

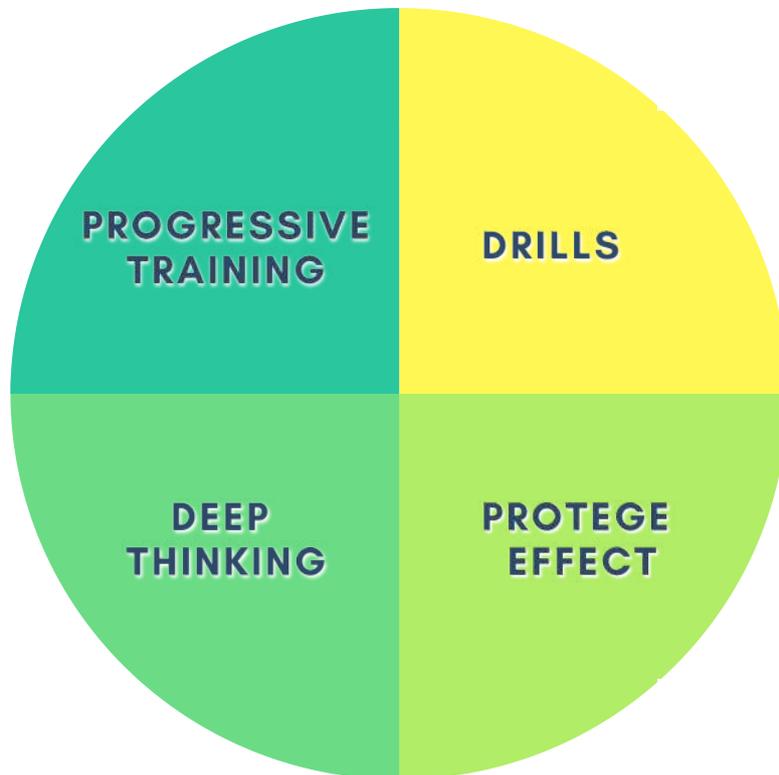
INTEGRATED EDUCATION PROGRAM





INTEGRATED EDUCATION

STACKING PEDAGOGY



The DP2 program is an all-encompassing course that develops your child holistically – both in terms of academics and character development.

It consists of the following 4 pedagogies: Drills, Deep Thinking, Progressive Training, and the Protege Effect. These pedagogies must be implemented together in order to build a strong foundation for a child's learning and development – Think of it as the 4 pillars of success!

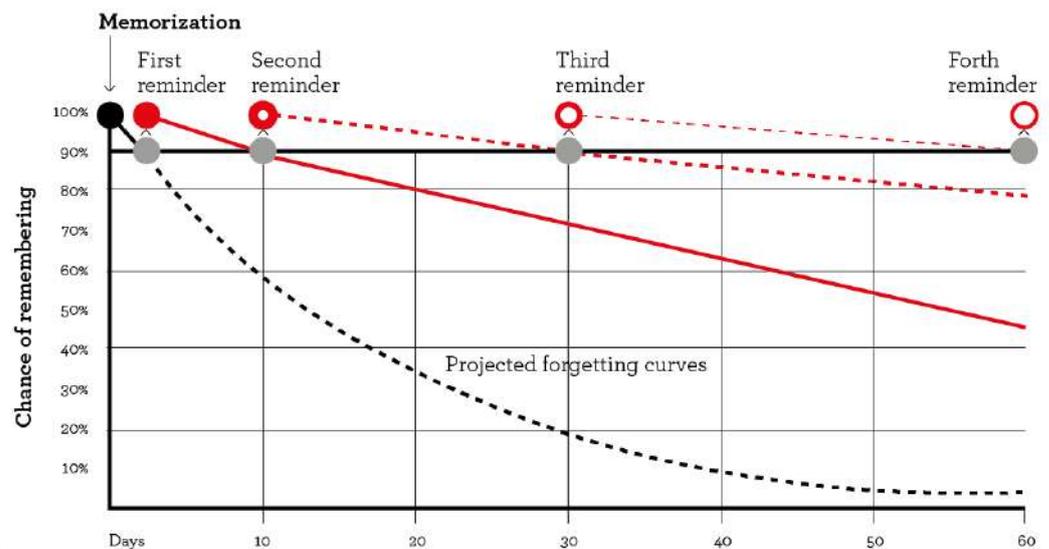


THE DP2 PROGRAM: DRILLS

According to Hermann Ebbinghaus, a German psychologist who pioneered the experimental study of memory, new knowledge can only be registered in our long term memory with continuous exposure. This means that going through our children's homework corrections only once will never be the secret to them acing their examinations.

Therefore by going through the correct answers to the mistakes in their homework repeatedly, this ensures that the students become so familiarised that it becomes "muscle memory". Hence, the drill pedagogy is exceptionally important for long-term memory reinforcement.

The drills frequency is based on the Ebbinghaus Forgetting Curve, discovered by Hermann Ebbinghaus, to ensure that students learn from their mistakes and thus form a stronger foundation!



Ebbinghaus Forgetting Curve



THE DP2 PROGRAM: DEEP THINKING

SYSTEM 1

First Reactions

95%

Fast
Automatic
Impulsive
Little / No Effort
Emotional



SYSTEM 2

Thinking

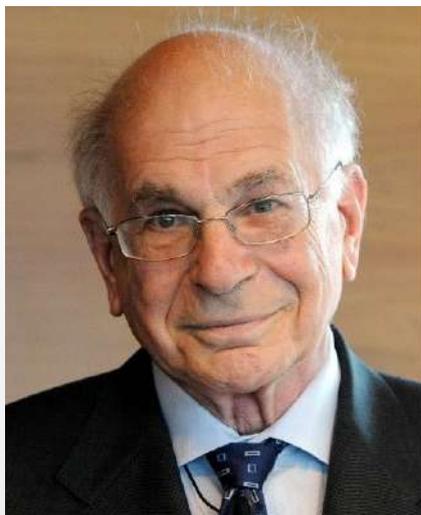
5%

Slower
Deliberate
Reflective
Effortful
Analytical

Source: Daniel Kahneman

Despite registering the topics into their long term memory, the drilling method might not be sufficient in reinforcing deeper understanding of the subject that they are learning. Daniel Kahneman, psychologist and economist who was awarded the 2002 Nobel Memorial Prize in Economic Sciences, found that when a person switches to slow thinking (deep thinking) mode, they become analytical, effective at problem solving, and most importantly, the solutions that are produced as a result of the deep thinking process is embedded into one's long term memory.

Therefore, to reinforce learning, deep thinking and reflection is incorporated into our Integrated Education as part of each student's learning process. When the students enter deep thinking mode, it stimulates their critical thinking and problem-solving abilities, allowing them to learn on a deeper level!



THINKING,
FAST AND SLOW



DANIEL
KAHNEMAN

WINNER OF THE NOBEL PRIZE IN ECONOMICS



THE DP2 PROGRAM: PROGRESSIVE TRAINING

Michael M. Merzenich, professor emeritus neuroscientist at the University of California, San Francisco, delivered a TED talk titled “Growing evidence of brain plasticity” which discusses how a child’s brain establishes neural processes for the stimuli to which it is presented. The way in which a human brain adapts and learns shares many similarities with the process in which muscles are built. In medical terms, this is known as Neuroplasticity. To fully strengthen a student’s foundation, they will be tasked with drills that increase in intensity with each progressive drill. This practice helps to push the students to step out of their comfort zone and perform at a higher level!



Michael M. Merzenich is a professor emeritus neuroscientist at the University of California, San Francisco.



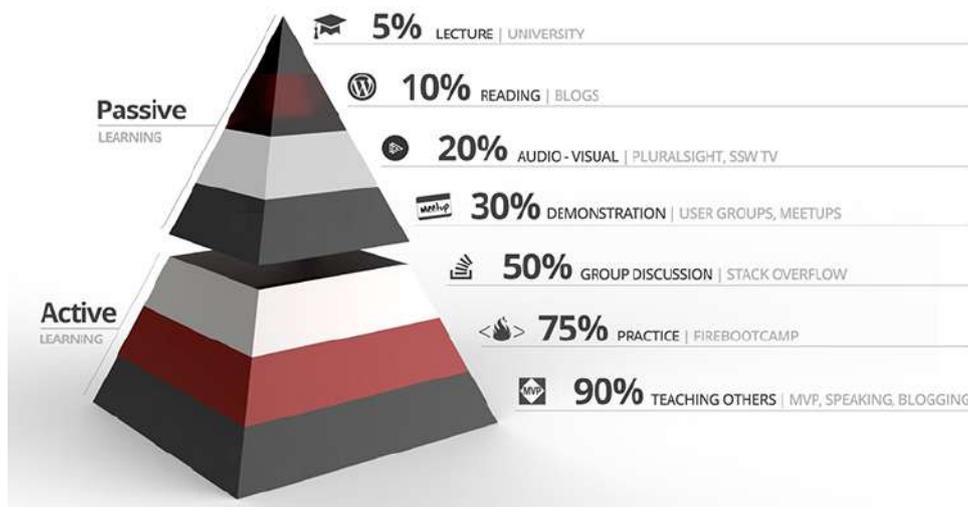
THE DP2 PROGRAM: PROTEGE EFFECT

The Protégé Effect is the final level of learning in the Learning Pyramid Pedagogy.

This phase involves the mastery of a subject through the process of teaching others. It is widely understood that teachers deepen their understanding of the subject by teaching others. This is a learning process that surpasses all other learning methodologies.

To extend this Protégé effect to students, they will be given one presentation slot per month to present their learning to their peers in class. By teaching others, they reinforce their learning and understanding exponentially!

Retention Rates for the Smart Developer

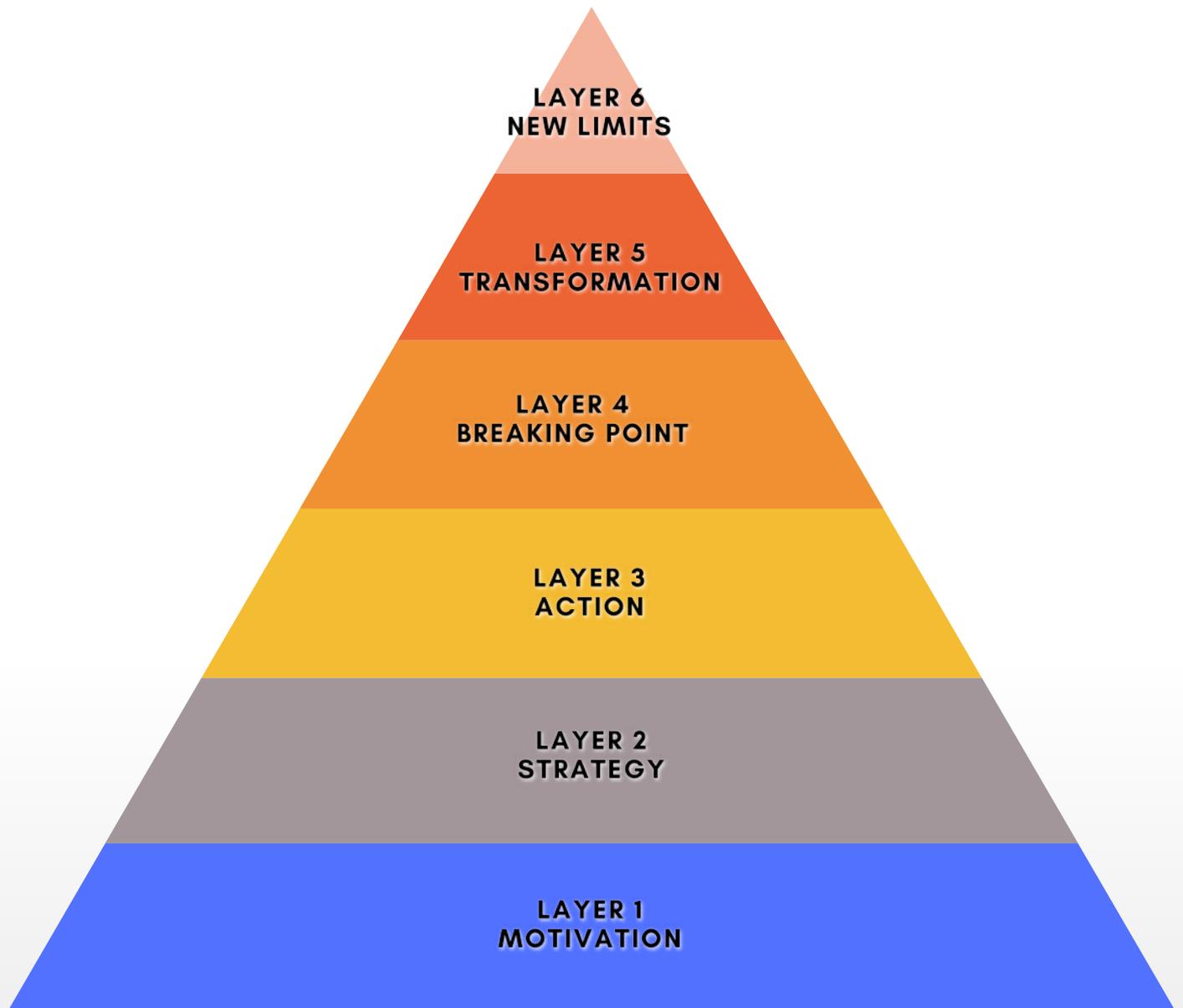


The Learning Pyramid aka “The Cone of Learning” originated in a 1954 book called Audio-Visual Methods in Teaching. The pyramid model was developed by the National Training Laboratories Institute (NTLI), an American non-profit behavioural psychology center.



THE 6 FOUNDATIONS OF SUCCESS PROGRAM

The pyramid of success represents an individual's roadmap to achieving his or her goals and it consists of 6 layers: Motivation, Strategy, Action, Breaking Point, Transformation and New Limits.





LAYER 1: MOTIVATION

The motivation layer consists of 6 elements: Resilience and ambition, study ethics, self-belief, SMART goal setting, Role modelling and Teamwork.

1.1 RESILIENCE & AMBITION

An individual's drive to succeed is the motivation that drives persistence and sustained effort through adversity. Therefore, it is essential to unleash the student's inner desire to achieve success, in order to ensure a consistent stream of motivation to study and excel. These inner desires can be awakened with inspiring influence from external sources.

1.2 STUDY ETHICS

High achievers have great study ethics. The factors that set them apart from their peers are their perception and acceptance of failures, which transform into grit and determination. They understand that failures are part of a learning process that enables them to eventually attain success. Hence, it is essential for students to learn why it is alright to fail and how they can approach each failure with an open mind, instead of simply giving up.

1.3 SELF-BELIEF

Besides understanding and accepting the concept of failures, students must also be equipped with the self-belief and confidence that they too can achieve success with perseverance. Confidence can be instilled in the students by reframing their perceptions of themselves and their own abilities. The daily repetition of this process reinforces a stronger sense of self-belief.



1.4 SMART GOAL SETTING

To ensure a steady stream of motivation until they achieve their goals, students will be taught how they can implement the SMART Goal Setting technique. According to the SMART Goal Setting technique, goals must have/be:

MEANING

To ensure that the students remain committed to the course, students must first set a goal that means something to them, as opposed to setting a goal for the sake of setting it. Hence when setting a goal, it is important for students to understand why they are setting it.

TIMELINE, ACTION STEPS AND REALISTIC

Setting a timeline and establishing a list of action steps to achieve the goal helps to keep the goal-setter in check, while tracking their progress. These timeline and action steps must be realistic, or in other words, achievable. Unrealistic expectations create unnecessary disappointments that might discourage the students.

SPECIFIC

Goals must be specific to ensure that students have a clear vision of what they are working towards. Unclear goals might even create unnecessary disappointments and throw the students off their tracks. Finally, it is essential to declare the goals via visual and verbal means. For instance, a student can create vision boards so that they get reminded of what they are working towards whenever they see the boards. They should also communicate these goals with their family and friends, so that these people can act as a support system that encourages and helps them work towards these goals.



1.5 ROLE MODELLING

Both children and adults learn by emulating others, thus it is important that the role model is someone worthy of imitation. An ideal role model can be found through the proper process of role model identification.

Once a week, students will be presented with new case studies of different successful role models. They will then be required to conduct in-depth study on the traits of the role models, as well as their journey to achieving success. Once the students find a role model that resonates with them, they will be inspired for life!

1.6 TEAMWORK

As the saying goes, teamwork makes the dream work. Besides being a pillar of support for each other, working in teams also means that students get the chance to clarify doubts and gain more knowledge and resources. This can act as a catalyst to propel them to work towards their goals.

Students will access an online portal called the Learners Club on a daily basis to interact with their peers. The Learners Club is a revolutionary learning platform where students get to ask and answer questions, and interact with their peers digitally.





LAYER 2: STRATEGY

The strategy level consists of 5 elements, such as the strengthening of one's body and emotions, daily affirmations, study plan and learning efficiency.

2.1 PHYSICAL STRENGTHENING

A student's health, fitness, and energy levels play a huge role in their ability to absorb information and take on challenges. Having a strong and healthy body also helps to increase their overall mental well-being!

- **Exercise:** Students on this program will be required to adhere to a fitness plan that helps to strengthen their cardiovascular and overall physical well-being, with sufficient rest to allow for recovery.
- **Sleep:** Students will be guided to incorporate incremental steps to achieve restful sleep, by adjusting their hours and stimulus before sleep.
- **Diet:** Students must track their food intake and aim for a balance in their macro and micro nutrition because any imbalances in their diets might lead to deterioration in one's mental and physical wellbeing.

2.2 EMOTIONAL STRENGTHENING

The human psyche can be said to resemble a cup - If the student is consciously filling their psyche with positivity and gratitude, they will have a happier and more motivated emotional locus. Therefore, as part of the student's positive thinking training development, students will learn how they can focus and empower their minds to eliminate negative thoughts.

2.3 DAILY AFFIRMATIONS

It is important that the student's motivations and goals are aligned to prevent them from deviating from their chosen goals. To ensure that the students' mindset is set right before they start the day, they will be encouraged to listen to the daily motivation podcasts every morning. These daily affirmations will remind them of the goals that they are working towards and keep them motivated.

2.4 STUDY PLAN

Once the students' mindsets are set on the right track, creating a comprehensive study plan will be the next step to ensure that they are clear about how they can go about achieving their goals. These study plans also serve as a visual representation to remind and motivate the students.

Setting an elaborate study plan is essential because a plan with too little steps might cause ambiguity. Conversely, a plan that is too complicated will cause burn-out. In both cases, this might eventually result in the students giving up. Therefore, the trainers on this program will guide the students through this process to ensure that the students carve out a study plan that is balanced and achievable.

2.5 LEARNING EFFICIENCY

The final step to establishing a good learning foundation is to teach the students how they can combine all these elements to ensure maximum learning efficiency. To further increase learning efficiency, students will learn how to incorporate mega memory techniques, mind mapping, speed reading, environmental control, and alpha brain-wave music into their study regime.





LEVEL 3: ACTION

The third layer of the pyramid of success would be the “action” layer, where it consists of the following 4 elements: Fear management, Change, Proactiveness, and consistency.

3.1 FEAR MANAGEMENT

When a student first begins their learning journey, they may be daunted by the volume and complexity of the assignments on their action plan. When this happens, it is important for us to relieve their minds from the uncertainty and fear of not being able to cope with the tasks.

Besides learning how to manage their fears, students on this program will also be learning the patented 12 Neuro-Somatics learning methodology that can help boost their level of confidence.

3.2 CHANGE

During action, the mind may conjure excuses and justifications to limit the change that the student is attempting due to its perceived difficulty. This inertia to change is normal, however if this is not managed properly, students may become resistant towards change.

To overcome the brain’s instinct to prevent change, students will learn how they can open and expand their minds to focus on possibilities, rather than the resistance that they may be feeling.

3.3 PROACTIVENESS

Procrastination is a dangerous habit that could become detrimental to a student’s learning. Therefore, the proactive mindset will be cultivated in the students during this program to ensure that they have the self-discipline to stick to their study plan.

3.4 CONSISTENCY

Through consistent practice, students will adapt to the new study regime and eventually cultivate a new learning habit. Once this habit is formed, sticking to the new study regime becomes easy and effortless to maintain. Hence, this program ensures that consistency is maintained throughout, such that once the new learning habit is formed, students become less resistant to learning.



LEVEL 4: BREAKING POINT

On the fourth layer of the pyramid of success is the layer of breaking point. This layer consists of the following elements: Grit, Recovery and advice.

4.1 GRIT

In the process of pushing for excellence, it is inevitable that students meet with setbacks, or the temptations to surrender. Therefore, it is important to first equip the students with the necessary tools that they can use to counter any potential setbacks.

In this program, students will learn the Faith Generation Process, where they realign themselves to the faith that they can achieve what they set out to achieve. By increasing faith in their hearts, they will muster the strength to carry on. Besides that, students will learn how they can transform disappointments and failures into stepping stones to bring them nearer to their goals.

4.2 RECOVERY

The recovery element comes in right after the breaking point where students meet with setbacks. This process is an important step that allows the students to take a break and reset their mindset.

During the recovery phase, students must learn how to let out pent-up emotions and distract themselves by filling it with joy again. For example, some recovery activities include jotting their emotions down in a journal, taking a nap, changing their environment, talking to a supportive friend or even indulging in their favourite hobby!

4.3 ADVICE

When we are feeling lost and dejected, words of wisdom are extremely useful in helping us overcome the breaking point. However, we must first be willing and open to accept help.

Therefore, students on this program will learn how to embrace constructive criticism and advice, and be proactive in seeking help from others when needed.



LEVEL 5: TRANSFORMATION

Moving up the pyramid of success is the layer of transformation. This layer includes the adaptation and celebration elements.

5.1 ADAPTATION

This is the phase where transformation begins. Psychologists theorize that humans can adapt to adversity, and by exposing themselves to adversity, their brain and body are strengthened in the process to help them overcome this adversity. Therefore, this is the phase where students feel a heightened sense of joy and pride from their success in overcoming the setbacks they faced previously.

5.2 CELEBRATION

At this phase, it is important to celebrate by rewarding the student with things they enjoy. This is a form of positive reinforcement that conditions the student's brain to fall in love with this process!



LAYER 6: NEW LIMITS

The final layer of the pyramid of success is the layer of new limits.

6.1 SET NEW GOALS

There is no limit to what a human can achieve. Therefore, when a child achieves their goals, it is time to set new goals to continue the process of growth. Setting new goals helps to ensure that students do not encounter learning plateaus!





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