



# Stepney All Saints

## Sixth Form

# Year 12 Handbook

*We will achieve excellence and inspire generations.*

**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 Stepney All Saints 6<sup>th</sup> Form**

Dear Student

Welcome to Stepney All Saints 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@stepneyallsaints.school

**Telephone:** 020 7790 6712

### **Mr N O'Brien and Mr B Siaw**

Deputy Headteachers

### **Ms K Rowley-Conwy**

Assistant Headteacher

### **Ms R Yasmin**

Head of Year 12

### **Mr C Rothern**

Behaviour and Progress Officer (BPO) for the Sixth Form

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## School Term Dates and Key Dates for Year 12 - 2020 - 21

### Autumn Term:

Year 12 Induction:	Thursday 3 <sup>rd</sup> September
Year 12 Lessons begin	Monday 7 <sup>th</sup> September
Half term	26 <sup>th</sup> – 30 <sup>th</sup> October 2020
Last day of term	Friday 18 <sup>th</sup> December 2020

### Spring Term:

Start of Spring Term	Monday 5 <sup>th</sup> January 2021 (ARD)
Year 12 Mock Exams	TBC
Half term	15 <sup>th</sup> - 19 <sup>th</sup> February 2021
<b>Year 12 Parents' Evening</b>	<b>Wednesday 24<sup>th</sup> March 2021</b>
Last day of term	Friday 26 <sup>th</sup> March 2021

### Summer Term:

Start of Summer term	Monday 12 <sup>th</sup> April 2021
Estimated date of Eid –al-Fitr	Wed 12 <sup>th</sup> /Thurs 13 <sup>th</sup> May 2021
Half term	31 <sup>st</sup> May – 4 <sup>th</sup> June 2021
Year 12 Mock Exams	Monday 21 <sup>st</sup> June – Friday 2 <sup>nd</sup> July 2021
Geography Field Trip	Friday 2 <sup>nd</sup> July 2021
End of Summer Term	16 <sup>th</sup> July 2021

## What does the school expect of you?

Stepney All Saints 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 All Saints 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, any supervised study sessions including All Saints Futures, afternoon 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 96% 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 Stepney All Saints 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
- 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 front 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 Rothern.

#### **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 any 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 to school between 8:50am – 9am each day.

The day is then structured as follows:

9:00am - 10:00am                      Period 1

10:00am - 11:00am                    Period 2

**11:00am - 11:20am                    Break**

11:20am - 12:20pm                    Period 3

12:20pm - 1:20pm                     Period 4

**1:20pm - 1:50pm                     Lunch**

1:50pm - 2:50pm                     Period 5

**2:50pm – 3:10pm                    Tutor Time (except for Wednesdays)**

3:10pm – 5:00pm                      School open for extension classes, after school activities, and private study

During lunch, students can use the Sixth Form Café to purchase food and drinks. Students are also permitted to go off site during this time, but must, of course, be back in time for lessons. Students should **not** bring in hot food from outside to eat in school.

## 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 Yasmin, Mr Rotheron, and Ms Dean, our school counsellor.

### **Your Tutor**

Your Tutor is there to help you. You will meet your tutor every afternoon between 2:50pm – 3:10pm Monday, Tuesday, Thursday and Friday. 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 – Level 2**

Supervised Study takes place in the Study Centre or a designated classroom (S12), and is supervised by a member of staff (Mr T Islam). Level 2 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, Ms Yasmin, Mr Rothern, or by an Assistant Headteacher. Please speak to your tutor for further details.

## All Saints Futures - The Enrichment Programme for Year 12

The All Saints Futures programme takes place every Wednesday afternoon (P5), starting from the 9<sup>th</sup> September. This year, the ASF sessions will be held virtually and so you will be able to enjoy the lecture, workshop or activity from the comfort of your own homes. Details of each week's activity or choice of activities are posted on the noticeboard, via Google Classroom and sent out via text.



Previous activities have included the following:

- A lecture from Kings College London on how to write an excellent personal statement for UCAS
- A visit to Goldsmiths University
- Lectures from a number of academics, including 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 virtually. This is a chance for students to develop their skills.

**It is an expectation that all students attend these sessions each week.**



## **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.

An email to a teacher is not a text message and should be written formally.

### **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



## Financial Support

### Free School Meals

In order to be entitled to statutory free school meals you or your parents must be in receipt of one of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999

The Guaranteed element of State Pension Credit

Child Tax Credit, provided that you are not entitled to Working Tax Credit and have an annual income of £16,190 or less.

### Tower Hamlets Educational Maintenance Allowance

The Tower Hamlets Educational Maintenance Allowance (THEMA), previously known as the Mayor's Education Award (MEA), is designed to help students stay in further education after their GCSEs.

With the THEMA, you could receive £400 a year to help towards the costs of studying, for example, whether you need books, a travel card or money to pay for field trips.

If you are attending all your lessons, you will be paid two instalments of £200 (the first payments will be issued between February to March 2015 and the second payments will be issued between April to May 2015) and because it is a grant, you don't need to pay any of it back.

In order to be eligible for the THEMA you need to:

- be 16 to 19 years old
- have been living in Tower Hamlets for at least three years
- be attending school or college come from a family with a household income of less than around £20,817
- apply for an award as soon as possible - an application must be received within three months from your date of enrolment

## **16-19 Bursary**

The 16 to 19 Bursary Fund supports the most financially disadvantaged 16 to 19 year-olds and those young people who most need help with the costs of staying in education.

Students who meet the criteria could receive up to £1200.

Payments are made after you have attended a term of sixth form, demonstrating your commitment to your course.

Application forms will be available at the Sixth Form College Reception from 1<sup>st</sup> October.

Completed forms need to be returned, with recent evidence attached, to the 6<sup>th</sup> Form reception (Mr T Hussain) no later than **31<sup>st</sup> October**.

**For further information, please speak to Mr Rothern.**

## Opportunities at Stepney All Saints 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 Masterclasses

Students at Stepney All Saints 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



Stepney All Saints 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

Stepney All Saints 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 Medical School.

The scheme is co-ordinated by Ms Samiara Begum.

## Duke of Edinburgh Award

This very well established qualification, which impressed both employers and universities, is delivered at Stepney All Saints by Mr Fayaz Uddin. Please speak to him for more details.



## Work Experience

All students at Stepney All Saints 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'. These are on the student shared area.
- Listening to academic podcasts
- Watching academic TED talks
- Completing 'MOOCs' (Massive Online Open Courses) . [www.futurelearn.co.uk](http://www.futurelearn.co.uk) has lots of these- for free

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.

## Guardian Article

### Read and reflect on

- why people get up so early
- Whether it is healthy to get up to early
- If you could also get up at 5.30am

### Sleep

## The secret lives of extreme larks: what do people who rise at 4am do with their mornings?

Getting up before dawn is more common than you might think, and can be great for exercise, self-improvement and wildlife watching

### Emine Saner

@eminesaner

Wed 14 Aug 2019 16.07 BST Last modified on Wed 14 Aug 2019 18.10 BST



Photograph: White Packert/Getty Images. Posed by model

A new study suggests that extreme early risers – people who are willingly up by 5.30am – may not just be restricted to a handful of tech CEOs and your annoying cat. Around one in 300 people tracked over nearly 10 years had naturally early awake times, which may not sound that common, but is perhaps unthinkable for anyone who struggles to wake up at 8am.

One of the authors, Louis Ptáček, a professor of neurology at the University of California San Francisco, has been interested in extreme early risers for 20 years, after meeting a woman who would wake at 1 or 2am. He said that it made her miserable and lonely. “She grew depressed,” reports [the Atlantic](#). “Sometimes, she would vacuum at 4am just to fill the time.”

For others, those early hours are cherished, filled with self-improving activities such as exercise and meditation. The schedule of the actor [Mark Wahlberg](#) created much excitement online last year; he

claims to rise at 2.30am to pray, then exercise. In an interview earlier this year the singer [Belinda Carlisle](#) revealed herself to be an “extreme lark”: “I get up at 4am, have a coffee, then put on my Audible app and listen to a great spiritual teacher.”

At the 24-hour PureGym chain, says CEO Humphrey Cobbold: “We’ll get 50 to 60 people in between about 2am and 6am.” Some will be shift workers, not necessarily natural early birds, but many will have arranged an earlier start to their day which means they can leave work earlier. “They’re typically people who work in busy offices. They work out, grab a breakfast and are at their desk by 7am. People organise their days around that sort of schedule if it suits them.”

Anything past 6am “is a lie-in”, says Erica Wolfe-Murray, a business consultant and author of Simple Tips Smart Ideas. She wakes around 4.45am. “I can get so much done, I have huge clarity of thought and my book was largely written in bed from 4.30am,” she says. “I’d do two hours’ writing, then get up and go to circuit training, or in summer go for a walk.”

For Amir Khan, a GP who also appears on the Channel 5 show GPs: Behind Closed Doors, his day begins at 4.50am. He does a six- to nine-mile run, enjoying the peace of no traffic and few other people. Instead, he looks out for wildlife. “If it’s later in the year, I’ll see foxes and owls. At this time of year I see rabbits and deer, hedgehogs and badgers. It’s a lovely time of the day and it feels like it’s all yours – it’s special.”

## Health & wellbeing

### Five ways to have a healthier lunchtime

Choose your food carefully, don’t eat at your desk – and try for a quick burst of exercise

Read the following article and reflect:

- How healthy is your usual lunchtime?
- Could you include more exercise in your day?
- Do you eat whilst revising or doing work? What would be a more healthy and mindful way to eat lunch?

### [Emine Saner](#)

[@eminesaner](#)

Sun 18 Aug 2019 14.00 BST



Get away from your office and eat your lunch outside if you can. Photograph: kali9/Getty Images

## **Make your own lunch**

It is cheaper and you know what is in it. Healthy leftovers from the night before, bulked up with extra vegetables or a salad, can be a good option, says Gillian Killiner, a dietitian and spokeswoman for the [British Dietetic Association](#). Shop-bought convenience food “should be the last resort”, she says. “It can be laden with pro-inflammatory ingredients, especially cheap vegetable oils and fillers, which do not provide long-acting energy, so leave you hungry and unsatisfied.”

## **Don’t eat at your desk**

Enjoy your food somewhere peaceful, if possible, perhaps outdoors. If you eat at your desk, you will probably carry on working rather than focusing on your food, which could lead to weight gain. “The receptor from the gut to brain will not work optimally and leaves you feeling unsatisfied and reaching for more without realising what you have already consumed,” says Killiner. Sitting hunched over, eating mindlessly without chewing well can also cause or exacerbate gastrointestinal issues.

## **Maximise your workout**

An hour (if you are lucky) may not sound long enough to travel, change, workout, shower, eat and be back at your desk, but it is possible to exercise at lunchtime. Hollie Grant, a personal trainer and the founder of [Pilates PT](#), says high-intensity interval training (HIIT) is “the quickest way to get fit in the shortest amount of time. It’s short bursts of hard work; you can easily do a HIIT workout in 20 minutes.” You don’t need a gym – you can turn a run into a HIIT workout by alternating 30-second sprints with 30 seconds of jogging or walking. You could do the same on a bike, or in a pool. Just remember to warm up and cool down – and to eat afterwards, not before, says Grant.

## **Drink mindfully**

It is best to drink water often and in small amounts, says Killiner. “Too much liquid at meals can cause some people to have acid reflux, which can cause pain and bloating.” About 250ml of water should be enough with a meal, but Killiner suggests drinking 500ml about 30 minutes before lunch. “It assists with reducing hunger, allowing more control in selecting healthier options when meals come round.”

## **Avoid the post-lunch slump**

That feeling of wanting a nap – or a chocolate bar – shortly after lunch can be staved off with better food choices. The slump can be made worse with carb-heavy meals, such as lots of bread, pasta or potatoes. Killiner

recommends instead “eating nutritious choices such as white or oily fish and seafood, brown rice, oat cakes, quinoa and a variety of colourful vegetables. Sprinkle with some seeds or nuts.”

## 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>

