

Edward Peake C of E VC Middle School



PSHCE Planning

Subject: PSHCE	Unit: Living in the Wider World	Term/Duration: Summer 1/6 Weeks	Year Group: 8
<p>Rights & Responsibilities</p> <p>Moving Forward Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change</p> <p>PoS: R22, L2, L3, L6, L7, L9</p>		<p>Key Vocabulary Goals, attainable, adaptability, leadership, traits, skills, characteristics, ideas, teamwork, evaluate, change, creativity</p> <p>Change, new, transition (moving), routine (usual), challenge (hard), expected (known), unexpected (not known), support (help)</p>	
<p>By the end of this unit...</p>			
<p>All pupils should be able to:</p> <ul style="list-style-type: none"> • identify the smaller steps and strategies needed to take to work towards a larger goal • explain what the SMART acronym stands for and how this strategy can be used to make goals attainable • understand why adaptability is a core skill for the future world of work • give a wide variety of examples of leadership and recognise that anyone can be a leader • understand the importance of teamwork as part of being a leader • describe how to generate ideas • evaluate my ideas about how I could improve my school • identify expected and unexpected changes 			
<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • identify the traits, skills and characteristics that make someone adaptable • understand that adaptability skills can be developed by anyone and be applied in many situations- not just moments of major change • begin to identify skills and their use in other areas • identify where I see creativity being used and when I need to generate creative ideas in my own life • explain why it is important to be able to get my ideas across in a concise way • describe the impact that change can have 			
<p>Some pupils will be able to:</p> <ul style="list-style-type: none"> • understand how to incorporate inclusivity into leadership, ensuring all team members feel supported and valued • explain different ways of managing change and where to seek support 			

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	Learning Objectives	Content	Resources / Health and Safety	Success Criteria
1	LO: To understand how developing the right attitude can help reach goals	<p>Re-visit Ground Rules</p> <p>Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.</p> <p>Keep the conversation in the room: We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.</p> <p>Non-judgmental approach: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.</p> <p>Right to pass: Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.</p> <p>Make no assumptions: We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.</p> <p>Using appropriate language: We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.</p> <p>Asking questions: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.</p> <p>Seeking help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.</p> <p>Starter: <u>The difference between goals and targets</u> Show PDF Presentation Slide 1.1 and discuss how setting goals and planning how to achieve them helps us to aim high at school, at home and at work. A goal, aim, or end result is something that can be brought about with a combination of motivation, effort and effective planning, also known as strategies. Ask pupils to identify aspirations for things they would like to have or achieve in the future. Break this down into what they would like to achieve this year, by the time they leave school and in 5 years' time.</p>	<p>Ask it Basket</p> <p>Barclays Life Skills: Setting Goals</p> <p>Student Sheet 1.1: Simple steps for setting goals</p> <p>Student sheet 1.2: How the right attitude can help you achieve your goals</p> <p>Setting goals PDF Presentation Slides</p>	<p>I can identify the smaller steps and strategies I need to take to work towards a larger goal</p> <p>I can explain what the SMART acronym stands for and how this strategy can be used to make goals attainable</p>



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	<p>Keep the discussion broad for now, but explain that some goals might be achievable soon, like taking exams, and others maybe further away, like starting a career, but there are strategies that can be used to make all goals more achievable.</p> <p>Using the suggested aspirations, invite pupils to identify what they need to do in order to achieve any goal they may have set themselves in terms of their school/future work aspirations or their hobbies and interests.</p> <p>This can be in the form of a mind map if being done on an individual basis or as a graffiti wall if being done as a group activity. This activity provides an opportunity to discuss the difference between a final goal and the targets or strategies needed to reach it and also establishes what the pupils' starting point is in terms of their understanding.</p> <p>Main: <u>Activity 1: The difference between goals and targets</u> Explore in more detail the definition of a target: a smaller step or objective on which you can focus to help you achieve your goal. Setting targets helps by breaking down the actions required into achievable steps. There may be several targets to achieve at different stages on the way.</p> <p>Some goals may be vague or broad to start with, so asking questions can help make it clearer and identify the smaller steps needed along the way. In pairs, invite one pupil to share a goal that they are comfortable sharing with a peer partner.</p> <p>Remind the class that you are not asking them to share goals connected to their personal life, only to their school/future work aspirations or their hobbies and interests.</p> <p>Read through the below example so that pupils understand the kinds of questions to pose in order to help their partner identify the steps they need to take towards achieving their goal, e.g.</p> <p>Goal: 'I want to be a chef one day.'</p> <p>Questions: 'What sort of restaurant do you want to work in? What skills would you need to achieve this goal? Who or what could help you get there? What could get in the way? How could you overcome any challenges?'</p>		
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	<p>Talk through PDF Presentation Slide 1.2 which uses the example above to demonstrate how the journey to achieve it could be mapped out using the flowchart. Hand out Student Sheet 1.1 and in their pairs, pupils should plot the smaller steps needed to achieve their main goal and come up with at least three smaller targets. For example, Goal: 'I want to be a chef one day.' Skills, strategies and targets: practise cooking and food technology skills, work towards related qualifications, get relevant work experience, seek advice from someone who works in a restaurant, build financial confidence, research the market.</p> <p>For more inspiration, look at '5 motivational techniques to help you achieve your goals' as a class (www.barclayslifeskills.com/motivation)</p> <p>After a few minutes, discuss with pupils why goal setting and planning is important. What has it helped them realise about their goal? How can breaking a goal down into smaller targets help them? Is it enough to just set the goals and targets?</p> <p><u>Activity 2: Introducing SMART targets</u> Explain to pupils that the more specific and challenging a goal is, the more likely it is that people will work to achieve it. This is why SMART targets can be very powerful. Talk the pupils through what SMART stands for:</p> <ul style="list-style-type: none"> - Specific - Measurable - Achievable - Result-focused - Time-bound <p>Use PDF Presentation Slide 1.3 to demonstrate an example of how SMART targets can be set to help achieve the goal of improving the distance someone can run Specific – I want to be able to run 5km without stopping in under 30 minutes</p>		
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	<p>Measurable – I will run on a measured running track or record the distance with an app to ensure it is 5km</p> <p>Achievable – I can already run short distances of about 3km at a moderate pace, so 5km isn't too much more</p> <p>Result-focused – I will gradually build up my distance by 500m per week</p> <p>Time-bound – I will achieve this within one month</p> <p>Ask pupils to look back at Student Sheet 1.1 with a partner, and adjust their targets so that they reflect the SMART approach.</p> <p><u>Activity 3: The mindset to achieve goals</u></p> <p>Make sure pupils recognise that the SMART process can help them turn their aspirations into achievable goals. But, they will also need the right attitude. Even the best planned journey can face challenges and they'll need to be resilient, think positively and be able to solve problems along the way.</p> <p>Revisit the mind map or graffiti wall they started at the beginning of the lesson. Ask them to now add in what they feel they need to include in order to achieve their goal now that they have learned about SMART targets and positive mindsets. Invite them to share their learning with a peer working partner. PDF Presentation Slide 1.4 shows an example of how they can complete this if needed. You may wish to suggest some additional scenarios to any pupils who can't think of their own goals.</p> <p>These attributes are all features of a growth mindset. Use Student Sheet 1.2 to demonstrate to pupils how they can apply this mindset to setting goals. Ask them to use the template to create an action plan which applies this mindset to a goal of their own. PDF Presentation Slide 1.4 shows an example of how they can complete this if needed</p> <p>Plenary: Encourage pupils to consider additional goals related to their school work or career ambitions using the SMART process.</p>		
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		If pupils are keen to do this you could consider introducing a regular check in point for them at the beginning of some of the other PSHCE lessons to help them reflect on their progress and to celebrate their achievements where appropriate with their peers.		
2	LO: To understand what adaptability is	<p>Re-visit Ground Rules</p> <p>Starter: Using PDF Presentation Slide 1.2, introduce what we mean by adaptability and why it is important in the workplace:</p> <ul style="list-style-type: none"> – Adaptability is defined as our ability to adjust to new or changed conditions quickly, without experiencing stress or negative emotions – 61% of employers felt adaptability has become more important over the last ten years, and employers also consider it likely to become 'extremely important' in the next 10 years <p>Discuss with the class why they think employers place such importance on adaptability and encourage them to consider:</p> <ul style="list-style-type: none"> – How work and workplaces are becoming more flexible and varied, which means being able to adapt to these changes well is a core skill for the future workplace. For example: freelance and contract work; remote working; shared workspaces – How adaptability supports other skills like communication and resilience, depending on the situation <p>Main: <u>Activity 1: Exploring adaptability</u> In pairs or small groups, ask pupils to imagine themselves in the job role scenarios on PDF Presentation Slide 1.3 and discuss how they could adapt to deliver a suitable outcome</p> <ul style="list-style-type: none"> – Thinking back to the earlier discussion, encourage them to think about the other skills needed in each scenario to enable them to adapt (e.g. communication) 	<p>Ask It Basket</p> <p>Barclays LifeSkills: Adaptability</p> <p>Student Sheet 2.1: Company and product names</p> <p>Student Sheet 2.2: The three ingredients of adaptive thinking</p> <p>Adaptability PDF Presentation Slides</p>	<p>I understand why adaptability is a core skill for the future world of work</p> <p>I can identify the traits, skills and characteristics that make someone adaptable</p> <p>I understand that adaptability skills can be developed by anyone and be applied in many situations- not just moments of major change</p>



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Industry Job role	Scenario	Adaptation challenge (optional)		
Health Nurse	Your patient has a broken leg and is unable to speak/understand the English language. How would you communicate with them to see to their injury / make them comfortable?	<ul style="list-style-type: none"> You cannot use a translation tool online 		
Transport Courier	Your next job is to deliver 500 boxes to the airport in time for a flight. Your delivery vehicle only has space for 400 boxes. What do you do make the delivery happen on time?	<ul style="list-style-type: none"> You cannot deliver on another day You do not have time to do 2 trips 		
Construction Electrician	Another contractor on your site has not finished their work on time, which means you are not able to start the electric installation as scheduled. You have agreed to start on a new site immediately after, and so won't be able to delay this job	<ul style="list-style-type: none"> You cannot hire more staff in order to do the work more quickly, due to the size of the work area 		

Offer these potential outcomes as prompts, if necessary:



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Industry Job role	Scenario	Potential outcome (not in slides)	Skills Builder Framework
Health Nurse	Your patient has a broken leg and is unable to speak/ understand the English language. How would you communicate with them to see to their injury / make them comfortable?	Use body language to communicate actions you will take to support the patient	Speaking step 6: I speak effectively by using appropriate tone, expression and gesture Listening step 6: I show I am listening by how I use eye contact and body language
Transport Courier	Your next job is to deliver 500 boxes to the airport in time for a flight. Your delivery vehicle only has space for 400 boxes. What do you do make the delivery happen on time?	Communicate with a fellow delivery driver to ask if they can support you with the delivery	Speaking step 10: I speak adaptively by changing my language, tone and expression depending on the response of listeners
Construction Electrician	Another contractor on your site has not finished their work on time, which means you are not able to start the electric installation as scheduled. You have agreed to start on a new site immediately after, and so won't be able to delay this job	You subcontract out the other client to another contractor, and negotiate a higher fee for the rushed work and inconvenience to cover costs	Speaking step 13: I speak influentially by changing the structure of my points to best persuade the listeners Listening step 8: I show I am listening by summarising or rephrasing what I have heard

Ask pupils to come up with scenarios that require adaptability and can happen in their lives at school (encourage them to think about Upper School as well as now) and write them on the board



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		<p>Examples to start the conversation: Moving to a new house; gaining a new team-mate; starting at a new school; having to get to school in a new way e.g. from car to public transport</p> <p>Next ask pupils to come up with one way in which they could:</p> <ul style="list-style-type: none"> - Practice the skill of adaptability at the start of the next school term, or next time they join a new team or club <p>Plenary: Use the questions below to support pupils reflect and embed what they have learned.</p> <ul style="list-style-type: none"> • What does positive body language look like? • How do tone, expression and gesture work together to affect the meaning of what is said? • How can you use them to make your speaking engaging? • How can you adapt your language, tone and expression to your audience's reaction? • What is the difference between influencing and negotiating? • What is the effect of positive body language from the person listening to you speak? • What is the effect of your positive body language on the person you are speaking to? • How would you choose between summarising or rephrasing to show you are listening? 		
3	LO: To identify core leadership qualities	<p>Re-visit Ground Rules</p> <p>Starter: Choose from the following icebreakers to get pupils thinking about the core transferable skill of leadership and how they can build this skill whilst in education.</p> <ol style="list-style-type: none"> 1. <u>Pulling in different directions</u> <ul style="list-style-type: none"> • Divide the class into groups of five, with a felt tip/marker pen, four strings and a piece of paper. Ask pupils to tie the four strings to the pen with roughly equal lengths spare • Tell the group to discuss and agree upon a word they think represents leadership • Once agreed, the team must work together to manoeuvre the pen to write out the word; the fifth person not holding string is the designated leader 	<p>Ask It Basket</p> <p>Barclays LifeSkills: Leadership</p> <p>Student Sheet: 2.1: job roles and descriptions</p> <p>Student Sheet 2.2: What's my leadership style?</p>	<p>I can give a wide variety of examples of leadership and recognise that anyone can be a leader</p> <p>I understand the importance of teamwork as part of being a leader</p>



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	<ul style="list-style-type: none"> • Ask the class to discuss what they found challenging about the exercise and why, ask them if having a leader helped and what might have been harder without them • Explain that the activity highlights the difficulty when people pull in different directions towards the same goal, but that having a leader makes it easier for people to work together more effectively as a team. <p>2. <u>Leadership quiz</u></p> <ul style="list-style-type: none"> • Show the short multiple-choice quiz on PDF Presentation Slide 1.2 and explain that the quiz doesn't necessarily have right or wrong answers to each question, but it will encourage them to consider what they believe makes a good leader • When completed, ask pupils which answers they gave for each question and why • Ask the wider class if anyone had a different answer and if so, ask them to explain their thinking • Explain that leadership style and actions depend on the context a leader finds themselves in and different behaviours might show good leadership in different situations <p>Main: <u>Activity 1: What makes a good leader?</u> Ask pupils who comes to mind when they think of a leader. Encourage them to consider different types of people both far removed and close to themselves. Show them PDF Presentation Slide 2.1 of some people who have been identified as being leaders – do they agree that these people are leaders?</p> <p>Share the LifeSkills leadership definition: Leadership is about supporting, encouraging and motivating others to achieve a shared goal</p> <p>Explain to pupils that leadership skills are transferable across all aspects of life including school, college and work. Being a leader means being proactive, being a good communicator, keeping a project on track and more – all traits that will make them more employable in future.</p> <p>Remind pupils that our actions towards others are central to good leadership. Ask them to reflect on a time when they made a special effort to help someone feel included; this could be an example from a</p>	<p>Leadership PDF Presentation Slides</p>	<p>I can begin to identify skills and their use in other areas</p> <p>I understand how to incorporate inclusivity into leadership, ensuring all team members feel supported and valued</p>
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	<p>class situation, in their friendship groups, in an after-school club etc. Now ask them to consider why it's important for a leader in the workplace to demonstrate similar inclusive behaviour; for example, creating an environment where others feel able to contribute fully and to the best of their ability.</p> <p><u>Group task</u> Show PDF Presentation Slide 2.2. Explain that this activity involves them working as a team to plan an event, but the purpose of the activity is not to think about ways to hold the event, but how they will organise themselves and prepare in the lead up to it. This could tie in with the end-of-year celebrations.</p> <p>Divide the class into groups of five and hand out cards to each member with a job title and brief role description (Student Sheet 2.1)</p> <p>Ask pupils to list the skills they think their roles will require Each member should have a position, and within their group discuss what their responsibilities are and what steps they would need to take to succeed</p> <p>Ask each team to plan how they would run this event.</p> <p>Vote as a class for the favourite event. Discuss as a class how the event can realistically take place and how the class is going to ensure it goes ahead. *This could be an event for your form class or your PSHCE class.</p> <p>Plenary: <u>Reflection</u> Ask teams the following questions to feedback to the wider class:</p> <ul style="list-style-type: none"> • What are some of the areas that you might think about when it comes to strengths and weaknesses? E.g. specialist knowledge, experience, character traits or skills • Based on the strengths of the group, was the process of allocating tasks fair and justified? <ul style="list-style-type: none"> - Would you allocate tasks differently in the future? 		
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		<ul style="list-style-type: none"> • Did the project leader encourage others to contribute to group decision making? • Was the project leader the only person to take the lead? • How did the team communicate with each other? • Were there any skills that would be useful to all members? • How can you identify strengths and weaknesses in others? • Which team member took a lead on the following? <ul style="list-style-type: none"> – Bringing the team together under one idea so most people were happy to finish the task – Being adaptable and motivating the team, depending on the situation – Using strategies to negotiate differences between team members – Coming up with creative solutions – Making sure everybody was clear on their roles – Recognising teammates strengths and making sure roles matched these to achieve team goals – Keeping things on track and identifying key objectives – Ensuring all team members were given a clear role; helping all team members to feel included, valued and supported <p>Encourage them to see that all team members can lead in their area even if they are not the designated Project Leader.</p>		
4	<p>LO: To be able to link being creative with generating innovative ideas</p>	<p>Re-visit Ground Rules</p> <p>Starter: <u>Generating ideas</u> Explain to pupils that together you'll be looking at why creativity is a very useful core transferable skill and how we can improve it, before putting the skill into practice</p> <p>Start with a brief discussion about being creative: what examples can pupils give of being creative, at school, in their day-to-day lives or at work if they have a job? What benefits can this skill offer employers?</p> <p>Ask pupils to record their thoughts about what it means to be creative in the form of a mind map, drawings or a graffiti wall.</p>	<p>Ask It Basket</p> <p>Barclays LifeSkills: Innovation and idea generation Part 1</p> <p>Innovation and idea generation PDF Presentation Slides</p>	<p>I can describe how to generate ideas</p> <p>I can identify where I see creativity being used and when I need to generate creative ideas in my own life</p>



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	<p>Pupils who are less confident about sharing their ideas in a group may wish to create their own individual mind maps or graffiti wall. These activities will help to gauge pupils' starting points and enable them to demonstrate the progress they have made by the end of the lesson. It will also offer an opportunity for teaching to be adapted where necessary</p> <p>Select an icebreaker to get pupils generating creative ideas</p> <p><u>Innovation challenge option 1</u></p> <p>Spend five minutes on a 'what if' question, giving each pupil the chance to provide a response. Set out a few ground rules, such as no criticising each other's ideas and no interrupting. It doesn't matter how outlandish or fantastic the ideas are, the aim is to get the pupils thinking creatively. For example, you could ask, how would the world be different if:</p> <ul style="list-style-type: none"> - We all had a pair of wings? - We all had to find a new way to travel long distances? - We all had to find a new way to communicate? - Animals could talk? <p>Praise the pupils for their creative ideas.</p> <p><u>Innovation challenge option 2</u></p> <p>Ask pupils to work in small groups and invite them to consider an everyday object – for example, a book, a ruler, a plastic bottle, a spoon – and invite them to think of new uses for the object. Hand the object around the group: when a pupil holds the object, he or she should say what their new use for it is.</p> <p>Some pupils will find this easier than others: if a pupil is struggling, allow them to pass the object on and say that you'll come back to them later when they've had a chance to think</p> <p>Make sure you have some ideas of your own so you can help the pupils. For example, a ruler could be a diving board for a mouse, a device for propping a book open, a handy holder for elastic bands. This should help pupils appreciate that:</p> <ul style="list-style-type: none"> - Looking at things differently helps us create solutions 	<p>Creativity and Enterprise: Classroom Challenge film: https://barclayslifekills.com/educators/lessons/innovation-and-idea-generation/</p> <p>A simple everyday object for Step 1 icebreaker</p>	
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	<ul style="list-style-type: none"> - Being innovative reinvigorates existing ideas and helps you to stand out - Some of the best inventions don't "reinvent the wheel", they just tweak an existing concept - Being creative with others helps build relationships and encourages collaboration <p>Main: <u>What is enterprise?</u> Ask the pupils what being enterprising means, how do they think somebody who is enterprising might behave or what they might do? For example, being proactive, resilient or helping other people to solve their problems.</p> <p>Show PDF Presentation Slide 1.1 to explore the examples listed and help pupils see that they all relate to the definition that being enterprising means bringing about change.</p> <p>Now ask pupils what being innovative has to do with being enterprising? Explain that in order to bring about change, an idea needs to be thought of to fill a gap or solve a problem. Watch the Classroom Challenge film. You will need to log in to watch film: dhooper@edwardpeake.beds.sch.uk EdwardPeake@20</p> <p>Ask pupils to think of something they do in their own lives that demonstrates being innovative. Working in small groups, ask pupils to create a graffiti wall with all encouraged to write or draw on the wall with their ideas. Remind them that people can be creative with how they use their time, resources they have to hand or in the ways that they get tasks completed so it is not always something that is visible to the eye.</p> <p>Ask each group to present the main ideas from their wall</p> <p>PDF Presentation Slide 1.2 shows a range of activities: ask the pupils how innovation is used in each of the listed tasks. Invite one spokesperson from each group to feedback their ideas about how one of the examples on the slide demonstrates thinking outside the box</p>		
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	<p>When you have worked through all the activities, explain that they all require creativity to some degree or another</p> <p>Being innovative and enterprising are both linked to being creative. Show PDF Presentation Slide 1.3 with a definition of creativity and check the pupils agree that this sums up what creativity is</p> <p>Ask pupils for ideas about why innovation and creativity is important – if needed, they can draw on the mind map or graffiti wall created earlier for inspiration. Help them to understand that without new ideas, our world would be a very different place: we wouldn't have developed most of the things we see around us. Innovation allows us to keep improving our world</p> <p>It is important here to highlight that creativity is a skill that every single person is already using in some way and can be developed further. The way people demonstrate this can differ, some people might be musically creative, others are mathematically creative, or innovative on the football pitch or in the kitchen.</p> <p><u>Generating ideas</u> Show PDF Presentation Slide 1.4: this is a drawing by the cartoonist W E Hill (1915) called My Wife and My Mother-In-Law, which was adapted from a picture going back at least to an 1888 German postcard.</p> <p>Ask the pupils what they see: some will see a young woman looking away over her shoulder, and others will see an old woman looking downwards.</p> <p>Invite pupils to reflect on how ideas are generated in class, e.g. graffiti wall, mind mapping, concept mapping, pass the object, silent debates, role playing (observer, main protagonist, etc.)</p> <p>Explain that our different points of view and perspectives when viewing the same thing are why sharing the creative process generates more ideas than one person on their own</p> <p>Explain to pupils that one frequently used creative technique is idea generation: using creativity, and often teamwork, to create new and innovative ideas. These ideas could be new to your team, new to your company or your school or never been thought of before.</p>		
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	<p>Developing the ability to generate ideas together is a key skill that is useful in the work place but also sometimes in the application process as assessment events often involve tasks that require a group to be creative or problem solve together</p> <p>Hand out copies of PDF Presentation Slide 1.5 and explain that you are going to look at how we can develop our creativity. Put the students into groups of three to six and ask them to discuss the question on the sheet. Give them five minutes to talk and note down their ideas.</p> <p>Pupils who don't feel comfortable working in groups may wish to write down their ideas individually. The sheet includes a few ideas to get students thinking: be aware that some pupils will find this activity quite challenging, so be ready to support groups that are struggling to find answers. Here are some examples of how they could improve their creativity:</p> <ul style="list-style-type: none"> - Listening to others – use other people’s ideas to help develop your own and be inspired by people who have achieved things that you admire – you can find examples from friends, colleagues and social media - Being positive – help yourself and others to be confident - Trying new approaches and having an open mind, for example, free thinking can be very powerful as it involves noting down everything that comes into your mind quickly and not dwelling on anything then reflecting later on all your ideas - Encouragement – allowing yourself or others to work through a creative process - Looking for opportunities to be creative – the more you practise being creative, the easier it becomes. Taking the easy route is not always the best – pushing yourself to be brave and pursue the most creative route can pay off - Not rejecting any ideas (at least to start with): by embracing innovation – even though an initial idea might seem silly or irrelevant – you’ll develop more inventive ideas <p>After five minutes, ask each group or individual to feed back their ideas about developing creativity. Write these on a board or the graffiti wall if you created one at the start of this activity</p> <p>Plenary: Summary discussion</p>		
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		<p>Hand out copies of PDF Presentation Slides 1.6 and ask the pupils to fill in part 1, listing where creativity is used. These answers should encompass all people, not only pupils . They should look at where this could apply to different situations, e.g. at home, in school and at work</p> <p>Ask the pupils to feed back briefly on where they see creativity used. Remember that it is important to ensure distancing techniques are used so that these scenarios do not reflect directly on pupils' real lives, as some may find it emotionally challenging to discuss certain situations too personally</p> <p>Now challenge them to think about where they are already creative in their own lives. Ask the pupils to complete part 2. Pupils can ask their peers for support or suggestions and may want to work in pairs if they feel comfortable doing so</p> <p>After a few minutes, ask the pupils to feed back where they are already creative. They should feel positive about where they are already creative, both in education and outside of it</p> <p>At this point, ask pupils to revisit their baseline mind map and ask them to add any new or additional ideas they have learned about in relation to what it means to be creative.</p>		
5	LO: To evaluate ideas	<p>Re-visit Ground Rules</p> <p>Starter: <u>Generating ideas for the school</u> Ask pupils to consider their knowledge, skills and understanding in the following areas, rating themselves on a scale of 1-10 in terms of their confidence:</p> <ul style="list-style-type: none"> - Generating ideas - Putting ideas into action - Choosing and presenting ideas effectively <p>Invite pupils to record their thoughts in a mind map or graffiti wall to gauge their starting points and enable them to demonstrate their progress at the end of the lesson</p>	<p>Ask It Basket</p> <p>Barclays LifeSkills: Innovation and idea generation Part 2</p> <p>Innovation and idea generation PDF Presentation Slides</p> <p>Enterprise planner</p>	<p>I can evaluate my ideas about how I could improve my school</p> <p>I can explain why it is important to be able to get my ideas across in a concise way</p>



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	<p>Creating ideas is a key part of being enterprising and this uses creativity and problem solving skills. Use PDF Presentation Slide 2.1 to explain how many different skills come together to make someone enterprising</p> <p>Explain to the pupils how important action is to being enterprising. To become more enterprising they will need to improve their creativity by developing a positive, can-do attitude and self-confidence</p> <p>Main: Assign new groups and set them a challenge. They will need to generate as many ideas as possible about how to improve an aspect of the school – for example they could focus on the way their cohort learns and studies, an app for a school, a peer to peer school buddy mentoring scheme or improving the school environment whether the physical building or the culture</p> <p>Each group should then select their best idea and 'sell' it to the other groups (less confident pupils may prefer to present this in a non-verbal format, e.g. as a poster, presentation or leaflet)</p> <p>Be clear with the pupils that for the first part of the activity, they must try to be positive about all ideas: every idea is good, and every idea goes down on paper as long as it's appropriate to the context. In the second part they can explore which idea might work and use more critical thinking.</p> <p>Allow five minutes for the idea generation and critical reviewing parts of the task respectively. You might want to remind the group about good teamwork skills before they begin this activity</p> <p>While the groups are working, go around and offer encouragement and positivity, but not your own ideas. Ensure that the groups are being inclusive and that every individual is getting a chance to speak: you never know where the best idea may come from. Ask each group to appoint a chair person whose job is to ensure that everyone is given the chance to speak and share their ideas.</p> <p><u>Choosing the best idea and creating a presentation</u> After five minutes, ask each group to select their best idea – the one that they think will appeal the most to the class – and develop it further to present to the rest of the class. The presentations will be two-minute pitches.</p>		
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	<p>Tell the pupils to focus for the next five minutes on picking and developing their best idea. Once pupils have generated an initial idea, the enterprise planner can be used to provide structure and build out the detail</p> <p>When the five minutes is up, ask the groups to move on to creating and practising their presentation. Inform the group that they will present their idea to the rest of the class. They need to try and persuade everyone that their idea is the best</p> <p>Show PDF Presentation Slide 2.2, which contains some hints about what the pupils should think about when creating their presentation. Remind them that because it's only short, it needs to be punchy. It has some prompt questions which can help pupils plan their presentation. If needed, show or print PDF Presentation Slide 2.3 which includes some top tips for successful presentations</p> <p>Give pupils ten minutes to practise. Make sure everyone is involved in this process: they will need to agree who is going to make the presentation but they can all help to write it.</p> <p>You may want to assign roles at your discretion if you have pupils who are likely to be less comfortable with presenting to the class. Explain to pupils that this is how a team would work together in most businesses: some people are better at coming up with ideas, others will be good at working out how to turn the idea into reality and others will be able to present it to others to make them believe in it too</p> <p>As before, while the groups are working, go around and offer encouragement and positivity.</p> <p><u>Presenting ideas</u> After ten minutes, bring the class together. Remind them that there is a time limit for each pitch and that you want them to really sell the class their best idea</p> <p>Ensure that the rest of the class understand that they must be silent during presentations and encouraging at the end of each one, and that each group has two minutes to give their presentation</p> <p>Go around each group and ask each to give their presentation from the front of the room</p>		
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		<p>After each presentation, ask the pupils to give some feedback: to make sure this is positive, and it feels appropriate for pupils' confidence levels, you could ask pupils to give the presenters feedback on two or three things they liked about the idea and the presentation, and one way to improve it</p> <p>When all the groups have presented, take a vote on which idea is the most popular</p> <p>Plenary: <u>Summary discussion</u> Reinforce the importance of developing creativity, and the role it plays in being enterprising and generating innovative ideas</p> <p>Highlight again that we all have this skill which can be developed over time</p> <p>Recap the definition of creativity, what the class consensus was on how to develop the skill and where they are already creative. Praise their effort and ability to embrace the creative challenge</p> <p>Finish by reminding the group that creativity is a core transferable skill which employers look for in potential employees, and is an important aspect of being enterprising. Enterprise is centred in action, and requires a mixture of core transferable skills</p> <p>Revisit the mapping exercise completed at the start of this activity to assess pupils' progress. Invite pupils to look again at their confidence ratings and decide if they feel that their ratings have now improved. This could then be used to help present an overview of how they've developed their skills, knowledge and understanding via a presentation, written report or poster.</p>		
6	LO: Change and how to deal with some of the challenges that can arise with change	<p>Re-visit Ground Rules</p> <p>Starter: Ask pupils to think about the statement: Change is always negative</p> <p>This activity can be carried out in pairs or small groups, or pupils can feedback as a whole class.</p>	Ask It Basket Blank A4 paper and pens Post-it notes	I can identify expected and unexpected changes I can describe the impact that change can have



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	<p><u>Baseline assessment: How do you feel?</u> You can choose how to conduct this activity. Pupils can complete it individually on paper, or verbally in pairs/groups. You could also use 'traffic lights' (red/ amber/green) or self-assessment statements e.g. 'I understand where to get help and advice about managing change', depending on your preference.</p> <p>Pupils should answer the three baseline questions below, on a confidence scale (0 = not confident, 10 = extremely confident):</p> <p>A) How confident are you in identifying expected and unexpected changes? B) How confident are you in understanding the effect that change can have (e.g. on friendships, mood, routines, confidence, etc.)? C) How confident are you in knowing strategies to manage change and where to seek support?</p> <p>Main: <u>Dealing with change</u> Show the first part of the video 'Let's talk about change!' (0:00-1:13) https://bcove.video/3aTMEPY</p> <p>Ask pupils to imagine it is the end of the school year. Ask them to think of all the examples of changes that could have taken place for a pupil and write these out as a mind-map.</p> <p>Areas to think about: personal interests, relationships, home life, school life, homework, exams, college, work and possible changes in wider society (e.g. impact of Covid-19).</p> <p>Then ask pupils to take two different coloured pens or highlighters. They should choose one colour to identify expected change and one colour to identify unexpected change. Ask them to go through their lists and highlight the changes accordingly.</p> <p>Next to each of these changes, ask pupils to draw some emojis that could show the impact or effect of the change.</p> <p>Instruct pairs to pick three different examples of change from their lists and discuss the challenges and opportunities that could arise from this change.</p>	<p>I can explain different ways of managing change and where to seek support</p>
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	<p><u>Discussion questions</u> You can conduct this discussion in pairs or small groups if this is more suitable for your classroom environment. Some examples of expected changes might be puberty, exams, homework, new teachers, new timetable.</p> <p>Some examples of unexpected changes might be new relationships, friendships either starting or ending, divorce, moving home, losing jobs, starting work, or wider societal changes such as the impact of Covid-19 which may have affected all of these areas.</p> <p><u>Discussion questions (continued)</u> For further challenge, pairs or small groups can discuss the questions on the slide. Encourage pupils to recognise that expected (or known) changes can often be positive and allow for young people to plan and prepare effectively for them. Whilst unexpected (or unknown) changes can sometimes be harder to manage or anticipate, there are still effective strategies that can be used to deal with change, and the feelings associated with change, in the moment. These will be explored in the next section of this lesson. It's also good to point out that someone managing unexpected change is likely to develop new skills, such as problem solving, resilience, positive thinking and self-care.</p> <p><u>Managing Change: Videos</u> Show pupils the following videos: Second part of 'Dealing with change' video (1:13 – 3:05) https://bcove.video/3aTMEPY 'Let's talk about change!' video (3:17) https://bcove.video/3qpitkR Encourage pupils to silently reflect on a time in the past when they have had a change to face and think of a strategy that helped them to deal with the change.</p> <p><u>Managing change: Scenarios</u> In groups of four, give pupils five different scenarios.</p>		
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	<p>Ask them to match the scenarios with possible management strategies on the next slide (each scenario could match up to multiple strategies).</p> <p>Support: Ask pupils who need more support to pick three of the scenarios to focus on and give them an example for each one to scaffold their learning.</p> <p><u>Managing change: Scenarios (continued)</u> As a whole class or in large groups, ask pupils to share and discuss their choices. Note that for some pupils with Special Educational Needs and Disabilities and autism, sensory soothing may be a good strategy.</p> <p>Discuss the questions on Slide 11. Pupils who need further challenge, can think about the second part of the questions.</p> <p>Plenary: <u>Baseline assessment: How do you feel?</u> Ask pupils to think back to the confidence line that they shared at the start of the session and consider:</p> <p>A) How confident are you in identifying expected and unexpected changes? B) How confident are you in understanding the effect that change can have (e.g. on friendships, mood, routines, confidence, etc.)? C) How confident are you in knowing strategies to manage change and where to seek support? Ask pupils to consider why their scores have changed and give an example of something new they have learned or thought about.</p> <p>Ask pupils to complete sentences 1-3 to summarise their learning using Slide 13.</p> <p><u>Signposting</u> Remind pupils of some of the options available if they need further support. Childline and The Mix run free telephone helplines for children and young people, while Shout offers free text messaging support from a team of Crisis Volunteers.</p>		
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Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address.