

## Year 7 Form Tutor Activity Timetable.

### Monday AM Registration - Weeks 4-12

Week	Lead(s)	Focus	Discussion Prompt	Task	Outcome / Takeaway
4	<b>Mercy</b>	<b>Positivity - noticing the good</b>	How can noticing small positives change the way we feel about school and ourselves?	Students complete a "Good things grid" (school / home / friends) with three positives from the last week.	I can notice at least one positive thing each day, even when I feel negative.
5	<b>Zahra</b>	<b>Positive self-talk &amp; confidence</b>	How does the voice in our head affect our confidence in lessons and friendships?	Students rewrite three self-critical phrases into more balanced/encouraging ones, then share in pairs.	I can recognise negative self-talk and replace it with something more helpful.
6	<b>Alvin</b>	<b>Study skills - small daily habits</b>	What small study habits make the biggest difference over time?	Groups design a 10-minute study routine; each student chooses one habit to try three times this week.	I will try one simple 10-minute study habit this week.
8	<b>Dhruvin</b>	<b>Respect &amp; engagement in class</b>	What does respect look like in Year 7 (to teachers, classmates, environment)?	Class builds a Respect & Engagement Code: each student adds one specific respectful behaviour.	I know at least one way I can show respect and engagement in every lesson today.
9	<b>Joone</b>	<b>Empathy &amp; kindness</b>	When is it hardest to be kind or understanding towards others?	Short scenarios (new student, someone left out, someone upset). Pairs discuss: "What would an empathetic response be?"	I can describe one practical way to show empathy when someone is having a tough day.
10	<b>Jayson</b>	<b>Effort, trying one's best &amp; resilience</b>	What does "trying your best" actually look like when work is confusing or you feel like giving up? How to build resilience and the importance of resilience.	Students create a "When I'm stuck I can..." ladder with five steps (re-read, example, peer, teacher, etc.).	I will use at least one step from my ladder before giving up on a task this week.
11	<b>Kaike</b>	<b>Organisation &amp; active participation</b>	How does being organised and joining in help you feel calmer and learn better?	Pairs create a "Ready to Learn" checklist and a mini "3 ways to participate" note to display in form.	I will use my checklist to arrive prepared and practise at least one way of speaking up or contributing.
12	<b>Kimberly</b>	<b>Consent &amp; boundaries</b>	What does consent mean? The importance of consent. Scenarios that need consent.	Groups list everyday situations needing consent (photos, hugs, borrowing, jokes, online chats). Share and discuss.	I can define consent and give at least two real-life situations where I must seek consent and respect it.