

RICH Courses from ThinQ Education

Helping children become RICH thinkers and learners:

RESILIENT - INDEPENDENT - CONFIDENT - HAPPY

Resilient people learn and achieve better. But resilience doesn't just happen – it starts with building community – and building community starts with acceptance.

1. HELPING CHILDREN TO WANT TO BEHAVE

CONTENT: You're in charge ● Why you can't make assumptions about children ● Giving children control ● Creating a positive, calm and motivational climate – including the use of sign language ● Rules, routines and relationships ● Be fair, firm and friendly ● Making consistent expectations ● Managing low-level disruption and noise-levels ● Reward without using rewards ● Use sanctions sparingly ● Involving parents as partners ● Getting and keeping children's attention ● Choice and consequence ● Linking Curriculum, Community and Choice ● Every child matters – every child needs to know they matter

2. HELPING CHILDREN MANAGE DIFFICULTY

CONTENT: The Big D's: if we don't manage them, they will manage us (linking to Cognitive Behaviour Therapy) ● Helping children to make healthy responses and lifestyle choices ● Why self-control is more important than self-confidence ● Resilience starts with acceptance ● Why failure is essential for success ● Basic brain theory: surviving, feeling and thinking (linked to Maslov's Hierarchy)

3. HELPING CHILDREN TO WORK WELL TOGETHER

CONTENT: What 'building community' means and how to make it happen ● How to help children listen to each other and value each other's contributions ● Using the awesome fun of Parachute Play to build community and develop collaboration ● Using Circle Games to build community through comfortable togetherness ● Team-building games that bring children together: Together Everyone Achieves More ● Why Japan teaches children manners before anything else ● Problem-solving and team-building activities that get children working together and learning with and from each other

4. STORY-TELLING USING THE POWER OF PERFORMING ARTS

CONTENT: Story-telling through Music, Drama & Dance ● Using props to help children get over self-consciousness ● Enabling every child to participate in story-telling ● Empowering children's natural ability to imagine, create and perform ● Using rhythm, rhyme and rap to develop communication skills and creativity ● Developing literacy and language through performing arts ● Building confident and compelling communication and presentation skills

5. THINKING ALOUD AND ASKING FIZZ-POPPING QUESTIONS

CONTENT: How to help children to make sense of what's in their head ● How to give every child a voice without using their voice ● How to encourage children to share ideas by getting out of their seats ● How to help children phrase, frame and articulate their questions ● Using the principles of Philosophy for Children (P4C) to get children asking and answering questions they've never thought of before ● Using de Bono's Six Thinking Hats to get children thinking through problems in a structured way ● Using Balloon Debate to develop persuasive speaking and challenging questioning

6. HELPING CHILDREN SING THEIR HEARTS OUT TOGETHER

CONTENT: Building community using the power of music ● Improving literacy and language through song lyrics and composition ● Giving children the confidence to perform ● Developing beat competency ● Building confidence through participation and performance ● Improving self-control and behaviour ● Why singing impacts on overall success in life

GENERAL COURSE INFORMATION

These half-day courses are delivered by

PHIL THOMAS, an inspirational **teacher**, **trainer**, **speaker** and **communicator** - previously a **headteacher** and online advisory consultant for NCSL's NPQH course.

ThinQ Education

is committed to helping schools **build communities of resilient learners and leaders** through a combination of inspiring **assemblies**, pupil and parent **workshops**, staff **INSET**, **leadership** development and offsite **courses**.

'Phil is a multi-talented teacher, able to deliver a whole range of engaging and motivating 'hands on' lessons / workshops. Within these sessions, pupils have the opportunity to use and apply a whole range of thinking skills - something Phil shows genuine passion for.'
Debbie Dudt, Headteacher

'The course clearly met the objectives that were set out. There was an ideal balance between theory, working examples and practical activities. Phil's presentation style kept everyone fully engaged all day, challenged their thinking, and allowed opportunities for both personal and collaborative reflection. Everyone thoroughly enjoyed the day and commented positively on the impact it had.'
Mark Brumwell, Headteacher

For course dates, visit:
www.thinq-education.com.
Also available as INSET days.
To find out more:

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It's easier to build strong children than to repair broken adults. (Frederick Douglass, 1818 – 1895)
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