



Push Lesson Plan...

LEARNING

Exercise (15 mins):

Learning vs. Studying

1. **TEACHER:** put up two big pieces of paper on opposite walls of the classroom. One says 'learning' and the other says 'studying'.
2. **TEACHER:** split the room in two, and students into pairs. One side of the room focuses on the 'learning' sheet and one on the 'studying' sheet.
3. **STUDENTS:** discuss in pairs words that come to mind when they think of either learning or studying. This could be their feelings toward each word, or the exercises they associate with each, where they do them – it can be anything!
4. **TEACHER:** have pairs on each side of the room approach their piece of paper and write down their thoughts.
5. **TEACHER:** get the room to swap sides, observe the other group's piece of paper, and discuss their thoughts.

Exercise (10 mins):

TEACHER: Read the following quote out to the class, three times.

“Learning and studying are different. Studying is the memory formation of specific information, usually for a summative test of what you are told to know – under timed and pressured conditions. Learning though, is what you do every hour of your lives. Learning is driven by activity and recall feels passive. It is instinctive, and driven by feelings and thoughts. Studying is intellectually driven and often by rote mechanical repetition, often without feeling; and the recall requires effort. If you can make studying feel more like learning, you'll not only remember things more powerfully, but have more fun doing it”

TEACHER:

1. Display this quote on the board for all to see.
2. Get all the students to repeat this back to you (reading out loud as a whole class) with no emotion.
3. Get all the student to repeat this back to you but this time while doing the silliest dance moves they can think of. Take part too!
4. Try it a third time – adding music (if you can). Take part too!
5. Ask your students if they think making learning more of an experience is more likely to help them remember information.

Watch (8 mins):
**Johnny's (Push CEO) video
on Growth Mindset**

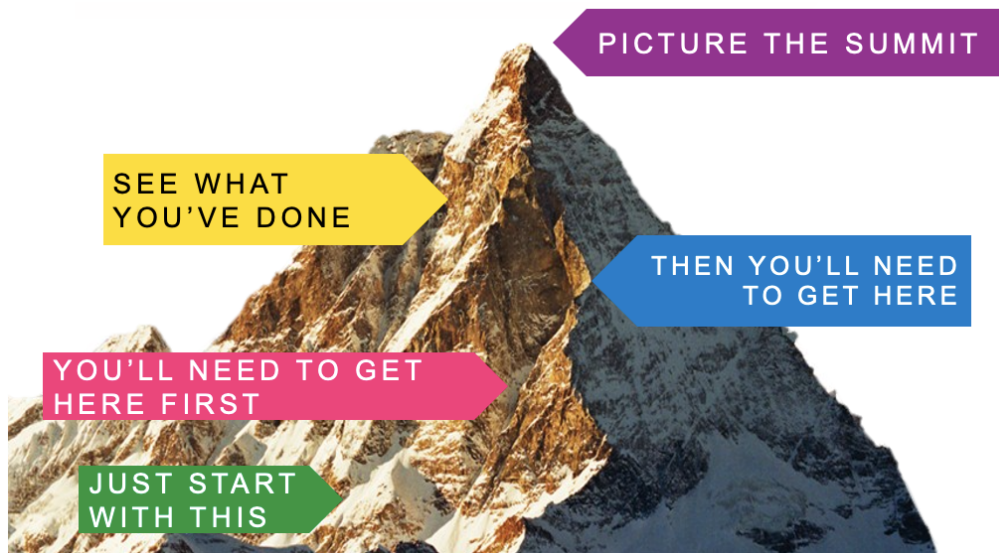


Exercise (25 mins):

Motivation

TEACHER:

1. Show the students a picture of a mountain.
2. Ask them to discuss how they would best tackle the task of getting to the top. Feed those comments back to the room.
3. In pairs, ask students to write down five ways they would approach the ascent.
4. Get each student to draw a mountain – copying the one on the screen if they want to.
5. Get them to mark down five different camps along the mountain, before the summit. Get them to draw a line/arrow from each camp to different boxes (that they can write in).
6. Ask them to write down five key things that would help them to make studying more like learning, for their own school journey.
7. Get volunteers to present their mountains to the group.



Exercise (10 mins):

Recall

TEACHER:

1. Take down the 'learning' and 'studying' sheets of paper on the walls.
2. See if students can remember any of the things they put down on their wall sheet.
3. See if students can remember any of the things they observed on the other group's wall sheet.
4. Give each student the learning vs. studying table below.
5. Give each student the image of the short term and long term memory, ideally getting students to stand up and explain to the rest of the group (with support from the teacher) how our brain converts short-term memory into long-term memory.

Learning Instinctive	Studying Acquired Process
• Driven by senses	• Intellectually driven
• Driven by activity	• Mostly visual/auditory
• Understanding loops	• Often by rote
• Emotional	• Unemotional
• Instant recall	• Effortful recall
• Passive recall	• Active recall

