



# Sir John Cass Sixth Form

## Year 12 Handbook

*We will achieve excellence and inspire generations the Cass Way*

**WE LEARN TOGETHER**   WE PRAY TOGETHER   **WE ACHIEVE TOGETHER**

“Do unto others as you would have them do unto you.”

Luke 6:31



## Welcome to Sir John Cass Sixth Form

Dear Student

Welcome to Sir John Cass Sixth Form. We are delighted that you have chosen to study with us. We are proud of our inclusive, tolerant school, where students go on to achieve excellent results in both A Level and BTEC qualifications.

This handbook covers some of the main aspects of our Sixth Form. We have the highest standards of progress and conduct. We continue to be very proud of what our students have achieved over the years.

Our students go onto study at top universities, including Cambridge, LSE, UCL and Imperial, as well as top apprenticeships, such as those with the UK Civil Service or in top firms in the City of London.

If you have any questions, please do not hesitate to speak to one of us.

Ms K Rowley-Conwy

Assistant Headteacher

## The Sixth Form Team

Contact email: [sixthform-info@sjcr.net](mailto:sixthform-info@sjcr.net)

Telephone: 020 7790 6712

### **Mrs Hussain**

Deputy Headteacher with responsibility for the Sixth Form



### **Ms Rowley-Conwy**

Assistant Headteacher with responsibility for Year 12



### **Ms Miller**

Assistant Headteacher with responsibility for Year 13



### **Mr Rothon**

Behaviour and Progress Officer for the Sixth Form



### **Mr Shams**

Senior Tutor



**Contents**

Welcome to Sir John Cass Sixth Form.....3

The Sixth Form Team .....4

School Term Dates and Key Dates for Year 12 2018/19.....8

What does the school expect of you? .....9

Timings of the school day .....12

Using the school catering system .....12

How should you keep on top of your work? .....13

What pastoral support is available to you?.....14

Cass Futures.....15

Sending emails to teachers.....16

Opportunities at Sir John Cass Sixth Form.....17

Work Experience.....20

Independent Study Section .....21

    Time Management Skills.....22

        What skills do you need for effective time management? .....22

        ...and finally, a few hints .....25

TED Talk: .....26

**1** Is there something you've always wanted to do, but just ... haven't?

**2** Watch the TED talk by Matt Cutts "Try Something New for 30 Days" and answer these questions:

- a. Why did Matt Cutts decide to try something new for 30 days?
- b. What did Matt Cutts first decide to do for 30 days? How did he feel after that?
- c. What did he do next?
- d. Did Matt try to write a blog or a novel?
- e. What did this experiment teach him?

**3** Watch the TED talk again and fill in the gaps:

A few years ago, I felt like I was \_\_\_\_\_. So I decided to follow in the \_\_\_\_\_ of the great American philosopher, Morgan Spurlock and try something new for 30 days. Think about something you're always wanted to add to your life and try it for the next 30 days.

There's a few things I learned while doing these 30 day \_\_\_\_\_. The first was instead of the months flying by, forgotten the time was much more \_\_\_\_\_. That was part of a challenge I did to take a picture every day for a month. And I remember exactly where I was and what I was doing that day.

I also noticed that as I started to do more and harder 30 day challenges, my \_\_\_\_\_ grew. I went from desk-dwelling computer nerd to the kind of guy who bikes to work for fun.

I would never have been that adventurous before I started my 30 day challenges. I also \_\_\_\_\_ that if you really want something badly enough you can do anything for 30 days. Have you ever wanted to write a novel? Every November, tens of thousands of people try to write their own 50,000 word novel from \_\_\_\_\_ in 30 days. Now is my book next great American novel? No, I wrote it in a month. It's \_\_\_\_\_.

There is nothing wrong with big, crazy challenges. \_\_\_\_\_ there are a ton of fun. But they're less likely to stick. When I \_\_\_\_\_ sugar for 30 days, day 31 looked like this. So here's my question to you. "What are you waiting for?"

I guarantee you the next 30 days are going to pass whether you like it or not. So why not think about something you have always wanted to try and \_\_\_\_\_ for the next 30 days.

.....26

Reading Checklist.....27



## School Term Dates and Key Dates for Year 12 2018/19

### Autumn Term:

Year 12 Induction:	Wednesday 5 <sup>th</sup> September
Year 12 Lessons begin	Thursday 6 <sup>th</sup> September
Half term	22 <sup>nd</sup> – 26 <sup>th</sup> October 2018
Year 12 Mock Exams - Week 1	Monday 17 <sup>th</sup> December – Friday 21 <sup>st</sup> December
Last day of term	Friday 21 <sup>st</sup> December 2018

### Spring Term:

Start of Spring Term	Monday 8 <sup>th</sup> January
Year 12 Mock Exams - Week 2	Monday 8 <sup>th</sup> January- Friday 11 <sup>th</sup> January
Half term	18 <sup>th</sup> -22 <sup>nd</sup> February 2019
Year 12 Parents' Evening	28 <sup>th</sup> February
Last day of term	5 <sup>th</sup> April 2019

### Summer Term:

Start of Summer term	Tuesday 23 <sup>rd</sup> April 2019
Year 12 Mock Exams	Tuesday 23 <sup>rd</sup> April – Friday 3 <sup>rd</sup> May
Bank Holiday Monday	Monday 6 <sup>th</sup> May 2019
Half term	27 <sup>th</sup> – 31 <sup>st</sup> May
Estimated date of Eid –al-Fitr	3 <sup>rd</sup> /4 <sup>th</sup> June
Geography Field Trip	4 <sup>th</sup> July and 5 <sup>th</sup> July
End of Summer Term	Friday 19 <sup>th</sup> July 2019

## What does the school expect of you?

Sir John Cass Sixth Form has very high expectations of all our students. Our Sixth Form students are key role models to all other students in both the school and local community. As such, the school expects you to behave in a way that promotes positive attitudes to learning and behaviour at all times.

Please read the list below carefully.

These expectations are also outlined in the Home-School Agreement, which each student in the Sixth Form must agree to.

### 1. Attendance

There is a proven link between attendance to school and academic achievement. Students are expected to have an average attendance of 96% or above to all lessons, tutorials, assemblies and the Cass Futures programme. A full copy of the attendance policy will be given to you when you enrol, but a summary is below:

- Students must have at least 100% attendance to all lessons, supervised study sessions, morning tutor time, assemblies and Future Success events
- In the event of a student being unwell, the parent/carer of the student should call the student absence number and leave a message stating the student's name and reason for absence by 8.30am. It is not acceptable for a student to call or email themselves.
- Students are expected to make all appointments, medical or otherwise, outside of school time. In the event of this being impossible, the student must provide the school attendance officer with written evidence of the appointment at least 24 hours in advance of it.
- Attendance below 98% will lead to intervention from the Sixth Form team and will affect the student's ability to get their 16-19 Bursary payments

## **2. Punctuality**

Being punctual, or on time, to all classes is a key expectation of Sir John Cass Sixth Form and is an important organisational skill to develop. Being late to lessons is both disruptive and demonstrates a lack of consideration for both the teacher and other students. Students are expected to be on time to all lessons, including morning tutor time, assemblies and PSHE lessons

## **3. Conduct and behaviour**

The expectations of our Sixth Form students are extremely high. Students must:

- Enter the classroom calmly
- Sit where instructed, taking out exercise books/folders, planners and equipment
- Use their planner to record homework
- Remove all outdoor wear and place bags on the floor
- Keep mobile phones or any other electronic equipment off and in bags
- Listen to the teacher and follow instructions the first time of asking
- Pack away in an orderly fashion and wait in silence to be dismissed

The conduct of sixth form students around the school is expected at all times to set a good example to younger members of the school community. Sixth form students should therefore:

- Speak quietly and calmly, both when in the building and when outside school
- Use appropriate language, both to their fellow students and to staff

Students are permitted to leave the site at break and lunch. During this time, and after school, students are expected to continue to maintain the high standards of behaviour that they do during school. This means that during break and lunch, and after school:

- Students are not allowed to smoke, use e-cigarettes or vapes whilst off site for break and lunch.
- Students should not invite students from other schools to meet them outside of school during break and lunch
- Students should speak calmly and quietly, and use appropriate language
- Students should not invite students from other schools to gather with them during break, lunch or after school
- Students are not permitted to park their cars directly outside of school. No student should be gathered by a car at the start of school.
- Students should not gather or stand on the pavements outside the Sixth Form entrance, so that members of the public are not blocked from using the pavement

- Students should, at all times, behave in a way that promotes a positive attitude to learning

**Failure to adhere to these expectations will be taken very seriously by the Sixth Form Team.**

#### **4. Equipment**

Good organisation is very important in ensuring academic success and it is expected that students bring the following equipment, which will be checked on a regular basis, to all of their lessons:

- An appropriate bag for school. This should be large enough to fit an A4 exercise book or folder
- Pencil case
- Planner
- Textbook and folder /exercise book

There are a large number of lockers available for students to use in the Sixth Form site.

Students who wish to have a locker should speak to Mr Rotheron.

#### **5. Independent study**

To succeed at Key Stage 5 it is imperative that all students are completing regular independent study that either helps them to prepare for, or consolidate their learning in class. Students are expected to:

- Complete all work set by class teachers
- Ensure that all independent study is handed in on time to a high standard and is presentable
- Spend their Supervised Study periods productively working in their allocated room
- Use the 'KS5 Independent Learning Resources' to complete additional independent study beyond their regular homework tasks. These are available both electronically in the Student Shared area, and from the VLE in paper form.

## Timings of the school day

Students should arrive at school at 8.30am each day.

The day is then structured as follows:

<b>8.40am- 9.00am</b>	<b>Tutor Time</b>
9.00am- 10.00am	Period 1
10.00am- 11.00am	Period 2
<b>11.00am- 11.20am</b>	<b>Break</b>
11.20am-12.20pm	Period 3
12.20pm- 1.10pm	Period 4
<b>1.10pm- 2.00pm</b>	<b>Lunch</b>
2.00pm- 3.00pm	Period 5
3.00pm- 5.00pm	School open for extension classes, after school activities, and private study

During break and lunch, students can use the Sixth Form Café to purchase food and drinks, and can also use the Quiet Room and East Playground as a space to relax and socialise in. Students are also permitted to go off site during this time, but must, of course, be back in time for lessons.

## Using the school catering system

The school has a cashless catering system.

Students need to set up an account with Parent Pay and have their biometrics registered in order to use this. For those students who are new to use at Sixth Form, and who do not yet have their account matched to their school name, they will still be able to get lunch from the first day onwards. Students will then either confirm they are eligible for Free School Meals, by applying for Free School Meals, or top up their account at a later date to pay for the arrears.

## How should you keep on top of your work?

1. Spend enough time per week completing homework and independent study. As a guide, students who achieve A\*-B grades usually spend at least 10 hours per week, per A Level subject, on independent study and homework. Students who achieve D\*s in BTEC will be spending a similar amount of time working.
2. Make the most of Supervised Study periods.
3. Make sure you have a quiet space to work at home.
4. Get into a weekly routine – e.g. Monday is Maths homework, Tuesday is History, etc
5. Do the tasks you don't want to do early, don't put them off
6. When you are working independently, if you get stuck and need help, move on to the next task. Then speak to your teacher, when they are available, and ask for further guidance.
7. Try not to work whilst listening to music – it is scientifically proven to be distracting
8. Regularly remind yourself to stick to deadlines



## **What pastoral support is available to you?**

There is lots of support available to you to help you with the transition from Year 11 to Year 12. It is important that you ask for help if you feel you are struggling with your workload. Your tutor is your first point of call for help. You can also speak to Ms Rowley-Conwy, Ms Miller, Mr Rothern, and Ms Dean, our school counsellor.

We have lots of ways that we can help you.

### **Your Tutor**

Your Tutor is there to help you. You will meet your tutor every morning between 8.40am-9.00am. Attendance is compulsory.

It is vital that you keep your tutor informed about your extra-curricular activities and community projects; s/he will be writing your employment or higher education reference, so the more information they have about you, the more detailed and personal will be your reference.

### **The Sixth Form team**

The Sixth Form Team are also on hand to help with any questions or queries you may have.

### **Supervised Study**

Supervised Study takes place in the Study Centre or a designated classroom, and is supervised by a member of staff. All students are expected to be in supervised study during periods in which they do not have a lesson. We have a number of course books and other resources for you to use to help you get up to target in your subjects. Supervised Study is a timetabled lesson and a register is taken. Failure to attend will affect your overall attendance.

### **Counselling**

For students who feel they need additional support, and are perhaps struggling with a personal issue, we have counselling support available. Students are referred by their tutor, by Mr Rothern, or by an Assistant Headteacher. Please speak to your tutor for further details.

## Cass Futures

Cass Futures takes place every Tuesday afternoon. Students should meet at 2pm in the hall for our lecture, workshop, trip or activity.

In the Autumn Term, activities will include:

- A lecture from Imperial University on how to write an excellent personal statement for UCAS
- A visit to Goldsmiths University
- Lectures from an academic researcher in the medical field
- A workshop led by Kings College London on applications to top universities
- Visits from high profile careers speakers, including speakers from the World Health Organisation

Students will also get the opportunity to take part in 'Independent Enrichment', where they will visit museums and places of interest in small groups. This is a chance for students to develop their skills.



weekly

to  
UCAS



## **Sending emails to teachers**

Whilst you are in sixth form you may find that you email teachers more than you have been used to. It is important that you write formally and follow the guidelines below.

### **8 Golden Rules to follow**

1. Always start by saying “Dear Ms / Mr ...” , never use “Hi”
2. Make sure that you always use formal language
3. Lay out your email as if it were a formal letter
4. Use appropriate grammar and punctuation
5. Make sure your email is about a piece of homework or classwork, or to ask for a reference
7. If you are ever unsure if you should be sending an email, go and speak to your teacher, rather than email them
8. Sign off your email formally, for example
  - Yours sincerely
  - Regards
  - Many thanks
  - Thank you for your help



## Opportunities at Sir John Cass Sixth Form

Over the next year lots of opportunities will be offered to you by the Sixth Form Team, from formal mentoring programmes organised by universities, to academic enrichment schemes, to workshops and lecture programmes.

Some of the things available to you will be:

### UCL Master classes

Students at Sir John Cass have access to a wide range of opportunities led by UCL, currently ranked in the top 5 universities in the world.



Students can find out more at the following website. Opportunities will be promoted to students throughout the year.

<http://www.ucl.ac.uk/prospective-students/widening-participation/activities>

### Cambridge University Shadowing Days



This is the opportunity to shadow current students at Oxford and Cambridge. Students apply in early September.

<https://www.applytocambridge.com/shadowing/apply/>

### KCL +



This scheme is run by Kings College London, a Russell Group university. Year 12 students at Highbury Fields will be invited to apply in September. The programme is a series of lectures, work experience, mentoring with current students from different disciplines, to help you achieve a place to study at a top university.

## Social Mobility Foundation

This is also a mentoring programme designed to help bright and able students go to university; it also provides you with 3 weeks' of work experience in the summer between Year 12 and 13. Applications will open in December or January of Year 12.

## The Brokerage – Citylink



Sir John Cass School has a strong link with this organisation who organise work experience for our students interested in Investment Banking, Management Consulting and other business and legal careers. The Brokerage also organise apprenticeships for high achieving BTEC and A-level students at top city firms.

## Ernst and Young mentoring scheme

Our students have the opportunity to join this prestigious mentoring scheme, which encompasses visits to Ernst and Young, mentoring, and work experience. In the past, successful students on this programme have even been invited to Buckingham Palace to meet the Royal Family.

## Bridge the Gap Medicine Programme

Sir John Cass is one of only a handful of schools to be part of this bespoke programme, which support students with their medicine applications, visits to medical schools, work experience, and provides them with a guaranteed interview at Queen Mary's University School.

Medical

The scheme is co-ordinated by Ms Samiara Begum.

## Duke of Edinburgh

This very well established qualification, which impressed both employers and universities, is delivered at Sir John Cass by Mr Uddin. Please speak to him for more details.



Our students took part in judging  
young fiction at the world famous  
Hay on Wye Literary festival

## Work Experience

All students at Sir John Cass have the opportunity to complete work experience at least once. This usually takes place in the summer of Year 12.

Students can complete work experience in almost any field they wish, including:

- Medicine
- Law
- Journalism
- Design and architecture
- International Development
- Management Consulting
- Banking
- Teaching
- Business management

Placements have included high profile firms such as Ernst and Young, the UK Civil Service, Linklaters, the NHS, and many more.



## Independent Study Section

This section has some different activities for you to do in your Supervised Study sessions. Your teachers will set you work, of course, but the activities below will help you structure your time and use it carefully. You should always be doing something related to studying during Supervised Study.

During Supervised Study, you are expected to work in silence. You may be asked to sit in a particular place.

The activities that are acceptable during Supervised Study are:

- Completing homework
- Note taking from a course textbook
- Reading key texts (e.g. for English A Level)
- Doing extended reading
- Completing tasks from the 'KS5 Independence Resources'
- Listening to academic podcasts
- Watching academic TED talks
- Completing 'MOOCs' (Massive Online Open Courses)

The activities that are not acceptable are:

- Playing any games online
- Watching videos online, with the exception of Ted Talks. If you need to watch a video for your subject homework, you should speak to the member of staff who is supervising your study session to ask permission.
- Using social media online
- Listening to music online

If the member of staff who is supervising your study decides that your activity is not appropriate, you will need to change the activity you are completing.

## Time Management Skills

Read the following article and complete the activities below.

### “Managing time in the Sixth Form”

Source: CIFE, the Sixth Form Experts (2018)

**Summary: An article about managing time in the sixth form, with plenty of advice on how to fit everything in**

I’ve yet to meet the student who reaches the end of his or her A Level course and says “I wish I’d done less work” and I’ve met plenty who wish they’d worked harder. **So what are the secrets of managing to do enough work?** After all, every student gets given the same amount of time each week and no-one’s 168 hours are longer or shorter than anyone else’s.

Learning in the sixth-form is very different from learning at GCSE, where every lesson of the week was filled, and where your homework obligations were in bite-sized and neatly time-packaged portions. One of the challenges at A Level, and one of its most important learning opportunities, is coping with the amount of unstructured time in a sixth-form timetable.

In the sixth-form you probably have fewer than 20 hours of lessons per week. That’s perhaps only 2/3 of the time that you spent in class for GCSE. However, you’ll rapidly find that you’ve rather more work to do overall than in Year 11. That’s because the balance has shifted towards private study. Your class lessons take you through new material, introduce you to skills and provide you with feedback on the work you produce, but **the real learning happens in the work you do on your own.**

Not only will you be expected to do more on your own, but you are also expected to organise yourself, rather than just go with the flow. And to cap it all, the work will be more complex, and take longer than anything you’ve had to do before.

Sometimes it will seem impossible to fit in everything, and this can lead to stress, failure to achieve your goals and ultimately regret when you look back at missed opportunities or missed grades and missed university places. **Let’s consider what to do about it.**

### What skills do you need for effective time management?

Key sixth-form time management skills include setting clear goals, breaking large tasks down into discrete smaller stages, and reviewing progress towards your goals, prioritising urgent and important tasks, organising your schedule, keeping reminder lists, sticking at your task and avoiding procrastination. Obvious? Perhaps, but not easy to put into practice.

**Whatever your personality and whatever the task, here are time-management strategies that work:**

## 1. Make a “to do” list

You must get used to keeping a list of the things you have to do: the one thing you can't do reliably is remember everything. How to do this? I'm a big fan of both paper and technology. They both have their place for me, but choose whatever works for you. Some of the best organised people I know carry a small notepad throughout their working day and note down everything – as my Uncle Joe used to say "bad handwriting beats even a good memory *every time!*". However you record it, your list will mean you

- focus your mind on important objectives
- won't forget
- can order your thoughts
- can decide on priorities: the most important and the most urgent
- are less likely to become side-tracked
- will feel more in control
- get the reward of seeing progress as you complete things on the list
- and always know what needs working on

## 2. Break tasks down into smaller steps

This is a key skill for the more tricky challenges found at A Level. When assignments are longer and more complex - even if it's just a lengthy set of maths problems that will take a few days to complete - it's worth breaking the task down into components so that you can accomplish them one step at a time.

- Write these steps down. Things that don't get written down probably don't get done either. Remember the advantages of a list.
- be as specific as you can - so not “do 45 minutes maths”, but “attempt all the questions in section A”
- be realistic – you'll get better with practice at knowing whether 45 minutes will be enough for all of section A in the above example
- Try to complete one task before you go on to the next – it's great for your morale to tick off something on the list
- Reward yourself for achieving these goals to maintain your enthusiasm – but remember that a small amount of “time off” is a big reward! Two hours off for ten minutes successful work is not the idea!

## 3. Prioritise

To be effective, you need to decide what tasks are urgent and important and to focus on these. In other words, prioritise them. To avoid the natural tendency to concentrate on the simple, easy tasks and to allow too many interruptions to your work, do the following:

- list the tasks in order of priority
- devote most time to the most important tasks

- highlight important tasks
- start important tasks well before the deadline
- don't be fooled by the urgent – urgent things are not always the most important. Ask what happens if you don't do the urgent job, but do one of the important ones instead.

## 4. Organise your time

Recognise where time might be being wasted. We are all creatures of habit, so it is a real advantage to develop a regular work routine. A tidy work space helps you work efficiently - it's hard to work effectively if you keep losing things under a pile of paper. I have taught one or two supremely effective poorly-organised students, but most poorly-organised students do badly and most well-organised ones succeed. Play the averages - be well-organised.

Scheduling your prioritised tasks will help you meet deadlines in good time. It's hopeless to leave things until the last minute. If you have a difficult essay to write, start by drafting an outline - this will break the ice. A really useful way to track how you actually use your time is to record what you do on an electronic calendar. This is so easy – make sure you account for how you spend each half hour and you'll rapidly see where time goes. It's brilliant for scheduling your work too as you realise that you mustn't delete tasks you haven't done, but need to decide where else they will fit in the week. Your calendar won't let you pretend that the week has somehow got more hours in it!

## 5. Just get started!

Putting things off is a very bad idea. We all know that delay generally makes things worse, but most of us are guilty of putting off an awkward task. You shouldn't beat yourself up about not feeling like getting started, but you should nevertheless just get started anyway!

**Making a start is itself a psychologically rewarding thing to do** and that makes it easier to do some more (this is quite a long article, but it seemed shorter once I'd started writing it!). It's also why it helps to break things down into smaller steps, as each successfully achieved step gives us a boost and encourages us to continue. A task put off can become an increasing source of dread, making it hard to focus and leaving you at the risk of attempting it when there's not enough time left.

## 6. Persevere

Inevitably, things will not always run smoothly but when things are not working out, you need to **persevere and learn how to take a positive attitude towards frustration and failure**. If something goes wrong, it's really important to ask yourself 'why did that happen?' If the fault was yours, own up to it, and next time you'll probably get it right.

Mistakes are a crucial part of learning and each is a lesson leading you towards the right solution. Fear of making mistakes is a major handicap to taking effective action. It is said that the people who have achieved the most have made the most mistakes!

### ...and finally, a few hints

**How much time is needed to do something useful?** Actually, even 5 minutes is enough – revise some definitions, or an equation, learn a few words of vocabulary, learn a quotation. Don't waste time.

**What about using travel time?** Time on the bus or train is always long enough to be useful. Even if you are standing up, have your revision card with equations or vocabulary or quotations. You might not be able to write standing up, but you can certainly read.

**Help each other** - boost your efforts on all the points in this article by working with a study-buddy. Motivate each other to plan time and help by revising and testing each other.

**Learn from someone who's good at using time.** I call this "slipstreaming" – just tuck in behind someone who is good at planning their time and copy them! When they go off to study, go too. If they are already in the library, go too.

### Tasks

**What are the 5 top tips you have learnt from this article?**

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**What are two things you will now do differently in terms of your time management?**

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## TED Talk:

Watch the talk below and complete the activities

TED TALK: Matt Cutts: Try Something New for 30 Days.

[https://www.ted.com/talks/matt\\_cutts\\_try\\_something\\_new\\_for\\_30\\_days](https://www.ted.com/talks/matt_cutts_try_something_new_for_30_days)

Ideas worth spreading

**1** Is there something you've always wanted to do, but just ... haven't?

**2** Watch the TED talk by Matt Cutts "Try Something New for 30 Days" and answer these questions:

- Why did Matt Cutts decide to try something new for 30 days?
- What did Matt Cutts first decide to do for 30 days? How did he feel after that?
- What did he do next?
- Did Matt try to write a blog or a novel?
- What did this experiment teach him?

**3** Watch the TED talk again and fill in the gaps:

A few years ago, I felt like I was \_\_\_\_\_. So I decided to follow in the \_\_\_\_\_ of the great American philosopher, Morgan Spurlock and try something new for 30 days. Think about something you're always wanted to add to your life and try it for the next 30 days.

There's a few things I learned while doing these 30 day \_\_\_\_\_. The first was instead of the months flying by, forgotten the time was much more \_\_\_\_\_. That was part of a challenge I did to take a picture every day for a month. And I remember exactly where I was and what I was doing that day.

I also noticed that as I started to do more and harder 30 day challenges, my \_\_\_\_\_ grew. I went from desk-dwelling computer nerd to the kind of guy who bikes to work for fun.

I would never have been that adventurous before I started my 30 day challenges. I also \_\_\_\_\_ that if you really want something badly enough you can do anything for 30 days. Have you ever wanted to write a novel? Every November, tens of thousands of people try to write their own 50,000 word novel from \_\_\_\_\_ in 30 days. Now is my book next great American novel? No, I wrote it in a month. It's \_\_\_\_\_.

There is nothing wrong with big, crazy challenges. \_\_\_\_\_ there are a ton of fun. But they're less likely to stick. When I \_\_\_\_\_ sugar for 30 days, day 31 looked like this. So here's my question to you. "What are you waiting for?"

I guarantee you the next 30 days are going to pass whether you like it or not. So why not think about something you have always wanted to try and \_\_\_\_\_ for the next 30 days.

## Reading Checklist

You should spend some of your Supervised Study Time reading, listening or working on the documents below. Find things that are of interest to you. There is a log provided at the end of this booklet so that you can show that

### Staircase 12

[www.staircase12.org](http://www.staircase12.org)

- A website put together by University College, Oxford
- Contains interviews and book reviews from current students

### Radio 4

- Excellent range of archive material. There are a range of podcasts, in almost every subject, to listen to.
- Recommended podcasts are:
  - Week in Westminster
  - Thinking Allowed
  - A History of the World
  - In Our Time

### TED

- Watch talks from experts from a variety of fields. These are a great way to develop your thinking.

### MOOCs – Massive Open Online Courses

These are online courses provide videos, reading lists and activities – you often don't need to formally complete the course.

- FutureLearn – [www.futurelearn.com](http://www.futurelearn.com)
- EdX – [www.edx.org](http://www.edx.org)
- Coursera – [www.coursera.org](http://www.coursera.org)

### Current Affairs

- Copies of quality papers are provided in the Sixth Form Library
- Some online versions are free
- Read more than one to develop your critical skills
- Other suggested publications to read are:
  - The Economist
  - The New Statesman
  - The Spectator
  - The New Scientist
  - Psychology Today

### Independent Study Log

<b>Date:</b>	<b>What did you read / watch / listen to?</b>	<b>What did you learn from it? Write down 3 key points.</b>

