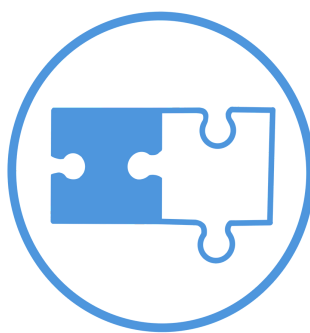


5-hour Skills Guide as Part of Youth Social Action



Staff Guide and Lesson Plans Key Stages 3&4

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Introduction To The Guide

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 which can be embedded as part of 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 young people to focus on the skills behind the skills. An example of this is:

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





We want the young people s to focus on how to speak audibly, thinking of pace, body language, how to breathe, connecting with the audience etc. hence looking at the skills behind the skills.

This guide contains the following:

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





Basic

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

I Understand.....			
I understand what communication is.	 Communication	 Teamwork	 Problem solving
I understand what reflection is.	 Reflection		
I understand teamwork.			
I understand what a problem is.			

Intermediate

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

I Understand.....		Communication -		Problem Solving		Teamwork		Reflection	
I understand the importance of self-reflection.	I understand the importance of communication.		I can plan and prepare presentations.		When solving problems, I can identify the questions to resolve the issue.		I have the confidence to work with others.		I can identify my own strengths.
			I can prepare for discussions, debates, and presentations		I have a process which i can use to solve a problem		Our team had clearly defined roles.		I can identify my areas of improvement
			I understand what pre-presentation anxiety is. and how I can deal with this prior to speaking.		I am able to think creatively about solutions, identify multip options, assess and learn from potential options, create better solutions and decide on a final answer		I can support others in my team.		I can recognise my achievements.
			I can present my ideas with great impact and clarity..		I can back my ideas with evidence.		I can listen to others and take their ideas on board		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.				Overall, our team worked well together for the good of the team.		
I understand the process of solving problems.			I understand the importance of body language when presenting.		When solving problems, I can carry out the research needed to back my viewpoints.				I can recognise what might affect me and ask for help.
			I can recognise ,my strengths and areas for development when presenting..		I can take responsibility for my actions.				

Advanced

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

I understand.....	Communication				Teamwork		Problem Solving		Reflection	
	I understand the importance of communication.	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 can identify my weaknesses and develop an action plan to improve my learning. in the areas.	I can identify implicit and inferred meaning in texts.	I can use various reference materials and appropriate resources for different purposes.	I can recognise my achievements individually and as a group.	I can recognise the barriers to my learning and develop strategies to overcome these.
	I understand the importance of self-reflection.	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 was able to accept responsibility as an individual and as a member of my team.	I worked well with my time for the good of the group as a whole.		I can identify implicit and inferred meaning in texts.	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 the different aspects of good communication: reading, writing, speaking and active listening.	I have developed my own bespoke, practical and down to search pre-speaking routines.			Working as part of a team I was able to improve my communication skills, e.g. listening, taking instruction and offering support and ideas			I can take responsibility for my actions.		
	I understand the importance of teamwork and how to work as part of a team.	When communicating, I can apply the PEEL method using different mediums.			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 process of solving problems.	I can deliver and speak upfront with greater personal confidence.								
	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 understand the importance of setting and reviewing SMART targets.		I understand the importance of body language when presenting. and how to use this to create maximum impact.			I can support my classmates who need extra support, and take instruction well from team leaders					
I understand how to speak at a job/college interview with greater clarity.					I can manage conflict					

Teacher Guidance - Communication

The Oxford Dictionary describes a skill as: "The ability to do something well; expertise." Communication is defined as "the imparting or exchanging of information by speaking, writing, or using some other medium."

Speaking

Speaking is one of the most critical skills people need in life, at work and or school. Communication is not just essential to express ideas and understand different concepts; it is also necessary for building strong teams and relationships. 29% of businesses believe written and verbal communication is one of the key skills they require (City and Guilds, 2021). Communication is key to achieving academic outcomes, having positive mental health, and making friends at school. The Ofsted framework emphasises the importance of these skills, and research from the Education Endowment shows: that "the average impact of high-quality Oral language intervention is approximately an additional six-month progress over the course of a year with additional positive impacts on behaviour and school culture.

Writing

(Graham & Perin, 2007). To write well, young people s need to be excited about the opportunity to express themselves and not fearful about making mistakes. Effective writing teachers model their enjoyment and excitement about writing, celebrate good writing by displaying it or putting it into class anthologies, attribute success in writing to effort rather than ability, encourage sharing of writing drafts among peers, and assign writing tasks appropriate to young people s' interests and needs.

Sir Peter Lampl, Chairman of the Education Endowment Foundation, said:

Good literacy skills provide the building blocks for academic success and fulfilling careers and rewarding lives. Yet despite our best efforts, too many young people, particularly those from poorer homes, are leaving primary school without reaching the levels in reading and writing they need to achieve.

Education Endowment Foundation

Purpose and audience are central to effective writing. Young people s need to have a reason to write and someone to write for. Writing can be thought of as a process made up of seven components: • planning; • drafting; • sharing; • evaluating; • revising; • editing; and • publishing. Effective writers use many strategies to support each component of the writing process. Young people s should learn how, when, and why to use each strategy. For example, young people s planning could be improved by teaching goal-setting strategies and activating prior knowledge. The strategies should be described and modelled before young people s practise them with feedback. Support should then be gradually reduced as young people s take increasing responsibility. There is extensive evidence for the impact of teaching writing composition strategies from three meta-analyses.

The overall objective for communication:

- Young people s can speak clearly and convey ideas confidently using Standard English

By

- Communicating their learning in relevant ways to different audiences
- Make appropriate contributions to discussions, and respond appropriately to others
- Prepare for and contribute to formal discussion of ideas and opinions
- Be flexible in the debate, making different kinds of contributions
- Present information and points of view clearly and appropriately in different contexts... including the more formal (key processes)
- Participating in formal debates and structured discussions, summarising and building on what has been said.

National Curriculum Expectations from Year 1 to Year 6.

Young people should be taught to:

- **Listen** and **respond** appropriately to adults and their peers
- **Ask relevant questions** to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and **justify answers, arguments and opinions**
- Give **well-structured descriptions, explanations** and narratives for different purposes, including expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **Use spoken language** to develop understanding through speculating, hypothesizing, imagining and exploring ideas
- **Speak audibly and fluently** with an increasing command of Standard English
- **Participate in discussions, presentations, performances, role play, improvisations and debates**
- Gain, maintain and monitor the interest of the listener(s)
- **Consider and evaluate different viewpoints**, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

Skills and The Curriculum Key Stage 2

Maths	Follow lines of inquiry, developing an argument using justification while using mathematical language
Reading English	Summarise and evaluate with accuracy and clear understanding. Make and understand valid responses
Spoken English	Participate in debate and structured discussions . Speak clearly and convey ideas confidently using Standard English. They should learn to justify beliefs with reasons , ask questions to check to understand; develop vocabulary and build knowledge; negotiate .
Written English	Communicate effectively, sustaining the readers interest and a well-structured and purposeful text
Citizenship	Research, discuss and debate topical issues, problems and events. Using problem-solving skills, look at alternatives, make decisions, and explain their choices.

Focused Skills Areas are Essential throughout the National Curriculum

Skills and the Curriculum Key Stage 3

Maths	Follow lines of enquiry. Developing an argument using justification using mathematical language
Reading English	Summarise and evaluate with accuracy and clear understanding. Make and understand valid responses
Spoken English	Give short speeches. Participate in group discussions. Participate in debates and structured discussions. Use standard English in a range of formal and informal contexts. Summarise and build on what has been said

Written English	Communicate effectively, sustaining the readers interest and a well-structured and purposeful text
Citizenship	Opportunity to participate actively in community volunteering and other forms of responsibility activity. Range research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. Solve problems and contribute to society.

Skills and the Curriculum Key Stage 4

Citizenship	Use various research strategies, weigh evidence, make persuasive arguments and substantiate their conclusions. Opportunity to participate actively in community volunteering and other forms of responsibility activity. Solve problems and contribute to society
Maths	Follow lines of enquiry, develop an argument using justification while using mathematical language
Spoken English	Make informed responses recognising that others are possible and evaluate these. Identify bias and misuse of evidence. Summarise and evaluate with accuracy and clear understanding. Reading for different purposes
Written English	Adapt writing for a range of audiences. Describe, narrate, explain, respond to information, argue, select and organise ideas, key facts and key points
Science	Present your findings. Seek answers to questions through collecting, analysing and presenting data.

Lesson 1 - Understand Communication

Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> • Learn about communication, reading, writing, speaking and active listening. • Learn about the key features of a good presentation. • Learn how to communicate with a range of different audiences. • Young people learn about the PEEL method and how this can be applied has been used to make a point. 	<ul style="list-style-type: none"> • I understand and demonstrate the use of different aspects of good communication: reading, writing, speaking and active listening. • I understand and can apply effective body language when presenting to create maximum impact. • I clearly understand how to speak at a job/college interview.

Time	Activity	Resources
10mins	<p>"Why do we communicate?"</p> <p>This initial activity encourages young people to think about talking. Put a large piece of paper and marker pens into the centre of the table and group the young people into a team of a maximum of four. Give them a minute on the clock, and then ask them to write down on paper why we talk as much as possible and ask each team to give feedback on their ideas. Write these onto the board and discuss them as they are shared. The teacher/lead can time each part to ensure fairness of time for all.</p> <p>The teacher uses a timer. If there are 5 groups of 4 and each group gets 1 minute to feedback, that is 5 minutes plus the 1 minute to brainstorm. Therefore only 4 minutes remain to discuss the feedback. The teacher/lead can time each part to ensure fairness of time for all</p> <p>Communication involves::</p> <ul style="list-style-type: none"> • Sharing ideas and information using a range of methods – verbal, written, online and offline • Expressing thoughts and feelings – online and offline • Listening to others • Speaking in front of others – presenting and public speaking • Persuading others – constructing and defending an argument 	

10mins

- Negotiating with others
- Working with technology – using it safely, effectively and appropriately

When we communicate, what makes our form of communication effective?

- Being able to listen actively
- Empathy - Sensitive
- Connecting with non-verbal communication
- The use of words

Being able to listen actively. Can you listen? - all young people will answer yes to this question. Then ask, does anybody know what active listening is? Take feedback. Then ask, what is the difference between listening and actively listening? Take feedback. The teacher does not add anything at this point.

"This means not just listening to the words being said but being able to comprehend the ideas being communicated. It takes great concentration and attention" <https://blog.hope-education.co.uk/teach-communication-skills-to-your-young-people-s/>

Dos:	Don'ts:
Meet your needs before the conversation	Don't interrupt
Reflect back on the content	Don't pass judgment judge
Empathise with the speaker	Don't be distracted
Ask open-ended questions	

Fun 2mins [video with Amy and Sheldon from the Big Bang Theory](#) and their listening skills.

30mins	<p>Listen, Listen, Listen</p> <ul style="list-style-type: none"> • Divide the team into groups of two. Each person in their respective group must talk about something important to them for a period of 1 min Brainstorm, 4 mins talking, 2 mins giving feedback to partner, and 12 mins feedback from groups (1 min for each pair - 12 pairs) • The other person cannot speak during this time. They have to listen quietly. • At the end of the speaking time, the listener has to paraphrase what the speaker said in their own words. • The speaker then clarifies, corrects or confirms what the listener paraphrased. 	
5mins	<p>Feedback to the rest of the groups on the exercise.</p> <p><u>"Solving problems</u> means listening." Richard Branson</p>	

Lesson 1 - Understand Communication

Lesson Objectives


- Learn about communication, reading, writing, speaking and active listening
- Learn about the key features of a good presentation
- Learn how to communicate with a range of different audiences
- Pupils to look into how the PEEL method has been used to make a point.

Communication

Communication is not just essential to **express ideas** and **understand different concepts**, it is also necessary for **building strong teams and relationships**.

29% of businesses believe written and verbal communication is one of the key skills they require (City and Guilds, 2021) and at school, **communication plays a key role in achieving academic outcomes, having positive mental health, and making friends**.

Ordering a coffee - Eddie Murphy




"Why do we need to communicate?"

Communication involves:

1. We share ideas and information using various methods – verbal and written, online and offline.
2. Expressing thoughts and feelings – online and offline
3. Listening to others.
4. Speaking in front of others – presenting and public speaking.
5. They are persuading others – constructing and defending an argument.
6. We are negotiating with others.
7. Working with technology – using it safely, effectively and appropriately.


Ingredients of good communication - Active Listening

What is active listening?



Dos:	Don'ts:
Meet your needs before the conversation	Don't interrupt
Reflect back on the content	Don't pass judgment judge
Empathise with the speaker	Don't be distracted
Ask open-ended questions	

Who is guilty of doing this?



Ingredients of good communication - Content and Structure

Did you know?

In 1967, Albert Mehrabian conducted two psychological studies relating to what people value in communication.

The content of the speech	How the speaker looked	How words are spoken
7%	55%	38%

Lesson 1 - Understand Communication

30mins - What makes a good presentation:

What was the most memorable presentation that you have seen or watch in one of the speeches below:

- I have a dream by Martin Luther King JR.
- In pursuit of happiness - Will Smith
- The best speech ever - Steve Jobs
- National Literacy Trust - Emma Watson

What makes it special?

Analysing Speech

Personal - How did she/he make the speech friendly and personal?

Emotive - Which words make the reader have strong feelings?

Rhetorical questions - Which questions make you stop and think?

Say it again - does she/he repeat certain words?

Anecdote - how does she/he make it sound real?

Direct - did she/he use the words to make the reader feel special?

Emphasise - how does she/he make it sound like it's a very important issue

Listen. Listen. Listen




- Divide the team into groups of two. Each person in their respective group must talk about something that is important to them, for a period of 3-4 minutes.
- The other person cannot speak during this time. They have to listen quietly.
- At the end of the speaking time, the listener has to paraphrase what the speaker said, in their own words.
- The speaker then clarifies, corrects or confirms what the listener paraphrased.

**“Solving problems means
listening.”**

Richard Branson

Lesson 2 - Preparing For a Presentation

Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> Learn about and apply the key features of a good presentation Learn about the importance of preparing (including yourself) and practising your presentations before the event 	<ul style="list-style-type: none"> I can produce professional presentations while keeping in mind the pitfalls of poorly prepared and presented presentations I can deliver and speak upfront with greater personal confidence

Timings	Activity	Resources
15mins	<p>What Makes a Good Presentation: Non-verbal Communication</p> <p>Discuss: Ask young people s to think about the most memorable presentation that you have seen:</p> <ul style="list-style-type: none"> What makes it special? <p>Did you know?</p> <p>In 1967, Albert Mehrabian conducted two psychological studies relating to what people value in communication.</p> <div>    </div> <div> <p>The content of the speech 7%</p> <p>How the speaker looked 55%</p> <p>How words are spoken 38%</p> </div>	Powerpoint presentation

Lesson 2 - Preparing For a Presentation

40mins	<p>Analyse speech either written or written versions.</p> <p>Look at the use of language: The use of words, empathy and sensitivity</p> <p>If young people cannot think of a presentation/ speech, show young people s one of these or choose one of your own:</p> <ul style="list-style-type: none">• <u>I have a dream by Martin Luther King JR.</u> - Transcript provided• <u>In pursuit of happiness - Will Smith</u>• <u>The best speech ever - Steve Jobs</u> - Transcripts provided• <u>National Literacy Trust - Emma Watson</u> - Transcript provided	<p>Written speech</p> <p>Online speech</p> <p>Powerpoint presentation</p> <p>Analysing speech template</p>
5 mins	<p>What were the key features of the speech?</p>	<p>Powerpoint presentation</p>

Teacher Guidance Resource - Preparing to Present Your Presentation

How do you feel before making a presentation or taking part in a performance?



Stage fright

Butterflies

Sweaty Palms

Dry throat

Blank mind



Just before you start your presentation or performance:

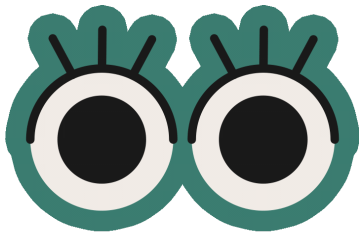
- breathe in,
- counting up to seven,
- and breathe out when you reach 11.
- Do this three or four times.

It helps slow the build-up of adrenaline and reduces your heart rate, thereby diminishing feelings of nervousness or anxiety.

Tips to be an excellent public speaker

- Vocabulary
- Language appropriateness
- Evidence
- Visual Aids
- Avoid mumbling
- Avoid filler words
- Follow a logical order
- Focus in breathing
- Be concise
- Body Language
- Empathy
- Context

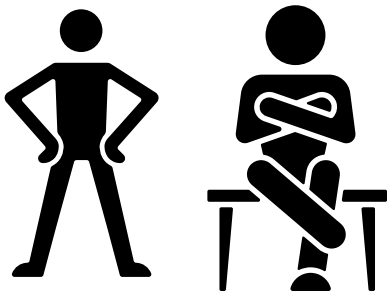
Eye contact



Maintain eye contact 50% of the time when speaking and 70% when listening. Look for 4–5 seconds.

Hold eye contact for about four to five seconds at a time, and glance to the side before resuming your gaze.

Body language



- Smile.
- Maintain Eye contact. ...
- Use Hand gestures. ...
- Keep an Open Posture. ...
- Move Naturally.

Big Bang Theory - Body language.

Poise



Poise means ease and dignity of manner and balance and stability of carriage as in bearing of the body and head. A poised speaker is relaxed, calm, composed, and confident because of thorough preparation and control. Poise means how well a person holds themselves.

Relaxing



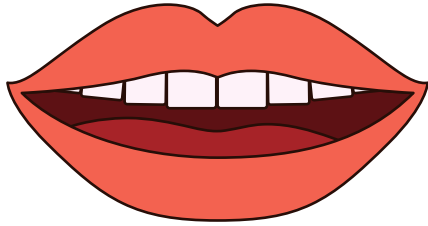
1. Sit comfortably with your lower spine pressed into the back of the chair.
2. Raise your arms above your head and stretch as high as possible.
3. Release your arms to your sides, bend forward with your legs stretched out, and stretch your arms as far as possible.
4. Return to your starting position.
5. Repeat this exercise three times.

Breathing to relax

RELAX

Start by taking a slow deep breath in, through your nose if possible. Try to draw it right down to your stomach. Breathe out slowly through your mouth. Repeat this ten times.

Train your mouth muscles.



Read things aloud and listen to your voice while you do so.

Make sure you stretch the muscles of your face and open your mouth wide while you pronounce every word.

Practice tongue twisters



1. Peter Piper picked a peck of pickled peppers.
2. Give papa a cup of proper coffee in a copper coffee cup.
3. The thirty-three thieves thought that they thrilled the throne throughout Thursday.
4. How much wood would a woodchuck chuck if a woodchuck could chuck wood?
5. She sells seashells on the seashore...

Dry throat



1. Drink plenty of water the night before.
2. Sip water regularly for an hour before speaking to stay hydrated. Be sure to go to the washroom before you take the stage.
3. Chew citrus-flavoured gum or a lozenge before speaking, but don't forget to spit it out before going on stage!
4. Have water handy on stage so you can take a sip if necessary. Two important things to remember about water:
 - a. It should be room temperature. Cold water constricts the vocal cords.
 - b. It should be flat, not sparkling.

Full Transcript of Emma Watson's Speech on Gender Equality at the UN

Today we are launching a campaign called for HeForShe. I am reaching out to you because we need your help. We want to end gender inequality; to do this; we need everyone involved. This is the first campaign of its kind at the UN. We want to try to mobilize as many men and boys as possible to be advocates for change. And, we don't just want to talk about it. We want to try and make sure that it's tangible. I was appointed as Goodwill Ambassador for UN Women six months ago. And, the more I spoke about feminism, the more I realized that fighting for women's rights has too often become synonymous with man-hating. If there is one thing I know for certain, it is that this has to stop. For the record, feminism is the belief that men and women should have equal rights and opportunities. It is the theory of the sexes' political, economic and social equality.

I started questioning gender-based assumptions a long time ago. When I was 8, I was confused for being called bossy because I wanted to direct the plays that we would put on for our parents, but the boys were not. When at 14, I started to be sexualized by certain elements of the media. When at 15, my girlfriends started dropping out of sports teams because they didn't want to appear muscly. When at 18, my male friends were unable to express their feelings.

I decided that I was a feminist, which seemed uncomplicated. But my recent research has shown me that feminism has become an unpopular word. Women are choosing not to identify as feminists. I'm among the ranks of women whose expressions are seen as too strong, aggressive, isolating, and anti-men. Unattractive, even. Why has the word become such an uncomfortable one? I am from Britain, and I think it is right I am paid the same as my male counterparts. I think it is right that I should be able to make decisions about my own body. I think it is right that women be involved on my behalf in the policies and decisions that will affect my life. I think it is right that socially, I am afforded the same respect as men. But sadly, I can say that there is no one country in the world where all women can expect to see these rights. No country in the world can yet say that they achieved gender equality. I consider these rights human rights, but I am one of the lucky ones.

My life is a sheer privilege because my parents didn't love me less because I was born a daughter. My school did not limit me because I was a girl. My mentors didn't assume that I would go less far because I might give birth to a child one day. These influences were the gender equality ambassadors that made me who I am today. They may not know it, but they are the inadvertent feminists that are changing the world today. We need more of those. And if you still hate the word, it is not the word that is important. It's the idea and the ambition behind it because not all women have received the same rights I have. In fact, statistically, very few have.

In 1997, Hillary Clinton made a famous speech about women's rights in Beijing. Sadly, many of the things that she wanted to change are still true today. But what stood out for me the most was that less than 30% of the audience was male. How can we effect change in the world when only half of it is invited or feel welcome to participate in the conversation?

Men, I would like to take this opportunity to extend your formal invitation. Gender equality is your issue, too. Because to date, I've seen my father's role as a parent being valued less by society, despite my need for his presence as a child, as much as my mother's. I've seen young men suffering from mental illness, unable to ask for help for fear it would make them less of a man. In fact, in the UK, suicide is the biggest killer of men between 20 to 49, eclipsing road accidents, cancer and coronary heart disease. I've seen men made fragile and insecure by a distorted sense of what constitutes male success. Men don't have the benefits of equality,

either.

We don't often talk about men being imprisoned by gender stereotypes, but I can see that they are and that when they are free, things will change for women as a natural consequence. If men don't have to be aggressive in order to be accepted, women won't feel compelled to be submissive. If men don't have to control, women won't have to be controlled.

Both men and women should feel free to be sensitive. Both men and women should feel free to be strong. It is time that we all perceive gender on a spectrum, instead of as two sets of opposing ideals. If we stop defining each other by what we are not, and start defining ourselves by who we are, we can all be freer, and this is what HeForShe is about. It's about freedom. I want men to take up this mantle so that their daughters, sisters, and mothers can be free from prejudice, but also so that their sons have permission to be vulnerable and human too, reclaim those parts of themselves they abandoned, and in doing so, be a more true and the complete version of themselves.

You might be thinking, "Who is this Harry Potter girl, and what is she doing speaking at the UN?" And, it's a really good question. I've been asking myself the same thing. All I know is that I care about this problem, and I want to make it better. And, having seen what I've seen, and given the chance, I feel it is my responsibility to say something. Statesman Edmund Burke said, "All that is needed for the forces of evil to triumph is for good men and women to do nothing."

In my nervousness for this speech and in my moments of doubt, I told myself firmly, "If not me, who? If not now, when?" If you have similar doubts when opportunities are presented to you, I hope those words will be helpful. Because the reality is that if we do nothing, it will take seventy-five years, or for me to be nearly 100 before women can expect to be paid the same as men for the same work. 15.5 million girls will be married in the next 16 years as young people. And at current rates, it won't be until 2086 before all rural African girls can have a secondary education

If you believe in equality, you might be one of those inadvertent feminists that I spoke of earlier, and for this, I applaud you. We are struggling for a uniting word, but the good news as we have a uniting movement. It is called HeForShe. I invite you to step forward, to be seen and to ask yourself, "If not me, who? If not now, when?"

Thank you very, very much.

http://ekldata.com/_oedgeUz1KhcmYRe5LgNBmlWwPU/Full-Transcript-of-Emma-Watson.pdf

Steve Jobs, Stanford 2015

I am honoured to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out? It started before I was born. My biological mother was a young, unwed college graduate young people, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except when I popped out, they decided at the last minute that they wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later discovered that my mother had never graduated from college and my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised I would someday attend college.

And 17 years later, I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life or how college would help me figure it out. And here I was, spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK.

It was pretty scary at the time, but looking back, it was one of the best decisions I ever made. The minute I dropped out, I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting. It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example: Reed College, at that time, offered perhaps the best calligraphy instruction in the country. Throughout the campus, every poster, every label on every drawer, was beautifully hand-calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this.

I learned about serif and san serif typefaces, about varying the amount of space between different letter combinations, and about what makes great typography great. It was beautiful, historical, and artistically subtle in a way that science can't capture, and I found it fascinating.

It was beautiful, historical, and artistically subtle in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course, it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something — your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

My second story is about love and loss.

I was lucky — I found what I loved to do early in life. Woz and I started Apple in my parent's garage when I was 20. We worked hard, and in 10 years, Apple had grown from just the two of us in a garage into a \$2 billion company with over 4000 employees. We had just released our finest creation — the Macintosh — a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew, we hired someone I thought was very talented to run the company with me, and things went well for the first year or so.

But then our visions of the future began to diverge, and eventually, we had a falling out. When we did, our Board of Directors sided with him. So at 30, I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating. I didn't know what to do for a few months.

I felt that I had let the previous generation of entrepreneurs down - that I had dropped the baton as it passed to me. I met with David Packard and Bob Noyce and tried apologising for messing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly dawned on me — I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over. I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have

ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature film, Toy Story and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did.

You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't.

For the purpose of this we will be just focusing on just the first two stories.

"I Have a Dream" Speech by the Rev. Martin Luther King Jr. at the "March on Washington," 1963 (excerpts)

I am happy to join you today in what will go down in history as the greatest demonstration for freedom in the history of our nation. Five score years ago a great American in whose symbolic shadow we stand today signed the Emancipation Proclamation.

This momentous decree is a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity. But 100 years later the Negro still is not free. One hundred years later the life of the Negro is still badly crippled by the manacles of segregation and the chains of discrimination. One hundred years later the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.

One hundred years later the Negro is still languished in the corners of American society and finds himself in exile in his own land. So we've come here today to dramatize a shameful condition. In a sense, we've come to our nation's capital to cash a check. When the architects of our Republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men—yes, black men as well as white men—would be guaranteed the unalienable rights of life, liberty and the pursuit of happiness. . . .

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protests to degenerate into physical violence. . . . The marvellous new militancy which has engulfed the Negro community must not lead us to distrust all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. . . . We cannot walk alone. And as we walk we must make the pledge that we shall always march ahead. We cannot turn back.

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels on the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our young people are stripped of their adulthood and robbed of their dignity by signs stating "For Whites Only." We cannot be satisfied as long as the Negro in Mississippi cannot vote and the Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream. . .

I say to you today, my friends, though, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I dream that one day this nation will rise and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal." I have a dream that one day, on the red hills of Georgia, sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day, even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little young people will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. I have a dream . . .

I have a dream that one day in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, one day right there Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today . . . This will be the day when all of God's young people will be able to sing with new meaning. "My country, 'tis of thee, sweet land of liberty, of thee I sing. The land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring." And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania. Let freedom ring from the snowcapped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California. But not only that. Let freedom ring from Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee. Let freedom ring from every hill and molehill of Mississippi, from every mountainside. Let freedom ring . . .

When we allow freedom to ring—when we let it ring from every city and every hamlet, from every state and every city, we will be able to speed up that day when all of God's young people, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last, Free at last, Great God a-mighty, We are free at last."

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(<https://www.gilderlehrman.org/sites/default/files/inlinepdfs/king.dreamspeech.excerpts.pdf>)

Lesson 2 - Preparing for a Presentation



Lesson 2 - Preparing for a Presentation

- Learn about the ingredients of a good presentation
- Learn about the importance of preparing (including yourself) and practising your presentations before the event

Tips to be an excellent public speaker

- Vocabulary
- Language appropriateness
- Evidence
- Visual Aids
- Avoid mumbling
- Avoid filler words
- Follow a logical order
- Focus in breathing
- Be concise
- Body Language
- Empathy
- Context

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



Breathing:

Just before you start your presentation or performance:

- breathe in,
- counting up to seven,
- and breathe out when you reach 11.
- Do this three or four times.

It helps slow the build-up of adrenaline and reduces your heart rate, thereby diminishing feelings of nervousness or anxiety.



Eye contact:



Maintain eye contact 50% of the time when speaking and 70% when listening. Look for 4-5 seconds.

Hold eye contact for about four to five seconds at a time, and glance to the side before resuming your gaze.

Body Language:

- Smile.
- Maintain Eye contact. ...
- Use Hand gestures. ...
- Keep an Open Posture. ...
- Move Naturally.



Big Bang Theory - Body language.

Poise:



Poise means ease and dignity of manner, and balance and stability of carriage as in bearing of the body and head. A poised speaker is a:

- relaxed speaker,
- calm,
- composed,
- and confident because of thorough preparation and control.

Relax:



- Sit comfortably with your lower spine pressed into the back of the chair.
- Raise your arms above your head and stretch as high as possible.
- Release your arms to your sides, bend forward with your legs stretched out, and stretch your arms as far as possible.
- Return to your starting position.
- Repeat this exercise three times.

Train your mouth muscles.



- Read things aloud and listen to your voice while you do so.
- Make sure you stretch the muscles of your face and open your mouth wide while you pronounce every word.

Practice tongue twisters.



1. Peter Piper picked a peck of pickled peppers.
2. Give papa a cup of proper coffee in a copper coffee cup.
3. The thirty-three thieves thought that they thrilled the throne throughout Thursday.
4. How much wood would a woodchuck chuck if a woodchuck could chuck wood?
5. She sells seashells on the seashore...

Dry throat.



- Drink plenty of water the night before.
- Sip water regularly for an hour before speaking to stay hydrated. Be sure to go to the washroom before you take the stage.
- Chew citrus-flavoured gum or a lozenge before speaking, but don't forget to spit it out before going on stage!
- Have water handy on stage so you can take a sip if necessary. Two important things to remember about water:
- It should be room temperature. Cold water constricts the vocal cords.
- It should be flat, not sparkling.

What is the most memorable presentation that you have seen?



Lesson 2 - Preparing for a Presentation

I have a dream by Martin Luther King JR.
In pursuit of happiness - Will Smith
The best speech ever - Steve Jobs
National Literacy Trust - Emma Watson



Use the "analyse the speech template" to evaluate your favourite speech by answering the following questions:

- **Personal** - How did she/he make the speech friendly and personal?
- **Emotive** - Which words make the reader have strong feelings?
- **Rhetorical questions** - Which questions make you stop and think?
- **Say it again** - does she/he repeat certain words?
- **Anecdote** - how does he/she make it sound real?
- **Direct** - did he/she use the words to make the reader feel special?
- **Emphasise** - how does she/he make it sound like it's a very important issue?

Emma Watson's Speech on Gender Equality at the UN

Today **we** are launching a campaign called for HeForShe. I am reaching out to you because we need **your help**. We want to end gender inequality, and to do this: **we need everyone involved**. This is the first campaign of its kind at the UN. **We want to try to mobilize as many men and boys as possible** to be advocates for change. And, we don't just want to talk about it. We want to try and make sure that it's tangible. I was appointed as Goodwill Ambassador for UN Women six months ago. And, the more I spoke about feminism, the more I realized that fighting for women's rights has too often become synonymous with man-hating. If there is one thing I know for certain, it is **that this has to stop**. For the record, feminism by definition is the belief that men and women should have equal rights and opportunities. It is the theory of political, economic and social equality of the sexes.

I started questioning gender-based assumptions a long time ago. When **I was 8, I was confused** for being called bossy because I wanted to direct the plays that we would put on for our parents, but the boys were not. When at 14, I started to be sexualized by certain elements of the media. When at **15, my girlfriends started dropping out of sports teams because they didn't want to appear muscly**. When at **18, my male friends were unable to express their feelings**.

I decided that I was a feminist, and this seemed **uncomplicated to me**. But my recent research has shown me that feminism has become an unpopular word. Women are choosing not to identify as feminists. **Apparently, I'm among the ranks of women whose expressions are seen as too strong, too aggressive, isolating, and anti-men**. Unattractive, even. Why has the word become such an uncomfortable one?

I am from Britain, and I think **it is right I am paid the same as my male counterparts**. I think it is right that **I should be able to make decisions about my own body**. I think it is right that women be involved **on my behalf in the policies and decisions that will affect my life**. I think it is right that socially, **I am afforded the same respect as men**. But **sadly**, I can say that there is no one country in the world where all women can expect to see these rights. No country in the world can yet say that they achieved gender equality. These rights, I consider to be human rights, but I am one of the lucky ones.



What do you think?

- **Personal** - How did she/he make the speech friendly and personal?
- **Emotive** - Which words make the reader have strong feelings?
- **Rhetorical questions** - Which questions make you stop and think?
- **Say it again** - does she/he repeat certain words?
- **Anecdote** - how does he/she make it sound real?
- **Direct** - did he/she use the words to make the reader feel special?
- **Emphasise** - how does she/he make it sound like it's a very important issue?

Teacher Guidance - Problem Solving

Problem-Solving skills can be defined as the ability to identify a problem, determine its cause, and figure out all possible solutions to solve the problem.

Objectives of Problem-Solving

- Young people process and evaluate information in their investigations, planning what to do and how to go about it
- They make informed and well-reasoned decisions, recognising that others have different beliefs and attitudes
- They identify questions to answer and problems to resolve, plan and carry out research, appreciating the consequences of decisions
- They explore issues, events, or problems from different perspectives
- They analyse and evaluate information, judging its relevance and value and considering the influence of circumstances, beliefs and feelings on decisions and events
- They support conclusions using reasoned arguments and evidence
- They understand that problem-solving is transferable and identify its usefulness in a work setting
- They work on a problem-solving activity in a team.

We have aligned these skill development opportunities with the five YSA process steps (Inspire, Explore, Plan, Act, Reflect). We linked activities to subjects and indicated lessons on a separate document.

The Importance to Young People

Today, problem-solving is one of the most important skills that young people can learn. Problem-solving skills are particularly important nowadays, especially with the advances in technology, as both young people and adults are used to solving problems with a click of a button. Problem-solving skills are important in every career and at every level.

“If your only tool is a hammer, then every problem looks like a nail.”

-- Abraham Maslow

5 Ways to Encourage Problem-Solving In Your Classroom

Here are 5 ways you can support problem-solving in your classroom:

1. Problem Solve as a Group - Have your young people s think aloud in a group setting. This allows for critical analysis and the chance to bounce solutions off each other.
2. Explain and Encourage - Explain the problem and encourage your young people s to think about why the task is important.
3. Time and Patience - Remind young people that it is not a competition and not a race to finish first. This is essential.
4. Ask Questions and Reflect - Get your classroom thinking. Ask questions throughout the problem-solving task.
 - Why did you choose that method?
 - Does this solve your problem in the most efficient way?
 - What did you learn by solving this problem?
 - Could you have done this a different way?
5. Let them Learn - To allow for success in problem-solving, please allow the young people s to make mistakes and work it out for themselves. Model good practice.

What is a problem? 2 min video on how ants tackle a problem. Emphasise on working together as a team too.	Problem Solving
A fun video on how to solve problems – by thinking creatively. It's a 3 min video but needs to be paused to allow young people to think.	The Giraffe Test
Hunter and Eve are faced with problems and look for solutions. Building resilience. 3:10mins	Solving problems with Hunter and Eve
Solving Riddles is an excellent way of looking at a problem with a view to seek a solution.	

Lesson 4: Key Stage 3: YSA Process Can Solve any Problems.

Lesson 1

- Young people identify questions to answer and problems to resolve, plan, carry out research, and appreciate the consequences of decisions.
- Work on a problem-solving activity in a team.

1. Inspire

2. Explore

a. What is your question?

b. How will you explore the topic?

c. Think about the resources you will need.

d. What does the research tell us?

3. Plan - What do you think you could do to fix the problem?

4. Act

5. Reflect and Progress

10mins - Let's Solve a Problem Using the YSA 5-Step Process

What can you put between a seven and an eight so that the result is greater than a seven but less than an eight? **(answer 7.8)**

1. Inspire - Link this with an outcome - the first young person who gets the correct answer is rewarded.

2. Explore - What is the question: How can we make 8 number 8s add up to one thousand? How will you explore the topic - What previous skills will you look at applying? Maths skills? What resources will you need? - Pen, paper

3. Plan What do you think you could do to fix the problem? - will you work on your own? With a partner? At what point will you ask for help?

4. Act

5. Reflect and progress - Did you get the correct answer? If not, how will you work out your solution? If yes, could you do this faster? Are there other ways of working out the answer?

35 mins - Applying Your Problem-Solving Skills - The Story

Once upon a time, a farmer went to a market and purchased a wolf, a goat, and a cabbage. On his way home, the farmer came to the bank of a river and rented a boat. However, at any one time when crossing the river, the farmer could only carry himself and one of his purchases: the wolf, the goat, or the cabbage.

Lesson 3: Let's Solve a Problem Using the YSA 5-Step Process



Lesson Objective	Skills Objective
<ul style="list-style-type: none"> Young people identify questions to answer and problems to resolve, plan, carry out research, and appreciate the consequences of decisions Work on a problem-solving activity in a team 	<ul style="list-style-type: none"> I can identify relevant information from extended explanations or presentations when solving problems I can accept responsibility as an individual and as a member of my team

Timing	Activity	Resources
10mins	<p>Let's Solve a Problem Using the YSA 5-Step Process</p> <ol style="list-style-type: none"> Inspire Explore <ol style="list-style-type: none"> What is your question? How will you explore the topic? Think about the resources you will need. What does the research tell us? Plan - What do you think you could do to fix the problem? Act Reflect and Progress <p>What can you put between a seven and an eight so that the result is greater than a seven but less than an eight? (answer 7.8)</p> <ol style="list-style-type: none"> Inspire - Link this with an outcome - the first young person who gets the correct answer is rewarded. Explore - What is the question: How can we make 8 number 8s add up to one thousand? How will you explore the topic - What previous skills will you look at applying? Maths skills? What resources will you need? - Pen, paper Plan What do you think you could do to fix the problem? - will you work on your own? With a partner? At what point will you ask for help? Act Reflect and progress - Did you get the correct answer? If not, how will you work out your solution? If yes, could you do this faster? Are there other ways of working out the answer? 	Powerpoint presentation

40mins	<p>Applying Your Problem-Solving Skills - The Story</p> <p>Once upon a time, a farmer went to a market and purchased a wolf, a goat, and a cabbage. On his way home, the farmer came to the bank of a river and rented a boat. However, at any one time when crossing the river, the farmer could only carry himself and one of his purchases: the wolf, the goat, or the cabbage.</p> <p>If left unattended together, the wolf would eat the goat, or the goat would eat the cabbage.</p> <p>The farmer's challenge was carrying himself and his purchases to the river's far bank, leaving each of his purchases intact.</p> <p>What's the possible solution?</p> <p>Answer: His actions in the solution are summarised in the following steps:</p> <ol style="list-style-type: none"> 1. Take the goat over 2. Return to the other side 3. Take the wolf or cabbage over 4. Return with the goat. 5. Take the cabbage or wolf over 6. Return 7. Take goat over 	<p>The Story</p> <p>Powerpoint presentation</p>
10mins	<p>Share solutions</p> <p>Ask young people s to share solutions using the YSA process on the board:</p> <ul style="list-style-type: none"> • Inspire • Assess <ul style="list-style-type: none"> ◦ How did you approach the problem? ◦ What resources did you use? • Plan - What will you do to resolve the problem? • Act • Reflect and Progress - did it work? What will you change for next time? How did you work as a group? What role did you play? 	

Lesson 4: Let's Solve a Problem Using the YSA 5-Step Process. (Key Stage 3)

Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> • Understand how to contribute as part of a team in appropriate ways by supporting members of my team and listening to others • Be able to review the team's progress and their contribution to it • Be able to identify strengths and areas for personal development 	<ul style="list-style-type: none"> • I have the confidence to work with others and adapt to the situation • I can solve problems as part of a team and independently when required

Timings	Teaching Activity	Resources
10 mins	<p>The memory game</p> <p>The objective of this activity is to remember as many items on the two slides as you can. You get three attempts to view the slides. You cannot write down your list until you have finished viewing the slides.</p> <p>The objective of this activity is for the teams to remember as many items on the two slides as they can. They can look at them in any order. However, they must only look at each slide twice and for a minute at a time (adjust this accordingly for your class). The teams must not write anything down when the slides are being shown.</p> <p>Teacher instructions Memory Game Discussion points:</p> <p>After one view, encourage your teams to think strategically & discuss these points:</p> <ol style="list-style-type: none"> 1. How can we work as a team to remember all the items? 2. What strategies/methods can you use to remember all the items? <p>When the activity is complete, ask them:</p> <ol style="list-style-type: none"> 1. What type of communication was used in attempting to solve the problem? 2. Did we communicate well as a team? If yes, how? If not, why not? 	 

10 mins	Working in groups This short video clip explains the importance of working together as a team. It also breaks down the stages of teamwork.	
30 mins	Applying your teamwork skills to solve a problem. The Problem: You need to build the tallest, strongest structure you can. The structure must stand independently and unsupported for at least 5 seconds. You have 30 minutes. As a team, you are going to showcase your tower to the rest of the group: <ul style="list-style-type: none"> • How did your team go about solving the problem? • What were your options? • What worked? • What didn't, and how did you adapt? Young people should be in groups of no more significant than four for this activity	Dry (uncooked) spaghetti Marshmallows to help you build A 30cm ruler to measure the height A pair of scissors
10 mins	Review your own performance and the performance of the group. What strategies did you apply? What worked? What would you change? Lessons learnt?	

Lesson 4-5: Let's Solve a Problem Using the YSA 5-Step Process. (Key Stage 4)

Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> Young people can identify questions to investigate to solve problems. Young people can carry out effective research to back up a viewpoint. Young people are able to make references to various sources. Young people are able to identify implicit and inferred meaning in the text. 	<ul style="list-style-type: none"> I understand how to contribute as part of a team in appropriate ways by supporting members of my team and listening to others. I am able to review the team's progress and their contribution to it. I am able to identify strengths and areas for personal development.

Timings	Activity	Resources
10mins	<p><u>Working in groups</u></p> <p>This short video clip explains the importance of working together as a team. It also breaks down the stages of teamwork.</p>	Video clip
80mins	<p>This lesson can be extended over two hours</p> <p>In existing or new groups</p> <p>The following pages contain information and updates from the Department of Economic and Social Affairs Sustainable Development. On the topics below:</p> <ul style="list-style-type: none"> Gender Equality and Women's Empowerment Zero Hunger Climate Action <p>Using what they have learnt so far, encourage the young people to conduct research—using the research process. Ensure young people s use the PEEL method to back their views.</p> <ul style="list-style-type: none"> What problems are the articles referring to? How does this affect us at a local level? How can you help? 	<p>Information sheets</p> <p>Gender Equality and Women's Empowerment</p> <p>Zero Hunger</p> <p>Climate Action</p>

	<table> <tr> <td>Step 1</td><td>What is the problem?</td><td></td></tr> <tr> <td>Step 2</td><td>Why is that a problem?</td><td></td></tr> <tr> <td>Step 3</td><td>What do I do?</td><td></td></tr> <tr> <td>Step 4</td><td>What can I do?</td><td></td></tr> <tr> <td>Step 5</td><td>Put the solution in practise</td><td></td></tr> <tr> <td>Step 6</td><td>Reflect - What was the outcome. - <u>Focus on your work as a team.</u></td><td> Review your own performance and the performance of the group. What strategies did you apply? What worked? What would you change? Lessons learnt? </td></tr> </table>	Step 1	What is the problem?		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. - <u>Focus on your work as a team.</u>	Review your own performance and the performance of the group. What strategies did you apply? What worked? What would you change? Lessons learnt?	
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Step 4	What can I do?																			
Step 5	Put the solution in practise																			
Step 6	Reflect - What was the outcome. - <u>Focus on your work as a team.</u>	Review your own performance and the performance of the group. What strategies did you apply? What worked? What would you change? Lessons learnt?																		
30mins	<p>Present your findings with a possible solution to the rest of the class using your chosen medium. This lesson may take longer than an hour.</p> <p>If you deem it appropriate, young people peer assess others and provide feedback, the teacher can provide feedback, or students can self-evaluate their performance, and groups can self-evaluate their group's performance.</p>																			

UN SDG - Goal 1 Zero Hunger

The impact of the COVID-19 pandemic reversed the steady progress of poverty reduction over the past 25 years. This unprecedented reversal is being further exacerbated by rising inflation and the impacts of the war in Ukraine. It is estimated these combined crises will lead to an additional 75 million-95 million people living in extreme poverty in 2022 compared with pre-pandemic projections. Almost all countries have introduced new short-term social protection measures in response to the COVID-19 crisis to protect people's health, jobs and income. If these measures continue, they will provide the needed assistance for the poor and help them move out of poverty.

Between 2015 and 2018, global poverty continued its historical decline, with the global poverty rate falling from 10.1 per cent in 2015 to 8.6 per cent in 2018. Nowcasts suggest that owing to the COVID-19 pandemic, the global poverty rate increased sharply from 8.3 per cent in 2019 to 9.2 per cent in 2020, representing the first increase in extreme poverty since 1998 and the largest increase since 1990 and setting back poverty reduction by about three years. The losses have been much higher for low-income countries, where poverty reduction has been set back by between eight and nine years. Although the poverty rate is projected to decrease to 8.7 per cent in 2021, it was still higher than the pre-pandemic level.

In 2020, for the first time in two decades, the world's share of workers living with their families below the international poverty line increased, from 6.7 per cent in 2019 to 7.2 per cent, meaning that an additional 8 million workers were pushed into poverty. Although the working poverty rate decreased slightly in 2021 to 6.9 per cent, it was still higher than the pre-pandemic rate.

By 2020, only 47% of the global population were effectively covered by at least one social protection cash benefit, leaving 4.1 billion people unprotected. In response to the COVID-19 crisis, more than 1,700 social protection measures (mostly short-term) were announced by 209 countries and territories.

Based on reporting from 80 countries on disasters of all origins, including COVID-19, the disaster mortality rate in 2020 was 5.74 persons per 100,000 population. While this figure reflects significant underreporting, it is already in stark contrast to that for the period 2015-2019, when the disaster-related mortality rate averaged 0.93 persons per 100,000 population. At least 8 per cent of the disaster-related mortality in 2020 is estimated to be due to the COVID-19 pandemic, which has been responsible for a considerable reversal in the trend of disaster-related mortality reduction since the beginning of the decade

UN SDG - Goal 1 Zero Hunger

While countries were coping with the economic impact of the COVID-19 pandemic, 33 countries reported direct economic losses in 2020 due to other disasters in the amount of \$ 16.55 billion, which represented 0.14 per cent of national gross domestic product (GDP). Beyond monetized disaster-related losses, several countries have reported losses in housing, critical infrastructure, and other sectors.,

Source: <https://sdgs.un.org/goals/goal1>

UN SDG 5 - Gender equality and women's empowerment - Update

The world is not on track to achieving gender equality by 2030 and has been pushed further off track by the socioeconomic fallout of the pandemic. Women and girls remain disproportionately affected, struggling with lost jobs and livelihoods, derailed education, increased burdens of unpaid care work and domestic violence. Over 100 million women aged 25-54 years with small young people at home were out of the workforce globally in 2020, including the more than 2 million who left the labour force owing to the increased pressures of unpaid care work. Women's health services faced major disruptions and undermined women's sexual and reproductive health. Moreover, despite women's effective and inclusive leadership in responding to the COVID-19 pandemic, they are excluded from decision-making positions. Furthermore, many countries do not have comprehensive systems for tracking budgets for gender equality, limiting the allocation of public resources for the implementation of laws and policies. Efforts must be strengthened to ensure that laws, policies, budgets and institutions advance gender equality.

Discriminatory laws and legal gaps continue to prevent women from enjoying their human rights. Based on 2020 data from 95 countries and territories, more than half lacked quotas for women in the national parliament; while 83 per cent included budgetary commitments to implement legislation addressing violence against women, 63 per cent continued to lack laws defining rape based on the principle of consent. Although over 90 per cent mandate non-discrimination based on gender in employment, almost half continued to restrict women from working in certain jobs or industries and almost one-quarter of countries did not grant women equal rights with men to enter marriage and initiate divorce.

Violence against women and girls is prevalent across countries and affects women of all ages. In 2018, globally, over 1 in 4 (26 per cent) ever-partnered women aged 15 years or over, or a total of 641 million women, have been subjected to physical and/or sexual violence by a husband or intimate partner at least once in their lifetime. Data on violence experienced by older women, including on specific forms such as being restrained, being ostracized or being neglected, are urgently needed but remain largely unavailable. Only less than 10 per cent of eligible data on intimate partner violence capture the prevalence of this form of violence against women aged 50 years or over.

One in five young women worldwide (19 per cent) were married in childhood in 2021. Child marriage is most common in sub-Saharan Africa, a region where progress has been modest, followed by South Asia, which has achieved greater declines. Globally, the prevalence of child marriage has declined by about 10 per cent in the past five years. However, the profound effects of the COVID-19 pandemic are threatening this progress, with up to 10 million additional girls at risk of child marriage in the next decade because of a pandemic.

The practice of female genital mutilation has proved remarkably tenacious, despite efforts spanning nearly a century to eliminate it. At least 200 million girls and women alive today have been subjected to female genital mutilation, based on the latest available data from 31 countries, where the practice is concentrated. Nevertheless, several countries have seen some declines in the practice compared with 30 years ago.

On an average day, women spend about 2.5 times as many hours on unpaid domestic work and care work as men, according to the latest data from 90 countries and areas collected between 2001 and 2019.

As of 1 January 2022, the global share of women in lower and single houses of national parliaments reached merely 26.2 per cent, up from 25.6 per cent in 2021. Women's share is slightly over one-third in local governments (in 135 countries with data). Well-designed legislated gender quotas, zero tolerance for violence against women in politics and gender-sensitive and safer political environments are key to fast-tracking and sustaining women's equal representation in decision-making.

Working women have been disproportionately affected by the COVID-19 pandemic. They accounted for 39.4 per cent of total employment before the pandemic in 2019 but made up nearly 45 per cent of global employment losses in 2020. The share of women in managerial positions worldwide has shown only a slight improvement over the last two decades, rising from 25.3 per cent in 2000 to 28.3 per cent in 2019, and remained unchanged in 2020.

Based on data from 64 countries for 2007-2020, only 57 per cent of married or in-union women aged 15-49 years make their own decisions regarding sexual and reproductive health and rights. While women seem to have the most autonomy in deciding whether to use contraception, with 92 per cent empowered, only 3 in 4 women can decide on their own health care or say no to sex.

Among the 115 countries with data in 2022, countries have in place, on average, 76 per cent of the laws and regulations needed to guarantee full and equal access to sexual and reproductive health and rights. The strongest enabling laws and regulations concern HIV and human papillomavirus (81 per cent), followed by contraceptive services (76 per cent), maternity care (74 per cent), and sexuality education (65 per cent).

Available data from 36 countries for 2009-2020 show that in 30 countries, less than 50 per cent of women have ownership and/or secure tenure rights over agricultural land. In 18 countries, the corresponding share of men was twice as high. In addition, the share of men among landowners reaches over 70 per cent in nine countries, and only in eight countries do women have a higher share than men among landowners.

Data from 52 countries for 2019-2021 reveal that about 46 per cent of legal frameworks offer limited protection of women's land rights, while nearly 25 per cent offer medium guarantees. Only 29 per cent of reporting countries include enough provisions in their legal frameworks offering good protection of women's rights to land. The most prominent areas in which positive results have been achieved are succession rights (64 per cent of the countries) and protection of being disposed of in land transactions (56 per cent requiring spousal consent). By contrast, joint land registration and protection of women's land rights when customary law is legally recognized continue to be a concern in many countries.

Ownership of mobile phones has been shown to be an important tool for empowering women. In 30 of 70 countries with data for 2017-2021, gender parity in mobile phone ownership has been achieved, and in 13 additional countries, the number of women who own a mobile phone is greater than the number of men.

Socio-economic recovery from the COVID-19 pandemic requires effective and gender-responsive public finance management systems. Based on data reported by 105 countries and areas for 2018-2021, 26 per cent of countries globally have comprehensive systems in place for tracking and making public allocations for gender equality, 59 per cent have some features of a system in place, and 15 per cent do not have the minimum elements of such systems.

UN SDG 13 - Climate Change

The international political response to climate change began at the Rio Earth Summit in 1992, where the 'Rio Convention' included adopting the UN Framework on Climate Change (UNFCCC). This convention set a framework for action aimed at stabilizing atmospheric concentrations of greenhouse gases (GHGs) to avoid "dangerous anthropogenic interference with the climate system." The UNFCCC, which entered into force on 21 March 1994, now has a near-universal membership of 197 parties. In December 2015, the 21st Session of the Conference of the Parties (COP21/CMP1) convened in Paris, France. It adopted the Paris Agreement, a universal agreement which aims to keep a global temperature rise for this century well below 2 degrees Celsius, to drive efforts to limit the temperature rise to 1.5 degrees Celsius above pre-industrial levels.

In the 2030 Agenda for Sustainable Development, Member States express their commitment to protect the planet from degradation and take urgent action on climate change. The Agenda also identifies, in paragraph 14, climate change as "one of the greatest challenges of our time" and worries that "its adverse impacts undermine the ability of all countries to achieve sustainable development. Increases in global temperature, sea level rise, ocean acidification, and other climate change impacts seriously affect coastal areas and low-lying coastal countries, including many least developed countries and Small Island Developing States. The survival of many societies and the biological support systems of the planet is at risk".

Sustainable Development Goal 13 aims to "take urgent action to combat climate change and its impact" while acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.

More specifically, the associated targets of SDG 13 focus on integrating climate change measures into national policies, improving education, awareness-raising and institutional capacity for climate change mitigation, adaptation, impact reduction and early warnings. SDG 13's alphabetical targets also call for the implementation of the commitment undertaken at the UNFCCC and for the promotion of mechanisms able to increase capacity for effective climate-change-related management in the least developed countries Small Island Developing States.

Lessons 3 and 4 - Problem-Solving and Teamwork

Lesson Objectives

- Understand how to contribute as part of a team in appropriate ways by supporting members of my team and listening to others
- Be able to review the team's progress and their contribution to it
- Be able to identify strengths and areas for personal development

The memory game

- How can we work as a team to remember all the items?
- Are there any methods we can use to remember all the items?

- What type of communication was used in attempting to solve the problem?
- Did you communicate well as a team? Why? Why not?

Lesson Objectives

- Pupils can identify questions to investigate to solve problems
- Pupils can carry out effective research to back up a viewpoint
- Be able to make references to various sources.
- Be able to identify implicit and inferred meaning in the text

Using the information and updates from the Department of Economic and Social Affairs Sustainable Development and additional research:

- Gender equality and women's empowerment
- Zero Hunger
- Climate Action

- What problems are the articles referring to?
- How does this affect us at a local level?
- How can you help?

Social Action Research Process

Step 1	What is the problem?	
Step 2	Why is that a problem?	
Step 3	What do I do?	
Step 4	What can I do?	
Step 5	Put the solution into practice	
Step 6	Reflect - What was the outcome? - Focus on your work as a team.	Review your own performance and the performance of the group. What strategies did you apply? What worked? What would you change? Lessons learnt?

Present your findings

Reflect

Teacher Guidance - Reflection

Introduction

The Youth Social Action #WeWill campaign enables young people to learn key skills to enable them to succeed in life.

This teachers' guide focuses on teaching young people problem-solving skills in Key Stage 3. It describes:

- Why the skill is important?
- The key quality standards associated with the skill
- How to engage young people in learning the skill
- How to evaluate the learning

When you help kids set manageable goals, they can take ownership of their learning and understand that they can accomplish hard things if they focus. As a foundation for lifelong learning, reflection builds confidence and fosters pride in new skills (including metacognition skills that help learners notice their own growth).

Objectives for reflection

1. Assess themselves and others, identifying opportunities and achievements
2. Set goals with success criteria for their development and work review progress, acting on the outcomes
3. Invite feedback and deal positively with praise, setbacks, and criticism
4. Evaluate experiences and learning to inform future progress
5. Communicate their learning in relevant ways for different audiences

Based on the six areas of the PLTS framework

1. Assess Themselves and Others, Identify Opportunities and Achievements

There is an expectation that all young people will assess themselves and others through each stage of the YSA process. This will enable young people to identify what they have achieved (celebrate the success) and identify opportunities to further develop themselves and the project

- What new things did you learn about this issue?
- How did other people's feelings about this issue change during your project? How do you know?
- What skills did you develop that could be relevant to your future career?
- How could you celebrate and share the impact of your activity with the cause/people you benefitted from?
- What did you learn from the partners you worked with?
- How did you overcome challenges?
- What else might have helped?
- What did you do if things didn't go as planned?
- What other approaches could you have tried in order to address the issue?
- What would have been the benefits and downsides of these approaches compared to your approach?

Guided reflection framework for young people

2. Set goals with success criteria for their development and work review progress, acting on the outcomes

At each stage, young people s and staff will want to reflect on what has been achieved and what to undertake next. As the process has just started, young people will be introduced and asked to complete a section of their passport to help them consider what they want to achieve through the programme and what skills they already have and would now like to learn.

This has been differentiated with:

- **Key Stage 1 and 2:** *Three Stars and a Wish for your Youth Social Action Project.*

- **Key Stages 3 and 4 Setting SMART goals**

Specific - What do I want to happen?

Measurable - How will I know when I have achieved my goal?

Attainable - Is the goal realistic, and how will I accomplish it?

Relevant - Why is my goal important to me?

Timely - What is my deadline for this goal?

3. Invite feedback and deal positively with praise, setbacks, and criticism

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).

4. Evaluate experiences and learning to inform future progress













Target setting in the passports for all key stages will allow young people s to evaluate performance and learning. There are also a number of open-ended and closed questions in the passport, which will encourage young people s to evaluate their own performance. These have been differentiated for each key stage.

5. Communicate their learning in relevant ways to different audiences

Communication is a key skill focus area for the #WeWill project. Please refer to the communication guide for more information.

Lesson 5: Reflection

Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> To understand the importance and the process of self-reflection To be able to set targets and reflect on your own progress. 	<ul style="list-style-type: none"> I can recognise the barriers to my learning and develop strategies to overcome these.

Timings	Lesson Activity	Resources								
10 mins	<p>Why is reflection important?</p> <p>What is reflection?</p> <p>When you help young people set manageable goals, they can take ownership of their learning and understand that they can accomplish hard things if they focus. It is a foundation for lifelong learning; reflection builds confidence and fosters pride in new skills, including metacognition skills that help learners notice their own growth.</p> <p>Young people evaluate their strengths and limitations, setting realistic goals with success criteria. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.</p>	Powerpoint presentation								
	<table><tr><td>Reflection results in learning. It can change your ideas and understanding of the situation.</td><td></td></tr><tr><td>Reflection is a cyclic process. It creates new ideas which can be used to plan the next steps.</td><td></td></tr><tr><td>Reflection encourages looking at issues from different perspectives. It helps you challenge your own values and assumptions.</td><td></td></tr><tr><td>Reflection is an active & dynamic process<ul style="list-style-type: none">• Reflecting can involve reflecting 'on' action (past experience)• Reflecting 'in' action (on an incident as it happens)• Reflecting 'for' action (actions that you may wish to take in the future)</td><td></td></tr></table>	Reflection results in learning. It can change your ideas and understanding of the situation.		Reflection is a cyclic process. It creates new ideas which can be used to plan the next steps.		Reflection encourages looking at issues from different perspectives. It helps you challenge your own values and assumptions.		Reflection is an active & dynamic process <ul style="list-style-type: none">• Reflecting can involve reflecting 'on' action (past experience)• Reflecting 'in' action (on an incident as it happens)• Reflecting 'for' action (actions that you may wish to take in the future)		
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	<p>The Open University defines reflective thinking as “Conscious thinking about and analysing:</p> <ul style="list-style-type: none"> • What you are currently doing • What you have previously done • What you have experienced • What and how have you learned <p>It is a dynamic process that develops and evolves as you learn and respond to new experiences, situations, events or information.”</p>	
10 mins	<p>Setting SMART Goals</p> <p>In this video, young people are taken through a journey of setting SMART targets using the example goal of “doing well on your next exam”. SMART is an acronym that stands for Specific, Measurable, Achievable, Relevant, and Timely. We’ll go through each of these using the example goal of “doing well on your next exam” - A common goal for young people.</p>	Passport
40 mins	<p>Setting targets for your YSA project</p> <p>In the self-review process of the passport, we have applied the Gibbs Reflective Cycle where young people s will be able to describe their experiences.</p> <ul style="list-style-type: none"> • Is the project working as I expected? What are you proud of? • The important lessons that I learned? • Is there anything I should do, say or think to make the project more successful? • How have I been responding to challenges 	Passport Settings SMART Targets worksheet
	<p>Setting goals using SMART</p> <p>Specific - What do I want to happen? Measurable - How will I know when I have achieved my goal? Attainable - Is the goal realistic, and how will I accomplish it? Relevant - Why is my goal important to me? Timely - What is my deadline for this goal?</p>	



Before starting the project, please set yourself the goals you would like to achieve at the next stage.

<div><div>S</div><div>SPECIFIC</div><div>What do I want to happen?</div></div>	
<div><div>M</div><div>MEASUREABLE</div><div>How will I know when I have achieved my goal?</div></div>	
<div><div>A</div><div>ATTAINABLE</div><div>Is the goal realistic and how will I accomplish it?</div></div>	
<div><div>R</div><div>RELEVANT</div><div>Why is my goal important to me?</div></div>	
<div><div>T</div><div>TIMELY</div><div>What is my deadline for this goal?</div></div>	





Lesson 5: Reflection



Lesson Objective

- To understand the importance and the process of self-reflection
- To be able to set targets and reflect on your own progress

Why do you think it's important to be able to reflect?

Reflection results in learning: It can change your ideas and understanding of the situation.	
Reflection is a cyclic process: It creates new ideas which can be used to plan the next steps.	
Reflection encourages looking at issues from different perspectives. It helps you challenge your own values and assumptions.	
Reflection is an active & dynamic process: <ul style="list-style-type: none">• It can involve: Reflecting 'on' action (past experience)• Reflecting 'in' action (on an incident as it happens)• Reflecting 'for' action (actions that you may wish to take in the future)	

The Open University defines reflective thinking as "Conscious thinking about and analysing:


- What you are currently doing
- What you have previously done
- What you have experienced
- What and how you have learned.

It is a dynamic process that continues to develop and evolve as you learn and respond to new experiences, situations, events or information."

Setting SMART Goals:


SMART is an acronym that stands for Specific, Measurable, Achievable, Relevant, and Time-bound.

We'll go through each of these using the example goal of "doing well on your next exam" - A common goal for pupils.






Self Review



In the self-review process of the passport, we have applied the Gibbs Reflective Cycle where pupils will be able to describe their experiences.

- Is the project working as I expected? What are you proud of?
- The important lessons that I learned?
- Is there anything I should do, say or think to make the project more successful?
- How have I been responding to challenges?

MY GOALS



Setting goals using SMART:

Specific - What do I want to happen?
Measurable - How will I know when I have achieved my goal?
Attainable - Is the goal realistic and how will I accomplish it?
Relevant - Why is my goal important to me?
Timely - What is my deadline for this goal?

Set your targets.

SMART

Analysing Speech

Personal - How did they make the speech friendly and personal?

Emotive - Which words make the reader have strong feelings?

Rhetorical questions - Which questions make you stop and think?

Say it again - do they repeat certain words?

Anecdote - how do they make it sound real?

Direct - did they use the words to make the reader feel special?

Exaggeration – how do they make it sound like it's a very important issue?

My Presentation Tips & Tricks

I MUST PREPARE, PREPARE, PREPARE!

- Palm cards
- Props
- Photo slideshow
- Memorise

Project your voice to the back of the room.



I MUST STAND UP STRAIGHT AND TALL

This makes you look confident, and helps project your voice to improve clarity.

SPEAK WITH EXPRESSION

- Smile when you talk!
- Mix up your tone, pitch and volume.
- Use humour.

CONSIDER YOUR PACE

Not too fast, not too slow!



USE LOTS OF EYE CONTACT



Imagine yourself being confident!

Proudly supporting
youth social action



Department for
Digital, Culture
Media & Sport



COMMUNITY
FUND



Ormiston Trust
Improving life chances

