



# Personal development bulletin number 37 12.7.21



Resources	Pages
Character	<i>white</i>
Community	<i>blue</i>
Careers	<i>red</i>
Apprenticeships	<i>yellow</i>
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# Talk To Us

## July 2021



- **Whatever you're going through, a Samaritan will face it with you. We're here 24 hours a day, 365 days a year.**
- Samaritans are challenging the UK to become better listeners by sharing expert tips on how to be a better listener.
- Throughout July, Samaritans branches are also holding events throughout the UK and Ireland to raise awareness of the services they offer in their local communities.
- Visit your local branch website to see what they're doing during Talk To Us
- <https://www.samaritans.org/support-us/campaign/talk-us/>
- <https://www.samaritans.org/how-we-can-help/schools/>

**Try and fail,  
but don't fail to try.**

*Stephen Kaggwa*

## Jump Back Up July 2021



ACTION FOR HAPPINESS

Happier · Kinder · Together



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
 5 Get the basics right: eat well, exercise and go to bed on time	 6 Pause, breathe and feel your feet firmly on the ground	 7 Shift your mood by doing something you really enjoy	 1 Take a small step to help overcome a problem or worry 2 Adopt a growth mindset. Change "I can't" into "I can't...yet"	3 Be willing to ask for help when you need it	4 Find something to look forward to today	
12 Write your worries down and save them for a specific 'worry time'	13 Challenge negative thoughts. Find an alternative interpretation	14 Get outside and move to help clear your head	15 Set yourself an achievable goal and take the first step	16 Find fun ways to distract yourself from unhelpful thoughts	17 Use one of your strengths to overcome a challenge today	18 Let go of the small stuff and focus on the things that matter
19 If you can't change it, change the way you think about it	20 When things go wrong, pause and be kind to yourself	21 Identify what helped you get through a tough time in your life	22 Find 3 things you feel hopeful about and write them down	23 Remember that all feelings and situations pass in time	24 Choose to see something good about what has gone wrong	25 Notice when you are feeling judgmental and be kind instead
26 Catch yourself over-reacting and take a deep breath	27 Write down 3 things you're grateful for (even if today was hard)	28 Think about what you can learn from a recent problem	29 Be a realistic optimist. Focus on what could go right	30 Reach out to a friend, family member or colleague for support	31 Remember we all struggle at times - it's part of being human	

## Turning 'borderline' into 'breakthrough' - 30 behaviours to consider

1. Even when lots of deadlines come at once, I manage to work out how to finish and submit everything
2. I am not afraid to give a question a go, even if I am not fully sure the method I use on my first attempt will be a success
3. I analyse where I have gone wrong on exam or test questions
4. I ask the teacher about tasks that I do not understand fully<sup>[P]</sup><sub>[SEP]</sub>
5. I can increase periods of concentration and work really intensely if I have to
6. I challenge myself when studying topics which I am not familiar with, working hard to understand them
7. I choose to sit next to people who are currently performing better than I am, or who help me concentrate and improve. I see my peers' strengths as an asset
8. I complete work in advance and ask the teacher to take a quick look at it so I can make any changes before the real deadline
9. I do past paper questions, dipping in and out like mini-exams
10. I don't allow negative thoughts to dominate, I try and take control of them
11. I expect to have setbacks, they are part of my learning process
12. I generally focus on written feedback rather than the mark or grade alone. I know constructive feedback is not an attack on my personality
13. I generally know in advance what I plan to achieve in a study session
14. I have 'personal bests' I'm trying to beat when I submit work
15. I have an organised workspace at home and in school to study, with everything in its place



Turning 'borderline' into 'breakthrough' - 30 behaviours to consider *continued...*

16. I have identified my weaker areas of understanding and focused more time on these areas
17. I have mental lists of things I want to achieve, from small things to bigger academic achievements
18. I keep trying on topics or questions I find hard, until I succeed
19. I know how long each exam is and I am driven to know how long I will need to spend on each section. I time myself on each section to try to work this out
20. I know the skills required in exams and tests, often I've practised using a range of unfamiliar data, photos, graphs, maps, questions etc so it doesn't matter if the wording is different on the day or examples are unfamiliar
21. I like looking at model answers to understand how to reach the top of the mark scheme
22. I often ask myself 'can I also...?' and create my own extension criteria
23. I read feedback carefully and use this to re-draft work if I am unhappy with the grade
24. I review my notes to ensure they are organised in a logical and beneficial order for revision
25. I seek help and support from peers and teachers when needed – I don't feel this is a sign of weakness
26. I seek out additional exam questions and mark schemes, even if they are from different exam boards
27. I sometimes approach teachers for suggestions for additional resources or reading
28. I sometimes use mark schemes to mark myself
29. I will find opportunities to test myself on the knowledge I have gained
30. When I revise with my friends, we test each other rather than just copy each other's notes

## The Great Conversation...

A different topic each week, to help you

- Develop your debating skills
- Wow in an interview/seminar
- Write better essays
- Grow in confidence

### Universal Human Rights

<https://youtu.be/nDglVseTkuE>

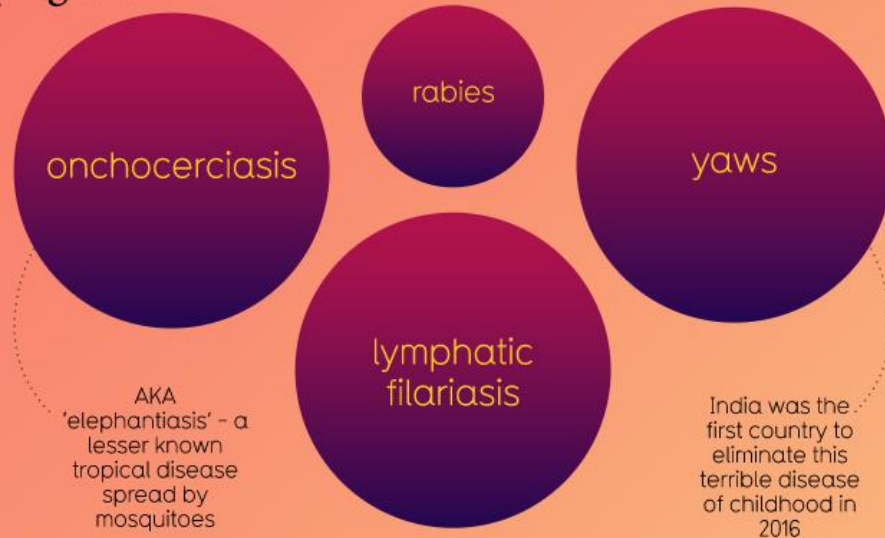


## 10 Diseases We've Nearly Controlled or Eradicated

### on our way



### progress!



### nearly...



### eradicated





## PwC's Flying Start degree

On one of PwC's Flying Start degree programmes, you'll have the opportunity to go to university and start your career at the same time. You'll get to work with world-class clients and be part of our highly skilled teams. Studying at university you'll get to experience the full-time student lifestyle but with integrated paid placements at PwC, you'll have some money to enjoy it too. You'll gain a degree, and hopefully impress us enough to secure a graduate job with us after you graduate.

If you want to find out more about the programme, join our upcoming session in our Virtual Park on 14 July, or join one of our Back to Schools sessions in your region.

[Find out more and sign up](#)

## Careers at Sea with Engineering Officer Cadets

Webinar:

Careers at Sea with Engineering Officer Cadets

Careers at Sea is here to promote the many career opportunities in the Merchant Navy, from cadet to captain, apprentice to Chief Engineer and so many more.

In this session, we speak to officer cadets from engineering officer training routes and one of our Careers at Sea Ambassadors. You will hear about their experiences both in nautical college and onboard ship, as well as why they chose the Merchant Navy and their engineering route.

This webinar is aimed at Careers Advisors and Parents seeking more information about these opportunities. We are unable to accommodate under 18's in this webinar without supervision. Recordings will be provided, which you are free to play for your students after the event itself.

[Sign up here](#)

# Oxbridge Thinking Skills question...

<https://www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/tests/tsa>

- 46** Your cake will be tasty only if you use fresh ingredients which you can only buy at the market. You did not go to the market, so your cake will not be tasty.

Which one of the following most closely parallels the reasoning used in the above argument?

- A** You can only be happy if you are healthy. To be healthy, you have to eat a lot of vegetables. You eat a lot of vegetables so you must be happy.
- B** She either went to school or to the playground. She is not in the playground, so she must have gone to school.
- C** If you light a candle, there is light and, if there is light, I am able to read to you. You must have lit a candle because I can read.
- D** Listening to loud music through earphones damages hearing. His hearing is fine which means that he must not have listened to loud music through earphones.
- E** Good knowledge of the car is necessary for fixing it. Without fixing the car, we will not arrive at the wedding in time. We will surely be late as we do not have good knowledge of the car.

**Answer on next slide**

# Super-curricular knowledge

## Subject-Specific Resources

The following resources are grouped by Cambridge subject. As is the nature of our courses, every academic interest is covered, but they might not always be under the heading you would expect. For guidance about our courses and the subjects they cover, see the individual course pages on our website: <https://www.undergraduate.study.cam.ac.uk/courses/>

### Geological and Materials Sciences:

- Geological Society: [www.geolsoc.org.uk/index.html](http://www.geolsoc.org.uk/index.html)
- British Geological Survey: [www.bgs.ac.uk/](http://www.bgs.ac.uk/)
- Institute of Materials, Minerals and Mining: [www.iom3.org/](http://www.iom3.org/)
- UK Centre for Materials Education: <http://materials.ac.uk/>

[More Details](#)