



Fairground
learning

School Prayer

Lord, help us to become the people You
want us to be.

In our school may there be prayer, learning
and humour; hard work, faith and
friendship.

May we respect everyone we meet; use our
gifts and encourage each other.

Send Your angels to guide us, and let Your
peace be with us and our families always.

We ask all these things through Christ our
Lord, Amen.

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As we meet in our forms let us
remember 3 Rs that make us such a
special school-

Respect

Reflection

Righteous

Please follow the prayer with your
form tutor.

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Think about the last time you went to the fairground or amusement park.

Q- What were your thoughts about going on the rides?

'I'm going to go on all of them'

'I'm doing these first then others'

'I'm only doing certain rides and not bothering with others.'

Q- What rides did you go on and which did you avoid?

Q- What excites you about some rides but turns you off about others?



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Now try and think about the fairground/amusement park as school and the different rides as subjects in school.

Q- Do you still have the same opinion?

'I'm going to give my best all of them',

'I'm prioritising these first then others',

'I'm only going to show my best in some and not bother with others'.

Q- Discuss with your form why this is so.

Q- Do you see a danger in the third comment?





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There is no doubt that learning is sometimes difficult and messy, it does not go to plan and despite trying hard you do not get the outcomes you would have wanted.

Learning is not always smooth and clear and there is no obvious curve of achievement. At times it feels as though no matter how hard you try you get stuck, develop brain fog or you cannot get out of first gear.

You are not alone; everyone experiences these feelings at one time or another.

Q- What advice would you give to someone who needs some encouragement in the learning?





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Some people get lost between the process and the outcome. This means they want the grades = outcome but are not prepared to invest in how to get the grades = process.

Learning new information, techniques or topics should be fun, exciting and rewarding.

The 'how' of learning can be transferable from one subject to another- your approach, qualities, skills and attitude to achieving the outcome you most desire.

Admittedly the 'how' is sometimes easier for some than it is for others, however this also means the harder you have to try the sweeter the feeling when you do achieve.

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Q- When was the last time you allowed yourself to 'give up'?

Do you realise that 'giving up' can be a habit your brain quickly likes and defaults to when things get difficult or challenging- because it is easy.

Unfortunately, 'giving up' does not reward people with great outcomes and this poor habit can be 'transferable' too!!!

Q- Study the information on the slide and compare the two mind sets.

Q- Which of these is you, or do you have a mixture of characteristics?

The more Growth Mindset qualities you try to practice the more productive and successful your learning is.

Fixed Mindset vs. Growth Mindset

Based on the work of Dr. Carol Dweck

I believe that my **[Intelligence, Personality, Character]** is inherent and static. Locked-down or fixed. My potential is determined at birth. It doesn't change.

I believe that my **[Intelligence, Personality, Character]** can be continuously developed. My true potential is unknown and unknowable.

Fixed Mindset



Avoid failure
Desire to Look smart
Avoids challenges
Stick to what they know
Feedback and criticism is personal
They don't change or improve

Growth Mindset



Desire continuous learning
Confront uncertainties.
Embracing challenges
Not afraid to fail
Put lots of effort to learn
Feedback is about current capabilities





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The more we know about learning the better so we can understand our own needs or brain functions when we experience different learning challenges.

The following 'fairground' slides are aimed at giving a small example of the different learning environments you could find yourself in and the approach you may have to take in order to get the very best outcomes.

Please remember that there is no 'one size fits all' in terms of getting positive outcomes. We all have preferences, and we all encounter our own difficulties. What we do when we experience barriers is the important thing.



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Lollipops, toffee apples and candy floss

We all enjoy a reward when we try hard.

It is important that when you are trying your very best you give yourself a treat if you reach a goal or target. Learning should not feel like a 'slog' or punishment.

If you are revising, doing an extended piece of work or researching you may want to give yourself something to look forward to eg watch a TV programme, meet up with friends, time of your PSP or listen to music.

Giving yourself a pat on the back when you have worked hard is always good, be kind to yourself but keep great self discipline.



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Big Dipper

Learning always has its ups and downs. Sometimes things seem to fall in place, and you make great progress but other times you feel as though things are on 'the dip' and nose diving.

Remember progress is not a straight-line upwards direction.

Keep moving forwards, stay positive, hang on tight, and scream if you need to!!!!



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Bumper cars

No matter what you try you always seem to be bumping into the same problem or a certain skill is lacking.

It may be your own sense of poor direction or others deliberately getting in your way to stop progress.

Why not plan your route a little better, look further ahead and see those obstacles earlier, avoid those who constantly want to obstruct you and show you have great manoeuvrability skills.

Experiencing bumps in your progress are great opportunities to learn and make alterations.

FAILURE DOESN'T MEAN THE GAME IS OVER, IT MEANS TRY AGAIN WITH EXPERIENCE.





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Merry Go Round

Round and round and round and round.....

A lot of people can not get off this ride as it does not require independent thinking. It has the same rhythm, the same direction and the same things to see. A lack of individual challenge or variety means boredom creeps in, and we become demotivated.

Our brain thrives on new stimuli and interesting things to see, hear or smell. Doing the same things every day, that do not work, means we enter a repetitive spiral of laziness.

Make your learning stimulating, diverse, innovative and memorable.



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Corkscrew

Adrenaline, exciting, fast paced, thrilling, 'stomach in mouth' feeling or getting 'a buzz'. These are the great outcomes we all desire from learning as they are infectious and stimulate our brain.

However, be careful, allow yourself to slow down and pause. Going too fast may lead to burn out, a lack of reflection opportunities will mean you do not know if you are doing things right and at times, we need to take a slower more considered approach so that we are able to digest new information.



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Lazy River

The worst sort of 'fairground learning ride'.

Too laid back, relaxed and chilled. A complete lack of struggle or challenge and will not achieve any positive outcomes.

Of course, we need to have our moments of rest but switching off at the wrong time, for too long or thinking everything will take care of itself will end in disaster.

Unproductive, time wasting, 'easy street', the time for lazy river is bedtime!!!

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Zip wire

WOOOOOOOOOOOOOOOOSSHHHH!!!

Strap me in!

Need for speed!

Learning may be exciting for a very short period of time, but you are not in control of your pace. This style of learning can be one direction and you do not have the luxury of considering other things, discussions, appreciating others' viewpoint.

You are also relying on others to start you and put the breaks on at the end!! No independence, no freedom, no choice and no diversity. This can be poor for your mental health and wellbeing too.



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The Big Wheel

Nice and gentle, great views and I get to sit next to someone else and have a good chat. Simply going through the motions, you are in class and have books in front of you but there is no va va voom!

We all need rest and relaxation from time to time but learning needs constant review and evaluation. Simply being in school and turning up is not good enough, this will stunt your progress and produce extra pressure at key times when you do not need it.



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Target games

There may be reward/prize at the end of the challenge but if you miss you fail. This is high pressure all or nothing type of learning. Can you afford to have this sort of approach with your future?

Focus on learning as a continual process, little steps every day, building on improvements and gaining positive momentum.

There is absolutely nothing wrong in backing your ability to hit the target but give yourself time to practice, make mistakes so when the big day comes you are as prepared as possible.





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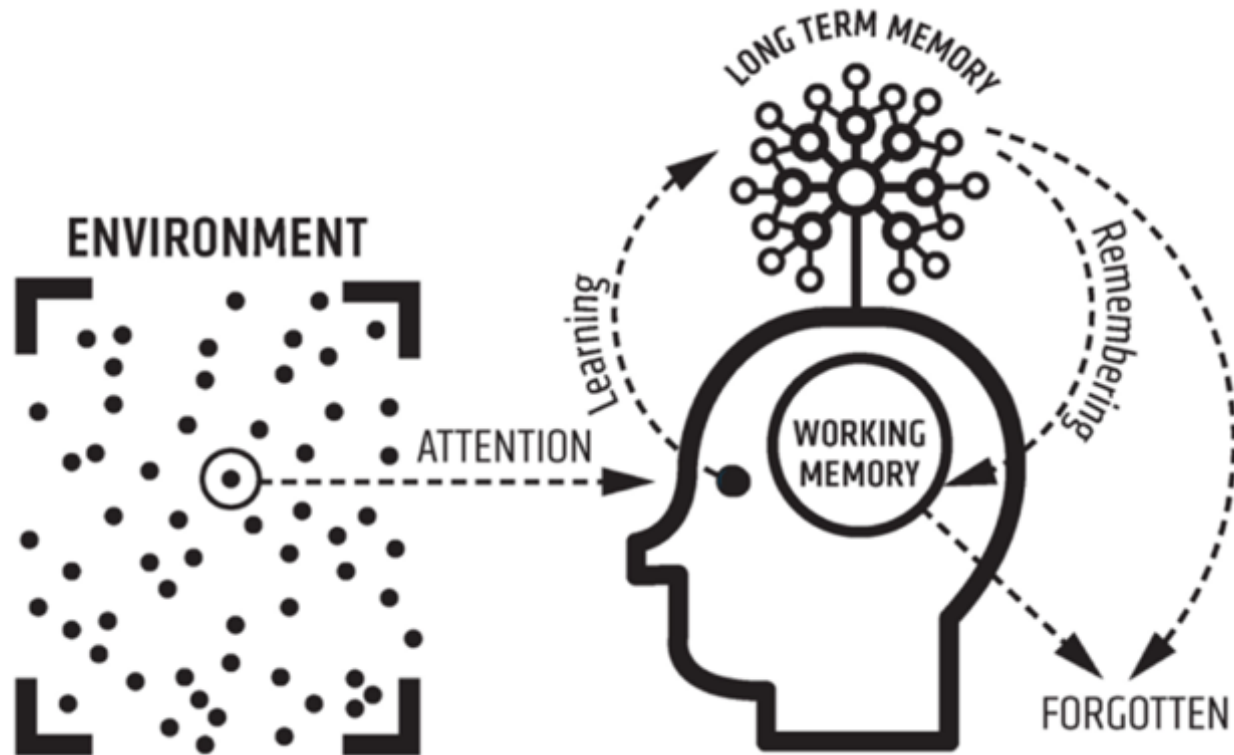
Test of strength

Everyone needs to show determination, grit, perseverance and strength in their approach to learning, but not all in one go! What this amusement does show us is that we all should be focusing on the target, getting a strong grip and giving all we have to our learning.

This fairground activity gives you instant feedback in terms of how good your effort was, what you put in is what you get out.

Try and use assessment opportunities as ideal occasions to measure your progress, what are you doing well and what do you need to improve on?

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Look at the image and follow the arrows.

Our working memory can only cope with a few stimuli at a time before overload sets in. Our eyes, ears, nose and sense of touch pick up this information from our environment.

Our brain wants to store this information, but we need to retrieve it at regular intervals for it to 'stick' in our long-term memory. If info is delivered in chunks and at regular intervals, then our brain has more chance of remembering important details.

For some this process happens quickly for others we need a little more time, patience and determination.



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Finally, the following video is great to demonstrate how there is no substitute for grit and resilience in our learning.

<https://youtu.be/H14bBuluwB8>

6.12 mins

7th grade = year 8

IQ = problem solving skills

Failure is.....OK.....a long as we learn from it!

Q- Are you 'gritty'?

