

Induction Session

Induction day Session for Year 6 Pupils July 2018

P5 and 6

You have a double lesson to complete all of this so please think carefully about timings prior to the lesson.

Do It Now

- Write down 5 things you would love to be able to do/ learn but have never tried.
- Be realistic – Going to space may be a bit adventurous at this stage.



Ballet steps, Circus skills, Conjuring & magic, Singing, yo-yoing, beat boxing, paper airplane construction, growing crystals, making yoghurt, Astronomy, IT using word, power point, excel, designing a web-page, Weather/meteorology, dog training Music Church bell ringing , Composing, Djing, learn an instrument, Rummy, Solitaire, Memory Cards, Chess, Go, Kite flying, model building, construction & engineering, Alternative therapies, head and back massage, Cookery, First Aid, Money management, Navigation, map reading and orientation, stamp collecting, coin collecting, Bird watching, learn a new language, learn songs in a new language, start an online blog or radio show, learn sign language, Cake decoration, survival skills, Candle-making, Ceramics Clay modelling, Crocheting, Cross stitch, DIY Dough craft, Drawing, Dressmaking, Egg decorating, Embroidery, fabric printing, Feng Shui, yoga, tai chi, Floral decoration, Glass painting, Interior design, Jewellery making, Knitting, Lace making, calligraphy, Mosaic, Patchwork, Photography Pottery, Soft toy making, Woodwork, DIY

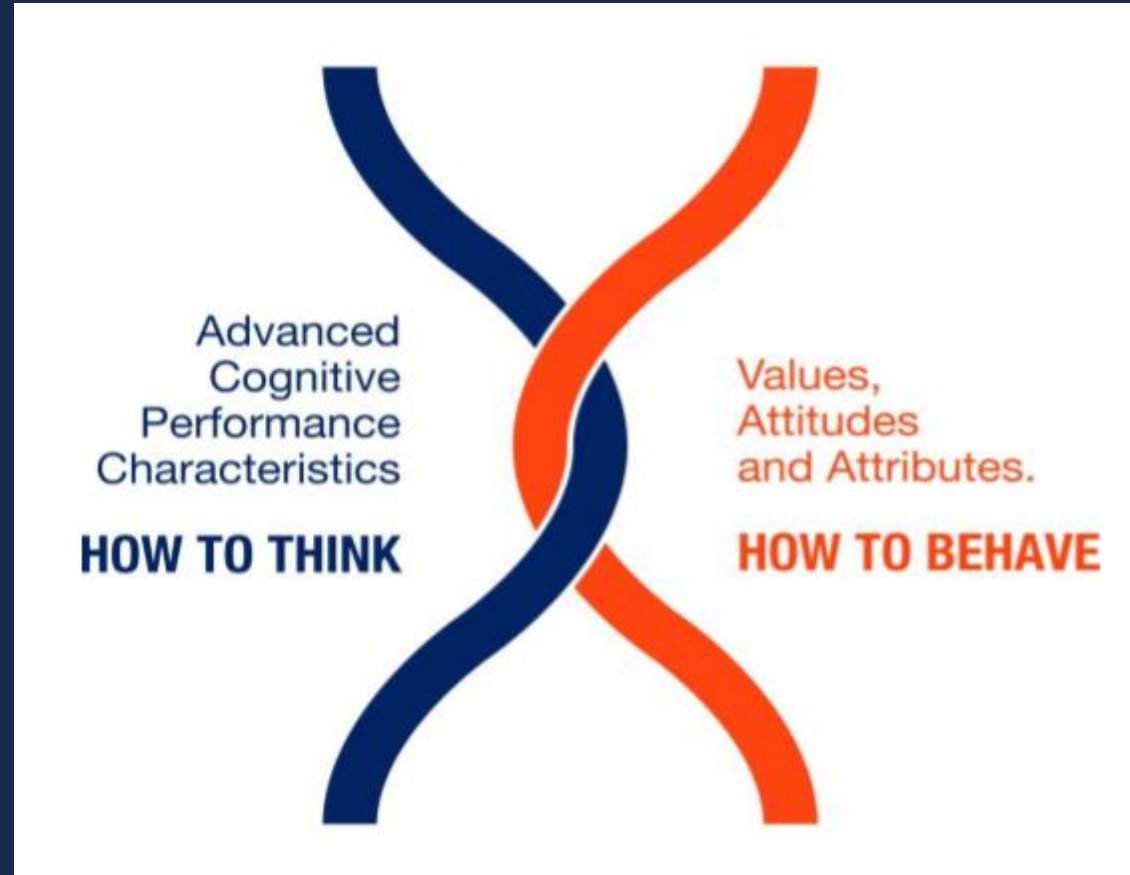
**What do people get from
engaging in activities like these?**

- They build self esteem - allow you to get better at something and feel successful
- Help you to problem solve
- Build resilience and perseverance
- Give you something to look forward to
- Help you to meet new people and make friends
- Give you something to talk about and be passionate in.
- Supports you to build self and time management skills
- Supports you to develop team working skills and learn to collaborate
- Supports you to develop leadership skills
- Releases stress
- Keeps you fit
- Allows you to think creatively and experiment
- Makes you more aware of your body
- Builds confidence
- Build new skills

Question: So why are we talking about this now?

Answer: Because these principles are the main ideas within High Performance Learning

What is High Performance Learning?





Perseverance



Confident



Resilience



Collaborative



Ready to Learn



Enquiring



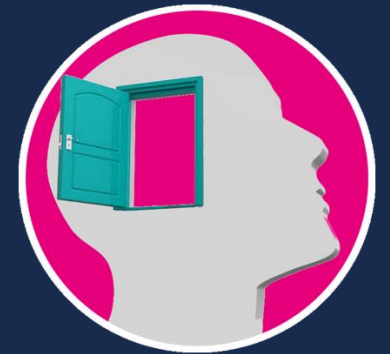
**Creative and
Enterprising**



**Concern for
Society**



**Deliberate
Practice**



Open Minded



Risk-Taking

**Values, Attitudes and Attributes
Your Learning behaviours**



Linking



Creating



Analysing



Realising



Meta-thinking

Advanced Cognitive
Performance
Characteristics (ACPs)
Ways of thinking that
will help you to learn
more effectively

Welcome to Sydenham Schools Dare to be Challenged Project



Key Aims of the Dare to be Challenged Practice Project



Summer Challenge

Find out about the
properties of a range of elements

Americium 15 Am 243.06	Uranium 92 U 238.03	Selenium 34 Se 78.96	[a]	Neodymium 60 Nd 144.24	Arsenic 33 As 74.92	[t]	Oxygen 8 O 15.99	Uranium 92 U 238.03	Neodymium 60 Nd 144.24	
Tungsten 74 W 183.84	Iodine 53 I 126.90	Thorium 90 Th 232.04		Fluorine 9 F 18.99	Arsenic 33 As 74.92	Carbon 6 C 12.01	Iodine 53 I 126.90	Sodium 11 Na 22.99	Titanium 22 Ti 47.88	Nitrogen 7 N 14.01

Create a
vegetable garden



Learn how to make
complex oragami forms.



JUST FOR FUN

- 17 Juggle. Just don't practice with eggs.
- 18 Make balloon animals. Kids will love you.
- 19 Whistle with your fingers (helpful for sporting events and in large crowds).
- 20 Write with your nondominant hand—legibly.
- 21 Paint. Either the watercolor-on-canvas kind or the painting-your-whole-room kind—with your parents' permission.
- 22 Draw portraits. Or caricature.



BE LIFE SMART

My Summer Challenge

My summer challenge is going to be:

My overall goal for this challenge is:

I am going to ask to work with me. They could help me by

I am going to practiced my challenge skill :
(How often, When and for how long?)

You now need to decide on what your summer challenge could be.

Dare to be Challenged

HEALTH & SAFETY/ OUTDOORS

- 44 Learn CPR and basic first-aid. Being prepared can feel pretty cool.
- 45 Tie different kinds of knots. Navy-style.
- 46 Learn to protect yourself with self-defense.
- 47 Learn a new sport. Consider swimming (after all, 71 percent of the earth's surface is covered by water).
- 48 Navigate somewhere new. Try it with a paper map and a compass before using GPS.
- 49 Country, swing, or ballroom dance—unless you're more interested in Irish hard shoe.



Identify constellations and research astronomy: black holes, nebula, supernova—it just sounds cool.

HELPFUL SKILLS

- 30 Write HTML or other computer code. It's almost like learning a new language.
- 31 Create a web page. Wouldn't you like to have your own .com?
- 32 Become skilled at storytelling. Memorize some fairy tales while you're at it.
- 33 Write in shorthand, or in other words, taking notes really fast. It's useful for learning from all of those quick-speaking teachers at school or in Church meetings.
- 34 Do creative writing. Or tell your story, but tell it in a fun way.
- 35 Learn to iron like a pro.



Be comfortable with public speaking—without passing out.

When you start Sydenham School in September we are going to be reflecting on your challenge for the whole first term so it is really important you try really hard at this. We are going to be looking at how you approach learning and think carefully about how this can be transferred across into the classroom environment.

At Sydenham we want you to always Aim High and this is just the start of that High Performance Learning journey.

Document your Journey

Think carefully about how you will document what you have achieved.



Record Sound



Record film footage



Record images



Keep a diary

Which methods will best suit your project?

Target Setting

Think carefully about your skill/ challenge and set goals for the following stages. For each one explain what you hope to be able to do. Use this juggling example to help you.

Choosing My Challenge – e.g. – I have tried to juggle in the past but have never been able to. My dad can juggle three balls so I am going to ask him to help me.

Planning My Challenge – e.g. I set myself the goal of juggling three balls by the end of the 6 weeks. I decided I would practice at least 4 times a week for 10 minutes.

1 Week into my challenge - e.g. – Organise equipment, plan practice times, watch YouTube videos and organise my equipment.

3 Weeks into the Challenge – e.g. – Be confident at juggling 2 balls and be able to juggle 3 balls for three cycles

6 Weeks into the Challenge – e.g. – Be able to juggle three balls for 10 cycles and start to practice with other objects.

Why do we do the things we do?
What is it that drives our behaviours?



On your sheet try to write down all the reasons you should do this challenge.
You can add pictures or symbols once you have written them all in.

I will feel a sense of achievement.



What is your motivation? Why do you want to learn this?

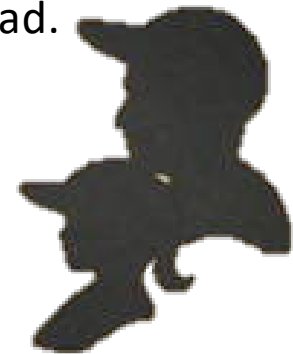
My dad knows how to do this but I have never learnt.



I can give the outcome as a present.



I get to spend time with my dad.



Which of these examples are intrinsic and which are extrinsic?

My Summer Challenge

Target Setting

Think carefully about your skill/ challenge and set goals for the following stages.

Choosing My Challenge –

Planning My Challenge –

I am going to ask ...
to work with me. The

I am going to practice
(When, how often and

Take this sheet home and use it to explain this project to your parents/
Guardian.

It is important you keep it safe and keep referring to it throughout the
summer.

Bring it back in September along with the documentation of your learning.

Most of all, enjoy learning something new and get your family involved.

My Summer Challenge

My summer challenge is going to be:...

My overall goal for this challenge is: ...

I am going to ask ...
to work with me. They could help me by...

I am going to practiced my challenge skill
(When, how often and for how long)

Target Setting

Think carefully about your skill/ challenge and set goals for the following stages.

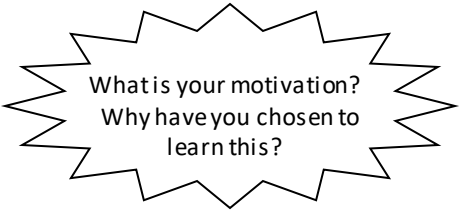
Choosing My Challenge –

Planning My Challenge –

1 Week into my challenge –

3 Weeks into the Challenge –

6 Weeks into the Challenge



Autumn Term 18-19

SESSION A1.1

Dare to be Challenged

Practice Project

100 min session on first day

Led by tutors

You Will Need:

- **PowerPoint** – Use the Notes section on each page to deliver these lessons.
- Student planners
- Student option booklet
- Student work booklets x2
- Student folders

Welcome to Sydenham Schools Dare to be Challenged Project



Key Aims of the Practice Project





Perseverance



Confident



Resilience



Collaborative



Ready to Learn



Enquiring



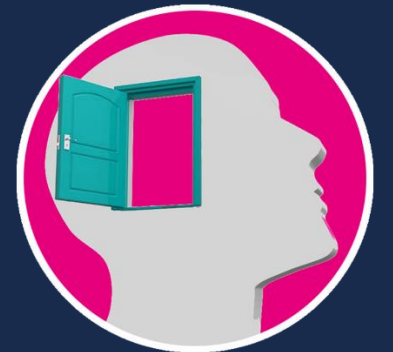
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**Concern for
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**Deliberate
Practice**



Open Minded



Risk-Taking

**Values, Attitudes and Attributes
Your Learning behaviours**

Values = The moral principles and beliefs or accepted standards of a person or social group.

Attitudes = The way that you think and feel about something, especially when this shows in the way you behave.

Attribute = Is a quality or feature that someone or something has.



Linking



Creating



Analysing



Realising



Meta-thinking

Advanced Cognitive
Performance
Characteristics (ACPs)
Ways of thinking that
will help you to learn
more effectively

Advanced = An advanced student has already learned the basic facts of a subject and is doing more difficult work.

Cognitive = The mental process involved in knowing, learning, and understanding things.

Performance = How successful or how well someone does something.

Characteristics = Are the qualities or features of a person that belong to them and make them recognizable.

Key Date

Please put this date in your planner:

Year 7 Learning Journey Eve = Thurs 27th September

What is my motivation for doing well in this project ?

Internal Motivation

- ✓ Your main motivation should be that you love to learn and find out new things and get better through practice.
- ✓ Remember you can do it if you keep trying, you just cant do it YET!



Go for gold!
Dare to be challenged reward system.



What will our portfolios look like?

- What sort of standard do you think we are aiming for?

- Gold
- Silver
- Bronze



Open your planners to the tracking pages at the back.

Using your planner to track your progress

Dare to be Challenged Weekly Log

Chosen Activity..... Session Day.....Time.....Location.....

Specific Target to be achieved by Dec

Specific Target to be achieved by April.....

Specific Target to be achieved by July.....

Date of Session Week beginning (Mon)	Focus of Session	Feedback Given	Actions to be taken this week.	Skill Teachers Signature
03/09/18				
10/09/18				
17/09/18				
24/09/18				
01/10/18				
08/10/18				
15/10/18				

Form Tutors Signature Parents signature


Dare to be Challenged Weekly Log


Date of Session Week beginning (Mon)	Focus of Session	Feedback Given	Actions to be taken this week.	Skill Teachers Signature
01/07/19				
08/07/19				
15/07/19				
22/07/19				
29/07/19				


Skill Teacher review of attendance, progress and learning attitudes across the year:

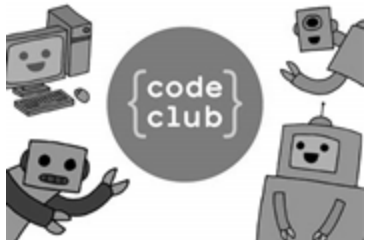
Form Tutors Signature Parents signature


Hand Out preference books


Monday 3.30 – 4.30 20 Places	Netball	All abilities – No equipment needed
	In these sessions you will learn how to play netball through both drill and match situations. You will have the opportunity to try out for the netball team and play against other schools. This session is open to all abilities for those who have played a lot or always wanted to try.	


Monday 3.30 – 4.30 20 Places	Commercial Dance	All abilities – No equipment needed.
	In these sessions you will learn about the different aspects of commercial dance. You will learn the movements and choreography from the latest music and movement trends and get coaching on how to improve. This session is open to all abilities.	


Monday 3.30 – 4.30 10 Places	Gymnastics / Trampoline	All abilities – No equipment needed.
	In these sessions you will learn about the different elements of gymnastics and trampolining. You will learn specific techniques using a range of equipment and get coaching on how to improve. This session is open to all abilities for those who can do full tumbles or those who have always wanted to try.	


Monday 3.30 – 4.30 10 Places	Code Club	All abilities – No equipment needed.
	In these sessions you can develop your skills by taking part in a variety of projects. You can use programs such as Scratch, make robots using Lego Mindstorms and write code in HTML, Javascript and Python. Club members have made games, animations, and websites. The projects introduce coding concepts to allow you to build your knowledge gradually. So come along and get creative. Are you going to invent the next Facebook or become a games designer?	


Monday 3.30 – 4.30 10 Places	Orchestra	Need to have own instrument and experience.
	Come and join the Sydenham Orchestra, this is the opportunity to join our orchestra and be involved in regular concerts. You will need to have your own instrument and also be able to play to at least grade one or have eighteen months experience. If this is something you are interested you must speak to the music department in the first week before putting it as an option so you know if you are ready.	


Tuesday 3.30 – 4.30 20 Places	Drama Club	All abilities – No equipment needed.
	In these sessions you will take part in practical sessions that develop your acting and stage direction skills. You will look at a range of acting styles and find out more about different play writes and genres. These sessions will help you develop confidence and you will get the opportunity to audition for the school production.	


Tuesday 3.30 – 4.30 10 Places	String Group	Need to have own string instrument and experience.
	Come and join the Sydenham string group, this is the opportunity to join students from other year groups and be involved in regular concerts. You will need to have your own string instrument and also be able to play to at least grade one or have 18 months experience. If this is something you are interested you must speak to the music department in the first week before putting it as an option so you know if you are ready.	


Tuesday 3.30 – 4.30 10 Places	Swing Band	Need to have instrument and experience.
	Come and join the Sydenham swing band. Swing music, also known as swing jazz or simply swing, is a form of jazz music that developed in the early 1930s and became a distinctive style by 1935 in the United States. You will need to have your own instrument and also be able to play to at least grade one or have eighteen months experience. If this is something you are interested you must speak to the music department in the first week before putting it as an option so you know if you are ready.	


Tuesday 3.30 – 4.30 15 Places	Tag Rugby	All abilities – No equipment needed
	In these sessions you will learn how to play tag rugby through both drill and match situations. You will have the opportunity to try out for the team and play against other schools. This session is open to all abilities for those who have played a lot or always wanted to try.	

Tuesday 3.30 – 4.30 28 Places	Chess	All abilities – No equipment needed
	In these sessions you will learn how to play chess. You will learn tactical plays and how to predict player movements. You will get to compete and try your wits against others. This prestigious game can really help you to develop a range of thinking skills and develop problem solving techniques and memory. This session is open to all abilities.	


Tuesday 3.30 – 4.30 25 Places	Young artist Club	All abilities – No equipment needed.
	In these sessions you will take part in a range of artistic activities, including drawing, painting, printmaking, collage and ceramics. We will explore different themes and show you how to respond to artists. We all have the ability to be amazing at art, it just takes practice. So come along and build up your skills.	


Wednesday 3.30 – 4.30 10 Places	Football	All abilities – No equipment needed.
	In these sessions you will learn how to play football through both drill and match situations. You will have the opportunity to try out for the football team and play against other schools. This session is open to all abilities for those who have played a lot or always wanted to try. The sessions are run both inside and outside.	

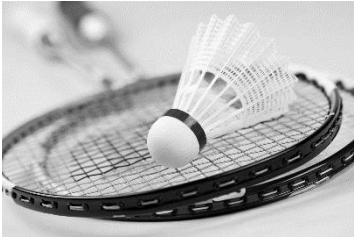
Wednesday 3.30 – 4.30 10 Places	Yoga	Paid Session - £3.00 per week – All abilities
	Yoga is about creating balance in the body through developing both strength and flexibility. This is done through the performance of postures, each of which has specific physical benefits. Each session is run by a professional instructor who will help you build your knowledge of how to get into postures safely and effectively. Yoga is also really good for developing mindfulness. This session is open to all but you must be able to fund it across the year.	


Wednesday 3.30 – 4.30 15 Places	Gardening / Eco Society	All abilities – No equipment needed.
	In these sessions you will take part in projects that will help you develop your knowledge of the world around you. You will learn how to grow plants and vegetables and look at ideas around sustainability. You will find out more about local wildlife and how to protect their vital habitats. All are welcome so come along and help do your bit for the environment.	


Wednesdays


Thursday 3.30 – 4.30 10 Places	Journalism Club	All abilities – No equipment needed.
	Learn about how to research and develop a news story, from first investigations, to fact checking, interviews and headlines. You will be supported to develop your own news articles and will look at how the professionals within the industry do the same. You will have the opportunity to learn about photojournalism so that you can capture amazing images that make your public want to know more. All are welcome.	

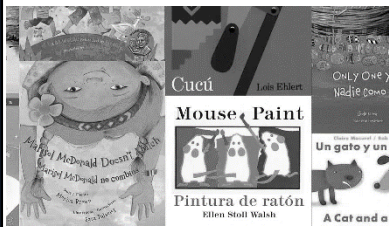

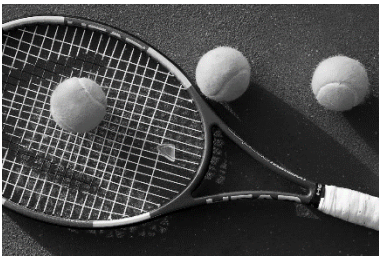
Thursday 3.30 – 4.30 20 Places	Spanglovision	All abilities – No equipment needed.
	Spanglovision is a language learning project involving song, memory, pronunciation skills and a positive spirit of team-building and competition. Students learn Spanish songs and become part of a choir that break down the meaning of the lyrics and use this to build Spanish vocab and knowledge. A fantastic accompaniment to any students starting Spanish for the first time or for those who are more experienced.	

Thursday 3.30 – 4.30 10 Places	Badminton	All abilities – No equipment needed.
	In these sessions you will learn how to play badminton through both drill and match situations. You will have the opportunity to try out for the badminton team and play against other schools. This session is open to all abilities for those who have played a lot or always wanted to try.	

Thursday 3.30 – 4.30 10 Places	Brass Group	Need to have own instrument and experience.
	Come and join the Sydenham Brass Group, this is the opportunity to come and play with other year groups and be involved in regular concerts. You will need to have your own instrument and also be able to play to at least grade one or have eighteen months experience. If this is something you are interested you must speak to the music department in the first week before putting it as an option so you know if you are ready.	

Thursday 3.30 – 4.30 10 Places	Guitar Ensemble	Need to have own instrument and experience.
	Come and join the Sydenham Guitar Ensemble, this is the opportunity to join our Guitar Ensemble and be involved in regular concerts. You will need to have your own instrument and also be able to play to at least grade one or have 18 months experience. If this is something you are interested you must speak to the music department in the first week before putting it as an option so you know if you are ready.	

Thursday 3.30 – 4.30 7 Places	Self Defence	Paid - £3.00 per week All abilities
	Self defence lessons dedicate a large amount of time to making students aware of their surroundings. This means noticing people or situations that might represent a threat and then moving away from the potential threat to a safer place. Students will also learn how to deal with an attacker through simple techniques such as shouting at an attacker to physical techniques to help you end any attack as soon as possible.	

Friday 3.30 – 4.30 20 Places	Language through Stories	All abilities – No equipment needed
	<p>Explore the world through stories and illustrations, learn languages and find out about the parts of the world where these languages are spoken. Explore the cuisine, cultures and histories and work with others to do so. Find out more about the fantastic world we live in. Open to all abilities and backgrounds. Develop your own foreign language stories in response.</p>	
Friday 3.30 – 4.30 5 Places	Fencing	Paid - £5.00 per week All abilities
	<p>The sport of fencing incorporates agility, strength, coordination, balance, and timing. In fencing, physical ability is just as important as having a strong mental edge. You will work with a professional coach to learn this art form. This session is open to all abilities but you must be able to fund this across the year.</p>	
Friday 3.30 – 4.30 8 Places	Tennis	Own racquet preferable
	<p>In these sessions you will learn how to play tennis through both drill and match situations. You will have the opportunity to play tournaments and work with a professional coach. This session is open to all abilities for those who have played or lot or always wanted to try.</p>	

Dare To Be Challenged – Activity Preference form

Daughters Name

Form Group

- I would like to do the following Enrichment Activity at Sydenham School on a weekly basis. I understand there are others that I can do along side this, but this should be my main priority for the year as it will run alongside the learning I do in tutor time.
- I understand that if this is a paid session my family will need to be able to fund this for the whole year.
- If opting for a music session I have an instrument and the experience and have spoken to a member of the music department to check I am ready.
- I understand that I might not get my first choice and I am willing to do any of the five activities listed below.

Signed Student

Order of preference	Please write in the name of the activity
1 st Choice	
2 nd Choice	
3 rd Choice	
4 th Choice	
5 th Choice	

What do you need to do now?

- ✓ Read this booklet carefully and discuss all the options together as a family.
- ✓ Fill in the form at the back of the booklet making sure you write your name and form clearly.
- ✓ Return the form to your form tutor by Monday 10th September at the latest.

WRITE THIS IN YOUR DIARY NOW

- ✓ Please be aware that handing your form in late may make it harder to get your first or second choice preference.

Preference booklets to go in bags and brought back by Monday at the latest.

Hand out Folders, and both portfolio booklets.

Dare to be Challenged?

Practice Portfolio

On the top right of your folder write:
Your Name...
Tutors Name...
Form Group ...
Challenge Skill...

Also put your name on your two booklets.



My Summer Challenge

My summer challenge was:

My overall goal for this challenge was:

I worked together with _____ to
complete my challenge. They helped by

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

Insert Image



This summer I learnt how to swim backstroke. I have been able to swim since I was four but have never learnt backstroke. I decided now was the time.

My Summer Challenge

My summer challenge was to be able to swim one length of backstroke without stopping and improve my technique gradually. I had to improve my confidence and trust in order to do this.

My overall goal for this challenge was to be a much more confident swimmer and I think that I achieved that.

I worked together with my dad and my older brother to complete my challenge. They helped by showing me the correct technique. Supporting me to stay in a straight line and know when I was approaching the wall and encouraged me to keep trying.

I practiced my challenge skill and actually managed to swim three lengths as well as swimming in the sea, which was harder as there were waves.

Homework for next Dare session

My Summer Challenge	
	My summer challenge was:
	My overall goal for this challenge was:
	I worked together with _____ to complete my challenge. They helped by
	I practiced my challenge skill

Complete your presentation of your summer project – This should be your best work. Where possible do this using a computer and print it out.

SESSION A1.2

Dare to be Challenged
Led by tutors.

You Will Need:

- Plain paper

Note to Tutors - While students work on their projects please make a note of those who completed homework, and put in demerits for non completion.

The Learning Pit

Facing a Challenge

You may feel anxious, nervous, scared, excited or comfortable.

Deep Learning

You may learn a sense of collaboration and concentration.

Successful Learning

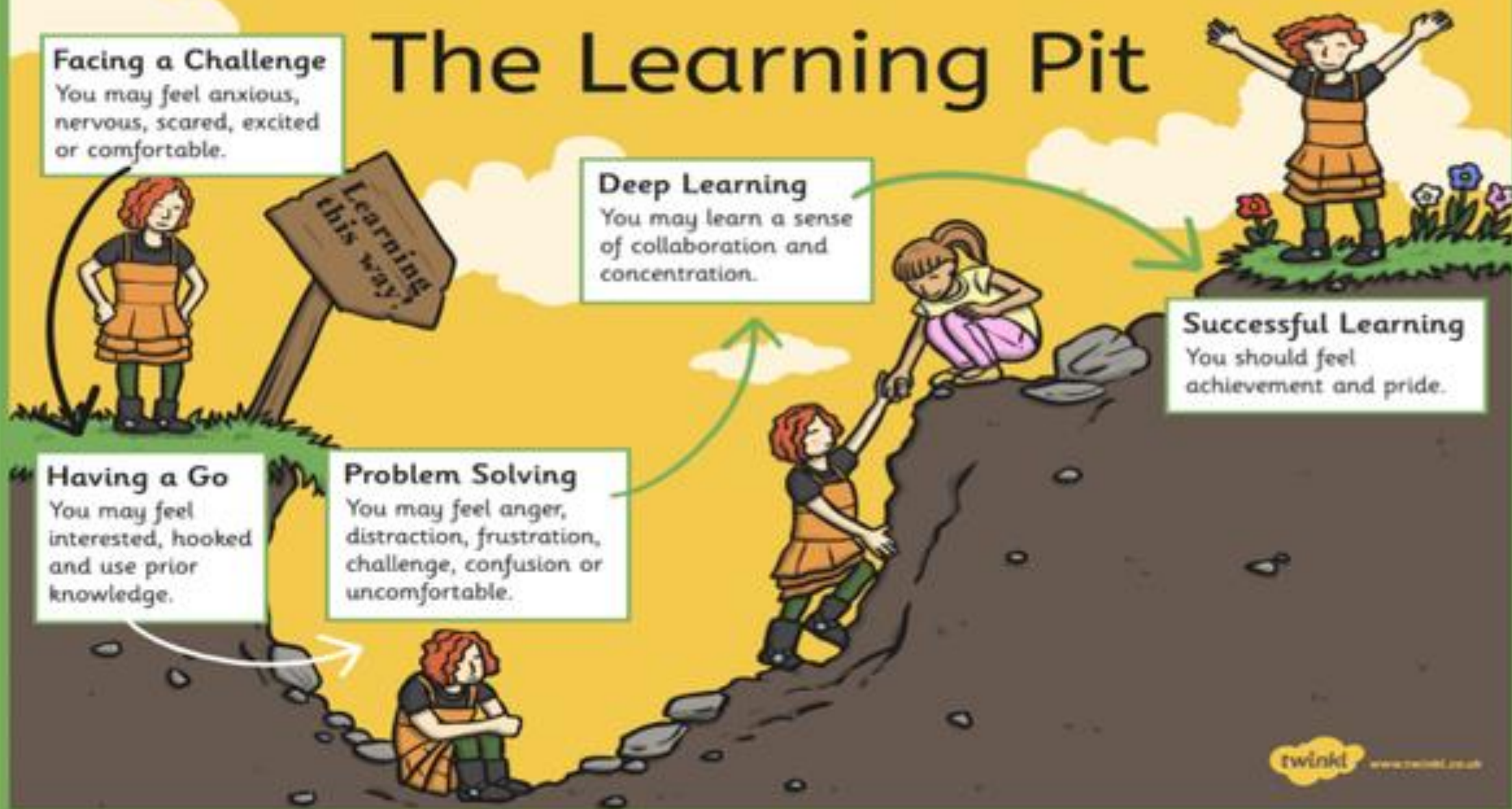
You should feel achievement and pride.

Having a Go

You may feel interested, hooked and use prior knowledge.

Problem Solving

You may feel anger, distraction, frustration, challenge, confusion or uncomfortable.

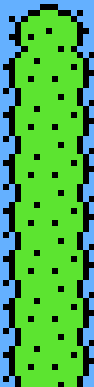
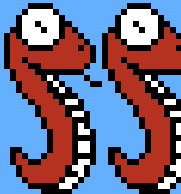
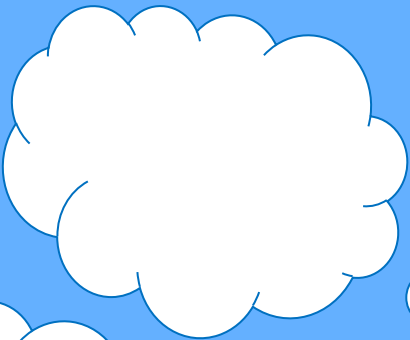
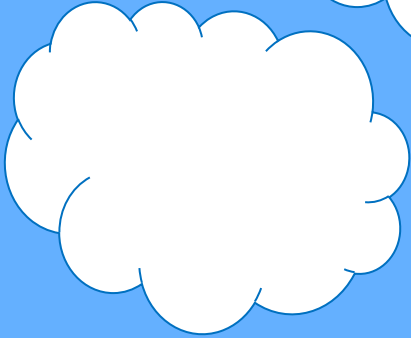
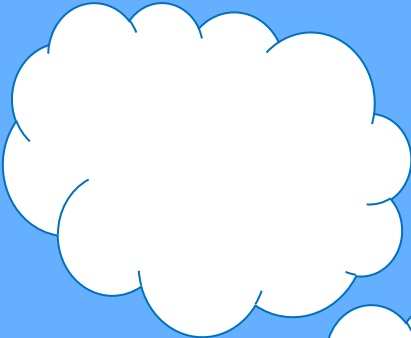
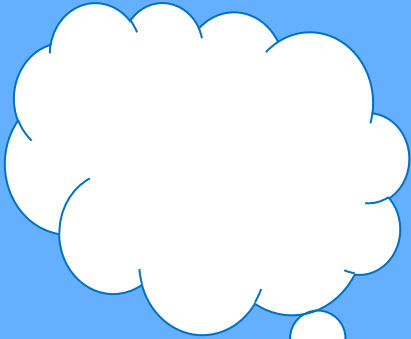


Example ideas – Do not copy but use these to inspire you.

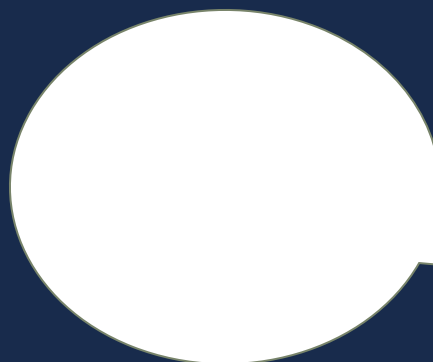
Google – Computer
game graphics

My Learning Pit

Put text in
these thought
bubbles



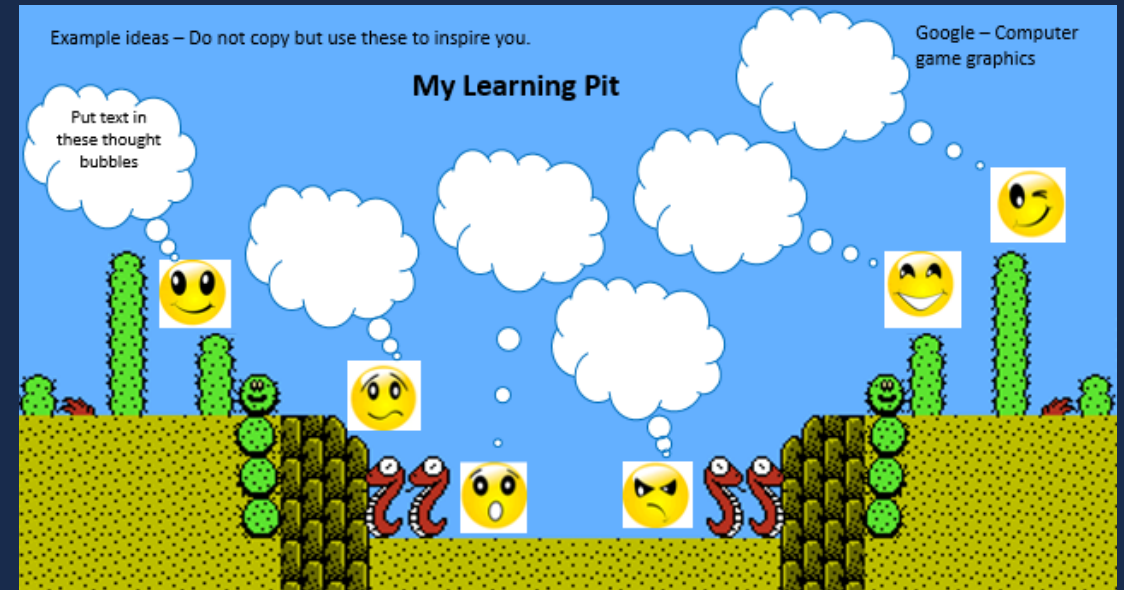
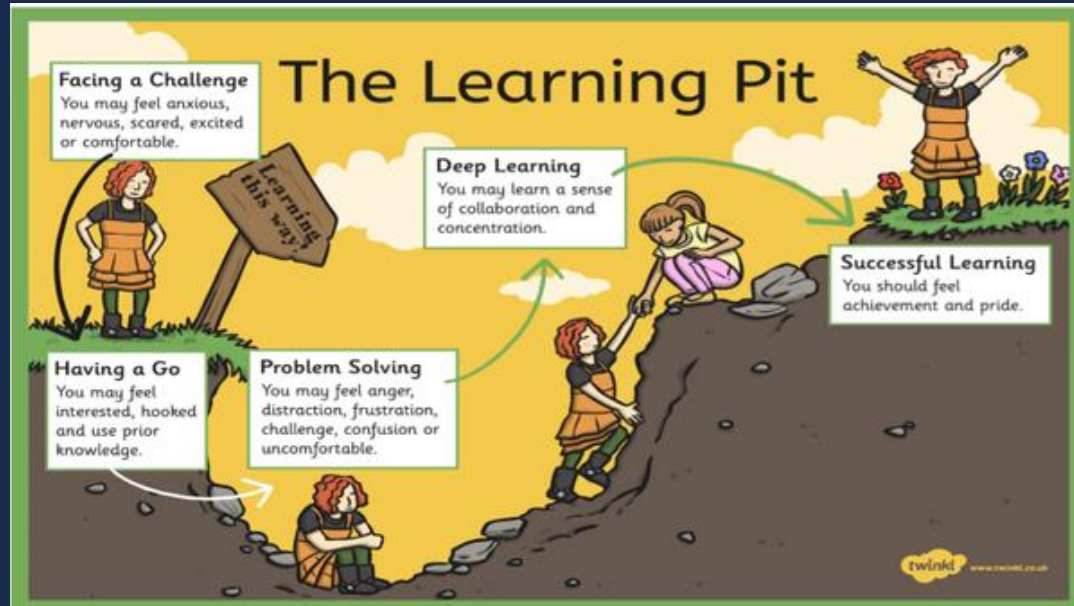
Write
explanations in
here







Homework for next Dare session



This homework is due, next challenge tutor time. It can be hand drawn or digital and printed out. Make it really good as it will be a key part of your portfolio. –Avoid felt tip pens.

SESSION A1.3

Dare to be Challenged
Led by tutors.

Your Enrichment Activity



Open your planners to the tracking pages at the back.

Using your planner to track your progress

Dare to be Challenged Weekly Log

Chosen Activity..... Session Day.....Time.....Location.....

Specific Target to be achieved by Dec

Specific Target to be achieved by April.....

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15/10/18				

Form Tutors Signature Parents signature

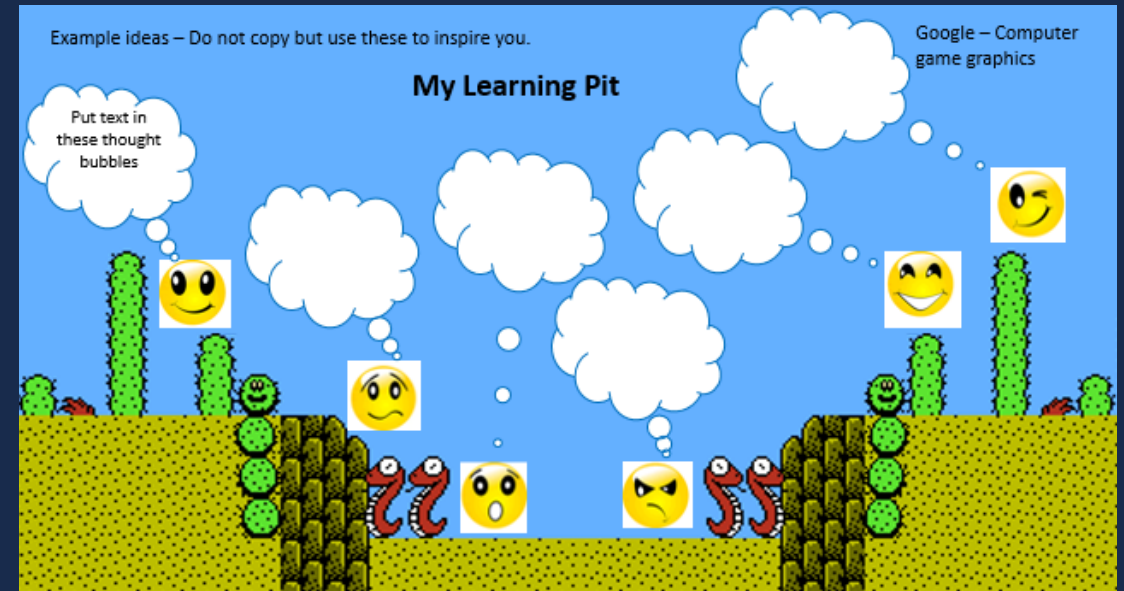
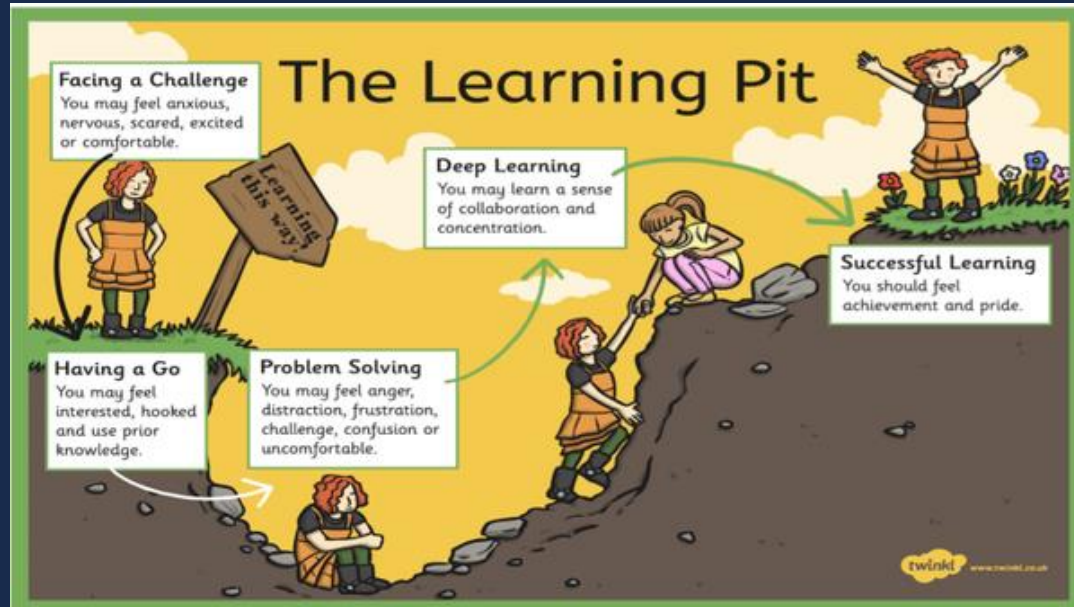
Dare to be Challenged Weekly Log

Date of Session Week beginning (Mon)	Focus of Session	Feedback Given	Actions to be taken this week.	Skill Teachers Signature
01/07/19				
08/07/19				
15/07/19				
22/07/19				
29/07/19				

Skill Teacher review of attendance, progress and learning attitudes across the year:

Form Tutors Signature Parents signature

What have you created?



Today you are going to present your pit diagram that link to your summer project.

SESSION A1.4

Dare to be Challenged
Led by tutors

You Will Need:

- PowerPoint – WITH FILM OPEN ready
- Articles for homework

<https://www.mindsetworks.com/website/media/youcangrowyourintelligence.pdf>

Do It Now

Write down the question number and your score.

E.G.

1 = 1

2 = 1

Be truthful and think carefully about your answers.

MINDSET QUIZ

1. Circle the number for each question which best describes you

2. Total and record your score when you have completed each of the 10 questions

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Your intelligence is something very basic about you that you can't change very much	0	1	2	3
2.	No matter how much intelligence you have, you can always change it quite a bit	3	2	1	0
3.	Only a few people will be truly good at sports, you have to be born with the ability	0	1	2	3
4.	The harder you work at something, the better you will be	3	2	1	0
5.	I often get angry when I get feedback about my performance	0	1	2	3
6.	I appreciate when people, parents, coaches or teachers give me feedback about my performance	3	2	1	0
7.	Truly smart people do not need to try hard	0	1	2	3
8.	You can always change how intelligent you are	3	2	1	0
9.	You are a certain kind of person and there is not much that can be done to really change that	0	1	2	3
10	An important reason why I do my school work is that I enjoy learning new things	3	2	1	0

SCORE CHART

22-30 = Strong Growth Mindset

17-21 = Growth with some Fixed ideas

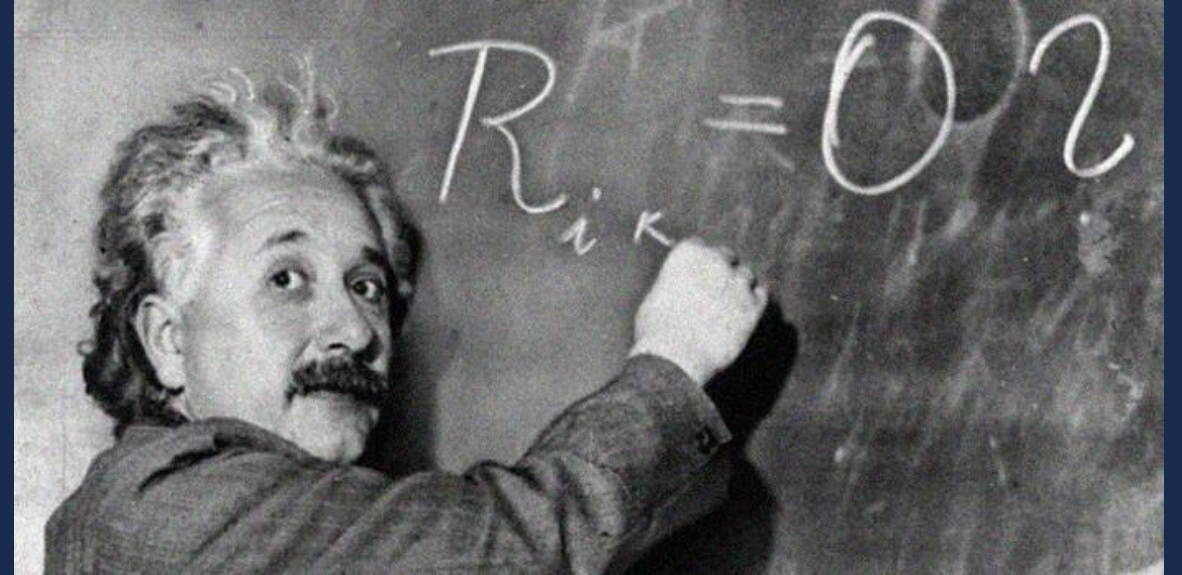
11-16 = Fixed with some growth ideas

0-10 = Strong fixed mindset

MY SCORE:

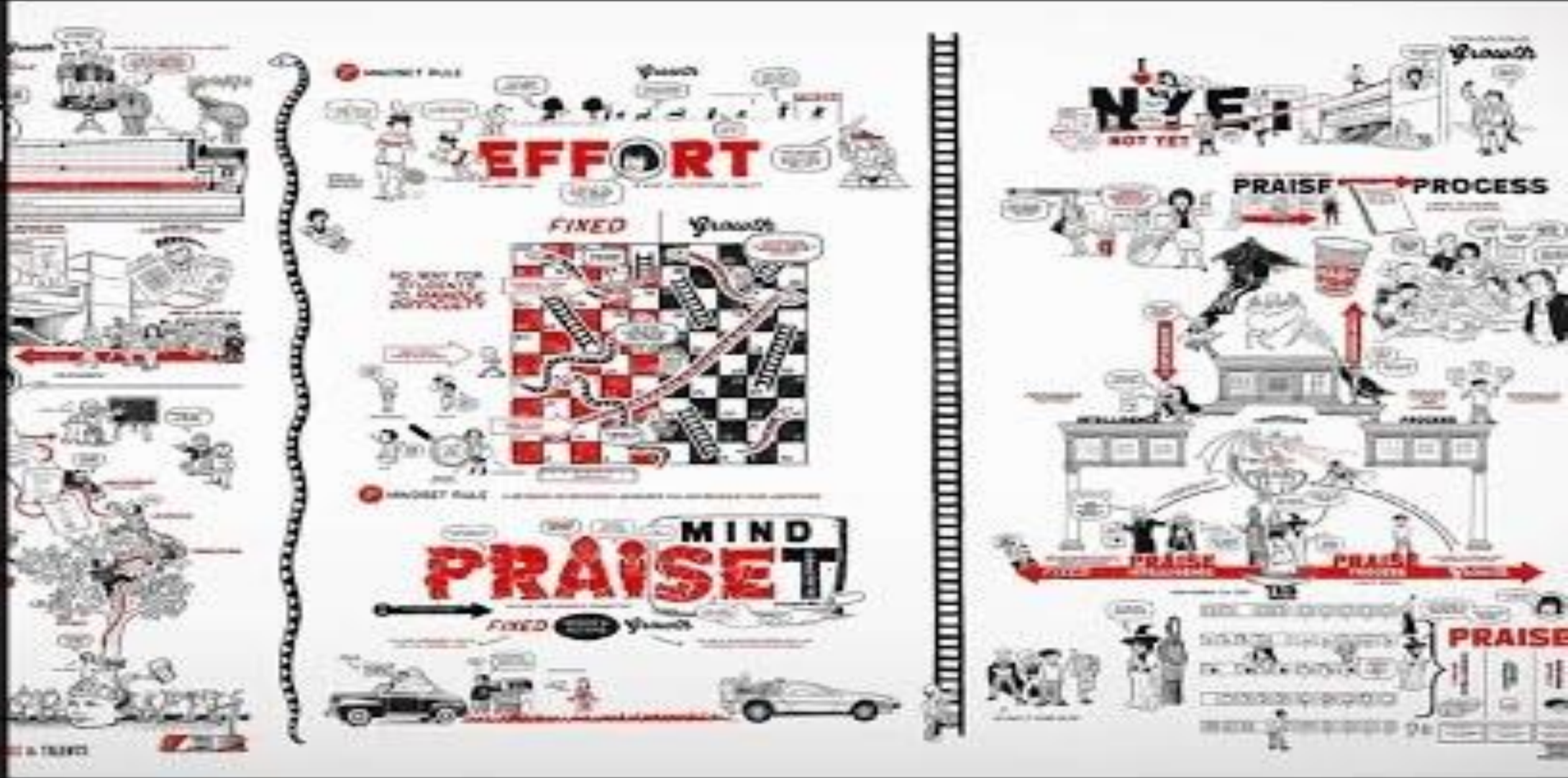
MY MINDSET:

Research Tells us.....



*I have no special talents. I am
only passionately curious.
Albert Einstein*

RSA ANIMATE



Do It Now

Has your score changed?

MINDSET QUIZ

1. Circle the number for each question which best describes you

2. Total and record your score when you have completed each of the 10 questions

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Your intelligence is something very basic about you that you can't change very much	0	1	2	3
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SCORE CHART

22-30 = Strong Growth Mindset

17-21 = Growth with some Fixed ideas

11-16 = Fixed with some growth ideas

0-10 = Strong fixed mindset

MY SCORE:

MY MINDSET:

This is where you need to be!

**It is one thing however
saying it on a quiz and
another thing truly
believing it when things
get tough.**

Homework

Read this article out loud with a parent or Guardian, it is ok for them to read it or you. Get them to write a comment at the bottom of the article saying what they thought about it.

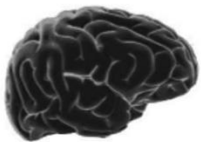
You Can Grow Your Intelligence

New Research Shows the Brain Can Be Developed Like a Muscle

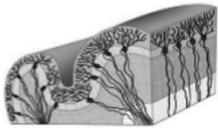
Many people think of the brain as a mystery. They don't know much about intelligence and how it works. When they do think about what intelligence is, many people believe that a person is born either smart, average, or dumb—and stays that way for life.

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!"

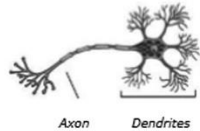


But most people don't know that when they practice and learn new things, parts of their brain change and get larger a lot like muscles do when they exercise.



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.



A typical nerve cell

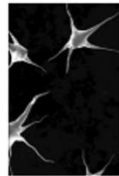
When you learn new things, these tiny connections in the brain actually multiply and get stronger. The more that you challenge your mind to learn, the more your brain cells grow. Then, things that you once found very hard or even impossible to do—like speaking a foreign language or doing algebra—seem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

How Do We Know the Brain Can Grow Stronger?

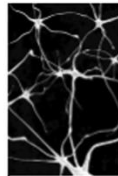
Scientists started thinking that the human brain could develop and change when they studied animals' brains. They found out that animals who lived in a challenging environment, with other animals and toys to play with, were different from animals who lived alone in bare cages.

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.

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!

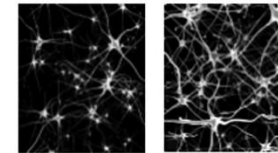
From the first day they are born, babies are hearing people around them talk—all day, every day, to the baby and to each other. They have to try to make sense of these strange sounds and figure out what they mean. In a way, babies are exercising their brains by listening hard.

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.

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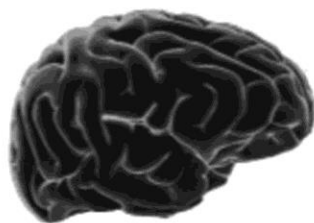
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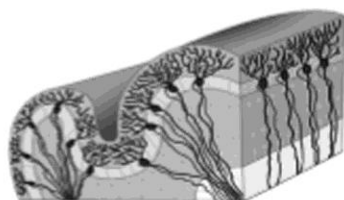
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Axon Dendrites

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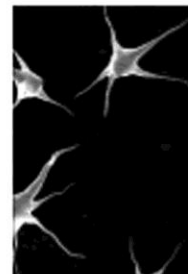
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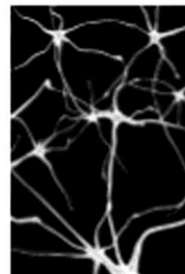
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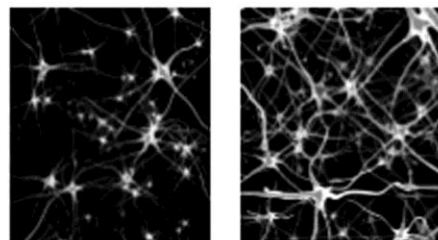
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SESSION A1.5

Dare to be Challenged
Led by tutors

Q1



True or False ? Intelligence and talent are fixed. If you are not born with the ability you will not be able to excel in it.

1 point

A1



False – Scientific studies have shown that you can become clever at something through practice and that there are no limits to this, other than attitude to learning.

1 point

Q2



What is a growth mindset?

1 point

A2

The belief that your intelligence, personality and characteristics can be developed.



1 point

Q3



What is a fixed mindset?

1 point

A3

The belief that intelligence, personality and character are set and can not be improved.



1 point

Fixed Mindsets – My Worries	Growth Mindsets – My Solutions
I can not do it.	I can not do it YET. If I practice and not give up I will be able to do it eventually. If I could already do it I would not be learning anything.
I will avoid doing this as I do not know where to start..	I will begin with what I know. What do I know that could help get me started. Putting it off makes the problem worse and gives me less time to get better.
This is too hard.	It will be hard to start with, but the more I practice the easier it will get.
It will just be wrong.	I can learn from my mistakes, Feedback and practice will help me become even more confident.
This will take too long and there is so much to do.	I will start immediately because I need all the time I have.
No one is helping me.	I will learn more if I can work it out by myself. What information do I have that can help me?
Others are better than me.	We all have different skills to share. If I do not try they will always be better. I can practice to become better.

Learning Stage	Analysing my learning Mindsets	Growth	Fixed	Personal Targets
Initial Desire	I don't want to do it as my friend isn't doing it?		/	I might meet new people and it will help build my confidence.
Evaluating the situation	I know this is something I need to do and I feel a bit nervous about it, but I know after a couple of weeks that will go.	/		To continue to find the positives in situations and be optimistic about the benefits.
Dealing with setbacks	<p>We are going to gradually fill in this chart as we approach our new enrichment skill. You should have already started or are about to start your new enrichment club. Fill in at least the first two boxes of this chart.</p> <p>Be really honest about how you feel about starting this new club. If you are showing a fixed mindset think about how you can make these feelings much more positive. You may already have a growth mindset towards this and be looking forwards to the challenge. If this is the case think about how you can maintain this.</p>			
Attitude to Challenge				
Attitude to Effort				
Attitude to Criticism				
Success of others				
Predicted result				

SESSION A1.6

Dare to be Challenged
Led by tutors

Goal Setting

Task 1 – Decide on a goal that you are going to achieve by the end of the year.

E.G – To be able to draw a realistic portrait from life.

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 Awards ceremony	Write you end goal in here.

Do It Now



Now break this smaller skill down into 4 smaller targets that gradually build to this final 5th target.

E.G

Target 1 - Learn, remember and be able to retrieve how to measure out the proportions of the face from the front.

Term Start date length	Skill area to focus on.	How to practice	Role of Parent/ guardian	Goal/ Target
Autumn 2	Proportion	Attend lessons each week. Get a book to help me with facial proportion. Practice drawing out faces in the correct proportion from memory.	Parents/ Guardians to all attend Night school. To give me feedback on my drawings	Learn, remember and be able to retrieve how to measure out the proportions of the face from the front.
Christmas Holidays 2 Weeks				
Spring 1				
Spring 2				
Easter Holidays 2 weeks				
Summer 1				
Summer 2			Yr 7 – Awards Celebration	Write you end goal in here.

Do It Now



Homework

Ask a member of your family to help you break down your end goal into smaller achievable goals. Finish filling in the chart.

Discuss your goals with your enrichment club leader. Check they are appropriate.

HALF TERM HOLIDAY

SESSION A2.1

Dare to be Challenged
Led by tutors



Deliberate
Practice

How can learning about memory help us to develop skills and knowledge?



Working Memory

Long Term Memory

Working Memory



Listen carefully and try to remember the following 4 facts

Working Memory



Write down what you can remember about the working memory. – 2 min

Did you remember?

1. Working memory can generally hold between five and nine items (or chunks) of information at any one time.
2. Information comes into the working from the world around through your senses.
3. It processes the information and uses it to perform tasks.
4. 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.

Try to remember these 3 facts

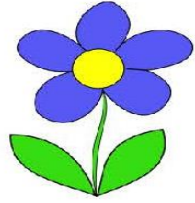


Write down what you can remember about
the long term memory. – 2 min



Did you remember?

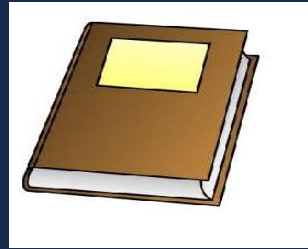
- Your long term memory is where information can be stored for long periods of time.
- One of the issues can be retrieving information from the long term memory.
- We can improve this by chunking information together. These chunks are called Schemas



B



B



In order to do this task you had to use your long term and working memory.

How did your long term memory help you?

How did you working memory help you?



Deliberate
Practice

What problems can we face with memory?



Working Memory

Long Term Memory

SESSION A2.2

Dare to be Challenged
Led by tutors

Q4



What is the working memory?
(sometimes called short term
Memory)

1 point

A4

The part of the memory
used when processing
information or working
something out.



1 point

Q5

How much information can the working memory hold at a time?



1 point

A5

5 – 9 Chunks of information.



1 point

Q6

What is the long term memory?



1 point

A6



Your long term memory
is where information
can be stored for long
periods of time.

1 point

Q7

What happens to the working memory when people are starting to learn?



1 point



It becomes overloaded.

1 point

Q8

How can you improve the ability of your working / short term memory?



1 point



By practicing things again and again so that they are stored in the long term memory.

1 point

Q9

What is the main problem with the long term memory?



1 point

Retrieving information
when you need it.



1 point

Q10

How can you help your long term memory?



1 point

A10

Retrieval practice



1 point

Q11

What are the five steps of deliberate practice?



5 points



1. Push beyond your comfort Zone
2. Make specific goals
3. Regular Focused practice.
4. Get immediate expert feedback.
5. Store it in your long term memory.

5 points

SESSION A2.3

Dare to be Challenged
Led by tutors

What is the difference between practice and deliberate practice?

- Is all practice of the same value?
- Write down and then share answers – Can you remember the example we used on the drop down days?



Player A



Player B

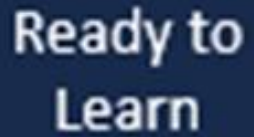
The 'deliberate practice mindset'



Principle of Deliberate Practice	Top tips	How well have you been doing on this so far?				Written Target review 1 – Why, next steps	Target review 2
Push beyond your comfort Zone	If it is too easy you need to add in more challenge, if it is too hard take a step back.	1	2	3	4		
Make specific goals	Use the practice schedule your teacher gave you. This breaks your skill into small manageable skills.						
Focus during practice.	You should really challenge yourself when you practice. Do it properly and focus just on your specific targets.	I need to focus on more			I am doing very well		
Practice regularly, for good length of time	Make/ use your practice schedule and stick to it.						
Get immediate expert feedback	Record and analyse your practice as you go. Get your parents/guardians to give you feedback based on your specific targets. Self evaluate your progress at the end of your practice.						
Form a model/ schema in your long term memory make it easy and automatic.	Use the tutor sessions to review your learning this will help it to stay in your long term memory. The more you practice the easier it will become.					Use your skill specific practice timetable to help you fill in your current position and written target 1.	

SESSION A2.4

Dare to be Challenged
Led by tutors

[illegible]



Ready to learn: What could this mean?

Write a list of the behaviours of a student who is both ready to learn and not ready.

Ready to learn	Not Ready
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Afraid to have a go and make mistakes• Unorganised – No homework, no equipment• Unable to work without support• Often gets instructions wrong• Fixed mindset – I cant do it• Incorrect uniform• Often late or off school• Not willing to listen to others• Unfocused, tired, disruptive• Is not able to see the consequences of their actions on others.• Has not had correct diet for learning – No exercise, no breakfast, lots of sugar and junk food.

What do I need to do to improve my readiness to learn?



<https://www.youtube.com/watch?v=ctNg0DgMa-o>

Watch this film and think about the sentence
What I am is

Write down 3 things that you are finding difficult in this project and three possible solutions for how you can help yourself feel more confident about these.



Example - I don't like talking at the front of the class as I think that people will be judging me.



Example solution - Don't worry we all feel a bit like that, just try to build up your confidence gradually by trying to say something out loud in front of the class every day.

Q12

What does ready to learn mean?



1 point



Having the correct learning behaviours to get the most out of your lessons and practise.

Q13

Name 5 learning behaviours that indicate you are 'ready to learn'.



5 points



- * Organised
- * Able to work independently
- * Able to follow instructions
- * Growth Mindset – I can't 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

SESSION A2.5

Dare to be Challenged
Led by tutors

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

Ready to learn – How I am going to win Gold on my practice project.

I am already great at:

- Being Organised – I have managed to make a practice timetable, buy ingredients, follow instructions and keep a diary of my project.

I need to work on:

- Intellectual confidence – I am still not sure I will be able to achieve the challenge. I need to practice more, get support From my family, my form time buddy and HPL ambassadors, my tutor and my skills teacher. They can give me tips on what to do next to improve.



Homework = Finish Poster

Digital or hand made.

Ready to learn

- Intellectual confidence
- Organised
- Able to work independently
- Able to follow instructions
- Growth Mindset – I cant do it yet
- Fantastic Personal Presentation
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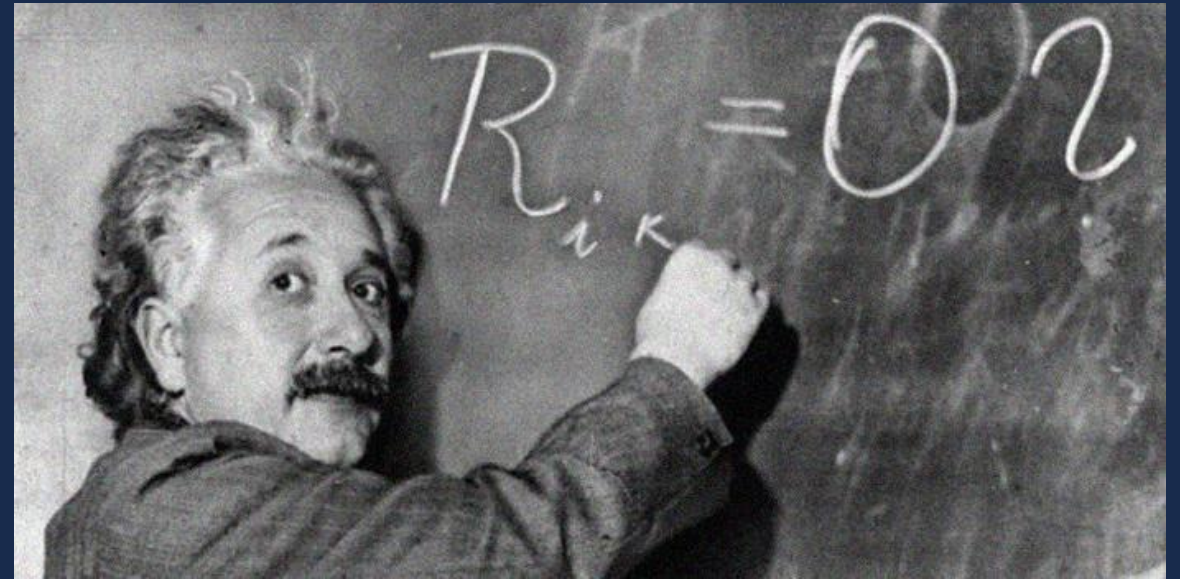
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- Be healthy - Exercised and eaten to support learning – Balanced, regular diet

SESSION A2.6

Dare to be Challenged
Led by tutors

What are the key things we know about Growth Mindsets



Learning Stage	Analysing my learning Mindsets	Growth	Fixed	Personal Targets
Initial Desire	I don't want to do it as my friend isn't doing it?		/	I might meet new people and it will help build my confidence.
Evaluating the situation	I know this is something I need to do and I feel a bit nervous about it, but I know after a couple of weeks that will go.	/		To continue to find the positives in situations and be optimistic about the benefits.
Dealing with setbacks	I was annoyed when I had to change a couple of my mid term goals.		/	To try and see advice as a really good thing and changes as a way to make something better
Attitude to Challenge	I am trying really hard in all the enrichment sessions even when I cant do things the first time.	/		Keep being positive and practising regularly.
Attitude to Effort	I am finding it difficult to keep practising at home as I am quite tired at the end of the day		/	Even if things are hard I should find a way to motivate myself to do it. It is short term pain long term gain.
Attitude to Criticism	Fill in the next 3 stages on your growth mindset chart, in relation to your enrichment club			
Success of others				
Predicted result				

Q1



True or False ? Intelligence and talent are fixed. If you are not born with the ability you will not be able to excel in it.

1 point

A1



False – Scientific studies have shown that you can become clever at something through practice and that there are no limits to this, other than attitude to learning.

1 point

Q2



What is a growth mindset?

1 point

A2

The belief that your intelligence, personality and characteristics can be developed.



1 point

Q3



What is a fixed mindset?

1 point

A3

The belief that intelligence, personality and character are set and can not be improved.



1 point

CHRISTMAS HOLIDAY

SESSION S1.1

Dare to be Challenged
Led by tutors

Retrieval Practice

What have we learnt so far?
Low stakes Written test.



Q1



True or False ? Intelligence and talent are fixed. If you are not born with the ability you will not be able to excel in it.

1 point

A1



False – Scientific studies have shown that you can become clever at something through practice and that there are no limits to this, other than attitude to learning.

1 point

Q2



What is a growth mindset?

1 point

A2

The belief that your intelligence, personality and characteristics can be developed.



1 point

Q3



What is a fixed mindset?

1 point

A3

The belief that intelligence, personality and character are set and can not be improved.



1 point

Q4



What is the working memory?
(sometimes called short term
Memory)

1 point

A4

The part of the memory
used when processing
information or working
something out.



1 point

Q5

How much information can the working memory hold at a time?



1 point

A5

5 – 9 Chunks of information.



1 point

Q6

What is the long term memory?



1 point

A6



Your long term memory is where information can be stored for long periods of time.

1 point

Q7

What happens to the working memory when people are starting to learn?



1 point



It becomes overloaded.

1 point

Q8

How can you improve the ability of your working / short term memory?



1 point



By practicing things again and again so that they are stored in the long term memory.

1 point

Q9

What is the main problem with the long term memory?



1 point



Retrieving information
when you need it.

1 point

Q10

How can you help your long term memory?



1 point

A10

Retrieval practice



1 point

Q11

What are the five steps of deliberate practice?



5 points



1. Push beyond your comfort Zone
2. Make specific goals
3. Regular Focused practice.
4. Get immediate expert feedback.
5. Store it in your long term memory.

5 points

Q12

What does ready to learn mean?



1 point



Having the correct learning behaviours to get the most out of your lessons and practise.

Q13

Name 5 learning behaviours that indicate you are 'ready to learn'.



5 points



- * Organised
- * Able to work independently
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- * 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

	What is a growth mindset?	The belief that your intelligence, personality and characteristics can be developed.	1 point
3	What is a fixed mindset?	The belief that intelligence, personality and character are set and can not be improved.	1 point
4	What is the working memory?	The part of the memory used when processing information or working something out.	1 point
5	How much information can the working memory hold at a time?	5 – 9 Chunks of information	1 point
6	What is the long term memory?	Your long term memory is where information can be stored for long periods of time.	1 point
7	What happens to the working memory when people are starting to learn?	It becomes overloaded	1 point
8	How can you improve the ability of your working / short term memory?	By practicing things again and again so that they are stored in the long term memory.	1 point
9	What is the main problem with the long term memory?	Retrieving information when you need it.	1 point
10	How can you help your long term memory?	Retrieval practice	1 point
11	What are the five steps of deliberate practice?	1. Push beyond your comfort Zone 2. Make specific goals 3. Regular Focused practice. 4. Get immediate expert feedback. 5.Store it in your long term memory.	5 points
12	What does ready to learn mean?	Having the correct learning behaviours to get the most out of your lessons and practise.	1 point
13	Name 5 learning behaviours that indicate you are ‘ready to learn’	* Organised *Able to work independently * Able to follow instructions * Growth Mindset – I can’t 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	5 points
14	What is resilience?	The ability to recover from or adjust easily to misfortune or change.	1 point
15	What is Perseverance?	The ability to keep doing something despite difficulty .	1 point

SESSION S1.2

Dare to be Challenged
Led by tutors



Be Resilient



Perseverance

What is Resilience and perseverance
– Write down a definition for each of these terms.



<https://www.youtube.com/watch?v=HYsRGe0tfZc>



Be Resilient

The capacity to recover quickly from difficulties.



Perseverance

Persistence in doing something despite difficulty or delay in achieving success.

Thinking Exercise

I want you to spend 2 minutes thinking of a challenge you have faced either at primary or secondary school, that was particularly challenging.

One that you found made you feel stressed or upset or worried, but one that you overcame. How were you perseverant? How were you resilient?

Peer Discussion

- What was your goal?
- What was the outcome?
- What obstacles did you have to overcome?
- What unpleasant feelings and thoughts do you remember having in the situation?
- Who, if anyone, did you receive external help and support from?
- What specific attitudes and skills helped you cope with the situation?
- How would you rate your resilience and perseverance in that situation?
- What strengths and personal qualities helped you?
- If it wasn't 100%, how could your resilience be improved during similar situations in the future?
- Based on your experience how might you advise someone else to cope with a similar situation in the future?

SESSION S1.3

Dare to be Challenged
Led by tutors

Perseverance and Resilience self analysis

As an initial guide , rate yourself on a scale of 1 -10 1 being low and 10 high.

1	I have plenty of support from other people in my life.	
2	I am able to accept myself for who I am.	
3	I am confident in my ability to cope with problems.	
4	I am good at communicating and interacting with others at times of stress.	
5	I am good at facing challenging problems and solving these bit by bit.	
6	I cope well with my emotions in the face of adversity.	
7	I am willing to try again if it all goes wrong.	

Perseverance and Resilience self analysis

As an initial guide , rate yourself on a scale of 1 -10 1 being low and 10 high.

1. I have plenty of support from other people in my life.
2. I am able to accept myself for who I am.
3. I am confident in my ability to cope with problems.
4. I am good at communicating and interacting with others at times of stress.
5. I am good at facing challenging problems and solving these bit by bit.
6. I cope well with my emotions in the face of adversity.
7. I am willing to try again if it all goes wrong.

Instead of adding up your score fill in this grid in response to your answers.

Question	What made me rate this above zero?	What could I do to increase the score and make it closer to ten?
1		
2		
3		
4		
5		
6		
7		

Think about your perseverance in terms of your approach to the Dare to be Challenged Practice project.

On a scale of 0 – 10

0 = No Perseverance 5 10 = Very perseverant

Rate your resilience for the summer practice project.

0 = No Perseverance **10 = Very Perseverant**

Now Rate your resilience for you focused practice skill

Think about your resilience in terms of your approach to the Dare to be Challenged Practice project.

0 = No Resilience	On a scale of 0 – 10	10 = Very Resilient
<hr/>		

Rate your resilience for the summer practice project.

0 = No Resilience	5	10 = Very Resilient
<hr/>		

Now Rate your resilience for you focused practice skill

0 = No Resilience/
perseverance

5

10 = Very Resilient/
perserverant

Now rate your perseverance and resilience for each of
your school subjects.

English, Maths, Art, PE etc..

SESSION S1.4

Dare to be Challenged
Led by tutors

Remember you are good enough

Everyone is different

Stop comparing yourself

Individuality rocks

Learn something new daily

Involve yourself in what you love doing

Enjoy things that make you happy

Not everyone can be 1st, 2nd, or 3rd

Care about yourself and others

Expect that some days won't be great

Homework for your parents.

Complete the questionnaire on your own and your daughters approach so far to the challenge project.

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.

Homework for You

Complete your poem,

Then write it out neat. Add illustrations or even better photos of you being resilient and working on your challenge.

Remember you are good enough

Everyone is different

Stop comparing yourself

Individuality rocks 

Learn something new daily

Involve yourself in what you love doing

Enjoy things that make you happy

Not everyone can be 1st, 2nd, or 3rd

Care about yourself and others

Expect that some days won't be great

SESSION S1.5

Dare to be Challenged
Led by tutors

Q11

What are the five steps of deliberate practice?



5 points



1. Push beyond your comfort Zone
2. Make specific goals
3. Regular Focused practice.
4. Get immediate expert feedback.
5. Store it in your long term memory.

5 points

Principle of Deliberate Practice	Top tips	How well have you been doing on this so far?				Written Target review 1 – Why, next steps	Target review 2
Push beyond your comfort Zone	If it is too easy you need to add in more challenge, if it is too hard take a step back.	1	2	3	4		
Make specific goals	Use the practice schedule your teacher gave you. This breaks your skill into small manageable skills.						
Focus during practice.	You should really challenge yourself when you practice properly and focus just on specific targets.						
Practice regularly, for good length of time	Make/ use your practice timetable and stick to it.						
Get immediate expert feedback	Record and analyse your practice as you go. Get your parents/guardians to give you feedback based on your practice targets. Self evaluate your progress at the end of your practice.						
Form a model/ schema in your long term memory make it easy and automatic.	Use the tutor sessions to review your learning this will help it to stay in your long term memory. The more you practice the easier it will become.						

Look at your approach to Deliberate practice. In the Review 2 column, think about if you have made any progress in each of these areas. Use a different colour pen and mark your progress onto the central number chart.

Use your skill specific practice timetable to help you fill in your current position and written target 1.

SESSION S1.6

Dare to be Challenged
Led by tutors

Catch up lesson

Students check all work is completed so far, they can also check their planner tracker is up to date.

Spring Half Term

SESSION S2.1

Dare to be Challenged
Led by tutors

Q14

What is resilience?



1 point

The ability to recover from or adjust easily to misfortune or change.



Q15

What is perseverance?



1 point

A15

The ability to keep
doing something
despite difficulty.



1 point

Retrieval Practice

= The process of bringing to mind information stored in your long term memory.

EXAMPLE

Resilience is a learning behaviour
a VAA and it is when I bounce
back from something when it goes
wrong.



High Performance Learning
What do I know?

Q16

What is HPL



1 point

A16

HPL stands for High
Performance Learning



1 point

Q17



What does VAA stand for
and what does this mean?

1 point



VAA stands for Values, Attitudes and attributes and they are a list of the best learning behaviours for a successful future.

Q18



What does ACP stand for
and what does this mean?

1 point

A18



ACP stands for Advanced
Cognitive and
Performance
Characteristics
and they are a list of the
best thinking strategies for
successful learning.

1 point



Perseverance



Confident



Resilience



Collaborative



Ready to Learn



Enquiring



**Creative and
Enterprising**



**Concern for
Society**



**Deliberate
Practice**



Open Minded



Risk-Taking

**Values, Attitudes and Attributes
Your Learning behaviours**



Linking



Creating



Analysing



Realising

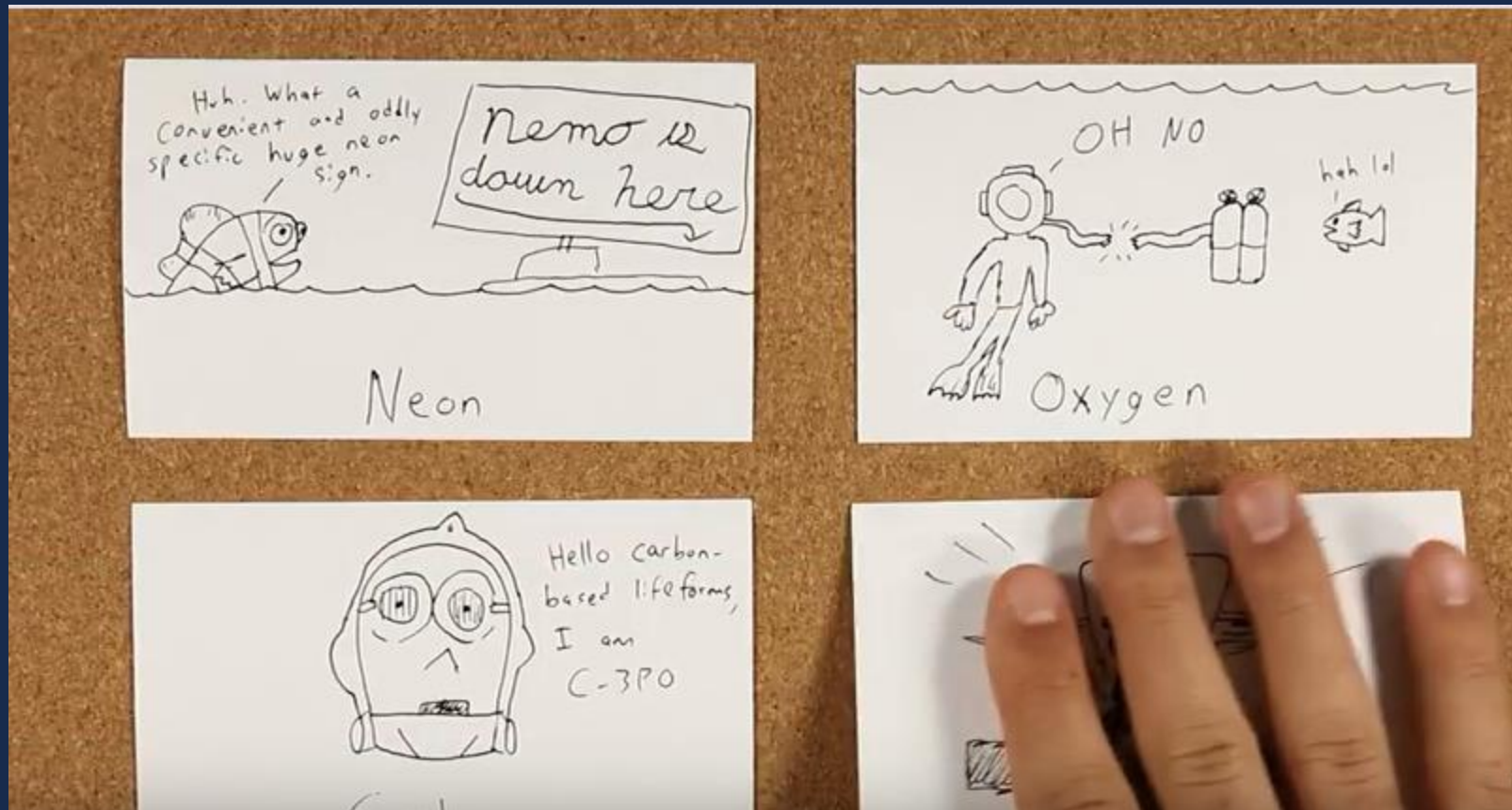


Meta-thinking

ACP's Ways of
thinking that will
help you to learn
more effectively

SESSION S2.2

Dare to be Challenged
Led by tutors



- <https://collegeinfo geek.com/flash-card-study-tips/>
- Watch this film on making Flash cards (8 min)

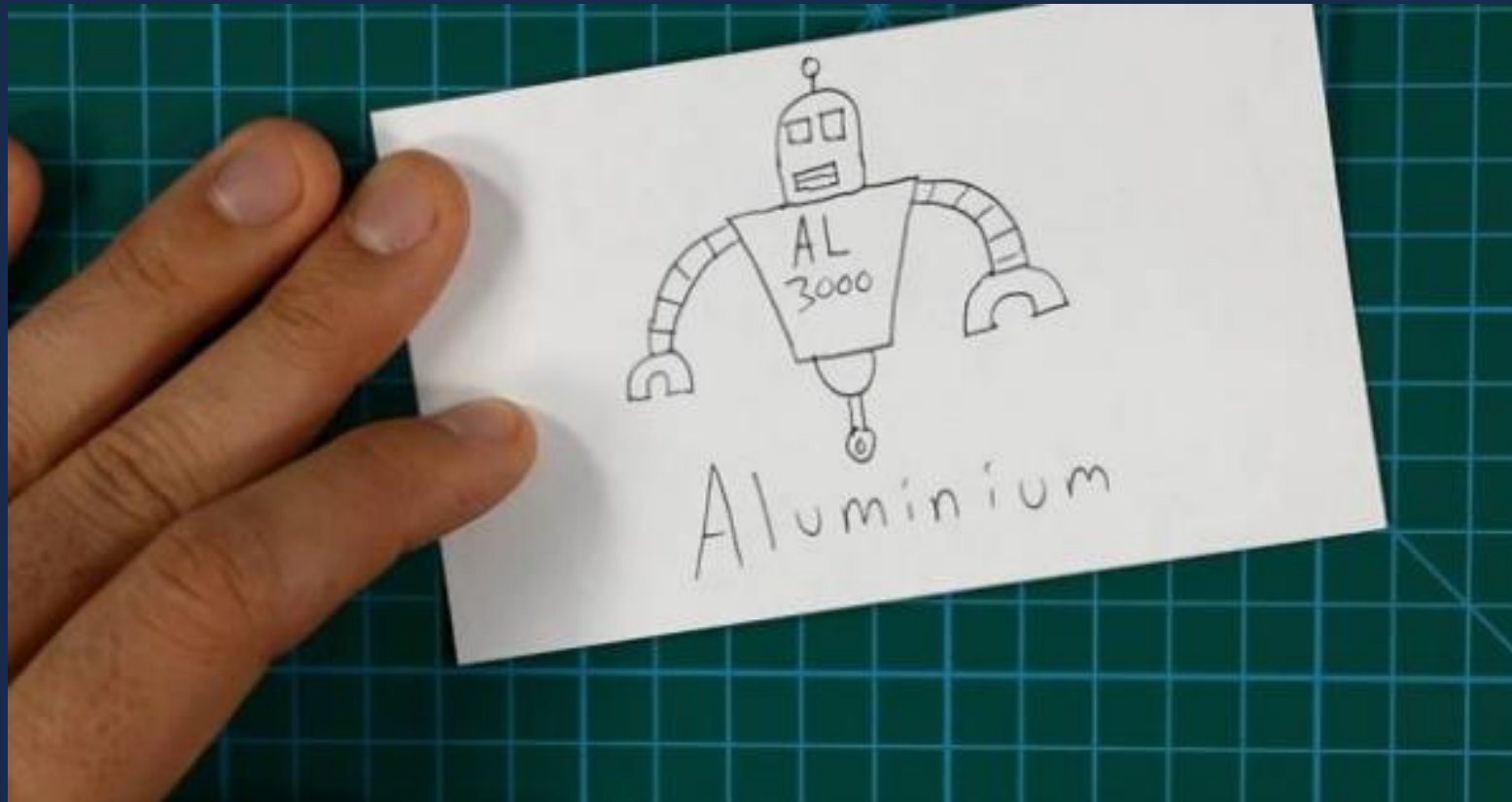
1. Make Your Own Flash Cards
2. Mix Pictures and Words
3. Use Mnemonic Devices to Create Mental Connections
4. Write Only One Question Per Card
5. Break Complex Concepts Into Multiple Questions
6. Say Your Answers Out Loud When Studying
7. Study Your Flash Cards in Both Directions
8. Flash Cards are not the only way to remember and recall things.

We are now going to think about the key points made in this film and note them down. What can we remember about these points?

1. Make Your Own Flash Cards



2. Mix Pictures and Words



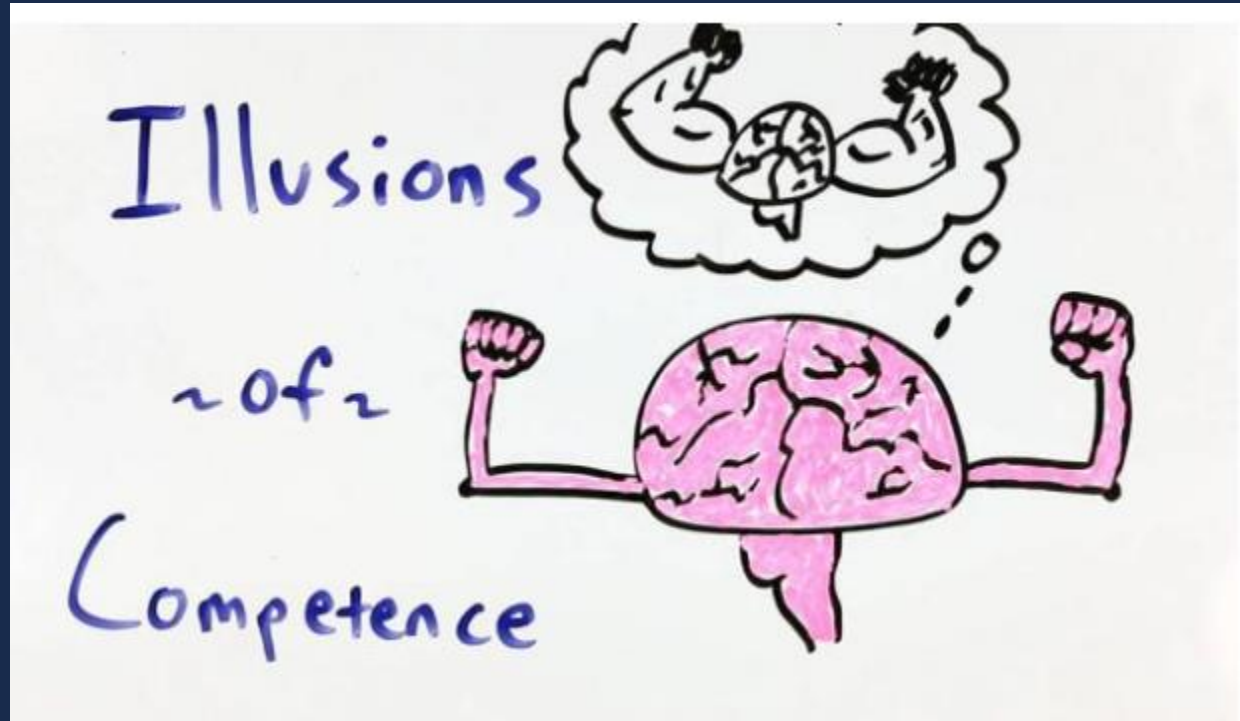
3. Use Mnemonic Devices to Create Mental Connections

BECAUSE

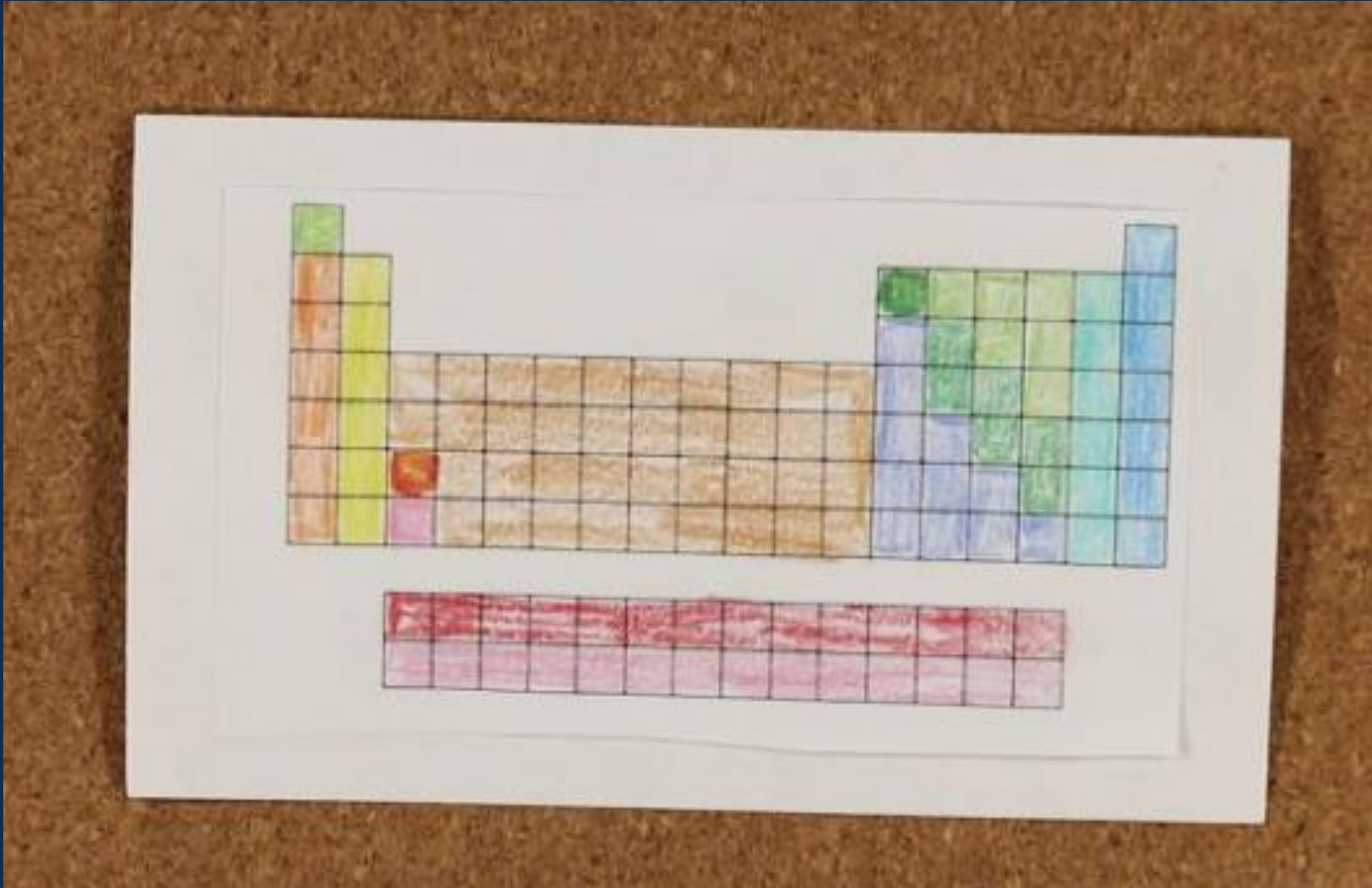
Big Elephants Can Always Understand Small Elephants



4. Write Only One Question Per Card



5. Break Complex Concepts Into Multiple Questions



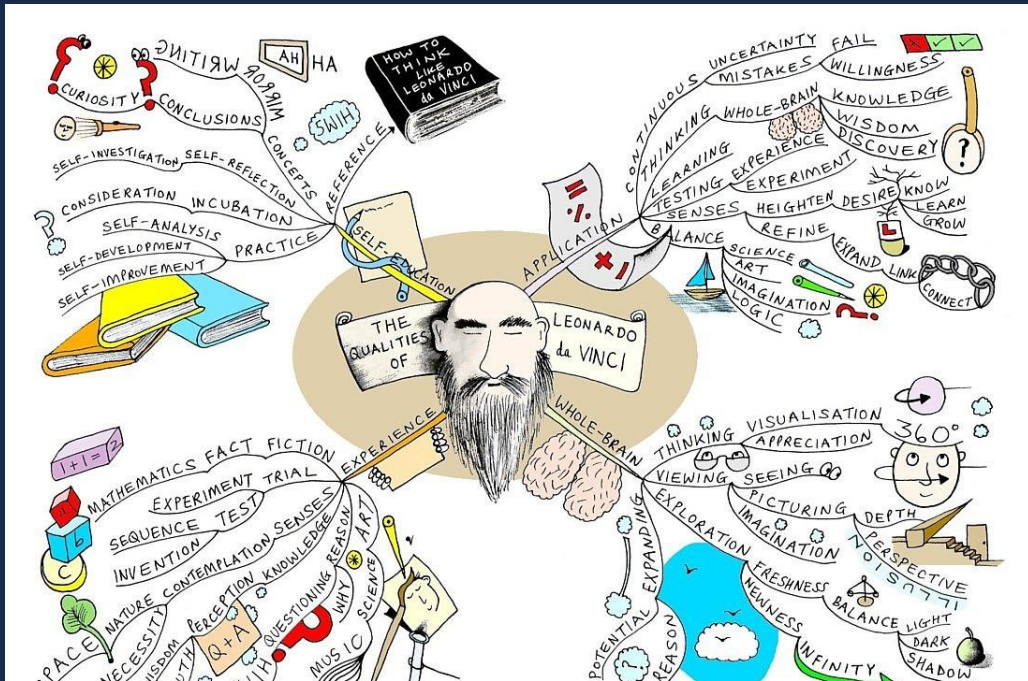
6. Say Your Answers Out Loud When Studying



7. Study Your Flash Cards in Both Directions



8. Flash Cards are not the only way to remember and recall things.



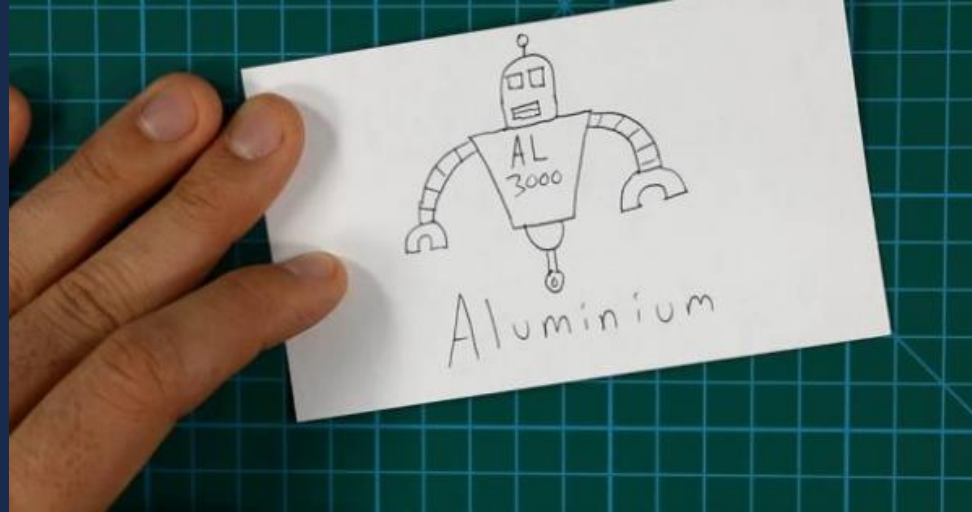
SESSION S2.3

Dare to be Challenged Led by tutors

You Will Need:

- Card or paper to make flash cards

Today you are going to make flash cards for the concept of deliberate practice.



2. Mix Pictures and Words
3. Use Mnemonic Devices to Create Mental Connections
4. Write Only One Question Per Card
5. Break Complex Concepts Into Multiple Questions



Deliberate
Practice

So what facts do we need to remember and make flash cards about?

How many chunks of information can your working memory hold?



5 - 9



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



**PUSH
BEYOND**
one's comfort
zone



Work toward
well-defined,
**SPECIFIC
GOALS**



FOCUS
intently on
practice
activities



Receive and
respond to
**HIGH-QUALITY
FEEDBACK**



Develop a
**MENTAL
MODEL**
of expertise



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.

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



Homework

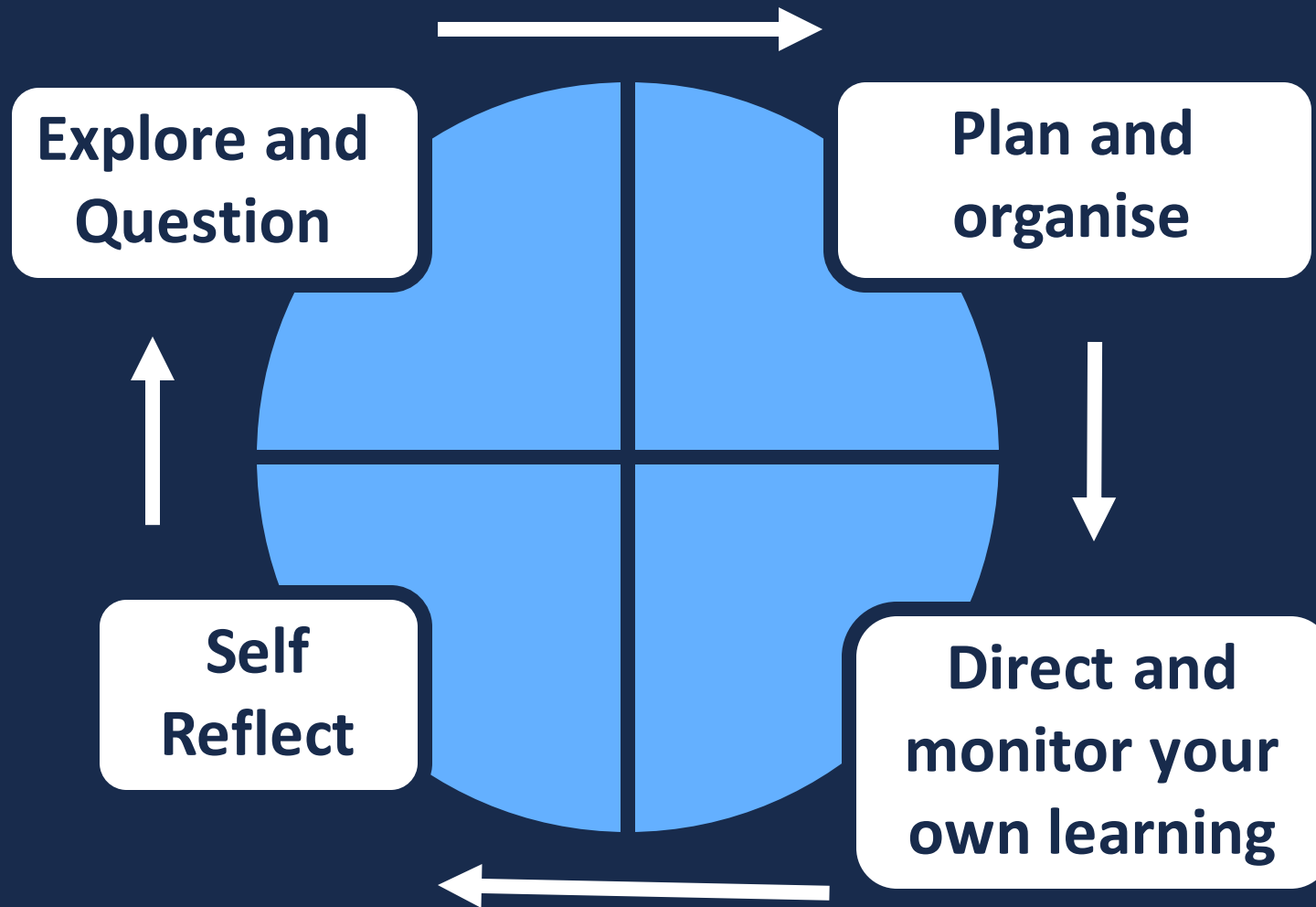
- Finish making 5 flashcards on deliberate practice

You can make more if you wish.

SESSION S2.4

Dare to be Challenged
Led by tutors

Metacognition – What is this?



Meta-thinking

Definition

Metacognition is the recognition and understanding of our own thinking processes.



All of the dare to be challenged project has been aimed at getting you to be more metacognitive.



**Explore and
Question**

**Plan &
organise**

Strategies to support this stage

Strategies to support this stage

Strategies to support this stage

Strategies to support this stage

Own Example

Own Example

Own Example

Own Example

**Self
Reflect**

**Direct and
monitor your
own learning**

Metacognition will get you to:

- Ask yourself a range of internal questions to help you find out information.
- Question others or use a range of sources to help you understand better.



EXPLORE AND QUESTION

Metacognition will get you to:

- Use the information you have to plan the best path to forward.



PLAN & ORGANISE

Metacognition will get you to:

- Use success criteria to work out priorities and next steps on your own.
- Find effective strategies to develop mental maps, pictures or plans that can be stored in your long term memory.



DIRECT AND MONITOR YOUR OWN
LEARNING

Metacognition will get you to:

- Self evaluate your learning and make changes when things are not working. Develop an internal voice that can ask relevant questions as you work.



DIRECT AND MONITOR YOUR OWN
LEARNING

Metacognition will get you to:

- Develop an awareness of your own actions and their effect these have on your learning progress.



SELF REFLECT

SESSION S2.5

Dare to be Challenged
Led by tutors

You Will Need:

- PowerPoint
- Portfolios
- Computers

Do it Now

Write down a definition
for the term **Metacognition**

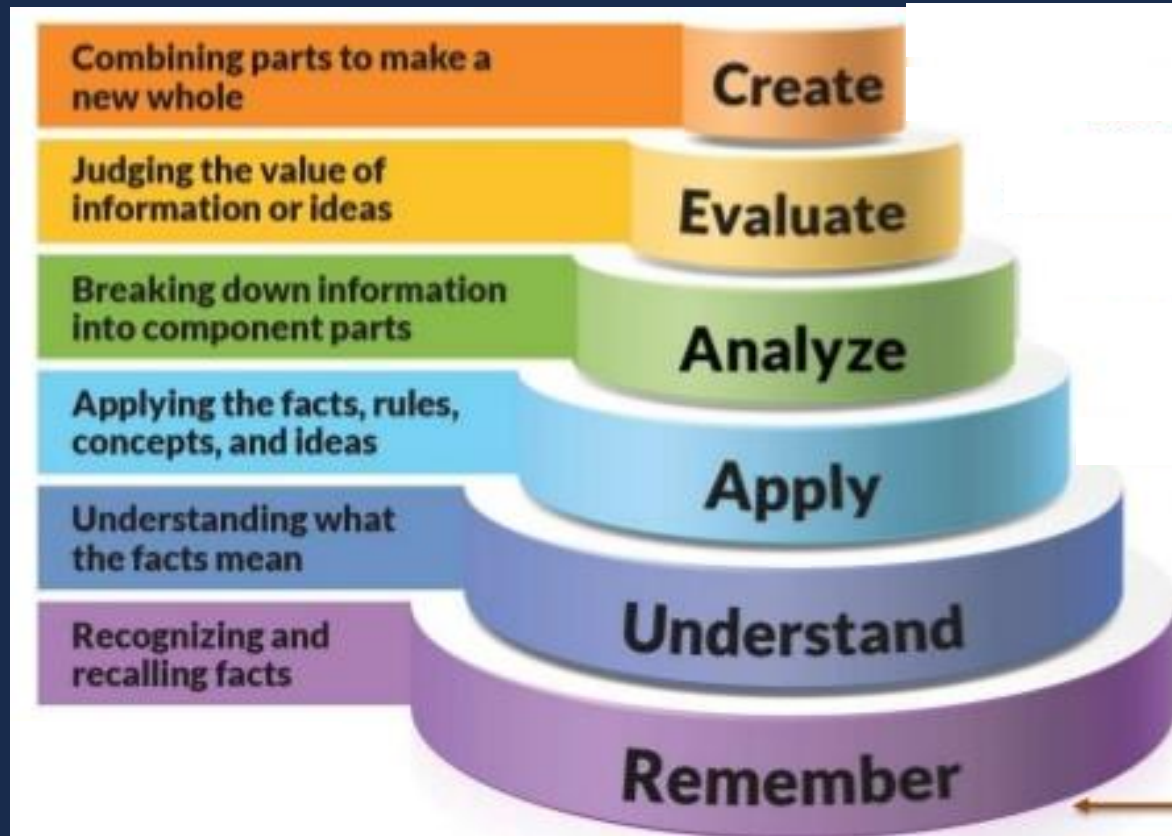


Do it Now

Metacognition is the recognition and understanding of our own thinking processes.

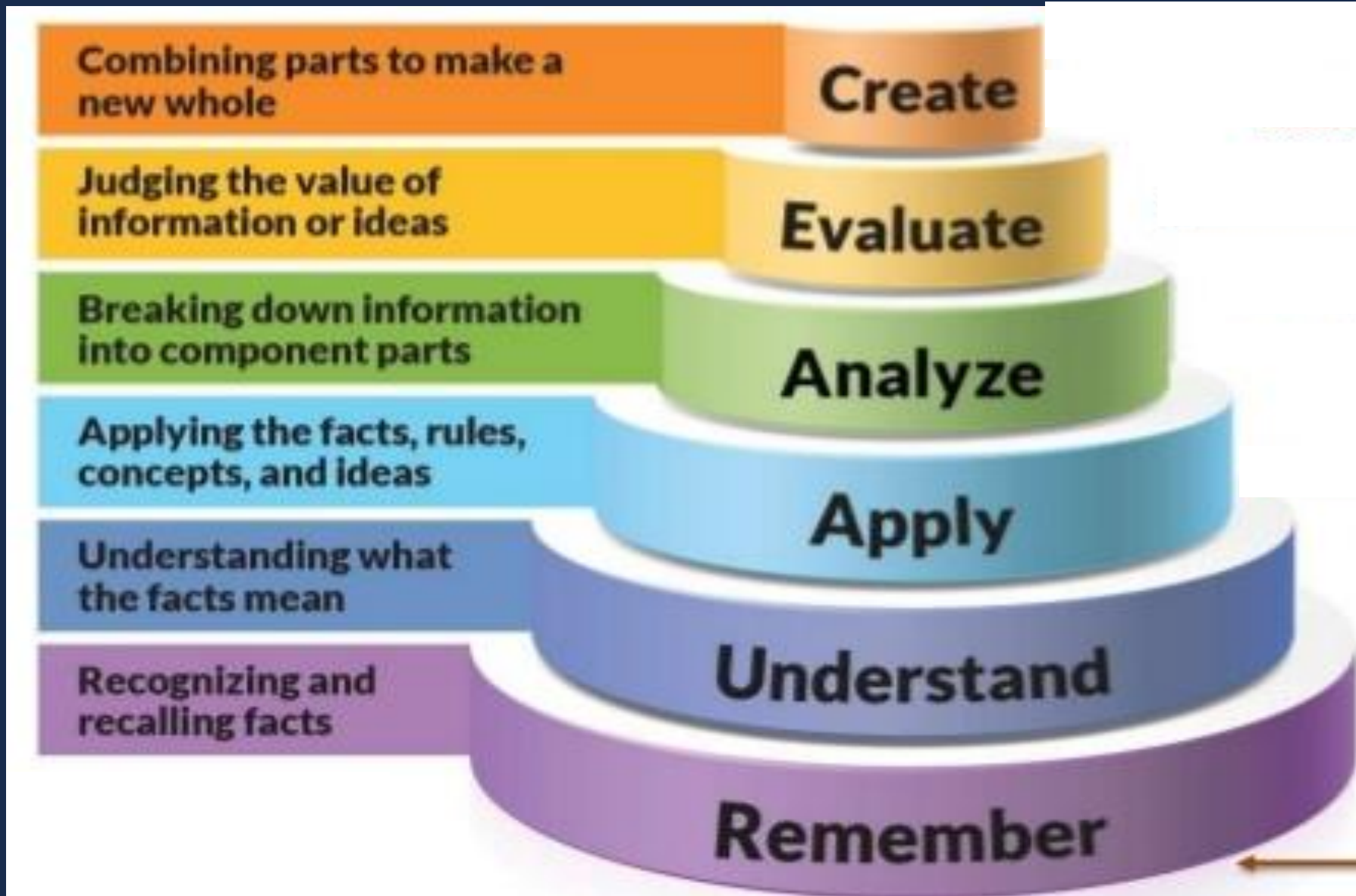


Bloom's Taxonomy



EXPLORE AND QUESTION

Bloom's Taxonomy



Remember

Understand

Apply

Analyse

Evaluate

Create

Describe

Name

Find

List

Relate

Write

Explain

Question

Discuss

Classify

Outline

Restate

Complete

Use

Examine

Illustrate

Classify

Solve

**Compare
Contrast**

Examine

Test

Identify

Categorize

Investigate

Justify

Assess

Prioritize

Recommend

Rate

**Decide
Choose**

Produce

Invent

Compose

Design

Construct

Imagine

Goldilocks and the Three Bears

Remember

E.G –

- Describe the bears house.
- Name the main characters

Describe

Name

Find

List

Relate

Write



Goldilocks and the Three Bears

Understand

E.G –

- Explain why baby bear was upset.
- Question what may have led Goldilocks to behave in this way.

Explain

Question

Discuss

Classify

Outline

Restate

Goldilocks and the Three Bears

Apply

E.G –

- Construct a theory as to why goldilocks went into the house.
- Use this example to illustrate the effects of this behaviour on others.

Construct

Use

Examine

Illustrate

Classify

Solve

Goldilocks and the Three Bears

Analyse

E.G –

- Compare and contrast the way Goldilocks acted in this story and the way you would behave.
- Examine the long term effects this incident may have on baby bear.

Compare
Contrast

Examine

Test

Identify

Categorize

Investigate

Goldilocks and the Three Bears

Evaluate

E.G –

- Justify Goldilocks behaviour, why might she argue she was not in the wrong.
- Assess what we can learn from this story, what is the key moral?

Justify

Assess

Prioritize

Recommend

Rate

Decide
Choose

Goldilocks and the Three Bears

Create

E.G –

- Produce a new fairy tale that has the same moral.
- Invent a new ending for this tale that uses the criminal justice system.

Produce

Invent

Compose

Design

Construct

Imagine

Homework

This week use Blooms taxonomy to help you with a piece of school work.

Bring in evidence of this to discuss in tutor time.

SESSION S2.6

Dare to be Challenged
Led by tutors

You Will Need:

- PowerPoint
- Portfolios
- Computers

Do it Now

Write down a definition
for the term **Metacognition**

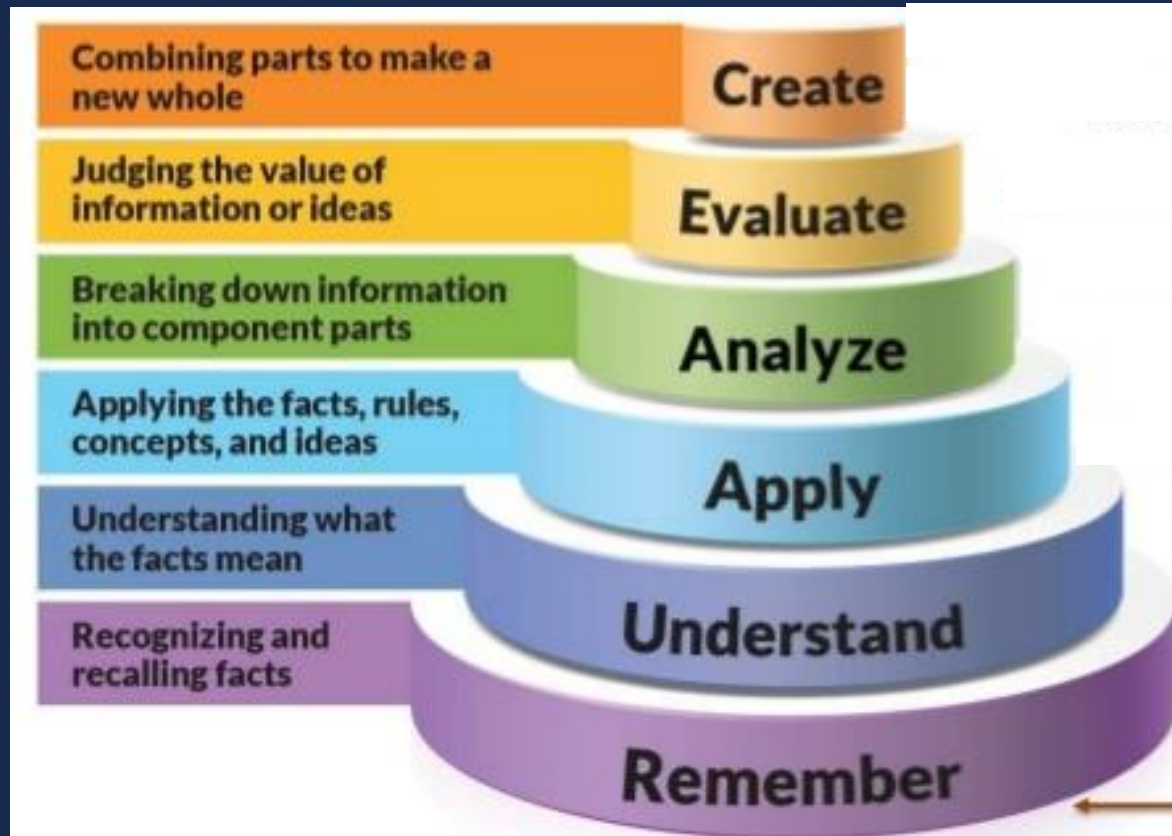


Do it Now

Metacognition is the recognition and understanding of our own thinking processes.



What is this and what is it used for?



EXPLORE AND QUESTION

How have we used this in our
learning this week?

SESSION S2.6

Dare to be Challenged Led by tutors

IMPORTANT NOTE FOR TUTORS

You Will Need:

To pre-plan the dates
of all the students
presentations.

Realistically you will
probably manage 3
per tutor time.

After Half term you will be all doing your presentations of your learning this year. This will be all about the new skill you have learnt but you will try and link this in with your learning across the year within tutor time.

You will be given a date when you will present your work to the rest of the class.

You should start working on this during the holidays.



When will your session be?



Week	DATE	Student 1	Student 2	Student 3
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

What will our portfolios look like?

- What sort of standard do you think we are aiming for?

- Gold
- Silver
- Bronze



What will need to be in your portfolio?

1. Well written, detailed and well presented reviews and evidence of summer challenge – photos of practice, working with family, outcomes and progress.



This summer I learnt how to swim backstroke. I have been able to swim since I was four but have never learnt backstroke. I decided now was the time.

My Summer Challenge

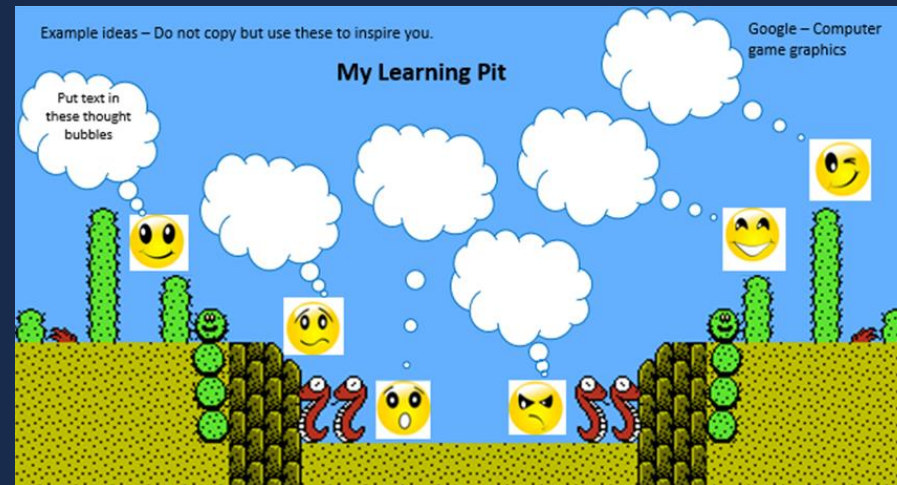
My summer challenge was to be able to swim one length of backstroke without stopping and improve my technique gradually. I had to improve my confidence and trust in order to do this.

My overall goal for this challenge was to be a much more confident swimmer and I think that I achieved that.

I worked together with my dad and my older brother to complete my challenge. They helped by showing me the correct technique. Supporting me to stay in a straight line and know when I was approaching the wall and encouraged me to keep trying.

I practiced my challenge skill and actually managed to swim three lengths as well as swimming in the sea, which was harder as there were waves.

2. Own pit diagram



4. Mindset solution Grid – Complete

5. Deliberate practice Grid - Complete

Principle of Deliberate Practice	Top tips	How well have you been doing on this so far?				Written Target review 1 – Why, next steps	Target review 2
Push beyond your comfort Zone	If it is too easy you need to add in more challenge, if it is too hard take a step back.	1	2	3	4		
Make specific goals	Use the practice schedule your teacher gave you. This breaks your skill into small manageable skills.						
Focus during practice.	You should really challenge yourself when you practice. Do it properly and focus just on your specific targets.	I need to focus on more			I am doing very well		
Practice regularly, for good length of time	Make/ use your practice schedule and stick to it.						
Get immediate expert feedback	Record and analyse your practice as you go. Get your parents/guardians to give you feedback based on your specific targets. Self evaluate your progress at the end of your practice.						
Form a model/ schema in your long term memory make it easy and automatic.	Use the tutor sessions to review your learning this will help it to stay in your long term memory. The more you practice the easier it will become.						

Use your skill specific practice timetable to help you fill in your current position and written target 1.

What will need to be in your portfolio?

6. Ready to Learn poster



7. Perseverance Self analysis

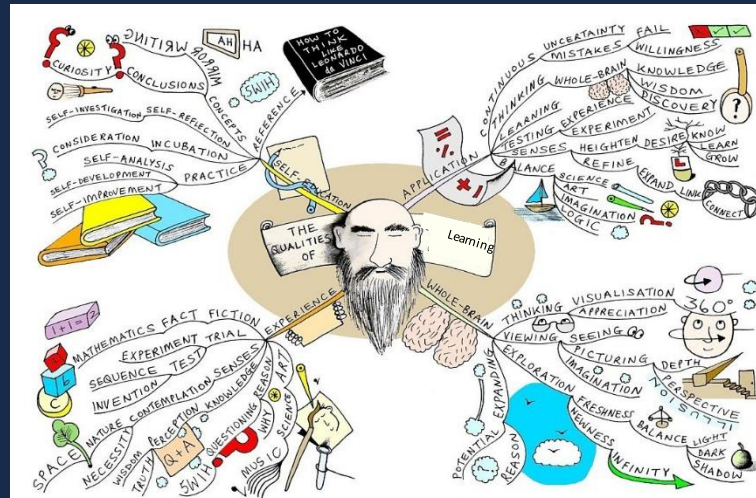
Question	What made me rate this above zero?	What could I do to increase the score and make it closer to ten?
1		
2		
3		
4		
5		
6		

What will need to be in your portfolio?

8. Resilience acrostic Poem.

Remember you are good enough
Everyone is different
Stop comparing yourself
Individuality rocks 🐸
Learn something new daily
Involve yourself in what you love doing
Enjoy things that make you happy
Not everyone can be 1st, 2nd, or 3rd
Care about yourself and others
Expect that some days won't be great

9. HPL Mind Map

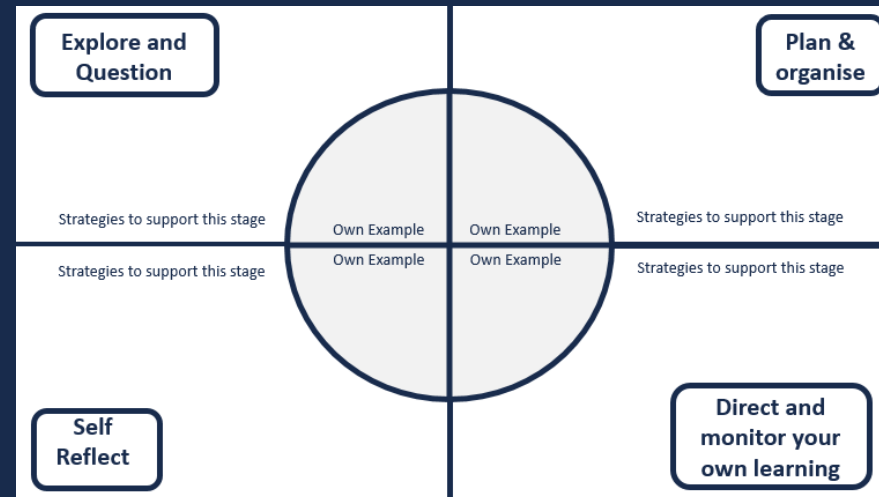


What will need to be in your portfolio?

10. Deliberate practice flashcards.

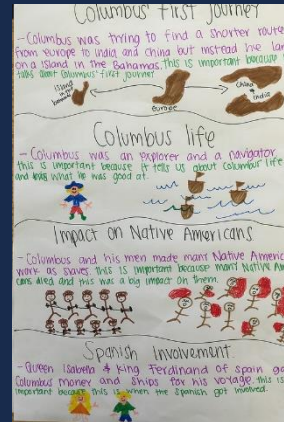


11. Metacognition Diagram

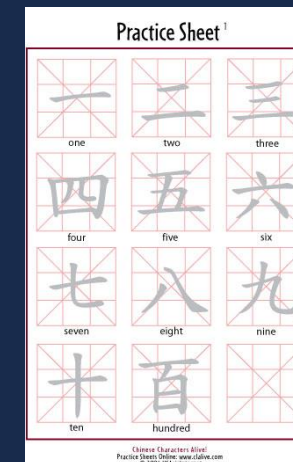


What will need to be in your portfolio?

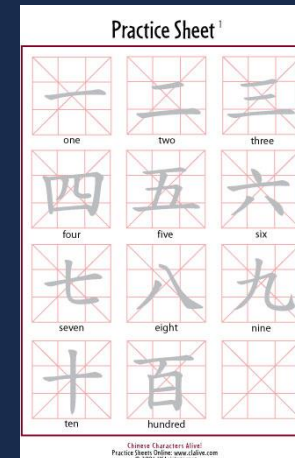
12. Blooms taxonomy homework.



13. Skill specific work – Photographs that show progress, time plan, written analysis and evaluation of progress, Diary entries, timetable, photographs of outcomes, research on the wider idea i.e. – football – rules of the game etc...

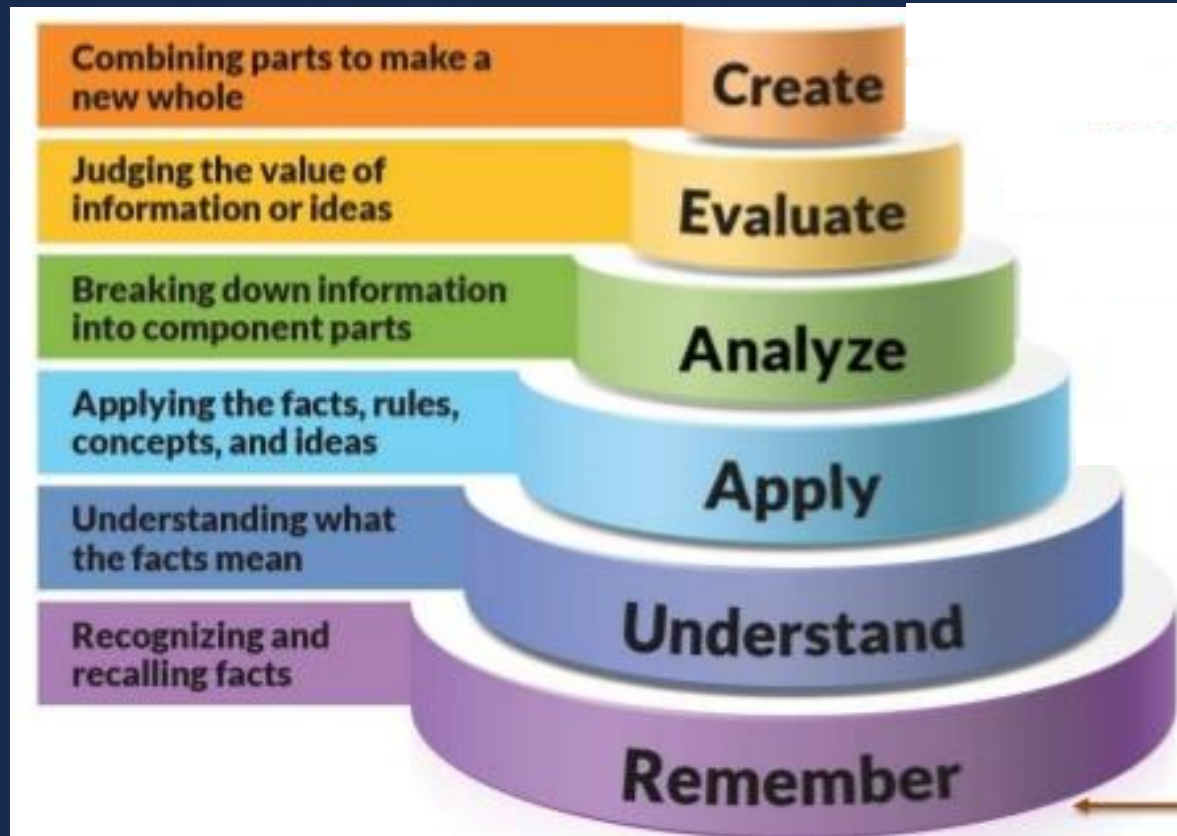


This last part is what will make your presentation really unique. Remember to link it all in to what we have been learning.



Work to Complete	Next Steps	Tick when achieved
1. Well written, detailed and well presented reviews and evidence of summer challenge – photos of practice, working with family, outcomes and progress.		
2. Own pit diagram		
3. Pit diagram of focused skill area		
4. Mindset solution Grid		
5. Deliberate practice Grid		
6. Ready to Learn poster		
7. Perseverance Self analysis		
8. Resilience acrostic Poem.		
9. HPL Mind Map.		
10. Deliberate practice flashcards		
11. Metacognition Diagram		
12.Blooms taxonomy homework.		
13. Skill specific work – Photographs that show progress, time plan, written analysis and evaluation of progress, Diary entries, timetable, photographs of outcomes, research on the wider idea i.e. – football – rules of the game etc...		

How can Metacognition help me?



EXPLORE AND QUESTION

How can Metacognition help me?

- **Planning:**

- what needs to be done
- the organisation of tasks
- the priority of tasks

What is our goal?

What information do we need?

What strategies can we use?

What resources do we need?

How much time will the task take?



PLAN + ORGANISE

How can Metacognition help me?

Examples of key words in teaching thinking and learning

Thinking, learning, understanding, teaching, mastering, persevering, wondering, rehearsing, practising, modelling, describing, telling, asking, exploring, investigating, imagining, creating, listening, choosing, deciding, planning, assessing, evaluating, demonstrating, explaining, remembering, talking, analysing, discussing, guessing, synthesising, predicting, suggesting, testing, sketching, reconsidering, reviewing, rec, summarising, hyp

Do we understand what we're doing?
Is this strategy working?
Are we making progress towards our goal?
Are we answering the questions?
Do we need to make changes?



DIRECT AND MONITOR YOUR OWN LEARNING

How can Metacognition help me?

After an activity:

- 'What kind of thinking did we do?'
- 'How did we do our thinking?'
- 'Did we have a plan? A strategy?'
- 'Was our thinking good/effective?'
- 'How could we improve our thinking next time?'
- 'Can we use this approach in another area?'

Did we reach our goal successfully?
Did we need to change the approach that we began with?
What worked? What didn't work?
Would we do anything differently next time?



SELF REFLECT

Easter

SESSION SU1.1

Dare to be Challenged
Led by tutors

IMPORTANT MESSAGE FOR TUTORS

Please assess your tutor groups portfolios and fill in the following form.

Max 4 gold awards per tutor group – excelled in all target areas

Max 8 silver per tutor group to those who met targets well

Bronze to any who have met all targets

No Award If they have not met targets

When will your session be?



Week	DATE	Student 1	Student 2	Student 3
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Week 1 Presentations

SESSION SU1.2

Dare to be Challenged
Led by tutors

Week 2 Presentations

SESSION SU1.3

Dare to be Challenged
Led by tutors

You Will Need:

- PowerPoint
- Portfolios
- Computers

Week 3 Presentations

SESSION SU1.4

Dare to be Challenged
Led by tutors

You Will Need:

- PowerPoint
- Portfolios
- Computers

Week 4 Presentations

SESSION SU1.5

Dare to be Challenged
Led by tutors

You Will Need:

- PowerPoint
- Portfolios
- Computers

Week 5 Presentations

SESSION SU1.6

Dare to be Challenged
Led by tutors

You Will Need:

- PowerPoint
- Portfolios
- Computers

Week 6 Presentations

Summer Half term

SESSION SU2.1

Dare to be Challenged
Led by tutors

You Will Need:

- PowerPoint
- Portfolios
- Computers

Week 7 Presentations

SESSION SU2.2

Dare to be Challenged
Led by tutors

You Will Need:

- PowerPoint
- Portfolios
- Computers

Week 8 Presentations

SESSION SU2.3

Dare to be Challenged
Led by tutors

You Will Need:

- PowerPoint
- Portfolios
- Computers

Week 9 Presentations

SESSION SU2.4

Dare to be Challenged
Led by tutors

You Will Need:

- PowerPoint
- Portfolios
- Computers

Week 10 Presentations

SESSION SU2.5

Dare to be Challenged
Led by tutors

Evaluation for Students

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.

SESSION SU2.6

Dare to be Challenged
Led by tutors

You Will Need:

- PowerPoint
- Portfolios
- Computers

No Session