



YEAR	TOPICS	ACTIVITIES
7	<p><b>The Why of Learning Week</b></p> <ol style="list-style-type: none"> <li>1) Aims and Objectives of L2L</li> <li>2) L2L Code of Conduct</li> <li>3) Personal profile and goals</li> <li>4) Motivation – intrinsic v extrinsic</li> <li>5) Losing the fear of failure</li> <li>6) Marshmallow Challenge</li> <li>7) Introduction of the RSDF</li> <li>8) Comfort Zones and Risk Taking</li> <li>9) Self-belief and positive mindset</li> <li>10) NLP and anchoring</li> <li>11) Slogans for Success – positive thinking</li> <li>12) Increasing self-confidence and self-esteem</li> </ol> <p><b>The How of Learning Week</b></p> <ol style="list-style-type: none"> <li>1. Introduction to the Brain</li> <li>2. The Emotional Brain</li> <li>3. Neuroplasticity</li> <li>4. Introduction to Memory</li> <li>5. Short-term v long-term memory</li> </ol>	<p><b>The Why of Learning Week</b></p> <ol style="list-style-type: none"> <li>1. What is L2L all about – group mind map discussion?</li> <li>2. Creation of a class agreed code of conduct for the year</li> <li>3. Creation of a personal profile (what makes you tick) and what goals/dreams do you have for the future</li> <li>4. Completion of a motivation diary to look at the difference between intrinsic and extrinsic motivation</li> <li>5. Completion of various tasks which encourage risk taking and failure, but also not giving up. Looking at famous failures in history.</li> <li>6. Group task to build a tower of spaghetti and marshmallows, but also to keep a mistake log throughout the task for reflection afterwards.</li> <li>7. Use various tasks – origami to show how we can build the characteristics of the RSDF</li> <li>8. Self-evaluation task on what is in and out of your comfort zone and why</li> <li>9. Use of the clip from ‘Empire Strikes Back’ and analysis of the poem ‘The Man who thinks he can’. Positive mindset questionnaire</li> <li>10. Use of simple NLP to assist with connecting positive experiences with challenges that lie ahead</li> <li>11. Group task to design a t-shirt slogan based around a positive mindset</li> <li>12. Balloon debate to challenge comfort zones and build greater self-confidence and self-esteem</li> </ol> <p><b>The How of Learning Week</b></p> <ol style="list-style-type: none"> <li>1. Video clip and mind map discussion task on the various parts of the brain and what they do</li> <li>2. Self-awareness task on how our emotions can drive our decision making</li> <li>3. Various tasks - Schulte tables and multi-coloured text to show how the brain can build pathways</li> <li>4. Generation game task to remember items on the conveyor belt and why?</li> <li>5. Looking at the various types of memory and why some things stay in our heads longer than others</li> </ol>



	<ol style="list-style-type: none"><li>6. Registering – taking information into the brain</li><li>7. Learning Preferences</li><li>8. Multiple intelligences</li><li>9. Retaining information</li><li>10. Reviewing information</li><li>11. Recalling information</li><li>12. Stress and Anxiety</li><li>13. Time management 1</li><li>14. Time management 2</li><li>15. Healthy Mind</li><li>16. Mindfulness</li><li>17. Critical Thinking challenge</li><li>18. Team challenge</li></ol>	<ol style="list-style-type: none"><li>6. Strategies to register information – various types of reading including skimming slicing etc. Use of mind maps and flash cards</li><li>7. LP questionnaire to give pupils an idea of the various strategies that can be used for taking in and reviewing information</li><li>8. Opportunity to understand that there is not just one type of intelligence and how pupils approach things may be due to their preferences</li><li>9. Use of the 6 keys to memory, creating mnemonics, mind pegs and chunking</li><li>10. Use of techniques such as verbalising, snowballing and reducing to help review topics. Also a guide to how much and how often things need to be reviewed</li><li>11. Creating a plan for revision that is workable and achievable</li><li>12. Looking at strategies to deal with stress and anxiety around exam time</li><li>13. Looking at how pupils can be more effective with their time management</li><li>14. As above</li><li>15. The need for pupils to be aware of what is required for a healthy mind in preparation for learning</li><li>16. An introduction to using mindfulness to get you in the mood to learn</li><li>17. A series of activities to introduce the concept of critical and lateral thinking</li><li>18. A series of team challenges to show to the pupils the various characteristics they have developed</li></ol>
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**PLEASE NOTE:**

- This overview sets out a general summary of the basic curriculum taught. It is not an exhaustive list of what may be taught and subject teachers may follow the above in a different order. Further details may be obtained from the Head of Department, if required.