



NEUROCOMB25® LAB

New Era Subjects™ Programme for Schools

in Learning, Unlearning, and Relearning

Manual Preview — Programme Structure, Timing & Certification

1. What the Programme Is

New Era Subjects™ introduces three new curriculum subjects into schools — Neuroscience, Happiness, and Future Studies — each mapping onto one dimension of the Trilogy of Mind: Cognition, Affection, and Conation. The premise is direct: industrial-age curricula were built for a world that no longer exists, and no amount of tinkering inside existing subjects can equip students for 21st-century complexity. New Era Subjects™ are proposed as the missing architecture of a genuinely contemporary education, for two age bands: 7–12 and 12–18.

2. Why This Matters Now: Education in the Age of AI

Artificial intelligence has quietly removed the value of the thing schools have historically optimised for: the retention and reproduction of information. A student with a phone can already out-recall any teacher. What AI cannot do for a student is want something, care about something, or decide what is worth wanting and caring about in the first place — and it does not experience the discomfort of unlearning a belief that no longer serves them. That gap is exactly where New Era Subjects™ sits.

Each of the three subjects answers a distinct piece of the AI-era problem:

- Neuroscience — as AI increasingly does the remembering, students need explicit metacognitive skill: knowing how their own attention, memory, and reasoning work, so they can direct a tool rather than be directed by it.
- Happiness — automation of cognitive labour raises real questions about meaning, motivation, and identity; a generation that outsources thinking to AI still needs an internally-generated sense of purpose that no model can supply for them.
- Future Studies — in a world changing faster than any curriculum can be rewritten, the durable skill is not knowing the answer but knowing how to reason about a future that does not yet exist — foresight, adaptability, and systems thinking.

In short: AI has made content acquisition nearly free and instantaneous. What it has made scarce — and valuable — is the human capacity to learn, unlearn, and relearn on purpose. That is precisely the capacity New Era Subjects™ is designed to build, and precisely why the timing of this programme is not incidental.

3. Programme Structure — Two Phases

Phase 1 — Induction & Teacher Training

Before any lessons reach students, the school's teaching staff go through a live, interactive induction and training phase. This includes:

- Orientation to the Trilogy of Mind framework and its three subjects

- The Comprehensive Teacher Training Manual — covering well-established cognitive science principles, common neuromyths and how to debunk them, happiness studies (distinct from generic positive psychology), and future-thinking / cognitive mapping principles
- Live sessions with real-time Q&A and expert guidance from the Neurocomb25 team
- Formal certification and induction sign-off for participating teachers

Phase 2 — Implementation

Once trained, teachers deliver the curriculum directly in the classroom, supported by:

- The full set of ready-made lesson materials, games, and subsidiary resources for both age bands
- Ongoing access to the Neurocomb25 team for troubleshooting and refinement
- A structure that scales from a single pilot classroom to whole-school rollout

4. Lesson Timing

Each of the three subjects is delivered as a weekly session of 60–90 minutes, run in parallel with the existing school timetable rather than replacing it. Sessions combine short direct instruction with experiential formats — hands-on activities, case studies, reflective journaling, and community-facing projects — so that concepts are practised, not just presented. A full cycle across all three subjects typically spans a school year, allowing each subject room to build from foundational concepts to applied, student-led work.

5. Final Assessment & Student Certification

Rather than a written exam, each subject closes with an applied capstone — a project, presentation, or portfolio piece that asks students to apply what they've learned to a real question in their own lives or community. On successful completion, students are awarded subject certification recognising them as a:

- Neuroscientist — for the Neuroscience strand (brain, learning, metacognition)
- Happiness Scientist — for the Happiness strand (wellbeing, resilience, hedonia & eudaimonia)
- Futurist — for the Future Studies strand (foresight, adaptability, systems thinking)

Students who complete all three strands receive the full New Era Subjects™ certification, marking them as fluent across all three dimensions of the framework.

6. The Protégé Effect System — Learning by Teaching

The core retention mechanism behind New Era Subjects™ is the Protégé Effect: the well-documented finding that preparing to teach material to someone else drives far deeper encoding than preparing to be tested on it, because the learner has to organise, simplify, and anticipate questions — not just recognise the right answer. Across the learning science literature this is the difference between passive exposure, which fades within days, and teaching-based practice, which is associated with retention rates as high as 90%.

In practice, every unit closes with a structured peer-teaching cycle built around three card sets:

- Protégé Effect Cards (Learning) — each student prepares to teach one concept to a partner or younger student, forcing them to translate what they've learned into their own words
- Reinvent the Wheel Cards (Unlearning) — students are challenged to find and correct a common misconception in the material before they teach it, surfacing what they thought they knew
- Reflective Journal (Relearning) — after teaching, students record what the act of teaching revealed about their own understanding, closing the Learning–Unlearning–Relearning loop

Because every student is, in turn, someone else's teacher, the classroom becomes a self-reinforcing network of explanation rather than a one-directional lecture — which is also why the certification is awarded on demonstrated ability to teach the material, not just recall it.

7. Our Pen-Friendly Approach

New Era Subjects™ is a deliberately Pen-Friendly Programme: at the point of learning, we ask children to write, by hand, rather than type or tap. This is not nostalgia — it is retention design, and the case for it strengthens further once you look at fountain pens specifically.

Muscle Tone and Proprioceptive Feedback

A fountain pen deposits ink through capillary action, so it needs almost no downward pressure to write — pressing too hard simply splays the nib and scratches the page. That gives a child immediate physical feedback the moment their grip gets too tense, which over time trains the hand out of the tight, effortful 'death grip' so many young writers default to. A ballpoint, by contrast, only releases ink when its rolling ball is driven into the page with real force and friction, which keeps the small muscles of the hand and fingers under sustained tension for the whole writing session — more fatigue, and more physical 'noise' competing with the child's attention.

Cognitive Pacing and Attention

That same mechanical difference shapes speed. Because a fountain pen rewards a lighter, steadier hand, it naturally slows a writer down to a pace where working memory has time to organise a thought before it reaches the page — writing as thinking, not just transcription. A ballpoint imposes no such limit: it will keep pace with fast, scribbled, high-speed writing just as readily as with careful writing, which suits quick utilitarian notes but does little to slow a child into deliberate, reflective composition. For a programme built on reflective journalling and peer-teaching, that slower, steadier pace is exactly what we're after — which is why we encourage a fountain pen wherever practical, while remaining glad to have any pen in a child's hand rather than a keyboard at the point of learning.

8. The New Era Subjects™ Poetry Collection

Alongside the three subjects, the programme now includes a Poetry Collection: students compile their own handwritten reflections and PostScriptum-style poems — written across the Neuroscience, Happiness, and Future Studies strands — into a personal anthology by the end of the year. It draws on the same PostScriptum poetry principles used in Neurocomb25's Black Swan Verses Coaching™ work: a poem is not a decorative add-on to the reflective journal, but a way of forcing a genuine 'break' with an old understanding before writing the new one. Built by hand, in the child's own pen, the collection becomes a tangible, cumulative record of a full year of learning, unlearning, and relearning — and a natural showcase piece for the final certification.

9. At a Glance

Stage	Who	Outcome
Induction & Teacher Training	Teaching staff	Certified & equipped to deliver all three subjects
Implementation	Students, ages 7–12 & 12–18	Weekly 60–90 min sessions across a school year
Final Assessment	Students	Certification as Neuroscientist, Happiness Scientist & Futurist
Retention Method	Students, in pairs/groups	Protégé Effect peer-teaching cycle, ~90% retention
Poetry Collection	Students, individually	Handwritten PostScriptum-style anthology across the school year

A note on cost

Programme cost is discussed individually with each school and can be shaped around your available budget — please talk to us before ruling it out.

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