

critical thinking
Research out of date, before published.
Steps before effects known.
Screen time - not nec. bad.
Dependence on rush for notifications
5% feel guilty if they don't answer → implication for sleep.

Or research on learning
Researcher - Simpson
"Researcher" on learning

Universal mental health skills

Netflix "Happy" - Andriessen experiment

The words to describe how we feel may not exist. Creativity art, music, dance, drama gives us wordless ways to express ourselves. Nabasha Devold

Healthy Coping Mechanisms

English language has the smallest number of emotional vocals than any other

Emotional Vocabulary

5 main psychological needs

Love Belonging Purpose Achievement

"The Stress Bucket"
2 weeks to migrate from conscious to unconscious habit - w/ho
- Distraction
- Express yourself
- Endorphins

To be understood

Innate in silence

Dopamine peak in adolescents - nature's way of getting teenagers to take risks.
Show genuine interest
Supports controlling dopamine - what does it feel like?

Girls double emotional language 6-12 Boys 2-13
- What emotions do teens have?
- Boys don't see men manifesting emotions.
- emojis can be used for hurt for boys.
- Shoulder to shoulder

Who is in your network?
blue - sort out yourself.
green - who is in your network
red - out of control

Exam anxiety - 2-3 mins at start of exam do mindfulness

Creativity - new curriculum will support this

Exercise + Community

extrinsically motivated actually has a negative impact as detracts
just because

What is the agenda? → How do I feel about this?

What ideas + belief systems are we having at start of exam?

90% of brain thought is unconscious.

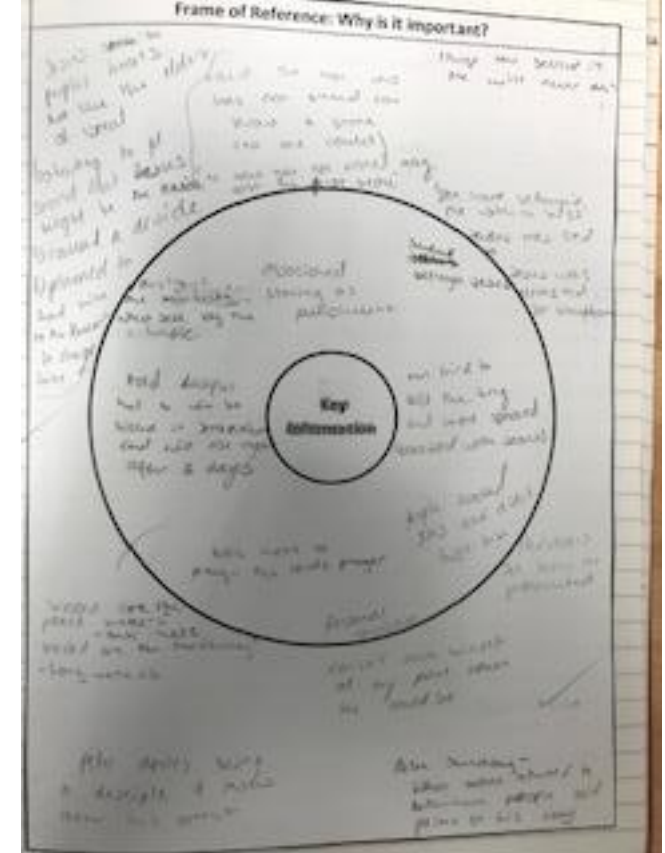
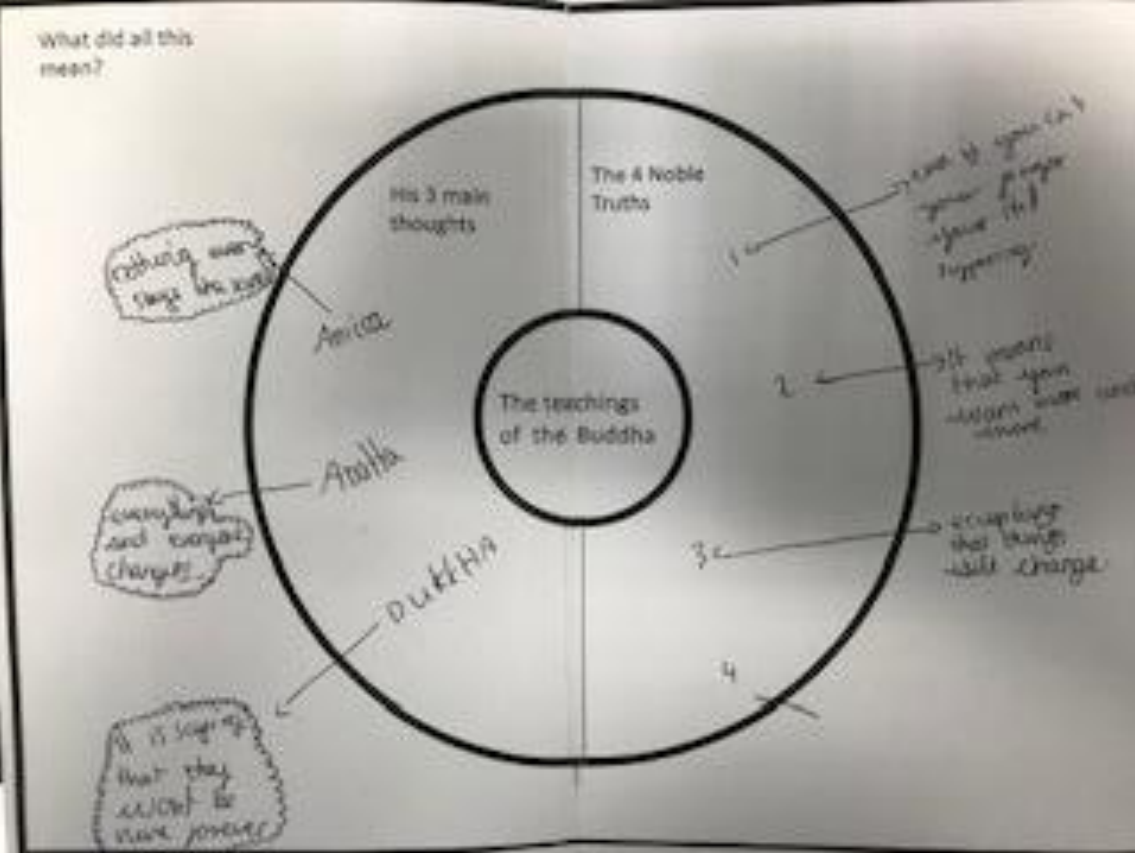
The Power of Habit

Why we are all products of our advice.

Need to teach about advertising

A staff member using a Tree Map to note take on a course.







The visual tools provide a means to support understanding in a much better format than bullet points alone or other more linear forms of note taking.









These two examples of Circle Maps show how the frame of reference is developmentally appropriate and depends on the task at hand. On the left the frame is used to support meaning – statements with explanations and on the right the students uses the frame to prioritise the content from the map.

Sometimes students might be prescribed different frames to scaffold their thinking but we also have many opportunities for students to identify which frame they feel might be most appropriate.

Thinking Hats Reflection Sheet of My Day

	<p>What are my feelings about the day today? I've really enjoyed being in 15:30 and want to be in class. (I have not been in for a while)</p>
	<p>What are the facts that led to the what kind of day I had today? I got up to go I know I have a bad day.</p>
	<p>What have been the challenges today? I have missed my nose in so I have been shouted at and put in a note.</p>
	<p>What are some good things that have happened today? Well I got my receipt card.</p>
	<p>What would be better tomorrow? not speak out or better</p>
	<p>What are my hopes for the future? stay in and not get my nose in anymore. Well I hope.</p>

Thinking Hats Reflection Sheet of My Day

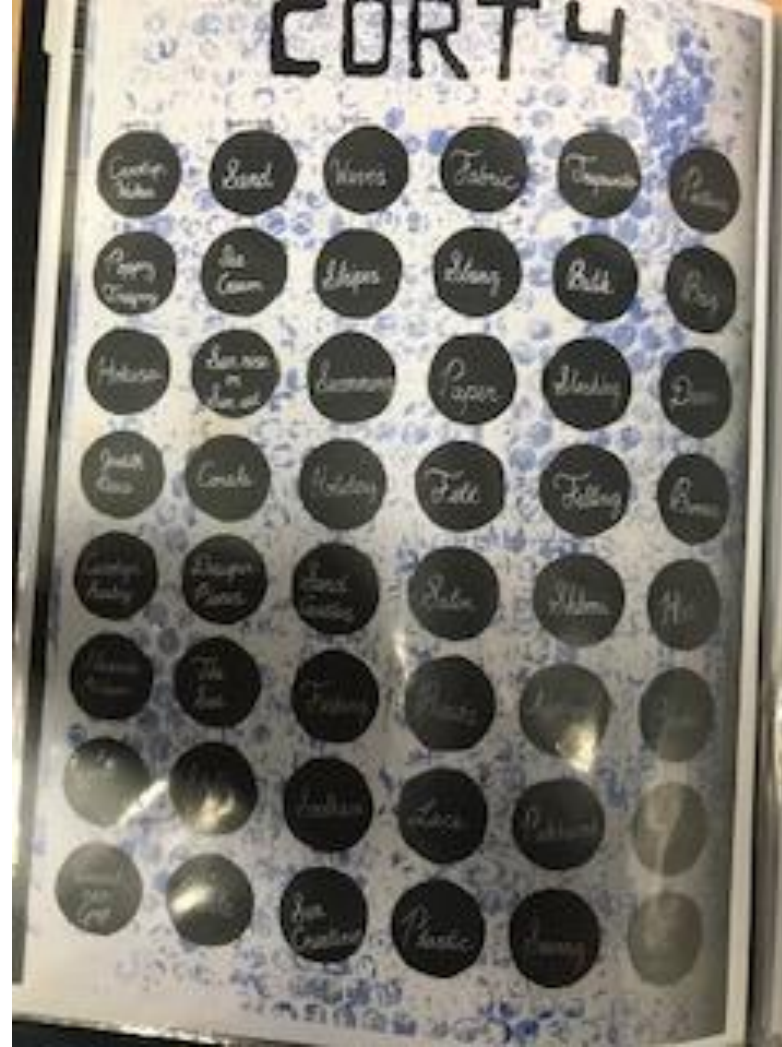
	<p>What are my feelings about the day today? Well quite bad as I left science P2 because I was on my phone and refused to give it to Miss Butler then I muted science down ps and didn't listen to her smilin and left after seeing me to go to Miss Brought session.</p>
	<p>What are the facts that led to the what kind of day I had today? I used my phone in period 2 (science) I then I got a call and I left I don't want to talk about it. I didn't give my phone out yet I muted period 2 (science) I refused to go up there.</p>
	<p>What have been the challenges today? I didn't get a lot of sleep the night before so I was in a really bad mood and I just wanted to sleep. I wanted to go on my phone to message people but when Miss Butler asked to have it away by ps 2 was too hard to go to physics.</p>
	<p>What are some good things that have happened today? I got my receipt card.</p>
	<p>What would be better tomorrow? To be able to do my work and do work in which when to also when they ask me to go up to my lesson. Well I don't want to go up there so that I can not miss the school day and the energy to go to lessons and to do work. Well I don't want to miss the school day and to do work.</p>
	<p>What are my hopes for the future? I hope I can stay in school and do work and do work in which when to also when they ask me to go up to my lesson. Well I don't want to go up there so that I can not miss the school day and the energy to go to lessons and to do work. Well I don't want to miss the school day and to do work.</p>

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Examples of hat based reflection sheets. We often provide similar scaffolds to support the consistent common language but as you can see from these examples the quantity and quality of student written response develops as their understanding and confidence with the language evolves over time.

As competence increases students begin to more confidently explore the sequencing of hats and deciding the types of thinking they use and whether they choose to revisit and reassess that aspect of their reflections.



A page titled "ANIMAL ARTISTS" featuring text and images. The text discusses various artists and their work, with a section titled "ANIMAL ARTISTS" and another "ANIMAL ARTISTS". There are several small images of animals and art.

Cort 4 has been integrated in to our art department and the successes shared within our school. We are fortunate that some other departments across our Trust has also selected to further explore Cort 4 for creativity purposes in their curriculums and so we share effective practice and work together to ensure that these tools fit the needs of our students.

Cort 1 has been in use across the school to support evaluation but the art department identified a further need and found that Cort4 supported students within this specific domain.