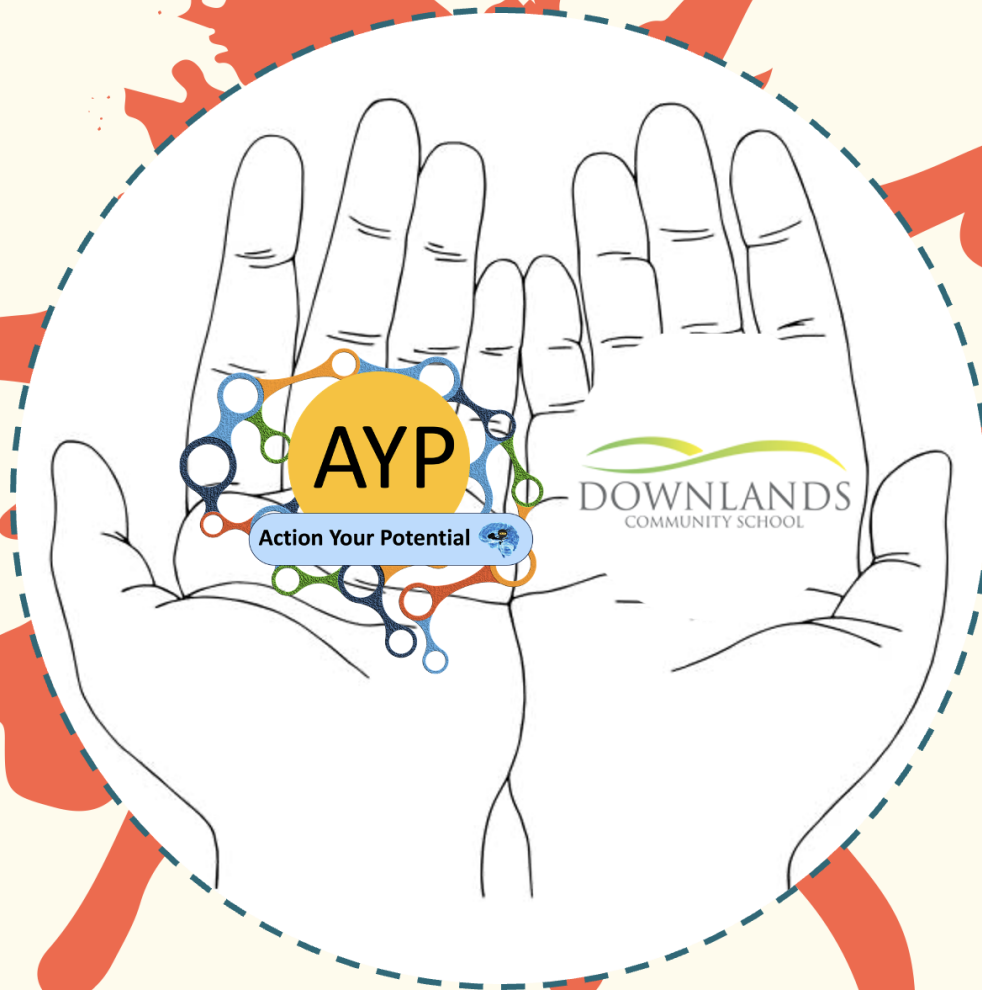


AYP support for
Downlands Community
School students, parents &
carers....



Action Your potential

The Appliance Of Neuroscience

Let's enter a whole new world..



Our Focus today..



Managing Our Mental Health & Well-Being During Yr 11

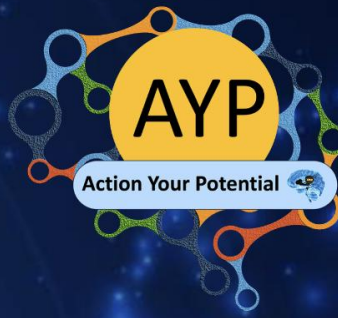


Managing Our Screen use



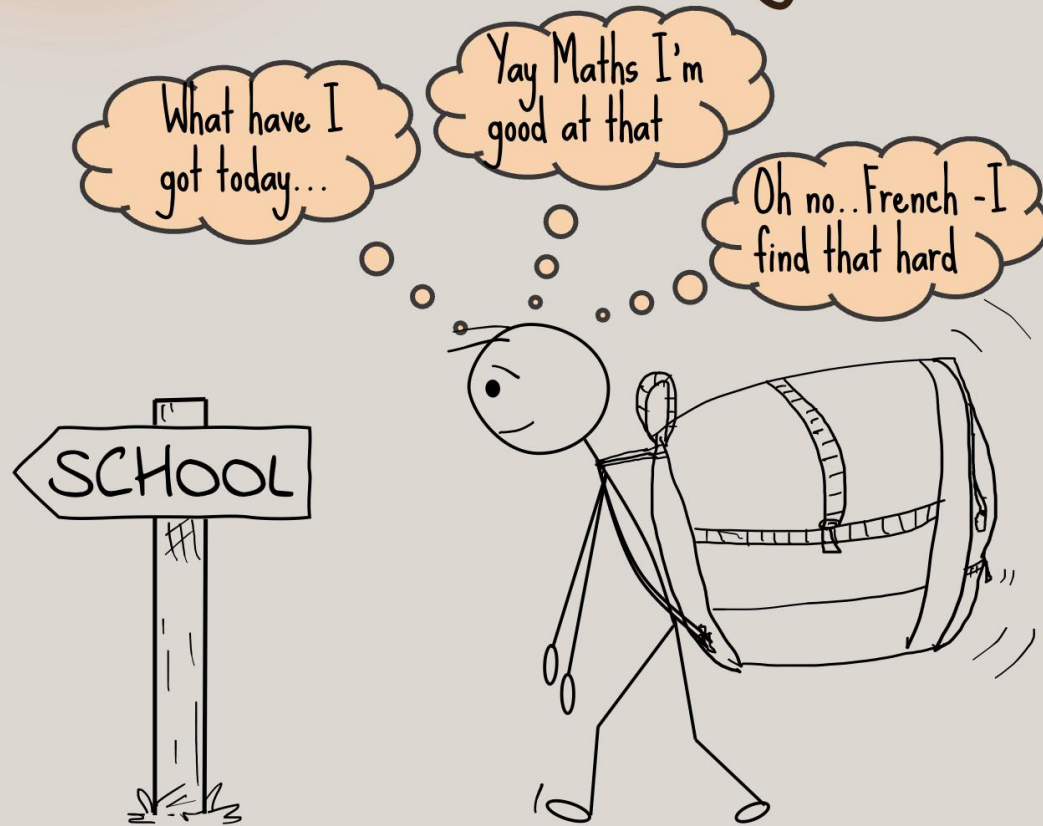
Smashing Our Revision

Our Focus today..



Managing Our Mental Health
& Well-Being During Yr 11

Our brain builds our experiences from its previous predictions tested against incoming sensory data.



We construct our reality each day, including our sense of what we're like, our sense of ourselves, what we can achieve, how we're doing...



Our brains are prediction engines, not perceiving the world as it is, but how it is useful for us to perceive it...



What do you hear?



Brainstorm or Green Needle

When there's lots of challenge and change it takes more energy for our brain to keep on top of it, we spend more time over-thinking and experiencing anxiety



Brains work to minimize surprise for their owner's by creating top-down predictions and running them against bottom-up sensory data.

When the predictions
match the sensory data



- ✓ Prediction error signal: **low to zero**
- ✓ **Model matches sensory data**, so no real contribution to our perceptions
- ✓ **No change** in amount of energy required in the brain

Brains work to minimize surprise for their owner's by creating top-down predictions and running them against bottom-up sensory data.

When the predictions **don't match** the sensory data

What is this traffic jam about... nothing's moving... I'm going to be so late...

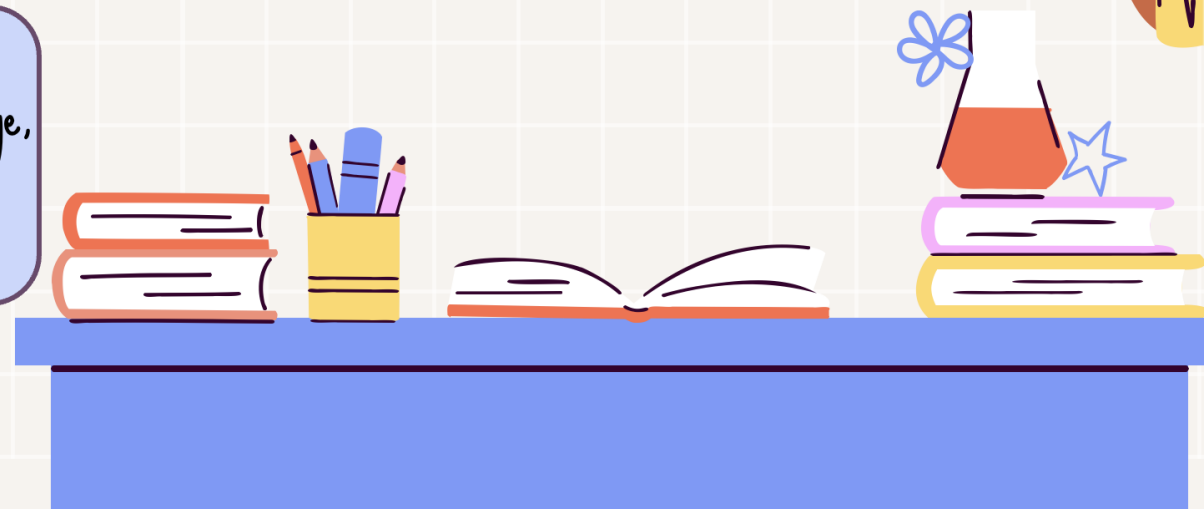


- ✓ Prediction error signal: **medium to high**
- ✓ Brain needs to **re-scan sensory information** collecting further detail, allowing more sensory data to **inform its model**
- ✓ **Large change** in amount of energy required in the brain

What has any of this got to do with being in year 11?

When there's an upswing in challenge, change and uncertainty, the brain is forced to rely less on its own models and predictions and has to actively build new models of the world.

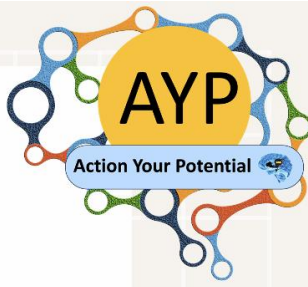
This is an energetically demanding state, which is why when we experience challenge, change and uncertainty our sympathetic nervous system comes on more often.



Which leads us to this truth.

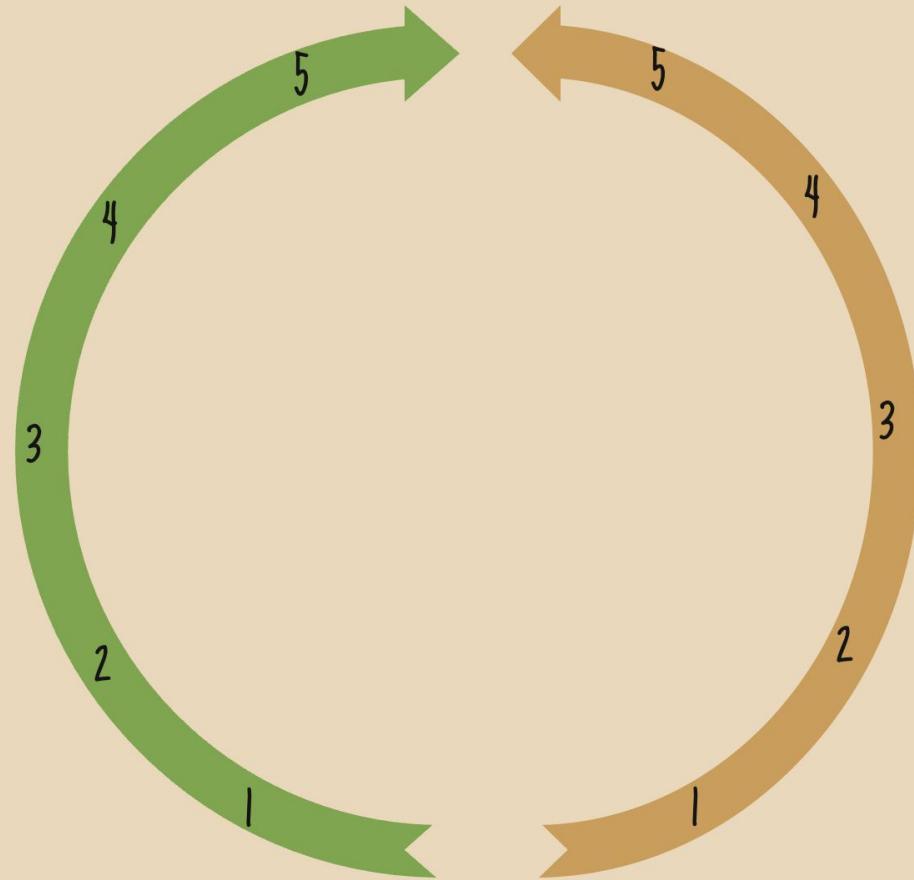
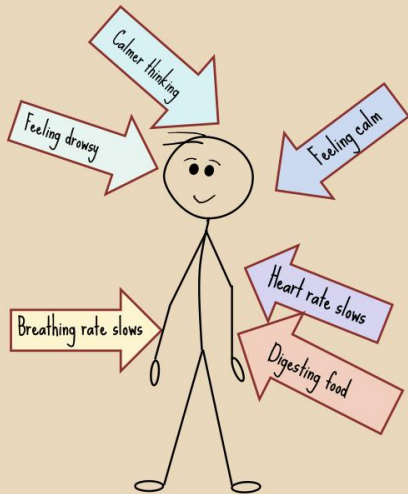
You are going to experience more stress when getting your head around being a year 11 student because your body and brain are going to activate the sympathetic nervous system more often to update models or take new actions.

So, we need good mechanisms to manage our stress.

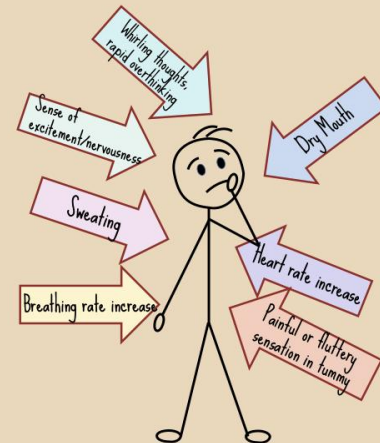


The Sympathetic And Parasympathetic Loop

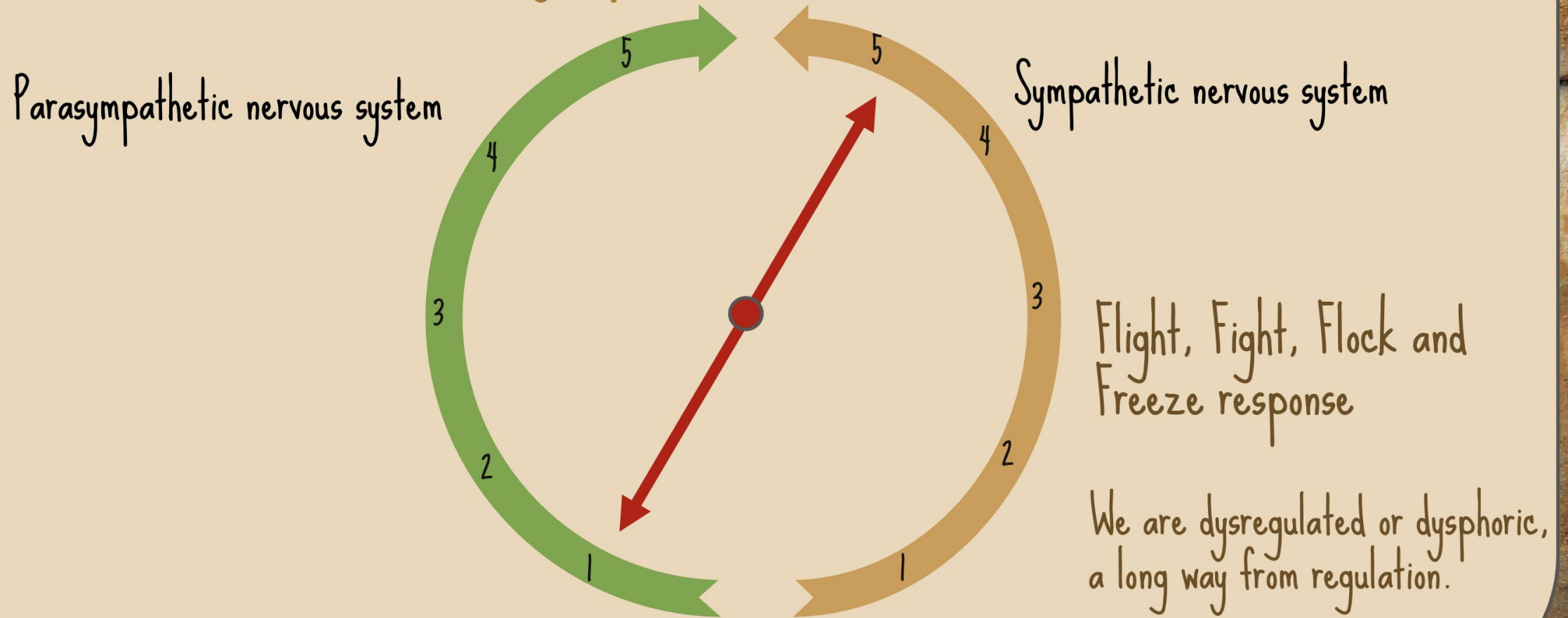
Parasympathetic nervous system



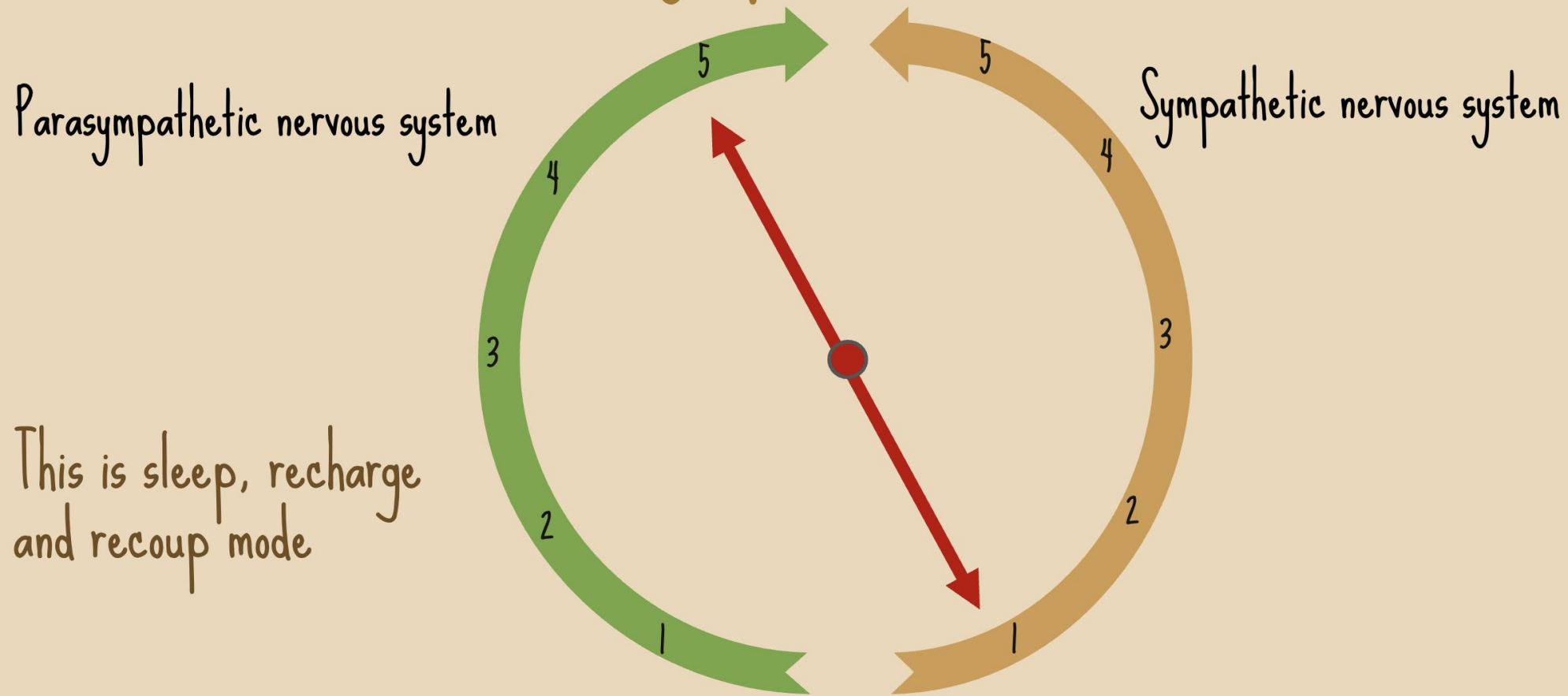
Sympathetic nervous system



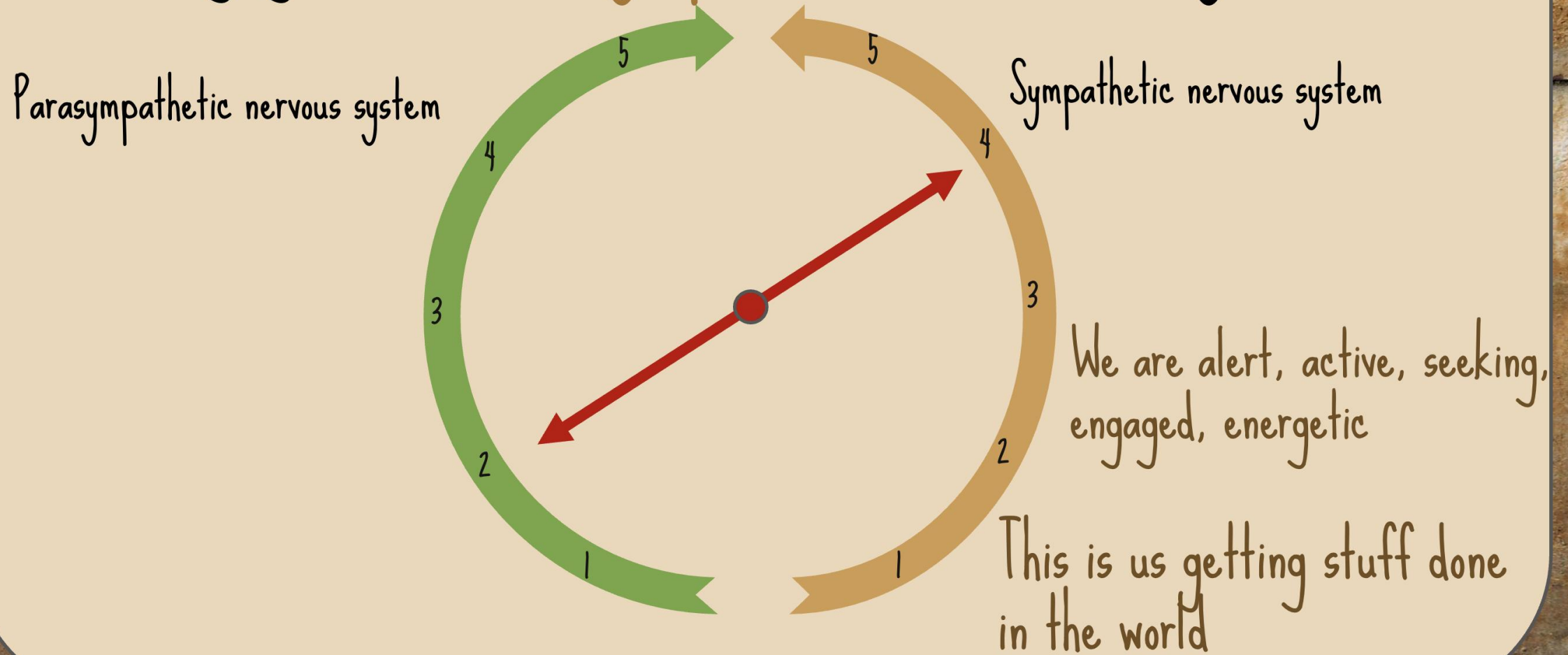
Full Sympathetic Activation



Full Parasympathetic Activation



Engagement Of Sympathetic Nervous System

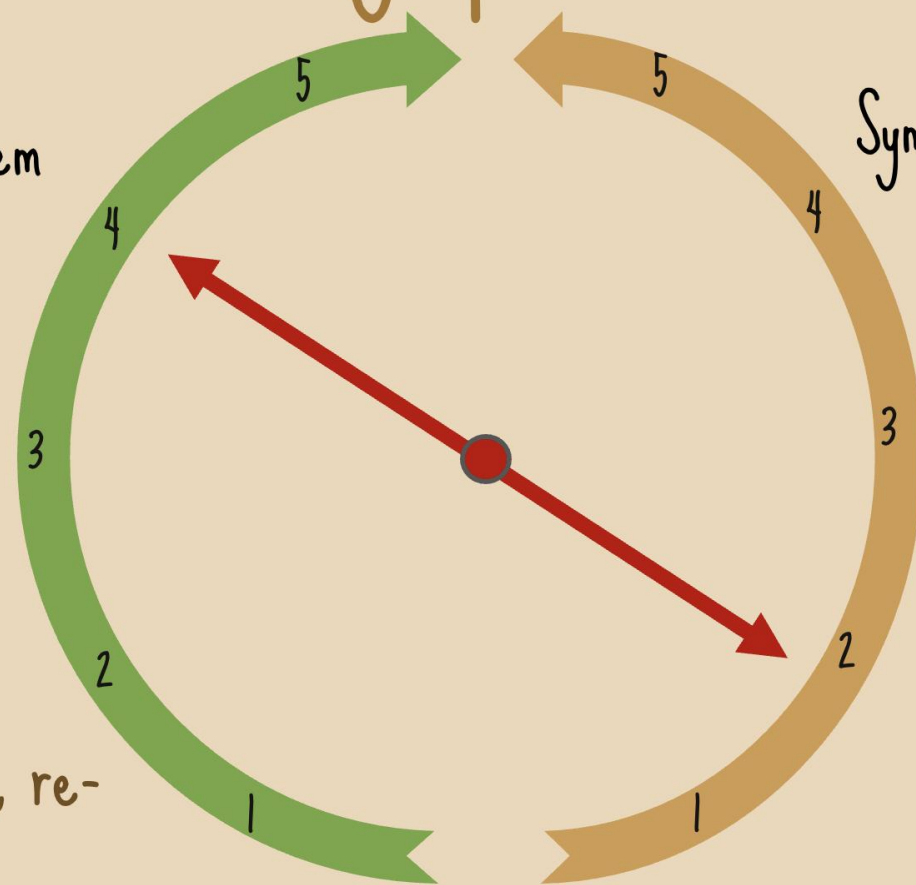


Engagement of Parasympathetic Nervous System

Parasympathetic nervous system

We are chilled, calm,
imaginative, reflective,
steady

This is recoup, rethinking, re-
configuring, relaxing

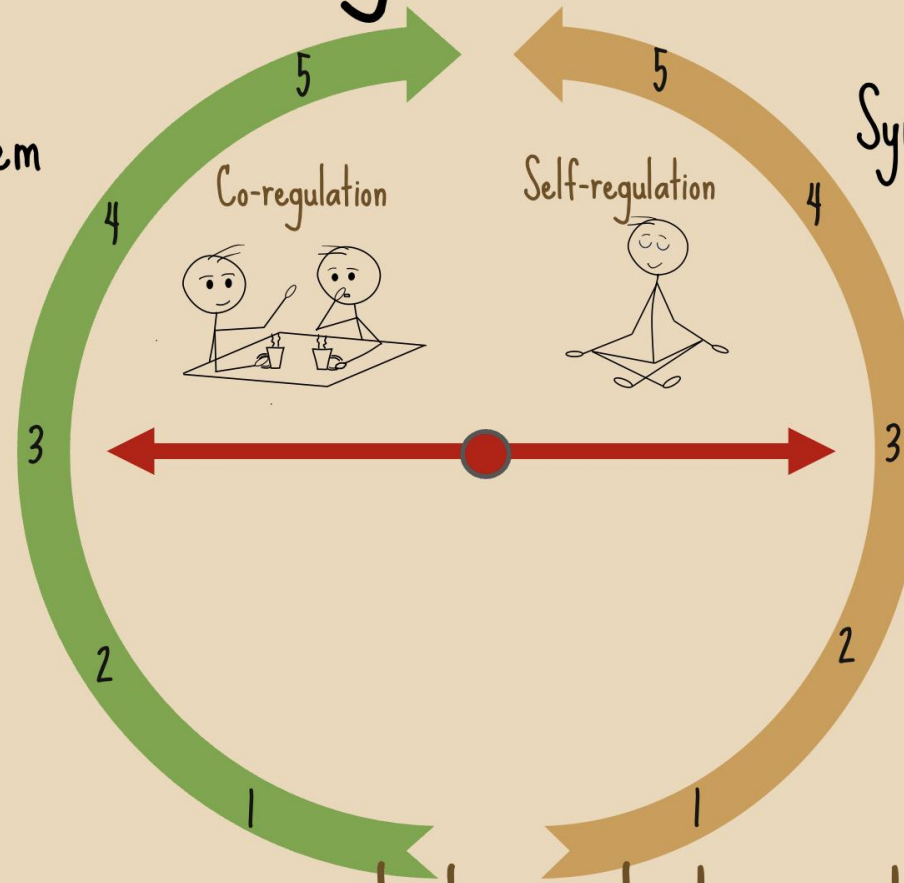


Sympathetic nervous system

Regulation

Parasympathetic nervous system

Sympathetic nervous system

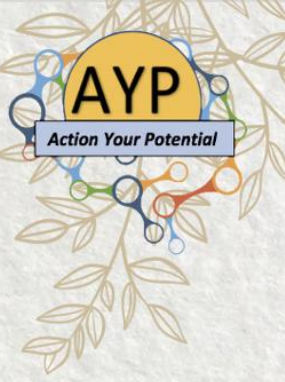


This is us in a balance between the two

Frazzlement



The 12 Rocks of Well-Being



Rock 1 - Sleep: 8-9 Hours a night

Rock 2 - Exercise: 20 minutes per day

Rock 3 - Eat and drink healthily

Rock 4 - Mindfulness: 5-10 mins per day

Rock 5 - Mind wandering: allow your mind to problem solve

Rock 6 - Manage emotions: notice, accept, share

Rock 7 - Walk outside in nature

Rock 8 - Listen to music

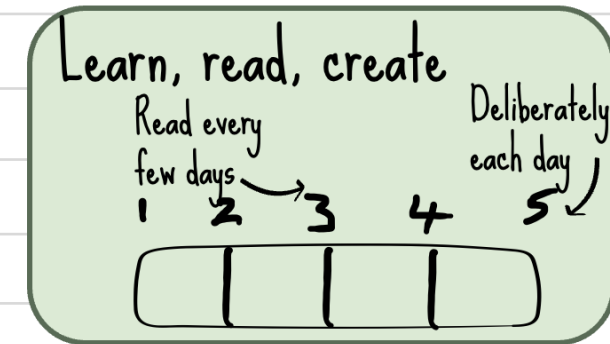
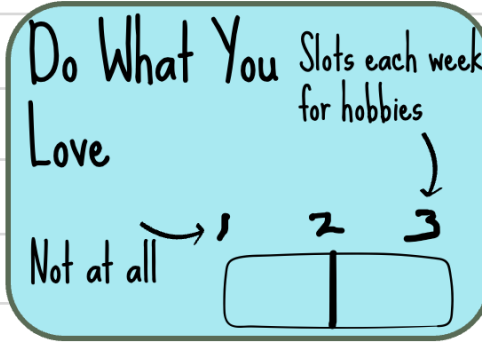
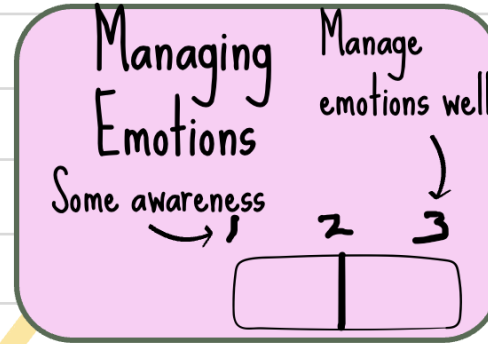
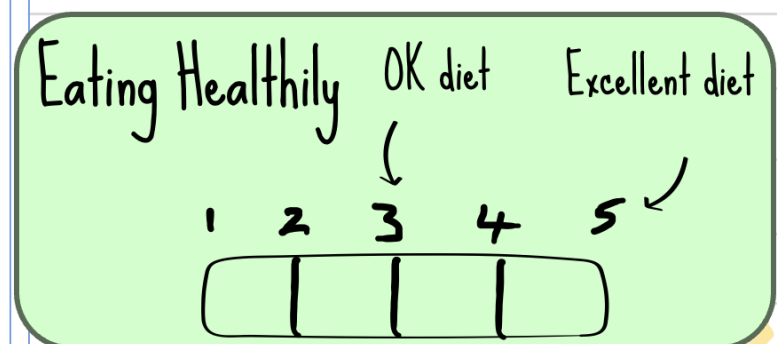
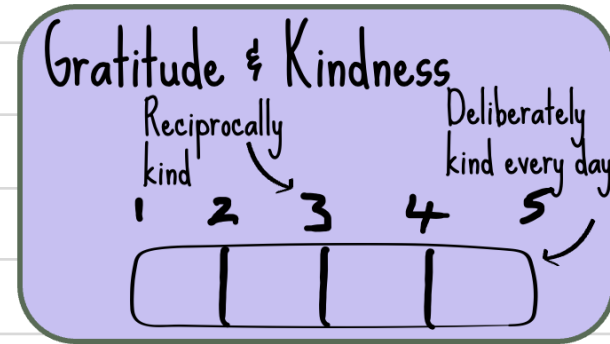
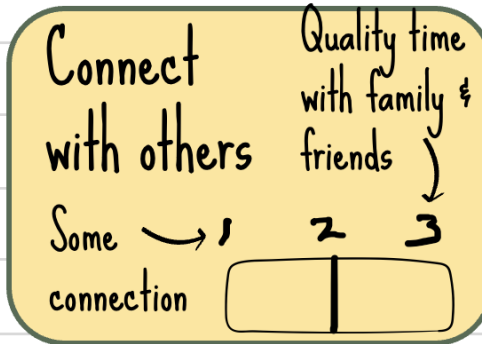
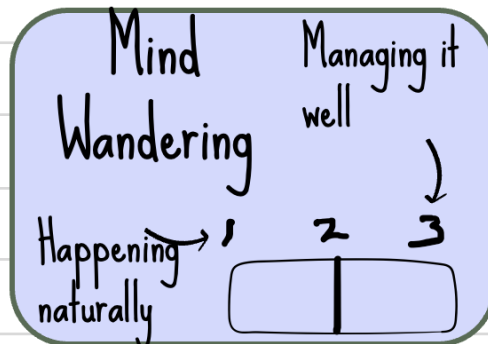
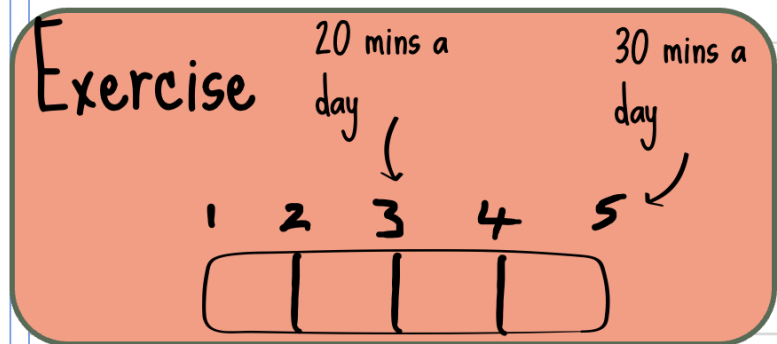
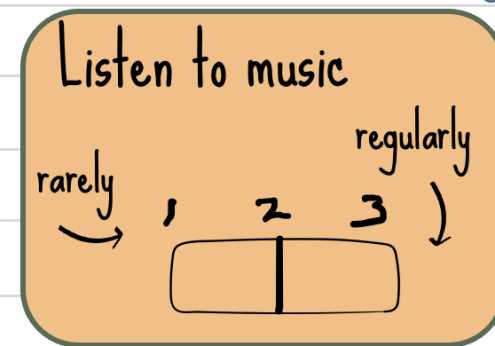
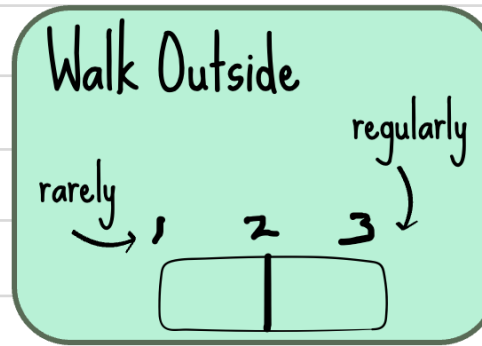
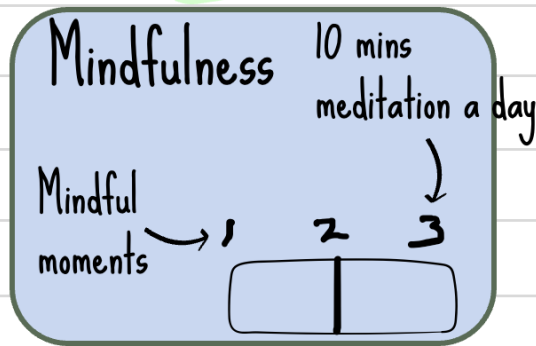
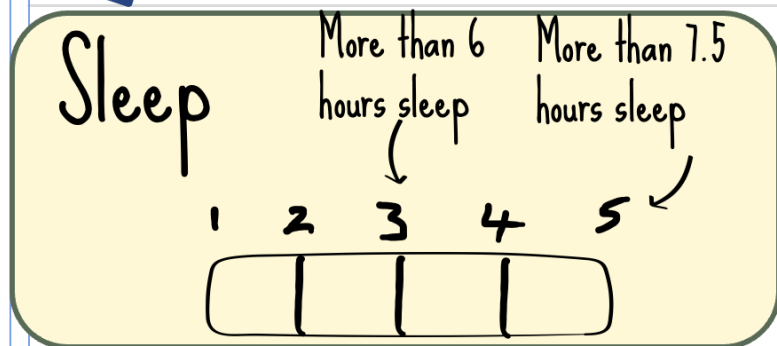
Rock 9 - Connect with friends and family

Rock 10 - Gratitude and Kindness: express both explicitly

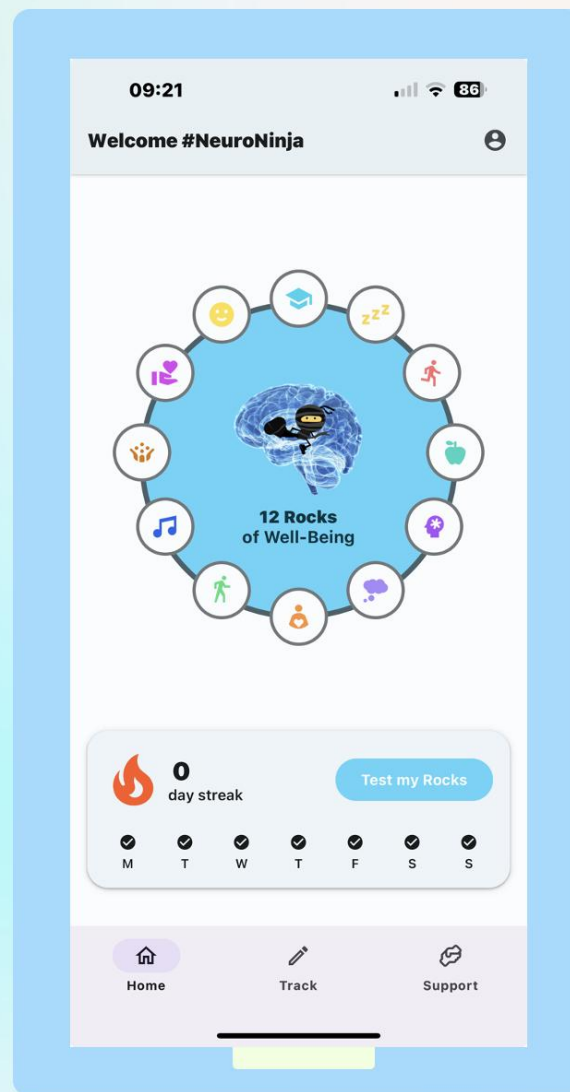
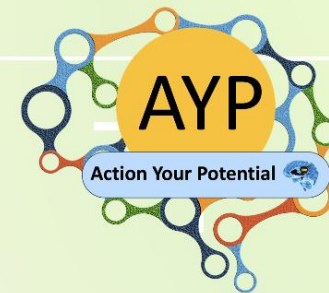
Rock 11 - Flow: do what you love

Rock 12 - Learn, play, create, read

W-Scale Ratings



NeuroNinja App



...Available Now...

Life is stressful

To manage stress, we have a choice...

build positive coping
strategies



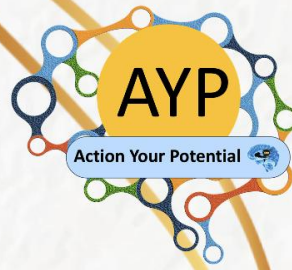
Or....



suffer maladaptive
reactions.



What are your **positive coping strategies**? Things we do deliberately to manage the stress and strain we face as our body, brain and mind respond to change in the world.



- Exercising every day
- Protecting your sleep
- Eating healthily
- Sharing your worries rather than bottling them up
- Walking outside
- Listening to music
- Spend time with family
- Making our space tidy



- Playing sport
- Writing a journal
- Being creative
- Practicing our faith
- Social activities
- Dancing
- Learning something new
- Cooking a meal

- Charitable works
- Looking after your pet
- Thinking positively
- Reading a good book
- Breathing exercises
- Mindfulness
- Managing our worries

What are your **maladaptive reactions**? Things that our body, brain and mind do automatically if we don't manage our stress and strain.

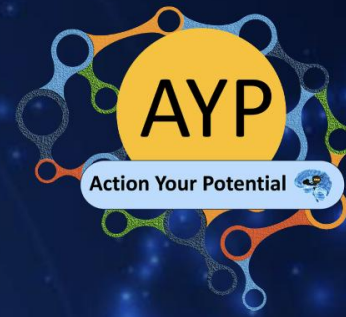
- Shouting and screaming
- Stopping off
- Being reactive
- Harrumphing
- Feeling sorry for ourselves
- Being moany, groany and droney
- Prejudiced views
- Smoking / Drug taking

- Overthinking
- Thinking negatively
- Obsessive and compulsive behaviours
- Brooding
- Low mood
- Bullying
- Abusive language
- Drinking to excess



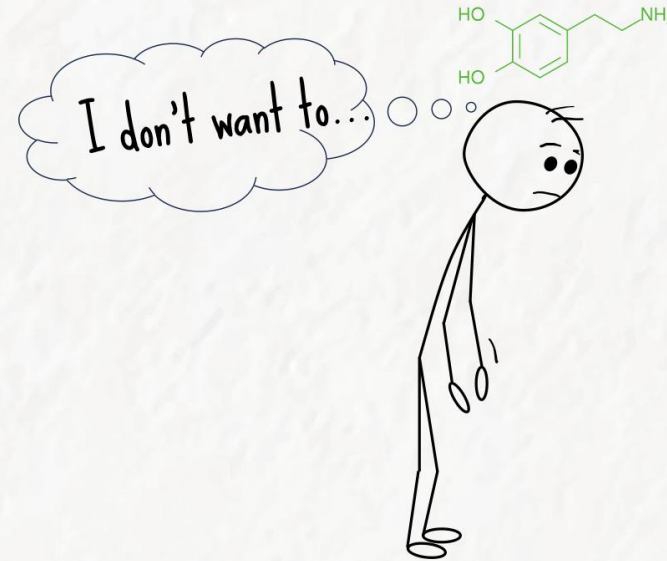
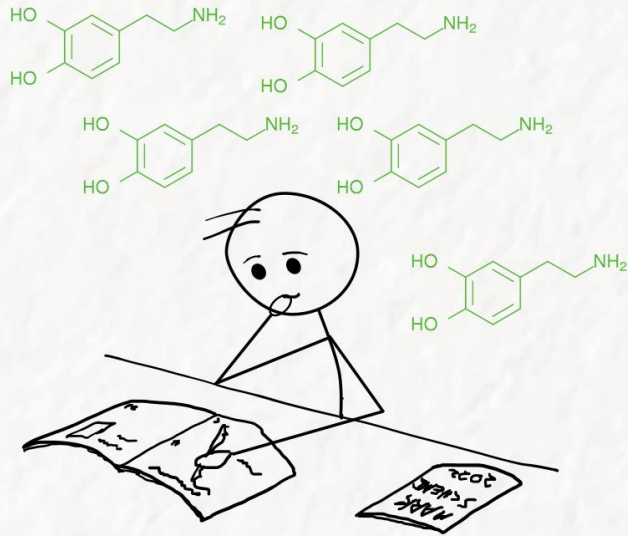
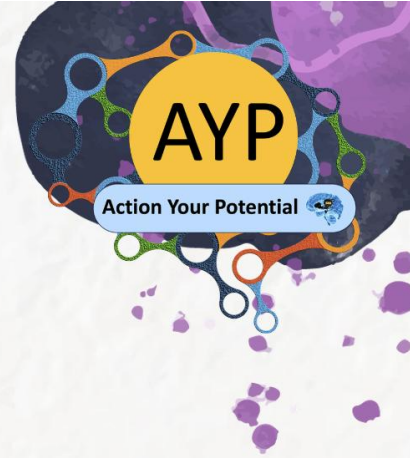
- Acting out
- Being violent
- Picking verbal fights
- Reactive outbursts
- Disliking ourselves
- Overeating
- Undereating
- Obsessive use of screens

Our Focus today..



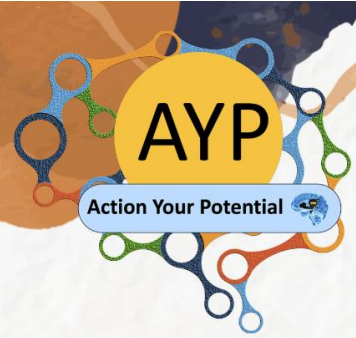
Managing Our Screen Use

Dopamine promotes reward-seeking behaviour by getting us to do more of a behaviour that gets us closer to achieving a reward

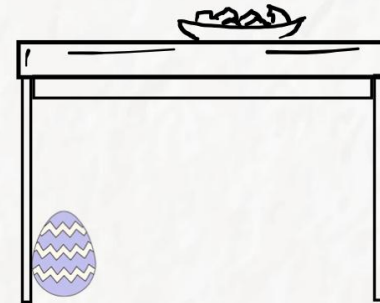


..and stopping behaviours which move us away from rewards

Do you remember Hot and Cold Hide and Seek?



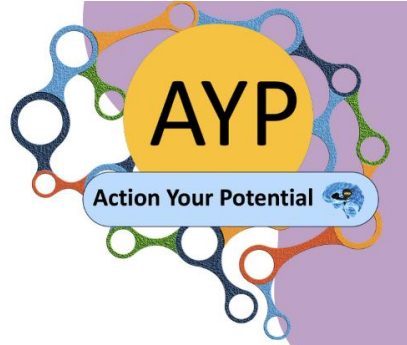
Dopamine works like that, if we're getting warmer dopamine amplifies that behaviour, if we're getting colder it inhibits that behaviour...





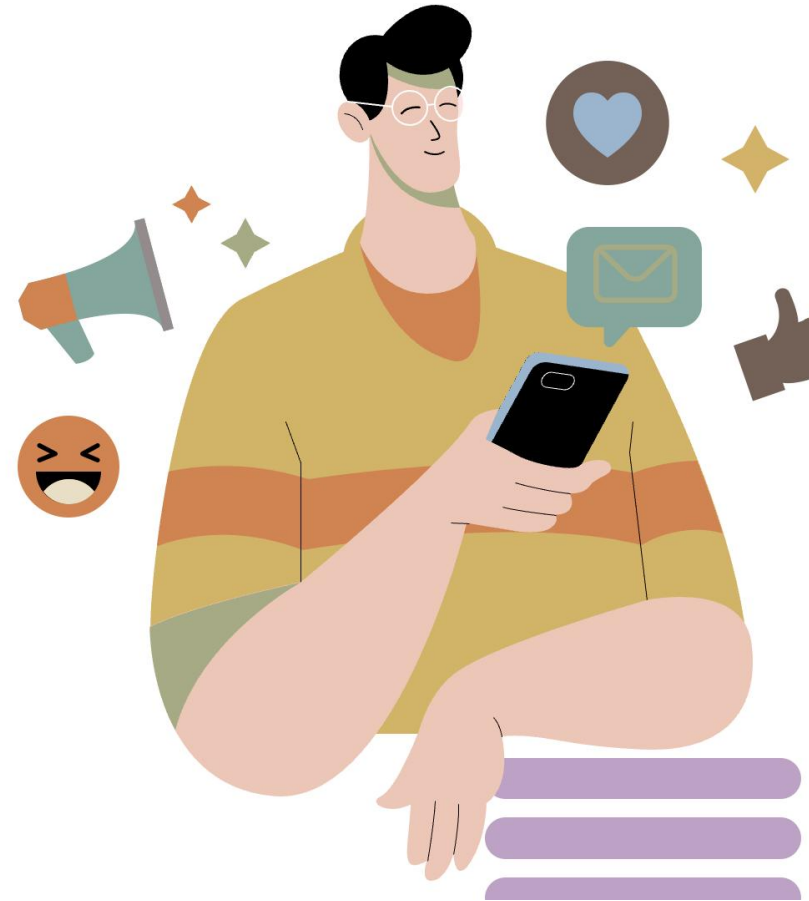
Smart phones were designed to
hack our brain's reward and
novelty-seeking systems...

Unpredictability Supercharges Dopamine

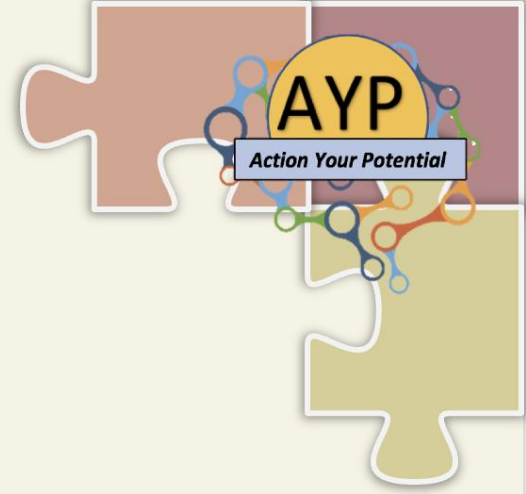


Dopamine isn't just about pleasure - it's about **anticipation** and **prediction**.

If the reward is **uncertain** - you get **more dopamine** than if it is guaranteed!
Which just serves to **reinforce** the behaviour



Over time our phone gets to look lot like addiction.
Let's look at the brain science of addiction.



1



We engage in an activity that offers us a dopamine reward if we engage in a set of behaviours

2

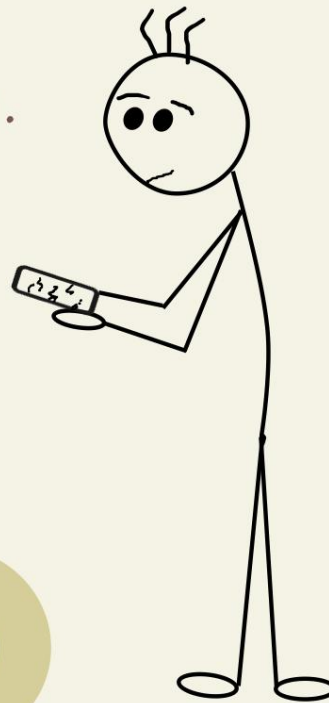


We engage in those activities and slowly habituate to the levels of dopamine the behaviours generate

3



This leads us to do more of the behaviour to get just the same level of dopamine-derived



Reflect on your current screen use



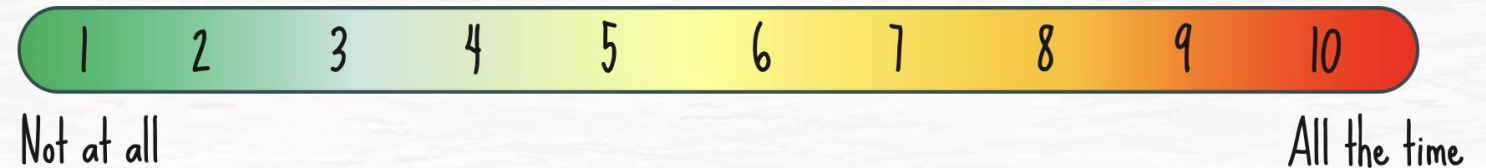
I am in control of my screen use



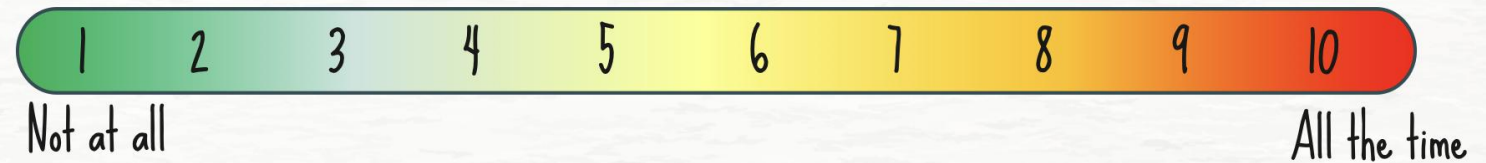
I worry about my screen use



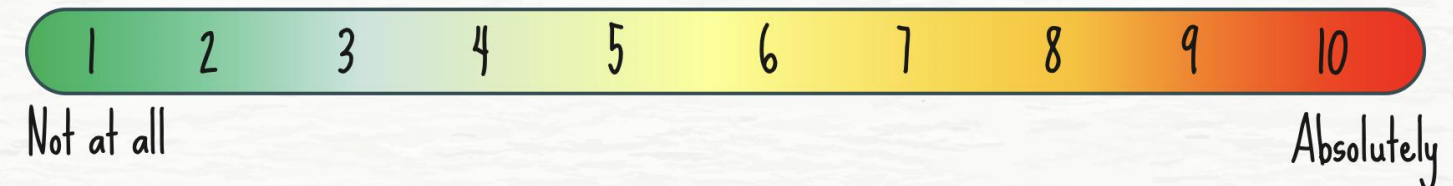
Use of screens often interrupt my plans for my homework



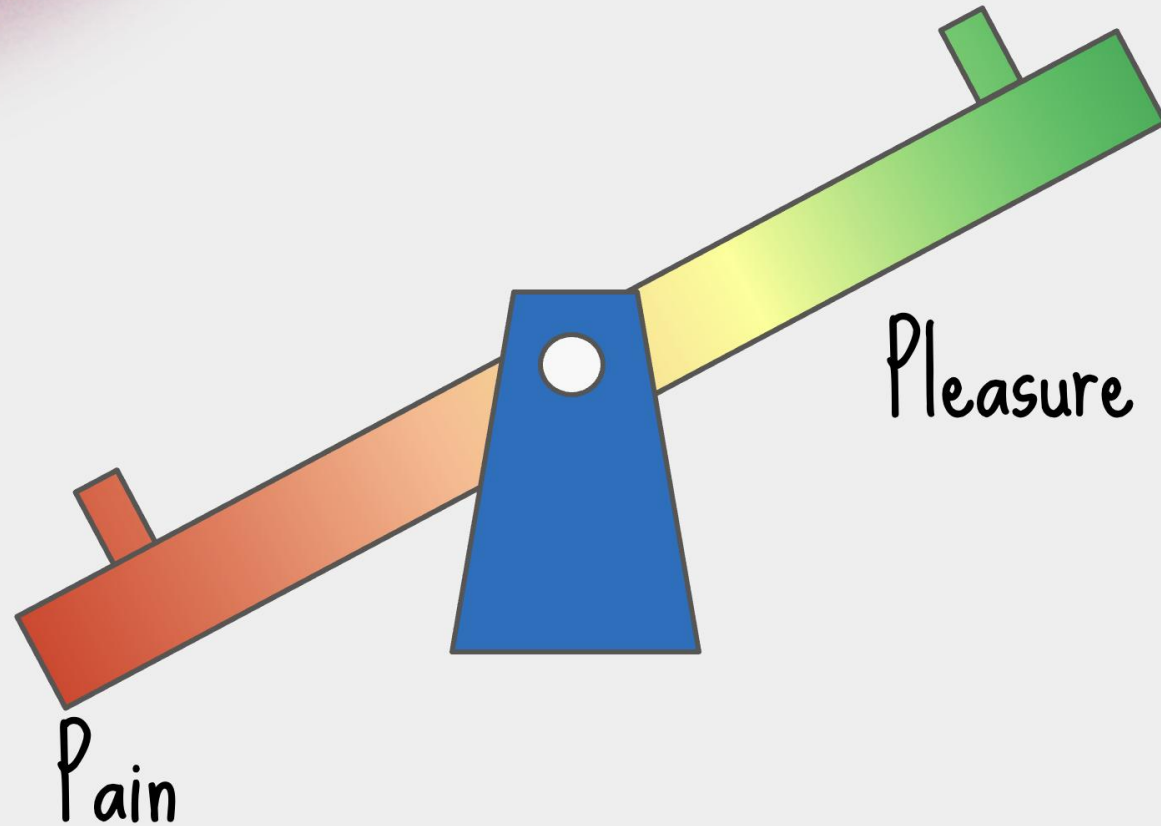
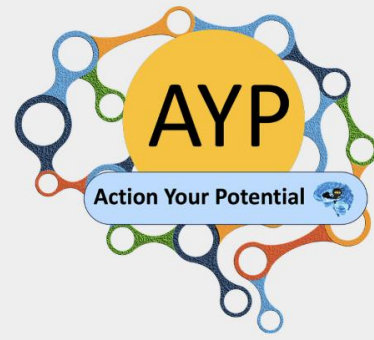
Use of screens often disrupts 'in real life' interactions with friends and family



It feels like my screen use is out of my control

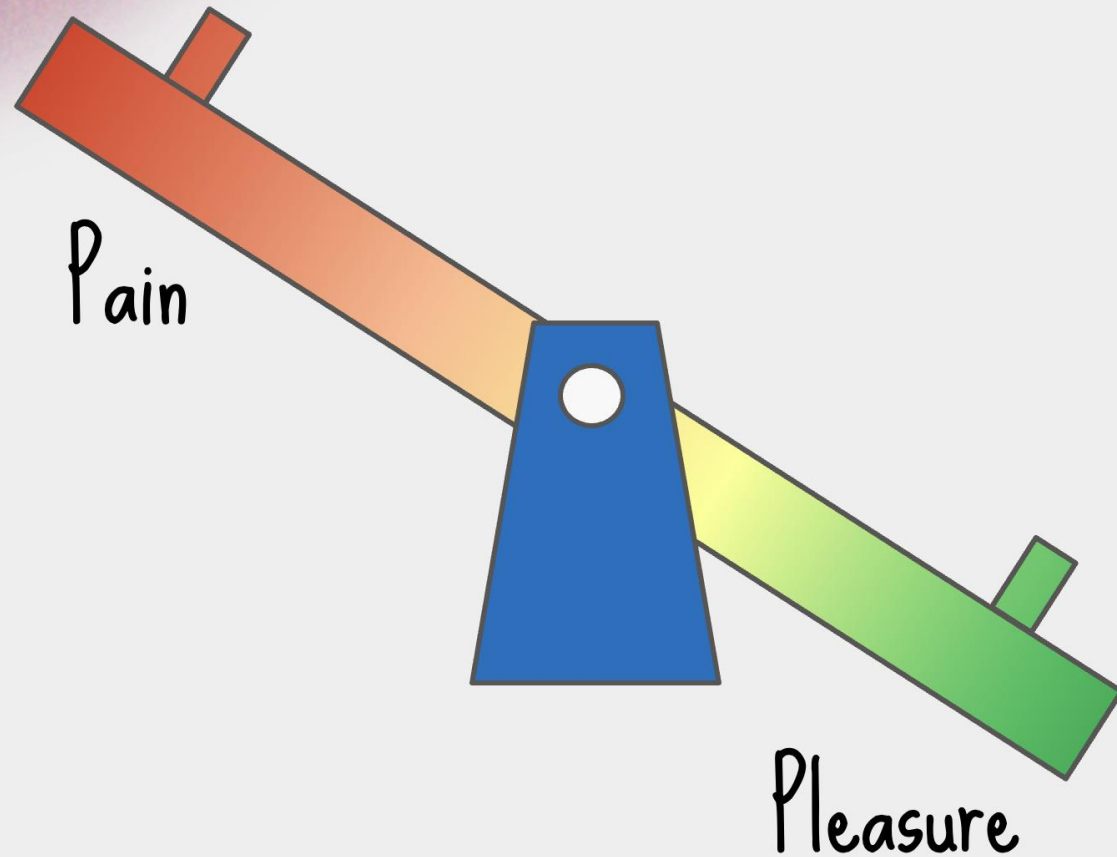
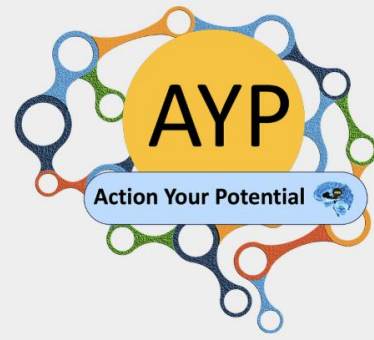


Chronic Overstimulation



Repeatedly **overstimulating** dopamine (bingeing, doomscrolling, drugs, etc.) tips the axis **too far** toward pleasure.

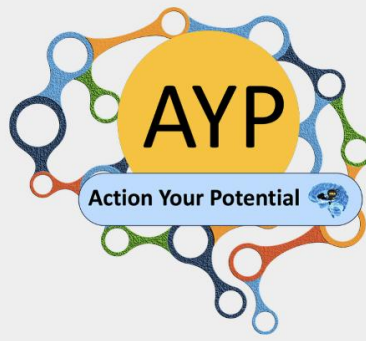
The Pain Rebound



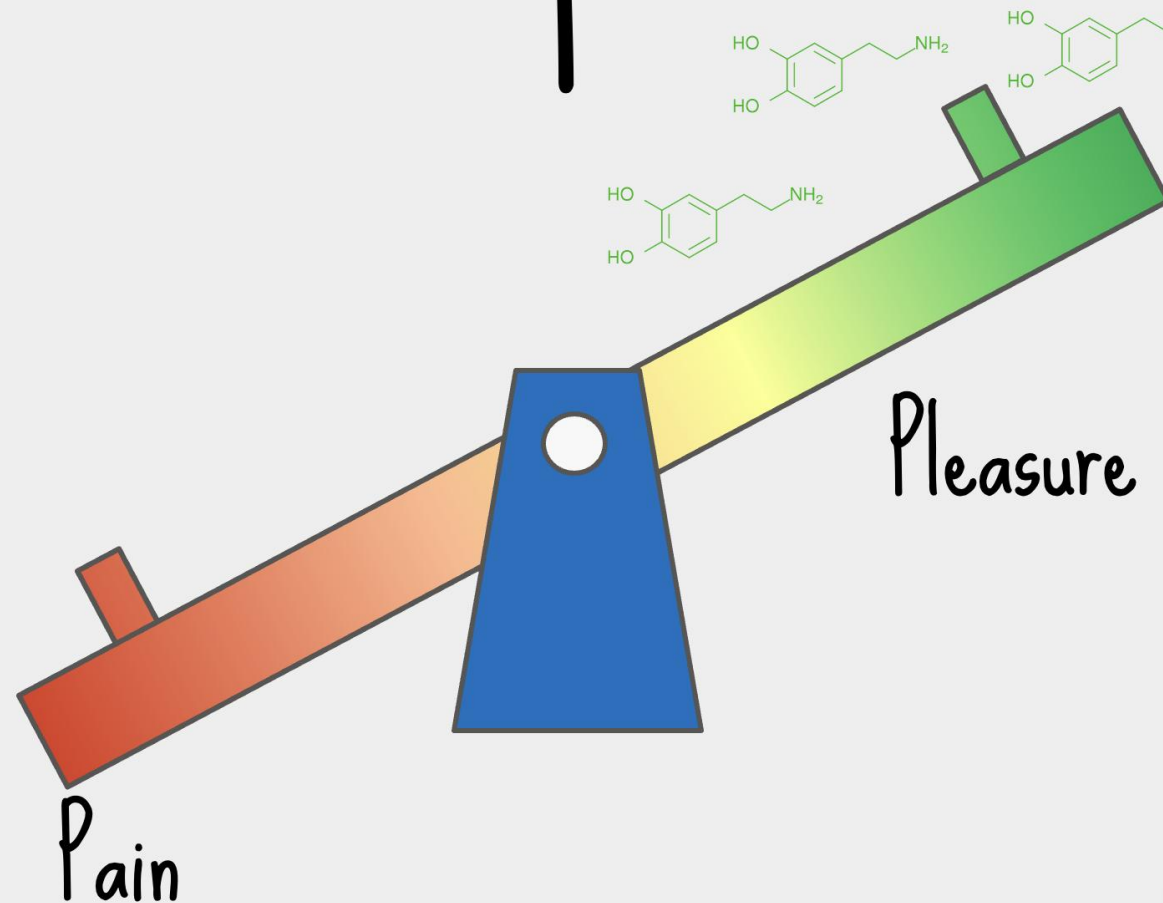
The brain **compensates** by **under stimulating** dopamine receptors or **increasing pain** sensitivity.

Result? You need more stimulation just to feel normal - and without it, you feel worse than before.

Dopamine

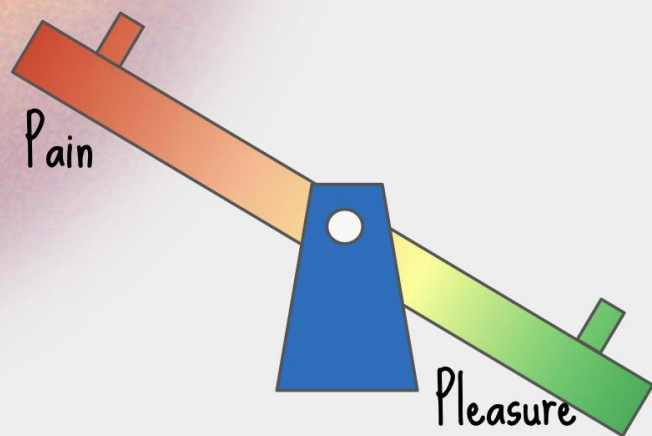


Pain comes from the
absence of dopamine
in our synapses

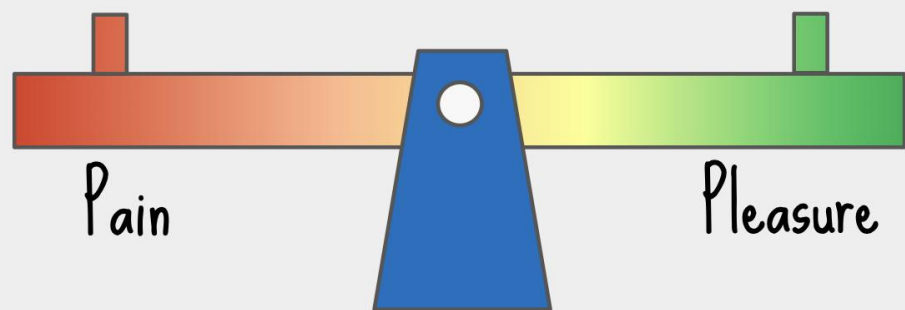


Pleasure comes from
dopamine in our
synapses

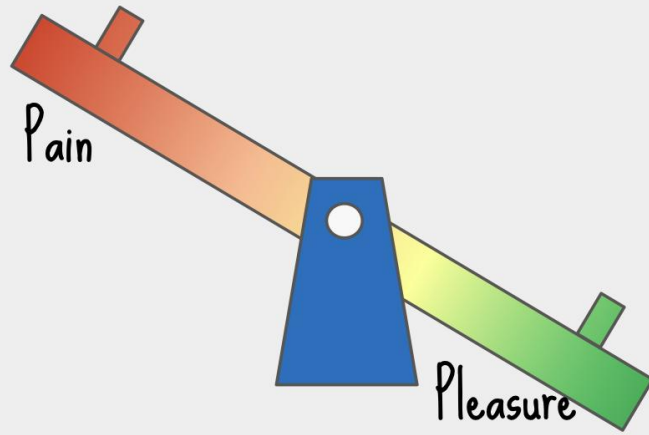
The more we seek the pleasure side of the see-saw the more energy in the system and the more we experience pain, dysphoria when the pleasure system isn't activated...



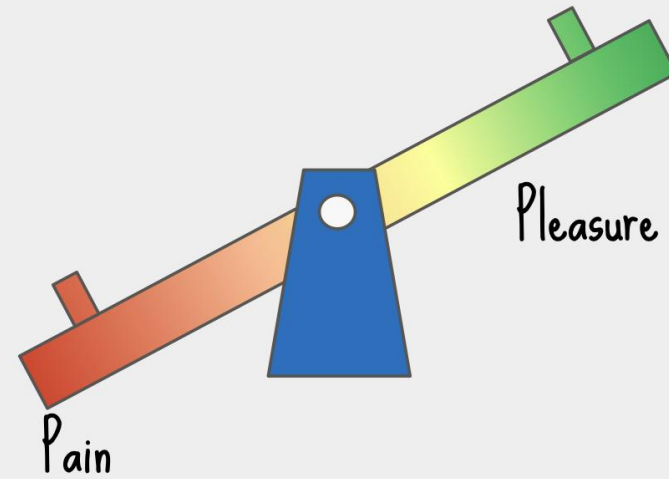
Too much pleasure = later pain.



Sustainable well-being comes from respecting this balance - not overloading the system.



Dysphoria is a state of distress, irritability, dissatisfaction, emotional discomfort, often without a clear reason

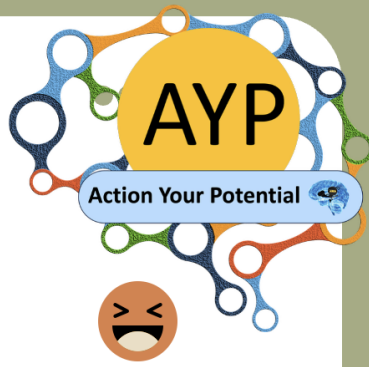


Euphoria is a state of intense pleasure, happiness or well-being

When we're **dysphoric** we go back on our phones to experience pleasure again.

The drive to use our phones is more about reducing dysphoria than experiencing pleasure.

...because the more dopamine our brains receive the more dopamine it takes to stimulate the same feelings of pleasure - brains habituate.



Phone-Based Childhoods can be experience-blockers for:

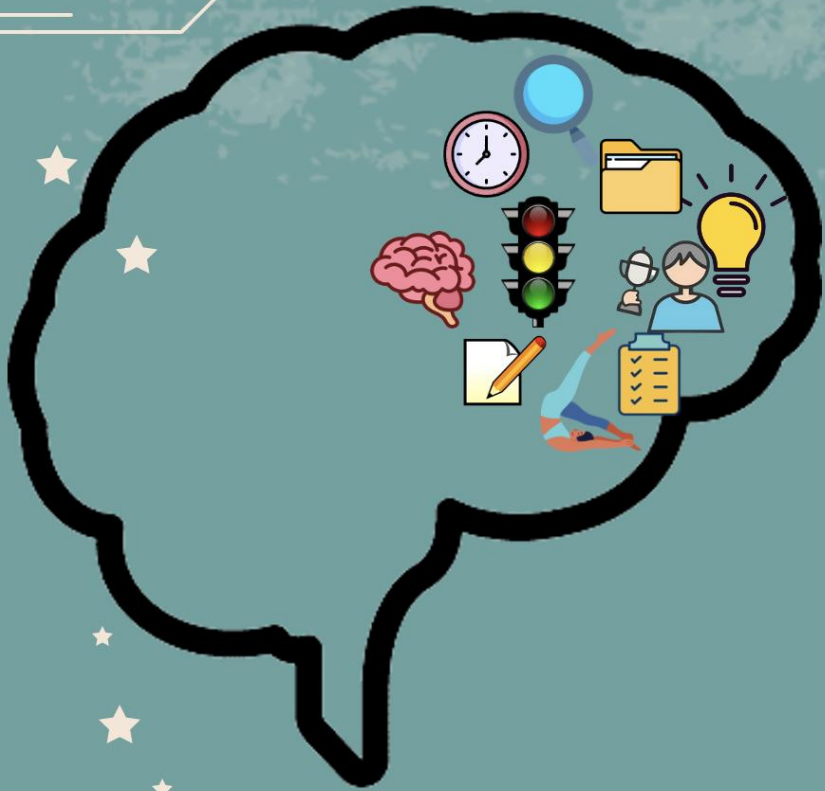
- Well-Being Activities
- IRL social activities

- IRL play activities
- IRL family activities

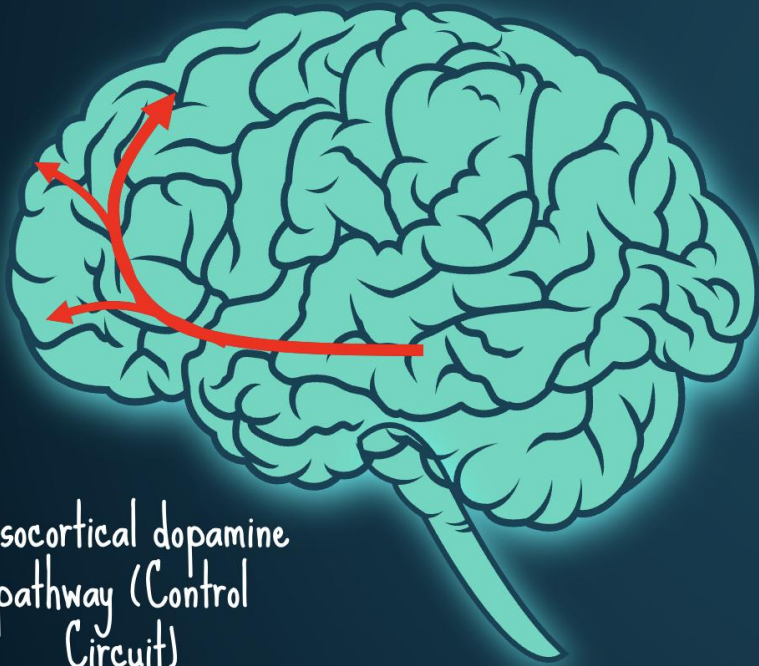


10 skills of executive function

1. Planning - Ordering Events
2. Organisation - Organising Events
3. Self-Control - Doing what you said when you said you would
4. Task Initiation - Getting started
5. Time Management - Managing your time
6. Metacognition - Building your perspective
7. Working Memory - Managing your memory
8. Attention - Maintaining your focus
9. Flexibility - Managing your response to change and difficulty
10. Perseverance - Keeping going with determination

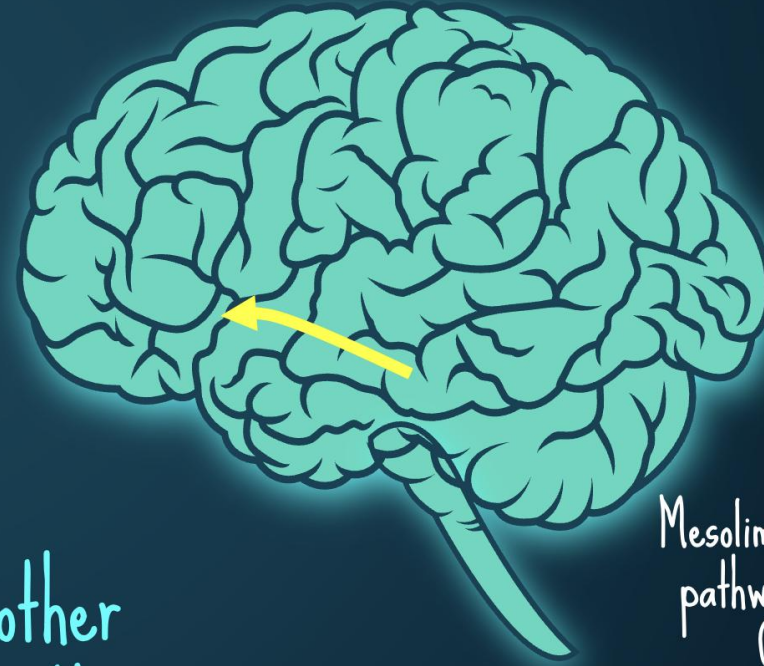


How can we begin to manage our wanting circuitry?



Mesocortical dopamine
pathway (Control
Circuit)

We can use another
dopamine circuit!

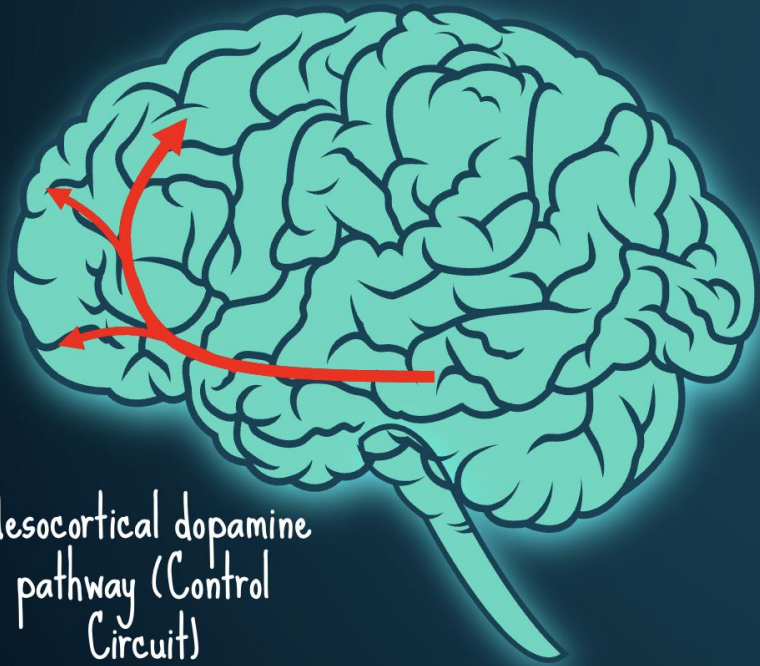


Mesolimbic dopamine
pathway (Wanting
Circuit)

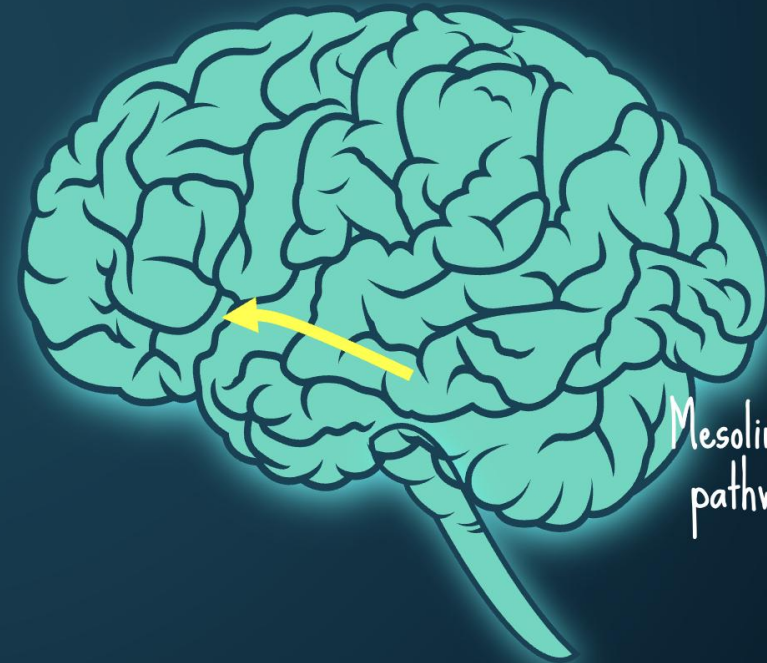
This is the **WANTING** pathway

Activated by anticipation of pleasure,
novelty, rewards

"I want that"



Mesocortical dopamine
pathway (Control
Circuit)

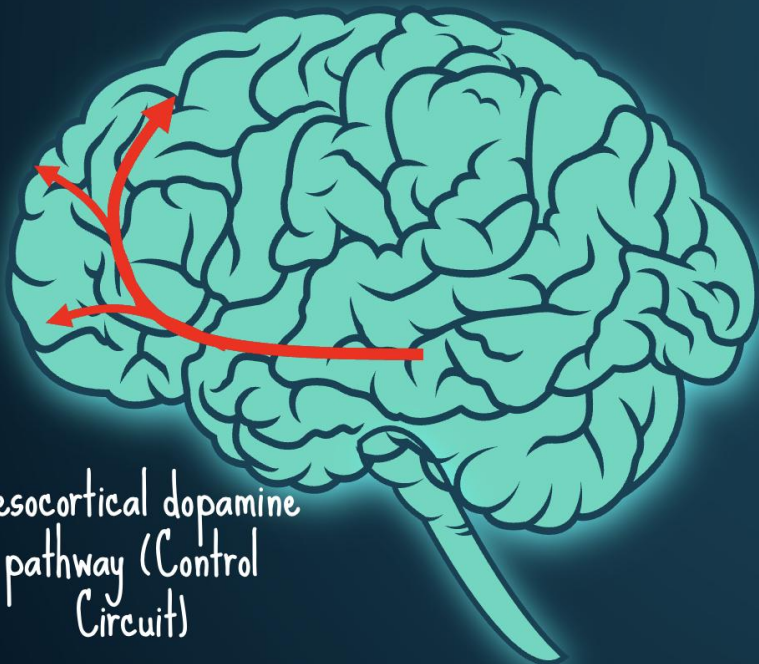


Mesolimbic dopamine
pathway (Wanting
Circuit)

This is the **CONTROL** pathway

This is about self-control, decision making,
evaluation of consequences.

"I could do that, but should I?"

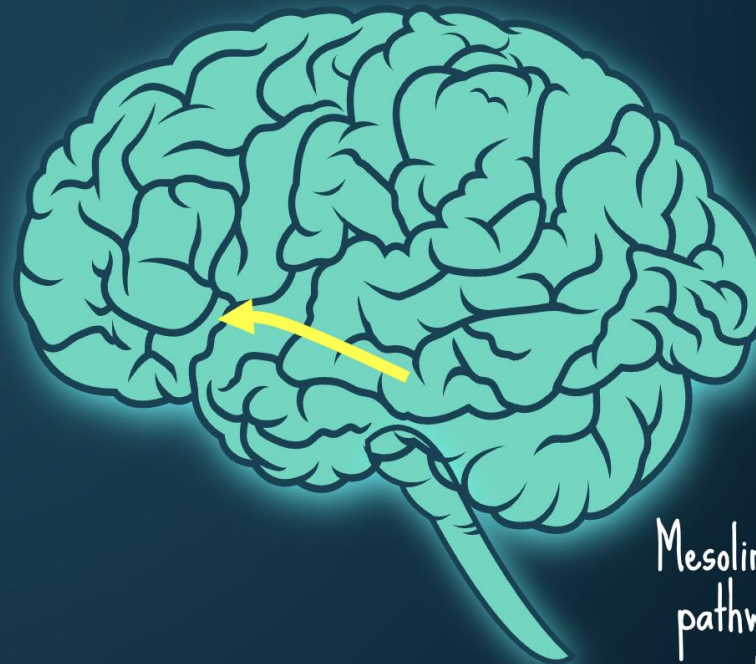


Mesocortical dopamine
pathway (Control
Circuit)

This is the **WANTING** pathway

Activated by anticipation of pleasure,
novelty, rewards

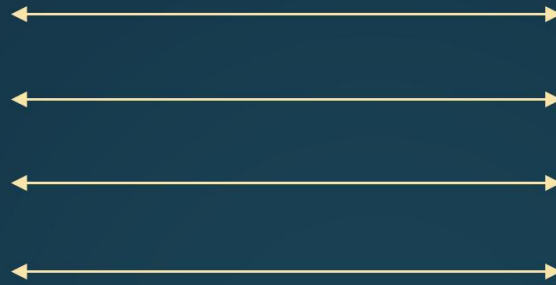
"I want that"



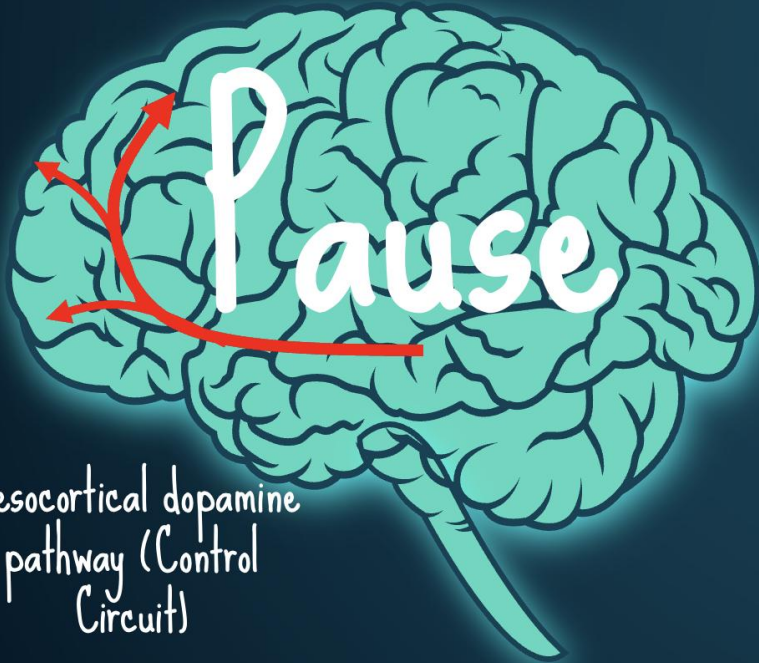
Mesolimbic dopamine
pathway (Wanting
Circuit)

These circuits work against each other

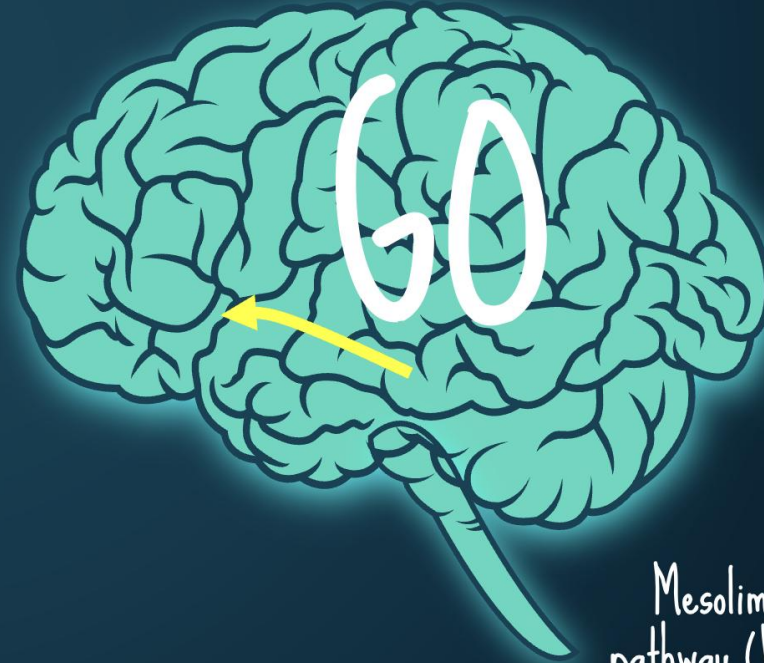
Evaluates consequences
 Delays gratification
 Informed by goals & values
 Helps regulate and restrain



Craves rewards
 Seeks instant gratification
 Fuelled by cues & cravings
 Can drive compulsive behaviour



Mesocortical dopamine
 pathway (Control
 Circuit)



Mesolimbic dopamine
 pathway (Wanting Circuit)

How can we strengthen our Control Circuit? We can train it.



Journalling

Mindfulness

Exercise

Chores

Reading

Homework

Board Games

Helping Others

Learning to wait and build patience

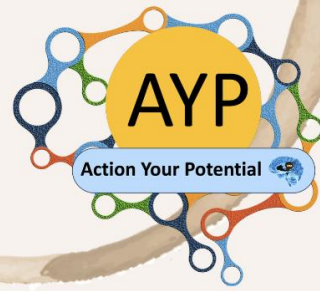
Being Kind to others

Practicing restraint or abstinence

Jigsaws, or sudoku

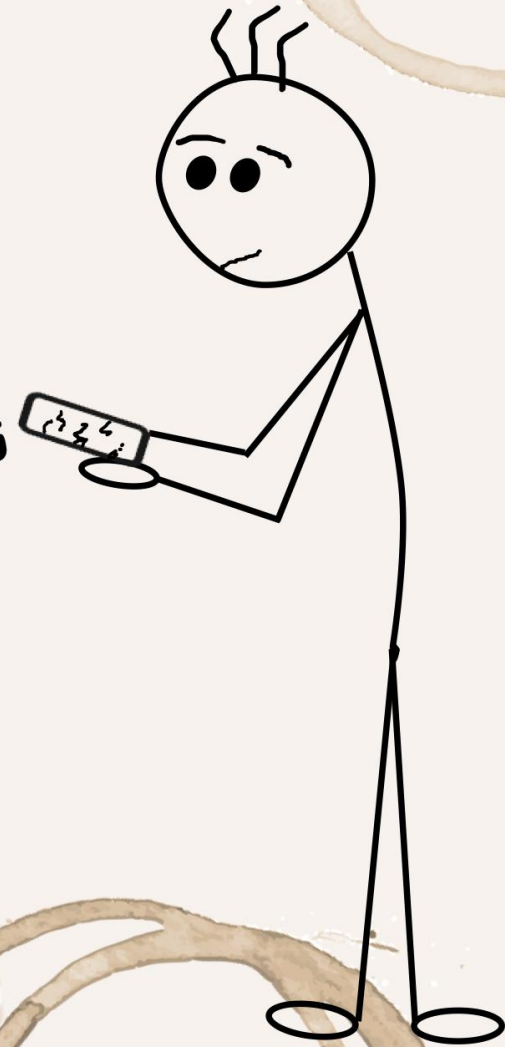
Practicing a difficult skill

Intentional Screen Use (for you)



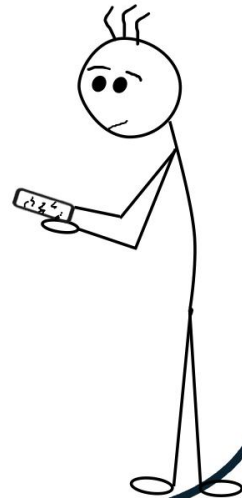
When you go to access a screen;

1. Pause for 10 seconds to form your intention;
2. Do what you planned to do;
3. Then out;

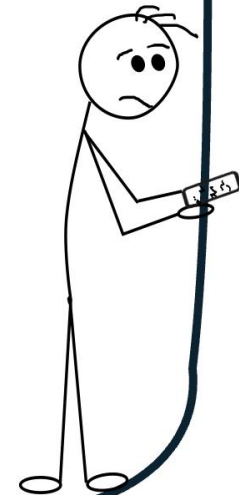


Also, reduce screen use as much as practicable.

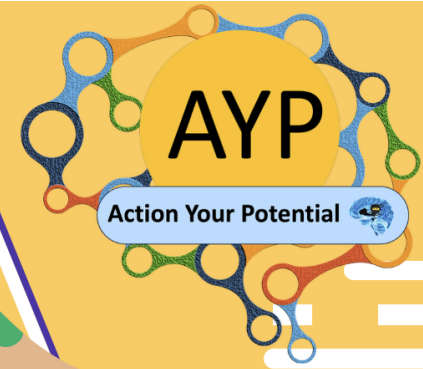
Growth-affirming use of phones or
screens



Growth-defeating uses of phones or
screens



Building a Healthy Balance Around Our Phone & Screen Use



1. Turn off notifications
2. Get rid of all extraneous apps
3. Turn off lift to wake
4. Decide on growth-affirming uses
5. Determine growth-defeating uses
6. Practice intentional screen use
7. No Phubbing (phone snubbing)
8. Use screen-time tracking to reduce use
9. Decide on life-affirming new activities and behaviours
10. Decide on new idle-time activities



With Great Freedom Comes Great Responsibility

We are responsible for our...

Choices

Behaviours

Mistakes

Physical Health

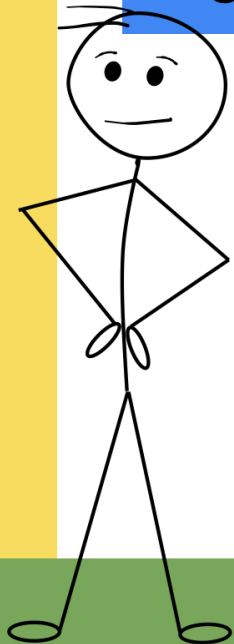
Mental Health

Habits

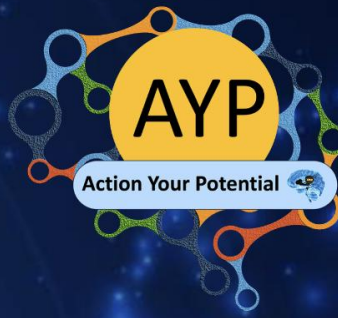
Decisions

Direction

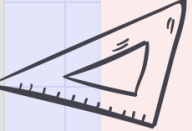
Resilience



Our Focus today..



Smashing Our Revision



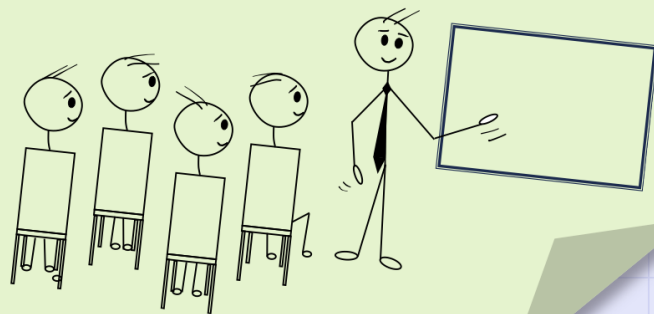
How does learning work at the level of the brain?

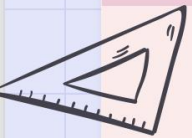


Learning is 3
processes



Getting it - understanding
what you have been taught





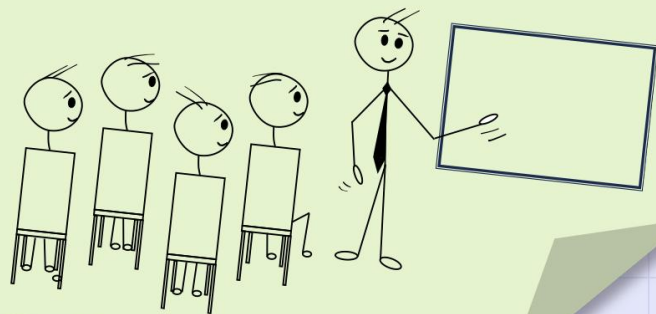
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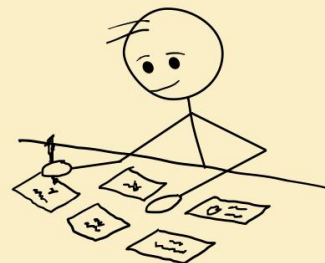
Learning is 3
processes

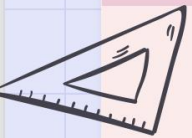


Getting it - understanding
what you have been taught



Practicing it - Encoding it
in the brain





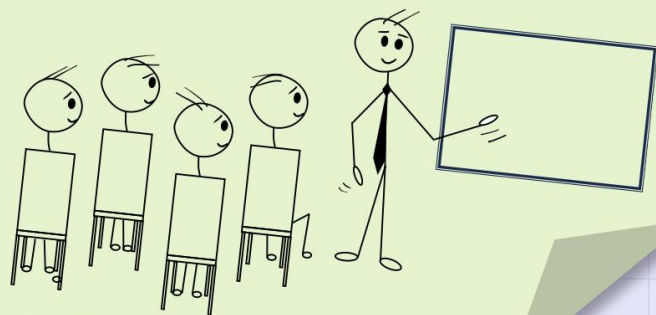
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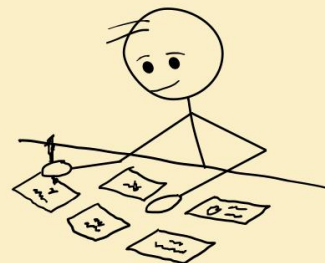
Learning is 3
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Getting it - understanding
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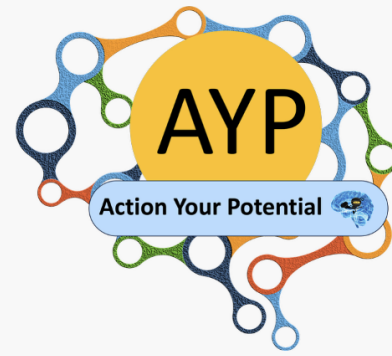
Practicing it - Encoding it
in the brain



Using it - Applying the
new learning



Study Revolution:

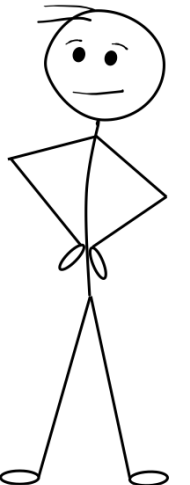
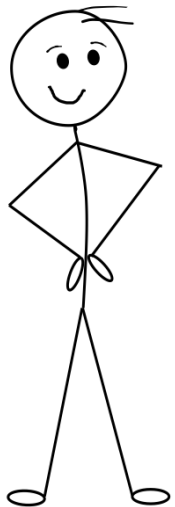


What is the best way to
revise?

Confidence Chart - GCSE



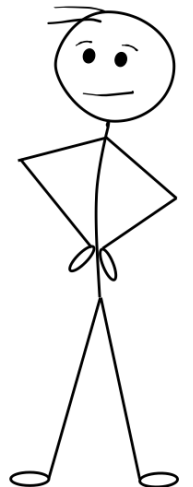
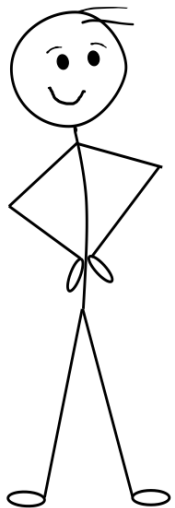
Subject	Grade You Want	Grade Stretch Goal	Current Confidence level
			😊 😐 😞
			😊 😐 😞
			😊 😐 😞
			😊 😐 😞
			😊 😐 😞
			😊 😐 😞
			😊 😐 😞



Confidence Chart - GCSE

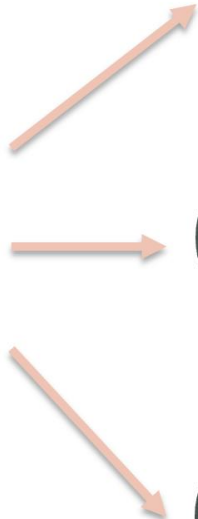


Subject	Grade You Want	Grade Stretch Goal	Current Confidence level
Maths	5	6	☺ ☹ ☠
English Lang	5	6	☺ ☹ ☠
English Lit	5	6	☺ ☹ ☠
Chemistry	6	7	☺ ☹ ☠
Physics	5	6	☺ ☹ ☠
Biology	6	7	☺ ☹ ☠
French	4	5	☺ ☹ ☠
Geography	6	7	☺ ☹ ☠
Tech	6	7	☺ ☹ ☠
RE	4	5	☺ ☹ ☠
			☺ ☹ ☠
			☺ ☹ ☠



What is a study rep?

3 types of rep



Learning rep

Do this when you don't understand
or don't remember a topic

Practice rep

Do this when it's a bit hazy

Testing rep

Do this when you need to test
yourself

What is it all about?

Repetition - a carefully designed **study slot** that works with the memory and learning systems of our brains to achieve **maximum impact** for learning, understanding and recall

Key Attitudes

Grit - Keeping going

Attention - 1 thing at a time

Focus - don't get distracted internally or externally

Attitude - Can do

Mode - taking responsibility

How long does it take?

— 25 minutes —

example

1 Choose a topic and write
down what you know about it

Topic - Radioactivity

5 mins

- Something to do with atoms
- Small particles
- Waves?
- Can harm you
- Alpha
- Nuclear

Learning Rep

example

1 Choose a topic and write down what you know about it

Topic - Radioactivity

5 mins

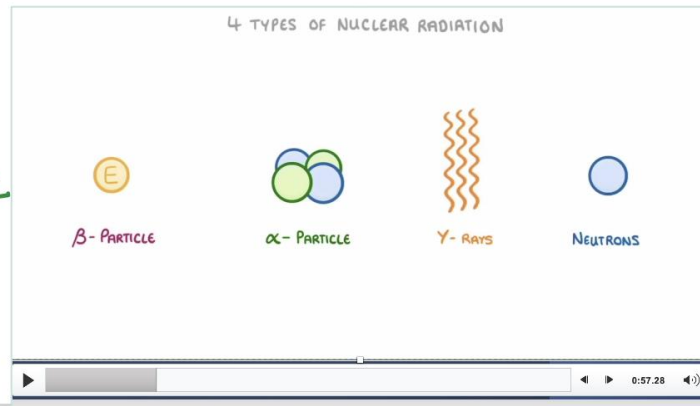
- Something to do with atoms
- Small particles
- Waves?
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Learning Rep

2

10 mins

Study the resource



example

1 Choose a topic and write down what you know about it

Topic - Radioactivity

5 mins

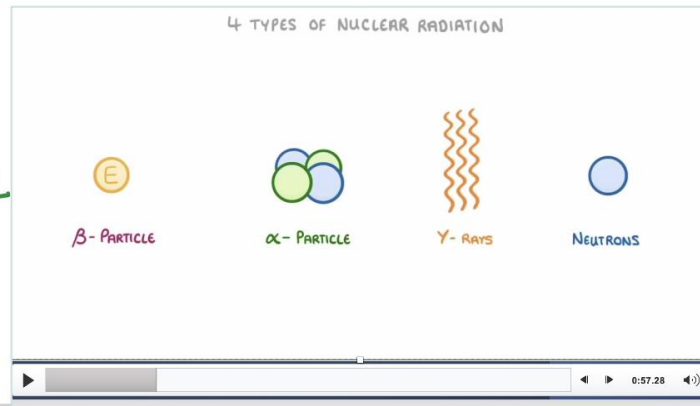
- Something to do with atoms
- Small particles
- Waves?
- Can harm you
- Alpha
- Nuclear

Learning Rep

2

10 mins

Study the resource



3

"Summarise by taking notes whilst using the resource... Video, Revision Guide, Class Notes.."

Radioactivity: Emitted from unstable atoms called isotopes.
Isotopes = Atoms with the same number of protons, but different numbers of neutrons

Alpha particles: 2 protons and 2 neutrons. Quite large particles. Travel a small distance. Absorbed by a thin layer of paper

Beta particles: A small negatively charged particle from the nucleus. A neutron splits into a proton and an electron. Have less mass and travel further in air. Absorbed by a thin layer of Aluminium

Gamma waves (rays): A wave of energy released from the nucleus of an unstable isotope. Absorbed by very thick lead or metres of concrete

Neutrons: Emitted by an unstable isotope with too many neutrons in the nucleus. Can cause a chain reaction.

10 mins

example

1 Choose a topic and write
down what you know about it

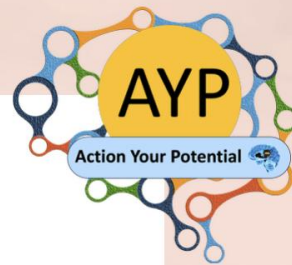
Topic - Radioactivity 5 mins

What are the key ideas?

- Alpha: 2 neutrons and 2 protons
- Beta: negative electron form the nucleus
- Gamma: Wave of energy
- Alpha least penetrating, gamma most
- Alpha most ionising, gamma least ionising
- Neutrons are released from unstable nuclei

Practice Rep

example



1 Choose a topic and write down what you know about it

Topic - Radioactivity 5 mins

What are the key ideas?

- Alpha: 2 neutrons and 2 protons
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- Alpha least penetrating, gamma most
- Alpha most ionising, gamma least ionising
- Neutrons are released from unstable nuclei

2

Make flashcards, mind map or summary notes.

Radioactivity: Particles and waves emitted from the nuclei of isotopes of unstable atoms.

15 mins

Practice Rep

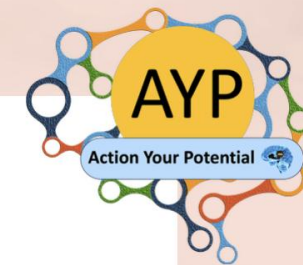
Isotope: Atoms with the same number of protons but different numbers of neutrons in the nucleus e.g., O^{16} and O^{18}

Alpha radiation: Particles that have 2 protons and 2 neutrons. Are positively charged. Absorbed by paper.

Beta radiation: Are electrons from the nucleus. Are negatively charged. Absorbed by 2-3cm of aluminium.

Gamma radiation: Waves of energy emitted from the nucleus. Have no charge. Absorbed by thick lead, several cm.

example



1 Choose a topic and write down what you know about it

Topic - Radioactivity 5 mins

What are the key ideas?

- Alpha: 2 neutrons and 2 protons
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- Gamma: Wave of energy
- Alpha least penetrating, gamma most
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- Neutrons are released from unstable nuclei

3 Read through
5 mins

2 Make flashcards, mind map or summary notes.

Radioactivity: Particles and waves emitted from the nuclei of isotopes of unstable atoms.

15 mins

Practice Rep

Isotope: Atoms with the same number of protons but different numbers of neutrons in the nucleus e.g., O^{16} and O^{18}

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Frayer Flash Cards



Statement

Write a simple statement about what you are making the flashcard about

Elaborate

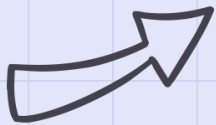
Give more explanation

Example

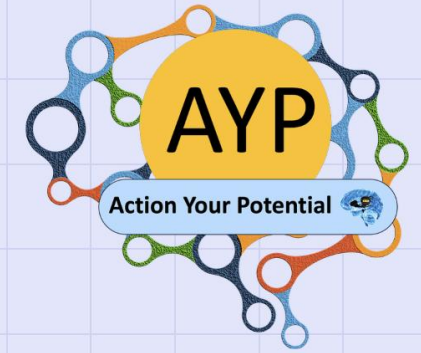
Provide any examples

Image

Include a helpful image



Frayer Flash Cards



EXAMPLE



Statement

Radioactivity:
Particles and waves emitted from
the nuclei of isotopes of unstable
atoms.

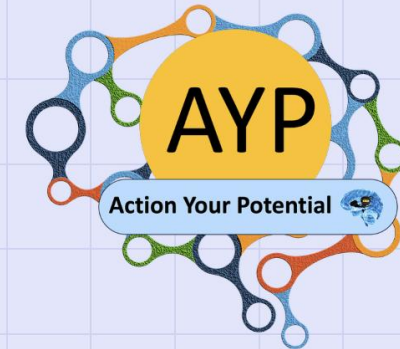
Elaborate

Example

Image



Frayer Flash Cards



Statement

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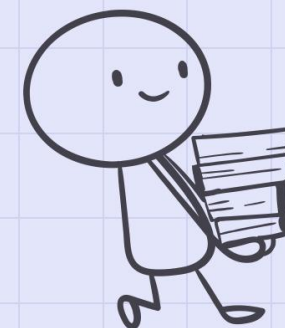
Elaborate

Radioactivity:
Is emitted from the nuclei of isotopes of unstable atoms. Isotopes are atoms with the same number of protons but different numbers of neutrons in the nucleus. E.g. O^{16} and O^{18} .
These have unstable nuclei and emit alpha or beta particles, or gamma waves, or neutrons. Alpha particles have 2 protons and 2 neutrons. Are positively charged and are absorbed by paper. Beta particles are electrons from the nucleus. Are negatively charged and absorbed by 2-3cm of aluminium. Gamma radiation is waves of energy emitted from the nucleus. Have no charge and absorbed by thick lead, several cm.

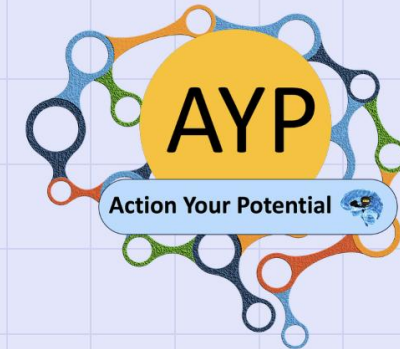
Example

Image

EXAMPLE



Frayer Flash Cards



EXAMPLE

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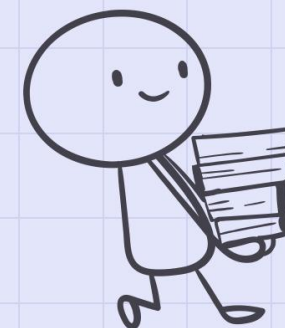
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Example

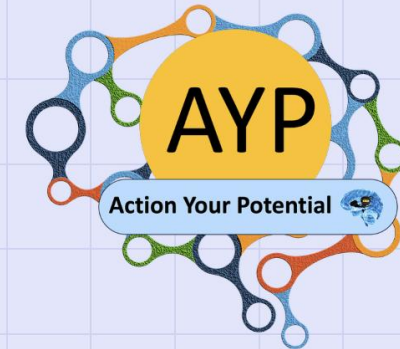
Properties of radiation

	Alpha	Beta	Gamma
Charge	+2	-1	0
Mass	2	0	0
Ionisation power	High	Middle	Low
Penetration in air	< 5cm	< 1m	< 1km
Stopped by	Paper	Aluminium	Lead

Image



Frayer Flash Cards



EXAMPLE

Statement

Radioactivity:
Particles and waves emitted from
the nuclei of isotopes of unstable
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Elaborate

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Example

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Image

ALPHA PARTICLE



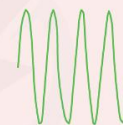
2 PROTONS
2 NEUTRONS

BETA PARTICLE



ELECTRON

GAMMA RAY



EM WAVE

NEUTRON



NEUTRON



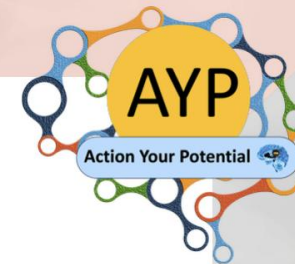
example

1 Find the past paper
question and mark scheme

Topic - Radioactivity

5 mins

Testing Rep



example

1 Find the past paper question and mark scheme

Topic - Radioactivity

5 mins

Testing Rep

2

Have a go at the question

The chart below shows the change in mass number and atomic number of an atom for different types of radioactive decay.

	change in atomic number	change in mass number
A	-1	0
B	-2	-4
C	0	0
D	+1	0

(a) Write down the letter which shows how the mass number and atomic number change for the following:

(i) emission of an alpha particle
.....[1]

(ii) emission of a beta particle
.....[1]

(iii) emission of gamma radiation
.....[1]

(b) Complete the equation below to show the decay of $^{238}_{92}\text{U}$ to an isotope of thorium (Th) when it emits an alpha particle. [2]



(c) $^{238}_{92}\text{U}$ and $^{235}_{92}\text{U}$ are both forms of uranium.

(i) What do we call different forms of the same element?
.....[1]

(ii) Describe how their nuclei differ from each other.
.....[1]

15 mins

example

1 Find the past paper question and mark scheme

Topic - Radioactivity

5 mins

Testing Rep

3

Use the mark scheme to add what was missed.

5 mins

2

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3 types of rep

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Testing rep

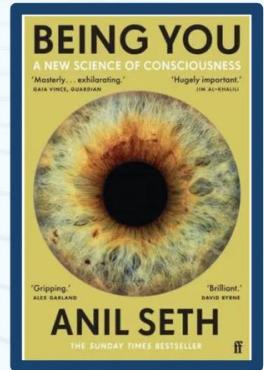
Do this when you need to test yourself

Neuroscience Of Education Conference

For school leaders, teachers, business leaders, parents and carers.

Keynote from Prof. Anil Seth- Cognitive and Computational Neuroscientist and bestselling author

'Waking Up To Ourselves - The Neuroscience Of Consciousness
And Its Implications For Building Great Education'



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- The neuroscience of values and culture
- Tackling Anxiety and Building Resilience
- Living in Balance in a Neurally Diverse Brain
- Building self-efficacy and how it transforms progress and achievement

Thursday 12th Feb 2026

At The Royal Grammar School High Wycombe

9:30am-2:30pm
£110 per ticket

We will be exploring what schools can do to become part of the
#NeuroNinja revolution and we'll be inviting schools to join our
#NeuroNinja Lab, field trials of metacognitive techniques across schools
across the country.

Thursday 12th Feb 2026

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Sign Up Here -

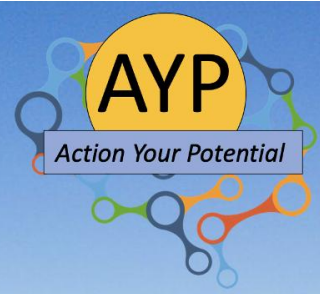


Hosted By Action Your Potential And The Royal Grammar School High Wycombe



Values sit in our dorsal-lateral prefrontal cortex (dlPFC) and help us make better decisions each day...

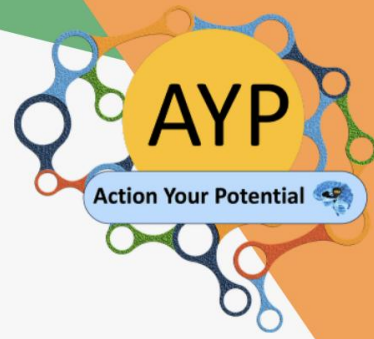
The Comeback Is Always Stronger Than The Setback





Be in no doubt you
can do this...

We welcome your feedback



Thank you

