

WARWICK SUTTON SCHOLARS PRESENTS

EXPLORE

YOUR ASPIRATIONS. YOUR FUTURE. YOUR CHOICE.

BuildYourSkills

Becoming People Smart

BeWell

Fun Things to do over the summer

EXPLORE Your Future

Top Tips for Making Your GCSE Choices

EXPLORE Uni

Sport & Identity

Spreading positivity:

how your mood can help those around you



**IF YOU THINK YOU
ARE TOO SMALL
TO MAKE A DIFFERENCE,
YOU HAVE NOT
SPENT A NIGHT
WITH A MOSQUITO**

- AFRICAN PROVERB

EDITOR'S LETTER

Hello and Welcome to our first edition of the Warwick Sutton Scholars Magazine 'Explore'!

Over the past months, the Warwick Sutton Scholars mentors together with my colleagues in the Widening Participation and Outreach Team and I have been working hard to take all the amazing parts that make up our campus days and put them into a magazine that we can send straight to your doorstep for you to read and enjoy.

This magazine was made specifically for you and it is our invitation to you to explore your future (check out the section on GCSE choices), find out more about university (maybe try out the recipe from our student kitchen) and challenge yourself by tackling some of the skills we are exploring together in this magazine.

Wellbeing is so crucial, at every stage of life, but especially in times where we are stretched by extraordinary circumstances that our outside of our control, like the lockdown we have been experiencing during the current pandemic.

We have some fun activities for you (something for everyone whether you are sporty, creative, reflective or active), as well as ways to help you unwind and find that balance that is so important.

Get involved, do the activities, tell us your story, take part in the competition and maybe also send us a message with your thoughts, comments, feedback and questions.

We would really love to hear from you!

Keep well,

Maria



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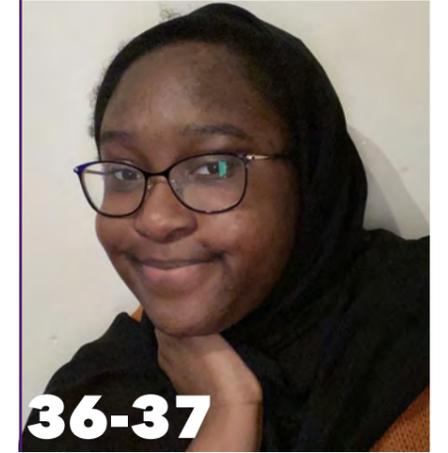
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IF YOU SEE SOMEONE WITHOUT A SMILE... GIVE THEM ONE OF YOURS!

WHAT WE'VE GOT FOR YOU!

<p>EXPLOREYourFuture</p> <p>38-40 Top Tips for Making Your GCSE Choices</p> <p>23 Question Time</p>  <p>23</p> <p>41 Mentor Perspective How did you make your GCSE choices</p>	<p>BuildYourSkills</p> <p>28-30 Becoming People Smart Develop your interpersonal skills</p>  <p>28-30</p> <p>24-26 Study Skills</p> <p>42 Mentor Perspective: It's time for Time Management!</p>	<p>OverToYou</p> <p>10 Story Tellers Competition</p>  <p>10</p> <p>43 We want to hear from YOU!</p>
<p>EXPLOREUni</p> <p>19 Getting involved in sports at uni</p> <p>6-7 Spreading positivity: how your mood can help those around you</p>  <p>6-7</p> <p>22 Uni Life In the Kitchen</p> <p>11 UniQuiz: Real or Fake</p> <p>14-15 Sport & Identity</p>	<p>BeWell</p> <p>12-13 Fun! Riddles, Crossword, Sudoku, word search</p> <p>20-21 Mindful Drawing</p> <p>32-35 Fun Things to do over the summer</p>  <p>32-35</p> <p>8-9 Top tips to spread JOY in Your environment</p> <p>16-17 Move with us This Summer!</p>	<p>Perspectives</p> <p>36-37 My Journey</p>  <p>36-37</p>

SPREADING POSITIVITY:

how your mood can help those around you

DID YOU KNOW?

Researchers write articles to document the process and results of their research so the public finds out about it but also so that other experts can read about it. They can then use it to build on their own research and knowledge. The research of this article was published here:

Spreading of components of mood in adolescent social networks. R. Soc. open sci. 4: 170336.

www.dx.doi.org/10.1098/rsos.170336

“Smiling is infectious, you can catch it like the flu, when someone smiled at me, I started smiling too”

This famous poem, commonly attributed to Spike Milligan, talks about the importance of being happy. When people around us smile, we often smile too, and just like that our positive mood can influence those around us.

This behaviour is a result of a process called “social contagion.” But what is social contagion? Social contagion is the spreading of mood between people. This happens because, as humans, we naturally copy the behaviour of people close to us and those that we have been exposed to. Recently it has been proven that our mood can influence others through social contagion. In a study from 2017, conducted

by Robert Eyre, Thomas House, Edward Hill and Frances Griffiths (who works at Warwick Medical School, just one small part of Warwick University!), it was revealed that your mood can improve if you are surrounded by other people with a good mood. Therefore, the more you are surrounded by people who are in a good mood, the more your mood can improve. Surrounding yourself with people with a positive mood can also help to relieve depression as your mood is improved.

It wasn't just mood that was shown to improve. They also showed that your concentration

and sense of worth can increase, and your level of tiredness can decrease when your friends have good concentration, a sense of worth and are less tired themselves.

However, negative moods can spread this way too. The more time you spend around people with a negative mood, the more your mood worsens. On a positive note, the study concluded that the beneficial effect of good moods is higher than the negative effect of bad moods.

Mental health is incredibly important so having a positive effect on your friends by just being more optimistic can improve their

mental health. Displaying positive behaviours can benefit your friends, family and those around you to become happier and healthier. That being said, we all have days where we feel a bit low or down which is normal. In those moments a pro-tip to remember is you can surround yourself with positive people, who listen and care and can help improve your mood.

Spreading positivity is something that you can easily do, so let's all work together to be more positive!



This article was written by Jade, one of our Warwick Sutton Scholars Mentors. She is in her final year (4th year) of studying Biochemistry at Warwick and has just completed her final exams. Her tip: “Spreading positivity is easy and fun, all you need is to be in a good mood, recently what puts me in a good mood is video messaging my friends.”

We asked the Widening Participation and Outreach Team here at Warwick for some top tips for spreading JOY at this challenging time. This is what they came up with!

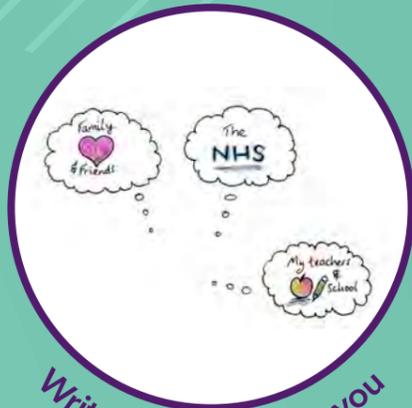
TOP TIPS TO SPREAD

JOY

IN YOUR ENVIRONMENT



Tell a joke!



Write a list of things you are grateful for. Spread the joy by sharing this with others!



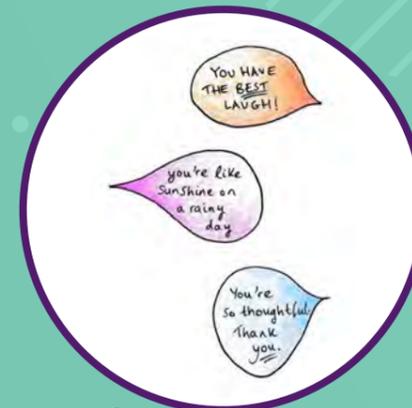
Keep a diary.



Give someone a flower.



Tell someone about a new skill you've learnt.



Give someone a compliment.



Go outside for a walk and give someone a smile.



Say thank you to someone or check in on someone close to you.



Help to keep your local environment clean.



Tips were contributed by the Widening Participation & Outreach Team here at Warwick and illustrated by Emily.



Warwick Sutton Scholars

STORY TELLERS COMPETITION

We would like to hear from you...!

THE BRIEF

Imagine that it's the year 2080 and someone has asked you about what it was like to live through the current time. They want to know more about things like:

- The impact of the pandemic
- The change being experienced by lots of people
- What the future holds

THE CHALLENGE

We'd like you to tell them this story. You can express this in whatever way works for you for example, you could:

- Write a short story or news article
- Send us a diary entry
- Complete a piece of artwork or video (artwork can be photographed and an explanation)
- Or anything else!!!



Please send your submissions to suttonscholars@warwick.ac.uk

by

07 September 2020

We are looking for creative, unique submissions that engage the audience/reader and offer an interesting insight and perspective on the current time.

Alternatively, you can also post it to Warwick Sutton Scholars, SROAS, University House, Kirby Corner Road, Coventry, CV4 8UW.

Please factor in 3-4 working days for the post to be delivered.



THE PRIZES!

Winners will be offered to choose from one of the following prizes (subject to availability):

- Stay connected! Wooden wireless charger for a smartphone (subject to compatibility)
- Boost your mood by playing your favourite tunes! Wooden phone stand & amplifier (subject to compatibility)
- Give yourself a break, relax and unwind! Mindfulness drawing and quiz book
- Get your family together for some frantic card game fun! Ligretto card game for four people

UNIVERSITY QUIZ:

REAL or **FAKE?**



JEWELLERY AND ACCESSORIES



Paranormal Activities



Harry Potter Studies



DIGITAL HEALTHCARE SCIENCE



ETHICAL HACKING

Did you know there are over 35,000 university courses available at over 350 different UK higher education institutions? For example, the University of Warwick offers 206 undergraduate courses alone!

By the way, higher education institutions are basically places, like universities, that offer education to students, once you have finished your A Level studies in year 13.

When you look at the subjects that these institutions offer, you

may recognise some from those that you currently study at school, but what other options may be available?

Many of the courses offered at university level are actually in subjects that you may not have studied at school.

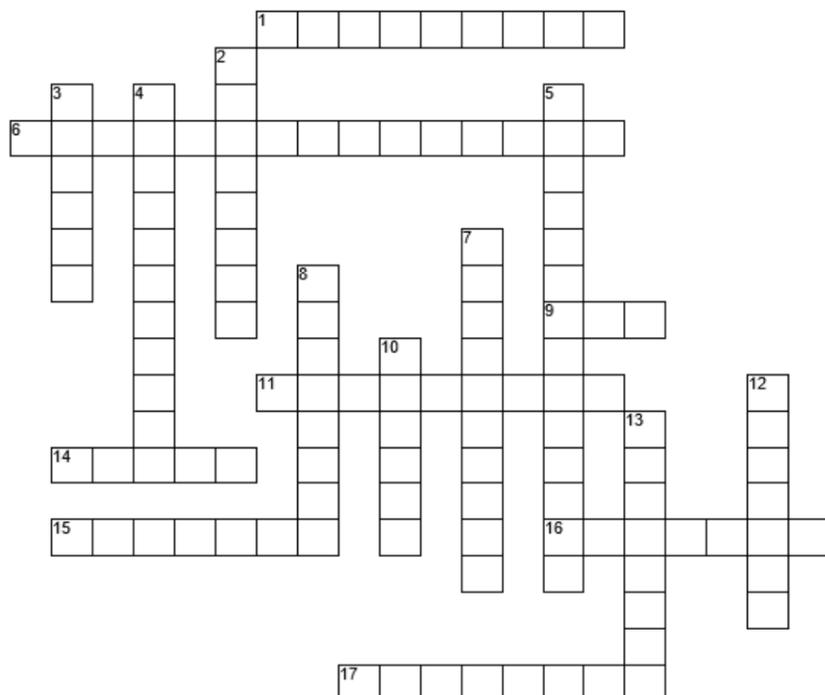
Have a look above and see whether you think these university courses are real or fake? Circle the ones you think are real! Solutions are on page 44.



This quiz was brought to you by Vicki, part of our Widening Participation & Outreach Team. She is passionate about supporting her local community through work and volunteering, a keen runner and proud owner of a mischievous Italian greyhound.

Crossword Scavenger Hunt

The answers to it are hidden in the pages of the magazine!



Across

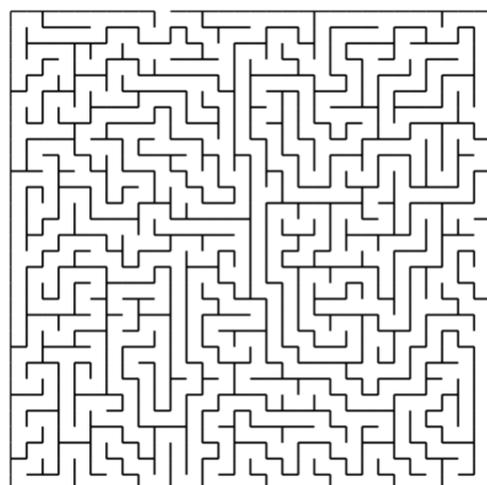
- 1. Study of how human society has developed, how it is structured and how it functions -**9**
- 6. Spreading of mood between people -**6,9**
- 9. Doctor of Philosophy abbreviated -**3**
- 11. A dinosaur that is sleeping -**9**
- 14. Use people's names, it's _____ to their ears -**5**
- 15. Qualifications taken by school students aged 16-18 -**1,6**
- 16. Important independent living skill -**7**
- 17. Little, bloodsucking fly making a buzzing noise -**8**

Down

- 2. A galaxy that our solar system is part of -**5,3**
- 3. A day on which IntoUniversity centres normally run their sessions -**6**
- 4. Being fully present and aware of what you're doing in a moment -**11**
- 5. Short term experience of employment -**4,10**
- 7. Group of subjects that history is part of -**10**
- 8. One of the subjects studied by Prash (WSS mentor) -**8**
- 10. Team sport of propelling a boat by means of oars -**6**
- 12. A diary you keep of daily events or of your thoughts or a publication dealing with a specific academic field -**7**
- 13. Technique to boost productivity -**8**

Mazedness

Can you find your way through this mind-boggling maze?



Riddles

- 1. I have no doors but I have keys, I have no rooms but I do have a space, you can enter but you can never leave. What am I
- 2. What did the troubled maths text book say to the calculator and the dictionary
- 3. In a one-storey pink house, there was a pink person, a pink cat, a pink fish, a pink computer, a pink chair, a pink table, a pink telephone, a pink shower everything was pink! What colour were the stairs?
- 4. What is the longest word in the dictionary?

Societies at Warwick

Can you find them all???

The great thing about the university experience is that it's yours to create.

Universities offer a variety of societies (basically extracurricular activity clubs) and sports clubs where students can find like minded people. You can even create your own society!

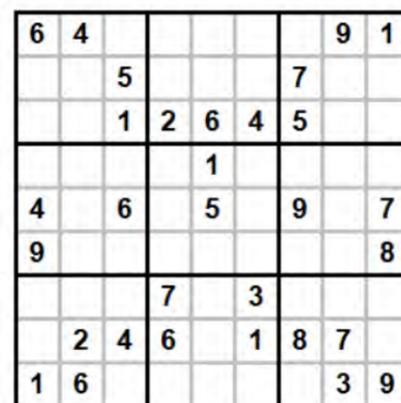
At Warwick, for example, we have more than 300 student-run societies and sports clubs, so that's countless opportunities for students to make their university experience what they want it to be.

Sharing interests and experiences is also one of the quickest ways to form new friendships when you're in a new environment. In societies and clubs you can meet new people who are as passionate about cinema, street dance, or whatever you're into and means you could have an instant connection with them. You can also try new things that you've never done before and simply have fun together! Have a look at the word search that has some of our current societies hidden in plain sight. Search horizontally, vertically and diagonally in both directions!



- A capella
- African & Caribbean
- Allotment
- Animal Lovers
- Anime & Manga
- Anti-Racism
- Asian
- Astronomy
- Belly Dance
- Big Band
- Chess
- Chinese Orchestra
- Climate Reality
- Computing
- Craft
- Darts
- Debating
- Disney
- Drumming
- East African
- ESports
- First Aid
- Hindu
- Improvised Theatre
- Indian
- Classical
- Dance
- International relations
- Lego
- Matchday
- Minecraft
- Pakistani
- Poker
- Polish
- Salsa
- Student Cinema
- Welsh
- Yoga

Sudoku



Solutions are on page 45

SPORT IDENTITY

When we think of sports, we can name our favourite team, a favourite player. We think of a tennis match we watched over the last summer, or of a particularly good wicket. But sport is so much more than that, and players represent more than their team and sport, they represent their **social** and **personal identities**.

When we think of the word social, we often think of apps on our phone, such as twitter and snapchat, or meeting the people we want to spend time with. But when we think of our **social identity**, we think about gender, ethnicity, religion, and class.

So when we think of the social identity of a sports player this is what we refer to. The boxer Tyson Fury is known by the name The Gypsy King, which reflects part of his social identity and represents his background.

A sports player's profile often results in them being able to highlight their politics to a wider audience. The opening ceremony of international tournaments celebrates not only the rich cultural diversity on sports but also sees countries with different political models walk side by

side (for example, a country with a democracy next to a country that is ruled by a dictatorship).

What do we mean by identity, though, is it all the different elements that make you? Or is it more than that?

When we talk about **personal identity**, we focus on aspects of our personalities which are individual to us, which come about from our social identity and our lived experiences. For example, your social identity can be that you are a young, South Asian female. Still, your lived experiences make you very different from a young South Asian girl from London, whose individual experiences are different from yours. The city you are from (even the area), the school you go to and how many siblings you have.

Politics can also play a part in your identity. Politics here is more than just who you vote for; it can be about campaigns such as Black Lives Matter, the way the NHS is funded and even how much you are paid.

GLOSSARY

Your **identity** is comprised of the different elements which make you unique!

A **Social identity** is made up of factors such as gender, religion and your ethnicity. These are things you can have in common with lots of people.

Your **personal identity** is unique to you and is made up of the elements of your daily life: the school you go to. How many brothers and sisters you have. Even your politics.

Campaigns are where groups of people organise together to achieve a goal.



ACTIVITY ONE:

- Write a list of your **personal** and **social identities**. Is there anyone else in your group at Warwick Sutton Scholars or in your school year that shares your social identity?
- Can you think of a sports star who shares your social identity?

For sports players, their identities are not only influenced by the personal and social elements but also the role they have in their teams and as public figures. Their social identities can also impact their political choices, and we have recently seen examples of how they use their profile as sports players to amplify broader political campaigns.

Because of their profiles, their political choices often highlight these political issues to a wider audience.

The captain of the American women's football team, Meghan Rapinoe recently campaigned for female footballers to receive similar pay to male football players in the USA. Her campaign reflected a broader campaign for females to receive equal pay.

When the American footballer, Colin Kaepernick, took the knee during the American anthem to protest against racial inequality, this reflected a wider campaign. In both these campaigns, we see a crossing of politics and identity.

That means it was not just about politics and not just about their identity, but both become important parts of the campaign, they cross paths and intersect, so to speak.

These campaigns described here have been influenced by the social identity of those campaigning as well as their role as sports players (young black male American football quarterback and female football player).

IDENTITY POLITICS

That means sport is a medium or a channel not only to promote different social identities and a means to celebrate cultural diversity, but it also gives athletes a way to highlight certain political campaigns.



ACTIVITY TWO:

- Is there a political campaign which you can identify with based on your identity?
- Are there any sports stars associated with it? And does this influence the way you view them?

WHY STUDY POLITICS AT UNIVERSITY?

A politics degree gives you skills in analysis and research and helps find the answers to questions you've always wanted to ask and make your contribution to the world. Students learn about UK and World politics, studying different systems of government. Politics students have gone on to careers in banking, journalism, law, and even working in parliament!



This article was contributed by Shahnaz who has just finished her PhD* in Politics at the University of Warwick. She is also the Widening Participation Officer at the Politics and International Studies Department. When not talking about politics, she is a keen boxing fan.

DID YOU KNOW?

*PhD stands for "Doctor of Philosophy" and is what is called a "postgraduate doctoral degree" that is given to students who conducted their own research and have written a thesis (basically a book) about it with their findings that then adds new knowledge to that particular field, e.g. Politics or Sociology or Engineering. Students who complete a PhD can now add a "Dr." to their name.



MOVE WITH US THIS SUMMER!

The summer holidays are one of the highlights of being a teenager and we've got some really fun and challenging activities for you to try. Get your friends and family involved for some extra competition!

What's so good about moving more?

IT GIVES YOU STRONG MUSCLES AND BONES

IT MAKES YOUR HEART HAPPY AND STRONG

IT MAKES YOU SLEEP BETTER

IT MAKES YOU FEEL GOOD!

IT CAN GIVE YOU A POSITIVE OUTLOOK ON LIFE

Barriers to exercise and how to overcome them

Sometimes there are things that might stop us from exercising or make us feel like we don't want to. Here are some ways to help you make exercise easier!

I do not have any special equipment to use

This is an easy one! Check out the next page for ideas to help you. There are lots of ways to be active without using equipment.

I don't have time to exercise

Exercise can fit into your day easier than you think. Things like cleaning your room, walking to the shops or playing football with your friends all count as exercise! You can also make conscious efforts to be more active, for example, try walking or cycling somewhere instead of using the car/public transport, you can also try and limit technology use e.g. your phone or TV, this will give you extra free time! Even if it's just 20 minutes a day, something is better than nothing. Start off small and work your way up to being more active.

I get nervous to exercise outside and on my own

Getting your friends and family to join you on your activity is a great way to boost your confidence, motivation and enjoyment. Having a friend join you will make you more likely to want to do it again! Choose a time and day you can stick to with your friend or family member.

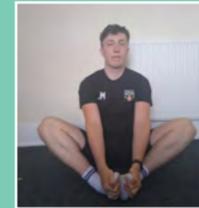
I don't enjoy exercise or sports

Not everyone likes sport, and that's okay! You may feel like you're not very good at a sport, or the sports you've tried are complicated, or you had a bad experience once. If this sounds like you, don't worry! There are many non-sport activities that can get you moving! Try these out, going to a playground, skipping, dancing, yoga, gardening, washing the car, walking the dog, cleaning your room, going for a walk or a bike ride.



Yoga

Yoga is another way of keeping fit and focusing on the mindfulness side of exercise whilst at home over the summer. Regular yoga will help stretch and strengthen your muscles, improve strength and flexibility, and help to relax you. Check out the yoga poses below by Warwick student Eoin!



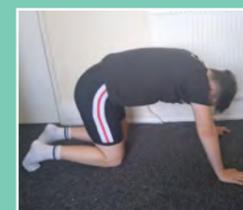
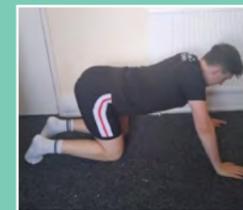
Lotus Pose

This stretch is great because it opens your hips and stretches your muscles around the knees and ankles.



Downward Dog

This pose is excellent for stretching the lower back, hamstrings, calves and feet!



Cat-Cow Pose

A gentle way to warm up your body, get a good stretch through the back and improve your flexibility.

What If I Don't Have Any Equipment/Space To Do Exercise?

There are lots of ways to get moving without using equipment or needing a lot of space. Have a go at these 60 second challenges provided by Youth Sport Trust (www.youthsporttrust.org). You could even combine them altogether!

<p>60 Second Challenge The Plank</p> <p><i>Can you focus and show self belief even though it is hard?</i></p> <p>The Physical Challenge Can you hold the 'plank' position for 60 seconds? Make sure you keep your bottom down and back straight. Keep your forearms on the floor.</p> <p>#StayHomeStayActive</p> <p>Equipment Just yourself and enough space on the floor! Who can hold the plank position longest in your family?</p> <p>Achieve Gold 60 seconds or more</p> <p>Achieve Silver 45 seconds or more</p> <p>Achieve Bronze 30 seconds or more</p>	<p>60 Second Challenge Squat Jumps</p> <p><i>Can you be honest when counting your score?</i></p> <p>The Physical Challenge How many squat jumps can you perform in 60 seconds? Stand behind a line and jump forwards, perform a squat and repeat.</p> <p>#StayHomeStayActive</p> <p>Equipment Just yourself and enough space on the floor! Why not compete against a family member?</p> <p>Achieve Gold 30 Squat Jumps</p> <p>Achieve Silver 20 Squat Jumps</p> <p>Achieve Bronze 10 Squat Jumps</p>
<p>60 Second Challenge Star Jumps</p> <p><i>Can you maintain your technique even when you are tired?</i></p> <p>The Physical Challenge How many star jumps can you complete in 60 seconds? Make sure you clap your hands above your head and bring your feet together.</p> <p>#StayHomeStayActive</p> <p>Equipment Just yourself and enough space on the floor! Why not compete against a family member?</p> <p>Achieve Gold 60 Star Jumps</p> <p>Achieve Silver 45 Star Jumps</p> <p>Achieve Bronze 30 Star Jumps</p>	<p>60 Second Challenge Step Ups</p> <p><i>Can you focus, concentrating on the step?</i></p> <p>The Physical Challenge How many times can you step up and down a step in 60 seconds? You must step up and down with one foot at a time. No jumping!</p> <p>#StayHomeStayActive</p> <p>Equipment A step If you do not have a step use a foot pouffe or a stool.</p> <p>Achieve Gold 70 Step Ups</p> <p>Achieve Silver 45 Step Ups</p> <p>Achieve Bronze 30 Step Ups</p>
<p>60 Second Challenge Skipping</p> <p><i>Do you keep trying even when you want to give up?</i></p> <p>The Physical Challenge How many times can you skip in 60 seconds? Both feet must land over the rope for the skip to count.</p> <p>#StayHomeStayActive</p> <p>Equipment Skipping rope If you do not have a rope, do not worry, you can jump on the spot or use a dressing gown rope!</p> <p>Achieve Gold 70 skips</p> <p>Achieve Silver 50 skips</p> <p>Achieve Bronze 30 skips</p>	<p>60 Second Challenge Climb the Mountain</p> <p><i>Can you keep going even when you are tired?</i></p> <p>The Physical Challenge How many mountain climbers can you complete in 60 seconds? Make it harder by performing a press up after you bring both legs up.</p> <p>#StayHomeStayActive</p> <p>Equipment Just yourself and enough space on the floor! Why not compete against a family member?</p> <p>Achieve Gold 40 Mountain Climbers</p> <p>Achieve Silver 30 Mountain Climbers</p> <p>Achieve Bronze 20 Mountain Climbers</p>

- Jump up and down** in a space 40 times
- Hop, jump or stand** on the spot for 60 seconds
- Complete 20 shuttles** (running, walking or moving)
- Dribble a ball in and out** of objects
- Perform 30 push ups**

- Play musical statues**
- Balance in a plank position**
- Skip or Move** for 2 minutes
- Perform 40 squat jumps / sit forwards**
- Perform dance movements**

- Ride a bike, scooter**
- Pass a ball around your waist or head** 25 times
- Roll a ball across a table** 10 times
- Throw or roll a ball against a wall or with a sibling**
- Perform a short fitness workout**

- Balance on a part of your body** for 60 seconds
- Balance an object on your head**
- Perform 40 of the same type of jumps**
- Move and complete 10 laps** of your house or garden
- Perform 30 sit ups or lean forwards**

- Jump or Move over a pillow** 40 times
- Keep a balloon in the air** for 60 seconds
- Create and complete an obstacle course**
- Perform 40 jumps**
- Perform a gymnastics routine**

- Play hide and seek**
- Perform 50 star jumps**
- Throw or roll an object into a target** 10 times in a row
- Play a new game** with a sibling, parent or carer
- Invent and play a new game**

How to play:

- Once you complete a physical activity tick it off.
- Can you complete the activities in the blue squares in less than 60 seconds?
- If you are finding some of the activities hard, change them or have a rest and then continue.
- When performing the activities make sure that you are **honest**.

Achieve Gold 1
Complete all the activities on the card

Achieve Silver 2
Complete a horizontal or vertical line of activities

Achieve Bronze 3
Complete one activity from each line

www.youthsporttrust.org

GETTING INVOLVED IN SPORTS AT UNI

Many students who study at university get involved in a variety of societies and sports clubs. Hear from students Eoin and Charlotte about what that's been like for them.

Hi, I'm Eoin. I'm in my second year at Warwick University and study Engineering. I also row for the university.

I'd always been interested in rowing since I was a teenager but I never had the opportunity to do it. There weren't any clubs near me at home, so I saw going to Warwick as a perfect opportunity to pick up the sport, and I definitely don't regret it! I joined the Novice Men's squad in my first year where you learn how to row and get a grasp of the demanding nature of the sport and have since moved to the Senior Men's squad.

We train near the university on a picturesque stretch of the river Avon near the village of Barford and transport is provided by the club. The boat club is a small, but tight-knit community of people which has been a massive part of my life since coming to Warwick and has completely shaped my university life. I've made friends for life from it.

I've learnt the importance of balancing your time well and the importance of exercise to your general mental and physical wellbeing.

If you decide to go to university in the future, I could not recommend joining a sports club highly enough; whatever sport it is, it'll be a huge and impactful part of your experience. Here is a picture of me racing this year.



Hi, my name is Charlotte. I am currently studying for a PGCE (Postgraduate Certificate in Education) which will allow me to become a primary school teacher from September.

My undergraduate degree was in Psychology, which I graduated from in July 2019. I also love to dance and have been doing so since I was 5 years old, competing in competitions and performing in dance shows.

When I left my dance school to attend Warwick University, I was worried that I would not be able to keep up my passion for dance but I was wrong. Warwick University has over 10 dance clubs of all different styles, therefore this was the perfect opportunity for me to continue my hobby.

I danced for the Classical and Modern Dance Sports Club and the Warwick Tap Dance Society for 3 years, which provided me with opportunities to compete nationally and perform on stages all around the UK.

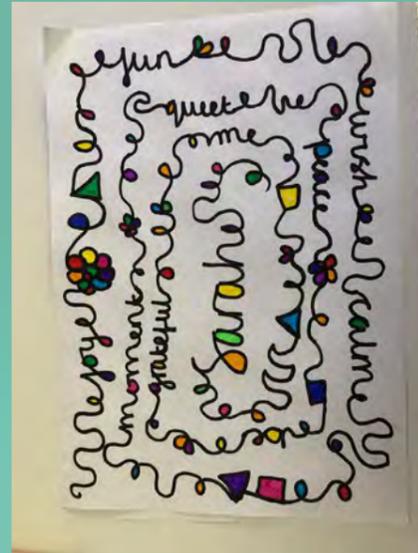
Being involved with these clubs was definitely a highlight of my time at Warwick, as I was able to meet amazing people, keep fit throughout my degree, raise money for charity and take part in fantastic experiences such as performing in front of celebrities like Kimberly Wyatt (Pussycat Doll singer) and Tom Malone JR (professional dancer and Gogglebox star).

MINDFUL DRAWING

Sometimes, we just need to pause, switch everything off and focus all your attention on a simple, creative task and relax in the process of doing it.

Below are some ideas for how to unwind, be in the moment and enjoy being creative. Make sure you don't worry how things look as you do this, you do not need to be an artist to be creative! Instead, just let things happen as you lead the pen or pencil across the paper.

Relax, take a deep breath and be present. The sound of your pen on the paper, the colours emerging as you guide the crayons and felt-tips to fill out big or little spaces, the movement of your hand going back and fourth... let the strokes and lines flow as they come. Enjoy the moment!



Activity 2

Mindfulness Continuous Line Drawing

- Using a pen or pencil, at the top left hand corner of the paper start to draw a continuous line, you can include curls, shapes, flowers etc.
- Don't let the pen come off the paper
- One you get halfway across the page write a word that describes how you feel e.g. joy
- When you get to the opposite (top right) hand corner of your paper keep going and move around the edge of the paper - keep drawing lots of cool shapes and swirls.
- Then write another word e.g. fun
- Continue going around the paper adding in words e.g. laugh, grateful, me along with swirls and shapes until you get to the middle of the page.
- You can end your line by writing your name in the middle of the page.
- Once you've drawn your art you can then colour in any enclosed areas with different colours

This activity was inspired by Zart Art's video on Mindfulness continuous line drawing - Paul Klee Inspired Drawing Activity which you can check out on YouTube: <http://y2u.be/xWhXbBaCfxw>

Activity 1

Name Drawing

Write your name in big letters (without them touching)

1. Go over your name again
2. Write your name again in cursive (letters are joined up)
3. Colour in the gaps



DID YOU KNOW?

Doing Mindfulness activities like these can really help with stress and help improve your overall wellbeing. Wellbeing is really important, at every stage of life. That's why many universities have a whole team devoted to supporting students with their wellbeing. Check out how we support our students here at Warwick: warwick.ac.uk/wellbeing

Activity 3

Organic shapes and patterns

- Using a black marker/pen or pencil start by drawing one continuous swirly line making sure they intersect all over your page.
- Pick out some sections and draw some designs inside them - these will stay black and white. You could do zig zags, polka dots or a checkerboard pattern. Leave some places blank.
- Once you have done your designs for the black and white sections you will then colour on the blank sections with colours.



This activity was inspired by Kristen Emerson's video on Art and Guidance: A mindfulness activity which you can check out on YouTube: <http://y2u.be/kz8zBAbSBOs>



These mindful drawing activities were trialled and written down for you by Sarah, who is part of the Widening Participation and Outreach Team. A fun fact about Sarah is that she used to play American Football for Great Britain!

UNI LIFE *In The Kitchen*

Part of being a university student is becoming independent. The majority of students choose to move out of home and live on the university campus or in the surrounding city or towns. Living independently means also having to cook for yourself which is an important life skill! Being a student, living by yourself and managing your own finances, means it's important to get the best value for your money whilst still having a satisfying and tasty meal.

Even though it's probably quite a number of years before you have to think about living independently, you can start really working on your cooking skills now - it will definitely be worth it for the future! We've chosen this recipe because it's hearty, cheap (!) and you can get quite a few portions out of this which you can freeze and eat another day! A super simple recipe which has the ingredients to make a nutritionally sound meal, it's also a great way to get your veggies in! You can swap out some of the veggies for your favourites and add some chilli flakes for extra flavour! Enjoy!

One Pot Sausage Pepper Pasta



Ingredients and how to prepare them:

- serves up to 4 people, £0.82 pp (meat), £1.00 pp (vegan)*
- 1 tbsp of oil
- 1 white onion chopped (12p, 80p/kg)
- 1 red/yellow pepper cut into chunks (45p each)
- 1 medium courgette halved and cut into slices (60p, £2.00/kg)
- 1-2 garlic cloves chopped (2.5p - 25p for whole bulb of garlic)
- 1 tin of chopped tomatoes (28p)
- 1 stock cube + 600ml boiling water (5p per cube, 50p for one pack)
- 250g pasta (30p, 60p per 500g bag)
- 1 pack of sausages/vegan sausages (we recommend Linda McCartney) £1.50 (meat)/£2.20 (vegan)
- Mixed herb, salt and pepper to taste

*prices based on cheapest items at Sainsbury's, and assuming you already have oil, mixed herbs, salt and pepper.

Start cooking!

1. Heat the oil in a large pan and fry the sausages gently for 10 minutes, turning them over every now and then until they are brown. Then remove sausages from pan and transfer to plate. If you are using frozen sausages, follow the cooking instructions and transfer to plate when they are done.
2. Put the onion and pepper in the same pan and fry over a medium heat until they begin to soften, stirring often. Add the courgette, garlic and mixed herb and cook for 2 minutes more, stirring.
3. Stir in the chopped tomatoes, pasta, and stock. Bring to a simmer. Reduce heat slightly and leave to simmer for 15-20 minutes, stirring every now and then.
4. Cut each sausage into pieces then return them to the pan and cook everything until the pasta is done and the sausages are hot. Stir regularly and add a little water extra water if necessary. Season with salt and pepper.
5. Any left overs...freeze them!

QUESTION TIME

Should I have a career in mind when I make my GCSE choices?

Having a career in mind allows you to plan ahead and set yourself goals. For example, if languages interests you, you can research what linguists do and teachers can guide you with your next steps.

Finding something that you feel passionate about is important. This could be from documentaries, research or simply through talking to people. Do not be afraid if you end up changing your mind about your career or passion, this shows how flexible and open-minded you are. Even at university, many students do not know what career they would like to pursue and many people in life start off in a completely different career to what they finish with.

A good way to find what you would enjoy is by getting some work experience. This can show you the day-to-day activities of a specific job role and could help you learn more about what similar jobs might entail. Work experience is not always compulsory; however, it does show you are a proactive individual and are eager to learn more. One way to find work experience is by speaking to the careers advisor in your school. Schools often have links with employers that you may not be aware of. Another way is to use the government website nationalcareers.service.gov.uk. This website gives you an idea of the opportunities available. You may be required to email companies so keep persevering as some companies may not have work experience places available or may not reply straight away. However, keep at it and you will get an opportunity!

Got your more questions for our mentors?
Email them to suttonscholars@warwick.ac.uk
and we will get our students to answer them for you.

Who should I go to for help when choosing GCSEs?

There is not one right person to go to, but it is important to get the advice of different people such as your parents or carers, teachers and careers advisor. These individuals have your best interests at heart and are able to support you throughout the whole process. The process may be stressful but take each step at a time and try to not get overwhelmed by all the advice. In the end, you should follow what you feel is best as these are your GCSEs.

How do I balance schoolwork and extracurricular activities (clubs, competitions, performances, sports...)?

Using the skills talked about in the study skills section can help you to be an efficient worker. This will help you to have a good balance between schoolwork and extracurricular activities and can make you a well-rounded individual.

You may have heard of time management (if not, do not fear). It simply means using your time well. This can be through many methods such as having a schedule to organise your time or using your free time well. Every person has a different way of managing their time. By trying out different methods, you will be able to find out what works best for you. To find out more, read Kieron's advice on Time Management on page 42.

Our mentor answering these questions for you this time was Kumayl. He's a first-year undergraduate student, studying Chemistry at Warwick. In his free time, he enjoys long distance cycling, he has even cycled from London to Brighton!



Study Skills

How do you feel about studying? Are you good at it or so-so? And how do you become really skilful at it?

These are interesting questions and some we don't always think about. We are so concerned about what we are learning and whether we think we are good at it or not, that we forget to think about how we learn and study best. In this article, we want to look at a few common myths and help you understand how to become more aware of and improve your study skills which will also make you a more independent learner.

ONE
If I revise for a test and then panic in the test because I cannot remember anything, it's because I have test anxiety.

True – it is really unsettling when you have spent hours revising a topic, only to find that you cannot remember a thing during the test and the panic sets in!

The truth is, however, that simply spending a lot of time revising won't necessarily guarantee that you have fully mastered a topic enough to be able to apply it in a test. If you have spent hours revising using a technique that simply does not really help your brain learn or remember, you will still feel that panic but it is not because you categorically suffer from 'test anxiety' – you just need better strategies to help you learn and remember.

That being said, of course, there may be people who find tests more stressful than others, but there are always strategies to help overcome or cope better in a pressured environment, such as getting as much information about what the test may involve, doing practice tests in an environment that is similar to that in school and having fidgety toys like a stress ball to hand to help yourself calm down.

TWO

If I'm struggling in a subject, I just need to do more and try harder.

The second statement kind of hints at a similar thing – simply doing more and trying harder won't do much difference, if you are using the wrong strategies. Quality over quantity.

Some revision strategies really don't help your brain remember. For example, re-reading a text, underlining and highlighting words or writing a section you're studying out in your exercise book. You may enjoy that, but it is not what will help the things you're learning to stay in your long-term memory.

What you need to do is train your brain to become really good at retrieving that information, that is finding where it is stored in your brain, pulling it out and using it. That is what you need to rehearse. So, do lots of practice tests, create quizzes for yourself and your classmates.

Or, another strategy, at the end of a school day, just take a blank piece of paper and write down everything you can remember you learnt in that day – then go back and check, where were your gaps? What do you need to go over again? During the summer holidays, you could regularly take a different subject and topic and simply try and remember what you learnt and write it all down without looking at your textbooks or notes and then check. It will really help keeping those pathways in your brain working.

Another powerful way to help remember things is to connect that piece of information you are trying to learn to other things that link to it. For example, let's say you're learning about simultaneous equations and it makes you think of balancing a set of old scales where both sides have to have the same weight... Maybe it even reminds you of an old song like Justin Bieber's 'Common denominator' – "I don't wanna go back to just being one half of the equation..." You could listen to the music, annotate the text that you're reading, or in your own notes, draw some images of what you're learning makes you think of. Maybe you think of another word, or another example you know that works in a similar principle.

The more links you can make with what you're learning, the more pathways you're creating for your brain to quickly get to that piece of knowledge so that it can be retrieved and used later on.

Flash cards are also an excellent tool to practice retrieving knowledge. You can make your own paper versions or use software, like the Anki App which is a flashcard app you can use on a mobile or desktop to create your own flashcards with text, sound, and images. The app uses a unique algorithm so that you will practice the right things every day. Find out more at: www.ankiapp.com/.

THREE

Every person has a different learning style and they only learn best through that learning style.

What about learning styles?

Most of the time, they are categorised as either visual (responding best to learning with images), auditory (learning best through hearing or talking) and kinaesthetic (learning best through hands-on activities).

Well, I for one, really enjoy getting creative when I'm learning something new. I like recording myself reading out what I'm learning so that I can listen back to it, because I like listening to things, like audio books and music. I may even try and create a little song to help me remember. But I also like images – so I will search Google images and YouTube for great visuals to help me remember. When it comes to cooking or baking – I just need to try it out myself in order to learn. So what is my learning style?

Truth is that there is no scientific evidence that learning styles exist as a hard and fast rule of "That is the only way I can really learn". We may like to be creative and find a way we enjoy best, but powerful visuals or a catchy song will probably help any person remember something better as will using your hands and body to work on something related to what you're learning.

So, it's better not to get hung up on what your learning style is but to keep mixing things up, use whatever works best for you at that point to create more connections and pathways in your brain so you can remember things.

FOUR

Once I understand a concept or topic, it means that I have mastered it and don't need to look at it again.

Understanding something does not mean you've mastered it.

You may have understood the concept and steps needed to solve an equation but that does not mean you'll simply remember it forever now. You need to practice and do it again and again. Like learning your favourite song off by heart - you may have understood the lyrics and can hum parts of the melody after the first time listening to it but that does not mean you can sing/rap it without any prompts.

Do the maths problems you've been working on several times until they become like a song you can sing/rap off by heart without having to check.

Vary where you practice - outside on a bench, in the garden or park, on your favourite chair in the lounge, on your bed or at the kitchen table. Location and all the things our senses perceive in that particular location (smell, sounds, touch, light...) add to the brain cells that store that memory and provide more pathways to help your brain quickly remember.

FIVE

What matters most when trying to learn is my I.Q. (intelligence quotient) or how 'clever' I am.

IQ is short for intelligence quotient and is a measure of someone's intelligence found from special tests. But IQ is just one measure of intelligence. We often think that having a high IQ means you're really clever and that that is fixed - meaning, you're either clever or you're not. And we usually think that means you are good at maths, sciences, English and remembering facts.

But according to Howard Gardner, a psychologist who looked deeper into it, there are many more ways people are intelligent, he called them multiple intelligences.

So you could be clever in the way you can discern music and sounds and notes and tones. Or you could be clever in the way you move and control your body, for example as a dancer or when doing sport. Being good at analysing and solving problems (which is what maths and sciences often use) is just one aspect of being clever.

So, if you're struggling with a particular subject it is not because you are not clever enough, it could be that you need more time to form the pathways in your brain, maybe you need try a different approach - watch a video instead of just reading, listen to someone reading the literature you're meant to read (through an app, online book, YouTube video), find a group to study with so you can discuss and talk through the content. Whatever helps you get to grips with a topic.

IQ or how clever you think you are or aren't does not matter most. It is how you learn.

Use the strategies discussed above and know that your brain is capable of changing and learning and forming pathways. It's called neuroplasticity - and means that your brain is flexible and able to learn new ways of thinking.



This article was contributed by Maria, the Coordinator for Warwick Sutton Scholars. She loves learning new things, especially new recipes. Currently on her wish list of recipes to learn and master are making paratha roti and Caribbean coconut bake.

EVERYONE IS CAPABLE TO LEARN. IT JUST TAKES TIME AND THE RIGHT STRATEGIES.



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BECOMING PEOPLE SMART

Develop your interpersonal skills

Spending a lot of time at home with your parents and maybe also siblings and other family members can have its challenges at times – when we get to that stage where we might be getting on each other’s nerves! But this situation could also provide an excellent opportunity. Two words come to mind: Interpersonal Skills.

But what are they, really? We know we need them when we are interacting with people in different contexts. So, a simple definition is that having strong interpersonal skills means you are skilful in how you communicate and listen – with your words, your body language and your actions towards others.

Having good interpersonal skills can sometimes be called social intelligence – which basically just means being great at understanding people and interacting with them.

Why are interpersonal skills so important?

Atul Gawande, an American surgeon, writer, and public health researcher once said:

“Human beings are social creatures.... [S]imply to exist as a normal human being requires interaction with other people.”

So, we can’t ignore the state of our interpersonal skills. All of us need strong interpersonal skills to make our relationships work and to make life work, whether that be with the people we love, our family members and friends, or the people we meet in other places outside of home – school, clubs and when you’re older at college, at university and later on, at work. We depend on other people for a lot of things in our lives and our relationships have a big impact on our wellbeing.

How do you know whether you have good interpersonal skills? I would suggest that you are never just good or bad at it but that all of us can improve in some way and get better at interacting with the people around us.

To dig a bit deeper, you can ask yourself some questions...

- Do I feel like my friendships are ones where both sides feel supported and we both benefit from – and enjoy – the friendship?
- With my siblings/other family members – do we enjoy just being together? Do we support and encourage each other?
- Am I able to tell how other people around me feel? Do I feel confident that I know how to respond in a way that helps them?
- In the (online) classroom and when communicating with teachers and classmates – do I feel like I can build a good rapport? Do we understand one another? And do we trust and respect each other?

When trying to think about some of these questions, maybe you’re finding that there are some relationships that you’re struggling with a bit. Maybe with a sibling or a friend. Maybe with a teacher or someone in your class. The key thing to remember is that whilst you can’t change another person, you can work on yourself and on your own perspective and that can often have a very positive impact.



Give people a smile

Les Brown, an author and speaker once said,

“Your smile will give you a positive countenance that will make people feel comfortable around you.”

A smile is a very simple thing but it’s part of our body language vocabulary that can be very powerful. It shows that your attitude towards the person you’re interacting with is positive, that you’re open and interested.

Interpersonal skills are a lot about how we communicate, how we express ourselves. In Germany, we have a saying, “The tone makes the music.” Meaning, how you say something really impacts on how someone may hear, perceive and receive what you just said. Your tone of voice. Do you look at them when you talk with them? Is your body language open? Or does it give off the sense that you’re not bothered about what they are saying – arms crossed, gazing past them? And it’s also how we phrase things.

Having difficult conversations

This is especially true when we want to bring up something that’s uncomfortable and sometimes that’s necessary. But there is a way to go about it and for those conversations to be a dialogue, where both people listen and both share openly. Let me share with you one thing I’ve learnt over the years in those moments – let’s assume the other person did something I found hard or I didn’t understand and felt hurt; rather than blaming them, “You are so xyz... you did this... and you don’t care about me!”, it’s better to say, “When you did xyz, it made me feel like this (describe the exact feeling) and I just wanted to let you know. I know that this was not your intention, but I wanted to be open with you because it’s important to me that we get on.” And then give them some time to reflect and share their feelings. It’s better to have those conversations when you’ve had some space and emotions have had a chance to cool down a bit – you’re not in the heat of the moment, had a chance to sleep over it and can come to the conversation with a fresh mind.

What makes relationships work

Forgiveness and being able to believe the best about another person, even if they did something that was not right, and hurt you, can feel very hard. But the truth is, we all make mistakes and we all will need other people to be gracious and forgive when we messed up. When I was a teenager, I had a postcard on my wall that read “Forgiveness is the oil that makes the gears of a relationship work.” (If you’re into machines and engineering, you’ll probably find this image helpful.) If you’re close to someone, for example a sibling or a friend, chances are very high that both of you will mess up at various points, get it wrong and will need to apologise or forgive. It takes courage to take the first step, but the alternative could be losing a relationship or a relationship becoming even more difficult. And, in my opinion, that cost is too high.

Name that feeling

Sometimes the challenge is not knowing how to describe a feeling and so it's easy just to say you're "upset". But that could mean a lot of different things and actually it really helps being specific and naming the emotion for what it is - disappointed, embarrassed, worried. Taking the time to acknowledge and unpick how you feel will also help you to understand why you feel like that and help you articulate that to others. It will probably also make you more aware of other people's emotions and help you 'read' them better. This is what emotional intelligence is all about.

Two ears. One mouth.

The ability to listen is a key part of our interpersonal skills tool kit. You have two ears and one mouth. Listen more. Listening can be hard sometimes. Maybe the other person has a lot to say and you're not sure you can or want to take it all in, or you have a lot to say to them yourself. But genuinely listening and trying to understand really makes a huge difference and it builds trust which is so important for relationships to work. One way to really try to listen in order to understand is to acknowledge what the other person is sharing, "Oh okay, that must have been hard." Or "Wow, that sounds interesting!" You can also reflect back what they said, "I hear you. When you saw those comments online, it made you feel really upset and helpless." That's what helps another person feel understood - it builds trust and shows them that they are valued. Learn to put yourself in the shoes of another person so you can really empathise and understand their experiences.

Making connections with new people

Lastly, I want you to think about connecting with people who you are not necessarily very close to. For example, classmates, teachers or when you're meeting young people from other schools and towns, like we do at Sutton Scholars Campus Days. How do you connect with someone that you don't know yet? Interpersonal skills are really crucial here and the main challenge is to make someone you don't know feel comfortable and at ease around you.

I always think the first way to build a rapport is - going back to the start - just smiling at them and, through that, telling them that your attitude towards them is open. Greet them, "Hey, I'm Connor." Ask them for their name and then use their name when you go forward.

"Hey Makale, how did you find that homework?". Someone once told me "Use people's names, it's music to their ears." I love that. And learn how to pronounce their names right. If you don't know, ask - don't assume. Be courageous and take the first step to break the ice in a small group or one-to-one. Go out of your way to find out about other people but also be willing to share about yourself. "How have you been finding learning from home? Do you miss school? Why? Why not?" Think of something that all of you are probably going to have something to say about and just see where it takes you. Connecting with people you don't know very well can feel awkward. Don't let that put you off - keep going and stay confident. You're training your interpersonal skills muscles!

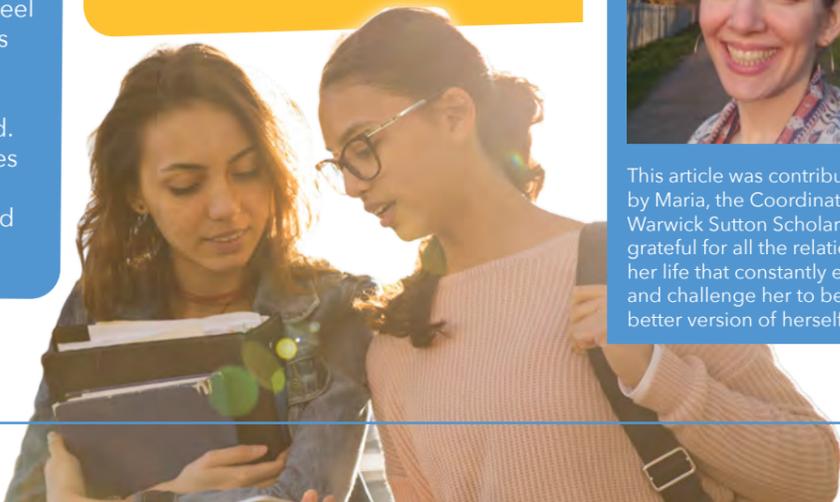
You can start working at it now

While it's important to push yourself outside of your comfort zone when you are in a situation with new people, I always think - all these things start at home. If you can be kind and open-minded to the people closest to you (the people who get on your nerves at times), if you can listen to them, understand them and have an open dialogue that does not blame them, you are really setting yourself up for success in the future. It takes time, but it is worth working on ourselves to improve our interpersonal skills. These skills have the potential to make your relationships better and healthier,

make you feel better about yourself and help you with future challenges as you grow up. A lot of employers are also looking for these skills. But even beyond just being successful in your future career, think about how much of a difference it could make to you and others when relationships are beneficial, supportive and enjoyable!



This article was contributed by Maria, the Coordinator for Warwick Sutton Scholars. She is grateful for all the relationships in her life that constantly encourage and challenge her to become a better version of herself.



just NEED some space



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FUN THINGS TO DO OVER THE SUMMER

Handwrite a letter to your best friend/family member/NHS staff

It's so easy and quick to communicate digitally, via a text, email or phone call. Sending a letter will make the person who receives it feel extra special as it adds a personal touch and they will appreciate the extra time and effort you have put into it.

Top tips:

- What is the purpose of your letter? This could be to catch up and see what they've been doing, it could be to say you miss them because you haven't been able to see them since lockdown, it could just be to ask how they are doing.
- Think about how long you want the letter to be - it can be a quick note or a long letter with lots of information and detail.
- Decide if you want to type or write your letter - handwritten will take longer, and might be difficult for someone else to read but it gives a great personal touch. Typing your letter on a computer may be easier for someone and else to read and won't take you as long.
- Make sure you have an envelope to put your letter in!
- On the outside of the envelope write your friends name, address and postcode in the middle, and your name, address and postcode in the top left hand corner (in case the letter cannot be delivered, it will get sent back to you).
- You will need to get a stamp from a post office and stick on the top right hand corner of the envelope - then put it in the post box. If you can't get a stamp you could see if you can hand deliver it to their house.
- If you want to write to the NHS... Mya Krishna-Kumar, a first year Maths student at the University of Warwick, was inspired by the weekly clapping for the NHS on Thursdays during the spring. She wanted to find a way to connect people with NHS staff, to give a more personal touch. Mya set up 'Letters for the NHS' - a pairing system where anyone can write to a hard-working healthcare worker: thecrisisproject.com

Do something you are afraid of

- Doing one thing that scares you is a great way to challenge yourself and overcome fear. Create a plan by listing things that scare you, breaking up complicated fears into smaller steps, and coming up with specific actions you can take. Keep a journal to track your progress and motivate yourself.
- Start with smaller fears first and ask a friend or someone you trust to help you do something you're afraid of.

Stargazing

- Now that it is summer time, astronomy is a really fun activity so wrap up warm and go outside! You can do this in your garden or from your balcony after the sun has gone down.
- It will take a few minutes for your eyes to get used to the darkness - this is called dark adaption.
- The first thing you need is a torch (you could use your phone light, or a bike light if you don't have one) to be able to move around, read star charts, and check what you are looking for. But as these lights are very bright, we need to dim it a little. Tape some thin paper over the front of your light source it (any paper will do, even newspaper). Ideally you want enough light to be able to see but not so much that it affects your eyes' dark adaption.
- With just your eyes, you can do things such as learn the constellations, observe shooting stars and meteor showers, and see the space station and as well as other man-made satellites.
- With a cardboard tube e.g. the centre of a toilet roll, you can see that some stars have colours.
- If you have some, use binoculars - they're great for seeing the Milky Way (our galaxy), star clusters and the moons of Jupiter.

Pick up 3 pieces of litter on your walks/being outside

- Picking up litter is a simple activity that can have instant results.
- You can help protect wildlife - animals can confuse litter for food or nesting materials. If litter gets into waterways, it can harm or kill aquatic life and their homes.
- If someone sees you making the world a better place they could be inspired to do it themselves. Seeing a young person take action to protect their planet is really inspiring.
- It will also make YOU feel good, you know that you're creating change and giving back to your environment and your community.

Learn a new word!

- Did you read any words you have not heard of before in this magazine? Look them up and make a note of it and the definition.
- There are also many websites where you can find random new words you can add to your vocab, e.g. www.merriam-webster.com/ has a Word of the Day!
- Read, read, and read - the more you read the more words you will learn.
- Build your own dictionary - write down any new words you discover, you will start to recognise the words when you read and all of your new words will give you confidence to learn even more words.

Organise your stationery

- Set aside some time to do this.
- Lay out all of your stationery in front of you - declutter - decide what you want to keep and what you want to throw away. This is an important part, by only keeping the things you actually use.
- Look for/buy some cheap storage containers - try places such as Wilko's, Poundland or the supermarket. Categorise them by type e.g. pens, highlighters, pencils, erasers, smaller items and then get some paper, write the categories and tape them on.
- Make a box to store your paper work in - this could be a cheap gift box or even a cereal box (you can decorate it to make it look nice).

Write up positive affirmations

- Positive affirmations are phrases or mantras that you repeat to yourself which describe who you want to be or a specific outcome.
- At first, these affirmations might not be true, but with constant repetition, your subconscious mind will start to believe them. Eventually, these affirmations will become your reality - this change is due to something called 'neuroplasticity' which means your brain literally rewires itself for different thoughts!
- Here are some examples:
 - o I learn from my mistakes
 - o I believe in my skills and abilities
 - o The tools I need to succeed are in my possession
 - o I've decided that I am good enough
 - o I use my failures as a stepping stone
 - o I have the courage to say 'no'
- You can do these affirmations once a day (or more if you'd like) and spend about 5 minutes doing them. Try doing them first thing in the morning or last thing at night and see how they make you feel.

Start an 'ideas and dreams' notebook

- SMART goals - Specific, Measurable, Achievable, Relevant and Time- Bound objectives. Use these to help.
- Each goal should be:
 - o Specific - Your goal should be clear and specific, otherwise you won't be able to focus your efforts or feel truly motivated to achieve it. Answer the 5 'W' questions.
 - What do I want to accomplish?
 - Why is this goal important?
 - Who is involved?
 - Where is it located?
 - Which resources or limits are involved?
 - o Measurable - It's important to have measurable goals, so that you can track your progress and stay motivated. Start to write down a plan of how you will reach this goal. Seeing all the details written out can help you decide exactly where to begin and if this goal is something you want to achieve.
 - o Achievable - Your goals need to be realistic and attainable to be successful. In other words, your goal should test your abilities but still be possible to achieve. Think about how you can accomplish this goal, and how realistic the goal is (do you have any restrictions that might stop you achieving your goal?)
 - o Relevant - Ask yourself whether your goals can answer 'yes' to these questions?
 - Does this seem worthwhile?
 - Is this the right time?
 - Are there other things I need to be focussing on right now?
 - o Time-bound - Make sure you have a deadline to focus on and something to work toward.

Journal - buy a new book or use an app e.g. Day One Journal

- Journaling is the practice of keeping a journal or diary that explores the thoughts and feelings surrounding the events of your life.
- Journaling helps reduce stress, strengthen your immune system, keep your memory sharp and improves your mood.

Download Duolingo and learn a new language

- Duolingo is a free app that you can use to learn a new language on your phone or on the web.
- You can learn 30+ languages online with bite-size lessons based on science. You can do just a few minutes a day.
- Its fun and addictive! Earn points for correct answers, race against the clock, and level up!
- Other great similar mobile apps are Mondly and Memrise.



These ideas were collated for you by Sarah from our Widening Participation Team. A fun thing she enjoys doing is going for a walk, it lets her explore new places and find hidden gems



MY JOURNEY

Hear from our Warwick Sutton Scholars mentor Bashirat, who is currently in her first year studying Law and Sociology telling you about her educational journey so far!

How has your education prepared you for your career path?

I have an interesting educational journey as I have experienced two different education systems from being thrown into the British educational system in the run up to GCSEs (year 10) then making a misinformed decision to stay at my sixth form. I grew up in London from the age of 14, and, prior to that, I attended primary and secondary school in Dublin which was not the most diverse but still fun! Moving to London was great because I got to see more people who looked like me in school and now at university.

My education has not had much of an influence on my career path. I am interested in going into communications which is mainly about writing, drafting press releases and a lot of relationship management for big companies like Netflix. I don't think my education has necessarily led me to a communications career but it has been very important in terms of skills.

Attending university has helped me to improve my writing skills, my comprehension, teamwork and organisational skills which is important for any career. It has prepared me to work with different types of people around the world too. In short, I would highly recommend attending university to boost your skills, meet different types of people and find out more about different careers.

What influenced your choice to study at Warwick?

Location. Prestige. Financial support. These 3 terms were essential in influencing me to study at Warwick. I live in London and Warwick is based on the outskirts of Coventry which is amazing because it's close to home but far away. So for example, I could always make it home in less than 2 hours if there was an urgent need. Prestige was important to me because I know I worked very hard to get into a university like Warwick and I am reaping the benefits. Financial support was highly important for me because I am eligible for many scholarships and bursaries which has also helped me ease my financial burdens.

Why did you choose to study Law and Sociology?

I decided to study Law and Sociology because I have always been interested in how law can influence society. I am passionate about many legal issues such as human rights abuses, criminal injustices and how social factors such as ethnicity, class and gender influence these issues. For example, statistically, students from low socioeconomic backgrounds are less likely to get into top universities. Studying Sociology helps me to explore the reasons behind this such as their location, access to education and finances.

What extracurricular activities did you participate in during your school years?

My main extracurriculars would be events planning and community organising for sure! During sixth form, I had the opportunity to help lead an Afrobeat charity event where over 250 students attended which was great fun. Also, I helped organise a fashion show at my local mosque which was incredibly rewarding!

What has been your proudest achievement in school?

My proudest achievement throughout school would probably have to be getting the award for the highest grade in Religious Studies, especially as I struggled a lot with the subject. Religious Studies was difficult as I never had the best teacher and it was a major struggle but in the end, I ended up getting an A at A Level which I never expected!

LAW AND SOCIOLOGY

is a course where you both learn how the law works and how to apply it but you also study how human society has developed, how it is structured and how it functions, including the problems that exist within it.

Did you have a favourite subject and teacher and vice versa?

My favourite subject was definitely Sociology but I had 2 favourite teachers - Mrs Brown who was my Year 12 Politics teacher and Ms Boyle who was my GCSE & A Level Sociology teacher from Year 10 to Year 13. Sociology was my favourite subject because it allowed me to explore wider injustices and understand how these injustices occur in society, not just in theory. For example, my sociology A Level influenced my university degree and my current line of thought. Mrs Brown was one of my favourite teachers because I could relate to her in terms of being a black woman with high aspirations and she was just my role model! Ms Boyle definitely contributed to my Sociology interest and always motivated me when it came to extra work! I'm still in contact with both of them today.

What skills have you developed during your journey?

Critical analysis! Being critical in your work is essential to getting the best grades possible! Who, what, why, where, when and how? These are the questions that students should be asking in relation to their work. This skill never ends and is useful outside of education too. For example, in the workplace - you still need to be a critical thinker.

Are you facing any worries concerning your academic journey now?

Absolutely - I am such a perfectionist who wants the best grades possible at university. The highest grade is known as a 1st, which is similar to a grade 9. Other than that, making the right decisions with my academic journey is something I am worried about - such as taking a year abroad to study in another country like Singapore or Australia.

Try recalling the time you arrived in England and in a new school, how did you feel?

I was nervous because I had never moved countries before and did not know what to expect. Based on the media and shows I watched such as 'Waterloo Road', I thought kids in England were rude or posh. But that was not the case, people were really nice.

What do you like to do in your spare time?

In my spare time, I really enjoy writing, Netflix/YouTube, reading and going to the theatre. Others may find these hobbies boring but I love them. Writing allows me to express my thoughts in a nonverbal format which I love. Reading, Netflix and going to the theatre allows me to immerse myself in a different world and explore different characters which I love! Currently, my favourite theatre production is called Rent and my favourite book is American Street by Ibi Zoboi!

What motivates you?

Coming from a low socioeconomic background and being the first generation in my family to go to university motivates me. It motivates me to be the best I possibly can at whatever I do, whether it's getting a 1st at university, freelance writing or becoming a communications professional.



Bashirat was interviewed by Anthonia, one of our Warwick Sutton Scholars mentors who is currently in her first year of studying Politics and Sociology at Warwick.



TOP TIPS FOR MAKING GCSE CHOICES

Choosing your GCSE options might sometimes feel a bit stressful and confusing. But try not to worry. Making decisions about next steps is a normal part of life and it's a good skill to learn. Your mentors all had to make choices about their GCSEs (or other qualifications) when they were at school so you're not on your own.

Some GCSE subjects are compulsory (this means that you have to study these) and others are optional. The compulsory GCSE subjects are:

English Language (*English Literature may also be compulsory at your school*)
Maths
Science

For Science, you may have the option to do a combined Science course which is worth 2 GCSEs or you might be able to choose separate sciences, where you'll study Biology, Chemistry and Physics separately and will achieve 3 GCSEs.

For the rest of your GCSEs, you'll probably be given a choice of a range of optional subjects to take. Make sure to check with your school about any other compulsory subjects though and check out our top tips below so you can make the best choices for you!

#1

Find out what subjects are on offer

Make sure you know what GCSE subjects you can choose from at your school. This information will usually be shared with you by your teachers or you might be able to find it on your school website.

You may be asked to choose subjects in different 'blocks'. These blocks help your teachers to make sure that all of the subjects can be taught across a school week but it might mean that you're not able to do certain combinations.

Example choice of 'blocks'

BLOCK A	BLOCK B	BLOCK C
Humanities (e.g. Geography/History/RE)	Arts (e.g. Drama/Art/Music)	Separate Sciences
Arts (e.g. Drama/Art/Music)	Languages (e.g. Spanish/French)	Humanities (e.g. Geography/History/RE)
Separate Sciences	Humanities (e.g. Geography/History/RE)	Languages (e.g. Spanish/French)

All schools have different ways of organising GCSE subjects so this table is just an example. In this case, you would be asked to pick the block that included the combination of subjects you'd like to choose. Once you decided on the block, you'd need to pick the specific subjects. So, for example, I've decided that Block A looks best for me. Within this block, the specific subjects I'd like to take are Geography, Drama and Separate Sciences.

#2

Attend an options event at school

Your school may be running an 'options evening' or similar event for you and your parents. This is a really helpful event to attend so, if you can, make sure you go along. If you or your parents have any questions about your GCSE options, then this is a really good place to ask your teachers for more information.

If your school isn't running an options event - or you're not able to attend it - then make sure to ask your teachers for more information about your GCSE options.

#3

Talk to your parents and teachers

Your parents and teachers are really helpful people to speak to about your choices. Even if you're sure that you know exactly what you'd like to choose, it's still useful to talk your options through. If you have older siblings or other family members that you think you'd like to talk to as well then go ahead. The more people you speak to, the more informed your decision will be.

Remember, you can also speak to us about these choices - we're always happy to help!

#4

Think about what you enjoy

Remember, you're going to have to put a lot of effort into these GCSE subjects and you're going to want to do your best. You'll be studying these subjects for 2 or 3 years so it's really, really important that you're interested in the subjects and enjoy learning about them.

So, while doing your research and speaking to people, have a look at what you'll be learning about in the subjects you're thinking of choosing and check that they definitely look interesting to you.

You can also follow this QR code to see a really helpful video from BBC Bitesize about GCSE subjects.



#5

Think about the future

If you think you know what you'd like to do in the future, then it's a good idea to do a bit of research before you pick your GCSE options. For example, if you're hoping to go to university and study something like Medicine, then it's a good idea to do triple science GCSE. This is because some sixth forms and colleges prefer for you to have studied triple science if you'd like to do a science subject at A Level. For Medicine, you usually need to have an A Level in Chemistry and an A level in one other Science/Maths subject so triple science GCSE would be a good foundation for this.

If you're not sure about what you'd like to do in the future, then it might be useful to choose a range of subjects to keep your options open. Remember Tip #4 though! Make sure that these subjects look interesting before you pick them!

#6

Remember, this is your choice

Lots of your friends are likely to be making their GCSE options choices at this time too. It's important to remember that you and your friends will all want to do your best in your GCSEs and that each of you have a choice.

It might be tempting to pick a GCSE subject because a friend has chosen it too, but make sure you think carefully and consider Tip #4 and Tip #5. If you pick something you don't enjoy or that won't help with your future plans, then it might be harder to stay motivated.

And finally...

#7

Don't stop asking questions!

If you're still unsure about something to do with your GCSE choices, then make sure you ask for help. Don't stop asking questions until you're happy you have all of the information you need to make a decision. There are lots of people on hand to help, whether that be your teachers, your family or us 😊.



This article was written by Emily, part of the Widening Participation and Outreach Team. She supports local schools and young people by day and enjoys being an amateur artist and nature enthusiast in her spare time. She loves all things wild!

Want more help?

Contact us at

suttonscholars@warwick.ac.uk

Mentor Perspective

HOW DID YOU MAKE YOUR GCSE CHOICES?



Prash, first year studying Philosophy, Politics and Economics

My optional GCSEs were French, Product Design, Computer Science and Triple Science. What I enjoyed doing in Key Stage 3 (years 7-8) was the main factor that helped me decide, so think properly about what you enjoy.

Make sure you take part in school open evenings, speak to the teachers and especially the current students about what they think about the subjects as that gives you a better insight than just reading a leaflet.

At the time, I wanted to be an engineer, which influenced my choices, so maybe think about your career goals. I changed my mind about becoming an engineer while I was studying A-levels so don't worry if you don't know what you want to do!

Kumayl, first year studying Chemistry

Choosing my GCSE options was an important time for me, it allowed me to take a step back and think about what career I would like to do in the future. My teachers were a great starting point, they explained how GCSEs work and what I should look for in a GCSE subject.

I enjoyed the sciences a lot because these subjects taught me about how the world works, as well as keeping my options open for the future. Understanding how a subject was assessed also helped me in my decision making. This was because I preferred written exams over coursework.

Overall, the most helpful thing, for me, was recognising that each subject I chose had elements that I enjoyed.



Study Skills Mentor Perspective

IT'S TIME FOR TIME MANAGEMENT!

As you begin to progress through school and life you begin to realise you may have more work to complete than before. This, on top of any commitments or hobbies you may have either outside or within school.

For me, coming to University meant I became involved in many different projects on top of attending lectures and seminars. As a result, you may be asking yourself 'How do I keep on top of all the things I need to do?'

Part of this is down to time management, which is simply how you use the time you have throughout the day.

One effective way of managing your time is by using the 'Pomodoro Technique' which can help boost your productivity and help you stay motivated. ('Pomodoro' is Italian for a tomato - the technique was developed by an Italian student using his tomato kitchen timer.)

Set a timer for 25 minutes and work uninterrupted during this time on the task you want to complete. When the 25 minutes is up, you can take 5 minutes rest by leaving the room and doing something that will take you away from the work. If possible, I recommend stepping outside for those 5 minutes to get some fresh air!

You can repeat these timings to help you complete your work and revision but make sure to take a longer break of around 15 to 30 minutes when you have completed the timings for a third time to ensure you don't burn yourself out!



As well as this, another way to help you manage your time more effectively is to take approximately 15 minutes at the beginning of the day to plan what tasks and revision you may wish to complete by the end of the day.

You can divide these between tasks that are urgent and need to be done today, tasks that aren't as urgent and could be done tomorrow, tasks that need to be done by the end of the week, and tasks that are a long-term priority.

You can draw four-square grid and write your objectives within them. I know that this method is popular amongst students who want to begin improving their time management as well as myself.

Remember, be realistic in the amount of work you can complete within a limited amount of time and don't be disheartened if you don't complete everything you had planned for the day. Simply plan what you didn't finish into the next day.

Hopefully these tips will help you manage your time better than ever before!



Kieron is a 2nd year undergraduate student, studying Politics and International Studies here at Warwick. He's also one of our Warwick Sutton Scholars Mentors and a passionate 'amateur home baker' in his free time.

WE WANT TO HEAR FROM YOU!

What did you think about our first Warwick Sutton Scholars magazine?

Was there an article that particularly interested you or something that captured your attention?

Did the magazine inspire you to try something (new)?

Do you have any burning questions for us and our mentors?

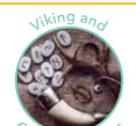
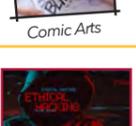
We would love to hear all your thoughts, opinions, ideas, experiences, comments and queries!



So, please get in touch with us by emailing suttonscholars@warwick.ac.uk

Alternatively, you can also post a letter or postcard to **Warwick Sutton Scholars, SROAS, University House, Kirby Corner Road, Coventry, CV4 8UW.**

SOLUTIONS

Subject	Real or Fake?	Fun Facts
 Bakery and Patisserie Technology	Real	This course can only be studied at University College Birmingham and is perfect for students wanting to focus on the technical and management skills needed to pursue a career in the bakery or patisserie industry. Industry placements, practical bakery sessions and business modules make this a perfect choice for those interested in pursuing food technology as a career.
 Circus Studies	Real	Combine contemporary circus with physical theatre at Bath Spa University's specialist training facilities, offering opportunities to build a portfolio ready to be a professional Circus Theatre artist. Students are assessed through performances, written coursework and spoken presentations.
 David Beckham Studies	Fake	Unfortunately, a fake course, but with over 100 courses across 40 institutions available to study a football related degree, there are plenty of opportunities to learn more about key players across the sport. Students may also choose to study a broader Sports and Exercise Studies degree to gain a variety of knowledge and skills and choose to specialise later in their degree or career.
 Digital Healthcare Science	Real	Are you good with people, interested in health and wellbeing, curious about digital technologies? In this degree offered by the University of Warwick, students learn how to support individuals to help themselves to better health and wellbeing, and to use leading edge science and technology to contribute to improving health services for individuals. The course will be a mix of taught sciences and practical placements with the NHS or other health providers.
 Old Norse Studies	Real	Interested in specialising in developing your knowledge and understanding of the Viking Age through the study of language, literature and history? This degree at University College London is studied over four years and the third year is spent studying abroad at a University in Denmark, Iceland, Norway or Sweden.
 Harry Potter Studies	Fake	A full degree devoted to the study of Harry Potter hasn't yet been created, but if you choose Education Studies at Durham University, there is a 'Harry Potter and the Art of Illusion' module available to select. Many universities also have a Harry Potter or Quidditch student society (similar to an extra curricular club) where students can share their interests in their spare time.
 Jewellery and Accessories	Real	This creative degree at London Metropolitan University, equips students dreaming of a career as a jeweller, silversmith, fashion accessory maker or stage prop designer. Students learn from fashion designers and manufacturing companies from across the world and have the opportunity to take part in 'real life' work challenges across high profile events such as London Fashion Week.
 Paranormal Activities	Real	This course researching paranormal activities and magic is available to study at postgraduate level (either as a Masters degree or PhD) at the University of Edinburgh. Most students will study for a degree in psychology first before continuing their research and specialising in parapsychology.
 Comic Arts	Real	A new course at De Montfort University (Leicester), where student's artistic skills and creativity meet the digital age, learning how to apply these to film, video and comic art production. Students learn in a specialist games studio with high specification computers to support learning, in addition to benefitting from developing drawing skills at the Leicester Media School Drawing Centre.
 Ethical Hacking	Real	Often combined with cybersecurity, this course allows students to learn about modern technology and digital forensics. Some students may choose a sandwich degree, where their third year is spent in industry gaining work experience, before returning to finish their final year of study.

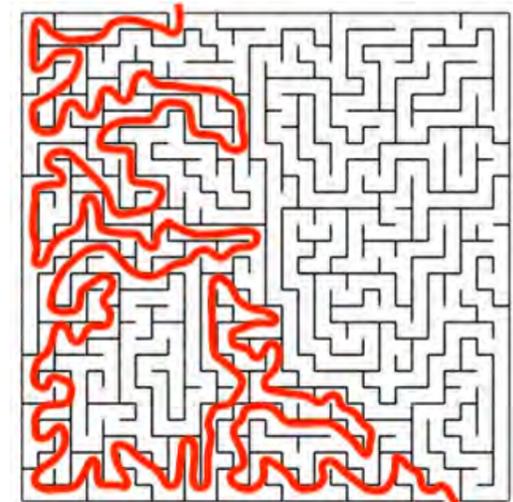
SOLUTIONS

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4	1	6	3	5	8	9	2	7
9	3	2	4	7	6	1	5	8
8	5	9	7	4	3	6	1	2
3	2	4	6	9	1	8	7	5
1	6	7	8	2	5	4	3	9

Riddles

1. A keyboard
2. "I have so many problems!"
3. There weren't any stairs, it was a one story house!
4. Smiles, because there is a mile between each 's'



Having a mental health crisis?



Text **YM** to **85258** for free 24/7 support across the UK if you are experiencing a mental health crisis.

All texts are answered by trained volunteers, with support from experienced clinical supervisors.

YOUNGMINDS
Crisis Messenger

powered by
shout
for support in a crisis
CRISIS TEXT LINE |

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LISTEN

*Or your tongue
will make you deaf.*



- Native American Proverb

**When we seek to
discover the
best in *OTHERS***

**we somehow
bring out the
best in *OURSELVES***