



Academy[®]
LEARNING



Thriving
Minds[™]

40 hours of cross-curricular learning

A complete solution to government requirements for additional hours of learning in 2022 2023

Julie Adams

www.thrivingminds.org





Thriving Minds: Foundations for Success

- Effortlessly increase the average hours delivered to students with a brilliant cross-curricular extension programme.
- Evidence provision with individual student reports and personalised certificates.
- Teacher Platform facilitates complete oversight of student engagement for targeted support.
- An economical high-impact solution.

The Thriving Minds eLearning platform accelerates academic development and supports SMSC, personal development and culture capital (Ofsted EIF 2019); students study at their own pace, building confident and resilient learners in educational settings.

Call now for a zoom call or introductory visit to your school to see how eLearning solutions can work for you.

What Teachers and Students say:

- 'The focus group agreed that the opportunity to enjoy such a wide-ranging set of big ideas was valuable and, frankly, unique.'
- 'My students continued to discuss the various topics long after the course was over. Thank you for giving us all such food for thought!'
- 'The content of the talks was brilliant.'
- 'The multiple choice questions were a great addition. Designed to extend their thought horizons.'
- 'We all enjoyed this way of learning – no classroom pressure'

Cost

- Course 1 £40 per person 20 hours of learning
- Course 2 £40 per person 20 hours of learning

School licenses are available.

40 hours of learning for up to 100 students and three teachers in the same school £2500

Further Information

Call for more details and a bespoke package tailored to your needs:
+44 7979 524277



Students: Each course includes over 100 student activities for cultural enrichment, critical thinking and puzzle solving. Students receive a certificate of completion.

Teachers: The online teacher area supports teachers with oversight of student progress, print-outs, puzzle solutions and notes.

How to Book:

Fill in the form below and send with your cheque (payable to Academy Conferences Ltd), or book online at www.thrivingminds.org

SCHOOL NAME:

SCHOOL ADDRESS:

EMAIL:

TELEPHONE:

NUMBER OF STUDENTS:

NUMBER OF STAFF:

PLEASE CHECK:

COURSE ONE

COURSE TWO

Academy Learning
37 Fore Street, Sidmouth, Devon EX10 8AQ





1 Oxbridge Interview Question: Here's a Cactus; Tell us About it:

JULIE ARLISS

The University of Oxford's admission interview questions allow candidates to show their ability and potential and see if candidates can think laterally and apply their thinking to new ideas and different contexts; they are not about reciting what you already know. Often, there are no 'right' answers to their questions: the focus is on how well you can think. The session provides students with essential Oxbridge-standard thinking tools and ideas for developing high-level lateral thinking skills. Julie Arliss examines this thorny request as a test case.

2 A Slow Strange Death: The Failure of Environmental Economics:

PETER BARON (ALUMNI OF UNIVERSITY OF OXFORD)

Without a basic understanding of Economics, it is impossible to understand how the current environmental crisis happened or how to resolve it. In a lively interactive session, Peter Baron introduces students to the core concepts of neo-classical economics, such as marginal gains, incentives, externalities, the invisible hand, black box thinking and division of labour via various engaging case studies. The session will argue that the philosophical foundations of this view are bankrupt and that it has failed to embrace the issues of future generations (climate change), minority groups (poorer countries) and meaningful measures of welfare (happiness). Baron argues that we need to become a different economic animal to rescue the environment. The course provides a polymathic insight into the philosophy of economics.

3 Aristotle 384–322 BCE and his Big Idea

JULIE ARLISS

In Nicomachean Ethics (Ἠθικὰ Νικομάχεια), Aristotle applied himself to the question of how best to cultivate the young people of Athens so that they would grow up to be HAPPY; Aristotle named the work after and addressed it to his son, Nicomachus, and many regards it as the first-ever self-help book for teenagers! The session will examine the Big Idea concerning what is normal for humans and explains how this idea is core to most modern-day well-being programmes in schools. Julie Arliss presents the human function, reason-infused virtue, final cause, eudaemonia and habituation and encourages students to think for themselves and evaluate claims about the modern-day relevance of ancient wisdom.

4 Social Physics:

JULIE ARLISS

The engine that drives social physics is big data: the ubiquitous digital data available about all aspects of human life. What are the connections between human behaviour and the digital bread crumbs we all leave behind us as we move through the world? Big data, which captures where we spend our time and what we buy, most accurately pictures who we are; looking at this data is called reality mining. In this interactive session, Julie Arliss explains and examines the work of Social Physicist Alex Pentland, living laboratories, socioscopes and modern-day tribes.

5 The BIG Debate

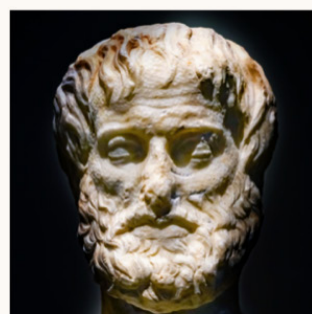
JULIE ARLISS & PETER BARON

This house believes that enthusiastic consent is not enough.



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1 **Philosophy, Love and Relationships:**

JULIE ARLISS

Relationships are the most crucial part of human life and have the power to make us happy or utterly miserable; it is no wonder then that so many people have thought so hard about how to achieve the perfect relationship. David Hume argued that reason is a slave to the passions, but was he right? Is it reasonable to expect something more than blind passion to regulate our relationships, or not? The session starts by examining Plato's philosophical examination of love and other ancient ideas about relationships before considering the world of online dating, Love Island and Tinder. How and why have the rules of relationships changed, and are people happier? If we dare to be wise (Immanuel Kant), what does that mean in terms of relationships, and is not hurting anybody (Jeremy Bentham) enough?

2 **The Psychology of Outstanding Achievement:**

DR CHRISTOPHER O'NEILL

Contrary to popular belief, outstanding achievement in everything and anything from maths to marathons, classics to clarinet, and footie to physics does not ultimately depend upon innate intelligence or ability. Beyond your genetic profile, there are many crucial factors for outstanding achievement that are entirely under your control. The session will examine the hard evidence of what produces a life of outstanding achievement, providing a fascinating interactive examination of what makes a difference.

3 **Lady Gaga and Picasso at Starbucks:**

PROFESSOR TOM GREGGS

What defines our culture?; This is perhaps one of the most significant issues for young people to grasp. Are some cultures more advanced than others, or is it all relative? Do art, music, film, and architecture illuminate society and create a culture, or reflect it? What will others recognise our generation for, and what would we like them to remember us for in a hundred years? Professor Tom Greggs gives students the tools to think creatively about how new cultures emerge and what factors shape and change a culture. He will identify the formative role of the individual in cultural shifts and challenge students to think broadly about the kind of culture they might wish to create.

4 **The Science and Philosophy of Time:**

JULIE ARLISS

From Aristotle to Einstein, TIME proves challenging to pin down. If the past no longer exists and the future doesn't yet exist, and all my perceptions are of a past moment, what is the present? What is the relationship between time and the mind itself? Is time a gigantic and universal mind-dependent delusion? In what way is time relative, and is time travel possible. An exciting thought-provoking talk; a guaranteed neuron teaser. Take time to consider TIME!

5 **The BIG Debate**

PROFESSOR TOM GREGGS &
JULIE ARLISS

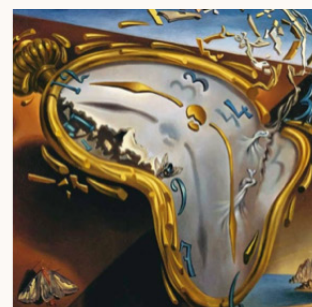
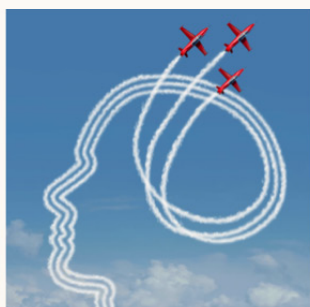
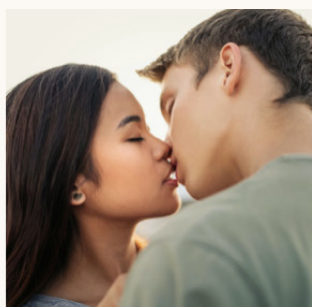
This house believes that love is not a commodity to be traded.

A commodity is a useful or valuable thing that people can reasonably buy or sell. Many would argue that people also have an exchange value. In a world where everyone and everything has a price, this debate will ask if there is any reason to regard human love any differently?



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