

# Vi Form Induction

## Beauchamps Sixthform



### Option Blocks

Block A	Block B	Block C	Block D	Block E
BBusiness <b>DbI</b>	BBusiness <b>S</b>	Criminology	Biology	Art
Business Studies	Biology	History	Business Studies	Textiles
Computer Science	Drama	Mathematics	English Lit Lang	BBusiness <b>DbI</b>
English Lang/Lit	Accountancy	Media Studies	Further Maths	Chemistry
BForensics	History	Psychology	Geography	Economics
Mathematics	Physics	BSport <b>DbI/S</b>	Literature	Sociology
Politics	Psychology		Law	BSport <b>DbI</b>
			RE	

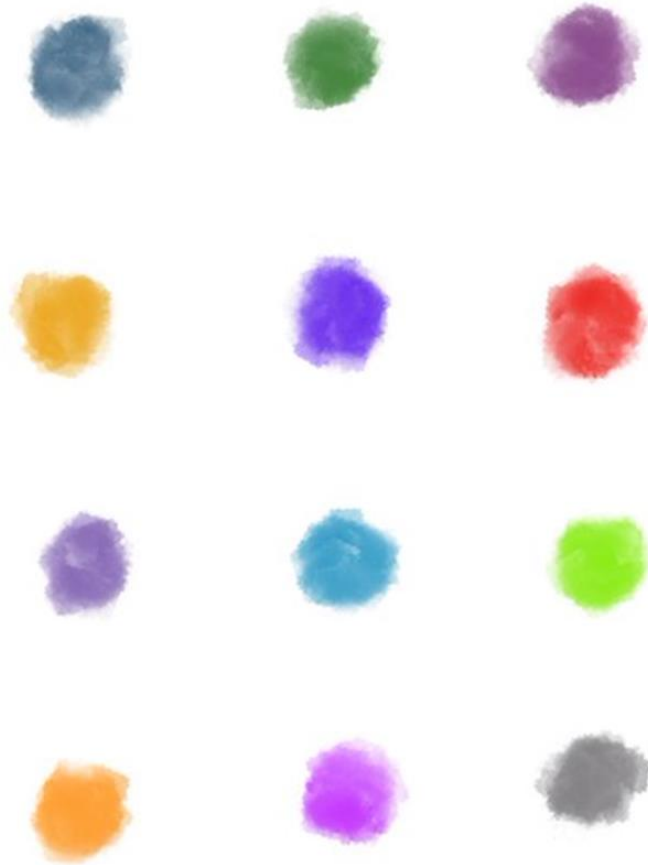
### Week 1

	Monday 3	Tuesday 4	Wednesday 5	Thursday 6
<b>1</b> <b>9-10</b>	<b>Registration</b> <b>Arrive 9.30am</b>	Art Textiles B Business DbI Chemistry Economics Sociology B Sport	<b>Registration Arrive</b> <b>9.30am</b>	No Sessions due to Year 11 Prom
<b>2</b> <b>10-11</b>	Induction WH	Criminology History Maths Media Psychology Btec Sport	Picnic on the Park and Team building Games	B Business Biology Drama Accountancy Media Btec Sport
<b>Break</b>				
<b>3</b> <b>11.15-12.15</b>	Induction WH	Biology Business Studies English Lit Lang Further Maths Geography Literature Law RE	No Sessions due to Year 11 Prom	B Business DbI Business Studies Computer Science English Lit/Lang Forensics Maths Politics
<b>4</b> <b>12.15-13.15</b>	Induction WH	B Business Biology Drama Accountancy Media Psychology Btec Sport	No Sessions due to Year 11 Prom	Football Academy

## Week 2

	<b>Monday10</b>	<b>Tuesday11</b>	<b>Wednesday12</b>	<b>Thursday13</b>
<b>1</b>	Art Textiles B Business Dbl Chemistry Economics Sociology B Sport	Art Textiles B Business Dbl Chemistry Economics Sociology B Sport	B Business Biology Drama Accountancy Media Psychology Btec Sport	Biology Business Studies English Lit/Lang Further Maths Geography Literature Law RE
<b>2</b>	B Business Dbl Business Studies Computer Science English Lit/Lang Forensics Maths Politics	Criminology History Maths Media Psychology Btec Sport	Art Textiles B Business Dbl Chemistry Economics Sociology B Sport	B Business Biology Drama Accountancy Media Btec Sport
<b>Break</b>				
<b>3</b>	Biology Business Studies English Lit/Lang Further Maths Geography Literature Law RE	Biology Business Studies English Lit Lang Further Maths Geography Literature Law RE	B Business Dbl Business Studies Computer Science English Lit/Lang Forensics Maths Politics	B Business Dbl Business Studies Computer Science English Lit/Lang Forensics Maths Politics
<b>4</b>	Criminology History Maths Media Psychology Btec Sport	B Business Biology Drama Accountancy Media Psychology Btec Sport	Criminology History Maths Media Btec Sport	

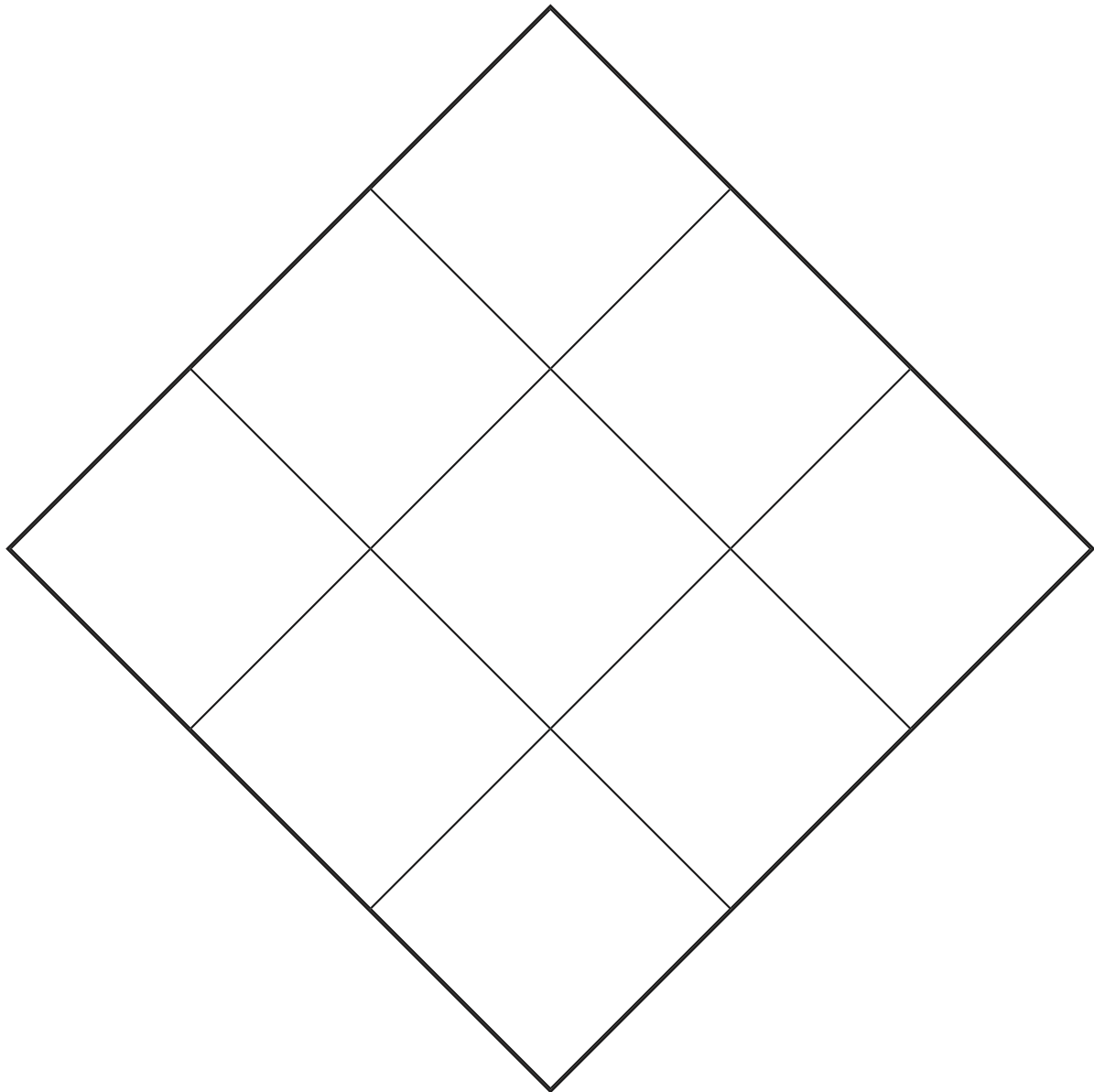
# Sixthform Induction – Activity 1



# Sixthform Induction – Activity 2

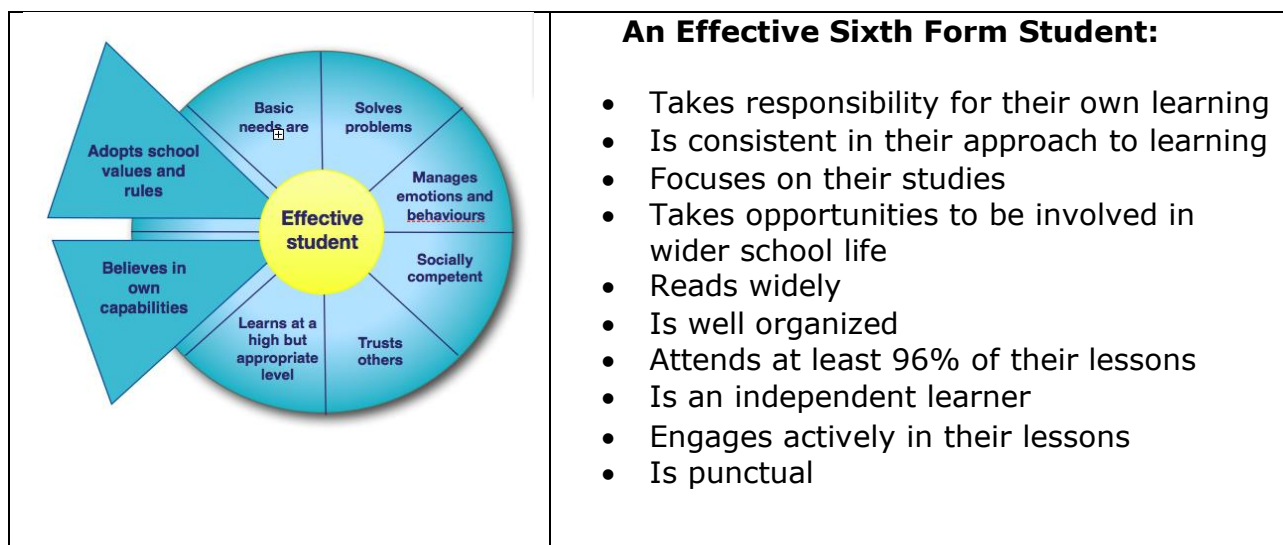
What's the why behind everything you do? This might seem like quite a philosophical question, but sometimes it's easier to express the motivations and desires that are important to us rather than the jobs or courses that might fulfil them.

Professor Steve Reiss (2000), concluded that there are fifteen different motivations that govern all human behaviour



- |               |                |                |                  |
|---------------|----------------|----------------|------------------|
| • Acceptance  | • Family       | • Order        | • Social contact |
| • Competition | • Honour       | • Power        | • Social status  |
| • Curiosity   | • Idealism     | • Saving       | • Physical       |
| • Creativity  | • Independence | • Tranquillity | Activity         |

# Learning Behaviour at Beauchamps Sixthform



### *Break, Lunchtime and Food*

All hot food should be consumed in the Dining Hall or Sixthform Lounge. Please do not eat in corridors, classrooms or around the School. Fast food is not allowed on the School site. You may leave the school site to purchase lunch, unless this privilege has been revoked from you, but you must ensure you sign in/out using your identity card.

### *Yellow Identification lanyard*

All Sixthform students must wear their identity cards (attached to their yellow lanyards) at all times while on school premises. Failure to wear the identification cards will result in you being asked to leave the site.

### *Illness or Accident*

If you feel unwell in lessons or during an independent study period you must inform Mr Liddell or Ms Gargrupe. There needs to be authorisation from the sixth Form Team before you can be sent home. Once this has been confirmed, you will be informed. If you have an accident in college you must tell a member of staff immediately.

### *Mobile Phones*

Mobiles phones are allowed in School but they must be switched off during lessons unless you are instructed otherwise by your teacher. If this rule is broken, staff will confiscate the phone which is to be collected at the end of the day.

## Beauchamps' Spirit

	<b>Self-Control</b>	effort, grit, patience, perseverance, resilience, responsibility, self-worth
	<b>Positivity</b>	can-do attitude, enthusiasm, gratitude, joy, optimism
	<b>Integrity</b>	faithfulness, forgiveness, honesty, humility, sincerity
	<b>Respect</b>	acceptance, compassion, courtesy, empathy, loving kindness
	<b>Initiative</b>	creativity, curiosity, imagination, leadership, resourcefulness, wisdom
	<b>Teamwork</b>	community spirit, generosity, helpfulness, peacemaker

During Independent Study Periods, phones may be used to listen to music in Sixth Form study areas, but the volume should be low, earphones should be in and the phone must be out of sight unless it is being used for academic content. During Break Time, phones may be used in the Sixth Form study areas only. The School is not responsible for their loss or theft.

Failure to meet the behavioural standards set out here and in the home school agreement will result in revocation of Sixth Form privileges, detentions, contact with parents and other consequences in line with our school policies. Continued failure to meet our learning behaviour standards will result in the loss of your place in the Sixth Form.

**Independent study time is just that – study time. You need to spend five hours per subject per week outside of lessons on each subject. This is more than your allocated independent study time and so you should never find yourself without something to do. Don't wait for your teacher to set you homework; show yourself to be an independent learner who is self-motivated. Undertake over learning, wider reading and self-quizzing of key terminology**

# Attendance and Punctuality at Beauchamps

## Why does attendance matter?

- There is a proven link between attendance and attainment
- A Levels are challenging – and it is much more difficult to understand the work independently without the support of your teacher, so it's harder than you think to catch up
- School isn't just about academics – by failing to attend you will miss out on other opportunities
- Lessons are planned in sequence, by missing one, it is likely that you'll struggle with the next one, or that you'll be missing a piece of work that you need to respond to/ reading that your class are discussing
- Your teachers work hard to plan your lessons – the least you can do is attend them
- There is more to a lesson than the notes - you'll miss the discussion, helpful hints, additional resources, that come with being there in person
- You'll have gaps in your knowledge when it comes to revising for your exams

### **Punctuality**

You should arrive in School between 8.00 and 8.15am. You may go to the Sixthform Centre until you register in your tutor room at 8.30am promptly. If you arrive in School after 8.45am you must sign in at the Sixth Form Office. If you are unable to attend registration due to extra-curricular commitments such as Mentoring, then you must complete a yellow registration slip in the Sixthform Office so that you can be registered accordingly.

### **Absence**

Parents should ring the school (01268 735466) or email [sixthform@beauchamps.ssex.scsch.uk](mailto:sixthform@beauchamps.ssex.scsch.uk) from their own email account, ccing in Ms Gargrupe, by 9.00 am each day of the illness/absence. Letters/emails from parents/guardians requesting an absence must be submitted to the Sixth Form Office in order to avoid unauthorised absences.

### **Signing In and Out**

Please make medical appointments and other arrangements outside of School hours. If you need to leave School at any time during the School day, consent must be obtained from parents/guardians, ideally in the form of an email to Ms Gargrupe. You should inform your subject teachers of any planned absences and collect any work which will be missed. You must sign out at the Sixth Form Office before leaving the premises. You must also sign in to register for lesson 4 if you have an independent study period

***"I could never think well of a man's intellectual or moral character if he was habitually unfaithful to his appointments."***

**- Nathaniel Emmons, American theologian (1745-1840)**

### **Why does Punctuality Matter?**

- It demonstrates respect for your peers and your teachers – by being late you are not only wasting your own time but also theirs.
- Being on time shows that you care about what you are doing
- Being on time shows that you are responsible
- By being late you are essentially conveying that you value your own time above the time of the people you have been late to meet – is that the impression you want to give?
- Being on time will help you organize your time and consequently you will achieve more

**Students who gain 10% or more unauthorised absence are at risk of having to leave the sixthform as their attendance will have fallen below our expectations**

## Uniform/Appearance

**All students are ambassadors of the Sixthform and at all times their appearance should reflect this, being smart, neat and tidy.**

### *Sixth Form Uniform Requirements*

Do's	Don'ts
Smart tailored trousers	Jeans (inc skinny black)/shorts/tracksuits/leggings Denim jeans or trousers
Dress, skirts- knee length	Short jersey dresses and jersey tight skirts (above knee)
Blazer/Jacket/cardigan/smart jumper	Sweatshirts/hoodies Denim, leather jackets No logos or slogans
Blouse/shirt	Vest tops/strappy tops/t-shirts/décolletage/bare midriffs Denim shirts No logos or slogans
Discreet earrings in lobe	No facial piercings (inc nose rings/studs)
Smart shoes	Trainers/flip flops/Ugg boots
Keep to a natural hair colour	Turn your hair into a reflection of a rainbow or experiment with different hair colours during the working week

Neatly trimmed facial hair is permitted.


No tattoos are permitted.

Coats should not be worn indoors.

ID Badges are a safeguarding requirement and must be worn at all times and shown to reception when the school gate is closed. Sixth Form students are expected to wear a yellow lanyard every time they are on site.

The Headteacher and Sixth Form Management Team make the final decision on appropriate dress. Parents or carers who are unable to provide their child with the required items should contact Mrs Gargrupe in the Sixth Form office. Such approaches will be handled with discretion and sensitivity.



☺	<input checked="" type="checkbox"/> <b>Organisation in the Sixth Form – Things to do Before Day One</b>
	<input type="checkbox"/> Have an A4 notepad of lined paper for each subject (you will mean to put your notes in your lever arch folder after each lesson, but if you don't do it immediately, having separate notebooks will help)
	<input type="checkbox"/>
	Have a lever arched file for each exam
	within your subjects
	<input type="checkbox"/> Buy a tonne of folder dividers - your teachers will tell you how to divide your work for each subject, but a rough rule
	<input type="checkbox"/> is a section per topic
	<input type="checkbox"/> You'll need pens, highlighters and post it notes
	<input type="checkbox"/> You're encouraged to bring your own device in the Sixth Form - a laptop or tablet can help you to maximise your learning time, both in and out of lessons, and can be
	<input type="checkbox"/> stored in a device locker if you don't want to carry it round with you
	<input type="checkbox"/>
	<input type="checkbox"/> You'll need to be consolidating your learning as you go, so revision materials such as cue cards and A3 paper for mind maps will be
	<input type="checkbox"/> useful
	<input type="checkbox"/>
	<input type="checkbox"/> There are a variety of apps that you might find useful. These vary depending on your device, but students have
	<input type="checkbox"/> found diary organisation and revision apps useful
	<input type="checkbox"/>
	<input type="checkbox"/> Subscribe to subject specific podcasts, journals or blogs
	<input type="checkbox"/> Invest in a bag that is large enough to carry multiple lever arch folders - Sixth Form is not the time for tiny handbags.
	<input type="checkbox"/> You'll be able to leave it in the Sixth Form cubbies when you don't need it
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>





# The Energy Line

Many students feel overwhelmed by the amount of work they have to do. Some keep lists – scribbling down jobs and crossing them off when they're done. And lists are good – they help you keep on top of what it is you've got to do.

The drawback of a list is that it doesn't tell you what to do first. A better tool to use for prioritising tasks is an Energy Line – it beats a to-do list any day of the week. Scott Belsky suggests this technique in his book *Making Ideas Happen* (2011). We love it! It helps you put things in order according to how much effort you need to give them.

» **Step 1** – You start by listing all the tasks that you've got to do in the space below. Just empty your head of every task you can think of. Don't move onto step 2 until you are confident you've included everything.

» **Step 2** – This is where you prioritise the tasks. Put things on the left-hand side – high or extreme – if you need to work like mad on them. Put them on the right if you can kick back and leave it for a bit. Attach dates for submission and you're really getting there. You'll notice that there are a maximum number of tasks that you can include at the bottom of each column. For example, you can only have two tasks in the extreme column. It might be useful to use small sticky notes for each task, so that you can pull them off when you've completed.

## Step 1 – List All the Tasks in the Box Below

1. Do a lap around the room (5 points)
2. Create something for the instructor to wear, such as a hat or tie (10 points; bonus 5 points if the instructor actually wears it)
3. Find out something unique about each person on the team (5 points)
4. Sing a song together (15 points)
5. Make a paper airplane and throw it from one end of the room to another (10 points)
6. Get everyone in the room to sign a single piece of paper (5 points)
7. Count the number of pets owned by your group (20 points)
8. Assign a nickname to each member of the team (5 points)
9. Create name cards for each team member (5 points; bonus 5 points if you use your team nicknames)
10. Make a tower out of the materials owned by your group (10 points)
11. Convince a member of another team to join you (20 points)
12. Name your team and come up with a slogan (5 points for the name, 5 points for the slogan)
13. Re-create the sounds of the Amazon rainforest with the sounds of your voices (10 points)
14. Make a list of what your team wants out of the workshop (15 points)
15. Form a conga line and conga from one end of the room to another (5 points; bonus 10 points if anyone joins you)

## Step 2 – Prioritise Your Tasks on the Table

Extreme	High	Medium	Low	Idle
Max: 2 tasks	Max: 4 tasks	Max: 8 tasks	Max: 4 tasks	Max: 2 tasks

### Final Thoughts

Project management is the activity of planning and organising yourself and the resources you have in order to achieve long-term goals. The basic principles of project management aren’t difficult and can be easily taught. You might not have thought about it like this, but your A levels are like planning four (or maybe more) projects.

How has this helped you think about how you prioritise your tasks?

---



---



---



---



---

# EMOTIONS AND LEARNING: ADVICE

'It's hard to achieve if you doubt yourself'



## INTRODUCTION

You are far more likely to learn if you feel good about yourself. "There's not much upside to self-doubt." Hugh Hendry (Hedge Fund Manager *quoted in L. Field, 'The Selfesteem Coach', 2012*). This feeling about your own worth is known as self-esteem. More specifically, self-esteem:

- is vital for personal success – you need to be calm, happy, confident
- does not depend on success – indeed, success comes from high self-esteem. If self-esteem only came from success then most people who fail at something would suffer from low self-esteem. Most successful people have failed along the way, and so self-esteem is best if it comes from something other than being successful.

Psychotherapist, Nathaniel Branden, defines self-esteem as the "confidence in our ability to think clearly, confidence in our ability to cope with the basic challenges in life, and confidence in our right to be successful and happy, the feeling of being self-worthy, deserving, entitled to assert our needs and wants, and enjoy fruits of our efforts."

Branden goes on to describe six key 'pillars' of self-esteem:

**Thinking clearly...** gives you confidence that you can make sound decisions.

**Feeling that you can cope with basic life challenges...** stops you feeling fearful.

**Your right to be successful and happy...** helps you make positive decisions.

**Feeling self-worthy...** makes you feel as good as everyone else around you.

**Belief in your right to assert your needs and wants...** helps you care for yourself.

**Entitlement to enjoy yourself...** helps you reward and praise yourself without guilt.

## LEARNING TASK

*According to your own sense of self-esteem:*

- 1 Which, if any, of Branden's 6 pillars of self-esteem do you think are most relevant to you?*
- 2 Research Branden's work if you are interested to know more. There is plenty of on-line material.*

## CHECK YOUR SELF-ESTEEM

*These are some of the features associated with high and low self-esteem. For each of the eight areas, tick the statements you feel most reflect your approach to sixth form.*

### HIGH SELF-ESTEEM

#### **1 High Energy.**

I can get on and study.

#### **2 Confidence.**

I can fulfil my academic potential.

#### **3 Relaxed.**

I feel relaxed when I come to school.

#### **4 Happy.**

I feel happy with my situation at the moment.

#### **5 Realistic expectations.**

My expectations are achievable.

#### **6 In control.**

I feel in control of my life.

#### **7 Feel a success.**

I feel successful so far in my life.

#### **8 My successes are real.**

My successes are due to my ability & hard work.

### LOW SELF-ESTEEM

#### **Low energy.**

I don't have the energy to study.

#### **Lacking confidence.**

I feel like I will fail on my courses.

#### **Uptight.**

I feel uptight when I come to school.

#### **Unhappy.**

I feel unhappy with my situation.

#### **Unrealistic expectations.**

My expectations are not achievable.

#### **Out of control.**

I feel out of control.

#### **Feel a failure.**

I feel a failure.

#### **I feel a fraud.**

My successes were a complete surprise.

## Choose High Esteem



### "There's not much upside to self-doubt."

Hugh Hendry (Hedge Fund Manager)

The first step towards increasing your self esteem is to realise that having low esteem does not lead to success and happiness. So you need to work hard to change it: it will change through the way you think, feel and act.

### STRATEGIES TO RAISE YOUR SELF-ESTEEM: being kind to yourself

Being kind to yourself is one key way of managing your self-esteem. Why? Because to value yourself, you need to appreciate yourself. We are often good at being kind to others but not quite so accomplished at being appreciative of ourselves.

#### 10 WAYS TO BE KINDER TO YOURSELF:

How far do you use these strategies? Rate yourself on each of the ten strategies listed below:

#### STRATEGIES

1. *I often focus on what I can do, rather than what I can't do.*

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

2. *I treat myself from time to time...something small that doesn't make me worry about the cost.*

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

3. *I do not tend to worry about what people think...they're probably not judging me anyway.*

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

4. *I am often grateful for what I have...it makes me happier and optimistic.*

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

5. *I try to smile...it attracts positive reactions which make me feel good.*

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

6. *I do positive things that I enjoy...listen to music, read, watch tv...without feeling guilty.*

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

7. *When feeling down I try to talk nicely to myself...abandoning self-criticism for the day.*

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

8. *I don't strive to be confident all the time...I let myself dip and peak knowing I can bounce back.*

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

9. *I give myself time to make decisions...I avoid feeling rushed into decisions by others and this leads to better decisions which, in turn, makes me more confident.*

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

10. *I try to be myself...letting others see the real me rather than showing others the person I think they wish me to be.*

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

Source: adapted from L. Field, 'The Self-esteem Coach' (2012)

## LEARNING TASK: DISCUSSION / SELF-REFLECTION

1 Identify the self-esteem strategies you already try (i.e. ones where you scored 3 or 4). Tick these strategies in the right hand column of the table above.

2a Which of the strategies that you don't currently use (i.e. ones where you scored 1 or 2) do you think could be effective for you in future? Why?

2b Which of the strategies that you don't currently use do you think would be the hardest for you to adopt? Why? What would make you feel better about trying them out?



## Self – Esteem (Comparison Shopping)



One way of generating low self-esteem is to compare yourself with others whom you feel are more talented.

### Claire's story

Claire achieved good GCSEs. They were not as high as other students in her A level class, who had been invited to an evening about applying to University of Oxford or Cambridge. Claire felt doubtful that she could achieve top grades in her subjects given that she hadn't achieved top grades at GCSE. From the start of the course, Claire decided to work hard but felt it wasn't worth putting in hours and hours if top grades weren't achievable. Grade Bs and Cs would be okay to get into a local university.

### Claire's problem

Claire had failed to notice that those with top grades work incredibly hard. She had also failed to notice that others were capable of achieving A level grades AAA with the same GCSEs as Claire. Claire also wasn't focusing on students with lower GCSEs – they were probably looking at Claire wishing they were as able as her!

### FIVE WAYS TO BE YOU:

*How well do you use these strategies?*

1. Don't be jealous of others, learn from the achievements of others – find out what makes others successful and seek to try out the same strategies.

<i>Use always</i>	<i>Use often</i>	<i>Use occasionally</i>	<i>Never use</i>
1	2	3	4

2. Be comfortable in your own skin, you don't have to be perfect: be glad that you are you and different from others. This can be a liberating experience as it sets you free to make your choices about how to go about your life.

<i>Use always</i>	<i>Use often</i>	<i>Use occasionally</i>	<i>Never use</i>
1	2	3	4

3. Balance the need to give your goals a chance, with questioning whether you really want something – respect your own path in life and have the confidence to keep trying to achieve it. Balance this drive with the odd question as to whether it really is your goal or are you trying to live out someone else's goal e.g. your parents'.

<i>Use always</i>	<i>Use often</i>	<i>Use occasionally</i>	<i>Never use</i>
1	2	3	4

4. Believe in yourself and promote yourself. Make sure you know your strengths and remind yourself of them to shore up your self-esteem. You might not always achieve a top grade but your strength is that you keep on trying and never give up. This approach is likely to help you get over a knock when you get a lower than expected grade in a test, and encourage you to study even harder for the next test: a strategy which is more likely to result in an improvement.

<i>Use always</i>	<i>Use often</i>	<i>Use occasionally</i>	<i>Never use</i>
1	2	3	4



# THE CORNELL NOTES

“CUE  
COLUMN”

⟨notetaking column⟩

## 2. QUESTIONS:

AFTER LECTURE,  
FORMULATE Qs  
BASED ON NOTES  
ON RHS COLUMN.

QUESTIONS HELP:

- CLARIFY MEANING
- REVEAL RELATIONSHIP
- ESTABLISH CONTINUITY
- STRENGTHEN MEMORY

1. RECORD: DURING THE LECTURE, RECORD THE LECTURE USING CONCISE SENTENCES & KEYWORDS, IN THIS COLUMN.

3. RECITE: COVER THIS COLUMN WITH A PIECE OF PAPER. THEN LOOK AT THE QUESTIONS FROM 2 & TRY TO ANSWER THEM FROM MEMORY, IN YOUR OWN WORDS.

4. REFLECT: REFLECT BY ASKING YOURSELF:

- WHAT'S THE SIGNIFICANCE OF THIS FACT?
- WHAT PRINCIPLE ARE THEY BASED ON?
- HOW CAN I APPLY THEM?
- HOW DO THEY FIT IN WITH WHAT I KNOW ALREADY?
- WHAT'S BEYOND THEM?

5. REVIEW: SPEND TIME REVIEWING ALL YOUR PREVIOUS NOTES AT THE END OF EACH WEEK.

ADAPTED FROM  
"HOW TO STUDY IN COLLEGE"  
(7th ed.) BY W. PAUK

PENSANDMACHINE

# [SUMMARY]

AFTER CLASS, SUMMARIZE THE NOTES ON THIS PAGE.

**Key Points**

**Details**

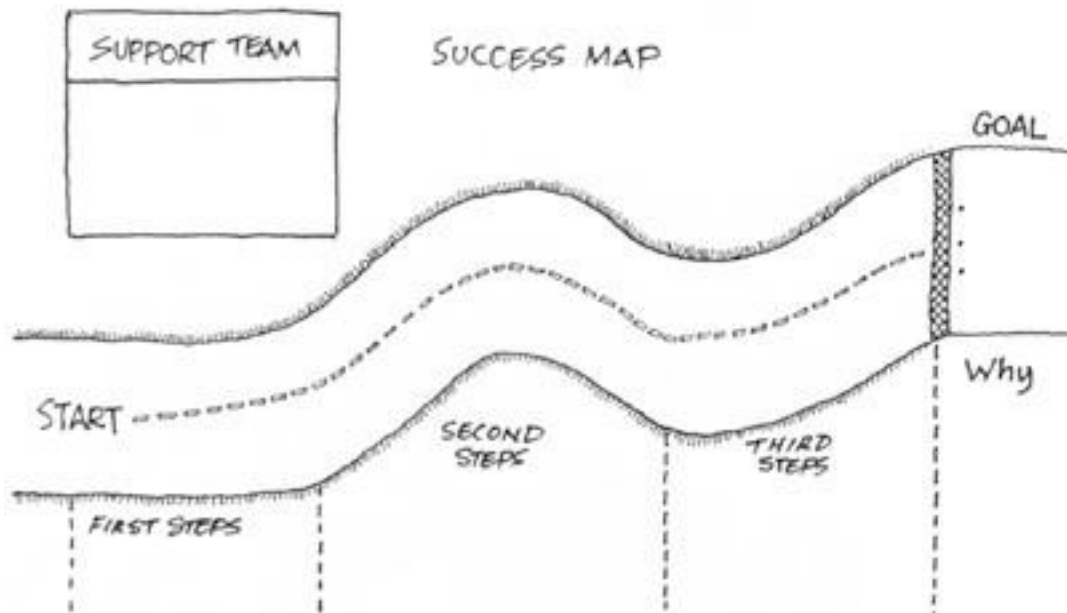
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>

**Summary**

--

## Vision Activity: The Road map

Sometimes setting a goal can feel like a long process. The goals can seem so distant that we don't take any immediate action. Designing a success map can really help with this. A success map is a visual reminder of the journey you're going on. It guides you to where you want to be and warns you about things that might pull you off course.



Here's what you need to do. First, you need to go to the end of the map and write down the goal you want to achieve. In the same box it's useful to include the date by which you want to achieve your goal. Underneath the goal box you'll see 'why'. Here you write why achieving the goal is important to you.

Next, you need to break down the goal into a series of steps in a journey. You might think about these steps as a series of days, weeks or even months. Represent them as a road or pathway – some sort of track that takes you through the difficulties towards a conclusion.

Look at how this university student has used a dotted line to indicate the journey of her boat between the islands in this map:



There are two main elements here – the positive and the negative. Have a look at how the student emphasises positive things that are going to help: 'Peaceful Bay', 'Exercise', 'Up Early!', 'Mind Maps' and 'Tutors to the Rescue!' And hazards to watch out for: 'Loss of Focus', 'Sharks of Disillusionment' and 'Sea Monsters of Personal Disaster!'.

You can do the same on your map:

**Mapping your support.** Surround your pathway with good things that will encourage and help you. Rewards, celebrations and holidays all need marking on the map. Think about the people who might support you too. Could you ask friends, a mentor or your parents/guardian? Write the names of these people in your 'support team' box.

**Mapping your challenges.** Here you should include the things you're going to need to watch out for. They should be specific to you – your bad habits! It might be laziness, procrastination, worry or distraction. Unlike the example above, we've found it useful to add dates to the map so you know what happens when in the year ahead.

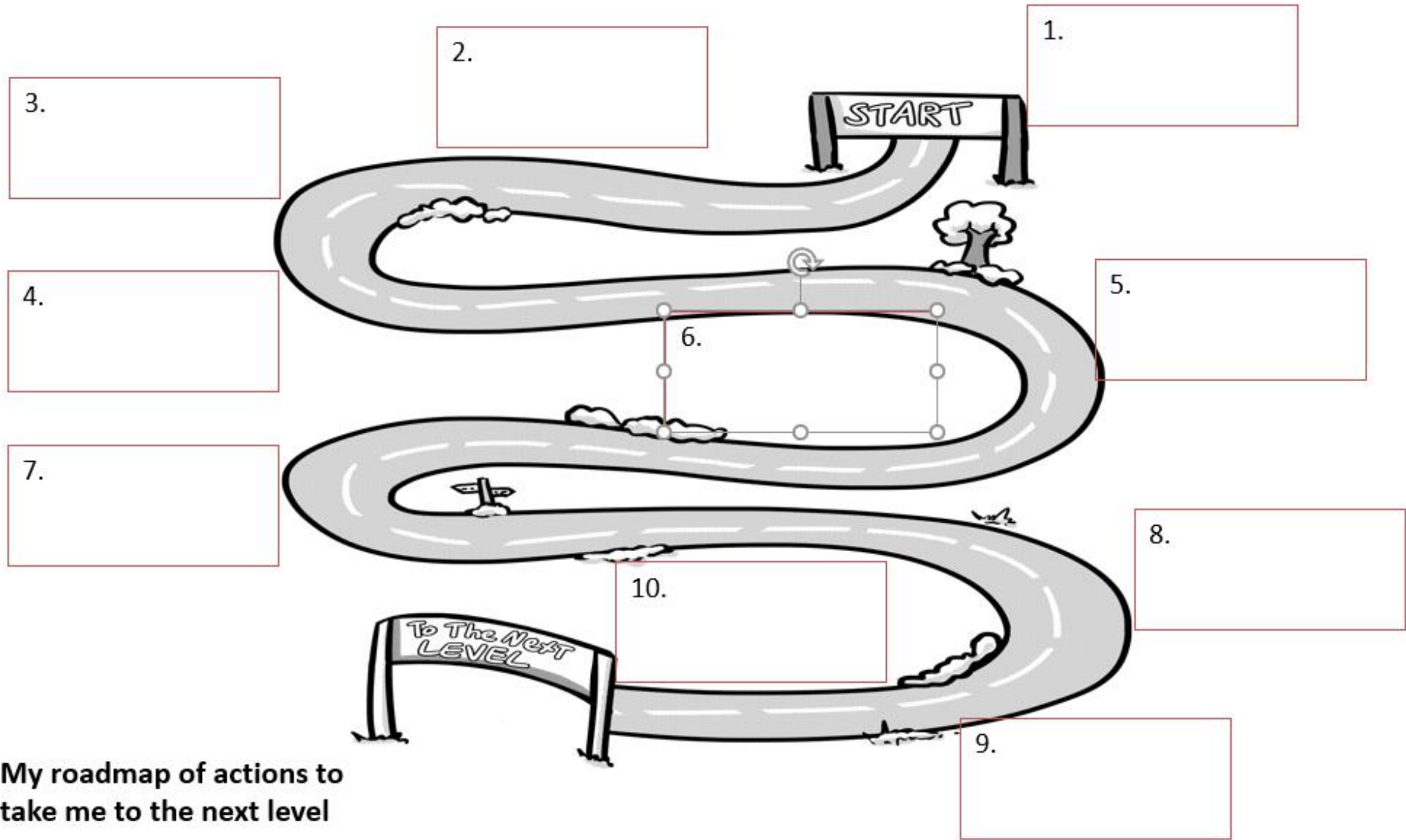
Once done, it's a good idea to keep your map on display somewhere that you can always see it. This will help to remind you of the steps that need to be completed to reach that destination in the distance!

### Final Thoughts

It doesn't matter whether you travel by land, air or sea, when you are working towards your goals you can expect some bumps that knock you off course. This is normal, so don't feel too stressed if you end up shipwrecked for a short time on procrastination island. It can be useful to record how you got over or past these sticking points. This way, you can use the same strategy if you find yourself there again. For example

- Was there a teacher or tutor who gave advice or changed your thinking?
- Did a friend help out by lending notes or giving encouragement?
- Did you change the time or place you worked – by attending extra classes or staying behind after school?
- Use the table below to reflect on how things have gone and how you dealt with the bumps in the road so far.

	Bumps	How I got past them
First steps	..... .....	..... .....
Second steps	..... .....	..... .....
Third steps	..... .....	..... .....



**My roadmap of actions to take me to the next level**

## Personalise Your Timetable

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8.15		Lower School Mentoring			
8.45	Theme of the Week	Theme of the Week	PSHE Development	Ride your VESPA	Review of the Week
1 8.45-9.45					
2 9.45-10.45					
3 11.00-12.00					
1 12.00-13.00					
1 13.45-14.45			Enrichment		



## Mission and Medals

Effort is just a habit. Students who have the effort habit have created a weekly routine of repeated activities that allow them to respond to teacher requests (homework) and reinforce learning (independent work). Students without the effort habit have little or no routine and respond to work as and when it hits them.

Increasing your levels of effort can be a tiring task because it means moving away from a comfortable and familiar way of working into a less comfortable one. So rewarding yourself for increased levels of effort is hugely important. Parents and teachers might not spot the change in your work patterns right away, so it will be up to you to give yourself a pat on the back.

That's where mission and medal comes in: *the mission is the work, the medal is the reward!* This activity helps you to design and structure an effortful week of work that you can then repeat until it becomes a routine. Pretty soon you won't be the only person rewarding yourself – teachers, tutors and parents will spot your new routine and you'll be in line for some praise!

### Step 1: Audit of a Typical Week

Before you design your mission and medal week, you need to figure out what's currently happening. In the space below, record what you do with your time during a typical week. It might be the week just gone or the week you're in. Make a note of what work you do, where you do it and how much productive work gets done in each section of the day.

	Before school (early morning – 7am–8.30am)	During school (morning and early Afternoon 9am–3pm)	After school (twilight – 4pm–5.30pm)	Evening (7pm–9.30pm)
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Are there particular slots that work best for you? Are there slots that are hopeless – times when you find it very difficult to work or where you sit down to work but you don't get anything done?

### Step 2: Creating a Mission and Medal Work

For five of the seven days, set yourself a *sixty minute mission*. It might be to complete homework, plan ahead, consolidate learning, organise notes, research sixth form colleges, fill out an application or begin a revision guide. Complete the mission all at once or in parts. Choose times of day when you work well – without distractions.

For the same five days, set aside a *medal to be awarded on completion of the mission*. It might be a session on your games console, a TV programme, a



football match, some time on social media, something nice to eat or drink or some favourite music. Vary your medals.

Don't forget to assign yourself two *bonus* medals – a mid-weeker to pep you up and a Sunday-nighter to get you feeling good for the week. These medals should be a little larger than your regular medals

	Before school (early morning – 7am–8.30am)	During school (morning and early Afternoon 9am–3pm)	After school (twilight – 4pm–5.30pm)	Evening (7pm–9.30pm)
Monday				
Mission				
Medal				
Tuesday				
Mission				
Medal				
wednesday				
Mission				
Bonus Medal				
Thursday				
Mission				
Medal				
Friday				
Saturday				
Sunday				
Mission				
Bonus Medal				

In this example, you've been given Friday evening and all day Saturday off. You might want to adjust these depending on what you do with your time – feel free to! Choose exciting medals which make you feel good about the work you've done!

### Building a Scoreboard

There's a lot of conflicting research about how long it takes to create a habit. Unless you keep track you'll have no idea. Now you've devised a mission and medal week, you can use a scoreboard as a simple way of helping you with motivation.

We developed this idea after hearing the American comedian Jerry Seinfeld talk about how he writes jokes. He sets himself the goal of writing a joke every day and keeps a diary to check off when he's been successful. His argument is that once you see the days being ticked off you don't want to see the pattern being broken, so you keep going. After a few weeks, this new behaviour just becomes a habit and you might not even need to think about it – you just do it!

So, for every day you follow your mission and medal programme, you simply tick off the days. You'll need a monthly calendar like the one on the next page.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### Final Thoughts

**Reactive missions** are those set for you by others. It might be your teacher insisting on a finished piece of work by Friday, a tutor asking you to complete an application form, or your mum reminding you to do a job at home.

But what about **proactive missions** – targets you actually set yourself? Try this. Finish the following sentence:

'If I were the perfect student, the kinds of things I might be doing at this time of year include ...'

---



---



---



---



---

You don't have to be perfect, of course – no one is. But there might be one or two things in the list above that you *genuinely could do*. Missions you set yourself that will make life so much easier later on in the year.

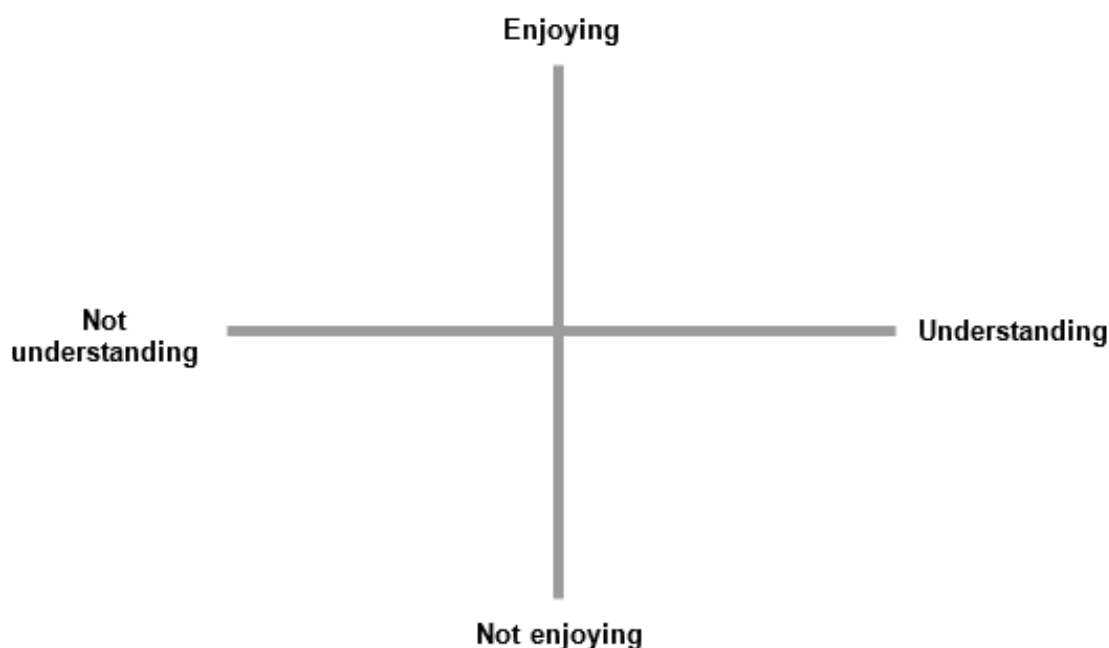
Why not choose one?

### The bottom Left

Sometimes the number of jobs you have to do can be overwhelming. Teachers are making demands from all angles and it's difficult to know where to start. The trouble with listing jobs is that a list doesn't allow you to see the bigger picture; you can't assess the progress of whole projects, you can only pick off small individual tasks.

Using a matrix or a grid helps you to assess the status of entire subjects. And once you've got a good sense of how an entire subject is going, you can use your time much more effectively, targeting your energy where it's most needed.

Put every subject you study onto this grid:



Once you've made these decisions and placed these projects as dots or crosses on the grid, make notes under each dot explaining the reasons why you've positioned it there. Then have a look at the projects in the bottom left of the grid.

### The Terror of the Bottom Left!

Many pupils will subconsciously avoid the subjects in the bottom left because even the thought of them feels uncomfortable. They might lower the standards they expect of themselves in those subjects, work less hard at them or try to ignore them altogether. But they're not going to go away. By spending some time on them now you could avoid a real crisis later on in the year.

Let's examine the subjects closest to – or in – the bottom left quadrant. We've given you enough space here to deal with three or four problem subjects! For each of your bottom left subjects make a note of:

\*One task you could do that will push the dot further to the right


\*One task you could do that will push the dot further to the upwards

It might be speaking to a teacher, borrowing some missing work, speaking to a pupil who's better at it than you, finishing reading a textbook or redoing a rushed piece of homework.

Good prioritisation means knowing *why you're doing what you're doing*. This task will help you to focus on your weaknesses.

### Final Thoughts

Here's the problem with to-do lists. No matter how you prioritise your list, all the tasks there still take up the same amount of physical space (a line of A4 paper), and so end up taking the same amount of mental space.

But not all tasks are equally important.

Any associated with subjects that are currently in the top right quadrant, where you're understanding and enjoying the work, are a little less important than the tasks associated with the bottom left.

Have a look at the tasks you've got for subjects in the top right quadrant. Is there any way you can complete these tasks more quickly and efficiently? Any small corners you can cut? Any favours you can call in or people you can ask for help? Your aim is to buy yourself some time by working super-efficiently in the subjects that are currently going well.

Scribble some possible ideas here:


Now you've potentially saved yourself some time, which task in the bottom left quadrant needs the most work?

--

Use this saved time to get started on it now!

## Effort activity – The Power of If... Then thinking

Professor Peter Gollwitzer of New York University says that many people who want to put their efforts into achieving great things, but don't, are derailed by seemingly small problems like these:

- » They want to finish a task to a high standard, but a phone call disrupts them.
- » They want to complete a coursework piece, but the weekend is just too busy.
- » They want to do some serious revision, but some friends disturb them and the work is abandoned.

In their book *The Psychology of Action* (1996), Peter Gollwitzer and John Bargh argue that if this happens to you, it's because you have low 'implementation intention' – you *sort of* want to put in the effort, but you will be easily put off if one thing goes wrong.

The solution? Successful students anticipate these problems and plan for how they will respond to them with maximum effort. You sequence actions that anticipate obstacles and build in pre-prepared solutions– you effectively beat self-sabotage before it even happens.

Consider these examples:

Student 1: 'I'll get started on this first thing in the morning.' This is a really common internal dialogue you might experience as a student – lots do it! And with one small disruption the whole plan comes to a standstill.

Student 2: 'I'll get started on this first thing in the morning. And ...

- » *If I wake up late by accident, then I'll use my morning break to start it instead and ...'*
- » *If I feel really demotivated, then I'll get two coffees from the canteen and drink them quickly to give me a boost and ...'*
- » *If I get disturbed by friends, then I'll make an excuse and go to the library and ...'*
- » *If the internet is down, then I'll start by using my class notes and save the research work until later.'*

It's easy to see which student might be the one most likely to succeed. Student 2 has listed a series of potential problems and has recognised their tendency to self-sabotage when small things go wrong. By planning a change in action when those small obstacles come along, they are much more likely to keep pushing forward.

List all the usual blockers you use to prevent high levels of effort and for each one commit to a solution. Think them all through in your head and make notes. What you are doing is strengthening your implementation intention. You *will* put the effort in, even if small things crop up to stop you.

Use the table opposite to plan your response to self-sabotage:

<b>If ...</b> ..... .....	<b>Then ...</b> ..... .....
<b>If ...</b> ..... .....	<b>Then ...</b> ..... .....
<b>If ...</b> ..... .....	<b>Then ...</b> ..... .....
<b>If ...</b> ..... .....	<b>Then ...</b> ..... .....
<b>If ...</b> ..... .....	<b>Then ...</b> ..... .....

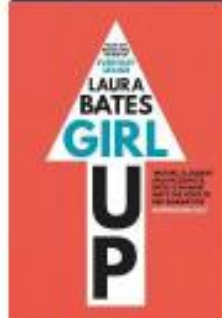
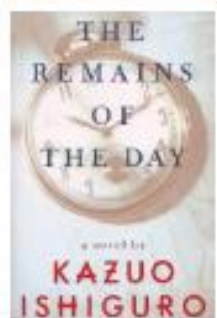
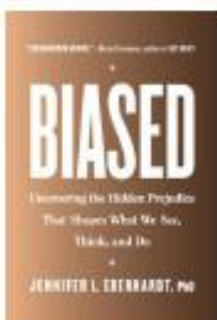
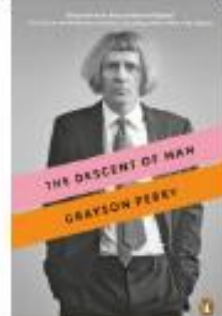
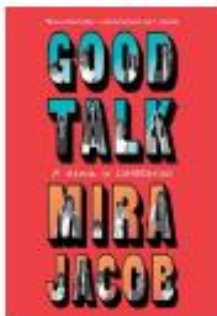
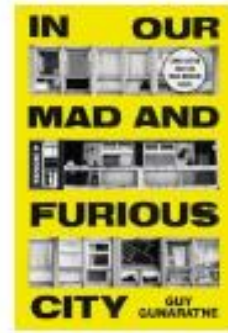
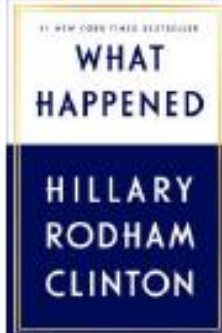
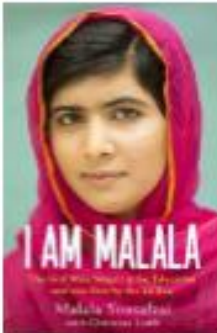
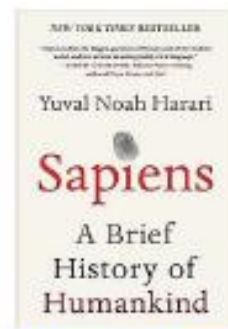
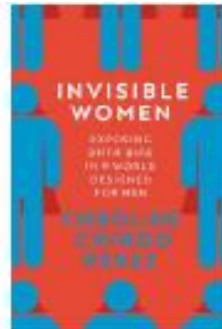
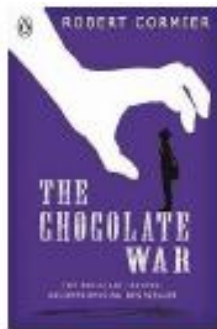
### Final Thoughts

If ... then planning often starts quite deliberately, with students using a grid like the one above to record their intentions. This keeps them firmly in mind when obstacles come.

But after a little while, you'll become good at internalising this kind of planning. You won't have to write it all down – you'll start doing it more instinctively. That's a great place to be.

## Reading List for Personal Development

A selection of texts to get you thinking, and to develop empathy with experiences beyond your own.



\*Please note many of these texts contain adult themes and explicit language



## Twenty-Five Minute Sprints

There's a very famous book by Italian entrepreneur and author Francesco Cirillo called *The Pomodoro Technique*. Pomodoro is Italian for tomato. (The tomato in question is one of those novelty kitchen timers, not a real one!) We'll come back to the tomato in a bit.

In his book, Cirillo argues that we can generate lots of energy and effort by working in short bursts, even on long tasks that we don't feel motivated to do. Think of all the tasks you've got to do that you just can't bear to begin –there might be revision notes, essays to write, jumbled notes to file away or a piece of coursework to start.

Choose one that's become a bit of a nightmare for you – that's hanging over your head and you just don't want to do. Make a note of it here:

### Step 1

Now for the tomato. By which we mean getting hold of either a kitchen timer (needless to say, it doesn't have to be shaped like anything in particular!) or the timer on your phone.

Find somewhere quiet. Arrange the things you need to begin. You're going to do a twenty-five minute sprint. It's important to tell yourself this: *twenty-five minutes – that's all*. You're allowed no distractions whatsoever in that twenty-five minutes. Don't worry. You can be back on social media in twenty-five minutes' time, checking updates and messages. Now start the timer and go!

### Step 2

Congratulations! You've got that nightmare task started. All of a sudden, this job is going to seem less frightening. You'll be able to come back to it. Some suggestions for messing around with the Pomodoro Technique:

1. The Quick Sprint: try twenty-five minutes on, twenty-five minutes off, twenty-five minutes on. It takes one hour and fifteen minutes in total, and you can do it at a regular time each night after school.
2. The Serious Sprint: try twenty-five minutes on, five minutes off, twenty-five minutes on, five minutes off, twenty-five minutes on. It takes about one hour and thirty minutes, and is a useful technique for really attacking a difficult piece of work.
3. Try measuring tasks in sprints. How many will it take? This way, you'll develop a sense of how you work, and you can begin picking off scary tasks more quickly and easily.
4. Try using sprints to review work. Suddenly you'll find yourself ahead and on top of things. It's a great feeling!

## Setting Up a Quick Sprint

Preparation	25 minutes on!	25 minutes off	25 minutes on!
<ul style="list-style-type: none"> <li>» Find somewhere quiet.</li> <li>» Gather everything you need.</li> <li>» Put phone on airplane settings.</li> <li>» Bring up timer, set countdown and alarm.</li> <li>» Tell yourself: 'Just 25 minutes. That's all.'</li> </ul>	<ul style="list-style-type: none"> <li>» Go!</li> <li>» Imagine it's an exam.</li> <li>» Stay intense, keep going.</li> </ul>	<ul style="list-style-type: none"> <li>» Set timer and countdown.</li> <li>» Enjoy yourself.</li> </ul>	<ul style="list-style-type: none"> <li>» Tell yourself: 'Just one last 25 minute blast. That's all.'</li> <li>» Put phone back on airplane settings.</li> <li>» Return to the task.</li> <li>» Go!</li> </ul>

## Final Thoughts

One Quick Sprint per day for a week is nearly six hours' independent work per week.

One Serious Sprint per day is nearly ten hours' independent work per week.

Try using a Mission and Medal weekly planner to scope out a week with:

- » six hours' independent learning
- » ten hours' independent learning
- » fifteen hours' independent learning

	Before school (early morning – 7am–8.30am)	During school (morning and early Afternoon 9am–3pm)	After school (twilight – 4pm–5.30pm)	Evening (7pm–9.30pm)
Monday				
Mission				
Medal				
Tuesday				
Mission				
Medal				
Wednesday				
Mission				
Bonus Medal				
Thursday				
Mission				
Medal				
Friday				
Saturday				
Sunday				
Mission				
Bonus Medal				

## Three Types of Attention

Everyone's day moves through phases, and you're probably no different – there are times when you're fired up and raring to go, there are times when your energy levels are just average and there are times when you feel your attention is low and your motivation dips.

These three phases happen to everyone during a working day. You're not unusual if you have low energy levels or can't concentrate; if you catch yourself looking around you and seeing others hard at work, remember they're no different to you – they're just in a different phase of their day.

Some people can predict when they're going to be feeling fired up (it might be the mornings, it might be after breakfast or after exercise) and when they're going to feel slower. Others haven't noticed a pattern, but once they pay attention they see one emerging. For others, it's totally random.

Graham Allcott, founder of Think Productive (<http://thinkproductive.co.uk>), uses the following definitions for the three states:

1. Proactive attention (fully focused, fired up, feeling fresh).
2. Active attention (plugged in, ticking along nicely).
3. Inactive attention (flagging, fried, foggy).

He argues that really successful people get work done in all three states. They don't give up when they're in state 3, they just switch tasks.

Make a list of all the tasks you've got on your plate at the moment. Think of everything – homework, reading, essays, revision, upcoming tests, college interviews, etc.

Now categorise them. Complex and challenging tasks go in 'proactive attention'. When you feel fully focused, fired up and fresh, you tackle those. Regular tasks go in 'active attention'. They're tasks to get on with when you feel you're ticking along nicely. Repetitive tasks that are pretty easy go in 'inactive attention'. When you're feeling fried or foggy, you switch to those tasks.

Proactive attention	Active attention	Inactive attention
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

Keep the list with you for a week or two. Whenever you're about to start working:

- » Check your energy levels. Sit still for a second and listen to your body. Decide which attention state you're in.
  - » Review the list of tasks you've got to do that suit your attention level. If there are none in that column, find one from the next column and tackle it.
- After a week or two, see whether you can observe patterns in your attention levels. Really good learners have noticed these patterns in themselves and sequence their tasks beforehand.

### Final Thoughts

One way to log your attention is by colour coding. Use green for proactive attention, amber for active attention, and red for inactive. You could use a grid that looks something like this:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8-10am							
10-12pm							
1-3pm							
3-5pm							
6-8pm							
8-10pm							

We've found that certain people move through predictable phases of attention. Some start the day full of energy, but dip slowly as the day goes on. Others respond to food (!), feeling more sluggish after lunch, for example. Others have worked out ways to jump into proactive attention before doing an important piece of work.

This last skill is really valuable. *If you can boost your attention, you can get more work done in less time.* Try experimenting with boosting attention. We've spoken to students who do the following:

**Exercise just before work:** A run, a walk, a quick jog around the block, even an intense burst of star jumps!

**Listen to music just before work:** A loud burst of motivating music with headphones on.

**Other pre-work rituals:** Some students talk about tidying their work spaces to get 'in the zone', or having a hot shower, or getting changed or a quick ten-minute burst of game-playing (bright, colourful puzzlers work way better than long, complex strategy or role-playing games).

Use the space below to record your experiments and plans: