



## Dare to be Challenge Support sheets

Pull out from the back, to take home when  
needed

Name .....

Final Student Evaluation of Year 7 Dare to be Challenge Project

Name ..... Form Group .....

1. What skill area did you take on for the Dare to be Challenged Project?

.....

2. Do you feel that you were clear about the different skills that you needed to practise?

YES ☐

NO ☐

How could this have been improved? .....

.....

.....

3. Did you enjoy the opportunity to show your parents/ guardians what you have been learning?

YES ☐

NO ☐

I did not include them

☐

4. Do you feel that including your family made it easier for your parents/carers to support you when practicing?

YES ☐

NO ☐

I did not include them

☐

5. Did the work you completed during tutor time each week help you to understand how you learn and how you can improve your approach to learning?

YES ☐

NO ☐

Comments: (Are there any areas that have been particularly helpful?) .....

.....

.....

6. Did you practise your challenge skill on a regular basis?

YES ☐

NO ☐

Comments: (if no what are the barriers to this?) .....

.....

.....

7. How do you feel we could improve the project? .....

.....

.....

Thank you for your taking time to fill out this evaluation, your views are helpful to us improving learning at Sydenham School.

# Mid Way Parent Evaluation of Year 7 Dare to be Challenge Project

Daughter's Name .....

Form Group .....

1.Were you clear on what you and your daughter needed to do for the Dare to be Challenged summer project when it was launched on the year six induction day/ evening?

YES

NO

Comments .....

.....

.....

2. What skill area did your daughter take on for her enrichment challenge?

.....

3. Does your daughter regularly attend this club.

YES

NO

If no what are the barriers to this? .....

.....

.....

4.Do you feel that the Dare to be challenged parent, event / meet the tutor, gave you an understanding of how to support your child with deliberate practise and growth mindsets?

YES

NO

We were not able to attend

Comments: .....

.....

.....

5. Do you have an awareness of the work your daughter has been doing during tutor time to understand her own learning behaviour and do you feel that this is helping her to understand how she approaches learning?

YES

NO

Comments: (Are there any areas that have been particularly helpful?) .....

.....

.....

6. Has your daughter practised her challenge skill at home on a regular basis?

YES

NO

Comments: (If no what are the barriers to this?) .....

.....

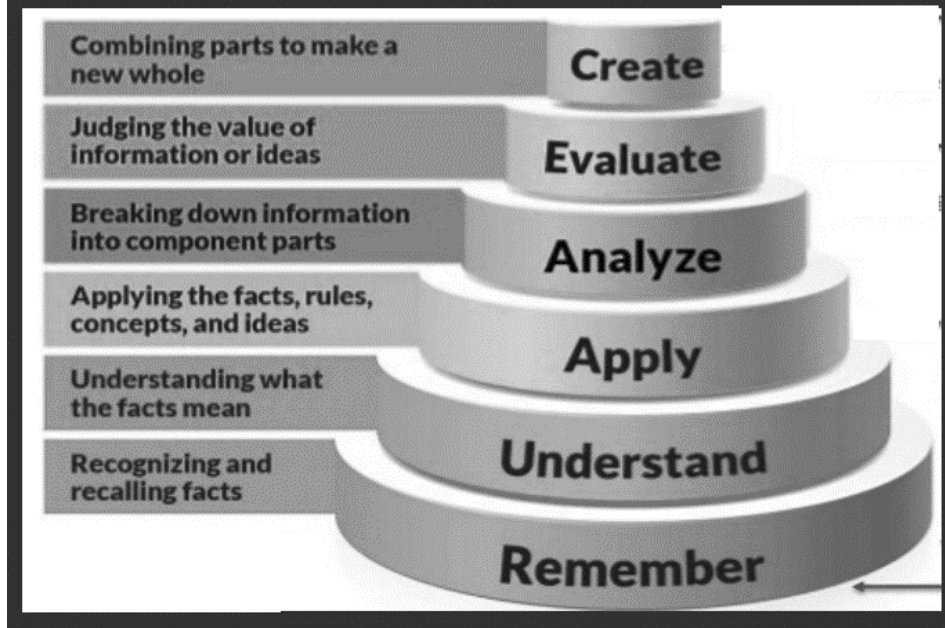
.....

7. How do you feel we could improve the project? .....

.....

Thank you for your taking time to fill out this evaluation, your views are helpful to us improving learning at Sydenham School.

# Bloom's Taxonomy



Remember	Understand	Apply	Analyse	Evaluate	Create
Describe	Explain	Complete	Compare Contrast	Justify	Produce
Name	Question	Use	Examine	Assess	Invent
Find	Discuss	Examine	Test	Prioritize	Compose
List	Classify	Illustrate	Identify	Recommend	Design
Relate	Outline	Classify	Categorize	Rate	Construct
Write	Restate	Solve	Investigate	Decide Choose	Imagine



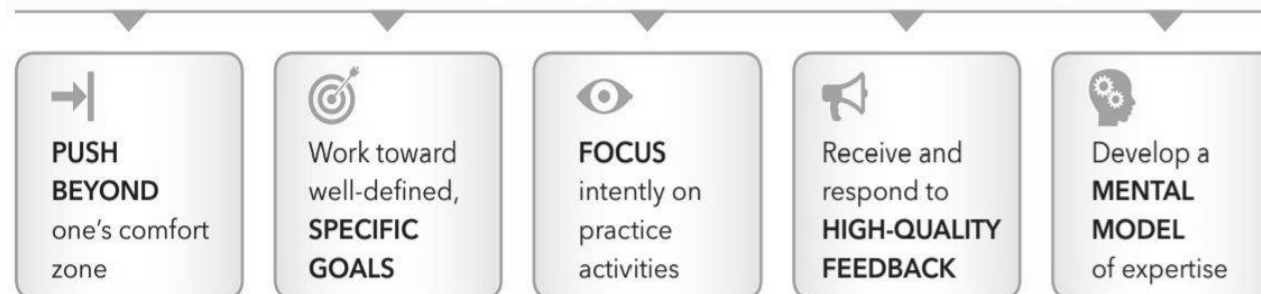
# Working Memory

- Working memory can generally hold between five and nine items (or chunks) of information at any one time.
- Information comes into the working from the world around through your senses.
- It processes the information and uses it to perform tasks. – E.G – Solve a maths problem or talk to another person.
- The working memory can only hold onto information for a short period of time, after that it either forgets it or transfers it to the long term memory.

- Your long term memory is where information can be stored for long periods of time.
- One of the issues can be retrieving information from the long term memory.
- We can improve this by chunking information together. These chunks are called Schemas



## THE FIVE PRINCIPLES OF DELIBERATE PRACTICE



Term Start date length	Skill area to focus on.	How to practice	Role of Parent/ guardian	Goal/ Target
Autumn 2			Parents/ Guardians to all attend Night school	
Christmas Holidays 2 Weeks				
Spring 1				
Spring 2				
Easter Holidays 2 weeks				
Summer 1				
Summer 2			Yr 7 Showcase – Awards ceremony	Pull out 5

# Ready to learn

- Intellectual confidence
- Organised
- Able to work independently
- Able to follow instructions
- Growth Mindset – I cant do it yet
- Fantastic Personal Presentation
- Excellent attendance and punctuality
- Able to listen and take turns in discussion
- Able to maintain focus
- Takes responsibility for own actions and considers the needs of others.
- Be healthy - Exercised and eaten to support learning – Balanced, regular diet

Even old animals got smarter and developed more connections in their brains when they got the chance to play with new toys and other animals. When scientists put very old animals in the cage with younger animals and new toys to explore, their brains also grew by about 10%!

### **Children's Brain Growth**

Another thing that got scientists thinking about the brain growing and changing was babies. Everyone knows that babies are born without being able to talk or understand language. But somehow, almost all babies learn to speak their parents' language in the first few years of life. How do they do this?

### **The Key to Growing the Brain: Practice!**

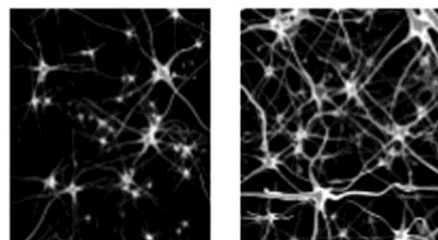
From the first day they are born, babies are hearing people around them talk—all day, every day, to the baby and to each other. They have to try to make sense of these strange sounds and figure out what they mean. In a way, babies are exercising their brains by listening hard.

Later, when they need to tell their parents what they want, they start practicing talking themselves. At first, they just make goo-goo sounds. Then, words start coming. And by the time they are three years old, most can say whole sentences almost perfectly.

Once children learn a language, they don't forget it. The child's brain has changed—it has actually gotten smarter.

This can happen because learning causes permanent changes in the brain. The babies' brain cells get larger and grow new connections between them. These new, stronger connections make the child's brain stronger and smarter, just like a weightlifter's big muscles make them strong.

### **Growth of neuron connections in a child from birth to 6 years old**



At birth

At age 6

### **The Real Truth About "Smart" and "Dumb"**

No one thinks babies are stupid because they can't talk. They just haven't learned how to yet. But some people will call a person dumb if they can't solve math problems, or spell a word right, or read fast—even though all these things are learned with practice.

At first, no one can read or solve equations. But with practice, they can learn to do it. And the more a person learns, the easier it gets to learn new things—because their brain "muscles" have gotten stronger!

The students everyone thinks as the "smartest" may not have been born any different from anyone else. But before they started school, they may have started to practice reading. They had already started to build up their "reading muscles." Then, in the classroom, everyone said, "That's the smartest student in the class."

They don't realize that any of the other students could learn to do as well if they exercised and practiced reading as much. Remember, all of those other students learned to speak at least one whole language already—something that grownups find very hard to do. They just need to build up their "reading muscles" too.

### **What Can You Do to Get Smarter?**

Just like a weightlifter or a basketball player, to be a brain athlete, you have to exercise and practice. By practicing, you make your brain stronger. You also learn skills that let you use your brain in a smarter way—just like a basketball player learns new moves.

But many people miss out on the chance to grow a stronger brain because they think they can't do it, or that it's too hard. It does take work, just like becoming stronger physically or becoming a better ball player does. Sometimes it even hurts! But when you feel yourself get better and stronger, all the work is worth it!

Student Comments - What do you think about this article?  
Has it helped you to change the way you think about your potential?

Parent Comments - What do you think about this article?  
Has it helped you to change the way you think about your daughters learning?



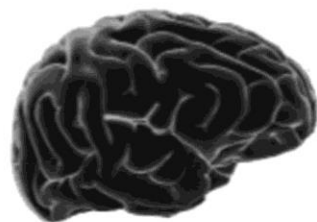
# You Can Grow Your Intelligence

## New Research Shows the Brain Can Be Developed Like a Muscle

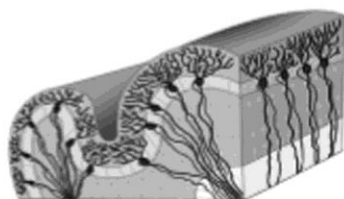
Many people think of the brain as a mystery. They don't know much about intelligence and how it works. When they do think about what intelligence is, many people believe that a person is born either smart, average, or dumb—and stays that way for life.

But new research shows that the brain is more like a muscle—it changes and gets stronger when you use it. And scientists have been able to show just how the brain grows and gets stronger when you learn.

Everyone knows that when you lift weights, your muscles get bigger and you get stronger. A person who can't lift 20 pounds when they start exercising can get strong enough to lift 100 pounds after working out for a long time. That's because the muscles become larger and stronger with exercise. And when you stop exercising, the muscles shrink and you get weaker. That's why people say "Use it or lose it!"



But most people don't know that when they practice and learn new things, parts of their brain change and get larger a lot like muscles do when they exercise.



A section of the cerebral cortex

Inside the cortex of the brain are billions of tiny nerve cells, called neurons. The nerve cells have branches connecting them to other cells in a complicated network. Communication between these brain cells is what allows us to think and solve problems.



Axon Dendrites

A typical nerve cell

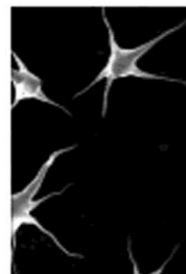
When you learn new things, these tiny connections in the brain actually multiply and get stronger. The more that you challenge your mind to learn, the more your brain cells grow. Then, things that you once found very hard or even impossible to do—like speaking a foreign language or doing algebra—seem to become easy. The result is a stronger, smarter brain.

## How Do We Know the Brain Can Grow Stronger?

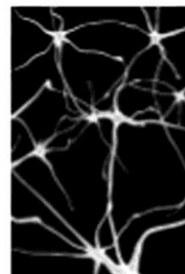
Scientists started thinking that the human brain could develop and change when they studied animals' brains. They found out that animals who lived in a challenging environment, with other animals and toys to play with, were different from animals who lived alone in bare cages.

While the animals who lived alone just ate and slept all the time, the ones who lived with different toys and other animals were always active. They spent a lot of time figuring out how to use the toys and how to get along with the other animals.

## Effect of an Enriched Environment



Nerves in brain of animal living in bare cage



Brain of animal living with other animals and toys

These animals had more connections between the nerve cells in their brains. The connections were bigger and stronger, too. In fact, their whole brains were about 10% heavier than the brains of the animals who lived alone without toys.

The animals who were exercising their brains by playing with toys and each other were also "smarter"—they were better at solving problems and learning new things.

# **My Summer Challenge**

**My summer challenge was:**

**My overall goal for this challenge was:**

**Insert Image**

**I worked together with \_\_\_\_\_ to complete my  
challenge. They helped by \_\_\_\_\_**

**I practiced my challenge skill (When, how often, where?)**