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youth social action



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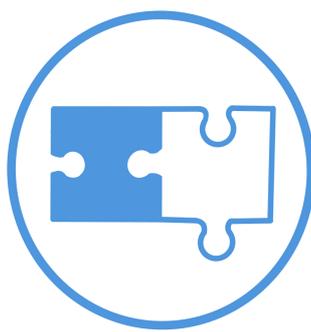


COMMUNITY
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Ormiston Trust
Improving life chances

5-hour Skills Guide as part of Youth Social Action

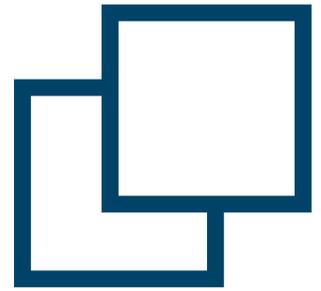


Staff Guide and Lesson Plans Key Stages 1&2



The #iwill Fund is made possible thanks to a £54 million joint investment from The National Lottery Community Fund and the Department for Digital, Culture, Media and Sport (DCMS) to support young people to access high-quality social action opportunities. Ormiston Trust acts as a match funder and awards grants on behalf of the #iwill Fund.

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Context

The main aim of this guide is to provide a condensed version of the skills which form a key part of the Youth Social Action Programme.

The minimum requirement of this bespoke skills training is 5 hours; we also encourage that skills are taught through the YSA process; our lessons include activities that can be embedded in the process.

Bespoke skills guide for communication, reflection, problem-solving, and teamwork include guidance, theory and resources staff can use to further embed skills as part of the YSA project or through their everyday curriculum.

The skills guide makes reference to the importance of skills through the national curriculum, the wider curriculum and other key focus areas. For the purpose of youth social action, we want pupils to focus on the skills behind the skills. An example of this is:

The National Curriculum expected pupils to be able to: Speak audibly and fluently with an increasing command of Standard English.

We want the pupils to focus on speaking audibly, thinking of pace, body language, breathing, connecting with the audience etc. hence looking at the skills behind the skills.

This guide contains the following:

- 5 lessons to introduce pupils to four skills areas of communication, reflection, teamwork and problem-solving.
- Skills Frameworks communication, problem-solving, teamwork and reflection.
- Self-reflection template for pupils.

“We can not solve our problems with the same level of thinking that created them.”

-- Albert Einstein

Basic Skill Levels for Key Stages 1 and 2

This guide covers the basics of the key skills of communication, problem-solving, teamwork and reflection. The I can statement below is for the basic criteria. This should not have an impact on the pupils learning if they are able to or want to work at a higher level.

Lesson Objectives:

Lesson 1 and 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> Learn about the different means of communication. To communicate using body language. To put into practice listening, speaking and body language skills. 	<ul style="list-style-type: none"> Learn the key features of being part of an effective team. To contribute as part of a team as an individual and a member of a team. To support team members if and when needed. 	<ul style="list-style-type: none"> Identify key information from text when solving a problem. Justify your responses with evidence/possible solutions. 	<p>To be able to reflect on strengths and areas for development.</p>
<ul style="list-style-type: none"> Analyse persuasive writing by identifying key information from a text. (Problem-solving) Learn about the importance of using body language and tone. Learn how to breathe to remain calm while dealing with anxiety. 	I understand.....		
Communication	Teamwork	Problem Solving	Reflection
I understand what communication is.	I understand teamwork.	I understand what a problem is.	I understand what reflection means.

I can

Communication	Teamwork	Problem Solving	Reflection
I can plan what I need to share.	I can work with others.	I can identify key information from text when solving a problem.	I can recognise what I am good at.
I can take part in a discussion, debate and presentation.	I can take responsibility for my tasks as a member of a team.	I can back my ideas with evidence.	I can recognise what I need to improve.
I understand what pre-presentation anxiety is.	I can help members of my team if they need help.	I can solve problems using a process.	
I can present information.	I can take responsibility for my actions.		
I can use my voice to make presentation sound better.			
I can seek help when needed.			

Basic

I Can Statements for Problem -Solving, Teamwork, Reflection and Communication

I understand	Communication	Teamwork	Problem Solving	Reflection
I understand what communication is.	I can plan what I need to share.	I can work with others.	I can solve a problem by understanding what the question is	I can identify my own strengths.
I understand what reflection is.	I can take part in a discussion, debate and presentation.	I can take responsibility for my tasks as a member of a team.	I can seek help when needed	I can recognise what i am good at.
I understand teamwork.	I understand what pre-presentation anxiety is.	I can help members of my team if they need help.		I can recognise what i need to improve.
I understand what a problem is.	I can present information to others.	I can try to listen to others		
	I can use my voice to make presentation sound better.			
	I can seek help when needed.			

Intermediate

I can Statements Problem-Solving, Teamwork, Reflection and Problem-Solving

I can statements	Communication	Teamwork	Problem Solving	Reflection
I understand the importance of communication.	I can plan and prepare presentations.	I have the confidence to work with others.	When solving problems, I can identify the questions to resolve the issue.	I can identify my own strengths.
I understand the importance of self-reflection.	I can prepare for discussions, debates, and presentations.	Our team had clearly defined roles.	I can back my ideas with evidence.	I can identify my areas of improvement
I understand the different aspects of good communication: reading, writing, speaking and active listening.	I understand what pre-presentation anxiety is, and how I can deal with this prior to speaking.	I can support others in my team.	When solving problems, I can carry out the research needed to back my viewpoints.	I can recognise what skills I have and what needs to be improved.
I understand the importance of teamwork and how to work as part of a team.	I can present my ideas with great impact and clarity.	I can listen to others and take their ideas on board	I can carry out effective research.	
I understand the process of solving problems.	I can deliver and speak upfront with personal confidence.	Overall, our team worked well together for the good of the team.	I can take responsibility for my actions.	I can recognise what might affect me and ask for help.
	I understand the importance of body language when presenting.			
	I can recognise ,my strengths and areas for development when presenting..			

Advanced

I can Statements Problem-Solving, Teamwork, Communication and Reflection

I can Statements	Communication	Teamwork	Problem Solving	Reflection
I understand the importance of communicating clearly.	I can produce professional presentations keeping in mind the pitfalls of poorly prepared and presented presentations.	I have the confidence to work with others and adapt to the situation.	I can identify relevant information from extended explanations or presentations when solving problems.	I can identify my strengths.
I understand the importance of self-reflection and make the changes.	I can present information and recognise that other people will have different opinions and views.	My team has a common goal for the project.	I can identify implicit and inferred meaning in texts.	I can identify my weaknesses and develop an action plan to improve my learning in the areas.
I understand the different aspects of good communication: reading, writing, speaking and listening.	I have developed my own bespoke pre-speaking routines.	I was able to accept responsibility as an individual and as a member of my team.	I can use various reference materials and appropriate resources for different purposes.	I can recognise my achievements individually and as a group.
: I understand the importance of teamwork and how to work as part of a team effectively.	I can apply the PEEL methods using different mediums when communicating: PEEL method (Point, Evidence, Explain, Link)	I worked well with my time for the good of the group as a whole.	I can follow an argument, identify different points of view, and distinguish facts from opinions.	I can recognise what skills I have and what needs to be improved.
I understand and use the process of solving problems.	I can deliver and speak upfront with greater personal confidence.	Working as part of a team, I improved my communication skills, e.g, listening, taking instructions, and offering support and ideas.	I can take responsibility for my actions.	I can recognise the barriers to my learning and develop strategies to overcome these.
I understand what the PEEL method is and how I can apply this.	I can draw up a personal action plan of skills to be practised further.	I can play an active part in creating positive energy and atmosphere during the project.	I can solve a problem as part of a team and independently when required.	
I understand the importance of setting and reviewing SMART targets.	I can recognise, my strengths and areas for development when presenting.	I can support my classmates who need extra support, and take instruction well from team leaders.		
I understand how to speak at a presentation / in front of an audience with greater clarity.		I can manage conflict		

Lesson 1 - Communication

Lesson Objective	Skills Objectives
<ul style="list-style-type: none"> • Learn about the different means of communication. • To communicate using body language. • To put into practice listening, speaking and body language skills. 	<ul style="list-style-type: none"> • I can present information to others • I can use my voice to make presentations sound better

Timings	Lesson Activity	Resources
<p>10 mns</p>	<p>How do we communicate? Pupils to look at various images and share what they think the image means.</p> <p>What do these images tell us? What do they have in common?</p>  <p>used. Some focus on communicating non-verbally, and others depict methods of communication, for example, image 1 - someone is sad; image 2 texting; image 3 hugging or comforting; image 4 writing a letter; image 5 newspaper tells us what is happening around the world. Image 6 a happy person laughing.</p> <p>Key Stage 1: Pupils can share or draw their non-verbal faces to show how they feel at certain times</p>	<p>Powerpoint presentation - Communication</p>

	<p>Key Stage 2 30mins - Charades</p> <ul style="list-style-type: none"> • Model the game before asking pupils to participate. The young people may need an explanation of how to play charades. • Pupils should work in pairs or groups of three maximum. This allows them all to have a chance. • The rules are simple: One person must choose a topic and act it out without speaking! The other players must guess the topic before the time runs out. Each round can last from 30 seconds to one minute; with younger pupils, it may take longer. <p>Fairy Tale Charades Ideas</p> <p>Sleeping Beauty Hansel and Gretel The Gingerbread Man Rapunzel Little Red Riding Hood Snow White Thumbelina Beauty and the Beast Jack and the Beanstalk Tom Thumb Cinderella The Pied Piper The Little Mermaid</p>	
<p>10 mins</p>	<p>Which communication skills did you use?</p> <p>Share good practice -</p> <ul style="list-style-type: none"> • What worked? • What didn't work? • What did you learn? 	
<p>5 mins</p>	<p>Reflect. How do you feel about the statements on slide 18? Use the thumbs up or thumbs down approach or hands up and hands down.</p>	<p>Powerpoint presentation</p>

Lesson 1 - Communication

1



Communication - Key Stage 1 and 2



Lesson Objectives



- Learn about the different ways of communication.
- To put into practice listening, speaking and body language skills



2

Different forms of communication:

3

What do all these images have in common?

4



5



6

Non-Verbal Communication



7

The rules are simple:

One person must choose a topic and act it out without speaking!

The other players must guess what the topic is before the time runs out.

8

Which communication skills did you use?

9



Listening

10



11



Body Language

12



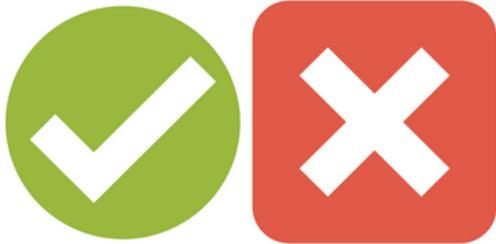
Lesson 1 - Communication

13



Facial Expressions

14



15

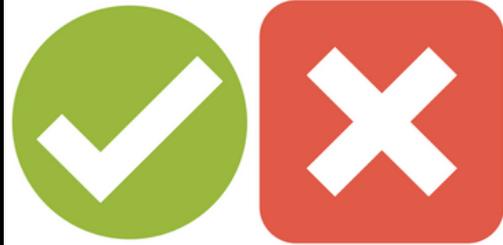
What worked?
What didn't work?
What did you learn?

16



Were you able to
take part without
speaking?

17



18

Communication	
I can plan what I need to share.	<input type="checkbox"/>
I can take part in a discussion, debate and presentation.	<input type="checkbox"/>
I understand what pre-presentation anxiety is.	<input type="checkbox"/>
I can present information.	<input type="checkbox"/>
I can use my voice to make the presentation sound better.	<input type="checkbox"/>
I can seek help when needed.	<input type="checkbox"/>

Lesson 2 - Communication

Lesson Objectives	Skills Objective
<ul style="list-style-type: none"> Analyse persuasive writing by identifying key information from a text. (Problem-solving) Learn about the importance of using body language and tone Learn how to breath to remain calm while dealing with anxiety 	<ul style="list-style-type: none"> I can take part in discussions, debates and presentations I understand what pre-presentation anxiety is

Timings	Lesson Activity	Resources
<p>5 mins</p>	<p>Reinforce learning from previous lessons about body language and the use of voice when presenting to different audiences.</p> <p>Teacher to read the speech below in a monotone voice with no expression or use of punctuation.</p> <p>“Dear brothers and sisters, the so-called world of adults may understand it, but we children don't. Why are countries we call “strong” powerful in creating wars but weak in bringing peace? Why is it that giving guns is so easy but hard to give books? Why is it easy to make tanks but building schools so difficult?</p> <p>As we are living in the modern age, the 21st century, and we all believe that nothing is impossible. We can reach the moon and maybe soon will land on Mars. Then, in this 21st century, we must be determined that our dream of quality education for all will also come true.</p> <p>So let us bring equality, justice and peace to all. Not just politicians and world leaders; we all need to contribute. Me. You. It is our duty. So we must work ... and not wait. I call upon my fellow children to stand up around the world. Dear sisters and brothers, let us become the first generation to decide to be the last. The empty classrooms, the lost childhoods, wasted potential-let these things end with us.”</p>	<p>Powerpoint Presentation</p> <p>Speech printed on paper</p>

	<p>At a mere 16 years of age, <u>Malala Yousafzai</u> gave a speech on the severity of the state of human rights across the world and wowed the world with her passion for justice at her tender age. She displayed tenacity and fearlessness in speaking about her survival from an assassination attempt for her activism for gender equality in the field of education. A model of courage to us all, her speech remains essential in the fight for human rights in the 21st century. Ask pupils what they think of the speech when presented in this way.</p>	
10mins	Don't Read Like a Robot, a fun video encouraging pupils to read/present with expression.	Video
5 mins	The teacher to read the passage again with "Flip the switch" from the video. Did they notice the difference?	
20min	<p>Task 2: In pairs, with the speech printed on a piece of paper, young people practise reading using what they have learnt so far. Remind them to include factors such as body language, expression and body language.</p> <p>While pupils are practising, walk around the class to give pupils feedback. Ask pupils to present part of the text. Highlighting factors that make the speech more powerful. Supporting pupils needing help.</p>	Speech on paper
10mins	<p>Breathing to remain calm while dealing with anxiety. What factors affect people when they have to present:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Stage fright</p> </div> <div style="text-align: center;">  <p>Butterflies</p> </div> <div style="text-align: center;">  <p>Sweaty Palms</p> </div> <div style="text-align: center;">  <p>Dry throat</p> </div> <div style="text-align: center;">  <p>Blank mind</p> </div> </div> <p>Meditating every day leading up to a speech can work wonders for your nerves when you're actually presenting.</p>	<p><u>Learning to meditate</u> <u>Meditation and breathing exercises</u> <u>before presenting.</u></p>
5 mins	Reflect. How do you feel about the statements on slide 16? Use the thumbs up or thumbs down approach or hands up and hands down.	

Lesson 2 - Communication

1

Skills Expectations

- Presenting to different audiences using body language and tone
- Evidencing an argument - Analysing persuasive writing
- Breathing to remain calm

2



Listen to the speech read out by your teacher

3

"Dear brothers and sisters, the so-called world of adults may understand it, but we children don't. Why is it that countries which we call "strong" are so powerful in creating wars but so weak in bringing peace? Why is it that giving guns is so easy but giving books is so hard? Why is it that making tanks is so easy, but building schools is so difficult?
As we are living in the modern age, the 21st century and we all believe that nothing is impossible. We can reach the moon and maybe soon will land on Mars. Then, in this 21st century, we must be determined that our dream of quality education for all will also come true.
So let us bring equality, justice and peace to all. Not just the politicians and the world leaders, we all need to contribute. Me. You. It is our duty. So we must work ... and not wait. I call upon my fellow children to stand up around the world. Dear sisters and brothers, let us become the first generation to decide to be the last. The empty classrooms, the lost childhoods, wasted potential-let these things end with us."

4

"Dear brothers and sisters,
As we are living in the modern age, the 21st century we all believe that nothing is impossible. We can reach the moon and may soon land on Mars. Then, in this 21st century, we must be determined that our dream of quality education for all will also come true.
So let us bring equality, justice and peace to all. Not just the politicians and the world leaders. We all need to contribute. Me. You. It is our duty. So we must work ... and not wait.
I call upon my fellow children to stand up around the world. Dear sisters and brothers, let us become the first generation to decide to be the last. The empty classrooms, the lost childhoods, wasted potential-let these things end with us."

5



At 16 years of age, Malala Yousafzai gave a speech on the severity of the state of human rights across the world and wowed the world with her passion for justice at her tender age. She displayed tenacity and fearlessness in speaking about her survival from an assassination attempt for her activism for gender equality in the field of education. A model of courage to us all, her speech remains an essential one in the fight for human rights in the 21st century.

6

What did you think of the speech?

Inspired? Fun - Enjoyment

Interested Motivated

7



8

"Dear brothers and sisters, the so-called world of adults may understand it, but we children don't. Why is it that countries which we call "strong" are so powerful in creating wars but so weak in bringing peace? Why is it that giving guns is so easy but giving books is so hard? Why is it that making tanks is so easy, but building schools is so difficult?
As we are living in the modern age, the 21st century and we all believe that nothing is impossible. We can reach the moon and maybe soon will land on Mars. Then, in this 21st century, we must be determined that our dream of quality education for all will also come true.
So let us bring equality, justice and peace to all. Not just the politicians and the world leaders, we all need to contribute. Me. You. It is our duty. So we must work ... and not wait. I call upon my fellow children to stand up around the world. Dear sisters and brothers, let us become the first generation to decide to be the last. The empty classrooms, the lost childhoods, wasted potential-let these things end with us."

9

"Dear brothers and sisters,
As we are living in the modern age, the 21st century we all believe that nothing is impossible. We can reach the moon and may soon land on Mars. Then, in this 21st century, we must be determined that our dream of quality education for all will also come true.
So let us bring equality, justice and peace to all. Not just the politicians and the world leaders, we all need to contribute. Me. You. It is our duty. So we must work ... and not wait.
I call upon my fellow children to stand up around the world. Dear sisters and brothers, let us become the first generation to decide to be the last. The empty classrooms, the lost childhoods, wasted potential-let these things end with us."

10

Let us read with expression
Your turn.....

11

Remember to use your voice, body language, expression

12



13

How do you feel when you have to talk in front of others?

14

How can we overcome these feelings?

15

Let's Meditate.

16

Ground rules for meditation:

- Listen
- Focus
- Respect each other
- Respect the space

17



18

Communication

I can plan what I need to share.

I can take part in a discussion, debate and presentation.

I understand what pre-presentation anxiety is.

I can present information.

I can use my voice to make the presentation sound better.

I can seek help when needed.

Teamwork - Key Stages 1 and 2

Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> • Learn about the key features of being part of an effective team • To contribute as part of a team as an individual and a member of a team • To support team members if and when needed 	<ul style="list-style-type: none"> • I can work with others • I can take responsibility for my tasks as a member of a team • I can help members of my team if they need help

Timings	Teaching Activity	Resources			
10mins	<p>Task 1 Establishing ground rules for working as part of a team - Introduce the concept of "ground rules". Introduce pupils to scenarios where rules apply:</p>	Powerpoint Presentation			
	<p>Establishing ground rules for working as part of a team - Introduce the concept of "ground rules". Introduce pupils to scenarios where rules apply:</p> <table border="1" data-bbox="317 1178 1273 1346"> <tr> <td data-bbox="317 1178 636 1346">What are the rules for entering your class in the morning?</td> <td data-bbox="636 1178 956 1346">What are the rules for when you go shopping?</td> <td data-bbox="956 1178 1273 1346">What are the rules for playing snakes and ladders?</td> </tr> </table> <p>What happens if you don't follow the rules? What happens if some people agree to the rules and others do not?</p>	What are the rules for entering your class in the morning?	What are the rules for when you go shopping?	What are the rules for playing snakes and ladders?	
What are the rules for entering your class in the morning?	What are the rules for when you go shopping?	What are the rules for playing snakes and ladders?			
20mins	<p>Ask the groups to talk together to sort the rules into the three categories below. Once they have sorted the rules, they need to agree on ground rules for their working group.</p> <table border="1" data-bbox="317 1825 1273 1991"> <tr> <td data-bbox="317 1825 636 1991">Good ideas for ground rules for working in a group.</td> <td data-bbox="636 1825 956 1991">Bad ideas for ground rules for working in a group</td> <td data-bbox="956 1825 1273 1991">Unsure</td> </tr> </table> <p>Agree on a set of ground rules for working in a group:</p>	Good ideas for ground rules for working in a group.	Bad ideas for ground rules for working in a group	Unsure	rules sheets
Good ideas for ground rules for working in a group.	Bad ideas for ground rules for working in a group	Unsure			

20mins

The person who speaks first will decide what to do.	We understand that talking is thinking aloud together.
We are going to try to beat each other in our group.	We will make group decisions that we can all agree to.
We are going to stick to our own ideas and not share them.	We can ask each other questions to help us to understand everyone's ideas.
We are not allowed to ask extra questions.	The person who talks the loudest is always right.
We listen when others are talking.	We will try to reach a shared agreement.
We will listen and think about others ideas.	We think its best to share our thoughts.
Please add more	If people find it hard to join in, we ignore them.
Please add more	Please add more

25mins**Applying your teamwork rules**

Finger Tip Hula Hoop

Pupils must work together as a group in order to lower the hula hoop to the ground. Every pupil must only use their index fingers to lower the hoop (in unison) to the ground.

This [great video](#) shows how the fingertip helium hula hoop game is a great way to build team chemistry for kids. Please do not share with the pupils. This is for teacher guidance only.

Hula Hoops

Video

	<p><u>Rules of the game</u></p> <p>YOUR GOAL is to lower The Hoop as a group from your shoulders all the way to your Knees without any team member disconnecting from The Hoop at any time.</p> <p>Every member of your team must rest the Hoop only on top of their Fingers, pointing forward.</p> <p>If any number of your team disconnects from The Hoop at any time, you must start again from your shoulders.</p> <p>Your team must repeat this process until you lower the Hoop to your knees with No Disconnections!</p> <p>You CANNOT use any other body parts besides your index fingers to hold The Hoop.</p>	
<p>5 mins</p>	<p>Did you follow the ground rules? Pupils to reflect on how they worked together as a group going through the ground rules they developed at the start of the lesson. Before self-reflection, refer back to your "ground rules" Did you all follow them? Did they all work? What ground rules will you change for the next time?</p> <p>Reflect. How do you feel about the statements on slide 16? Use the thumbs up or thumbs down approach or hands up and hands down.</p>	

Teamwork - Key Stages 1 and 2

1

Lesson Objectives

- Learn about the key features of being part of an effective team
- To contribute as part of a team as an individual and a member of a team
- To support team members if and when needed

2

"Ground Rules" - Introduction to pupils to scenarios where rules apply:

What are the rules for entering your class in the morning?	What are the rules for when you go shopping?	What are the rules for playing snakes and ladders?
--	--	--

3

What happens if you don't follow rules?

What happens if some people agree to the rules and others do not?

4

In groups sort the rules into three categories:

Good ideas for ground rules for working in a group.	Bad ideas for ground rules for working in a group	Unsure.
---	---	---------

5

Agree on a set of ground rules for working in a group:

The person who speaks first will decide what to do.	We understand that talking is thinking aloud together.
We are going to try to beat each other in our group.	We will make group decisions that we can all agree to.

6

We are going to stick to our own ideas and not share them.	We can ask each other questions to help us to understand everyone's ideas.
We are not allowed to ask extra questions.	The person who talks the loudest us always right.

7

We listen when others are talking	We will try to reach a shared agreement
We will listen and think about others ideas.	We think it's best to share our thoughts.
Please add more	If people find it hard to join in, we ignore them.
Please add more	Please add more

8

In groups sort the rules into three categories:

Good ideas for ground rules for working in a group.	Bad ideas for ground rules for working in a group	Unsure.
---	---	---------

9

Applying your teamwork rules:

Finger Tip Hula Hoop

Pupils must work together as a group in order to lower the hula hoop to the ground. Every pupil must only use their index fingers to lower the hoop (in unison) to the ground.



10

YOUR GOAL is to lower The Hoop as a group from your Shoulders all the way to your Knees without any team member disconnecting from The Hoop at any time.

Every member of your team must rest The Hoop only on top of their Index Fingers pointing forward.

If any member of your team disconnects from The Hoop at any time, you must start again from your shoulders.

Your team must repeat this process until you lower the Hoop all the way to your knees with No Disconnections!

YOU CANNOT use any other body part besides your index fingers to hold The Hoop.

11

Did you follow the ground rules?

12

Teamwork

I can work with others.	<input type="checkbox"/>
I can take responsibility for my tasks as a member of a team.	<input type="checkbox"/>
I can help members of my team if they need help.	<input type="checkbox"/>
I can take responsibility for my actions.	<input type="checkbox"/>

Problem-Solving - Key Stages 1 and 2

Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> • Identify key information from a text when solving a problem. • Justify your responses with evidence and possible solutions. • Solve problems using a process. 	<ul style="list-style-type: none"> • I can solve a problem by understanding what the question is

Timings	Teaching Activity	Resources
<p>10mins</p>	<p>Pupils need to understand what a problem is. They may encounter common problems in maths where they are asked to use their problem-solving skills. Start by getting the pupils to understand what a problem is.</p> <p>What is the problem? "The process of finding solutions to difficult or complex issues."</p> <p>Oxford Dictionary. Ask pupils what problems they have encountered today and how they resolved this. Lead this conversation by modelling a response. Problems can come in different situations, ways, and subjects.</p> <p>Key Stage 1 Problem: How many times can you sing a chosen nursery rhyme in one minute? Problem: Choose 20 blocks and build a model. Can you use the same blocks to build a different model? Problem: Can you build a tower of blocks as tall as you? How can you make it balanced?</p> <p>Key Stage 2 Solve a maths problem. What is the number? The number has 3 digits; the number is less than 5, the one's digit is half of the tenth digit, one of the digits is a 1, two of the digits are even, and the number is greater than 3. Let's solve a personal problem. You have received invitations to two birthday parties. What will you do? How do you solve this problem?</p>	<p>Powerpoint presentation</p>

Let us solve the problem using a structured approach.

Step 1	What was my problem?	I have two birthday parties to attend on the same day.
Step 2	Why is that a problem?	Double booked.
Step 3	What do I do?	Choose one party to go to. Attend both? Don't go to either party?
Step 4	What can I do?	Do I call and let them know I am double booked? How do I choose?
Step 5	Put the solution in practise	I called both friends to get the party details, explained the situation, and got the exact timings to work out if I could attend both parties.
Step 6	Reflect - What was the outcome.	I was exhausted, but I managed to attend both parties.

35 mins

Applying your Problem-Solving Skills

Three lions and three wildebeest (use the video to discuss the problem and the solution with the pupils.)

In a group totalling six, three lions and three wildebeests need to cross a river using a raft. Only two animals can go at once. The problem is, if the lions ever outnumber the wildebeest, they'll eat them. How can they all cross the river?

- The raft needs at least one animal to paddle it across the river, and it can hold at most two animals.
- If the lions ever outnumber the wildebeest on either side of the river (including the animals in the boat if it's on that side), they'll eat the wildebeest.
- The animals can't just swim across, and there are no tricks; the animals have to use the boat as described

Step 1	What is the problem? <i>Underline the key text.</i>
Step 2	Why is that a problem?
Step 3	What do I do?
Step 4	What can I do?
Step 5	Put the solution in practise
Step 6	Reflect - What was the outcome.

10 mins	<p>Review Questions</p> <ul style="list-style-type: none"> • What was the key information you identified from the text? • Can you back up your suggestions with an explanation? • How did you solve the problem? • Did you use any of the steps? • What did you learn? • What other skills did you use? 	Powerpoint presentation
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Problem Solving - Key Stage 1 and 2

1



Lesson Objectives

- Identify key information from a text when solving a problem
- Justify your responses with evidence and possible solutions
- Solve problems using a process

2

Can you solve this problem?

4

1 Fill in the missing numbers.

10 less than 46 is

more than 30 is 35

2 This is half of my sweets. How many sweets does Teddy have?

3 Lucy shades in part of a rectangle.

She shades some more squares. $\frac{3}{4}$ of the rectangle is now shaded. How many more squares did Lucy shade?

5

Can you try and solve these problem?

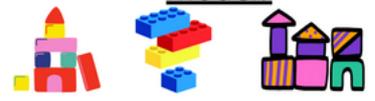
6



Problem: How many times can you sing a chosen nursery rhyme in one minute?

7

Problem: Choose 20 blocks and build a model. Can you use the same blocks to build a different model?



8

Problem: Can you build a tower of blocks as tall as you? How can you make it balance?



9

Key Stage 2

10



Lesson Objectives

- Identify key information from a text when solving a problem
- Justify your responses with evidence and possible solutions
- Solve problems using a process

11

Can you solve this problem?



12

What is the number?

- the number has 3 digits
- the number is less than 5
- the ones digit is half of the tenths digit
- one of the digits is a 1
- two of the digits are even
- the number is greater than 3

13

Step 1	What was my problem?	I have two birthday parties to attend on the same day.
Step 2	Why is that a problem?	Double booked.
Step 3	What do I do?	Choose one party to go to. Attend both? Don't go to either party?
Step 4	What can I do?	Do I call and let them know I am double booked? How do I choose?
Step 5	Put the solution in practise	I called both friends to get the party details, explained the situation, and got the exact timings to work out if I could attend both parties.
Step 6	Reflect - What was the outcome.	I was exhausted, but I managed to attend both parties.

Problem Solving - Key Stage 1 and 2 continued.....

14



Three lions and three wildebeest

In a group totalling six, three lions and three wildebeest, need to cross a river using a raft. Only two animals can go at once. The problem is, if the lions ever outnumber the wildebeest, they'll eat them. How can they all cross the river?

15

1. The raft needs at least one animal to paddle it across the river, and it can hold at most two animals.
2. If the lions ever outnumber the wildebeest on either side of the river (including the animals in the boat if it's on that side), they'll eat the wildebeest.
3. The animals can't just swim across, and there are no tricks; the animals have to use the boat as described.

16

Step 1	What is the problem? <i>Underline the key text.</i>	
Step 2	Why is that a problem?	
Step 3	What do I do?	
Step 4	What can I do?	
Step 5	Put the solution in practise	
Step 6	Reflect - What was the outcome.	

17

How did you solve the problem?

Did you use any of the steps?

What did you learn?



What other skills did you use?

18

Problem Solving	
I can identify key information from text when solving a problem	<input type="checkbox"/>
I can back my ideas with evidence.	<input type="checkbox"/>
I can solve problems using a process.	<input type="checkbox"/>

Reflection - Setting Your Self Goals to Review Your Progress

Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> To be able to reflect on strengths and areas for development. 	<ul style="list-style-type: none"> I can recognise what I am good at I can recognise what I need to improve

Timings	Teaching Activity	Resources
10 mins	Key Stage 1 In this episode of <u>Small Talk</u> , we explore motivation's role in one's life, setting goals, and why it's important.	Powerpoint presentation
10 mins	<p>Key stage 2 <u>How to set goals</u> - Rocket Kids, this video guides pupils through the process of setting goals and reviewing these.</p> <p>1) What's the Big Goal for your Youth Social Action Project? 2) What's the purpose? 3) Break it down into smaller tasks 4) What are the obstacles?</p> <p>If appropriate, you can introduce pupils to the concept of SMART goals.:</p>	Passport
30 mins	<p>Using the above learning about targets, pupils set targets for the YSA project and focus on What they will like to achieve? Pupils to set three goals.</p> <p>It's important to encourage pupils to seek help. Please ask them to consider this and look at the support around them if needed. Page 6 of Passport</p>	

Based on research from the EEF: Providing feedback is well-evidenced and greatly impacts learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. + 6months.

This feedback can be verbal or written or can be given through tests or digital technology. It can come from a teacher, someone taking a teaching role or peers. Studies of verbal feedback show slightly higher impacts overall (+7 months).

Reflection: Setting Your Self Goals to Review Your Progress.

1

Skills Expectations

- Set goals, review progress, and act on the outcomes
- Deal positively with praise, setbacks, and criticism.

2

This video explores the role motivation plays in life, setting goals, and why it's important to do so.



3

How to set goals - Rocket Kids Watch the video

- 1) What's the Big Goal?
- 2) What's the purpose?
- 3) Break it down into smaller tasks
- 4) What are the obstacles.

4



5

Three Stars and a Wish for your Youth Social Action Project

Before you start make a note of three goals you like to achieve from the project.

- ★
- ★
- ★
- ★ What help do you think you will need?

6

Reflection

I can recognise what i am good at.

I can recognise what i need to improve.

Self Assessment

I understand what reflection means.

I understand what communication is.

I understand teamwork.

I understand what a problem is.



I can plan what I need to share.

I can take part in a discussion, debate and presentation.

I understand what pre-presentation anxiety is.

I can present information.

I can use my voice to make presentation sound better.

I can seek help when needed.



I can work with others.

I can take responsibility for my tasks as a member of a team.

I can help members of my team if they need help.

I can take responsibility for my actions.



I can identify key information from text when solving a problem

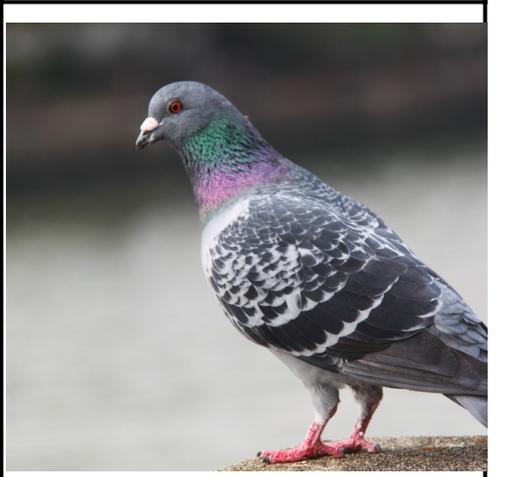
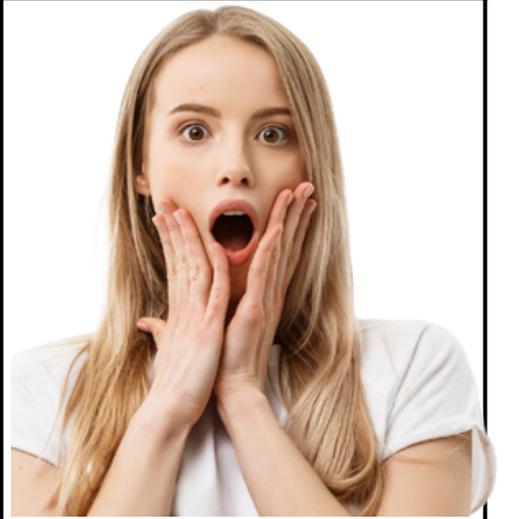
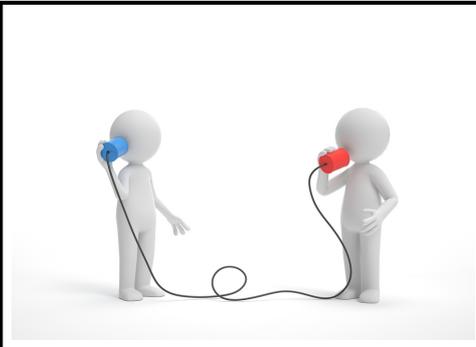
I can back my ideas with evidence

I can solve problems using a process.



I can recognise what I am good at.

I can recognise what I need to improve.





Non-Verbal Emotions

Look at the pictures and write the emotions.

embarrassed surprised angry confused happy scared
sad tired proud



Three Stars and a Wish for your Youth Social Action Project.

Write about three things you can do, then write a wish about something new you would like to learn as part of the project.



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Ormiston Trust
Improving life chances

