

Advanced Skills Induction Resource

Skills Induction preface

The foundation of the Advanced Welsh Baccalaureate is based on the essentialness of developing the skills of young people in Wales, in order to compete in an international market. Therefore, skills development along with knowledge acquisition is essential. The Advanced Welsh Baccalaureate must attempt to equip learners with relevant theory in conjunction with opportunities for experiential learning. It is only with experiential learning that young people will be able to develop their skills through a process of planning, doing and reflecting. It is also vital to ensure that each learner leaves Advanced level education with a minimum competency at level 3 in all 7 skills whilst recognition is given to those who possess more advanced skills sets.

Skills development pedagogy

Skills development can be broken down into three components¹:

- 1) Understanding the concept
- 2) Understanding the process
- 3) Understanding the context. This includes the situation along with the interconnectivity within the context. For example; understanding the audience, the impact of actions on others and the impact of actions from others

Furthermore, the notion of skills development in general, can be understood by considering these three components. Each specific skill can then be considered in the same way. The emphasis on skill development is that of Plan, Do, Review and that this process must be repeated. Well-developed skills are a result of practice. These are fundamental tenants to successful teaching and learning related to skill development.

It is anticipated that this Advanced Skills Induction Resource would be used in the first half term of learners Advanced Welsh Baccalaureate course and that it could last **30 hours** (or more) depending on the activities selected.

Section 1.4 of the Advanced Welsh Baccalaureate specification details all of the expected components of each skill. Activities have been produced that focus on one or more of these specific components. Mini challenges have been developed to allow learners to demonstrate a mixture of skills in one activity.

¹ Based on an adaptation from PISA methodology to suit the wider nature of skill development within the Welsh context

Unit	Activity	Resources
1 - Introduction to Skills	1.1 Fun day	Activity Plan PowerPoint Learner work sheets PCs with internet
	1.2 Newspaper Reflection	Activity Plan ICT Tabloid newspapers and broadsheets Pens/paper
2 - Personal Effectiveness Skills Induction	2.1 Building a personal resource bank	Activity Plan PowerPoint Learner information sheets YouTube
	2.2 How I see myself and how others see me	Activity Plan PowerPoint Learner work sheets YouTube Sticky notes Blank cards
	2.3 Recognising success and planning for the future	Activity Plan PowerPoint YouTube 'The Great Discovery' Handout
	2.4 Working in groups	Activity Plan PowerPoint Learner work sheets Belbin Questionnaire
3 - Literacy Skills Induction	3.1 Room 101	Activity Plan PowerPoint Learner work sheets
	3.2 Text types and purpose	Activity Plan PowerPoint Learner work sheets
4 - Numeracy Skills Induction	4.1 Glamping	Activity Plan Learner work sheets Pens/paper Calculator If possible flipchart paper or A3 paper attached together
5 - Digital Literacy Skills Induction	5.1 Group blogging	Activity Plan Learner information

		sheet Learner work sheets PC with internet Unrestricted access to blogging sites for example Word Press
	5.2 Promotional publications	Activity plan Learner work sheet PC Access to Padlet
	5.3 Silent debate	Activity plan PowerPoint PC
6 - Critical Thinking and Problem Solving Skills Induction	6.1 The Case of Evan Evans	Activity Plan PowerPoint Learner work sheets
7 - Creativity and Innovation Skills Induction	7.1 The 20 shot Challenge	Activity plan PowerPoint ICT Mobile device or camera Pens/paper
8 - Planning and Organisation Skills Induction	8.1 Paper chains and plates	Activity Plan PowerPoint Learner work sheets SOMA cubes (see activity plan)
9 - Mini Challenge A	9.1 Planning an event / attraction	Activity Plan ICT Digital devices, cameras or recording devices.
10 - Mini Challenge B	10.1 Creating a product	Activity Plan ICT Old cassettes Arts and craft materials
11 - Mini Challenge C	11.1 Wedding planning	Activity Plan ICT Arts and craft materials

12 - Mini Challenge D	12.1 Find the Gap	Activity Plan PowerPoint Learner work sheets SWOT evaluation
13 - Mini Challenge E	13.1 You shall go to the ball	Activity Plan PowerPoint Learner work sheets ICT
14 - Mini Challenge F	14.1 You're the star	Activity Plan ICT www.BARB.co.uk

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<p>Unit 1:</p> <p>Introduction</p> <p>Activity 1.1: The Scratch-card</p>	<p>Length of Session:</p> <p>1 hour</p>
<p>Session Objectives:</p> <ul style="list-style-type: none"> • To be introduced to the 7 skills of Welsh Baccalaureate • To plan an itinerary and demonstrate each of the 7 skills • To begin to appreciate the importance of reflection 	
<p>Introduction to Session:</p> <p>This session is intended to be an introductory session that introduces the learners to the 7 skills specifically focuses on in Advance Welsh Baccalaureate.</p>	<p>Resources:</p> <p>1.1a PowerPoint</p> <p>PCs with Internet</p> <p>1.1b Learners worksheets</p> <p>1.1c Learning Log worksheet</p>
<p>Activity:</p> <ol style="list-style-type: none"> 1. Work through the PowerPoint slides 2. Use My Learning Log worksheet as an introduction to reflection. This can be used by learners many times through the whole unit of study. 	<p>Learning Outcomes:</p> <p>Engaging in each of the 7 skills</p> <p>Beginning to understand the importance of reflection</p>
<p>Plenary:</p> <p>Learners to reflect on how well they utilised each skills as part of the activity.</p>	

Skills:

Literacy

Numeracy

Digital literacy

Problem solving

Personal effectiveness

Creativity and innovation

Planning and organisation

Learner Worksheet (Activity 1.1b)

Itinerary

Time	Activity and details	Costings
7.00am		

Activity 1.1c



Date of learning

What **least interested** me was because:

What **most interested** me was:

What did I previously think was **true**, but now know was **incorrect/wrong**?

Am I **pleased** with the outcome?

My Learning Log

What 3 main things have I learnt in this session?

What was I most **successful** at?

What was **new** or **surprising** to me?

I am still **unsure** about:

What could I **do better** next time?

One thing I learned in this session that I may be able to

Introduction



<p>Unit 1:</p> <p>Introduction</p> <p>Activity 1.2: Newspaper reflection</p>	<p>Length of Activity:</p> <p>1 hour</p>
<p>Session Objectives:</p> <ul style="list-style-type: none"> To enable learners to explore the concept of reflection from different viewpoints. 	
<p>Introduction to Session:</p> <p>This activity encourages learners to reflect on the same subject from different viewpoints and introduces exercises for creative writing.</p>	<p>Resources:</p> <p>ICT Tabloid newspapers and broadsheets Pens/paper</p>
<p>Activity:</p> <ol style="list-style-type: none"> Learners to be given access to a range of newspapers. The learner should then select a 'story' which is reported in both a tabloid and a broadsheet. (Ensure the learners are aware of the difference). E.g. The Mirror and the Times or the Mail and the Guardian. Learners to note and feedback; the similarities and differences in opinions; facts/figures; writing style. Learners should then reflect on their factual or fictional weekend and write an article in the style of a tabloid paper and a broadsheet. Learners can include real or staged photographs. Ask the learners to split into two teams one to represent the tabloids the other the broadsheets to debate which they believe to be the more factual and representative of society. Is it dependant on the political viewpoint or target market of the different newspapers – who is more influential, the journalist, editor or the readers? What are the 'writers' trying to achieve? 	<p>Learning Outcomes:</p> <p>Learners are able to identify writing from different viewpoints and reflect on when different styles of writing are appropriate.</p>
<p>Plenary:</p> <p>Ask the learners to discuss when different styles of writing are appropriate and for what use/purpose:</p> <p>Expository Writing, Descriptive Writing, Persuasive Writing, Narrative Writing.</p>	

Skills:

Identify potential solutions or responses and reasons for different views

Critically assess the strength of options and arguments, take into account opposing views or alternative ideas, validity and reliability

Demonstrate imagination and initiative

Reflect on approaches and techniques for critical thinking, decision making and problem solving and own proficiency in them

<p>Unit 2:</p> <p>Personal Effectiveness</p> <p>Activity 2.1: Building a personal resource bank</p>	<p>Length of Activity:</p> <p>1 hour</p>
<p>Activity Objectives:</p> <ul style="list-style-type: none"> • For learners to consider their own personality type • For learners to consider how their personality type affects their learning and future employability skills • For learners to assess their character strengths • For learners to consider how much they use their strengths • For learners to consider how they can use their strengths more 	
<p>Introduction to Session:</p> <p>Learners are introduced to the idea of building a personal resource bank.</p>	<p>Resources:</p> <p>2.1a PowerPoint</p> <p>2.1b Learner Information (pdf) Sheets</p> <p>YouTube clip: https://www.youtube.com/watch?v=sZJG3atoc6Q </p>
<p>Activity:</p> <ol style="list-style-type: none"> 1. Work through the PowerPoint slides. 2. On slide 7, learners are introduced to the personality test. They are given descriptions of two people and asked to write down the name of the person they are more like. This will result in four names. They take the first letter of each name which will give them their personality type. They will be provided with a Learner Information Sheet that outlines the strengths of their personality type. 3. Learners can be introduced to the VIA classification of character strengths via the YouTube clip. 4. Learners will be given the test and asked to tick their own strengths. They can then be asked to: <ol style="list-style-type: none"> a) Write down what percentage 	<p>Learning Outcomes:</p> <p>Learners will establish their own personality type. This will enable them to discuss whether they find this to be true and how it will help them develop their skills.</p> <p>Learners to discuss the impact of the video. What has it taught them about using their strengths?</p> <p>Learners should be asked to reflect on the results of the VIA test. What can they learn to ensure the use their strengths more?</p>

Personal Effectiveness Skills Induction



<p>you use your strengths on a daily basis.</p> <p>b) Write down a time that you used your strengths. What was the result of doing so?</p> <p>c) Write down 5 things you can do to practice using your strengths on a daily basis.</p>	
<p>Plenary:</p> <p>Learners should reflect on what they have learned in the session. Have they discovered strengths they didn't know they had? How can they use these strengths in their Level 3 studies?</p>	
<p>Skills:</p> <p>Interpersonal skills</p> <p>Resilience</p> <p>Determination</p> <p>Emotional literacy</p> <p>Action planning</p>	

ISTJ

You are strong and determined. You like to perfect your skills and then use them throughout your life. You can spend a lot of time on your own and be perfectly happy while in your own company.

Strengths

- You can work quietly and steadily on something until it is finished.
- You like using skills you've already learned.
- You pay attention to details and like to get the job done properly. You can follow plans and decide quickly.

As a Teenager

Often more adult than the adults! You value your independence, privacy and personal space. You're dependable, loyal and responsible.

Preferred learning styles

- You like to work in quiet so that you can concentrate.
- You like to work alone.
- You like to know the practical benefits before starting.
- You like a logical order.
- You like clear structure.

Revision Tips

- Discuss your work with others.
- Be open to the ideas of others.

Job Ideas

- Accountancy
- Insurance
- Police
- Traffic Warden
- Prison Officer
- Trading Standards
- Inspector
- Administration
- Air-cabin crew
- Plumber
- Law

INFP

You can be imaginative, supportive and playful. You can also be quiet and careful, often wondering whether to jump in and trust your instincts or suss out the person or situation first.

Strengths

- You enjoy learning new skills.
- You are full of enthusiasm.
- You are interested in the thinking behind the idea, particularly how it affects people.
- You can work on many things at once.

As a Teenager

You have strong inner values and beliefs that you like to live by – others may see you as sensitive, complex and deep.

Preferred learning style

- You like to work in quiet so you can concentrate.
- You like to know the theory behind an idea.
- You like encouragement and praise.
- You like variety and choice.

Revision Tips

- Make sure you plan your work so there is enough time to get everything finished.
- You can take criticism very personally. Remember that some criticism will help you improve your work.

Job Ideas

- Counselling
- Advising
- Psychology
- Medical
- Librarian
- Journalist
- Research
- Archaeology
- Creative work

ESFP

You are very sociable and enjoy socialising and having fun as a way to be close to their loved ones. You can very skilful in sport or leisure activities that interest you.

Strengths

- You are friendly and a good communicator.
- You are good at knowing what's going on.
- You can join in with people with enthusiasm.
- You can be generous and a popular team member.

As a Teenager

You are popular and enthusiastic with a zest for life. You dislike routine and conflict – you may try to please everyone, which is difficult all of the time.

Preferred Learning Style

- You like group activity and discussion.
- You like to know the practical benefits before starting.
- You like encouragement and praise.
- You like variety and action.

Revision Tips

- Focus on one thing at a time. Complete it before moving on to the next.
- Revise in groups as long as you can stick to the work!

Job Ideas

- Care work
- Counselling
- Medical
- Estate agent
- Journalist
- Hospitality
- Administration
- Tourism
- Armed forces
- Environmental services
- Management

ISFJ

You like the security and safety of your families, being loyal and caring to those around you. You can be strong and determined to protect what you believe in.

Strengths

- You are patient with people and details.
- You are good at bringing up relevant facts.
- You can be aware of other people's beliefs, values and strengths.
- You are a popular team member but you rarely push your views forward unless asked.

As a Teenager

You can be seen as kind and quiet and are popular because you're sensitive to others' needs. You're realistic, down to earth and respect tradition and authority.

Preferred Learning Style

- You like to work in quiet so that you can concentrate.
- You like to work alone.
- You like encouragement and praise.
- You like structure, procedures and time plans.

Revision Tips

- You're generally good at revising but remember to take breaks.
- Check with your tutors that your work plan is ok.

Job Ideas

- Business
- Administration
- Public sector
- Health Sector
- Libraries
- Financial services
- Fire/ambulance services
- Hairdressing/beauty
- Dental
- Electrician
- Teaching

INTP

You are intelligent, determined and wise. You are careful and quiet, speaking only when you have something interesting or useful to say. When you speak; it is usually worth listening to. INTPs are quite rare and therefore easy to misunderstand.

Strengths

- You enjoy learning new skills.
- You enjoy solving problems using your imagination.
- You like analysing and putting things in logical order.
- You can be careful with details.

As a Teenager

You're independent, quiet and a flexible deep thinker.

Preferred Learning Style

- You like to work in quiet so that you can concentrate.
- You like to work alone.
- You like to know the theory behind an idea.
- You like a logical order but appreciate being able to decide on your own way to do things.

Revision Tips

- Focus on one thing at a time. Complete it before moving on to the next.
- Plan so that you have enough time to finish everything.

Job Ideas

- Computing
- Architecture
- Research
- Law
- Engineering
- Science
- Built Environment
- Mechanic
- Inventor
- Surveying

ENFJ

You have the qualities of intelligence, warmth, great vision and charisma. You often need to move fast to fit everything in, often enjoying busy and complicated social lives.

Strength

- You are friendly, popular, and a good communicator.
- You like variety and action.
- You can focus on getting the job done.
- You can be imaginative, creative and a problem solver.

As a Teenager

You're popular, cooperative and friendly. People like your enthusiasm, warmth and compassion.

Preferred Learning Style

- You like group activity and discussion.
- You like to know the theory behind an idea.
- You like encouragement and praise.
- You like structure, procedures and time plans.

Revision Tips

- Focus on the positive and the facts.
- Make time for rest and relaxation.

Job ideas

- Journalism
- Writer
- Media
- Law
- PR
- Social Sciences
- Human resources
- Performing arts
- Marketing
- Public relations
- Youth work
- Teacher
- Advice worker

ISTP

You are determined and strong. You can be confident and assertive and enjoy finding out about the world around you.

Strengths

- You can work quietly and steadily on a number of things at once.
- You can look at situations and make decisions without getting upset.
- You can stand up for what they believe in, even if others don't agree.
- You can be flexible and try new ways to get things done.

As a Teenager

You're honest and realistic with great common sense and a love for life. If someone doesn't make sense, you'll tell them so. This can sometimes make you seem stubborn and strong-willed.

Preferred Learning Style

- You like to work in quiet so that you can concentrate.
- You like to work alone.
- You like to know the practical benefits before starting.
- You like a logical order, knowing what you're supposed to do but you like to work out how to do it.

Revision Tips

- You like practical hands-on learning.
- Try not to leave everything to the last minute.

Job ideas

- Agriculture
- Forestry
- Environmental
- Craft
- Engineering
- Law
- Armed forces
- Trading standards
- Photographer
- Biology
- Mechanic
- Construction

INTJ

You are intelligent, determined and wise. You like to think big ideas quietly, while paying attention to the small details to solve problems and develop plans.

Strengths

- You can be careful with facts.
- You can work on something for a long time.
- You are patient with complicated situations.
- You can be imaginative problem solvers.

As a Teenager

At your best, you're a clever, creative visionary with the determination to achieve your goals, which means you may be considered aloof, private and argumentative.

Preferred Learning Style

- You like to work in quiet so that you can concentrate.
- You like to work alone.
- You like to know the theory behind an idea before starting.
- You like structure, procedures and time plans.

Revision Tips

- Because you're good at making quick decisions be careful that you don't miss important stuff from skipping sections of work.
- Take time to undertake research to make sure you have a broad understanding of the whole subject.

Job Ideas

- Computers
- Patent work
- Engineering
- Science
- Surveying
- Market research
- Business
- Law
- Mechanic
- Technical support
- Politician
- Self-employment

ENFP

You are energetic, creative and busy. You are often thinking of new and clever ways of doing things, preferring variety and action to peace and quiet.

Strengths

- You can get things done at the last minute.
- You are full of enthusiasm.
- You can persuade others.
- You can solve problems using imagination and improvisation.

As a Teenager

You're searching for your individual identity. You are drawn to express yourself through drama, words or art. You don't like being told what to do – you'd rather work that out for yourself.

Preferred Learning Style

- You like group activity and discussion.
- You like to know the theory behind an idea.
- You like encouragement and praise.
- You like variety and choice.

Revision Tips

- Try to finish something before moving on to the next topic.
- Imagine completing your revision as a happy way to pass time.

Job Ideas

- Journalism
- Psychology
- Marketing
- Advertising
- Speech therapy
- Teacher
- Performing
- Arts
- Advice worker
- Media
- Sports massage
- Health practitioner
- Youth worker

ISFP

You are popular and friendly despite spending a lot of time on your own. You like exploring the outdoors.

Strengths

- You can enjoy what's going on now.
- You can adapt and change your plans.
- You can be aware of people's strengths and beliefs.
- You are a popular team member but rarely push your views forward unless asked.

As a Teenager

You have an eye for quality and may have collections. You may be very close to your family and can feel nervous about leaving home. You're a loyal friend, and good at solving problems.

Preferred Learning Style

- You like to work in quiet so that you can concentrate.
- You can work alone.
- You like to know the practical benefits before starting.
- You like encouragement, praise and flexibility.

Revision Tips

- Motivate yourself with treats and rewards for finishing revision.
- Don't be afraid to learn new things and ways of doing things.

Job Ideas

- Hospitality
- Care work
- Agriculture
- Farming
- Art
- Music
- Ecology
- Working with animals
- Environmental work

ESTJ

You can be strong, taking charge of situations and organising so that things get done. You have a no-nonsense, go for it personality.

Strengths

- You like action.
- You can focus on outcomes and results.
- You can act and communicate quickly and decisively.
- You are reliable and realistic.

As a Teenager

You're normally in control and in charge. You work out what needs to be done, how it should be done, and then do it!

Preferred Learning Style

- You like group activity and discussion.
- You like to know the practical benefits before starting.
- You like logical order.
- You like a clear structure.

Revision Tips

- Convince yourself of the value of revision and you'll do it!
- Talk to others to get new insight.

Job Ideas

- Business management
- Engineering
- Dentistry
- Systems analyst
- Emergency services
- Marketing
- Accountancy
- Law
- Plumber
- Sales person
- Self-employment

ESFJ

You are warm and friendly, loyal, organised and a bit of a chatterbox. You are popular.

Strengths

- You are friendly and a good communicator.
- You can be a popular team member.
- You can act and communicate quickly and without fuss.
- You often know what is going on and join in keeping everyone else involved.

As a Teenager

You can be modest about your achievements and be surprised at how well you're liked by friends.

Preferred Learning Style

- You like group activity and discussion.
- You like to know the practical benefits before starting.
- You like encouragement and praise.
- You like a clear structure.

Revision Tips

- Try and use and develop your imagination.
- Discuss topics with others.

Job Ideas

- Health service
- Administration
- Hospitality
- Tourism
- Teaching
- PR
- Marketing
- Business Studies
- Retail
- Hairdressing/beauty
- Public services

ENTP

You can be fast with words and actions, moving quickly from idea to idea and task to task. You like to try out new experiences. When you speak, you may be loud!

Strengths

- You can communicate easily.
- You enjoy learning new skills.
- You are alert, outspoken and interesting company.
- You are an imaginative, spontaneous, problem solver.

As a Teenager

You're adventurous, direct and assertive. You tend to ask why.

Preferred Learning Style

- You like group activity and discussion.
- You like to know the theory behind an idea.
- You like logical order.
- You like variety and choices.

Revision Tips

- Try and understand the subject fully before drawing your conclusions.
- Stick to the point, prioritise and don't jump from idea to idea too quickly.

Job Ideas

- IT
- PR
- Management
- Science
- Engineering
- Architect
- Photographer
- Law
- Performing Arts
- Business
- Politics
- Philosophy
- Retail
- Self-employment

INFJ

You are deep, quiet and imaginative, warm and caring. You value your own and other's uniqueness.

Strengths

- You are interested in the idea behind what you're doing, especially how it affects people.
- You are patient with complicated situations.
- You can solve problems using your imagination.
- You can persuade others.

As a Teenager

At your best you can inspire others! You can be a perfectionist and you like to please others.

Preferred Learning Style

- You like to work in quiet so that you can concentrate.
- You like to know the theory behind an idea.
- You like encouragement and praise.
- You like structure, procedures and knowing finishing times.

Revision Tips

- Don't ignore practical details and considerations.
- Motivate yourself by imagining the positive benefits all your hard work could bring.

Job Ideas

- Social work
- Counselling
- Psychology
- Advising
- Languages
- Journalism
- Marketing
- Life science
- History
- Teaching
- Receptionist

ESTP

You are confident and fearless. You prefer action and variety, can be fun to be with, but can react (usually with a funny comment!) if things get boring.

Strengths

- You're good at on-the-spot problem solving.
- You can act and communicate quickly and decisively.
- You can stand up for what you believe in even if others disagree.
- You can adapt and change plans.

As a Teenager

You enjoy freedom and adventure, which can result in clashes with authority.

Preferred Learning Style

- You like group activity and discussion.
- You like to know the practical benefits before starting.
- You like to know what to do but not how to do it (you'll work that out for yourself).

Revision Tips

- You can get bored with long explanations and theories.
- You're better working with things that you can take apart or put together.

Job Ideas

- Engineering
- Science
- IT
- Hospitality
- Armed services
- Architect
- Paramedic
- Builder
- Youth worker
- Environmental

ENTJ

You have leadership and strength. You can generate new ideas and new ways to do things. Others are often willing to follow you due to your good ideas and your determination to make them happen.

Strength

- You can enjoy action and variety.
- You can be an imaginative, creative problem solver.
- You can take charge of situations and people easily.
- You can provide big ideas for better ways of doing things.

As a Teenager

You may be mature and confident, which can be seen by some as big-headed, but it isn't: it's being able to stick up for what you believe in.

Preferred Learning Style

- You like group activity and discussion.
- You like to know the theory behind an idea.
- You like a clear order and structure.

Revision Tips

- You're usually highly motivated to work on the topics that interest you.
- Make sure you're thorough and get the simple things right.

Job Ideas

- Catering
- Hospitality
- Travel
- Public sector
- Retail
- Manufacturing
- Business Management
- Politician
- Pure Science

The VIA Classification of Character Strengths

WISDOM & KNOWLEDGE

Signature Strength	What it means	Tick your strengths
Curiosity, Interest in the world	You're open to new experiences and like to take a flexible approach to most things. You don't just tolerate ambiguity; you're intrigued by it. Your curiosity involves a wide-eyed approach to the world and a desire to actively engage in novelty.	
Love of Learning	You love learning new things. You love being an expert and/or being in a position where your knowledge is valued by others.	
Judgement, Critical Thinking, Open Mindedness	It's important to you to think things through and to examine issues from all angles. You don't quickly jump to conclusions but instead, carefully weigh up evidence to make decisions. If the facts suggest you've been wrong in the past, you'll easily change your mind.	
Ingenuity, Originality, Practical Intelligence	You excel in finding new and different ways to approach problems and/or to achieve your goals. You rarely settle for simply doing things the conventional way more often looking to find better and more effective approaches.	
Social and Emotional Intelligence	You have a good understanding of yourself and of others. You are aware of your own moods and how to manage them. You're also very good at judging the moods of others and responding appropriately to their needs.	
Perspective	This strength is a form of wisdom. Others seek you out to draw on your ability to effectively solve problems and gain perspective. You have a way of looking at the world that makes sense and is helpful to yourself and to others.	

COURAGE

Signature Strength	What it means	Tick your strengths
Valour, Bravery	You're prepared to take on challenges and deal with difficult situations even if unpopular or dangerous. You have the courage to overcome fear as well as ability to take a moral stance under stressful circumstances.	
Perseverance, Diligence, Industry	You finish what you start. You're industrious and prepared to take on difficult projects (and you finish them). You do what you say and sometimes you even do more.	
Integrity, Honesty	You're honest, speaking the truth as well as living your life in a genuine and authentic way. You're down to earth and without pretense.	

HUMANITY & LOVE

Signature Strength	What it means	Tick your strengths
Kindness, Generosity	You're kind and generous to others, and never too busy to do a favour. You gain pleasure and joy from doing good deeds for others. In fact, your actions are often guided by other people's best interests. At the core of this particular strength is an acknowledgment of the worth of others.	
Loving, Being Loved	You place a high value on close and intimate relationships with others. More than just loving and caring for others, they feel the same way about you and you allow yourself to be loved.	

JUSTICE

Signature Strength	What it means	Tick your strengths
Citizenship, Loyalty, Teamwork	You're a great team player, excelling as a member of a group. You are loyal and dedicated to your colleagues, always contributing your share and working hard for the good and success of the group.	
Fairness, Equity	You do not allow your own personal feelings to bias your decisions about other people. Instead, you give everyone a fair go and are guided by your larger principles of morality.	
Leadership	You're a good organiser and you're good at making sure things happen. You ensure work is completed by you and also maintain good relationships among group members.	

TEMPERANCE

Signature Strength	What it means	Tick your strengths
Self-Control	You can easily keep your desires, needs and impulses in check when necessary or appropriate. As well as knowing what's correct you're able to put this knowledge in to action.	
Discretion, Caution, Prudence	You're a careful person. You look before you leap. You rarely, if ever, say or do things you later regret. You typically wait until all options have been fully considered before embarking on any course of action. You look ahead and deliberate carefully, making sure long-term success takes precedence over shorter-term goals.	
Modesty, Humility	You don't seek or want the spotlight. You're happy for your accomplishments to speak for themselves but you don't ever seek to be the centre of attention. You don't necessarily see yourself as being special and others often comment on, and respect your modesty.	

TRANSCENDENCE

Signature Strength	What it means	Tick your strengths
Appreciation of beauty and excellence	You're one of those people who stops to smell the roses. You appreciate beauty, excellence and skill.	
Gratitude	You are highly aware of all the good things that happen to you and you never take them for granted. Further, you take time to express your thanks and you appreciate the goodness in others.	
Hope, Optimism	You expect the best for the future and you plan and work to achieve it. Your focus is on the future and on a positive future at that. You know that if you set goals and work hard good things will happen.	
Spirituality, Faith, Sense of purpose	You have strong and coherent beliefs about the higher purpose and meaning of the world. You're also aware of your position in this world and in the larger scheme of things. This awareness shapes your beliefs which shape your daily actions; this is a strong source of comfort to you.	
Forgiveness, Mercy	If you're wronged you can forgive. You allow people a second chance. You're guided more by mercy than revenge.	
Playfulness, Humour	You like to laugh and to make others laugh and smile. You enjoy and are good at play. You easily see the light side of life.	
Passion, Enthusiasm	You're energetic, spirited and passionate. You wake up and look forward to most days. You throw yourself, body and soul, in to all activities you undertake.	

Adapted from the work of Professor Martin Seligman

You might also like to visit www.viacharacter.org for more information about the history and development Character Strengths

<p>Unit 2:</p> <p>Personal Effectiveness</p> <p>Activity 2.2: How I see myself and how others see me</p>	<p>Length of Activity:</p> <p>1 hour</p>
<p>Activity Objectives:</p> <ul style="list-style-type: none"> • For learners to understand the ABC model of thinking • For learners to understand the difference between irrational and rational thoughts • For learners to understand ways of improving self-talk • For learners to reflect on how others view them • For learners to understand the difference between fixed and growth mind- sets 	
<p>Introduction to Session:</p> <p>Students should be introduced to the ABC model of thinking. This model demonstrates how thinking can affect the way that people react to situations.</p>	<p>Resources:</p> <p>2.2a ABC PowerPoint 2.2b ABC scenario cards 2.2c Learner Work Sheet Envelopes for each learner Sticky notes Blank cards YouTube clip: https://www.youtube.com/watch?v=UOlGcESiLWM</p>
<p>Activity:</p> <ol style="list-style-type: none"> 1. In small groups (4) distribute a Learner Work Sheet to each learner. It is their task to consider how the individuals could behave in a rational and irrational manner by considering each scenario. 2. Working through the PowerPoint, learners will be introduced to unhelpful self-talk and ways to improve their self-talk. 3. Split the class into groups of 4/5. Ask each learner to write their name on a sticky note and place it on an envelope. Each person in the group 	<p>Learning Outcomes:</p> <p>Learners will see the benefit of reacting in a rational manner.</p> <p>Learners will reflect on how self-talk can affect them in a negative manner.</p> <p>This should be an uplifting exercise that reinforces the positive factors that the group see in the individual.</p> <p>Learners will be able to assess whether they have a fixed or growth mind-set.</p>

<p>needs to write a positive characteristic for each member of the group on a separate card. They then place the characteristic in the appropriate envelope. The sticky notes are then taken off the envelope. The content of the envelopes are displayed and the learners are asked to find the cards written about them. Discuss their reactions to the exercise.</p> <p>4. Learners are introduced to the concept of mind-sets. The PowerPoint enables them to assess if they have a fixed or a growth mind-set.</p> <p>Learners will be shown the short You-Tube clip and asked to discuss how this relates to mind-set theory.</p>	<p>Learners will see the benefit of having a growth mind-set.</p>								
<p>Plenary:</p> <p>Learners should reflect about what they have learned about themselves through this lesson. They should try and monitor their negative self-talk and aim towards having a growth mind-set.</p>									
<p>Skills:</p> <table border="0"> <tr> <td>Resilience</td><td>Determination</td></tr> <tr> <td>Interpersonal</td><td>Emotional literacy</td></tr> <tr> <td>Assertiveness</td><td>Action planning</td></tr> <tr> <td>Relationship management</td><td></td></tr> </table>		Resilience	Determination	Interpersonal	Emotional literacy	Assertiveness	Action planning	Relationship management	
Resilience	Determination								
Interpersonal	Emotional literacy								
Assertiveness	Action planning								
Relationship management									

Group Work – Scenario One (Activity 2.2c)

You are working with a great group – they are all your friends. You often meet at the local cafe as it gives a good informal atmosphere and you can enjoy the work. It is good because no-one in the group nags or bosses anyone else around. You have done some reading around for this project and written a few things down and you hope that it will be useful. You assume everyone else is doing that too; after all, they all turn up and seem engaged.

Assume it is now 2 weeks before your final deadline.

	Jot down some ideas
How might such a team appear during the project presentation if they don't change?	
What are the dangers for individuals working in a group like this?	
Take stock - what does the group need to do NOW?	
What would you have learned about group work from such a group?	

Group Work – Scenario Two

You are working with a group of people – they are all your friends. However, a couple of them have become really bossy and they tell everyone else what to do, constantly adjusting and fiddling with things and even controlling what you are doing. They have told you to do something you have got no expertise or interest in. There is very little team spirit, and you just seem like a group of individuals having to do this stuff. You never expected these friends of yours to be like this. You'll be glad when it is all over.

Assume it is now 2 weeks before your deadline.

	Jot down some ideas
How might such a team appear during the project presentation if they don't change?	
What are the dangers for individuals working in a group like this?	
How will you all be feeling right now? Who will do those last minute tasks if you all feel fed up?	
Take stock - what does the group need to do NOW?	
What would you have learned about group work from such a group?	

Group Work – Scenario Three

You are working with some people you know and some you don't know. Things are going well; you have even developed ground rules, appointed a group coordinator and have regular meetings. However, as time goes on problems arise as two group members aren't 'pulling their weight' – one has even stopped coming to meetings and hasn't produced anything yet. The group is getting annoyed as they see all their hard work being compromised by those who aren't contributing effectively.

2 weeks to go – what would you do from the following?

	Jot down some ideas
How might such a team appear during the project presentation if they don't change?	
What are the dangers for individuals working in a group like this?	
How will you all be feeling right now? Who will do those last minute tasks if you all feel fed up?	
Take stock - what does the group need to do NOW?	
What would you have learned about group work from such a group?	

<p>Unit 2:</p> <p>Personal Effectiveness</p> <p>Activity 2.3: Recognising success and planning for the future</p>	<p>Length of Activity:</p> <p>1 hour</p>
<p>Activity Objectives:</p> <ul style="list-style-type: none"> • Learners will reflect on past successes and what skills they used to achieve that success • Learners will be encouraged to visualise their life in the future and to think about what they would like to achieve • Learners will undertake a reflective exercise in order to write a mission statement 	
<p>Introduction to Session:</p> <p>Last session learners considered how moments of failure helped individuals to keep working towards the future. This session will focus on successful moments and the skills that were utilised to gain that success.</p>	<p>Resources:</p> <p>2.3a PowerPoint YouTube clip https://www.youtube.com/watch?v=scr2PrcDxEo</p> <p>2.3b 'The Great Discovery' handout (pdf) http://www.seancovey.com/pdf/teens/The_Great_Discovery.pdf</p>
<p>Activity:</p> <ol style="list-style-type: none"> 1. Learners are encouraged to recognise their successes. They are asked to list ten things that they have achieved. For each achievement they should write down what skills they used to help them become successful. They are then asked to list areas of their life they want to be successful in now. How can they use their past experiences and skills to be successful in the future? 	<p>Learning Outcomes:</p> <p>Learners should be able to reflect on the skills they have used in the past to be successful and action plan how they could use these skills again.</p> <p>Learners should be able to use this visualisation exercise to help them to aim for a successful; future.</p>

<ol style="list-style-type: none"> 2. Learners should imagine that they are going to a school reunion in ten years' time. They should imagine that the ten years have gone really well. Learners should write down what has happened to them in that time. 3. Learners should be asked how much they want to be successful. They should then watch the YouTube clip and discuss how it made them feel. 4. Learners should work through 'The Great Discovery' handout. This will result in them writing a personal mission statement. 	<p>The Clip should encourage discussion around the desire to be successful.</p> <p>All learners should create a personal mission statement that will help them focus on how they will succeed.</p>
<p>Plenary:</p> <p>Discuss with the students what they have learned from the session. Which exercise was the most useful in helping them create an action plan for their future?</p>	
<p>Skills:</p> <p>Resilience,</p> <p>Determination</p> <p>Interpersonal</p> <p>Emotional literacy</p> <p>Assertiveness</p>	

Unit 2: Personal Effectiveness	Length of Activity:
Activity 2.4: Working in groups	1 hour
Activity Objectives: <ul style="list-style-type: none"> To work effectively in a team 	
Introduction to Session: <p>The terms 'groups' and 'teams' are generally used interchangeably. However, there are differences, and a team can be regarded as a group of people who come together for a defined task. It may mean that that they then disband once the task is complete. For the purposes of this session therefore, we see groups as the more generic term and teams as task specific. In order for teams to work well, they need to understand how people work in groups.</p>	Resources: <p>2.4a PowerPoint 2.4b Learner Work Sheet 2.4c Belbin Questionnaire</p>
Activity: <ol style="list-style-type: none"> 1. Divide the class into groups. They will stay in these groups for the lesson. Explain that groups are very often formed just for a particular task and may not have worked together before, so you might feel a little awkward with each other. Since you will probably be working within a time limit on your WBQ challenges, it is important to understand a little about how groups function in order to be an effective functioning team as soon as possible. John Adair (1986) developed a classic model of how teams function. In groups learners will be given one of three scenarios and will have questions to answer based on the model. 2. Learners will learn how individuals become a team by working through the PowerPoint. This will lead into a discussion on the importance of 	Learning Outcomes: <p>Learners will be able to discuss how to use the Adair model in group situations.</p> <p>Learners will be able to develop a list of appropriate ground rules for group work.</p> <p>In groups learners will discuss which group roles should go to which team member. Learners will establish their ideal team role.</p> <p>Learners will be able to assess their level of skill when working in a team.</p>

<p>ground rules. As a team develop about 4 or 5 ground rules – some examples are: take responsibility for your own learning, actions and reactions; speak for yourself; be honest and open. List 3 more that are or would be important to you when working with a group?</p> <ol style="list-style-type: none"> 3. From the Adair model we can see that a team needs to take care of the task, the group dynamics and its individuals. Since a team is made up of individuals, each with his/ her own characteristics, each person will contribute to the team in different ways and develop different roles within the team. Each learner is to assess what kind of person they are. Looking at the diagram on slide 5, ask them to rate if each of the descriptions are: 1 – very me, 2 – sometimes me, 3 – rarely me 4. Distribute the Learner Work Sheet and in the groups they are in, the learners should look at a list of team roles and establish who would be best in each role. 5. Learners should undertake the Belbin Questionnaire to establish their best team role which is also in their Learner Work Sheet and discuss whether they agree with the result. 6. Finally, learners should also reflect on their developing skills in team work using a scale of 1 – 4 where: 1 = not confident and needs developing and 4 = confident of my ability regarding this skill which is the last part of the Learner Work Sheet. 	
<p>Plenary:</p> <p>Learners should reflect on what new skills they have learned from the session and what their roles should be when working in a group.</p>	

Personal Effectiveness Skills Induction



Skills:

Communication

Collaboration

Participation

Taking responsibility

Relationship management

Managing conflict

Team Roles (Activity 2.4b)

Look at the team roles below. From your selection of the kind of person you think you are which role would suit you

- 1 - 'ideal role for me'
- 2 - 'an OK role for me'
- 3 - 'this is not a role for me'

Coordinator/Leader

Creates common purpose | provides communication and vision | clarifies objectives | makes sure everybody is involved, committed and motivated | coordinates the efforts of the team | ensures that decisions are made and the team makes progress.

You may have preferred the 'action' or the 'people person' from above. So is this for you? Discuss with other team members how you see your role and their role in the team. Think how an 'action person' or 'people person' might develop this role. How do your perceptions compare with other team members?

For me	For team mate 1	For team mate 2	For team mate 3

Thinker

Collects and analyses information | listens to what is being said and watches what is going on | is sometimes quiet before contributing ideas | thinks through the problem | sees solutions, anticipates problems.

You will probably have preferred the 'thinker' from above. So is this for you? Discuss with other team members how you see your role and their role in the team. Think how an action person or people person might get on with this kind of person - can you see the problems that might occur for the team? How do your perceptions compare with other team members?

For me	For team mate 1	For team mate 2	For team mate 3

Achiever

Wants to succeed and strives for results | wants to progress towards the goal quickly | becomes impatient with delays | challenges assumptions and proposes improvements | has lots of enthusiasm | questions complacency.

You may have preferred the 'action person' or 'thinker' from above. So is this for you? Discuss with other team members how you see your role and their role in the team. Think how this role might differ with an 'action person' or a 'thinker' - can you see the problems that might occur? How do your perceptions compare with other team members?

For me	For team mate 1	For team mate 2	For team mate 3

Carer

Is concerned that everybody is fitting in | contributes humour and builds bridges around the team | works to develop a team spirit | is keen to get everyone to agree | watches out for feelings and attitudes | eases tension and fosters a positive spirit.

You may have preferred the 'people person' from above. So is this for you? Discuss with other team members how you see your role and their role in the team. Think how this role might differ with an 'action person' or a 'thinker' - can you see the problems that might occur? How do your perceptions compare with other team members?

For me	For team mate 1	For team mate 2	For team mate 3

Doer

Always wants to be active | is prepared to get involved to help others | wants to see progress and adherence to plans | gets bored with too much discussion | hates time wasting | works hard to finish the task.

You may have preferred the 'action person', 'thinker' or 'people person' from above. So is this

Personal Effectiveness Skills Induction



for you? Discuss with other team members how you see your role and their role in the team. Think how this role might differ with different types of people in this role – can you see the differences that might occur?

For me	For team mate 1	For team mate 2	For team mate 3

Now compare your perceptions and see what the profile is for your group. Are you able to cover all roles? Will some of you have to adapt?

Reflect on Your Developing Skills

A Quality in Higher Education (QHE) report (1993) reported on a survey from employers who ranked the qualities sought after in graduates; the top ten being: *effective communication, **team work**, problem solving ability, analytic skills, flexibility and adaptability, self-confidence and management, decision making skills, independent judgement, numeracy, logical argument.* So it is important to reflect on these skills that you are developing throughout your WBQ studies and record how you are developing them.

For now, reflect on the skills you can develop/ are developing by doing team project work. Tick the skills you are fairly confident you are developing and others that need a little more work.

Use a scale of 1 – 4 where 1 = not confident and needs developing and 4 = confident of my ability regarding this skill.

	Level of confidence
1. I can retain a clear idea of the team's goal.	
2. I work to keep my activities aligned with the team's goal.	
3. I know and understand my role within the team and check out any areas of ambiguity that could lead to misunderstandings.	
4. I understand that planning is an essential part of team activity and actively do this.	
5. I can prioritise my tasks and don't get distracted.	
6. I can communicate with fellow team members honestly.	
7. I can deal with inter-personal issues as they arise in the team.	

Personal Effectiveness Skills Induction

8. I understand that conflicts are a normal part of working together and deal with them openly.	
9. I can accept my role in a team - sometimes as leader and sometimes as a group player.	
10. I remain open to ideas during problem solving.	
11. I see mistakes as a learning opportunity and learn from the feedback I am given.	
12. I respect others in the team and support them.	
13. I deliver what I have agreed to do, on time and to the best of my ability.	

For those skills that need developing, consider how you can do this.

2.4c Belbin Questionnaire

WELSH BACCALAUREATE PERSONAL EFFECTIVENESS Task 1

Many employers list being a good team player as a key soft skill they look for in new recruits. They want staff to work together towards achieving corporate or organisational goals. When hiring new staff, they want to find people with a good attitude and soft skills that reflect the qualities of a good team player.

Complete the following questionnaire (on the next few pages), which was developed by Dr Meredith Belbin and is used by over 40% of the 100 companies in the UK, the United Nations and thousands of organisations throughout the world.

How do I work out my profile?

For each of the following sections, share out 10 points among the sentences that best describe your behaviour. These points may be shared out among lots of statements or you may wish to allocate all 10 points to a statement that you feel really describes your behaviour. Please note that you must allocate 10 points (no more or no less) in each section

Section 1

- A) I like new opportunities to stretch myself
- B) I work well with lots of different types of people
- C) I have good knowledge about some things and am able to share this with people
- D) When in a group, I can draw quiet people out and help them contribute to the group
- E) I can always be relied on to finish anything I start
- F) I can sometimes be outspoken and blunt. Sometimes this is seen as me being tactless and rude

- G) I can usually tell if a plan or idea is good or will work
- H) I can think about different options and weigh each up, without being biased
- I) I am really good at coming up with ideas

Section 2

- A) I like to be in teams that are organised and structured.....
- B) I like to make sure that when I am in a team everyone has a say about something
- C) I have a tendency to talk a lot in a group.....
- D) I don't appear enthusiastic in a group because I don't get carried away with things; I like to think through all decisions that are being made
- E) I am sometimes seen as forceful and bossy when I am in a group
- F) I find it difficult to lead a group
- G) When I am in a team, I sometimes caught up in my own ideas and lose track of what is happening in the team
- H) I am reluctant to contribute in a team, unless I know a lot about what I am talking about
- I) I don't like to give my opinions about something until the end

Section 3

- A) I can often influence people without pressurising them
- B) I am usually good at spotting careless mistakes and omissions from spoiling the success
- C) I like meetings to be productive, and I don't like meetings that waste time or lose sight about what they are supposed to be doing
- D) In a team, I can often come up with an original idea
- E) I always try to be professional when I am in a work environment
- F) I am good about thinking about new possibilities and ideas
- G) People think I have good judgement about things. The decisions I usually make are the right ones
- H) I am always the organised one of the group
- I) I am prepared to support and back decisions made by others

Section 4

- A) When I am in a group, I have my say if I know what I am talking about
- B) I am prepared to disagree and challenge the views of others when I am in a team
- C) Even if something isn't a great idea, I may still go along with it
- D) If a plan has been put into action, I will make sure that it works and is followed
- E) I don't do the obvious thing, I tend to look at other ways to do something first
- F) I am a bit of a perfectionist, I like this just right
- G) I am good at making contacts with people outside of work and college
- H) I can listen to different views, but then make my own mind up as to which is the best decision
- I) I like to get to know members of my team well

Section 5 - *I get satisfaction because:*

- A) I like to weigh up situations and think about all my options
- B) I would like to gain qualifications and training and then actively use these in a job
- C) I like to create good working relations with people
- D) I can often have a strong influence on decisions as people listen to me
- E) I like meeting new people with new ideas.....
- F) When working in a team, I like the group to agree on priorities and objectives
- G) I like to give tasks/activities my full attention
- H) I like to use my imagination
- I) I like to find a practical solution to a problem

Section 6 - *If I didn't know team members and our group had to solve a difficult problem,*

- A) I would probably think about my own solution and then try to sell it to the group
- B) I would work with other positive people
- C) I would try to divide the task up, by asking what areas each group member could contribute to
- D) My natural sense of urgency and not wasting time would make sure we completed the problem.....
- E) I would read up as much as possible on the subject
- F) In spite of arguments in the team, I would still press ahead with whatever needed to be done
- G) I would take the lead in a group if we weren't making any progress.....
- H) I would try to get everyone talking to each other and coming up with ideas.....
- I) I would keep my cool and still be able to think straight
- J) I like to find a practical solution to a problem

Section 7

- A) I can show my impatience with people in my group who aren't getting on with the job
- B) People criticize me for being too picky and thinking about things too much
- C) I always try to make sure everything is correct, however this can get on other people's nerves
- D) I don't really like working in a group, I often think I can get on better by myself
- E) I find it difficult to start something, unless I know exactly what is expected of me
- F) Sometimes I find it difficult explaining difficult and complex points to others.....
- G) I don't like asking other people to do something, if I can't do it myself
- H) I don't like to share my personal views in front of difficult or powerful people
- I) I tend to show that I am bored unless I am enjoying what I am doing

Analysis

Add the points from each section into the table on the next page, then add the points in each row:

Roles	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	TOTAL
CF	E	I	B	F	G	D	C	
I	G	A	H	D	I	F	E	
ME	H	D	G	C	A	I	B	
SP	C	H	E	A	B	E	D	
CO	D	B	A	H	F	C	G	
TW	B	F	I	I	C	B	H	
RI	A	C	F	G	E	H	I	
S	F	E	C	B	D	G	A	
P	I	G	D	E	H	A	F	

My highest score is for role _____ (*State the letters here*)

My second highest score is for role _____ (*State the letters here*)

Resource Investigator = RI

You are:

- Probably the most likeable member of a team
You are positive, relaxed, sociable and enthusiastic
- You are best at finding out information, bringing back knowledge, ideas and contacts
- You are good under pressure
- You are a natural salesperson

However:

- You can become easily bored and ineffective
- You aren't very original
- You have short lived enthusiasm so may fail to follow up tasks
- You may spend too much time doing things that interest you, but aren't relevant to the group

Team Worker = TW

You are:

- The most sensitive of the group. You understand others, as well as knowing about people's private matters as they tell you
- You are likeable, popular and passive/unassertive
- You are a good listener and communicator
- You promote harmony within the group
- You are sympathetic, loyal and uncompetitive

However:

- You are indecisive and people see you as a bit soft
- People may only notice your contribution, once you are not there!
- You may spend too much time doing things that interest you, but aren't relevant to the group

Completer—Finisher = CF

You have:

- Self-control and strength of character
- You always make sure that the team is on task and like schedules
- You are conscientious and good at spotting mistakes

However:

- You are an anxious person
- You get impatient with causal and slaphappy members
- You can get bogged down with detail

Coordinator = CO

You are:

- You are of average and above average intelligence
- You are an extravert—people may say you have charisma
- You are disciplined and focused on achieving objectives
- You are a relaxed group member
- You tend to trust people and are not a jealous person
- You can see strengths and weaknesses in other people and are best at deciding who should do what
- You are a good communicator—you don't talk too much or too little
- You are a good listener

However:

- You can be seen as manipulating people to do what you want them to do
- You can offload your own work on to others

Shaper = S

You are:

- Full of nervous energy
- Outgoing, emotional, impulsive, impatient, sometimes edgy and easily frustrated
- You love a challenge
- You often have rows, but they are quickly over and you don't bear grudges
- You are most prone paranoia and conspiracy theories
- You always try to unite a group
- You are self-confident and have great deal of drive. You make things happen

However:

- You can be described as arrogant and can steamroll people into making decisions that they don't really want to make
- You can also offend people's feelings

Specialist = SP

You are:

- Intelligent, self-starting and dedicated
- You provide knowledge to a group and are motivated and single minded

However:

- You can get caught up in technicalities
- You contribute only about the things you know about

Plant = P

You are:

- Original, you always have lots of ideas, suggestions and proposals
- You are imaginative and very intelligent
- You tend to be more of an introvert but can be quite forceful at times
- You can be a trouble shooter and inspire others.
- You are a vital spark in a team

However:

- You can miss out detail and make careless mistakes
- You are bad at accepting criticism and can sulk
- You can get caught up in your own creativity, forgetting about the objectives of the group

Monitor Evaluator = ME

You are:

- A serious person and do not get overly enthusiastic about things
- You are the person who can stop the group from making mistakes
- You are good at constructive criticism.
- Your skill is dealing with large amounts of information and can take in and interpret complex material
- You are objective, solid and dependable

However,

- You lack warmth, imagination and spontaneity
- You can be negative about things
- You can lower the team's morale

Implementer = I

You are:

- Practical and organised
- You are good at assessing what is feasible and what can and can't be achieved
- You have strength of character and a disciplined approach
- You are sincere, integrity and trust others around you

However:

- You do not like change of plans
- You work methodically so tend to be inflexible and lack creativity

- You don't like creativity and regard people as being 'airy fairy'

What is your nickname in the group?

Take you 2 highest scores and see what your nick name is using the table on the next page. Why do you think you have been nick-named this?

TEAM-ROLE PAIR	NICKNAME	TEAM-ROLE PAIR	NICKNAME
PL-RI	EXPLORER	CO-TW	COUNSELLOR
PL-CO	NAVIGATOR	CO-CF	EDITOR
PL-SH	MAVERICK	CO-SP	PROJECT LEADER
PL-ME	BRAINS	SH-ME	INQUISITOR
PL-IMP	ARCHITECT	SH-IMP	TASK MASTER
PL-TW	HIDDEN TALLENT	SH-TW	TEAM CAPTAIN
PL-CF	SCULPTOR	SH-CF	PURSUER
PL-SP	PROFESSOR	SH-SP	STEAMROLLER
RI-CO	FACILITATOR	ME-IMP	PLANNER
RI-SH	DYNAMO	ME-TW	TEAM CONSCIENCE
RI-ME	DETECTIVE	ME-CF	CORRECTOR
RI-IMP	SCOUT	ME-SP	CALCULATOR
RI-TW	COMMUNICATOR	IMP-TW	CONFORMER
RI-CF	CONTRACTOR	IMP-CF	DOER
RI-SP	BUTTERFLY COLLECTOR	IMP-SP	MR FIX IT
CO-SH	BOSS	TW-CF	EMPLOYEE OF THE MONTH
CO-ME	JUDGE	TW-SP	TECHNICAL SUPPORT
CO-IMP	ORGANISER	CF-SP	REFINER

Notes:

<p>Unit 3:</p> <p>Literacy</p> <p>Activity 3.1: Room 101</p>	<p>Length of Activity:</p> <p>1 hour</p>
<p>Session Objectives:</p> <ul style="list-style-type: none"> • To understanding of speaking & listening skills and how to make them effective • To develop presentation skills 	
<p>Introduction to Session:</p> <p>This session is intended to be fun and engaging. Learners need to formulate a speech concerning what they would like to banish to Room 101.</p>	<p>Resources:</p> <p>3.1a PowerPoint</p> <p>3.1b Learner Worksheet</p>
<p>Activity:</p> <ol style="list-style-type: none"> 1. Begin by introducing the PowerPoint (PPT). This should prompt discussion. 2. Explain ROOM 101 using the YouTube Clip on the PPT, including the presentation of rules - (slide 4) 3. Continue to work through slides and distribute learner worksheet. On slide 8, learners are asked select their items and complete the worksheet. 4. Undertake a discussion including a recap of Ted talks - (slide 9) 5. In groups of 5 (maximum), learners suggest their items for Room 101 – after all 5 presentations, the audience (of 5) vote for the most convincing argument. 	<p>Learning Outcomes:</p> <p>Engaged in considering successful strategies for discussion</p> <p>Improved presentation skills</p>

Plenary:

Learners to discuss why some presentations were more successful than others in convincing an audience why certain items should be banished to Room 101.

Skills:

Individual speaking and listening

Group based speaking and listening

Persuasion

Writing your Speech for Room 101 (Activity 3.1b)

Step 1: Use the grid below to plan your speech by writing bullet point notes about five items that you would like to banish.

My pet hate:	Why I wish to banish it to room 101-aim for 4/5 reasons
Pigeons	<ul style="list-style-type: none"> ➤ There are too many of them ➤ They are really 'rats' of the skies-vermin, disease ridden ➤ Their excrement contains acid which rots buildings ➤ The way they flap their wings makes a really creepy noise ➤ Some people have a genuine phobia of them and become like prisoners in their own homes ➤ When I was on the way to an interview once in my best suit, a pigeon 'pooed' on my shoulder which is supposed to be lucky but wasn't-I didn't get the job as I was covered in pigeon poo!

Step 2: Structuring and writing your speech:

Decide on an order for your items beginning with a really strong idea which will grab the audience's attention but also saving another even more gripping idea to create a powerful ending.

Now write your speech- it will need to sound natural, informal and chatty- this is not a formal task and the purpose is to entertain an audience of your peers who will want to be interested and amused!

Below is an example on how the first two items might be written.

1. *Terrible clothing: There is a lot of terrible clothing out there and I almost don't know where to start but it is definitely the number one on my list of what should go into Room 101!*

School uniform: I am putting school uniform in room 101 because I think that it is very uncomfortable and highly unattractive. It may represent the school and show people how well we are educated, but pupils do not wear it properly-they are always just adding bits or not wearing the exact polo shirt or whatever and so it always looks TERRIBLE! So why wear uniform at all if it looks so awful? It's also a nightmare in the winter-so cold-some classrooms are freezing and these flimsy bits of cotton and bad-quality trouser fabric wouldn't keep an ant warm! So get rid of school uniform and let's be confident and happy that we can wear our own clothing. Do these blazers look comfortable? No!

Another thing that has to go into Room 101 is Jesus sandals! MEN! DO YOU REALLY THINK THESE ARE FASHIONABLE? These are so disgusting; they don't catch an eye at all. For starters, men's toes are horrible, yes HORRIBLE so why show them off in shoes like these? Get rid of them, now! Eww! Cord trousers! I do not find these attractive, they have a horrible feel to them and I'd say they don't even suit old people. I am literally chucking these in Room 101 NOW. Shocking!

2. *The next thing has got to be a big one for the worst place in the world and should be banished immediately to the depths of Room 101 - A&E waiting rooms! People who are 'poorly' have to wait in a room with a tiny TV that you cannot see or hear anyway for about an hour or longer. There is a mind-numbing repetition of terrible soaps interrupted by even more terrible adverts and no one so much as tells you where you can get a cup of tea! But if you are lucky you might just be seen within SIX hours! In that time you have been surrounded by people with wailing children, bleeding limbs, broken ankles and drunks. And that's just by 4.30 on a weekday - think what it's like at 2.00am on a Saturday night! What kind of place is this for sick people? You'd be better off trying to set your own broken arm at home with a teaspoon! NO A&E waiting rooms have got to go!*

Now write your speech for Room 101: Aim to write up all five items and then you can choose the strongest three or four for the presentation.

Good luck!

Unit 3: Literacy Activity 3.2: Text types and purposes	Length of Activity: 1 hour								
Session Objectives: <ul style="list-style-type: none"> To identify different text types and purposes To adapt text types for different purposes and audiences 									
Introduction to Session: This session is intended to introduce learners to different text types and purposes	Resources: 3.2a PowerPoint								
Activity: <ol style="list-style-type: none"> Begin by working through the PowerPoint that shows different and unusual text types (graffiti/signs). Link this to text purposes and understanding of how purpose impacts form, structure and language. On slide 18, identify the purpose of each of the listed text types. There may be more than one for each and the discussion is valid. On slides 19-20 introduce the task. In pairs or small groups, learners should choose a text type and an item and then write the task. They can choose from: <table border="1" data-bbox="188 1608 935 1832"> <tr> <td>Estate agent description</td><td>Big Brother applicant</td></tr> <tr> <td>Jeremy Kyle show</td><td>Newspaper report</td></tr> <tr> <td>Politician</td><td>Football commentary</td></tr> <tr> <td>Job application letter</td><td>Job description</td></tr> </table> 	Estate agent description	Big Brother applicant	Jeremy Kyle show	Newspaper report	Politician	Football commentary	Job application letter	Job description	Learning Outcomes: <p>Understanding of how language, tone and structure adapt for different text purposes</p> <p>Understanding of the purpose and audience of a text</p>
Estate agent description	Big Brother applicant								
Jeremy Kyle show	Newspaper report								
Politician	Football commentary								
Job application letter	Job description								

Plenary:

Reflection: Learners to share the finished written tasks in small groups. Carry out discussion of the importance of adapting language, form and structure to the demands of text purpose.

Skills:

Reading: Identifying writer's purpose and intentions by its use of vocabulary & structure

Writing: Select and use appropriate formats, styles and techniques of writing to communicate your purpose and subject matter to your audience

<p>Unit 4: Numeracy</p> <p>Activity 4.1 Glamping (luxurious camping)</p>	<p>Length of Activity:</p> <p>1 hour (This could be extended)</p>
<p>Activity Objectives: To enable learners to use numeracy skills to come up with a solution to a problem</p>	
<p>Introduction to Session:</p> <p>Farmer Fred has realised that he is missing out on an opportunity. Having spoken to his friend whose farm is located on the fringe of the Glastonbury festival, he is missing out on a potential money making opportunity. During the Glastonbury festival, his friend opens up his land for festival goers for glamping. Farmer Fred's land is next to the Green Man festival which has got him thinking....</p>	<p>Resources:</p> <ul style="list-style-type: none"> ➤ Paper and pens ➤ Calculators ➤ If possible flip chart paper or A3 paper attached together ➤ 4.1a Learner Information Sheet
<p>Activity:</p> <ol style="list-style-type: none"> 1. Learners should be divided into teams and be given the Learner Information Sheet 2. Allow 40 minutes (or more) for learners to respond to the problem 3. Ask learners to regroup into larger groups (6-8) and each pair to explain their solution to the problem <p><u>Extension activity</u></p> <ol style="list-style-type: none"> 4. This could be extended by asking learners to write a proposal for Farmer Fred which advises him what the best strategy in terms of profit generation would be for him 	<p>Learning Outcomes:</p> <p>Learners are successfully apply their numeracy skills to solve a problem</p>
<p>Plenary: Ask learners to reflect on how confident they felt in responding to the task. What in particular did they find difficult? How could they improve specific numeracy skills?</p>	

Numeracy Skills Induction

**Skills:**

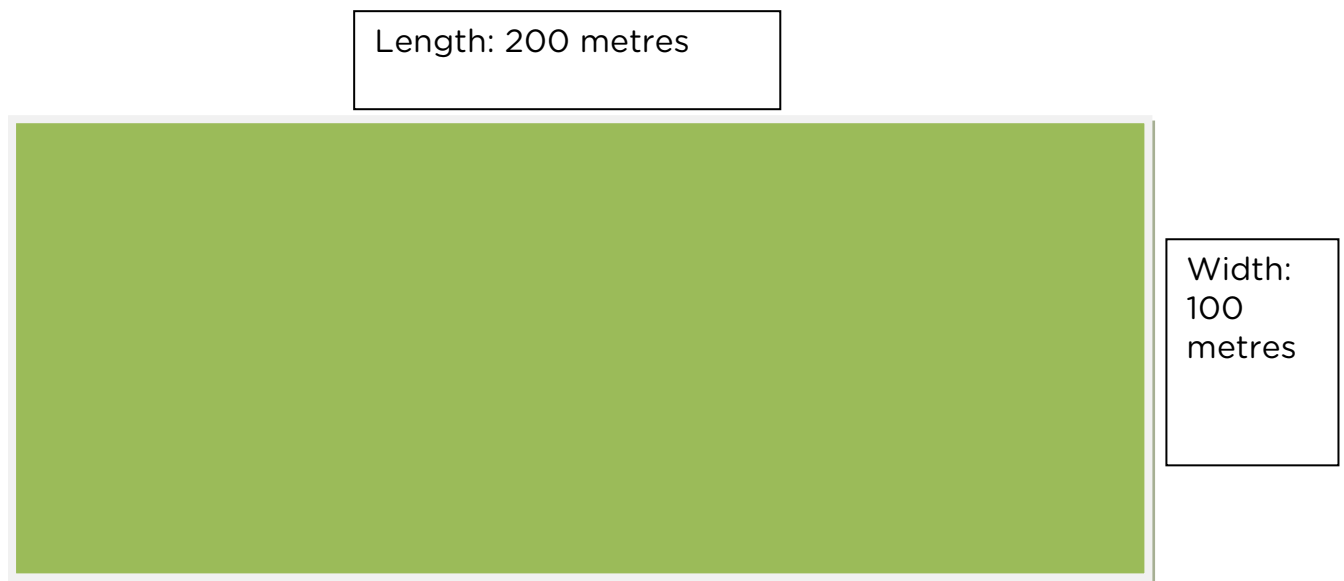
Numeracy
Communication
Problem solving

Learner Information Sheet (Activity 4.1a)

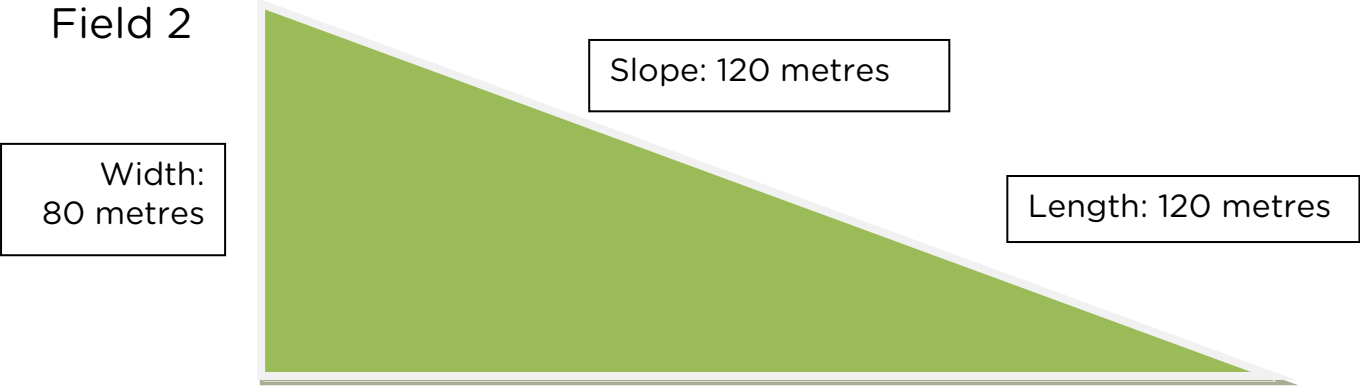
Glamping is luxurious camping. This could range from campers being offered larger pitches, pre-erected tents, tepees or even camper vans. Often glamping sites also offer other facilities from bars, showers to areas with hair dryers and mirrors!

Farmer Fred has 3 fields that are located very close to the Green Man festival. Details of each field can be seen below:

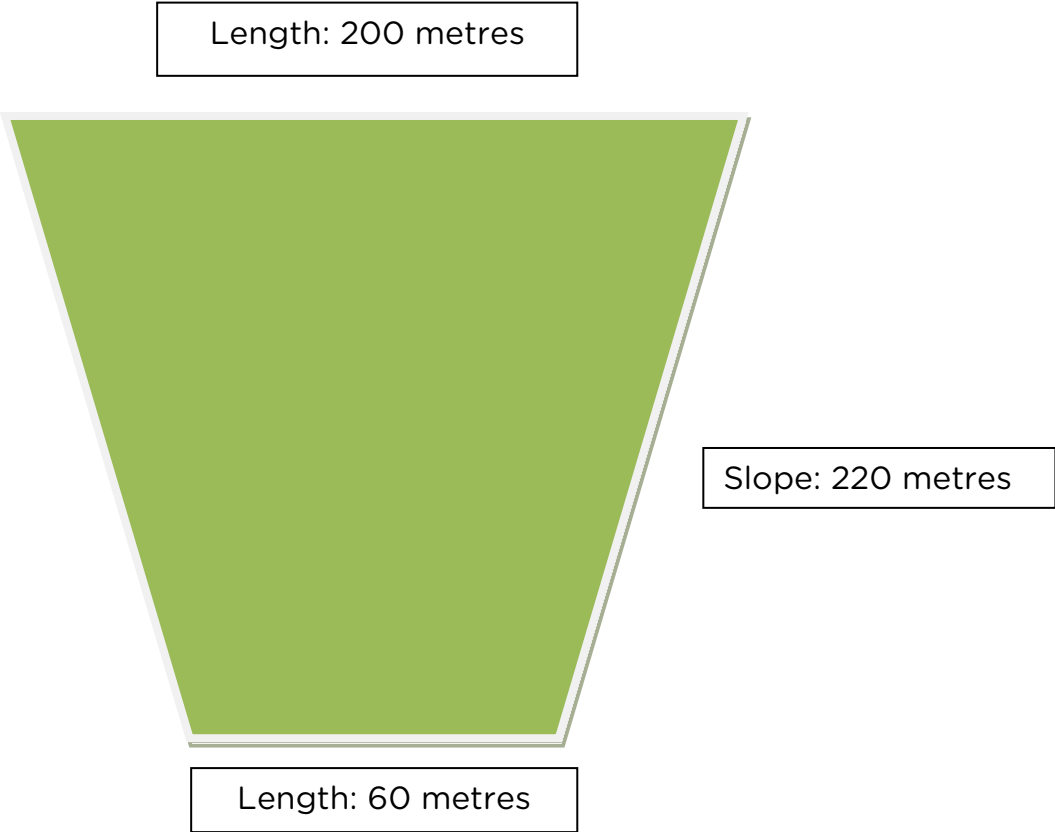
Field 1



Field 2



Field 3



Options:

Option	Overall cost	Revenue
Offer large 3 metre x 3 metre pitches	£0	£20 per night
Offer pre-erected tents on 4 metre x 4 metre pitches	£50 per tent	£40 per night
Offer tepees. Each tepee will occupy a 4 metre x 5 metre pitch	£200 per tepee	£250 per night
Offer camper vans. Each camper van will occupy a 5 metre x 5 metre pitch	£700 per camper van	£800 per night

Capital:

Farmer Fred has approached his bank manager who has agreed to offer him a bank loan of up to £25,000.

Task:

Draw plans for each of Farmer Fred's fields that will make him the most profit. Calculate the likely profit based on three night's full occupancy.

Extension task:

Fully cost any additional facilities you would like to offer, including estimated profits. Allow an extra £5000 to fund these facilities.

<p>Unit 5:</p> <p>Digital Literacy</p> <p>Activity 5.1: Group blogging</p>	<p>Length of Activity:</p> <p>1 hour</p>
<p>Session Objective:</p> <ul style="list-style-type: none"> To create a group blog using collaborative working to share opinions 	
<p>Introduction to Session:</p> <p>Learners will be working on developing the level 3 skills required for digital literacy. The task will involve learners working in small groups (maximum 4 people) and developing the skills to work collaboratively in order to create a basic group/team blog on a topic of their choice. They will then review their own performance in the task at the end of the activity.</p>	<p>Resources:</p> <p>Access to computers</p> <p>Access to the internet</p> <p>Unrestricted access to blogging sites for example: Word Press</p> <p>5.1a Learner Information Sheet</p> <p>5.1b Learner Work Sheet</p>
<p>Activity:</p> <ol style="list-style-type: none"> At the start of the session, distribute the Learner Work Sheet and ask learners to rate their confidence in using digital literacy skills. Divide learners into groups of 4 and together decide on a topic in order to create a blog. Collaboratively through discussion the group will decide on a team member to lead the blog post. In the groups learners will set up blogging accounts – use the Learner Information Sheet which is a step by step guide for those with no prior knowledge or experience. Learners will be encouraged to be creative in creating a blog post on a topic of choice – every member will contribute to the blog with their own comments. 	<p>Learning Outcomes:</p> <p>Use and create data and information and present it digitally for different audiences</p> <p>Create a group blog using collaborative working applying digital techniques</p> <p>Find, organise, store, manage, share and protect digital information in a blog</p>

Plenary:

Learners to evaluate their own performance (strengths, weaknesses and suggestions for improvement) and gain feedback from peers in a review.

Ask learners to assess their confidence in the skills after the task to demonstrate the skills learnt and developed.

Skills:

Use social media safely and effectively

Using word press to create a blog

Use digital techniques and methods for a range of activities including: collaboration, team working, creativity, problem solving and learning

HOW TO CREATE A BLOG STEP BY STEP GUIDE (Activity 5.1a)

1. Digital Footprint and E-safety

Your digital footprint is everything you do on the internet that is about you. Examples include:

- Facebook, Twitter, WordPress or LinkedIn profiles
- Photographs or videos that you, your friends or family have posted online
- Anything you have written on discussion boards, blogs etc.

A lot of this content that you or others create is often freely available to view by anyone. When new information is posted about ourselves on the internet we increase our digital footprint. Whenever we make references to someone else, we increase theirs.

Information particularly personal is regularly collected by various companies keen to bombard you with emails and communications to advertise and sell their goods or services. This information is normally kept by companies for many years to use at a later date.

The most important part of your digital footprint is that opportunity it gives you with your Career choices and you can use it to your advantage to network and showcase yourself to future employers and educational institutions.

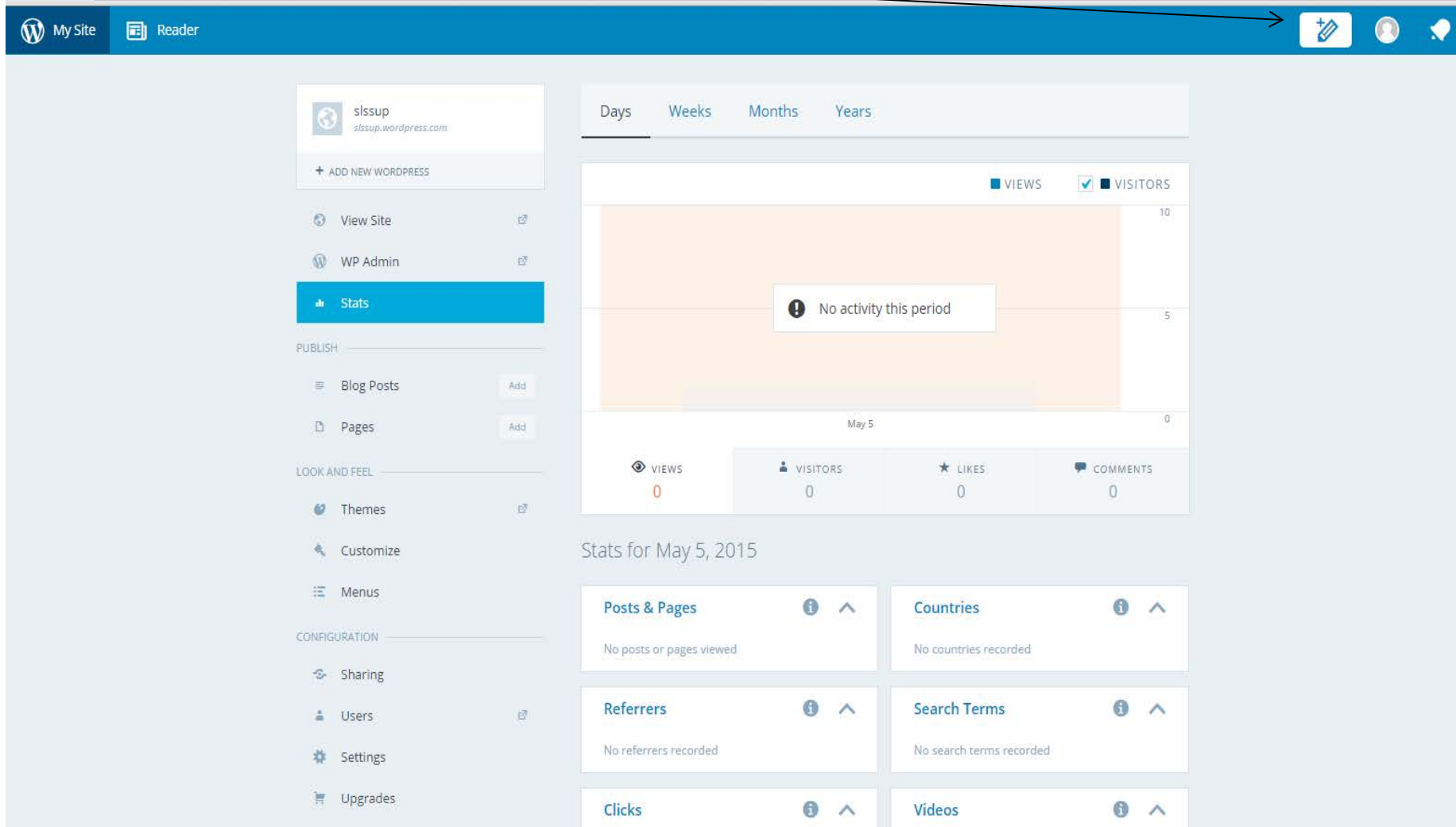
2. Privacy and appropriateness of data

Regular use of social networking sites such as Facebook, Twitter, LinkedIn and using their features such as uploading photos, videos, commenting on blogs, you need to make sure to manage yourself and posts carefully. This is due to the majority of the information online is open to the public. It is very important you change and set up privacy settings as your social network pages will come up on a search and be open for anyone to view. Information can then be used for negative purposes such as identify theft, so be careful about the personal information you post. Potential employers and educational institutions have also been known to search online when you apply for jobs and will reject your application on the basis of negative information discovered online.

Digital Literacy Skills Induction

Once you have set up your account you are ready to start blogging

Click on the pencil icon to start blogging



The screenshot shows the WordPress.com dashboard for a new site named 'slssup'. The top navigation bar includes 'My Site' and 'Reader' links, and a toolbar with a pencil icon (highlighted by an arrow from the text 'Click on the pencil icon to start blogging'), a profile icon, and a notification bell. The left sidebar contains a menu with options like 'View Site', 'WP Admin', 'Stats', 'Blog Posts', 'Pages', 'Themes', 'Customize', 'Menus', 'Sharing', 'Users', 'Settings', and 'Upgrades'. The main content area displays the 'Stats' section for May 5, 2015. A message box states 'No activity this period'. Below this, a table shows zero activity for Views, Visitors, Likes, and Comments. Further down, six summary boxes show zero activity for Posts & Pages, Countries, Referrers, Search Terms, Clicks, and Videos.

WordPress.com dashboard for 'slssup' (slssup.wordpress.com).

Navigation: My Site, Reader, [Pencil icon], Profile, Notifications.

Left Sidebar:

- ADD NEW WORDPRESS
- View Site
- WP Admin
- Stats**
- PUBLISH
 - Blog Posts (Add)
 - Pages (Add)
- LOOK AND FEEL
 - Themes
 - Customize
 - Menus
- CONFIGURATION
 - Sharing
 - Users
 - Settings
 - Upgrades

Main Content Area:

Stats for May 5, 2015

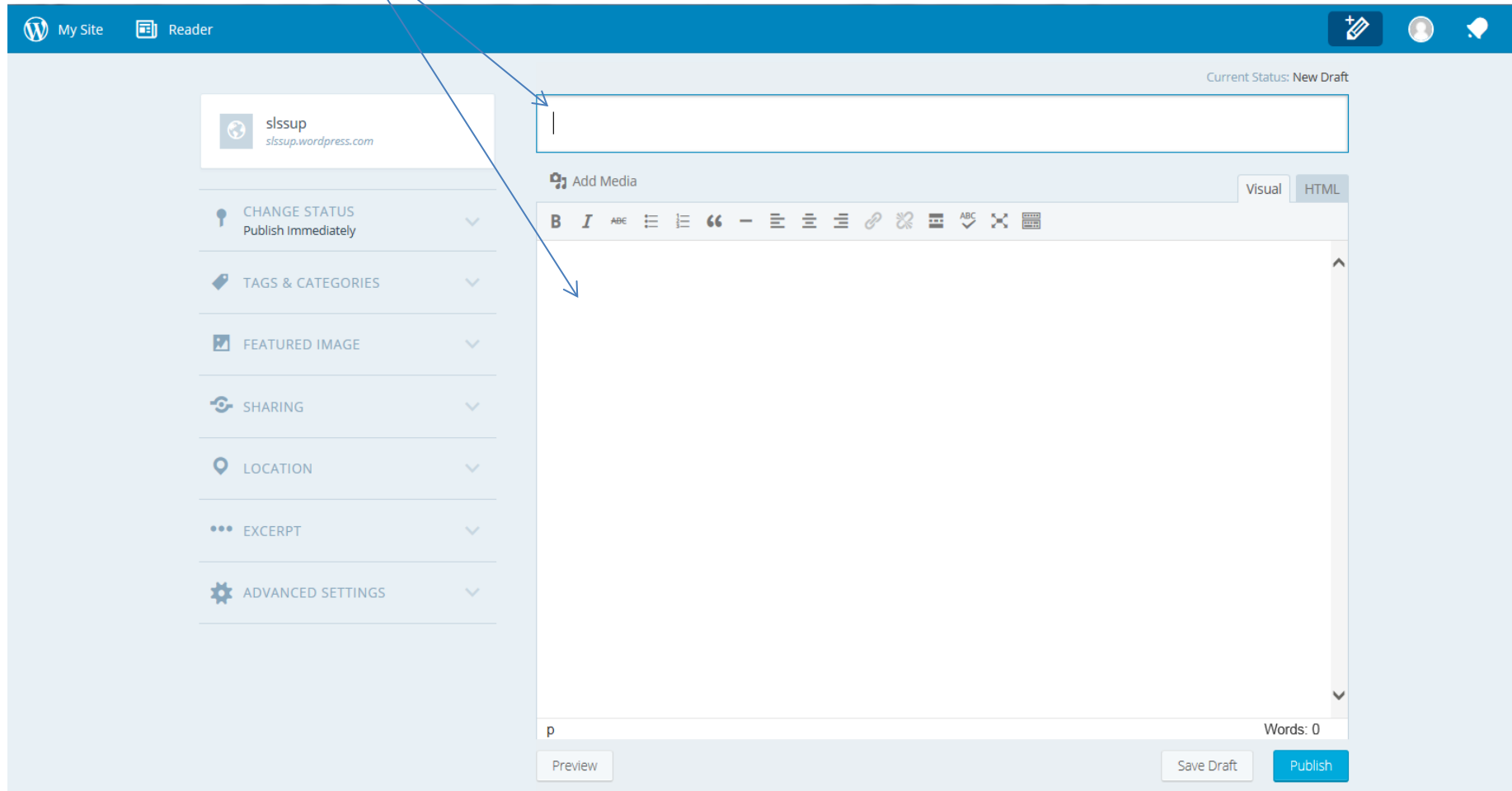
Views: 0, Visitors: 0, Likes: 0, Comments: 0

Summary Boxes:

- Posts & Pages: No posts or pages viewed
- Countries: No countries recorded
- Referrers: No referrers recorded
- Search Terms: No search terms recorded
- Clicks: 0
- Videos: 0

Digital Literacy Skills Induction

You can post your title and blog entry



My Site Reader

Current Status: New Draft

slssup
slssup.wordpress.com

CHANGE STATUS
Publish Immediately

TAGS & CATEGORIES

FEATURED IMAGE

SHARING

LOCATION

EXCERPT

ADVANCED SETTINGS

Add Media

Visual HTML

B *I* ABC [List Icons] [Quote Icon] [Link Icon] [Media Icon] [Table Icon]

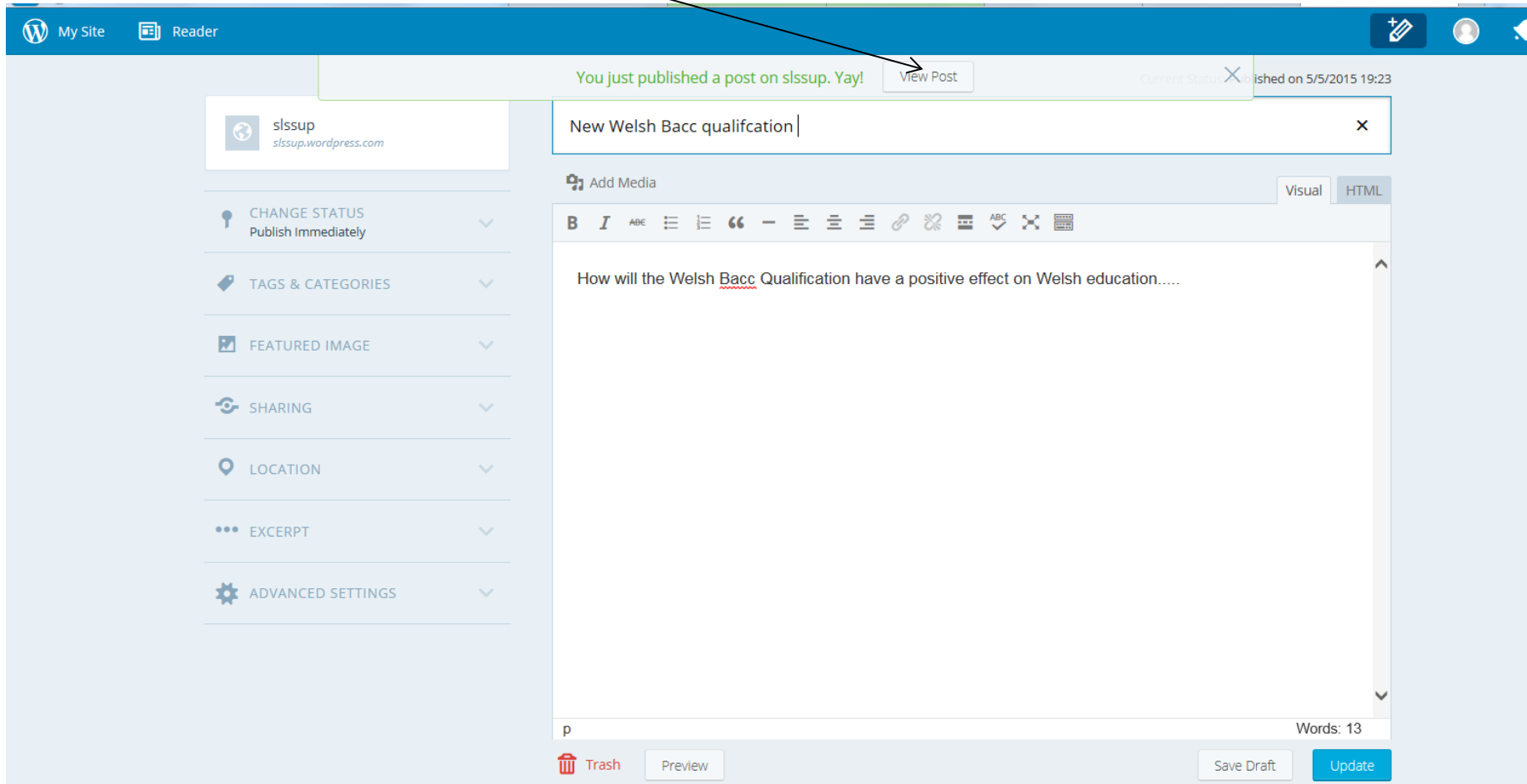
p

Words: 0

Preview Save Draft Publish

Digital Literacy Skills Induction

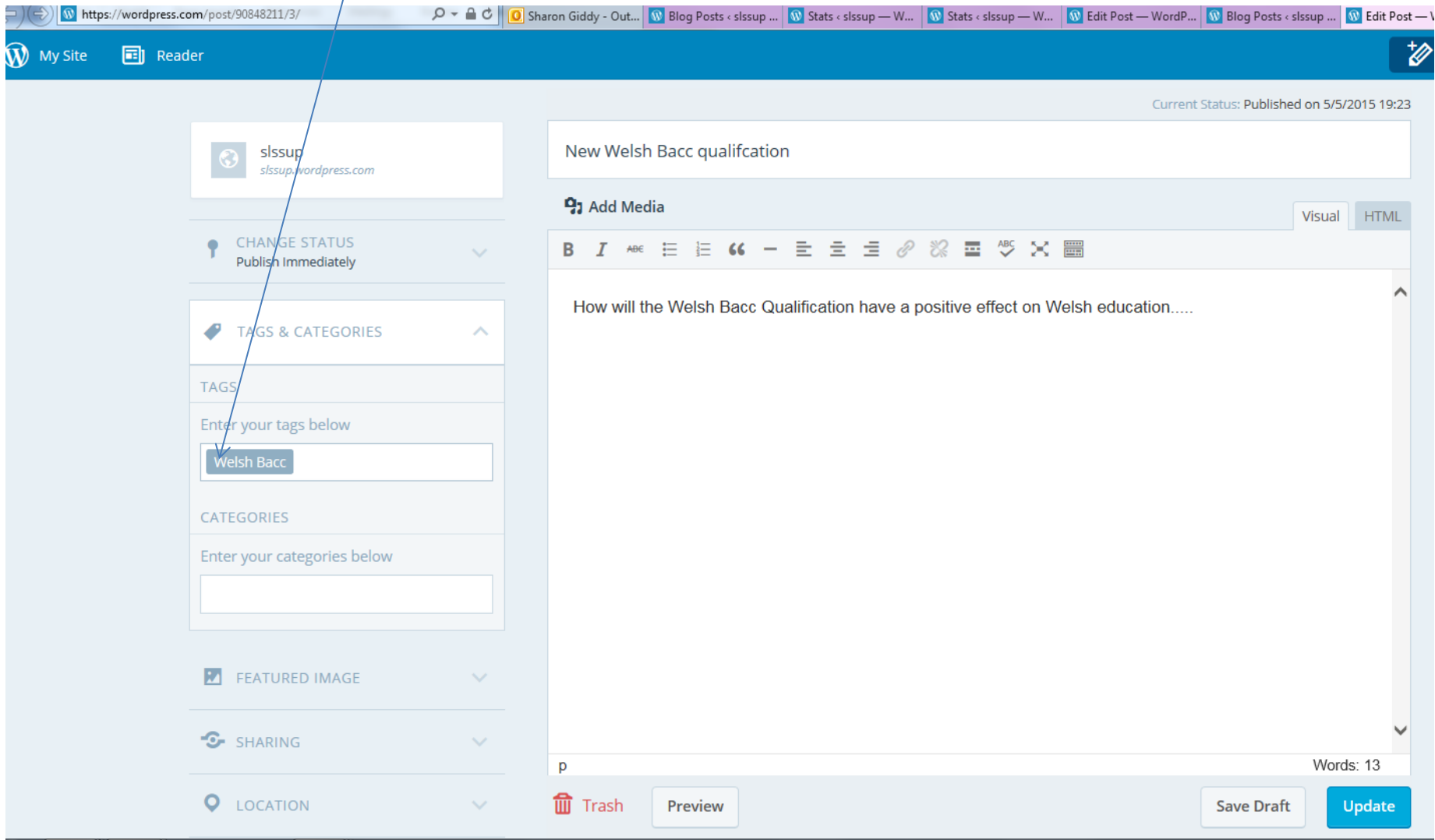
You can publish your post and then view it to see what it looks like



The screenshot shows the WordPress dashboard for a user named 'slssup'. The top navigation bar includes 'My Site' and 'Reader' links. A notification banner at the top states 'You just published a post on slssup. Yay!' with a 'View Post' button. The left sidebar contains a menu with options: 'CHANGE STATUS Publish Immediately', 'TAGS & CATEGORIES', 'FEATURED IMAGE', 'SHARING', 'LOCATION', 'EXCERPT', and 'ADVANCED SETTINGS'. The main content area displays the title 'New Welsh Bacc qualification' and a rich text editor with the text 'How will the Welsh Bacc Qualification have a positive effect on Welsh education.....'. The editor includes a toolbar with various formatting options. At the bottom of the editor, there are buttons for 'Trash', 'Preview', 'Save Draft', and 'Update'. The word count at the bottom right indicates 'Words: 13'.

Digital Literacy Skills Induction

Enter a tag as people can search for your post under this tag



https://wordpress.com/post/90848211/3/ Sharon Giddy - Out... Blog Posts < slssup ... Stats < slssup — W... Stats < slssup — W... Edit Post — WordP... Blog Posts < slssup ... Edit Post —

My Site Reader

Current Status: Published on 5/5/2015 19:23

slssup
slssup.wordpress.com

CHANGE STATUS
Publish Immediately

TAGS & CATEGORIES

TAGS

Enter your tags below

Welsh Bacc

CATEGORIES

Enter your categories below

FEATURED IMAGE

SHARING

LOCATION

New Welsh Bacc qualification

Add Media

Visual HTML

B I ABC [List Icons] [Quote Icon] [Link Icon] [Image Icon] [Table Icon] ABC [More Icons]

How will the Welsh Bacc Qualification have a positive effect on Welsh education.....

p Words: 13

Trash Preview Save Draft Update

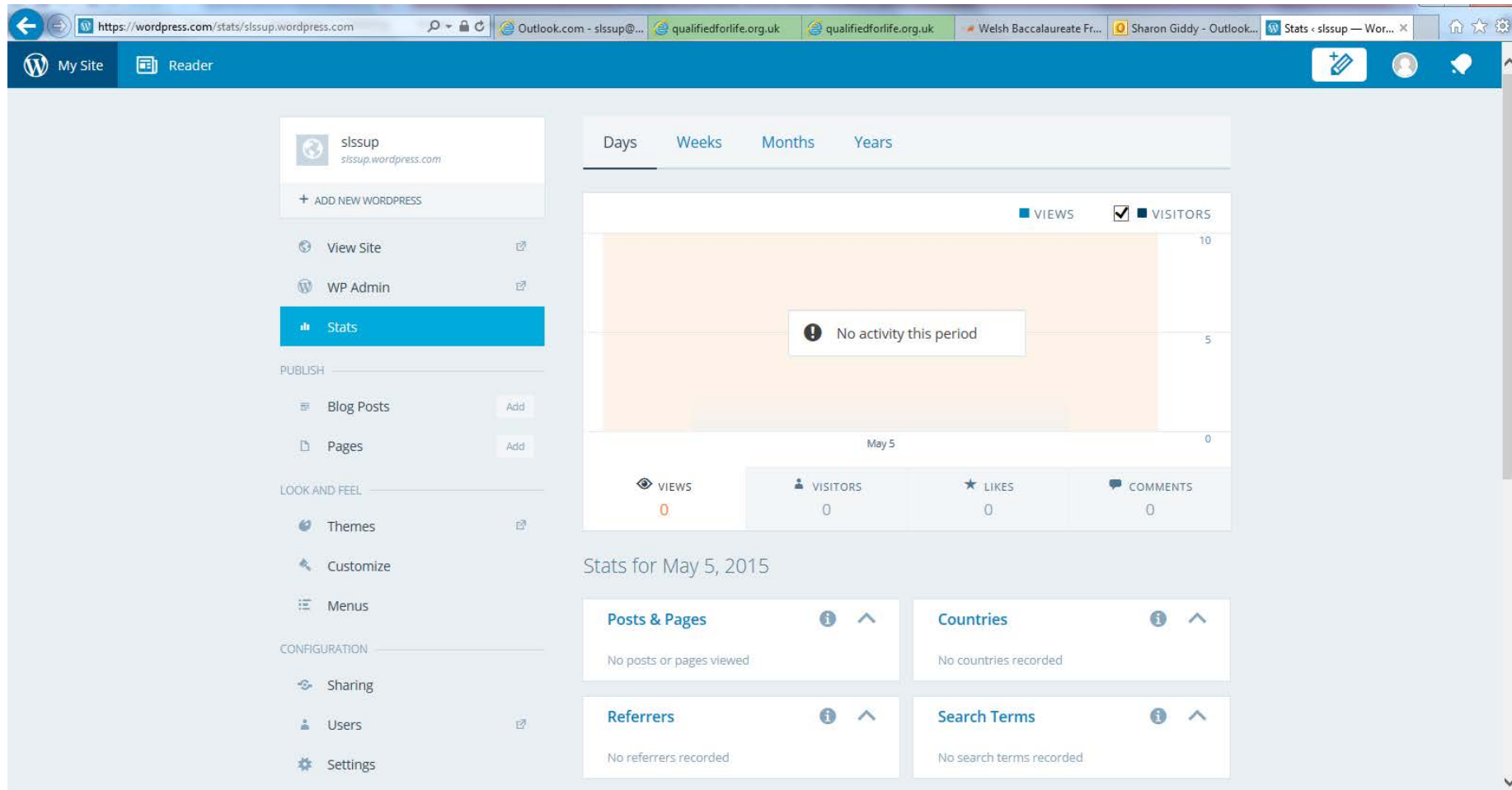
Digital Literacy Skills Induction

Click on my site and blog posts and you can view your blog

The screenshot shows a web browser window with multiple tabs. The active tab is 'https://wordpress.com/posts/slssup.wordpress.com'. The browser's address bar shows the URL. The WordPress dashboard is displayed, featuring a left-hand sidebar with navigation links: 'My Site', 'Reader', 'ADD NEW WORDPRESS', 'View Site', 'WP Admin', 'Stats', 'PUBLISH', 'Blog Posts' (highlighted in blue), 'Pages', 'LOOK AND FEEL', 'Themes', 'Customize', 'Menus', 'CONFIGURATION', 'Sharing', 'Users', and 'Settings'. The main content area shows a list of posts. The first post is titled 'New Welsh Bacc qualification' with a subtitle 'How will the Welsh Bacc Qualification have a positive effect on Welsh education.....'. It was published '7 minutes ago' and has options to 'Edit', 'View', 'Stats', and 'Trash'. The second post is titled 'Hello world!' with a subtitle 'This is your very first post. Click the Edit link to modify or delete it, or start a new post. If you like, use this post to tell readers why you started this blog and what you plan to do with it. Happy blogging!'. It was published '12 minutes ago' and also has options to 'Edit', 'View', 'Stats', and 'Trash'.

Digital Literacy Skills Induction

You can check how well the blog is doing by analysing statistics



Digital Literacy Level 3: (Activity 5.1b)

Lesson objective: Create a group blog using collaborative working to share opinions.

Introduction (3mins)

During this task you will use digital literacy skills and develop personal effectiveness and creativity and innovation before you begin complete this table...

Skills	Rate how confidence you are at applying these skills... 1. Very confident 2. OK 3. Needs developing 4. Not confident
Use social media safely and effectively	
Use, manipulate or create data and information and present it digitally for different audiences	
Be able to find, organise, store, manage, share and protect digital information	
Use digital techniques and methods for a range of activities including: collaboration, team working, creativity, problem solving and learning.	
Be able to combine or develop ideas - choosing the blog topic through discussion and collaboration	
Respect and respond to the values and opinions of others	
Work effectively within a team	
Evaluate own personal effectiveness	
Reflect on the process and identify how it could be improved	

How to create a blog

What is a blog?

- A blog is a regularly updated online personal journal or diary. It is where you are able to share your thoughts with any audience. We will say that a blog is your own website that you can update on an on-going basis. A blogger is known as a person who posts content for a blog on a daily basis about their lives and opinions. Popular blogs include politics, business and society.

Skills session - 1 hour

1. Divide yourselves into groups of 4
2. Participate in a group discussion to decide on a topic that you will create a blog about. **(5mins max)**

Some ideas could include:

- Charity event at your school that you can blog about
- Form/Tutor/House blog
- Current Issue in the news e.g. Politics - Election, NHS, Civil rights, Education, Natural disasters, War etc.
- Cyber bullying

The blog can be in a variety of formats from a diary, work showcase with pictures or even a video blog the choice is yours and your groups - Be creative! Discuss as a group which person will create the lead blog post comment/entry about your topic. For example if your topic is cyber bullying the lead blogger will post about the topic for all of the team to then comment and enter discussions on. **(5mins max)**

3. You can use any blogging media you know to create your blog!

If you have never created a blog before: Click on the link below and it will take you to Word Press that will provide you with a step by step guide on how to create your group blog account.

<https://learn.wordpress.com/get-started/>

This step by step guide will help you with creating your first blog.

HOW TO CREATE A BLOG - A STEP BY STEP GUIDE.

4. Each member of the team must contribute and post on the blog
(Task 4 and 5 - 20min max)

Personal Review (10mins)

5. Perform a personal review of your own performance during this activity: Some things to review could be:
1. Team working
 2. Contribution to the task
 3. Skills used

Strengths 1. 2.	Weaknesses 1. 2.
Suggestions for improvement 1.	

6. Gain feedback from your peers on how they viewed your contribution to the group task. Things you could ask them to feedback on:
1. Team working
 2. Contribution to the task
 3. Skills used

What Skills have you developed during this task

Digital Literacy Skills Induction

7. After completing this task rate how confident you are at applying these skills.

Skills	Rate how confidence you are at applying these skills... 1. Very confident 2. OK 3. Needs developing 4. Not confident
Use social media safely and effectively	
Use, manipulate or create data and information and present it digitally for different audiences	
Be able to find, organise, store, manage, share and protect digital information	
Use digital techniques and methods for a range of activities including: collaboration, team working, creativity, problem solving and learning.	
Be able to combine or develop ideas - choosing the blog topic through discussion and collaboration	
Respect and respond to the values and opinions of others	
Work effectively within a team	
Evaluate own personal effectiveness	
Reflect on the process and identify how it could be improved	

Unit 5: Digital Literacy Activity 5.2 Promotional publications	Length of Activity: 1 Hour
Activity Objectives: <ul style="list-style-type: none"> To develop an electronic noticeboard to share information with peers. 	
Introduction to Session: Learners are introduced to Padlet	Resources: Computer Access to Padlet 5.2a Learner Work Sheet
Activity: <ol style="list-style-type: none"> Distribute Learner Work Sheet Learners to look at how to set up Padlet: (Steps 1-6.) This part of the session can be teacher or learner led. Learners to work individually to create a Padlet for their chosen subject in school or college. The success criteria are provided on the Work Sheet. Learners should then exchange Padlet with another learner for peer feedback. The success criteria are given to assess against. Learners to act on the feedback given and review Padlet as a tool for future use. 	Learning Outcomes: Use, manipulate or create data and information and present it digitally for different audiences Use digital techniques and methods for a range of activities including: collaboration, team working, creativity, problem solving and learning. Use, manipulate or create data and information and present it digitally for different audiences Be able to find, organise, store, manage, share and protect digital information

Digital Literacy Skills Induction

**Plenary:**

Learners to present noticeboard to group and get feedback.

Skills:

Use of ICT applications

Digital Literacy Skills Induction

What is a Padlet (Activity 5.2a)

Padlet is an online electronic notice board that allows you to share links, ideas, images and text with other people. Padlet is a way to share ideas or information across a range of media that can be updated easily and accessed by everyone or a closed group.

Step 1

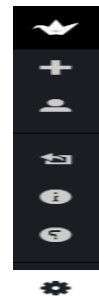
- Set up a Padlet account
- Go to www.padlet.com and select `sign up.`
- Enter the details to set up your Padlet account. (You dont need to upgrade)

Step 2

- Welcome to the Dashboard. This is where you can see all of your projects and manage your Padlet account.
- Click on `New Padlet` at the top right hand side.

Step 3

- Tour of the Toolbar.
- Down the right hand side you will now see your toolbox.
- Hover over each icon and it will tell you what it does.
- Go to the last option `Modify this Padlet`

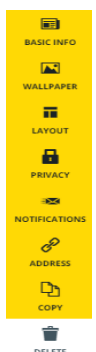


Step 4

- You will now have a list of options in a yellow band on the right hand side.
- You can now build your Padlet in anyway you like.

Step 5

- Tour of the toolbar.
- Basic Info- this allows you to add a title and short description for your Padlet.
- Wallpaper- You can select from a range or upload your own image.
- Layout- This will help you to have structure to your Padlet,if you want it!
- Privacy- You can set passwords here or opt to moderate posts.
- Notifications- This will email you daily to update you on the Padlet.
- Address- You can adapt the address to make it easier to find if you wish.
- Copy- This allows you to copy the Padlet as it is.
- Delete- You can remove the Padlet



Step 6

- Get posting. To add newposts, double click on the wall and then select an option, you can add text, embed a link or image.
- Have a go and enjoy!

Task 1.

Options evening is coming up for the next Year 12 (first year of college) and your favourite subject has asked you to develop a Padlet that they can use to show the new students what is involved in the course.

On your Padlet you must include:

A title and short description.

A wallpaper

A password (Don't forget it!)

Add a URL

Add an image (take a photo)

And a minimum of 5 posts.

You can design your Padlet in anyway you like, consider using layouts if you wish but remember who is going to read the Padlet and what information they will want to find out from the Padlet. Think about the purpose of the Padlet and the Audience.

Task 2.

Find someone who follows a course you also follow and review each others Padlets. You will need to rate the Padlet in terms of:

- Features used
- Information given
- Style used- (Text, colours, background)
- Language used

You must give one point that you think is very good and one item that you think could be developed.

Task 3.

Read and react to the feedback given.

Unit 5: Digital Literacy Activity 5.3 Silent debate	Length of Activity: 1 Hour
Activity Objectives: <ul style="list-style-type: none"> To develop skills in working collaboratively using Googledocs (or similar) to share information and ideas. 	
Introduction to Session: Learner will take part in a silent debate using ICT such as Googledocs (or similar.)	Resources: Computer Googledocs access (or similar) 5.3a PowerPoint
Activity: <ol style="list-style-type: none"> Learners should be split into groups (maximum of 6 learners per group). Outline the rules of a silent debate and expectations. Groups set up in Googledocs. Learners are given an individual stand point and have 15 minutes to research their views using any means available. Silence in classroom learners to debate their view point only by using Googledocs. All members of the group must contribute to the debate. Groups must have a final vote and present their debating point using mindmaps, presentation and or graphs. 	Learning Outcomes: Use digital techniques and methods for a range of activities including: collaboration, team working, creativity, problem solving and learning Use, manipulate or create data and information and present it digitally for different audiences Be able to find, organise, store, manage, share and protect digital information
Plenary: Learners to review the silent debate process and consider other applications of collaborative software.	
Skills: Use of ICT applications	

Critical Thinking & Problem Solving Skills Induction



<p>Unit 6:</p> <p>Critical Thinking and Problem Solving Skills Induction</p> <p>Activity 6.1: The Case of Evan Evans</p>	<p>Length of Session:</p> <p>2 hours</p>
<p>Session Objectives:</p> <ul style="list-style-type: none"> • To understand what is meant by critical thinking • To understand what is meant by problem solving • To understand why being able to critically think and problem solve is so important • To evaluate current levels of competency in critical thinking and problem solving • To work collaboratively in responding to critical thinking and problem solving activities 	
<p>Introduction to Session:</p> <p>This session is intended to be experiential. Learners will take part in a number of group and individual based activities.</p> <p>By the end of the session, learners should have an understanding of what is meant by critical thinking and problem solving as a result of being actively involved in the experience; asked to conceptualize the experience and in reflecting on the experience.</p>	<p>Resources:</p> <p>6.1a PowerPoint</p> <p>6.1b Learner worksheet</p>

Critical Thinking & Problem Solving Skills Induction



<p>Activity:</p> <ol style="list-style-type: none"> 1. Divide class into teams of 3-6. Work through slides 1-8. 2. Slide 9 involves watching short you tube clip. 3. Work through slides 10-16 4. Slide 17 directs learners to the PISA website where they can take the PISA problem solving test. It is available at 3 levels – level 1, 2 & 3. 	<p>Learning Outcomes:</p> <p>Engaging in critical thinking</p> <p>Engaging in problem solving</p> <p>Reflecting on effectiveness in critical thinking and problem solving</p>
<p>Plenary:</p> <p>Learners to reflect on the 2 questions in their work sheet (Task 7). Discuss their answers in pairs.</p>	
<p>Skills:</p> <p>Team working</p> <p>Critical Thinking</p> <p>Time management</p> <p>Personal and team effectiveness</p> <p>Problem Solving</p>	

Critical Thinking & Problem Solving Skills Induction



Learner Worksheet (Activity 6.1b)

Task 1: Time schedule for Evan Evans

Time	What Evan was doing	Further comments
6.00pm		

Critical Thinking & Problem Solving Skills Induction



Task 2: Eye Witness Testimony

No longer than 200 words.

Critical Thinking & Problem Solving Skills Induction

Task 3: Cross examination questions

Questions to ask each team:

	Team 1	Team 2	Team 3	Team 4	Team 5
Question 1					
Question 2					

Critical Thinking & Problem Solving Skills Induction

Task 4: Team ratings

Rate each team out of 10. (*10 being the best score and 1 being the lowest score for each category*)

	Team 1	Team 2	Team 3	Team 4	Team 5
How plausible is each team's account?					
How reliable is each team's eye witness?					
How plausible is each team's eye witness account?					
TOTAL SCORE					

Critical Thinking & Problem Solving Skills Induction

Task 5:

Circle your preferred answer:

1. Do you prefer being given the correct answers rather than figuring them out yourself?

Yes, always	Yes, sometimes	No, not really	No, not at all
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2. Do you like to think a lot about your decisions or do you rely only on gut feelings?

Yes, always	Yes, sometimes	No, not really	No, not at all
-------------	----------------	----------------	----------------

3. Do you review the mistakes you have made or do you just forget about them?

Yes, always	Yes, sometimes	No, not really	No, not at all
-------------	----------------	----------------	----------------

4. Do you like to be criticized?

Yes, always	Yes, sometimes	No, not really	No, not at all
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Task 6: Problem Solving

Starting from any point, draw four straight lines (without lifting the pen from the page) so that each of the nine dots has at least one line running through it.



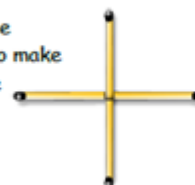
Ice in the Glass

(Easy) Move 3 matchsticks and reform the glass in the same shape so the ice is outside it

(Harder) Move 2 matchsticks and reform the glass in the same shape so the

Square

Move one match to make a square



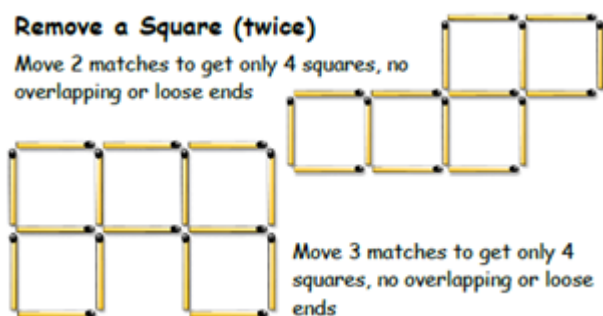
4 Triangles

Use 6 matches to make 4 equilateral triangles (no broken matches)

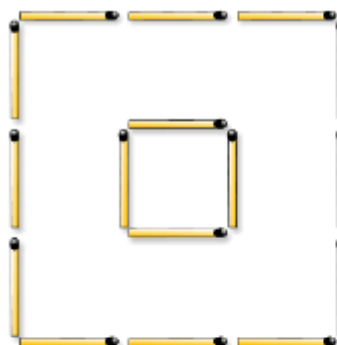
Critical Thinking & Problem Solving Skills Induction

Remove a Square (twice)

Move 2 matches to get only 4 squares, no overlapping or loose ends



Move 3 matches to get only 4 squares, no overlapping or loose ends

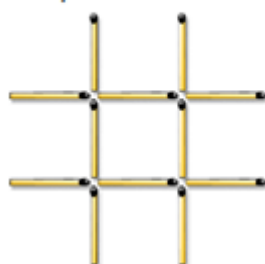


2 Squares to 3

Move 4 matches to make 3 squares

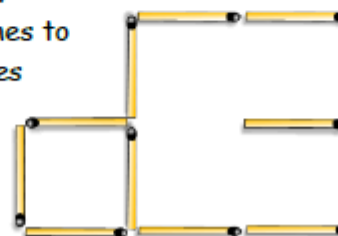
Make 3 Squares

Move 3 matches so that 3 squares are formed



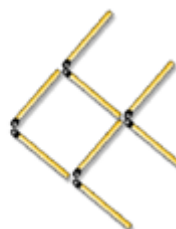
10 to 2 Squares

Move 3 matches to make 2 squares



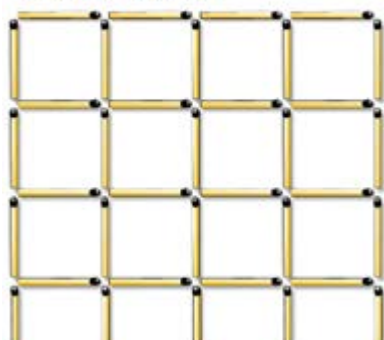
Swimming Fish

Move 3 matches to turn the fish around, no overlapping



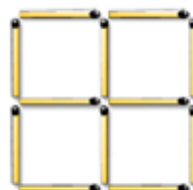
16 Squares to none

Remove 9 matches so that no square (of any size) remains



15 to 10

Remove 6 matches from these 15 to leave 10



4 Squares to many

Take this arrangement and with the following moves:


Move 2 matches to make 7 squares

Remove 2 matches and leave 2 squares

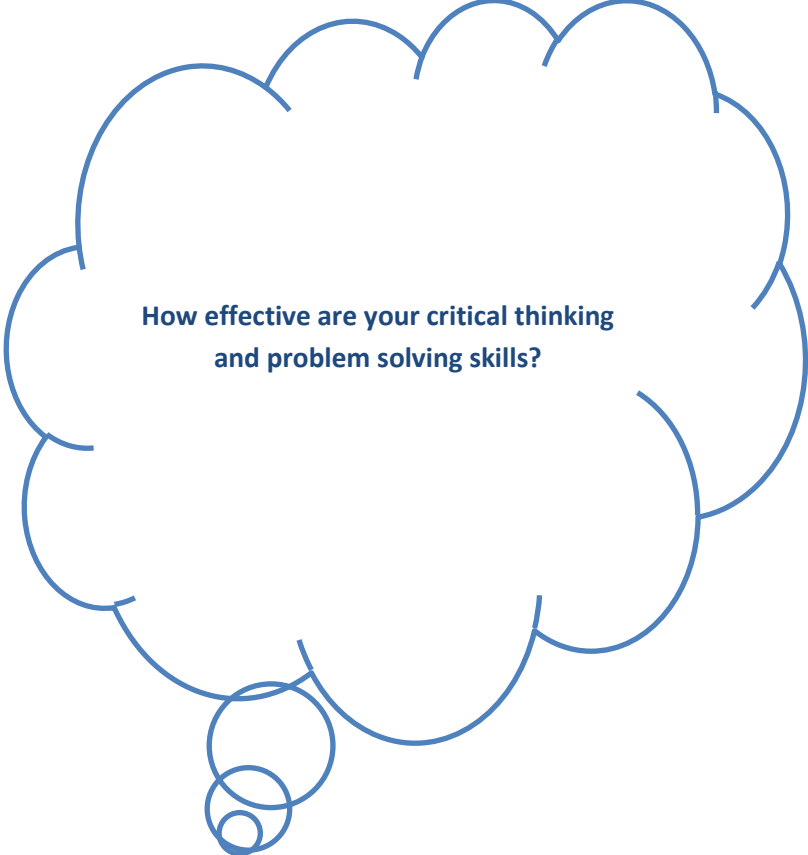
Move 3 matches and leave 3 squares Remove 3 matches and move 2 to form 3 squares

Critical Thinking & Problem Solving Skills Induction

Task 7: Plenary



What 3 things have you learnt from this session?



How effective are your critical thinking and problem solving skills?

Creativity & Innovation Skills Induction



<p>Unit 7:</p> <p>Creativity and Innovation</p> <p>Activity 7.1: The 20 shot Challenge</p>	<p>Length of Activity:</p> <p>2 hrs (Timings and challenge flexible to suit size and needs of group)</p>
<p>Session Objectives:</p> <ul style="list-style-type: none"> To enable learners to utilise creativity and innovation to visually express understanding. 	
<p>Introduction to Session:</p> <p>Using mobile phones, mobile devices or camera equipment learners are given a '20 minute 20 shot photo challenge'.</p> <p>Either working individually or in pairs learners are tasked with creating a montage of 20 photos to represent what creativity and innovation means to them.</p>	<p>Resources:</p> <p>ICT Mobile device or camera Pens/paper 7.1a PowerPoint</p>
<p>Activity:</p> <p>Prior – ask group to bring in mobile devices/inexpensive camera's or arrange to utilise school/college resource.</p> <p>On the day</p> <p>Part 1:</p> <ol style="list-style-type: none"> 1. Announce the '20 minute 20 shot photo challenge' to create a montage of twenty photographs representing their understanding of creativity and innovation. (Can be 10 shots in 10 minutes). 2. Establish whether the learner group would like to work individually or in pairs. 3. Give the group 10 to 15 minutes to plan what images they intend to photograph. 4. Ready, steady, go – learners have 20 minutes to complete the challenge and return to the starting point. 5. On their return learners will need to collate their images into a montage. There are various ways this can be done but the simplest is to put all the photos into a new album on the phone or device/download onto a computer, take a screenshot photo of the album, crop and you have a montage photo! 6. If learners have not taken twenty photos, don't worry this is part of the learning process which can be discussed during reflection. 	<p>Learning Outcomes:</p> <p>Learners are able to visually and vocally express understanding of creativity and innovation, through a time limited activity using 'innovative' tools and techniques.</p>

Creativity & Innovation Skills Induction



Part 2 Reflective activity:

1. Learners prepare a presentation to discuss the images in the montage – the presentation can be delivered via PowerPoint, Prezi, a blog (WordPress) or another tool can be used.
2. Learners present montages to the rest of the group, explaining their reasoning for selection, what they learnt and whether they would do anything differently.
3. Group discuss similarities and differences in understanding.

Post:

Ask the group to repeat the activity at home or the end of the year to demonstrate whether their understanding has changed, why and how e.g. the photographs could show how they have implemented the skills.

Plenary:

Ask the learners to write down one positive they took from the experience and one aspect they need to improve on. Ask the question: Why is being creative and innovative so important?

Skills:

Demonstrate original thinking and an ability to identify and challenge assumptions

Be able to combine or develop ideas

Assess and evaluate ideas, choosing and implementing options

Demonstrate imagination and initiative

Reflect on the process and identify how it could be improved

Unit 8: Planning and organisation Activity 8.1: Paper chains and plates	Length of Activity: 1 hour
Activity Objectives: <ul style="list-style-type: none"> • To understand the factors to consider when planning • To appreciate the features of successful planning system 	
Introduction to Session: This is a fun teamwork exercise. There are three activities to choose from: paper chains, plates and cube building (depending on context/ resources/ space available). You may choose to undertake them all. It ends with a personal reflection.	Resources: 8.1a PowerPoint SOMA cubes (these are available from numerous outlets for around £6 - alternatively build an exact replica of an intricate Lego model) 8.1b Learner Work Sheet
Activity: <ol style="list-style-type: none"> 1. Work through the PowerPoint slides: start point depends on the activity chosen 2. Learners to review why it didn't work 3. Learners to discuss the ingredients and process for successful team work 4. Learners to appreciate PLAN - DO - REVIEW - REDO - 3 critical factors (time, people, resources) 5. Learners undertake the final planning task which involves modelling a successful planning process -using SOMA CUBES - (these are available from numerous outlets for around £6 - alternatively build an exact 	Learning Outcomes: Importance of Planning and Organisation Factors affecting planning and organisation

replica of an intricate Lego model) 6. Distribute Learner Works Sheet and learners work through the tasks. They should then reflect on their current planning and organisational skills and how they should use their preferred learning styles more effectively.	
Plenary: <ul style="list-style-type: none">• Reflection – learners to identify and critically review the factors which impact on successful planning and organisation	
Skills: Planning and Organisation – Factors affecting planning	

Planning and organisation personal review (8.1b)

Organisation Quiz

RATE YOUR LEVEL OF SELF-ORGANISATION (where 4 = strength and 1 = needs to improve)

1. I routinely bring the required equipment to lessons e.g. a pen

4 3 2 1

2. I routinely bring previous lesson notes to the next lesson

4 3 2 1

3. I always try to catch up with missed work

4 3 2 1

4. When required I always bring practical equipment to lesson e.g. calculator

4 3 2 1

5. I always organise my class hand-outs and notes

4 3 2 1

6. I would say that I plan my independent study time well

4 3 2 1

7. I routinely record deadlines e.g. in my diary / planner/ organisational app on my phone

4 3 2 1

8. When required, I always bring the required text books to lesson

4 3 2 1

REVIEW
DISCUSSION

Learning Styles Questionnaire (1)	
Think about some of the things you have found both easy and challenging to learn. Think about why you found some things less difficult and others more so.	
I made a success of learning:	
I made a success of learning because:	
<input type="checkbox"/> I had enough time	<input type="checkbox"/> Other: _____
<input type="checkbox"/> I wanted to learn	
<input type="checkbox"/> I was interested in the subject / task	
<input type="checkbox"/> I had good support from other people	
<input type="checkbox"/> I was well prepared and organised	
<input type="checkbox"/> I was in a suitable place	
I found it difficult to learn:	
It was a challenge because:	
<input type="checkbox"/> Other people were telling me to learn	
<input type="checkbox"/> I found the subject boring and pointless	
<input type="checkbox"/> It was too difficult	
<input type="checkbox"/> I lost interest right at the beginning	
<input type="checkbox"/> I tried, but couldn't keep up with the deadlines	
<input type="checkbox"/> I had little or no support	
<input type="checkbox"/> I was unprepared and disorganised	
<input type="checkbox"/> I was short of time	
<input type="checkbox"/> Other: _____	

Learning Styles Questionnaire (2)	
Tick the boxes that best describe how you like to learn	
FOCUS - What do you work best with? <input type="checkbox"/> People <input type="checkbox"/> Technical things <input type="checkbox"/> Information <input type="checkbox"/> Ideas <input type="checkbox"/> Other: _____	CONDITIONS - What environment do you like? <input type="checkbox"/> Inside <input type="checkbox"/> Outside <input type="checkbox"/> With music <input type="checkbox"/> Hot <input type="checkbox"/> Cold <input type="checkbox"/> Quiet <input type="checkbox"/> Noisy <input type="checkbox"/> Unsupervised <input type="checkbox"/> Supervised
TIME - When do you work best? <input type="checkbox"/> Morning <input type="checkbox"/> Afternoon <input type="checkbox"/> Evening <input type="checkbox"/> Night <input type="checkbox"/> Anytime	
ROLE - When working with others, which role do you play best? <input type="checkbox"/> Organiser <input type="checkbox"/> Leader <input type="checkbox"/> Technical Adviser <input type="checkbox"/> Team member <input type="checkbox"/> Planner	
PLACE - where do you work best? <input type="checkbox"/> At home <input type="checkbox"/> Classroom, laboratory, lecture room <input type="checkbox"/> Training centre, workplace <input type="checkbox"/> Anywhere <input type="checkbox"/> Other: _____	SUPPORT - What sort of help do you find most useful? <input type="checkbox"/> Friends <input type="checkbox"/> Talks <input type="checkbox"/> Courses <input type="checkbox"/> Relatives <input type="checkbox"/> Demonstrations <input type="checkbox"/> Training events <input type="checkbox"/> Tutors/teachers <input type="checkbox"/> Books <input type="checkbox"/> Instructions <input type="checkbox"/> Tapes <input type="checkbox"/> Workbooks and study guides <input type="checkbox"/> Videos and CD ROMs <input type="checkbox"/> Pictures, charts and diagrams <input type="checkbox"/> Other: _____
TOOLS - what do you like using? <input type="checkbox"/> Machines <input type="checkbox"/> Specialist equipment <input type="checkbox"/> Computers <input type="checkbox"/> Pen and paper <input type="checkbox"/> Brain <input type="checkbox"/> Other: _____	

Learning Styles Questionnaire (3) Tick the statements you agree with	
<p>Are you a Practical person</p> <p>Do you enjoy learning by</p> <p><input type="checkbox"/> Making presentation</p> <p><input type="checkbox"/> Using research</p> <p>Do you dislike</p> <p><input type="checkbox"/> Open ended discussion</p> <p><input type="checkbox"/> Listening to a lecture/lesson</p> <p><input type="checkbox"/> Group discussion</p> <p>Do you learn best from</p> <p><input type="checkbox"/> Practical group work</p> <p><input type="checkbox"/> Team projects and activities</p> <p><input type="checkbox"/> Planning a project</p> <p>Do you dislike</p> <p><input type="checkbox"/> Working at a slow pace</p> <p><input type="checkbox"/> Working outside a friendship group</p> <p>Do you learn best from</p> <p><input type="checkbox"/> Coaching</p> <p><input type="checkbox"/> Feedback from staff</p> <p><input type="checkbox"/> Demonstrations</p> <p><input type="checkbox"/> Other people who act as role models</p> <p><input type="checkbox"/> Practical action planning</p>	<p>Are you an Active person</p> <p>Do you enjoy learning by</p> <p><input type="checkbox"/> Sharing ideas</p> <p><input type="checkbox"/> Taking a lead in discussions</p> <p>Do you dislike</p> <p><input type="checkbox"/> Sitting listening</p> <p><input type="checkbox"/> Thinking on your own</p> <p><input type="checkbox"/> Writing up notes, essays or projects</p> <p><input type="checkbox"/> Repetition</p> <p><input type="checkbox"/> Lack of varied activities</p> <p>Do you learn best from</p> <p><input type="checkbox"/> Competitive teamwork</p> <p><input type="checkbox"/> Any sort of group work</p> <p>Do you dislike</p> <p><input type="checkbox"/> Following instructions</p> <p><input type="checkbox"/> Having little scope for your own ideas</p> <p>Do you learn best from</p> <p><input type="checkbox"/> Project work</p> <p><input type="checkbox"/> Problem solving</p> <p><input type="checkbox"/> Having to work to a deadline</p>
<p>Are you a Reflective person</p> <p>Do you enjoy learning by</p> <p><input type="checkbox"/> Watching, thinking and listening</p> <p><input type="checkbox"/> Having time to do research</p> <p><input type="checkbox"/> Producing reports and analysing problems.</p> <p>Do you dislike</p> <p><input type="checkbox"/> Team work</p> <p><input type="checkbox"/> Role play</p> <p><input type="checkbox"/> Working to deadlines</p> <p><input type="checkbox"/> Time pressures</p> <p><input type="checkbox"/> Presenting to groups</p> <p><input type="checkbox"/> Having to take the lead</p> <p>Do you learn best from</p> <p><input type="checkbox"/> Watching what other people do</p> <p><input type="checkbox"/> Observation work</p>	<p>Are you a Theoretical person</p> <p>Do you enjoy learning by</p> <p><input type="checkbox"/> Question and answer technique</p> <p><input type="checkbox"/> Analysis</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Listening</p> <p>Do you dislike</p> <p><input type="checkbox"/> Group discussion</p> <p><input type="checkbox"/> Presenting to groups</p> <p><input type="checkbox"/> Open-ended problems</p> <p><input type="checkbox"/> Working with people who prefer a more active style.</p> <p>Do you learn best from</p> <p><input type="checkbox"/> Questioning</p> <p><input type="checkbox"/> Working out the logical answer to problems</p> <p><input type="checkbox"/> Having a structure and purpose to your work.</p>

Planning and Organisation Skills Induction



Now that you have completed the questionnaire and thought about what you like and dislike about learning, consider the different learning techniques available to you and which ones you would like to use to achieve your aim.

<input type="checkbox"/> Reading	<input type="checkbox"/> Written exercises	<input type="checkbox"/> Demonstration
<input type="checkbox"/> Teaching	<input type="checkbox"/> Making/Practical	<input type="checkbox"/> Listening
<input type="checkbox"/> Research	<input type="checkbox"/> Video	<input type="checkbox"/> Online Tutorials

Throughout the Welsh Baccalaureate, you will be developing your **PLANNING & ORGANISATION SKILLS** to reach Level 3 and above. You need to ensure you understand what works best for you in terms of learning styles as well as being as organised as you can so that you fulfil your potential.

<p>Unit 9: Mini Challenge</p> <p>Activity 9.1 Planning an event/attraction</p>	<p>Length of Activity:</p> <p>1 hour (This could be extended)</p>
<p>Activity Objectives: To enable learners to use creativity and innovation to generate an idea for a new event or attraction with a social purpose.</p>	
<p>Introduction to Session:</p> <p>According to Forbes (2011) over \$450 billion was spent in the US during December mainly on holiday season related shopping. The World bank and UNDP estimate that it is likely to cost \$20 billion to solve the global water crisis – less than 5% of what Americans alone spend during the holiday season:</p> <p>http://www.mapsofworld.com/infographics/poll/has-christmas-become-too-commercial-facts-infographic-text.html</p> <p>This mini challenge asks learners to generate an idea for an event or attraction at Christmas with a social purpose.</p>	<p>Resources:</p> <ul style="list-style-type: none"> ➤ ICT ➤ Digital devices, cameras or recording devices
<p>Activity:</p> <ol style="list-style-type: none"> 1. Learners should be divided into teams and be tasked with creating an idea for an event or attraction for Christmas. 2. Learners to decide on the social purpose for the event or attraction. 3. By the end of the session, teams must give a 90 second presentation explaining the decisions made. 4. The presentation should include a jingle or promotional video clip that could be used in the media. Learners could also design a poster, Facebook/twitter page or magazine advert to promote the event or attraction. 	<p>Learning Outcomes:</p> <p>Learners are able to generate ideas for a new event or attraction with a social purpose.</p>

Plenary:

Using drama strategies ask the learners in small groups to create a 'still frame' to show a key idea from the challenge. A 'still frame' is a single static image.

Skills:

- Identify potential solutions or responses and reasons for different views
- Critically assess the strength of options and arguments, take into account opposing views or alternative ideas, validity and reliability
- Use digital techniques and methods for a range of activities including: collaboration, team working, creativity, problem solving and learning.
- Demonstrate imagination and initiative
- Reflect on approaches and techniques for critical thinking, decision making and problem solving and own proficiency in them

<p>Unit 10: Mini Challenge</p> <p>Activity 10.1 Creating a product</p>	<p>Length of Activity:</p> <p>2 hrs</p>
<p>Activity Objectives:</p> <p>To enable learners to spot opportunities and further develop market research skills.</p>	
<p>Introduction to Session:</p> <p>Before there were CDs, MP3s, playlists and music libraries there were cassette tapes. These tapes held entire albums on a magnetized tape. The cassette tape was introduced by the Philips Company in 1963 and by 1968, cassette tapes had turned into a \$150 million industry. The popularity of cassette tapes increased with the introduction of portable cassette players, such as the Sony Walkman in 1979. In 1989 83 million music cassettes were sold. However, cassette tape popularity declined rapidly with the introduction of compact discs in the late 1980s and as with all technology, they have become old fashioned and out of date. Because of the different kinds of plastic inside the tapes, they are not usually recycled, and usually end up in landfill sometimes at a charge. There are an estimated 500 million tapes gathering dust in UK households, however, tapes are now considered retro and a trend for alternative uses has emerged.</p>	<p>Resources:</p> <ul style="list-style-type: none"> ➤ ICT ➤ Old cassettes ➤ Arts and craft materials
<p>Activity:</p> <ol style="list-style-type: none"> 1. Learners are challenged in teams of 4- 6 with creating a new product from the old cassette tape. Remember a cassette tape has many parts, including the plastic casing, the inlay card, the recording tape, steel screws and springs. 2. Teams should be given 30 minutes to produce a business proposal to include the 5 Ps and to design a promotional item or prototype to promote the product. 3. Teams are given 60 seconds each to pitch their product to the class. 	<p>Learning Outcomes:</p> <p>Learners are able to generate product ideas and demonstrate knowledge of sales and marketing.</p>

Plenary:

Ask the learners to work together to create an infographic determining the skills they have used in the challenge. An infographic is a visual representation of information or data.

Skills:

- Identify potential solutions or responses and reasons for different views
- Demonstrate original thinking and an ability to identify and challenge assumptions
- Demonstrate imagination and initiative
- Be able to combine or develop ideas
- Assess and evaluate ideas, choosing and implementing options
- Critically assess the strength of options and arguments, take into account opposing views or alternative ideas, validity and reliability
- Reflect on approaches and techniques for critical thinking, decision making and problem solving and own proficiency in them

<p>Unit 11: Mini Challenge</p> <p>Activity 11.1 Wedding planning</p>	<p>Length of Activity:</p> <p>3 hrs</p>
<p>Activity Objectives:</p> <p>To enable learners to undertake a time bound mini challenge allocating roles and responsibilities to undertake all required activities through research and budgeting.</p>	
<p>Introduction to Session:</p> <p>Learners individually or as a team, act as an event management company who have been asked last minute to pitch for a high profile event. The learners have to plan and organise a wedding as outlined below and then prepare a short sales pitch to the prospective couple who will decide on the best proposal. The proposal must include a budget for 50 to 100 daytime guests and 100 to 150 additional evening guests.</p>	<p>Resources:</p> <ul style="list-style-type: none"> ➤ ICT ➤ Internet access ➤ Arts and craft materials
<p>Activity:</p> <ol style="list-style-type: none"> 1. Learners individually or as a team set themselves up as an event management company which includes an arm that plans and organises weddings. Learners must give the business a name, slogan and logo and produce advertising for the business to include online information. 2. Learners to allocate roles and responsibilities and divide areas to research and cost. 3. Learners to decide on the clients, the theme, venue for the wedding and reception, colour scheme, outfits, wedding breakfast, flowers, transport, entertainment etc. The setting for the wedding can be anywhere. Learners should, for example; <ol style="list-style-type: none"> a. research and select the outfits for the bride and groom, best man and bridesmaid including jewellery and rings in conjunction with the theme and colour scheme. 	<p>Learning Outcomes:</p> <p>Learners are able to research, plan, budget and pitch a service to a selected target market.</p>

<p>b. decide on the salon for the hair and makeup for the bride and bridesmaids</p> <p>4. Learners to produce a budget for all aspects to include the wedding breakfast for 50 to 100 guests and evening food for an additional 100 to 150 guests.</p> <p>In order to win the wedding contract the businesses will have to present storyboards to include venue, theme, outfits, layout, budget and plans to the judges.</p>	
<p>Plenary:</p> <p>Ask the learners to select the three hardest parts of the challenge and reflect on how these were managed – possibly planning, working as a team, time management and/or budgeting. Issues could be around; whether there was there enough time to complete the challenge, how were decisions made - did conflicts need to be resolved in the team, who took responsibility for leading and managing the task – was this effective, did the budget include fixed and variable costs and was it realistic.</p>	
<p>Skills:</p> <ul style="list-style-type: none"> • Understand and apply decision-making and problem-solving approaches and techniques • Be able to produce a plan, identify and manage resources, timescales, activities and allocate responsibilities • Identify potential solutions or responses and reasons for different views • Be able to combine or develop ideas • Assess and evaluate ideas, choosing and implementing options • Demonstrate imagination and initiative • Use digital techniques and methods for a range of activities • Reflect on approaches and techniques 	

<p>Unit 12:</p> <p>Mini Challenge</p> <p>Activity 12.1: Find The Gap</p>	<p>Length of Session:</p> <p>3 hours</p>
<p>Activity Objectives:</p> <p>To learn how to use evaluations, market research, and profiling to identify gaps in the market.</p> <p>To learn how to work effectively, efficiently, and collaboratively in a group.</p> <p>To learn how to apply the SWOT evaluation tool to designs and how to use the results of the evaluation to develop and improve an idea.</p> <p>To learn how to present their ideas effectively to a professional audience.</p>	
<p>Introduction to Session:</p> <p>The aim of this Activity is to practise some of the skills required for the Enterprise and Employability challenge, and also the Individual Project. Learners are to design a new social media app, having evaluated current provisions, carried out some market research, and identified a gap in the market. They will be working collaboratively and they will present their findings and their ideas collectively at the end of the Activity.</p>	<p>Resources:</p> <p>12.1a PowerPoint 12.1b Worksheet 1 12.1c Worksheet 2 12.1d Worksheet 3</p>
<p>Activity:</p> <ol style="list-style-type: none"> 1. Go through the initial PPT slides (1-3) introducing the Finding the Gap activity. Individually, learners should then use their own mobile phones to carry out a quick evaluation of the social media apps they have/use. Learners should get into (or be placed into) groups of 2-4 and they will remain in these groups for the rest of the Finding the Gap Activity. Using the results 	<p>Learning Outcomes:</p> <p>1a. Learners will reflect on their own use of social media. 1b. Learners will create a table to evaluate the current use of social media apps. 1c. Learners will consider what effective</p>

Mini Challenge D

<p>of their own evaluations, learners should compile their results and complete the table. Looking at the information on slide 4, learners should create a survey about social media which should be completed before the next session.</p> <p>2. Looking at slide 5 and using the What is Missing? worksheet, learners should collate and discuss the results of their survey. Using these results, learners should then create the profile of their target audience, considering their key needs. Learners should spend the remainder of the session designing the social media application, using slide 6 to ensure that their designs are thorough. This work should be completed before the next session. [This is one point where a 4th session could be used effectively.]</p> <p>3. Using the SWOT Evaluation worksheet and slide 7 of the PPT, learners should evaluate their design, testing the market, if possible. They should use the results of this evaluation to make any adjustments to their design and their presentation. Learners should then present their design to their class/teacher/Head of Business/ICT, etc.</p>	<p>questions for a survey are and will create a range of questions to be answered.</p> <p>2a. Learners will collate and interpret information. 2b. Learners will learn to use information to create a needs profile. 2c. Learners will work creatively, collaboratively, and effectively.</p> <p>3a. Learners will evaluate their own creative work. 3b. Learners will learn how to use evaluations to improve their work. 3c. Learners will present their work creatively.</p>
<p>Plenary:</p> <p>Using slide 9, learners should reflect on the activity – what went well, what they struggled with, what they have learnt as a result, and what they will do to improve next time. This could be hand-written, typed, sketched, recorded, etc.</p>	
<p>Skills:</p> <p><u>Critical Thinking and Problem Solving:</u> Identify and analyse problems or issues</p>	

Mini Challenge D



Identify potential solutions or responses

Creativity and Innovation:

Be able to combine or develop ideas

Reflect on the process and identify how it could be improved

Digital Literacy:

Use social media safely and effectively

Use digital techniques and methods for a range of activities, including: collaboration, team-working, creativity, problem solving, and learning

FIND THE GAP! - Current Social Media Apps (Activity 12.1b)

<u>Social Media App</u>	<u>Target Audience</u>	<u>Main purpose</u>	<u>Links with other apps?</u>	<u>Used often?</u>	<u>Positives</u>	<u>Negatives</u>

Even more?! Add them below or make another table...

Mini Challenge D

What's missing? (Activity 12.1c)

Using the research you have collected from your survey, write down the key people, functions, or combinations that are being left out of social media.



Profiling

Now create a profile in the space below of your target audience for your social media app. You need to know who you are tailoring the app to before you really get cracking with it!

Age Range:

Profession/Education:

Why they are being missed out currently:

Social Media needs and wants:

How they would access the app:

Anything else:

FIND THE GAP! The SWOT Evaluation and Testing the Market (Activity 12.1d)

<u>Strengths</u>	<u>Weaknesses</u>
<u>Opportunities</u>	<u>Threats</u>

The SWOT Evaluation

Testing the Market:

What they liked:

What they didn't like:

Changes you would make:

<p>Unit 13:</p> <p>Mini Challenge</p> <p>Activity: You Shall Go To The Ball</p>	<p>Length of Session:</p> <p>3½ hours</p>
<p>Activity Objectives:</p> <p>To learn how to work effectively, efficiently, and collaboratively in a group.</p> <p>To learn how to budget effectively for an event.</p> <p>To learn how to present their ideas effectively to a professional audience.</p>	
<p>Introduction to Session:</p> <p>The aim of this Activity is to practise some of the skills required for the Community challenge, as well as other transferrable skills. Learners are to work in groups to plan their Leavers' Ball. There will be some focus on the creative aspect, however they will need to budget carefully, and then respond to a change in their financial status. They present their final ideas at the end of the Activity, and the class will decide on the winning Ball.</p>	<p>Resources:</p> <p>13.1a PowerPoint 13.1b Worksheet 1 13.1c Worksheet 2 13.1d Worksheet 3</p>
<p>Activity:</p> <ol style="list-style-type: none"> 1. Go through the initial PPT slides (1-3) introducing the You Shall Go to the Ball activity. Learners should get into (or be placed into) groups of 2-5 and they will remain in these groups for the rest of the Ball Activity. Looking at the information on slide 3, learners are to collaborate on creatively planning their ideal Leavers' Ball. They should consider using the Bubble Map (image on PPT) or a mind map to aid creativity. 	<p>Learning Outcomes:</p> <p>1a. Learners will work collaboratively. 1b. Learners will use creative thinking to plan a ball. 1c. Learners will create a visual presentation of their plan.</p>

<p>2. Looking at slide 4 and using the Take One shopping list and the Take One Meeting sheet, learners should discuss the range of options they have for keeping to a tight budget. They should use their problem solving and numeracy skills to ensure that they get as much from their £1000 budget as possible. Learners will need to complete the Meeting Sheet to record the decisions made.</p> <p>3. Slides 5 and 6 introduce an update to the problem: an increased budget and new guidelines. Learners should quickly reflect on the success of the previous two sessions, and they should make any necessary alterations to given roles and responsibilities. Learners will then use the Take Two shopping list to re-plan their final ball. (There is a difference in the two lists, so this is an important change.) Learners should record their decisions, but how they do this should be left up to them. The ball should be fully planned by the end of this session.</p> <p>4. Using slide 7, learners should create a presentation to give to their classmates. Bearing in mind that the best ball idea/presentation “wins”, learners should ensure that their pitches are presented in an engaging manner. Each group should present their pitch, and a class vote should be held.</p>	<p>2a. Learners will work creatively, collaboratively, and effectively.</p> <p>2b. Learners will use their numeracy skills to ensure they stick to their budget.</p> <p>2c. Learners will record their whole group decisions.</p> <p>3a. Learners will reflect on the success of the previous sessions.</p> <p>3b. Learners will adapt to changes in circumstance when re-planning their ball.</p> <p>3c. Learners will present their final decisions creatively.</p> <p>4a. Learners will create a pitch to give to their classmates.</p> <p>4b. Learners will present their plans.</p> <p>4c. Learners will evaluate which pitch is best, and will vote.</p>
<p>Plenary:</p> <p>Using slide 8, learners should reflect on the activity – what went well, what they struggled with, what they have learnt as a result, and what they will do to improve next time. This could be hand-written, typed, sketched, recorded, etc.</p>	

Skills:

Numeracy:

Addition, subtraction, multiplication and division

Digital Literacy:

Use digital techniques and methods for a range of activities include:
collaboration, team working, creativity, problem solving, and learning

Critical Thinking and Problem Solving:

Analyse problems or issues

Identify potential solutions or responses and reasons for different views

Creativity and Innovation:

Understand how to and be able to generate ideas

Demonstrate imagination and initiative

Be able to combine or develop ideas

Planning and Organisation:

Monitor and evaluate a plan, modifying it as needed and adapting to
change

You Shall Go To The Ball! (Activity 13.1b)

End of Year Ball Team – Meeting priorities:

- Discuss your final idea for the organisation of the ball.
- Assign roles and responsibilities: finance, entertainment, organisation, food, publicity and design, etc.
- Draw up a clear plan (including an itemised budget) of the event and what is required.

PRICE LISTS AND ESTIMATES	
Awards (mini statues, cups, or shields)	£2.50 each or £50 for 25
Barbecue hire and food	£450
Bouncer staff	£25 per hour
Bouncy castle	£550
Camera crew – three hours	£450
Celebrity Personal Appearance	£500 (limited to UK TV stars only)
Chocolate fountain machine (could charge 50p a go or more)	£50 hire for evening chocolate / marshmallows £4.50 bag
Cocktail bar (non-alcoholic)	£450 for the evening (prices for drinks start at £3)
Cocktail bar (alcoholic)	£600 for the evening (prices for drinks start at £4.50)
Decorations (balloons, props, confetti, etc.)	£200
DJ and disco – three hours	£350
Drinks	25p fizzy drink / 50p for brand name drinks
DVD year book and film of the event	£5 per DVD for 100 copies £10 per DVD for less than 100 copies
Firework show	£250 to £750 based on what you select
Fully catered hotel event	£2500
Hire of gazebo for outdoor event	£190
Hotel - event room only	£750
Ice cream van	£75
Ice Sculpture	£200
Karaoke hire	£250
Local limousine company	£100 per 6-seater limo
Outside catering - three course dinner	£7.50 a head

Mini Challenge E

Photographer	£500 for the evening
School catered event	£3.50 a head
School cleaner and caretaking staff	£200 total cost
Two local bands	£100 per band

Remember - you can charge for tickets, but make sure they are affordable enough that people can attend!

You Shall Go To The Ball! (Activity 13.1c)

End of Year Ball Team – Meeting priorities:

- Discuss a range of ideas for the organisation of the ball.
- Draw up a clear plan (including an itemised budget) of the event and what is required.

<u>SUMMER BALL PRICE LIST</u>	
Awards (mini statues, cups, or shields)	£2.50 each or £50 for 25
Barbecue hire and food	£450
Bouncer staff	£25 per hour
Bouncy castle	£550
Camera crew – three hours	£450
Celebrity Personal Appearance	£250 (limited to Welsh TV stars only)
Decorations (balloons, props, confetti, etc.)	£200
DJ and disco – three hours	£350
Drinks	25p fizzy drink / 50p for brand name drinks
DVD year book and film of the event	£5 per DVD for 100 copies £10 per DVD for less than 100 copies
Hire of gazebo for outdoor event	£150
Hotel - event room only	£550
Ice cream van	£75
Ice Sculpture	£200
Karaoke hire	£250
Local limousine company	£100 per 6-seater limo
Outside catering - three course dinner	£7.50 a head
Photographer	£300 for the evening
School catered event	£3.50 a head
School cleaner and caretaking staff	£200 total cost
Two local bands	£100 per band

Your headteacher/principal has only been able to give you £1000 this year for the ball.
 You MUST stick to this budget!
 Make smart choices to make this ball as enjoyable as possible for your friends.

Mini Challenge E



Leavers' Ball Planning Meeting (Activity 13.1d)

Present:

Detailed plans and costings:

	<u>Details</u>	<u>Cost Breakdown</u>
Theme and Decoration		
Location		
Food and Drink		
Music/Entertainment		
Photographer		
Gifts/Prizes/Awards		
Extras		
	TOTAL:	

Mini Challenge F

<p>Unit 15:</p> <p>Mini Challenge</p> <p>Activity: You're the star!</p>	<p>Length of Session:</p> <p>4 hours</p>
<p>Activity Objectives:</p> <p>To learn how to create an effective digital pitch.</p> <p>To learn how to transfer all of the skills developed to promote yourself.</p> <p>To learn how to present their ideas effectively to a professional audience.</p>	
<p>Introduction to Session:</p> <p>Learning instructions: Create a digital pitch to sell yourself and get a place on the next big reality TV show. You have been told about a new reality show that is looking for people to go on, this is something you have always wanted to do but the application process isn't filling in a form, the brief is to be creative and sell yourself.... It's over to you!</p>	<p>Resources:</p> <p>ICT Cameras and video equipment.</p>
<p>Activity:</p> <p>Learning instructions:</p> <p>Task 1.</p> <p>Explore the different options open to you including:</p> <ul style="list-style-type: none"> • Video or written Blogging • Developing your own virtual wall • Social networking (Twitter, Facebook, LinkedIn) • Use a Social curation site • Use a presentation site • Develop an App of yourself • Create a Podcast 	<p>Learning Outcomes:</p> <p>1a. Learners will record research effectively.</p> <p>1b. Learners will be able to using digital productivity, digital creativity and digital learning.</p> <p>1c. Learners will create a visual presentation of their plan.</p>

Mini Challenge F

..... the possibilities are endless! The more creative the better, you need to catch their attention to get the place!

Record this research in any way you feel is appropriate and meets your learning style: create a comparison table, produce an electronic mind map etc.

Task 2.

Using the BARB (www.BARB.co.uk) website you need to find out what are the most popular TV shows, find out who is watching Reality TV and when.

Present this data in a useful format; you can use it to make sure you are pitching yourself at the right level.

Task 3.

Plan your pitch, what are you going to tell them? What is appropriate? What isn't? Remember it is in the public domain so think carefully!

Task 4.

Produce your pitch, you may need to work in pairs for the final task recording each other's pitches.

Task 5.

Edit your pitch and make it a final package.

Task 6.

Pitch day!

You need to show your pitch to an audience and get feedback. Use this to consider what you would change next time.

2a. Learners will work creatively and effectively.

2b. Learners will analyse data, and reflect on success criteria

3a. Learners will present their final decisions creatively.

4a. Learners will create a pitch to present to their classmates.

5a. Learners will use creative digital methods to present.

6a. Learners will evaluate which pitch is best, and will vote.

6b. Learners will reflect on their progress

Plenary:

Learners should reflect on the activity - what went well, what they struggled with, what they have learnt as a result, and what they will do to improve next time. This could be hand-written, typed, sketched, recorded, etc.

Mini Challenge F

**Skills:**

Digital Productivity

Digital Learning

Digital Creativity

Digital Responsibility

Digital Information Literacy

Creativity and Innovation

Literacy