

ESIP @ Forest



Our Journey

The Emerging Scholars of 2011/12

Our Deepest Fear

"Our deepest fear is not that we are inadequate.

Our deepest fear is that we are powerful beyond measure.

It is our light, not our darkness that most frightens us.

We ask ourselves, Who am I to be brilliant, gorgeous,
talented, fabulous?

Actually, who are you not to be?

Your playing small does not serve the world.

There is nothing enlightened about shrinking so that other
people won't feel insecure around you.

We are all meant to shine, as children do.

It's not just in some of us; it's in everyone.

And as we let our own light shine, we unconsciously give
other people permission to do the same.

As we are liberated from our own fear, our presence
automatically liberates others."

(c) Marianne Williamson

Session One: Ways of Seeing

"Today has made me think more deeply and especially about the connection between art and poetry."

As part of Induction we learned about our 'inner hedgehogs', ESIP as 'game space' and how to develop robust aspirations, a few additional learning skills and the role of resilience in success.



The main part of the day was the "Ways of Seeing Workshop" – challenging perspectives, seeing deeply and seeing differently. How are poetry and painting linked? What are our perspectives based on what we see? What is the point of a poem? What is the point of a painting? How do you read either?

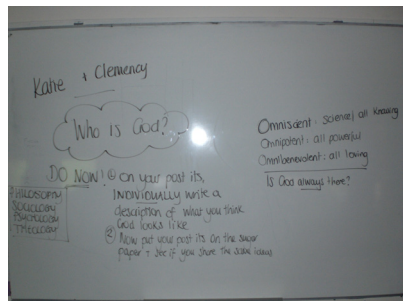
"I'm overconfident. I'm good at listening to myself but today I've learned to hear other people's opinions and to be able to listen to other people."



TRY – What is your inner hedgehog? What are you passionate about, brilliant at and could earn a living from?

Session Two: Philosophy and Critical Thinking

"This session was most influential on me. I challenged my own beliefs and assumptions and had the opportunity to speak about how I really thought. I learned ways to stop confusing myself whilst talking about these things. I delved into my core and found it intriguing how others truly thought. It has made me more confident in my own ideas."

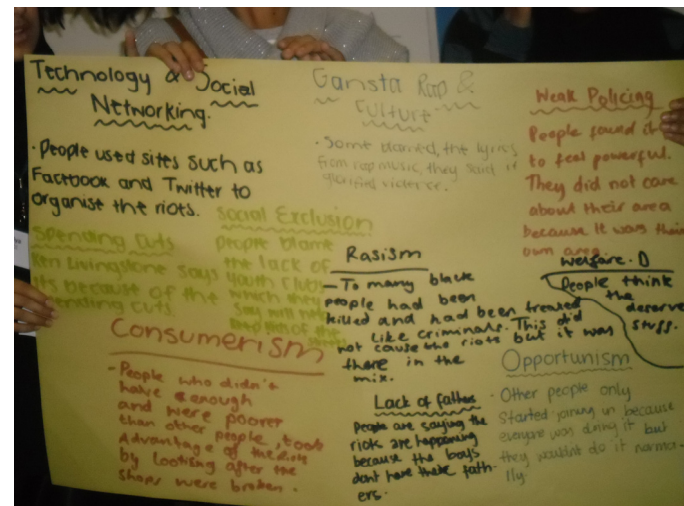


"Where was God in the riots?" We looked at the reasons for the August 2011 riots from a philosophical viewpoint and started to produce guidelines for how the government might prevent future riots from happening. We assessed the role of religion in politics and

looked at why and how people believe in God.

"The girls are clearly stretching outside their comfort zone and are developing increased confidence and skills. It was great to see them change their minds and delve further and deeper into subjects, challenging their own views and respecting others views."

"This was my favourite lesson because I was talking more. I am less reluctant to answer questions at school and have become more sociable."



"I debated 'this house believes that religion has no place in politics', and was on the opposition. I was able to put my point across in the debating activity even though I disagreed with it. I also felt that I was free to discuss my opinions in a religious discussion."

Session Three: Art in the Environment (and Aspirations)

"I've learnt how to work as a team and how to put my ideas across so everyone knows what I want to say rather than keeping quiet."

Today was about developing our understanding of how Art can impact on others and its surroundings. We looked at artists who work in the environment, sketched designs and made a sculpture out of willow to be 'installed' in the grounds of the school.

"The art session has made me open my creative mind to see the wide range of ideas I had to look out for. My time here is making me realise there is more to life than staying 'inside the box'."



As part of the Aspirations session we listened to inspirational talks from Sasha (a genetic counsellor) and Mamta (an IT project manager from LoveFilm). Sasha used 'luggage tags' to describe the step by step journey of life and career and discussed the importance of following your passion even when things don't go to plan and barriers get in the way.



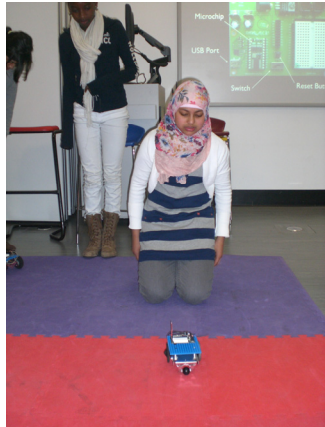
"I need to plan ahead and think first before deciding on something."

Session Four: Robotics at Imperial College

"I learnt that if it doesn't work try, try again! I also learnt that life is much easier if you work as a team. I achieved more leadership and team skills which will make a difference when I work in school and work within a team."



Thirty of our Emerging Scholars headed to South Kensington and one of the elite universities in Europe for a Robotics and Engineering workshop and a competition for the best team of Emerging Scholars.



Working as a team to complete a variety of engineering based challenges, we learned basic programming techniques, worked

alongside undergraduate students to learn about university life, discovered how scientific methods and processes can be used in the real world, learned about what robots are and experienced practical problem solving.



"I learnt to improve my team building skills and hopefully I will use it in the future for not only mind boggling things but friendship problems as well."

"This session made me enjoy science and maths more at school and I have become more enthusiastic."

Session Five: Languages and Linguistics

"This session helped me realise the languages are really fun and useful to learn. At first I thought learning languages at school was a burden but actually it is enjoyable."

Where does language come from? Why does Harry Potter matter to medical students?

Today we learned some Swedish words and how to predict the right word endings through patterns. We learned Greek and Latin including the roots of many of our English words and the relevance of Harry Potter spells. Our final competition was to create our own codes for others to break. This taught us new strategies and problem solving.



"I liked this session because I enjoy finding patterns in words and using the patterns helped me understand the work. I will use the idea of finding patterns at school to help me learn better."



"This session allowed me to work with people in different ways."

TRY – Can you break our codes?

Session Six: Debating

"I achieved confidence, debating skills and how to turn down people politely! I feel proud and relieved at the same time. I have also learned to think on the spot which is very useful."



In this session we had an introduction to British Parliamentary (BP) style debate including how to structure a speech (PEEL), rebuttal and points of information. We played games and did some exercises (balloon debate, alley debate) to try out these new concepts for ourselves.

We considered two motions: "Should alcohol be allowed to be drunk on TV" and "Legalising Euthanasia". All of us got involved in

the debate and to push ourselves further we argued the case for points we didn't necessarily agree with. You will see the results on stage later today...

"Today made a big difference. I was able to push myself and do something I would not normally do – speaking out loud to something I feel is right."

"I now know how to debate in a sophisticated and interesting way. This will help me for future arguments."

Game 3: the great balloon debate

There are 5 people in a hot air balloon when tragedy strikes. The balloon is going down quickly and the only way to avoid a crash is to throw someone out.



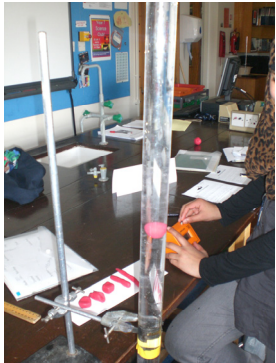
"I feel that debating has increased my vocal confidence and has allowed me to control my argument. I feel that it's also made me sharper."

"All the ESIP sessions I have experienced so far have made me the person I am today. I am more aware of the people around me and also the environment. I am a much more confident student who puts everything I have learned into daily life and school."

TRY – How would you argue your case so you should not be thrown out of the hot air balloon?

Session Seven: Aerodynamics and Streamlining

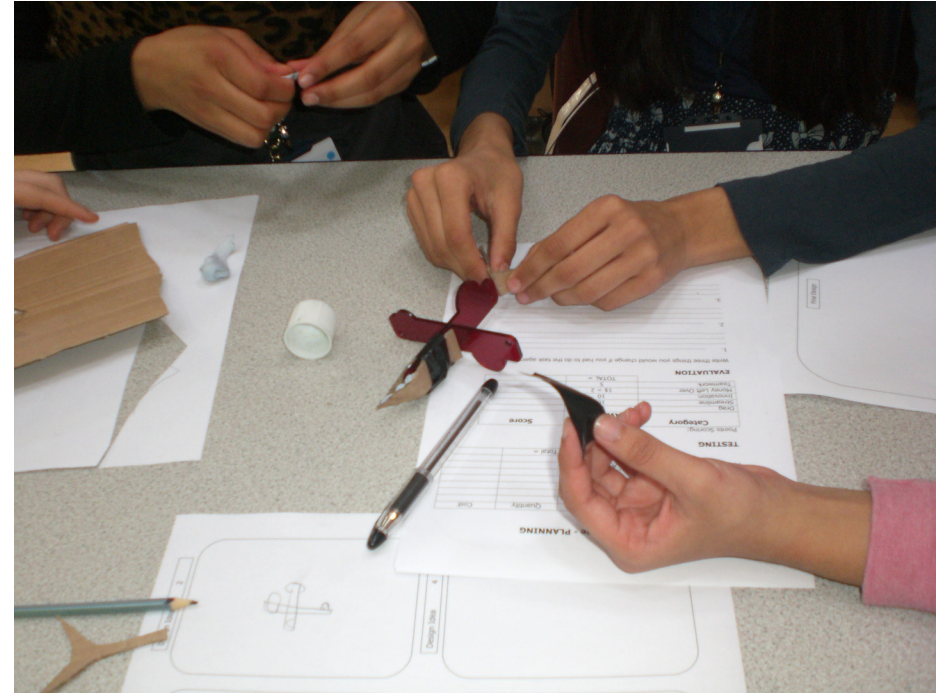
"If I don't understand something I should ask someone until I get it."



This session was spent looking at turbulence and laminar flow. We experimented with water and plasticine as to how different shapes fall – an introduction to streamlining.

We were set a challenge (working in teams of four) to develop ideas and skills and create aerodynamic shapes which they were able to test in a wind tunnel as a competition. The challenge also involved

budgeting (buying materials), design, planning, working collaboratively as a team, building the product with materials (cardboard, tape, glue, paper), testing in the wind tunnel and giving a presentation.



"I am going to be more conscientious when doing science experiments."

TRY - Take a look at our wind tunnel and see what shapes you think would be the most aerodynamic...

TRY – What plasticine shapes will travel down the water tube most quickly (or most slowly)?

Session Eight: Crafty Listening

"I was able to start planning my positive antidote on making the society I live in a better place."



Michael Mallows came to visit to talk about Crafty Listening. We learned how we make meaning in the world, how we delete/distort/generalise when we speak and listen and the impact this has on how we experience events.

We heard how our belief in our capability makes us more likely to move towards something, the drama triangle (and the roles of victim, rescuer and persecutor), the nature and use of System 1 and System 2 thinking, using VAKOG to describe events.

We shared personal insights through developing metaphors, and creating anchors and finally a relaxation deep breathing exercise.



"The girls shared personal insights willingly and are becoming ever more open with each other and us. They are improving their ability to sift information and think first. They were very clear about the distinction between System 1 (rapid, decisive, emotive) and System 2 (effort, considered) thinking and many committed to using this tool in class and life."

"I should be more conscious and take more time answering questions rather than answer straightaway."

"This has been hugely valuable for the students' willingness to talk about communication skills."

TRY - The Crafty Listening Exercise Below...

Session Nine: Problem Solving at Cambridge

"I have learned that sometimes I will meet seemingly impossible things but if I keep an open mind then the impossible turns possible."

Visit to Cambridge University (Gonville and Caius College) to study maths and problem solving.



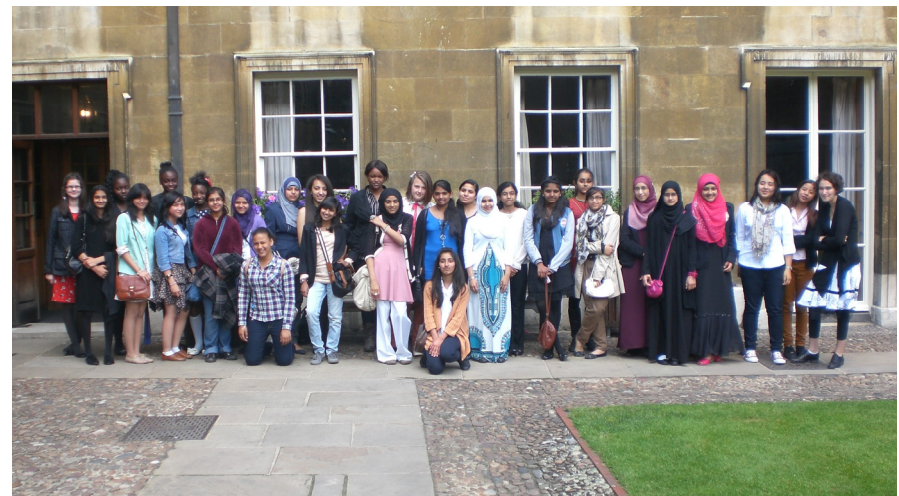
We started with a talk 'Thinking about University' by Dr Andrew Bell (the Admissions Tutor). Andrew put us at our ease and

explained the nature of university study and life, how university differs from schools, the value of university education and the basics of finance and funding. We had a tour around campus including the library.



Charlie Gilderdale from NRICH ran the problem solving workshop that challenged us to think strategically. Charlie emphasized problem solving and how to reach elegant and efficient solutions. We re-iterated the addition of 'yet' for any comments of "I can't do it!".

"I have solved many difficult problems today and am proud of this fact. I can now be more positive and problem-solving when faced with hard tasks."



TRY: Try the NRICH problem below...

Session Ten: You're Here - Whatever You Make It



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Life may be like a roller coaster, you know have its ups and downs, and it could end in a split second...the only difference is you can't get another ticket and try it again.

If you keep your eyes open and look ahead, it could be the best ride you ever tried. But if you close your eyes, then you can really miss out on the great things.

So, who are you going to be?

The person in the front trying to enjoy it all, the person with their eyes closed missing the great stuff about it or the person on the ground too scared to try it at all?

MAKE UP YOUR MIND!

Do you really want to get on this rollercoaster or do you want to watch while people are going through their ups and downs??"