Character Education from SLQ

Personal Skills Programme Sample Resources
Welcome.

“Our vision is for every young person to realise their potential.”

Thank you for expressing an interest in and sharing our vision for character education and skills development. We believe that providing young people with the skills needed to develop their character is a key element to their future success and we look forward to potentially working with you in the future to bring this vision to life.

Through our Personal Skills Programme, we have developed a platform for providing young people with the opportunity to learn new skills and put them into practice in ways that benefit them as individuals and their communities, both inside school and beyond.

Richard Norman, Chief Executive

Maria Hoather, National Lead for Character Education, SLQ

Character education is a major area of focus at the moment, with the recent changes to Ofsted’s inspection framework and the subsequent guidance from the Department for Education bringing the subject into a sharp focus.

Ensuring that your pupils have a recognisable and accredited pathway for developing personal skills, in addition to presenting evidence of the intent, implementation and impact of your plans for building resilience, has become a central element to judgements around personal development.

This document demonstrates the resources that constitute the Personal Skills Programme, as well as examples of the work that SLQ has been at the heart of for over 35 years’ in the field of building personal and leadership skills in young people.

We believe that providing young people with the chances to build their skills has the power to help them realise their true potential and achieve success. We look forward to working with you to make this ambition a reality – if you’d like to find out more about delivering the Personal Skills Programme in your school, please email talk@slqskills.org.

Donna Hodgson, Assistant Headteacher: Pastoral Care & Guidance, North Bromsgrove High School

Since joining the school in September 2018, I became acutely aware that there was a gap in our provision for developing the whole student. Whilst PSHCE is a weekly slot on the timetable we needed to embed our recently launched CARE (Community, Aspiration, Respect and Endeavour) values.

SLQ’s Personal Skills Programme seemed to provide the opportunity to do this. Following discussions with SLQ, we were able to explicitly link it to our values and our school ethos with the added incentive of it being formally recognised as a certified programme that students can work towards. The traditional soft-skills highly rated by employers and higher education are an integral feature of the award.
Examples of material
1. Session Plans

Extracts from:
• Pioneer Award [Year 7]
• Ambassador Award  [Year 8]
• Community Influencer Award  [Year 9]
• Skills Pathfinder Award [Year 10]
• Skills Reflection Award [Year 11]

Suggested year groups - all awards can be adapted to suit all age groups.
## Confidence

Developing confidence in your new environment

### Learning Outcomes

By the end of this session learners will:
- Support one another to gain confidence within their school.
- Identify their own positive traits and how these can support their peers throughout the year.

### Activity 1 – I’m Cool Because...

Encouraging learners to think positively about themselves.

- Have the learners seated in a circle. To start, you stand in the middle and say “I’m cool because...” and then finish the sentence with something about yourself, e.g. “I have a twin” “I’m wearing colourful socks” “I can speak another language”
- Each learner who shares that in common with you should stand up and find a new seat. You will also need to find a seat, meaning that one learner will not be seated
- The remaining learner should stand in the middle and state their own reason for being cool. The same process as above should happen

### Activity 2 – A Helping Hand

Starting a new school is often full of unknowns. There will likely be lots of things your learners don’t yet know about their school. This activity should help your learners support one another and gain confidence in their new environment.

- Ask learners to think of three things they still don’t know about their school. Give them some prompts if needed, e.g. what after school clubs are available? Where can they go at break-time? What food is available at lunchtime?
- Instruct your learners to find classmates in the room who can help answer their questions. If there are any questions that none of the learners can answer then you can answer them, but where possible, get the learners to help one another

### Activity 3 – Skill Development

Everyone has their own heroes that they look up to. Young people in particular will look up to fiction heroes who they perceive as being strong, brave and so on. Now it’s time for your learners to be their own hero.

- Learners should draw themselves as a superhero
- Encourage them to think about their own superhero traits, e.g. super kindness, super funny, super helpful etc.
- Ask learners to present their personal superhero to a partner

Round up the activity by outlining that they all have some fantastic qualities that they should be proud of. The traits that they gave themselves should be things that they look to consciously continue with during the school year to help one another out.

### Session Round-Up

Give the students a summary of the session – what they have done, why it’s important to build confidence, reiterate that they identified their own positive attributes and qualities etc. Outline what will be covered next session.
Responsible and self-aware
Allocating roles and responsibilities for presentation planning

<table>
<thead>
<tr>
<th>Activity No.</th>
<th>Activity Name</th>
<th>Duration</th>
<th>Space required</th>
<th>Resources required</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Charades</td>
<td>15 minutes</td>
<td>Classroom</td>
<td>Pen, paper and clipboard or whiteboard</td>
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<tr>
<td>2</td>
<td>Presentation planning - outline</td>
<td>20 minutes</td>
<td>Classroom</td>
<td>Pen and paper</td>
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<tr>
<td>3</td>
<td>Role with it</td>
<td>15 minutes</td>
<td>Classroom</td>
<td>Pen and paper</td>
</tr>
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</table>

**Activity 1 – Charades**

Prepare the activity by writing slips of paper, each with the name of a film, TV show, book or song. You'll need about 15 in total, one complete set per group.

Each group has a ‘team area’ around the outside of the working space whilst you stand in the middle of the area with a tub per group containing all of their slips of paper.

On command, one member of each team takes a slip from you at random out of their tub. The ‘actor’ must head back to their team and act out the charade on their slip of paper, without talking, until their team guess their charade.

Now another team member comes to the middle to take another slip, returning to their team to act out their charade.

Everyone in the group must take a turn at acting.

The winning team are the first to act out and correctly guess all of the charades in their tub.

Discuss with learners how everyone in the team had their part to play, although it may have been that people had different strengths; some may have been better actors whilst others were good at guessing.

For their presentation to be a success everyone will have to play their part, using each person’s talents, abilities and strengths.

**Activity 2 – Presentation planning - outline**

Working in their groups, learners can begin to formally plan the ‘headlines’ of their presentation.

They will need to reflect back on previous sessions, considering the best ways to get their message across to the target audience and the ways they might be motivated to take action.

Learners might like to consider:
- What they want to say
- How they want to get their message across
- What information they will need to find to inform their planning and presentation
- What they want the audience to do - what is the intended result?

**Activity 3 – Role with it**

With their outline plan starting to take shape, learners can begin to consider the various jobs that will need to be done in order to get from where the group are currently to where they want to be.

Each small group can list or mind map the various roles and their main responsibilities, or this can be done as a whole group if appropriate.

Jobs may include:
- Researching information
- Writing text
- Making posters, banners etc.
- Liaising with other stakeholders

The skills necessary to carry out each role can be considered and, based on each group member’s individual strengths, suggestions can be made to match people to jobs.

**Session Round-Up**

Remind learners that everyone has things they are better at and feel comfortable doing, as well as things they would rather not do or feel they are not as good at. The beauty of working as part of a team is that (hopefully) the mix of people, skills and preferences means that all roles can be carried out successfully.

**Learning Outcomes**

By the end of this session learners will:
- Know the different roles that will be needed and the skills necessary to fulfil these roles
- Consider which group members may be best placed to carry out each role
- Begin to plan their presentation
Introduction to the award
Opportunities to participate in the school community

Activity 1 – Reverse musical bumps
Split the class into two teams and sit each team on the floor or on their chairs, one team on either side of the room (with a clear divide between the teams).
Play some music while the learners ‘dance’ in the chairs/whilst sitting down. Stop the music at random (as you would for musical chairs) and learners must all stand up as fast as they can. Whoever stands up first scores a point for their team.
Play for a set period of time or a specific number of goes. Whichever team has the highest score at the end of the game is the winner.

Activity 2 – Introduction to the Active Citizenship Award
Outline what will be covered within the Active Citizenship Award:
• The skills that will be developed – communication, self-belief, teamwork, self-management, problem solving
• The Award Challenges – an overview of what they will do during the programme
• Introduction to the Evidence Passport

Activity 3 – Exploring the current landscape
Working in small groups, give each a piece of flip chart paper.
Ask learners to divide the paper into two halves – one titled ‘successful’ and the other titled ‘less successful’.
Firstly, learners will list all of the aspects that they feel are successful about their school community. These might include elements such as:
• Clubs and opportunities to take part in a range of extra-curricular activities
• School library
• Trips
• Mentoring or buddy programmes
• Outside space/environment (grounds, gardens, play equipment etc.)
• Canteen food – availability of healthy options etc.

Groups can share their list with the rest of the group and add to their own as appropriate.
Now on the other half of the paper, learners can note down elements they feel are less successful. These might be the same things as listed above (depending on if they are seen as successful or not!) and/or might include elements such as:
• Lack of extra-curricular provision/access to this
• Unhealthy canteen food
• Bullying or other social issues
• Lack of attractive outdoor space
Again, these can be shared with the whole group and a general discussion into the way the school currently (in their view) does/doesn’t meet the learner’s needs can be held, with pertinent points added to the flip chart paper as appropriate.

Session Round-Up
Learners have explored the various ways in which the school currently meets their needs. In the next session they will be asked to consider where this current provision is effective and also where there may be opportunities to make improvements.

Learning Outcomes
By the end of this session learners will:
• Understand the Active Citizenship Award for Year 9
• Be aware of the current provision and opportunities in and around the school community

<table>
<thead>
<tr>
<th>Activity No.</th>
<th>Activity Name</th>
<th>Duration</th>
<th>Space required</th>
<th>Resources required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reverse musical bumps</td>
<td>15 minutes</td>
<td>Classroom/clear working area</td>
<td>Music</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to the Active Citizenship Award</td>
<td>10 minutes</td>
<td>Classroom</td>
<td>None</td>
</tr>
<tr>
<td>3</td>
<td>Exploring the current landscape</td>
<td>25 minutes</td>
<td>Classroom</td>
<td>Paper</td>
</tr>
</tbody>
</table>
Learning Outcomes
By the end of this session learners will:
- Reflect back on achievements during the programme
- Look forward to next steps along career pathway

<table>
<thead>
<tr>
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<th>Duration</th>
<th>Space required</th>
<th>Resources required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self review</td>
<td>15 minutes</td>
<td>Classroom</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>Peer review</td>
<td>15 minutes</td>
<td>Classroom</td>
<td>None</td>
</tr>
<tr>
<td>3</td>
<td>Looking back, looking forward</td>
<td>20 minutes</td>
<td>Classroom</td>
<td>None</td>
</tr>
</tbody>
</table>

Activity 1 – Self review
Using the completed worksheet within the Evidence Passport learners can review their own performance based on both their presentation and their participation in the programme.
Learners will consider questions such as:
- What have they learnt about their selected job role?
- What have they learnt about themselves?
- What have they most enjoyed?
- What did they find most challenging?
- What do they feel they did well?
- What was their weakest area?

Activity 2 – Peer review
Using the peer review worksheet completed during the presentation session/s, learners can find and give feedback to their specific classmate.
Learners can add to their self-review worksheet as necessary following receiving their peer feedback.

Activity 3 – Looking back, looking forward
Learners can reflect back on the programme – thinking about what they have learnt about their selected job role and consider what their next steps might be now that the programme is coming to an end.

Session Round-Up
Congratulate learners on their participation in the programme. Remind them that their passport needs completing if there are any outstanding elements.
Motivation

Identifying next challenges

Activity 1 – Peer review
Using the peer review worksheet completed during the presentation session/s, learners can find and give feedback to their specific classmate. Learners can add to their self-review worksheet as necessary following receiving their peer feedback.

Activity 2 – Growth Mindset
Introduce learners to the concept of Growth and Fixed Mindsets (see Appendix 3). Using the Evidence Passport ask learners to identify when they have used both mindsets (there will no doubt be examples of both). Lead a group discussion on the benefits of Growth Mindset and record them on the board. Examples might include:
- Improving self-esteem
- Embracing learning
- Boost confidence
- Not worrying about things having to be perfect
- Taking responsibility and accountability

Activity 3 – Challenge Yourself
Tell learners you are going to do a quick fire quiz with them. Ask a series of really easy questions, e.g.
- How many days in the week are there?
- What is 2+2?
- What is the opposite to light?
Hopefully everyone will answer all the questions correctly. Now ask them if they enjoyed the quiz. Many will probably answer no because it was too easy (they might even say it was pointless). Ask them how it could have been made more enjoyable. They will probably recognise that doing something really easy usually is not very interesting.
Ask learners to think about an occasion recently where they faced a challenge. It doesn’t need to be anything huge – examples might include: applying for a job, complaining in a shop, issues with social media etc. You could introduce this by outlining a challenge you have faced and how you overcame it. Outline that overcoming challenges will make a person feel more confident. Encourage learners to consider how they felt before, during and after the challenge.
As the discussion develops, record on the board the positive outcomes from overcoming challenges. Remind your learners that the quiz at the start of the activity was boring – never facing challenges will make for a boring life!

Session Round-Up
Recap the key points from today’s session – making the next steps in their journey can be a scary prospect. However, learners should be encouraged to take on challenges to boost their confidence, develop their skillset and widen their experiences. Challenges are an inevitable part of life so being comfortable with tackling them will help learners at home, at work and at school.

**Learning Outcomes**
By the end of this session, learners will:
- Identify the next steps in their journey
- Outline what skills are needed to achieve their goals
- Recognise how challenges help develop a skillset

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<thead>
<tr>
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<th>Duration</th>
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<th>Resources required</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Peer review</td>
<td>15 minutes</td>
<td>Classroom</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>Growth Mindset</td>
<td>20 minutes</td>
<td>Classroom</td>
<td>Introduction to Growth Mindset (See Appendix 3)</td>
</tr>
<tr>
<td>3</td>
<td>Challenge Yourself</td>
<td>15 minutes</td>
<td>Classroom</td>
<td>None</td>
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</tbody>
</table>
Examples of material
2. Evidence Passports

Extracts from:
• Pioneer Award [Year 7]
• Ambassador Award [Year 8]
• Community Influencer Award [Year 9]
• Skills Pathfinder Award [Year 10]
• Skills Reflection Award [Year 11]
Welcome...

...to the Ambassador Award and congratulations on taking part in this exciting course! Becoming active in your school community is a great way to really embed yourself into school life and also develop your skillset alongside it. Within this award you will identify and explore an issue that is important to you and your school’s environment/community, and deliver an awareness raising campaign to your peers.

Your Evidence Passport

This Evidence Passport is yours to keep (though your tutor may wish to keep hold of it until you complete the award). You should use the passport to reflect on your learning and support some of the activities that you will undertake as you work through the award. You can even ask your teacher to sign-off the passport to prove that you have showcased your skills.

Gaining life skills through the Ambassador Award

This course will take you on a journey to gain life skills. Through showing a set of behaviours, you will develop 5 essential skills that will help you progress in other areas of interest to you.

<table>
<thead>
<tr>
<th></th>
<th>Communication</th>
<th>Self-belief</th>
<th>Teamwork</th>
<th>Self-management</th>
<th>Problem solving</th>
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</thead>
<tbody>
<tr>
<td>What this means to you</td>
<td>Your ability to listen and share information</td>
<td>Building confidence in your own ability</td>
<td>Enabling you to work with others</td>
<td>Taking responsibility for your actions and doing things to the best of your ability</td>
<td>Understanding the problem and finding solutions</td>
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<tr>
<td>Rate yourself at the start of this course...</td>
<td>1 2 3 4</td>
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<tr>
<td>Rate yourself at the end of this course...</td>
<td>1 2 3 4</td>
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1=Low 4=High

This course will take you on a journey to gain life skills that will improve your:
- Ability to communicate with others
- Self-esteem and confidence in your own ability
- Ability to work with others as part of a team
- Skills needed to manage your own work and personal development
- Ability to identify problems and what to do to problem solve

So, let’s get started...
Session 1 – Introduction to the award

Checking in - discuss with your group the terms below: do you feel confident in your ability to do each skill? Where and when do you often have to do each one? Did you do them well during the previous programme? Order the words below from 1 to 5 from the one you feel you do best to least well.

Self-belief  Communication  Teamwork
Self-management  Problem solving

Note below the aspects in the school that you feel are successful and those that you feel are less so (or don't currently exist but should). You might like to use different coloured pens for each or create two different lists.

Checking out – which of the key skills did you use in today’s lesson? In what way/s and how successfully did you use each one?

How used?  How well used?

Self-belief
Communication
Teamwork
Self-management
Problem solving
Session 6 – Intuitive and self-aware

Checking in - thinking back to the key skills that were explored in session 1, list below the main ones you think will be most important in your potential job role.

Complete the table below to show the skill set most relevant for your job role, where you think you are currently for each identified skill and how you might improve weaker skills.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Rating 1-5</th>
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<table>
<thead>
<tr>
<th>Weaker skill</th>
<th>How could this be improved?</th>
<th>Why would improvement be beneficial?</th>
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Checking out – you are more likely to achieve your goal/s if you have support from those around you. This may be someone giving you sound advice, encouraging you, helping in practical ways etc. List below anyone you can think of who could help you develop your skills and/or travel along your career map.
Session 9 – Motivation

What is the main feedback the person who observed you delivering your presentation has given to you?

Identify occasions when you have adopted a Growth Mindset and occasions when you have adopted a Fixed Mindset.

GROWTH MINDSET

FIXED MINDSET
Our Skills Framework helps young people to realise their potential.

By developing these skills:
- Communication
- Self-Belief
- Teamwork
- Self-Management
- Problem Solving

Which we define as:
- The ability to listen and share verbal, written and electronically
- Building confidence in own ability
- Enabling an individual to work with others
- Taking responsibility for actions and doing things to the best of their abilities
- Understanding a problem and using logic to find solutions

We demonstrate these behaviours:
- Appropriate Listening
- Body language
- Demonstration Understandable
- Active listening Questioning
- Articulate Professional Passionate Succinct
- Confidence Positive attitude
- Self awareness
- Enthusiasm
- Courage
- Resilience
- Self-esteem
- Self-motivation
- Reliable Respect
- Honest Flexibility
- Encouraging Trustworthy
- Adaptability
- Integrity
- Empathy
- Inclusive
- Inspiring
- Commitment Self control
- Organised Responsible
- Reflective
- Accountable Determination
- Independence Initiative Motivated Self starter

Our Skills Framework helps young people to realise their potential.