

ESIP @ Forest



Our Journey – Part Two

Carrying the torch – planning and contribution

Year 9 Emerging Scholars of 2012/13

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: Crafty Listening Revisited

"I have learnt how to philosophise and inspect every angle of a sentence and find a question that can squeeze more information out of a person. I have the ability to make them think deeper, harder and longer."



Michael Mallows returns with a reprise of Crafty Listening. We played the desert survival game and then practiced the 'well formed outcomes' exercise with roles of facilitator, explorer and observer before adding some 'clean questions'.

The day ended with a debate on the merits of an Oxbridge education.

"The girls value small group sizes and the tutorial groups of five as being like an Oxbridge education."

"I will think about how my actions could result in sabotaging my future. For example, I don't concentrate in my Italian classes so I don't learn it fluently therefore I can't move to Italy whenever I want."



"I've understood that saying things just won't make it happen. You have to plan it out and think what could come in your way."



TRY – How might you be 'sabotaging' yourself with your thoughts and actions and what could you do about it?

Session Two: Representations of Women

"I've managed to work my hardest in a subject I really don't like and now I can make the most of everything I do, no matter how much I've struggled with it in the past, or how much I despise it. I want to try everything and not be afraid to fail."

Year 9 headed off to the Drama Studio for 'Representations of Women'. It's not often you mix Dr Seuss with William Shakespeare but it worked.



After the warm up to reconstruct 'Green Eggs and Ham' we moved on to King Lear and the relationship between the King and Cordelia and then Taming of the Shrew and some differences in opinion on Kate – was she submissive or did she have a trick or two up her sleeve?

The plays gave us the opportunity to practice expression and performance and to make different interpretations of what Shakespeare wrote. We analysed and discussed the language, thinking about how the women in the plays were presented and got creative with the text. It's not every day you get to edit Shakespeare and put on your own

performance.



The Year 9s spent a very thoughtful day of drama, interpretation and poetry and ended up creating a collage based on their individual thoughts, feelings and interpretations of how women are represented.

"I was scared to perform the play at first but then I overcame my fear to show the best of me."

TRY – What would you do about the way women are represented?

Session Three: Articulate – Speaking with Conviction and Clarity



"I have achieved a way of public speaking where I am not afraid."

The Warden of Forest School came to ESIP to help us with our public speaking. Our aim was to learn how to express ourselves on an issue about which we feel strongly.

The session started with the theory of public speaking including useful tips and an opportunity for us to critique the Warden's talk. In the development and practice session we created our talks and polished and practiced them. Everyone then delivered a two minute talk and we provided peer feedback to each other as a group.



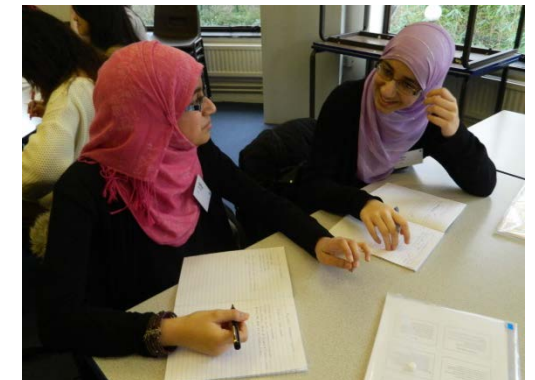
Feedback was really constructive and we have the opportunity to make good use of these skills not only in English but when we need to make our point or speak in public in the future.



"I have learned to talk passionately about a subject without going too over the top. I learned more about structuring my speech and timing it well."



"The girls thinking has really moved on since last year and they are now assessing arguments for value."



"I didn't initially like the idea of a speech but was pleasantly surprised and liked what it made me do."

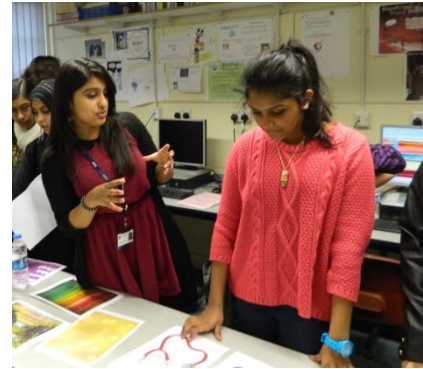
Session Five: Me and My Brand

"I know more about myself (if that makes sense) and I've created my own personal goal – 'remember to explore' - which I will try to stick to and slowly accomplish."

Communications Day and an opportunity for us to investigate our brands. We studied the three elements of communication – visual, language and behavioural. After a good look through Johari's window and some deep thinking, we all identified our favourite representative images and a key strapline to represent us. Under severe time pressure (with Simon as the hard taskmaster) the girls ran a photoshoot (thanks to Jo and Sav for the props and photo skills) and created brand posters.



"I didn't refuse to present because there was cameras and it was recorded. I've learnt to just get on with things and to do it even though I might not want to."



ESIP likes to push us close to the edge and standing in front of a large group of peers presenting yourself and your strapline is a challenge for most of us. We were supportive but honest in our feedback and this resulted in very clear and articulate presentations from everyone involved. What doesn't break you

makes you stronger.

"I have learnt that I am who I am and I've learnt that people can look at me a certain way but at the end of the day I am here to succeed for myself, not others."



Session Six: History at Oxford

A very early morning start and a coach trip from East London meant we arrived a little sleepily in Oxford, our third top UK university visit with ESIP.



After a brief talk from Ellen about what Oxford education is like – small groups and very focused - we had a tutorial on medieval history from Pippa. There was no hiding place as we all had to argue the merits of various potential kings of the eleventh century.

After tours of two Oxford colleges – St Peter's and Wadham – and discussions with university students we walked the streets to the Ashmolean museum to learn about statues and pottery in

the company of learned guides Thomas and Martin. We may just have inspired some interest in archaeology and the history of art!

"I now know the responsibilities and requirements needed for Oxford and other universities. Today's session has definitely made me want to go to university particularly Oxford. It has also opened my eyes and I've realized I need to work harder to get to where I want to be. My challenge is to work harder and not let others distract me."



"Universities, especially Oxford, look for passion. There is no point if you get good grades but don't have passion for the subject. There are lots of different people here in Oxford but what they have in common is that they are all about the same level of intellectual."

"Today I feel more excited about university and about working hard in the future. I am not to be afraid of failing any exam."

Session Seven: Our Big Audacious Goal

ESIP is all about the purpose and the passion. Today was the time for us to use new tools to uncover, map and articulate our Big Audacious Goal.



We welcomed Andrea Watts from *UnglueYou* to help us develop our vision boards. Using a wide selection of magazines, scissors, sugar paper, glue sticks and our imagination, we each created a vision board about ourself

and our future. Vision boards help unlock our creative thinking.



After break we moved on to the 21 steps exercise. This helps us plan, in practical terms, how we will reach our big audacious goal. It gives structure to our critical thinking and problem solving.

To wrap up, we all presented a brief overview of the what, why and how of our big audacious goal with feedback from our peers. Communication and teamwork coming together.

We left inspired and with a much better understanding of who we are and what we want to be.

"This was my favourite ESIP session! It revealed a lot about my life and also about others. I've learnt not to take confidence for granted and that I have to begin NOW. I actually know what I want in life and I can't wait to get to the end, but for now, I'm just going to enjoy my youth. Today I figured out what I really need."



"I have learnt what some of my goals in life will be. I have also understood how to achieve them. I have learnt how to reflect my feelings in collages – it has been provocative! And this has made a massive impact on me as I now know that I can reach for something, I have something to reach for in life."

TRY – What's your big audacious goal?

Session Eight: Biology of Human Machines

Efficiency and Effectiveness Day and a session on the Biology of Human Machines.

We were tasked with creating a movie and presentation on the ideal human athlete hurdler. The tutors call it independent learning but we think they wanted us to do all the work today! It did help us develop our problem solving skills and teamwork.



We researched on diet, exercise and body proportions to work out what makes an ideal hurdler. We applied our expertise with making a scale model of hurdler and split pins through to testing

'her' over a model hurdle and creating the frames to produce the movie. We enjoyed the creativity and independence.

"My challenge is to eat more healthily and exercise more."



"I developed my research skills."

Our final presentations varied from an interview role play to a mathematical evidence based approach to a soundtrack backed movie. Well, we like to be different.

"The girls were very confident taking the initiative. They didn't need lots of support and reassurance like some groups do in school."



Session Four: Politics, Philosophy and Economics

Today we studied a short introduction to PPE (politics, philosophy and economics) and thought about 'What is education for?'

"I now have a more open minded, different opinion about education."

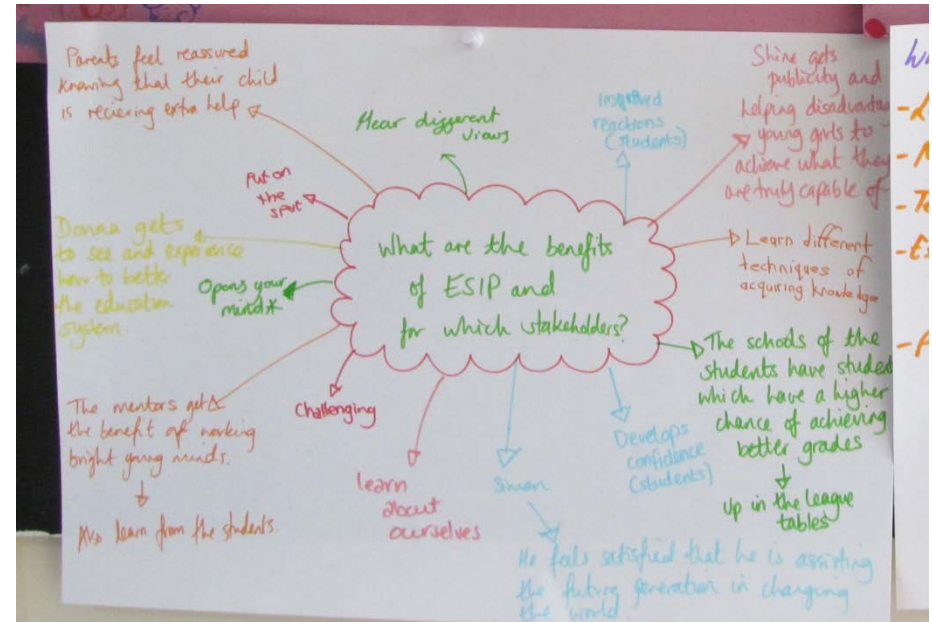
We learned about 'questioning about questioning' and using the socratic technique. We examined opportunity cost and thought about the value of education generally and ESIP more specifically. We created business cases and pitched our ideas to potential panels of foundations, businesses and schools.

We increased our ability to think critically and had fun doing it.

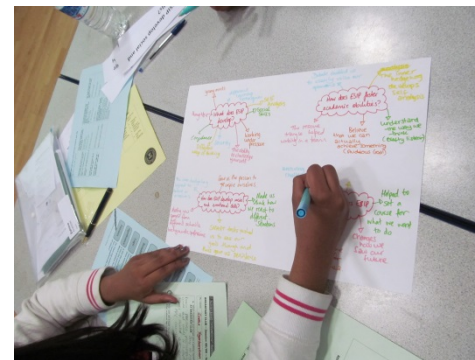


"I am going to use the socratic questions when making my own decisions."

"It will help me in persuasive writing and selling an idea to another person."



"Instead of being basic, I was on a whole new level. I discovered thoughts I never knew I had inside of me."



Session Nine: Philosophy of Audacity

"By understanding what my barriers are I have realized they are not hard to overcome and if I overcome them it will help me."



Today we looked at the Philosophy of Audacity, moving from the abstract through practicality to reality (A-P-R). We learned to be 'thumbs' not fingers – standing out to make a difference.

"I have learnt that I can change to inspire others just as other inspirational women have done."

We looked at the barriers in our lives and considered the ladder of success. We thought less egotistically and more from an

altruistic position. We shaped our ideas and our big audacious goals, moving from passive to active, from unrealistic dreams to achievable and developed dreams. We started to become leaders rather than followers.



"I learnt how to keep motivated even when success seems difficult to achieve."

"I want to stop thinking about my failures and be proud for what life-changing things I learn from them. I will stop thinking negatively."



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



Keep up to date at www.esipforest.org.uk

Remember the ESIP Alumni network – you are a community.
Stay in touch!

Life may be like a roller coaster, you know it has 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 to 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??"