

## nurturing potential



### Session: 'Continuous Learning - Timeline'

#### Pre-session Preparation

PowerPoint Slides (if not available complete timeline on board)  
Copies of worksheets   Copies of news articles as provided.

#### Learning Objective

Understanding what continuous means, and how it will relate to your life through group discussion.

#### Two minute recap of last session.

#### Hand out 'Continuous Learning' Session worksheet for personal notes during relaxation

Ask children to write their name, date, and session number on the top of the sheet

#### Start the Session.

Undertake as a group discussion to last question (allow 10 minutes)

What is meant by "continuous learning" and how does it apply to your life? Read through descriptions of "LEARNING" and "EDUCATION".

**Descriptions of LEARNING:**      'To get knowledge of (subject) or skill in something.'  
'Being taught.'                      'To commit to your memory.'

**Descriptions of EDUCATION:**    Development of your **knowledge, character and mental abilities**. Remembering what you have been taught by taking an interest in the subject rather than just revising your notes to pass exams. When you have made the most of your **EDUCATION** you will be able to recall information when it is needed.

The easiest way of learning is to repeat what you have learnt in the next 24 hours to someone else!! **Challenge yourself** – go home everyday and tell your parents what you have learnt with enthusiasm!

**What is your preferred style of learning?** – Discuss the meaning of the following and ask participants to circle those appropriate to them – they may circle all three. Stress the importance of using all styles of learning for personal development where appropriate.

Audio (listening)

Kinaesthetic (doing)

Visual (reading, watching)

#### When do we stop learning?

ANSWER: NEVER, you will learn something new everyday make it a promise to yourself to make sure that this happens!

Through learning you can make changes in your life to make sure you live a life of purpose and have a wonderful life. If you refuse to learn you will be missing out on what life has to offer – remember you can do anything you want in life if you believe in yourself enough. By learning, you will be happy to take some of the opportunities that present themselves in life and open to change to make the most of your life.

Go through the PowerPoint Timeline slide asking pupils to copy on their worksheets. This provides an understanding of how their education is cumulative and the clock is ticking now!

Continued...

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**QUESTION** to be answered on the back of their worksheet. This has been omitted on purpose to encourage listening during the discussion and timeline.

How will **YOU** get the most from the rest of your time in [this year group\*]?

\*For example replace with "Year 6"

Personal goal setting time, 10-15 minutes – ask participants to write promises for themselves of how they will make the most of **THEIR** education and practice Stress-Free-Kids™ content; ensure you talk with every pupil during this time. What doesn't work for them at present, how can they change it and why?

Participants do not want to get to a point in life where they say 'if only I'd made more effort to learn in school'. Enjoying learning now, gives them good practice for learning later in life, and being open to opportunities.

Some examples of answers may be – ask for more help – teachers, parents, grandparents, older siblings, friends.

Actively practice my listening skills.

Learn to be confident in making spoken contribution to the class, answer questions, and don't be afraid to ask if you don't understand.

If there is time discuss the "NEET" situation (individuals aged 14-19 that are not in education, employment or training, as detailed in the press articles with this section. Individuals drop out of the system when they feel that there is nothing for them, or that they are fed up with having to work towards things. They end up on drink and drugs, have little or no money and the spiral of life being bad gets worse.

### **Additional Fact 1;**

Dale has a business contact who is married to an Argentinean Teacher. Pupils start school at 6.30 am and work in Spanish to 12.30pm. At 1.30pm English speaking Teachers start the same lessons in English and the school finishes at 6.30pm. If U.K. children think starting at 9am and finishing at 3.30pm is tough this fact is a little wake up call – they need to count themselves lucky!

### **Additional Fact 2;**

Dale's wife watched a programme where a family inherited £100,000 when a relative passed away. They bought a home in Ghana, Africa, and eventually decided to spend 6 months per year there. When in the U.K. they buy as many of the cheap stationery products like pens, exercise books and other things that we take for granted from the supermarkets and take them back to Ghana for the children.

If the children cannot provide their own materials they do not go to school and will always be in poverty. How lucky are we in the U.K.?!

**Relaxation – Last 5 minutes**

**Close session and thank participants for their time and contribution.**

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<b>Name:</b>	<b>Date:</b>
<b>Session Number:</b>	<b>Session Name:</b> <b>Continuous Learning - Timeline</b>

**Descriptions of LEARNING:** 'To get knowledge of (subject) or skill in something.' 'Being taught.'  
'To commit to your memory.'

**Descriptions of EDUCATION:** Development of your knowledge, character and mental abilities. Remember what you have been taught by taking an interest in the subject rather than just revising your notes to pass exams. Make the most of YOUR EDUCATION.

The easiest way of learning is to repeat what you have learnt in the next 24 hours to someone else!! Here's your challenge: go home every day and share with your parents what you have learnt.

## What is your preferred style of learning?

Audio (listening)

Kinaesthetic (doing)

Visual (reading, watching)

Use a mixture of these to get the most of your education. If you're struggling with a subject, try one of the other learning styles to see if this makes things easier to understand. Achieving anything in life requires EFFORT from you!

## The Education Timeline



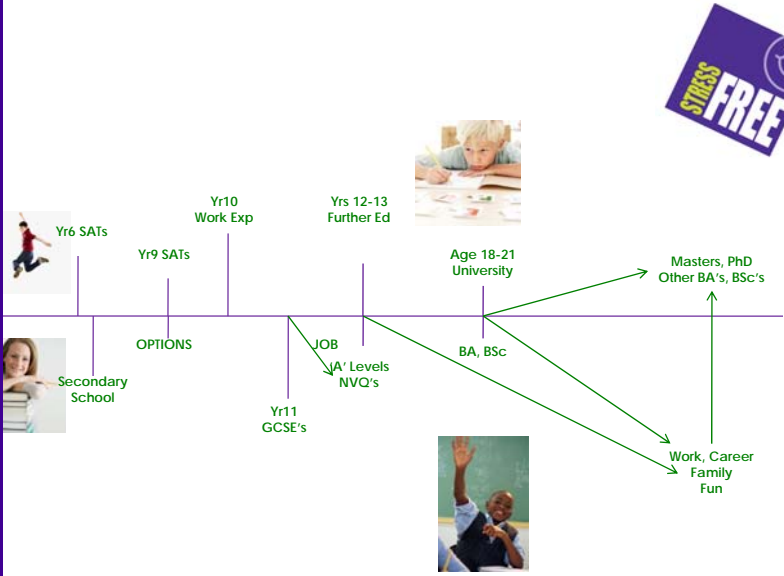
**CONTINUOUS LEARNING**



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**CONTINUOUS LEARNING**



Secondary School

Yr6 SATs

Yr9 SATs

OPTIONS

Yr10 Work Exp

Yr11 GCSE's

JOB

JA' Levels NVQ's


Yrs 12-13 Further Ed

BA, BSc

Age 18-21 University

Work, Career Family Fun

Masters, PhD Other BA's, BSc's



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"My Personal Goals for the rest of Year ?"

Using the information we have discussed in this, and the previous Stress-Free sessions, set some personal goals to explain how you will make the most of the rest of your time in this year.

- What do you need to do?
- How do you need to do it?
- When do you need to do it?
- Where do you need to do it?
- Why do you need to do it?

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### BBC NEWS

#### A 'Neet' solution

"Neet" is the latest buzzword for teenage drop-outs. Some have tried offering grants and free iPods to tempt them into action, but is what's seen as bribery the answer?

"I wasn't doing much, just dossing about getting wrecked every day," says Siobhan Dennehy, who at 18 has become an expert in doing as little as possible since leaving school. Siobhan is a "Neet", a Government term for 16- to 19-year-olds not in education, employment or training. When I told Siobhan she was a Neet, she asked if it was the same thing as being a "chav".

It's much more serious. Neets are 20 times more likely to commit a crime and 22 times more likely to be a teenage mum. It's estimated there are 150,000 of them in the UK and they cost the taxpayer an extra £100,000 over the course of their lifetime. The former welfare minister Frank Field says the situation is out of hand: "Where might Britain end up if this group continues to grow? What we are facing is a lost generation."

The Government wants to cut the teenagers in this bracket by 20% in the next 5 years and has spent hundreds of millions of pounds trying to come up with a solution.

Bournemouth College thinks it has the answer - bribes, or what it calls incentives. This summer it has run a 14-week course for Neets. **The teenagers taking part get £50 a week, free lunches, free travel, and a £100 bonus and a free iPod if they complete the course.** Not surprisingly, this has provoked uproar from the media. The course director Sean Kelly remains unrepentant: "140 quid on a mini iPod - if it keeps them off the street, it's money well spent." Bribe or not, it has worked - 46 of the 53 students who enrolled stuck with the course.

#### Money for studies

In Barking and Dagenham they would love to repeat this success. The London borough has been dubbed the UK's "Neet capital", with a quarter of teenagers out of school and without a job. The Government's big idea to help Neets was Connexions, a careers and advice service for young people. It works for the motivated but it has less success on the borough's big estates. Connexions advisor Elwyn Lonque spends her days touring Barking looking for teenagers to help, but it's often frustrating: "If they can't get out of the house, there's not much more I can do."

Ministers think Connexions isn't working, which is why they have proposed big changes to the service, giving more power to local authorities. One policy that is bound to expand is the education maintenance allowance. This gives £30 a week to poor students to carry on their studies.

At Barking College, the students getting the allowance have better attendance and they are more likely to complete their course than other students. Boys like Kamal, who is 19 and is using the allowance to study construction at the college. He thinks the Government should get tough with the teenagers on his estate who won't take up what's on offer: "If they are doing nothing they are going to be up to something - just send them to prison."

The Government obviously won't go this far, but it is looking at "conditionality", jargon for making sure teenagers do something in return for their benefit. Geoff Mulgan, a former policy adviser to Tony Blair, says getting young people out of bed and into work will transform many parts of rundown Britain.

"The potential paybacks for really making a difference to this group exceed the payback you can get from almost any other area of public spending." The Government has no choice. If it doesn't crack the Neet problem, it will have an ever expanding underclass on the margins of society.

Girls like Leah, a 16-year-old living in Barking. She is a former Neet who estranged from her parents and spent years mixing with drug users and prostitutes. Now she has a GCSE and is making her first steps towards a normal life. "If this hadn't fixed my head up when I did, I'd probably be dead and lying in my grave."

Story from BBC NEWS: <http://news.bbc.co.uk/go/pr/fr/-/1/hi/magazine/4158696.stm>  
Published: 2005/08/25 10:25:04 GMT © BBC MMV

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### RADIO 4 – LEARNING CURVE

Follow this link to listen to the programme;

[http://www.bbc.co.uk/radio4/factual/learningcurve\\_20070604.shtml](http://www.bbc.co.uk/radio4/factual/learningcurve_20070604.shtml)

#### “NEETS”

This week’s Learning Curve will be exploring the issue of young people Not in Education, Employment or Training.

The fact that one in five young people in the UK doesn’t have a job and isn’t being educated or trained in order to get one, is described variously as a tragedy, a scandal and an “abomination”. Whatever the description, it’s a problem that’s proving extremely difficult to solve. There are targets aplenty: but the numbers of so-called NEETS – those Not in Education, Employment or Training – has remained static for a decade now, and there are even some indications that the figures might be rising.

With Scotland laying claim to one of the highest proportion of NEETS in the developed world, The Learning Curve visits the Edinburgh Cyrenians ‘People with Potential’ course, which aims to engage the NEET “core cohort” of disadvantaged and disengaged young people. And Sir Robert Smith, Chairman of the Smith Group of entrepreneurs, industrialists and educationalists and Charlene O’ Connor from Scottish Enterprise, discuss Scotland’s approach to addressing the issue of NEETS.

In London, The Learning Curve hears from Bill Rammell, minister with responsibility for lifelong learning and education, about current government policy to tackle the NEET group and from the former Head of Tony Blair’s Strategy Unit, Geoff Mulgan. Geoff’s now the Director of the think tank, the Young Foundation, which is set to test radical new plans for studio schools.

#### Guests

Sir Robert Smith, chair of The Smith Group, Chairman of The Weir Group plc and Scottish & Southern Energy plc

Charlene O’ Connor, Head of Scottish Enterprise’s Skills and Learning

Tommy Steele, Edinburgh Cyrenians

Natasha, Stacey, Carol and Sean of Edinburgh Cyrenians’ ‘People with Potential’ course

Geoff Mulgan, the Young Foundation

Bill Rammell, Minister of State at the Department for Education and Skills with responsibility for lifelong learning, further and higher education

#### Additional Information:

Definition of NEET

Department for Education and Skills

Scottish Executive

More Choices, More Chances

Youth Cohort Study

‘A NEET Solution’

‘Meet the NEETS’

#### Teachers TV

The Big Debate - Was Tomlinson Right?

In the latest Teachers TV Big Debate, Jonathan Dimbleby, Bill Rammell MP and a panel of experts discuss whether recent initiatives suggest Sir Mike Tomlinson’s recommendations were correct. Broadcast on Teachers TV, Wednesday 6th June at 9pm and available afterwards at [teachers.tv](http://teachers.tv)