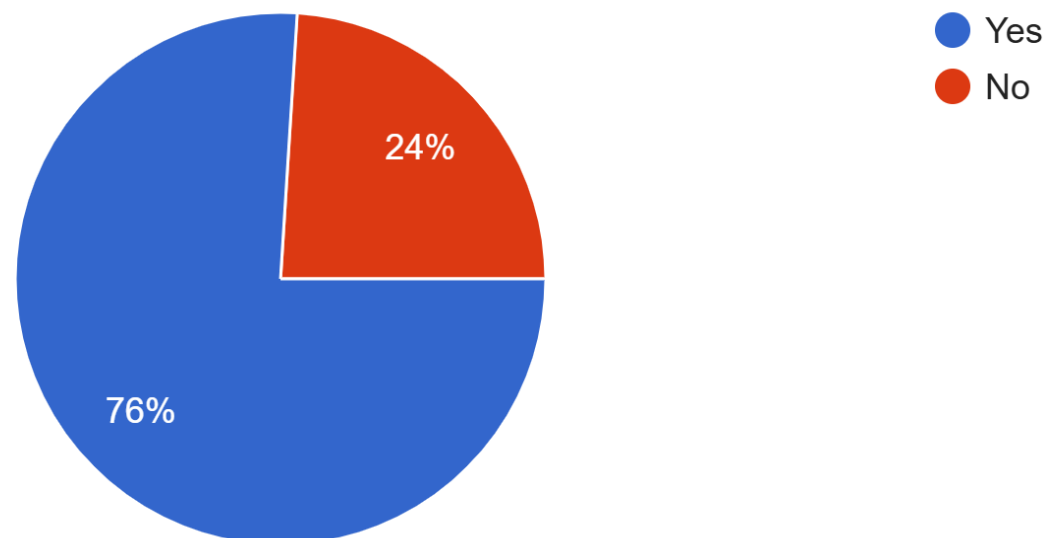
WEEKLY REVISION PLANNER

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | TIME | SATURDAY | SUNDAY |
|----------------|-------------------------|-----------------------------------|-------------------------|-----------------------------------|-------------------------|---------------|-----------------------------|---------------------------|
| 8:30AM -4PM | SCHOOL | SCHOOL | SCHOOL | SCHOOL | SCHOOL | 9AM- 10AM | BREAKFAST/ SHOWER | BREAKFAST/ SHOWER |
| 4PM- 5PM | HOMEWORK | TV/ GAMING/ SOCIAL MEDIA | HOMEWORK | TV/ GAMING/ SOCIAL MEDIA | HOMEWORK | 10AM- 11AM | REVISION - ENGLISH | REVISION - SCIENCE |
| 5PM- 6PM | DINNER | DINNER | DINNER | DINNER | DINNER | 11AM- 1PM | SEEING FRIENDS/ LUNCH | SPORT/ LUNCH |
| 6PM- 7PM | REVISION - GEOGRAPHY | HOMEWORK | REVISION - HISTORY | REVISION - FRENCH | REVISION - SCIENCE | 1PM- 3PM | REVISION - MATHS | REVISION - FLASH CARDS |
| 7PM- 8PM | REVISION - MATHS | REVISION - ENGLISH | FREE TIME | HOMEWORK | FREE TIME | 3PM- 5PM | OUT WITH FAMILY | SPORT/ TV/ GAMING |
| 8PM- 9PM | FREE TIME/ SHOWER | FREE TIME/ SHOWER | FREE TIME/ SHOWER | FREE TIME/ SHOWER | FREE TIME/ SHOWER | 6PM- 8PM | DINNER/ FREE TIME | DINNER/ FREE TIME |



I am aware of the difference between active and passive revision.

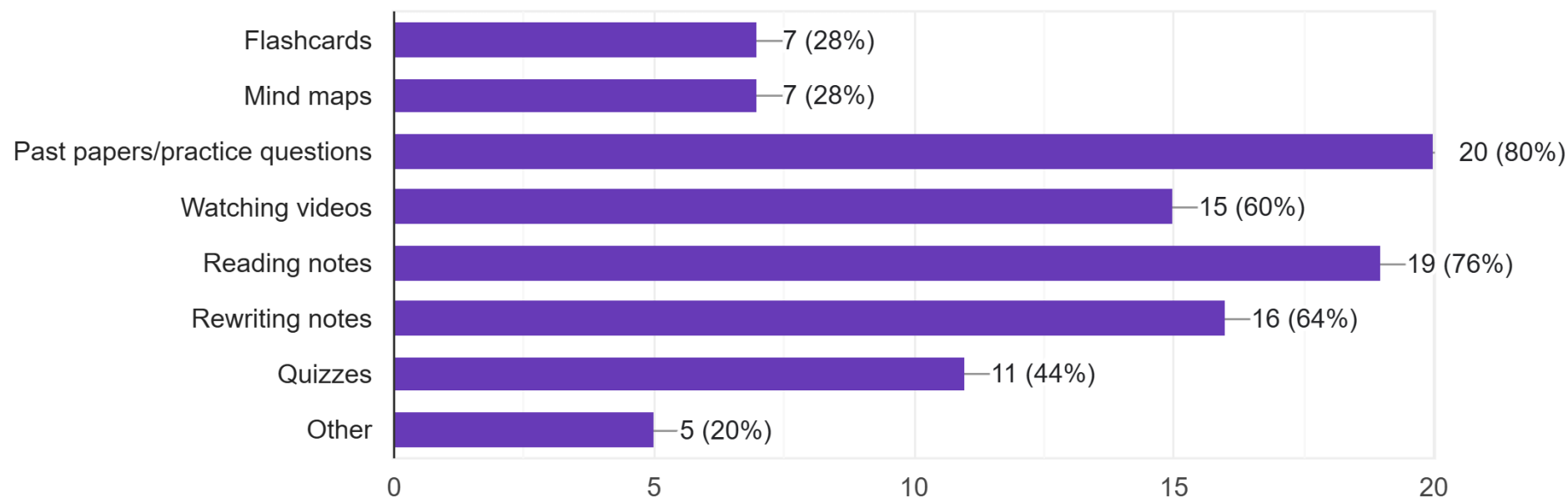
25 responses





Which of the revision methods below do you use?

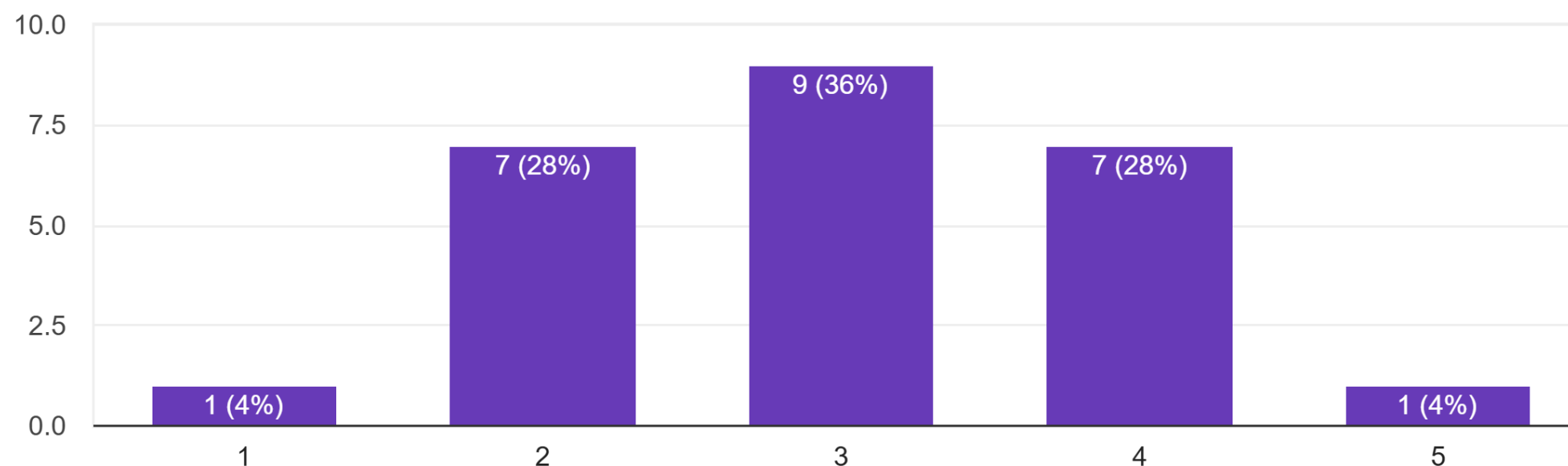
25 responses



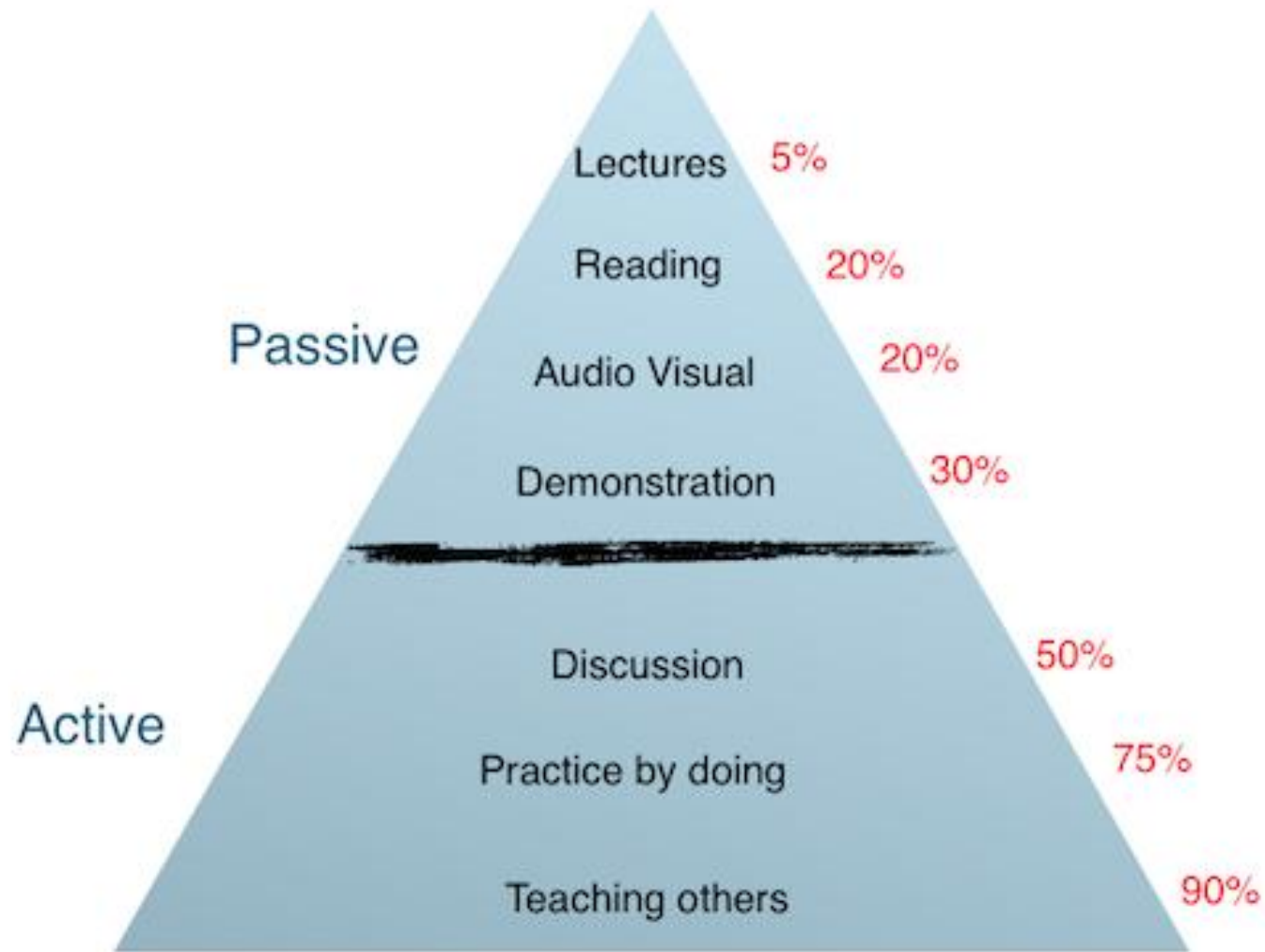


How confident do you feel with your current revision techniques?

25 responses



How much you retain: The Learning Triangle



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ACTIVE VS PASSIVE STUDYING

| Passive | Active |
|--|---|
| <ul style="list-style-type: none">• Rewriting notes from lecture or text as originally written.• Cramming for exams• Rote Memorization• Highlighting notes/text extensively on first read | <ul style="list-style-type: none">• Summarizing material in own words• Using intermittent review techniques• Using flow-diagrams & charts to learn material• Approaching new material with questions to be answered. |

Trade off:

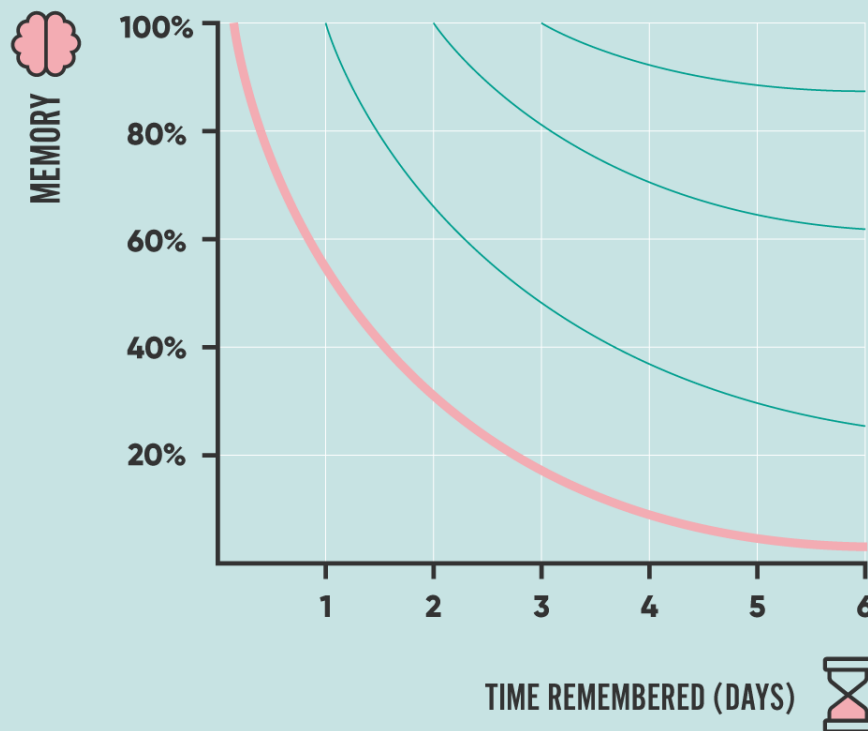
- Tasks that are easy to complete during initial practice are not well remembered.
- Information that requires more effort to understand may lead to bad initial performance but is often more likely to be remembered.



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THE FORGETTING CURVE



What might active revision look like?

- Past questions.
- Low stakes quizzes.
- Brain dumps/mind maps.
- Flash cards.

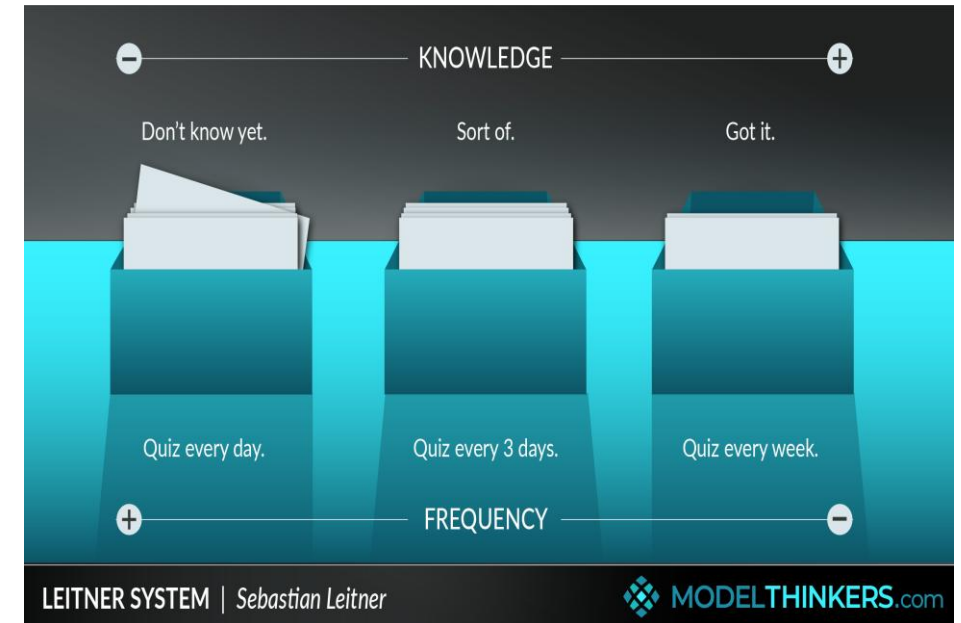
BRAIN DUMP

30 Seconds 1 Minute Peek and Add

The template consists of three vertical rectangular boxes for writing. Each box has a small dot in the top-left corner. The background features a faint illustration of a lion and a unicorn.

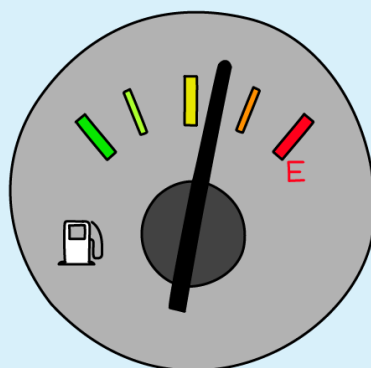


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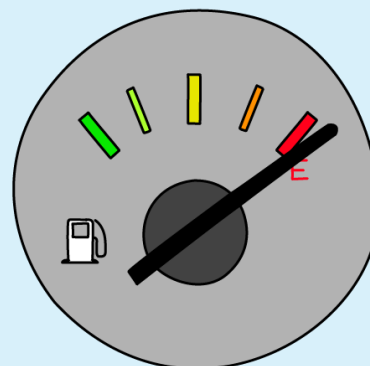




WHEN WE SHOULD
TAKE A BREAK



WHEN WE ACTUALLY
TAKE A BREAK



LIZ FOSSLIEN

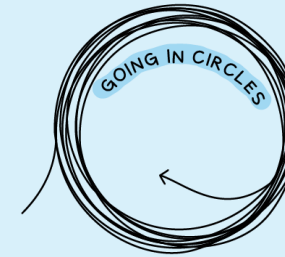
Supporting students with revision:

- Quality vs quantity of revision (e.g. short, focused sessions).
- The importance of breaks, sleep, nutrition and physical activity.
- Quiet learning space.
- Praise the effort: 'You focused really well on those practice questions', 'I can see you're working hard'.
- Model calmness.
- Encourage calm and open conversation: 'I have noticed.... would you like to talk...'

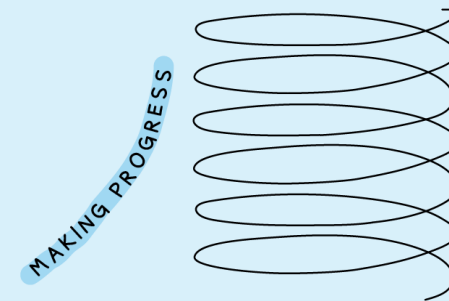


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WHAT IT CAN FEEL LIKE



WHAT'S ACTUALLY HAPPENING



LIZ FOSSLIE



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Sources of support.

- Form tutor.
- Class teacher.
- KS4 Coordinator.
- Roy Chambers, Matt Clark, Christina Latcu.

Headspace, Mindfulness for Teens, Calm, Mind.



Thank you

inspire
support
celebrate

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