

HOULTON SUMMER NEWS 2023



HOULTON
SCHOOL

Welcome from the Principal

Dear Houlton family,

Time flies when you're having fun... and this half-term seems to have raced by! We have been busy preparing for our third cohort of pupils' arrival in September having received a record number of applications for places. This emerging reputation for excellence is truly testimony to the value added by each and every member of our community: staff, pupils, parents and friends of Houlton School.

We have now completed all of our teaching staff recruitment for next academic year and have, once again, secured some incredibly talented and dedicated professionals to enhance our provision even further. We'll introduce them to you online over

the summer holidays so that you can read all about new colleagues. Of course, soon we will begin recruiting our next set of support staff roles, too: watch the usual channels for these going live.

This week saw our first, full whole-school production of 'School of Rock' play to sold-out audiences! Musical Theatre is a passion of mine and I am so incredibly proud of our young actors, musicians, designers and production team for putting on a show of this scale with just Year 7 and 8 pupils in all roles... innovation, aspiration and excellence have never been so in evidence as they have been this week! Photographs to follow in the next newsletter.

Finally, in their assemblies this half-term pupils explored how to keep themselves safe near railway lines by learning **more about the tragic loss of local Guilsborough School boy Harrison Ballantyne**. Pupils' sensitivity, maturity and empathy during the assembly was incredibly moving.

Take care of yourselves this half-term. As the warmer weather returns, remember to keep yourselves safe when out and about and I look forward to welcoming you all back for our sixth – and final – half-term of this academic year.

Principal Michael McCulley

Houlton's Brilliant Year 8 Scholars Graduates

This term saw the graduation of Houlton School's inaugural cohort of successful graduates on the Brilliant Club's Scholars' Programme.

Designed to raise aspirations and encourage greater awareness of what life at university offers, the programme involves a series of small group tutorials with a PhD tutor before the completion of a written assignment and feedback. The Year 8 cohort, comprised of both a STEM and Humanities group, completed essays on the hidden meanings of American music and how chemists can save the world.

The Year 8 graduation took place at The University of Birmingham, the second university the pupils visited following a trip to Hertford College, Oxford earlier this academic year. Mr Griffin and I felt very proud to see our pupils up on stage collecting their certificates, which were thoroughly deserved after the commitment and dedication they demonstrated throughout the programme.

We will be continuing to work with the Brilliant Club for the rest of this academic year and into next year too. Our Year 7 cohort have already visited The University of Warwick, are currently working on their final assignments and will also be attending a graduation at The University of Birmingham later this term.

By Ms Angela Lancini
Assistant Principal



Pearson National Teaching Awards Finalist

PEARSON
NATIONAL
TEACHING
AWARDS



We're incredibly proud and delighted to confirm that Russell Hill, Subject Team Leader – Creative, has been shortlisted as a finalist for the Pearson National Teaching Awards!

As some of you will know, Mr Hill is a second career teacher, meaning that he actually only joined the teaching profession two years ago after a successful career in the Arts. So, we nominated him for the Outstanding New Teacher of the Year Award because we wanted to celebrate how lucky we are that he is part of the Houlton Family.

We are yet to hear what the final outcome will be, but rest assured we will keep you posted!

Thanks to all the pupils, parents and staff members who contributed to the nomination. Here's just one of the reasons why we think Mr Hill is a very worthy winner:

"My teacher Mr Hill has helped me in many ways. From the endless amount of advice to the encouragement to do my very best, coming to his lessons is always fun. I have grown in confidence and skill and have been pushed to be bold, brave and excellent in all of my work. He has given me multiple opportunities to build on my talents and he deserves this award for the recognition for all of his hard work and effort he puts into his job. He puts a smile on everyone's faces and is an amazing teacher."

Year 8 pupil

A young man with brown hair, wearing a blue suit, white shirt, and patterned tie, stands smiling on a green lawn. In the background, the grand facade of Buckingham Palace is visible, featuring classical architecture with columns and windows. Other people in formal attire are scattered across the lawn, some walking and some standing in groups. The scene is set outdoors during the day.

A trip to Buckingham Palace

On Monday 15th May, Jamie Nash, Houlton's Front of House Apprentice, attended a special event at Buckingham Palace to celebrate achieving his Gold Duke of Edinburgh (DofE) Award.

Jamie started the DofE programme whilst at Daventry Air Cadets, and it has taken approximately four years of hard work for him to complete the Bronze, Silver and Gold Awards. During his final expedition in 2022, Jamie took on a gruelling four-day challenge where he canoed the River Wye – which is no mean feat!

Jamie Nash said: "Visiting Buckingham Palace was a special event, with thousands of other young people celebrating achieving the DofE Gold Award.

"The event itself was hosted by Prince Edward, who I got to talk to. Also in attendance were several other TV personalities and celebrities who act as patrons and sponsors for the award scheme. That combined with the setting made for a very special and memorable day."

Next year, our Year 9 pupils will embark on their DofE journey and could one day be celebrating their achievements at Buckingham Palace too!

Sparx Update

We are almost at the end of our first year using Sparx at Houlton School.

Pupils have used Sparx to practise their current mathematical learning as well as extend their learning and focus on their individual targets.

We have had some amazing achievements this year with over 85% of pupils levelling up at least once and six pupils achieving the maximum level of 25.

This half term we have had some fantastic work by individuals who have been putting in extra effort into gaining additional XP on Sparx.

So far these pupils have achieved the most XP in their class:

Year 7

Sinead (7A) – 37,957 XP

Liv (7D) – 6,992 XP

Savannah (7M) – 110,290 XP

Kayla Louise (7O) – 11,757 XP

Nithila (7S) – 7,255 XP

Daisy T (7W) – 10,566 XP

Year 8

Daisy (8A) – 4,773 XP

Claudia (8D) – 4,763 XP

Elissa (8M) – 4,264 XP

Tommy (8O) – 4,248 XP

Oskar (8S) – 4,062 XP

Maja (8W) – 30,694 XP

We have achieved over 7,000,000 XP as a school!

The ranking for each college now stands as follows:



1st Armstrong
1,580,028 XP



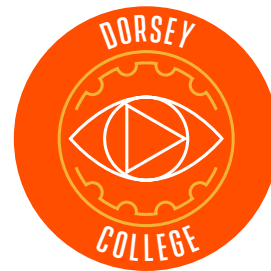
2nd Shakespeare
1,563,485 XP



3rd Morse
1,352,174 XP



4th Winton
1,301,028 XP



5th Dorsey
950,079 XP



6th Obama
802,712 XP

We will be awarding the top pupil in each class a prize in the last week this term to celebrate the effort they have put in – we will share this information with you via the Maths Department Twitter @HoultonMaths

By Miss Jasmine Etheridge
Head of Faculty: Mathematics and Numeracy (ADSL)



UKMT – Watch This Space!

Year 7 and 8 pupils took part in the UKMT Junior Maths Challenge earlier this half term. We will be sharing results with pupils as soon as we receive them so keep your fingers crossed!





Year 7 Science Trip 2023

On Thursday 4th May 2023, Year 7 went to the London Science Museum. The trip up to the museum took about two hours. The whole of Year 7 was split into four groups each on a different bus.

"When we arrived at the museum we all went round with a small group of friends to explore the different sections. We started on the 3rd floor and that was flight. On that floor there were all the planes from different ages with all the different engines on show.

"7Obama then were lucky enough to have a special chat with a lady who works in a lab to help people with asthma. That was very interesting as we could ask her about her job experience and her life. We even found out she was born and raised in Spain. We learned that she has always liked to work helping cure illness. After that amazing chat we looked at the medicine sections (floor 1). As we walked around in small groups we saw old hospital beds and all the prosthetic legs, arms and hands. We also learned about some of the ways they cured people and different tools they used. One of the cool things on display was the old monitors for the patients.

"After that, we then went down to the bottom floor to go and see the space section which we all loved. It was so interesting, especially the part where there was a 3D light projection of the planets. It showed them one by one and then explained about them and told us some cool facts for each one. We also saw an Apollo 11 model. There were also many cool facts like how astronauts would have to go to the toilet in underwear that were similar to nappies but nowadays they just use big nappies or vacuum toilets!

"Finally after the section the pet everyone was excited for was the gift shop. There were all sorts of cool craft kits, books, Lego, key rings, magnets, fidgets and slime. There was so much for a reasonable price.

"Overall the trip was so much fun and definitely worth the 2-hour bus ride there and back. So much fun!"

by Pheobe (7Obama)

Opinions:

"Personally, my favourite part of the trip was the space section it was so interesting. I would love to go back to the museum as I would love to spend more time exploring it. I enjoyed the whole experience."

Pheobe 7Obama

"I liked the experience. My favourite part was the aeroplanes."

Maddie 7Obama

Fun fact

The first passenger aircraft after the First World War was an adapted bomber.

Computer Science

Have you ever been to London and found it easy to navigate the Tube, thanks to the colourful map?

The Underground map was created using the concept of abstraction, one of five fundamental computational thinking theories Year 7 are currently looking at as they delve into the world of programming.

One of the advantages of these computational thinking methods is that they can be applied to other subjects as well. We may decompose the history of our planet into smaller, more manageable areas or use an algorithm to cook a tasty meal.

Year 8 have taken their learning in Scratch last year and started to apply it to Python - a text-based programming language used by programmers and

companies worldwide. For example, Netflix uses it for machine learning and security. As its experience grows, so will their programs.

Python has multiple advantages for pupils. For one, it has a syntax which is very close to English, allowing for easier programming. Python can also be run without having to download the code and can be run easily within a program such as Repl.it or Thonny, meaning pupils see instant results.

Next term we will continue with programming, with Year 7 applying their skills to block coding with Microbits and Year 8 using their Python skills with Microbits to programme our new family of robots!

By Mr Cresswell-Peters
Subject Team Lead: Computer Science



Year 8

This term in English, we have had an exciting new delivery for our library following our success at the book fair. Take a look below and see if you can find your next read!

We have had a variety of new books delivered including *A Good Girls Guide to Murder* by Holly Jackson, a crime thriller regarding a cold case:



PACKED WITH FANTASTIC FOOTIE FACTS.

We have some new sports books in stock, including *Oxlade-Chamberlain* by Paul Stewart:

Be inspired by football legend, Alex Oxlade-Chamberlain. Discover the inspirational story of this talented player's journey from following in the footsteps of his father, footballer Mark Chamberlain, to his success at Southampton Football Academy and playing on the same team as his idol, Thierry Henry.

THE CASE IS CLOSED.

A Good Girls Guide to Murder by Holly Jackson, a crime thriller regarding a cold case:

Five years ago, schoolgirl Andie Bell was murdered by Sal Singh. The police know he did it. Everyone in town knows he did it.

But having grown up in the same small town that was consumed by the murder, Pippa Fitz-Amobi isn't so sure. When she chooses the case as a topic for her final-year project, she starts to uncover secrets that someone in town desperately wants to stay hidden. And if the real killer is still out there, how far will they go to keep Pip from the truth?

HOW FAR WOULD YOU GO TO KEEP YOUR SECRETS?

We also have the popular *One Of Us Is Lying* series by Karen M. McManus, brought to life by Netflix:

Yale hopeful Bronwyn has never publicly broken a rule. Sports star Cooper only knows what he's doing in the baseball diamond. Bad boy Nate is one misstep away from a life of crime. Prom Queen Addy is holding together the cracks of her perfect life.

And outsider Simon, creator of the notorious gossip app at Bayview High, won't ever talk about any of them again – because he dies twenty-four hours before he can post their deepest secrets online.

Investigators conclude it's no accident. All of them are suspects. How far would you go to keep your secrets?

Finally, the number one bestseller *You Are A Champion: How to be the best you can be* by Marcus Rashford

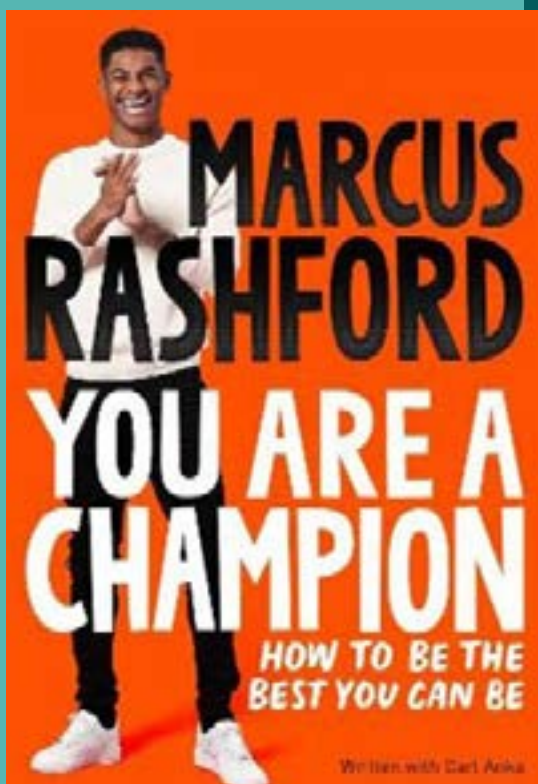
It's hard to know what's possible until you start. You have to be able to dream big and be prepared to work towards your dreams. I've achieved a lot so far. But it didn't come in one go; big things rarely happen overnight. And good things rarely happen as if by magic...

Before he was a Manchester United and England footballer, and long before he started his inspiring campaign to end child food poverty, Marcus Rashford was just an ordinary kid from Wythenshawe, South Manchester. Now, Marcus wants to show YOU how to achieve YOUR dreams, in this positive and inspiring guide for life.

Packed full of stories from Marcus's own life, brilliant advice and top tips from performance psychologist Katie Warriner, you'll discover how to:

- Build your confidence
- Find your team
- Dream Big
- Use your voice
- Practise like a champion
- Navigate Adversity
- Be comfortable with who you are
- Never stop listening.

By Miss Shelley Parkin
Teacher of English



History

This half term, the History department has been exploring two wildly different Big Questions: "Why did Henry VIII break with Rome?" and "Is Shashi Tharoor right to demand compensation for the British invasion of India?" Let's dive into these thought-provoking issues!

First up, let's talk about Henry VIII's break with Rome. It was a momentous event that changed the course of English history forever! Some say it was because he wanted a divorce from his first wife, Catherine of Aragon. Others say it was because he wanted more power over the Church in England. Whatever the reason, one thing is for sure: it was a bold move that caused a lot of controversy at the time.

Now, let's turn our attention to the question of whether Britain should pay compensation in India. This is a tricky issue that has been the subject of much debate in recent years. Some argue that Britain should pay reparations for the damage caused during the colonial era. Others say that it's not fair to hold Britain responsible for things that happened in the past.

But here's the thing: we can't just sweep these issues under the rug and forget about them. We need to confront them head-on and find a way to move forward. That's why it's so important to have these discussions and come up with solutions that work for everyone involved.

In conclusion, these big questions may not have easy answers, but that's what makes them so interesting! We need to keep asking these questions and looking for solutions that make the world a better place.

By Mr Jamie Abbott
Head of Faculty: Humanities

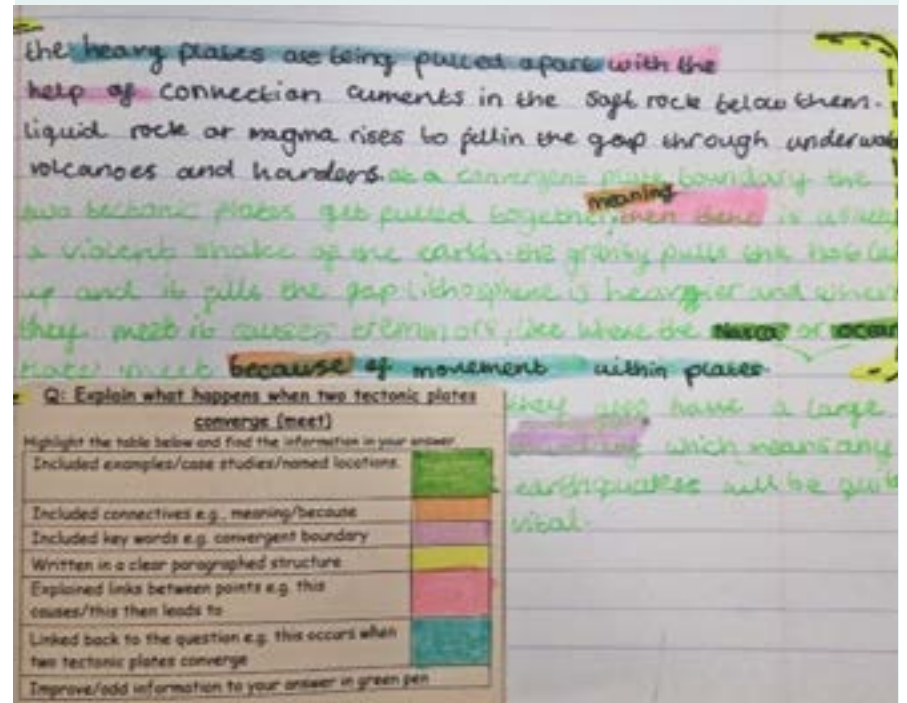


Geography

In Geography, Year 7 pupils have been exploring the Big Question: "Why are natural hazards dangerous?"

Pupils have been building on their previous knowledge of layers of the earth and plate tectonics to understand how dangerous natural hazards are. For this half-term, pupils have been focusing on improving their extended answers.

Year 8 pupils are now exploring the role which Russia plays internationally with the Big Question: "What's down by the river?"



Pupils have explored the ecological importance of rivers and canals and are now investigating fluvial processes which act upon the landscape, including processes of erosion and transportation.

Finally, pupils will be creating a model river landscape.



By Mr Christopher Youmans
Subject Team Leader: Geography

Bonjour and Hola to all language enthusiasts reading this newsletter!

From intriguing Big Questions to entertaining expressions, this term we have been exploring the worlds of Spanish and French languages through the medium of authentic material.

Las grandes preguntas

In Year 8 Spanish, we had a go at answering the Big Question: "Is social media good or bad?"

With the rise of technology and social media, this question has become topical in today's society. Throughout the term, we explored the positive and negative aspects of social media and debated its impact on our lives. It was an opportunity to express our opinions and learn from others while practising our Spanish listening and speaking skills. We put the emphasis on dictation exercises to develop an 'hear' for languages as we say in Spain!

In Year 7 Spanish, we looked at free-time activities, which are much more than just a way to pass the time: they define who we are and who we would like to be. We looked at popular hobbies in the Spanish speaking world and compared it to ours at Houlton. We learned about unexpected Spanish speakers, such as a world-famous retired footballer, and we took some key pieces of advice from him on how to (and why) become a talented linguist.

Le français, c'est surfait?

From croissants to macaron and pain au chocolat (I am purposefully not mentioning escargots and cuisses de grenouille), can French food uphold its reputation? Our Year 7 pupils had a go at answering this Big Question in French this term, looking at authentic recipes from the magazine Marie-Claire.

Our Languages and Culture clubbers also had the chance to make croissants and pain au chocolat, some with more success than others! Mr Couch and myself look forward to taking our pupils to the food and nutrition room later on in July when we will be making French/Spanish delicacies to try.

Parlez-vous Français?

Play in French for Beginners



Onatti is back!

We were pleased to welcome Onatti Productions back to Houlton this term, as part of a series of French and Spanish plays performed for the pupils.

This term's school play focused on the fictional story of a School skiing trip to France, where self-confessed class comedian, Archie, who also happened to be very accident-prone, took a tumble.

Yes, sure enough, on day one, Archie's fooling around ended up in a hospital visit.

Then, when his teacher was called away to deal with another emergency, Archie was left alone in the hospital where nobody speaks English.

It is very amusing to watch as Archie tries to get by with his basic French - with hilarious consequences.

La France en 2023, c'est quoi ?

Continuing on our mission to deliver an up to date curriculum, which encompasses current affairs and cultural events, our Year 8 French pupils have delved into the Big Question: "What's France like in the 2020s?".

We discussed trends, cultural lingo and idiomatic expressions used by teenagers in France as of 2023. We looked at authentic material from the magazine C'est facile! (an updated version of Mary Glasgow which may be familiar to some of our readers). Next year, we will be able to offer pupils the chance to subscribe to C'est facile and Vamos magazines, so keep your eyes peeled for more information on this soon!



The work of Year 8 artist, Roshni (8Obama) is a fantastic example of how this knowledge was put into practice. I can't wait to see her final painting.

Big Question: What is a selfie?

According to the Oxford dictionary, a selfie is, 'a photograph that one has taken of oneself, especially one taken with a smartphone or webcam and shared via social media.'

Houlton artists have been on a journey to discover how this definition intersects with portraits throughout history and in comparison with the uprising of the 'public-turned-photographer' culture that prevails in the 21st Century.

We began this Big Question with the work of Turner Prize winning artist Gillian Wearing, whose working relationship with the public often highlights the lives of others through photography and film. It is sometimes confessional and raw, but is always honest. Works such as *2 Into 1* (1997), in which a mother and her two boys are lip-synched so that she speaks in their voice, both reciting their criticisms of one another. Continuously returning to the Big Question, we debated heavily, analysing whether this could be considered as a 'selfie'.

To start with the majority of our pupils held the belief that a selfie can only be produced if the person capturing the image was also in the image themselves. After some time, reflecting on the work of Gillian Wearing, several pupils began to change their minds. Is this the power of art?

Holly, (8 Dorsey), explains that art 'is about understanding people through a different lens', whilst Maya, also in 8Dorsey, feels that 'art can make you more aware of your surroundings.'

It is without doubt that our young generation are an image-conscious population and this has resulted in an ever-increasing number of images making their way into the digital world by way of social media. During this Big Question we will discuss the importance of how we represent ourselves and how our 'image' can both evoke and provoke. Is the image we portray a real one or perhaps it doesn't matter either way?

Reya, (7 Shakespeare), feels that art is about presenting something that can be 'real or not real' and that being an artist means 'you can do anything you want.'

It is critical that as guardians of young creative minds we allow space for pupils to question social norms and speak openly about how they might interact with commonly held beliefs. What is a 'selfie'? We may never know, but I'm glad to see 180 minds thinking about it.

Embedded within some relatively complex discussions, all pupils were tasked with

developing core knowledge and skills, specifically, their ability to articulate and depict the proportions of the human skull. Once we had mastered the proportions, we began to think about the application of features using paint as a chosen medium. It was at this stage that we encountered a problem.

'Sir, how do I know what paint goes where?'

Using the work of American artist Chuck Close, pupils were able to identify his use of the grid to aid their understanding of the application of paint, or, specifically in this case, tone.

By Mr Russell Hill
Subject Team Leader: Creative

Gillian Wearing- Analysis



Sixty Minute Silence, 1996
Colour video projection with sound

In 'Sixty Minutes Silence' Gillian Wearing's working relationship with the public extends to an apparent group of policemen and women. Here they are filmed holding still like any group of children.

1. Why has Gillian Wearing made a group of police officers stand still for 60 minutes?

World Class Question

2. What might this artwork tell us about how police are viewed in society today?

Investigate & Research

Big Question: Can Products Rescue Humans?

It is 04.17 on 6th February 2023 and an earthquake has struck southern Turkey. It is the largest Earthquake since 1939.

Designers are a central intelligence when it comes to solving complex, real-world problems and this is no different for the young designers that populate our labs, studios and workshops at Houlton School.

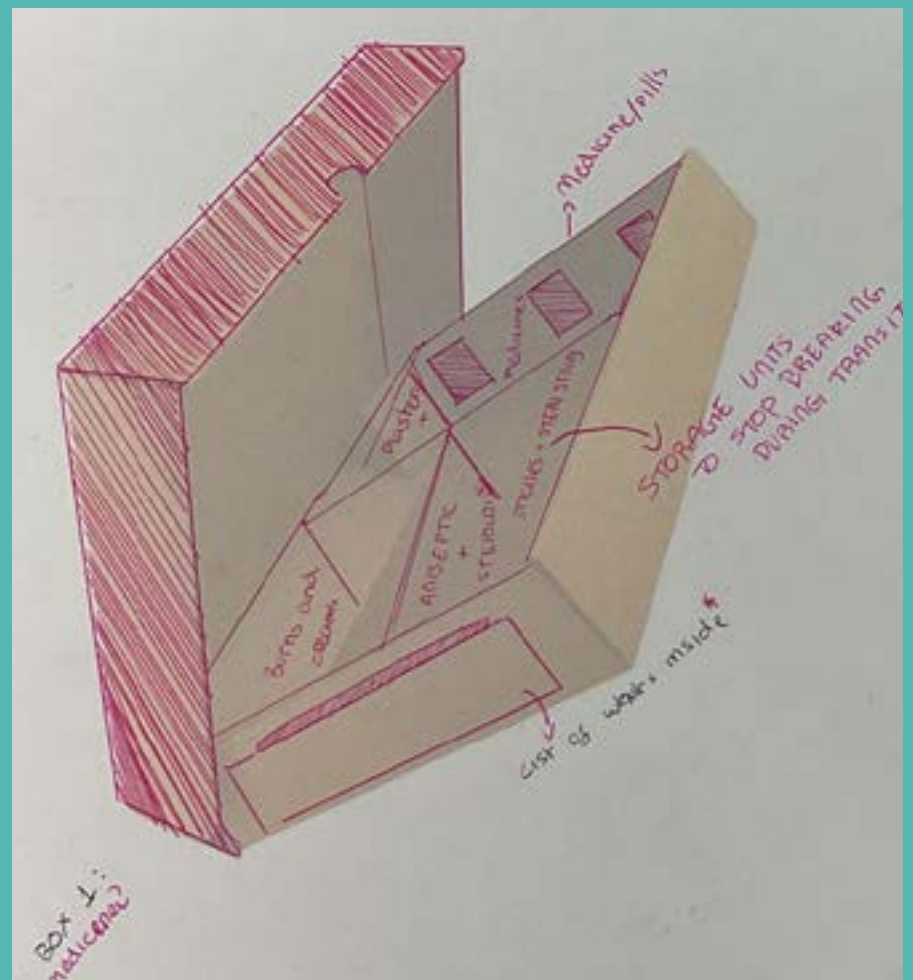
Year 8 are expanding their design faculties by exploring how the discipline of design engineering can help rebuild communities in the aftermath of natural disasters. Through secondary research, pupils have gained significant knowledge of the problems faced by individual victims, emergency workers and organisations who are tasked to provide aid to volatile areas, often inaccessible to humans.

Working in collaboration with their peers, pupils are solving complex problems through research, debate and role play in order to fully understand the needs of these communities. Each design team will design and engineer a disaster relief kit, transportable by hand, vehicle or air. These kits present several design and engineering challenges, however, all pupils have taken active parts in presenting thoughtful, empathetic and creative solutions to the problems faced by the affected communities.

Pupils context map the challenge and begin initial designs:

Big Question Learning Audit: Can Products Rescue Humans?

This audit tracks progress across four levels: Investigate & Identify, Analyse & Plan, Develop & Produce, and Evaluate & Reflect. It includes sections for 'Collaborative working & safe behaviour', 'By prototype make reference to', and 'Subject Knowledge'.



Research (Lesson 1 & Assessment)

Collect secondary research that explores the context of this Big Question. Your research should answer the following questions:

- Is there a scale of natural disasters, from mild to severe?
- What are the challenges of natural disasters? How do countries deal with natural disasters?

EQ: Can products rescue humans?

What is the Richter scale?

This scale shows the outcomes of a natural disaster due to the scale of it. The life box will be sent out at around 4.9 or more to help.

What are natural disasters?

Here is a list of natural disasters...

This life boxes have been designed to help and rehabilitate victims of a natural disaster

A kids box could be created with toys and warm clothes in it to distract on make them feel happy because of trauma they have been through.



Survival Factors (Lesson 2)

Collect and present secondary research showing a range of ways that countries, communities and people survive in the aftermath of natural disasters. You may wish to consider the following:

- What products are supplied by charities to help?
- How might people gain access to food & water?

The main thing the charities do is collect donations which provides hope, safety and help to those in dangerous situations such as a natural disaster.

Direct Relief

Healthy People. Better World.

That means all people – regardless of politics, religion, or ability to pay – enjoying their lives is Direct Relief's mission.

CHARITY

The American Red Cross

Red Cross volunteers and staff work to deliver vital services – from providing relief and support to those in crisis, to helping you be prepared to respond in emergencies.

We are yet to see the results of their hard work, however, I am already thrilled with the mature, intelligent and innovative solutions being proposed.

By Mr Russell Hill
Subject Team Leader: Creative

Visit from British Transport Police and Northamptonshire Fire and Rescue

We welcomed the British Transport Police and Northamptonshire Fire and Rescue to speak to pupils this May about the dangers of the railway as part of the new 'Rail Safe Friendly Initiative'.

The tragic death in 2017 of Guilsborough Academy pupil, Harrison Ballantyne, reinforced the importance of teaching children about safety on the railways.

Schools play a vital role in keeping children safe and we are proud to be part of this national campaign.



Music

Instrumental Lessons

Instrumental lessons continue and the numbers continue to grow.

We have welcomed two new tutors to our team this term, Mr Smith and Mr Giligan. Experienced and engaging tutors both, it has been brilliant to welcome them to Houlton and they are already making an impact allowing us to expand our provision across Guitar, Bass, Ukulele and Brass.

If you would like your child to take part in Instrumental Lessons you can sign up via the Warwickshire Music Service website.



School Of Rock

School of Rock sold out over its entire run this week, and was fantastic.

The pupils and staff have put in a massive effort to get the show together and the commitment of the large team of pupils has been world class. We are looking forward to sharing it with you very soon!

By Mr James Hunter
Subject Team Leader: Music

Curriculum lessons and our Big Questions for this term are:

Year 7: Rounders

Does feedback improve performance?

Year 8: Cricket

Is commercialisation good for sport?

Co-curricular opportunities this term:

- Rounders
- Cricket
- Athletics

PE Shout Outs:

A massive well done to our girls Futsal teams who competed against two different schools in a recent tournament hosted at Houlton. Both teams demonstrated some excellent skills finishing 1st and 3rd respectively.

Well done to Madison H (7Armstrong) for winning the PE pupil of the term. This is thoroughly deserved as she has applied herself excellently within her lessons and has shown commitment to the co-curricular clubs, especially the girls football team.

Another well done to Madison for winning 'Pupil of the Term'. We will be awarding our next pupil at the end of the summer term.

Our PE department looks out for the following qualities in the winners our 'Pupil of the Term' award:

- Goes above and beyond to help out in PE/ Dance lessons
- Demonstrates exceptional effort and enthusiasm consistently across the term
- Takes an active part in our co-curricular clubs and teams
- Positive attitude and a willingness to learn
- Polite, punctual, reliable and organised

The pupil who wins this award will receive an R2 and a piece of sporting equipment!

Please follow our twitter page with all news regarding fixtures, results and PE department news [@HoultonPEdept](https://twitter.com/HoultonPEdept)



Our pupils are continuing to develop and improve their answers to our PE Big Questions as we progress throughout the year.

Here are some excellent examples from our Gymnastics block for Year 7 and Basketball for Year 8.

Gymnastics:

Are Components of Fitness important to an elite sports performer?

Basketball:

What is more important? Intrinsic or Extrinsic motivation?



Jack T (8Dorsey)

The majority of research suggests that intrinsic is the best type of motivation due to it leading towards more positive outcomes. Intrinsic motivation is defined as the doing of an activity for pure satisfaction and actions which are therefore driven by internal rewards. An example of intrinsic motivation is playing sports because you enjoy how it makes you feel or using positive affirmations as you want to change your mindset into a more positive or open one. On the other hand, extrinsic motivation is a type of motivation which is driven by external rewards, such as money or grades. Some examples of extrinsic motivation are being paid to do that sport/job or going for a run to increase your chance at winning rather than the enjoyment.

Some people feel that intrinsic motivation is the most important because people who are intrinsically motivated are more likely to be committed to what they're doing and achieve better results within the field. Extrinsic motivation can be bad because if it is removed, it can lead to that person giving up on something fairly easily. Extrinsic motivation can also bring a lot of pressure upon someone which leads to lower feelings of happiness and so on.

Aanya S (8Obama)

Intrinsic Motivation is when a person does something for fun or for personal challenge rather than because being motivated through products, rewards etc. An example of Intrinsic motivation relating to sports is: - Playing Basketball for enjoyment or satisfaction purposes. On the other hand, extrinsic Motivation is a motivation to participate in something so you can meet an external goal etc. An example of Extrinsic motivation relating to sports is: - Playing Basketball to receive money or fame. Some people believe that intrinsic motivation is the most important because it is the one that generally leads to the most positive outcomes on a person. Another reason is that intrinsic motivation is a task where one has to persist; it also has a positive effect on the person. Extrinsic motivation can be bad because it can remove enjoyment in tasks and the over justification effect can show that giving excessive external rewards can reduce intrinsic motivation.

Eshani S (7Dorsey)

Yes I believe that components of fitness will assist an elite performer. Components of fitness include endurance strength and flexibility. An athlete such as a gymnast must be skilled in flexibility because they perform complex moments that can include body contortion. If gymnasts were not flexible that would have issues with composing such high skill level movements. A long-distance runner needs endurance. Endurance is capability to perform for extended amounts of time. Long distance runners must use tactical performance skills so they can use their energy effectively, if they run too fast in the beginning of the run they will be unsuccessful however if they keep a steady pace they will be able to endure a long period of running. If the runner were to be unsuccessful in endurance they would not have enough energy to maintain speed through out the race. I believe that fitness components are essential to a elite sportsman to perform to the highest quality.

Louie N (7Dorsey)

A component of fitness can be agility and this is the ability to move quickly and easily. This is important to an athlete because agility improves flexibility, balance and control. But a negative impact of agility to an athlete is that you could move to fast or think you are agile but your not so you get injured. A component of fitness also can be muscular endurance and muscular endurance is the ability to continue contracting a muscle, or group of muscles, against resistance, such as weights or body weight, over a period of time. Increasing the performance of these muscles means they can continue to contract and work against these forces. A negative impact of this is that you can over train and your body couldn't handle it if you don't eat the right food.



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