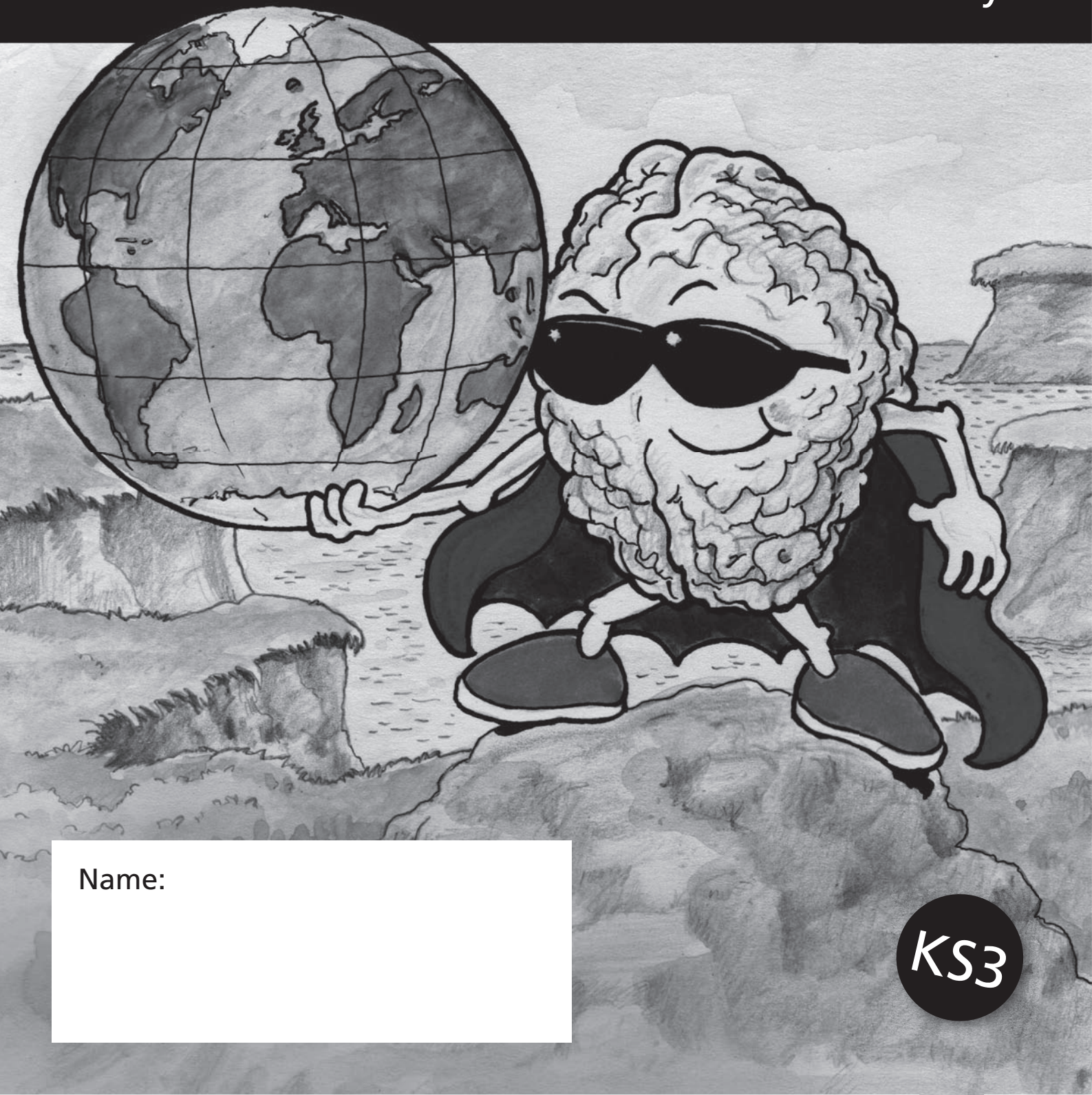


The Competency Curriculum Toolkit

Workbook

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IT'S THE BRAIN BUSTER!



PLTS objective: To understand the power and flexibility of the brain and how it can be developed using the competences.



GET EXCITED!

Consider this headline: 'Scientists discover that the brain has amazing undiscovered powers'. What could they be?

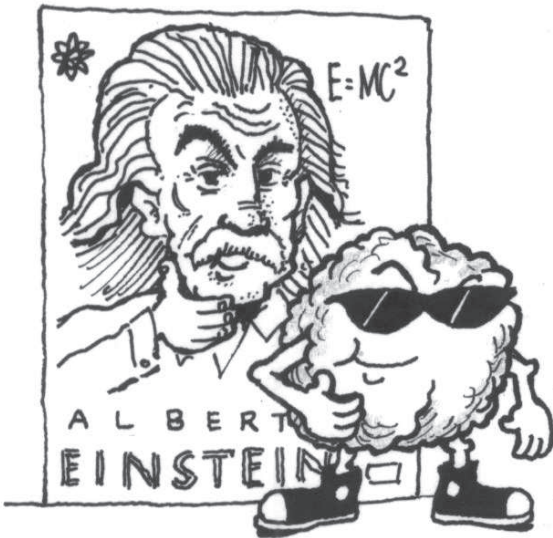
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FACTS

Your brain has 100 billion neurons (brain cells).

You learn by making connections between neurons.

Your brain is more powerful than a computer the size of Wembley Stadium.

MAIN ACTIVITY

What undiscovered powers could your brain have?

.....

.....

What brain power would help you with learning?

.....

.....

PROJECT 1 - BRAIN BREAKTHROUGH

IT'S THE BRAIN BUSTER!...

- CONTINUED



PLTS objective: To understand the power and flexibility of the brain and how it can be developed using the competences.

Growing your competences (a cluster of skills and abilities) will help you be a successful learner. What skills and abilities would you like to develop to make you a great learner?

.....

.....



| Competence | Impact | Saying |
|--|-----------------|------------------|
| Self-discipline Listening Optimism | Get things done | No pain, no gain |

Look at the PLTS and decide how good you are at each of these.

Think of a famous person that might be a top scorer for each of the PLTS.

.....

Create a PLTS card for your bedside table. Use the sayings and create cartoon pictures to help you remember the PLTS.

PROJECT 1 - BRAIN BREAKTHROUGH

MULTIPLE INTELLIGENCES - THERE ARE LOTS OF WAYS TO BE CLEVER! - CONTINUED



PLTS objective: Develop self-awareness about how learning works for you.

Nature smart

If you are nature smart then you are aware and interested in plants and animals, and the environment. You may love being outdoors and care about the environment around you. You may be very aware of animal rights issues and hope to have a career in an outdoor environment.

How do I rate myself?

1 (*rubbish*) _____ 10 (*brilliant*)

Explain how/why you decided:

.....
.....



TASK 2

Think of a time when you used each intelligence. Do you use some more than others? Write down which you have used and when.

.....
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.....

HOW DID I DO?

In groups create a school visit that uses *all* the intelligences. Write your schedule for the day.

.....
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.....
.....

PROJECT 1 - BRAIN BREAKTHROUGH EMOTIONAL INTELLIGENCE (1) - TAKE CONTROL OF YOUR MOODS!



PLTS objective: To take control of your thinking and create positive outcomes.

GET EXCITED!

What mood are you in? What puts you in a good/bad mood? Circle on this scale where you think you are:

Despairing ... depressed ... a bit down ... OK ... quite good ... good ... very good ... ecstatic

Explain to your neighbour how you know and why you feel like this.

MAIN ACTIVITY

The mood you are in can change the outcome of events—if you can control your moods then you can control your life. What puts you in a bad mood or a good mood? Make a list with two columns.

Your facial expression and your posture are very influenced by your mood. How can you tell what mood someone is in? Fill in this chart to show how body language is affected by mood.

| Mood | Signs |
|---------|------------------------------------|
| Happy | Smiling, sitting up, active, alert |
| Angry | |
| Sad | |
| Anxious | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |

WHAT IS FAIR?



PLTS objective: Generating ideas, evaluating actions, research and questioning.



GET EXCITED!

What do we mean by *fair trade*? 'Fair is foul and foul is fair' was chanted by the witches in *Macbeth*. What do you think it means? What do we mean by *fair*? Fair play ... Fair dos ... Fair enough ... Can you think of any other expressions that include *fair*?

MAIN ACTIVITY

1. Working in pairs, use a tick or cross to respond to these statements:

- It's not fair to steal.
- If I hit you, it's fair for you to hit me.
- I forgot my homework so it was fair that I had to stand in the corner for the rest of the lesson.
- It was fair that the whole class got a detention because we were noisy.
- If people bomb us, so it's only fair that we bomb them.
- I helped at home with the washing up so it's only fair that I get some new trainers.
- If I lived in a country where I was poor because I couldn't get a job, it would be fair for me to be able to come to a country where I could earn some money.
- These statements are very fair.

WHAT IS FAIR? - CONTINUED



PLTS objective: Generating ideas, evaluating actions, research and questioning.



2. Now write lots of definitions of *fair*.

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Finish these sentences:

i. It's rained all summer so it's fair that

.....

ii. I eat healthy food so it is not fair that

.....

iii. I try to be kind to my sister but it's so unfair that she

.....

Make up three more.

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