Standards Unit

Improving initial assessment of personal and social skills in Entry to Employment

Tackling barriers and helping learners progress in E2E

Activities for learners

Contents

Foreword

We are committed to the following principles that underpin all our work:

- We will recognise and celebrate excellence in the post-16 sector.
- We will recognise and celebrate diversity.
- We will be open and participative in our approaches to development.
- We will recognise barriers to excellence and be supportive of those working in challenging contexts.
- We will challenge underperformance.
- We will embed the concept of the 'safe learner'.*

Guidance for Employers. Safe Behaviour is Sound Business. Supervising the Safe Learner. LSC.MISC/0611/03.

This pack of resources draws on the experiences of learners, tutors, trainers, managers and inspectors who worked with us during the development and testing of the resources which have been produced as part of the Success for All strategy.

Success for All is a partnership between the Department for Education and Skills Standards Unit and the Learning and Skills Council (LSC). The Standards Unit leads on Themes 2 and 3 and the LSC on Themes 1 and 4:

- Theme 1 – meeting needs, improving choice.
- Theme 2 – putting teaching, training and learning at the heart of what we do.
- Theme 3 – developing the leaders, teachers, trainers and support staff of the future.
- Theme 4 – developing a framework for quality and success.

The Standards Unit was set up in January 2003 to embed excellence in teaching and learning and to modernise and upgrade the sector's workforce. It acts as a catalyst, selecting priority areas for action and harnessing the work of partners to improve quality in the sector – in adult and community learning, colleges, prisons, school sixth forms, sixth-form colleges and work-based learning. The Unit's staff includes officials and expert practitioners seconded from providers and the inspectorates, and the Unit also calls on the services of other practitioners on a consultancy basis. The Unit selects curriculum areas because of their importance to the economy, social inclusion and progression and because inspection outcomes show room for improvement.

We are indebted to the learners, tutors, trainers and managers who have generously contributed their ideas and reflections during the development of these resources. They are only the first phase of our work. Further resources will be available at later stages, and regional activities will be arranged by our regional teams to share best practice in teaching and learning. We trust you will take a full part in these.

We hope that you will enjoy using these resources and would welcome your views and ideas for adapting them further – do let us know by e-mail: standards.unit@dfes.gsi.gov.uk

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Head of Standards Unit

Introduction

If you are a tutor supporting learning in E2E programmes, this resource is for you. It brings you the work of tutors from 40 trial and pilot sites involved in the Standards Unit's teaching and learning project between May 2003 and July 2004.

The activities in this ring binder have been adapted by tutors to help them develop and assess their learners' personal and social skills during the initial assessment period of the E2E programme. They include adaptations of six core activities to provide:

- session overviews;
- stimulus sheets;
- card sort activities;
- skills checklists.

The accompanying Activities for learners: Supporting materials CD-ROM gives you downloadable resources to adapt for your learners, including detailed session plans for each activity.

Rationale for these resources

The Standards Unit has chosen the area of initial assessment of personal and social skills for its first set of resources for E2E for two main reasons:

1   Designing a comprehensive initial assessment programme can be challenging for providers.
2   Personal and social factors can present barriers to further learning, and it is essential that initial assessment in this area is carried out effectively.

Initial assessment is an essential part of a learning programme. It enables you and your learner to understand existing strengths and needs. Learners should experience initial assessment as a positive and motivating programme, and providers are expected to take between two and six weeks to carry out a comprehensive range of assessments. At the same time, it is important that the learner gets started on work that they find relevant and motivating.

You will need to plan opportunities for your learners to develop the personal and social skills they need to benefit from the E2E programme and to progress to a positive destination. However, assessing personal and social skills accurately is challenging. The method described in the Tutor guide that accompanies this resource will help tutors carry out assessments while, at the same time, providing learning opportunities for their learners. The purpose of this resource is to give you ideas and materials to adapt and use in the initial assessment programme you design.

Teaching and Learning Framework for E2E

This ring binder is part of a Teaching and Learning Framework for E2E that includes:

Learners' resources

- Activities to help develop and demonstrate personal and social skills

Tutors' resources

- Session plans
- Activities to adapt
- Guidance on using the process for the initial assessment of personal and social skills
- A CD-ROM that illustrates the process in action

Continuing Professional Development (CPD) resources

- CPD activities
- Guidance on creating schemes of work and session plans
- A video resource to illustrate CPD activities in action

How to use this resource

It is very important to understand that the activities in this resource alone will not provide you with an accurate picture of your learners' strengths and needs. They should be used as part of a planned approach to observing and assessing personal and social skills. This approach is described in Section 4 of the Tutor guide that accompanies this pack. There are four stages in the process:

1   Preparing to assess and develop personal and social skills.
2   Using observation to gain evidence about personal and social skills.
3   Making objective assessments.
4   Giving feedback and agreeing key objectives.

All the activities in this ring binder require learners to do things. Most are suitable for use in an induction programme to help learners develop confidence and skills. Two of the activities require the learner to develop skills in self-assessment and peer assessment. Some of the activities can be used as the learner moves into their chosen vocational areas, when you may wish to observe and assess their personal and social skills in a work context.

After the initial assessment phase, you can continue to use the approaches described in these resources to plan the development of your learners' personal and social skills.

This resource contains three main components:

- Activities for learners: ring binder.
- Two sets each of five card sort packs.
- Supporting materials CD-ROM.

This ring binder contains six 'core' activities. For each core activity, there are:

- an **example** skills checklist of a range of skills that you could observe and assessment statements you could use for each activity. These are not prescriptive. They are examples that you may modify for your learners.
  Alternatively, you may wish to focus on different personal and social skills, in which case you will design your session so that those skills can be developed and demonstrated by your learners;
- an overview of activities adapted by providers;
- a set of resources that you can use with your learner: questionnaires, card-sort activities and stimulus sheets.

The annex contains:

- an example of a completed observation record.

The Supporting materials CD-ROM contains detailed session plans for each activity, stimulus sheets, questionnaires and handouts that you can adapt and print out.

Other resources in the framework:

On the Tutor guide CD-ROM, you can see how six providers adapted the six core activities and implemented the initial assessment process. You can also use this CD-ROM as a stimulus for CPD.

The Continuing Professional Development ring binder and its accompanying video and DVD resource take you through the four stages in the initial assessment process for personal and social development and offer ideas and resources for CPD sessions and self-study. A Supporting materials CD-ROM included with this pack contains session plans and handouts for you to adapt and use for CPD.

The Tutor guide and Tutor guide CD-ROM provide the underpinning guidance to the initial assessment approach and examples of how pilot providers adapted the activities.

An important note

As you are aware, many young people on E2E programmes are vulnerable and it is important that you are sensitive about how you use activities that could invite young people to discuss personal and confidential areas of their lives. Tutors need to be skilled at handling confidentiality and disclosure. Tutors should be aware of their organisation's policies on disclosure. If you need advice about developing policies and training in this area you can contact your local Area Children's Protection Committee: www.acpc.gov.uk. Guidance about appropriate action in the event of disclosure of confidential information by learners is part of the Government's Quality Protects programme – see http://www.dfes.gov.uk/qualityprotects

Key points:

Providers in the pilot found that the activities in this resource were most successful when:

- they adapted the activities and the session plans to suit their learners;
- they used the activities as part of a planned induction and initial assessment programme, not as one-off assessment sessions;
- tutors created and worked with common skills checklists of personal and social skills;
- they embraced the whole four-stage observation and assessment process.

A summary of the four-stage process is on the next page.

The process of initial assessment of personal and social skills through observation

Stage 1: Preparing to assess and develop personal and social skills	→	• With your colleagues, agree on a framework of personal and social skills as a basis for observation. • Create an observation skills checklist. • Engage learners in meaningful and motivating activities that will help them develop personal and social skills. • Determine which activities give learners opportunities to demonstrate the skills you have defined and also help you profile their strengths. • Decide which learners you will observe during a session.
Stage 2: Using observation to gain evidence about personal and social skills	→	• Agree with the learner what skills you will observe and give feedback on. • Using the skills checklist, observe the skills you have identified. • On a recording sheet, record what you observe.
Stage 3: Making objective assessments	→	• Share your observations with appropriate colleagues and partners. • Compare evidence you have from other activities where the learner had a chance to demonstrate the same skills. • Record your assessments, noting the progress the learner has made. • Prioritise areas for development that will make a key difference to help positive progression. • Identify short-term targets for discussion with the learner.
Stage 4: Giving feedback and agreeing key objectives	→	• Encourage the learner to reflect on their experience. • Give the learner positive feedback about what they do well and check that they 'hear what you say'. • Help the learner understand the skill areas they need to develop and agree priorities for action. • Set short-term SMART targets and further assessment activities and record. • Agree E2E objectives for personal and social skills and record in E2E passport.

Planning sessions

There is no perfect session plan or one method that can be used by all areas in the learning and skills sector. To recommend just one approach could limit the imagination and flair of teachers, trainers and tutors.

Key features, however, form part of a successful session. These are shown in the diagram below and may be useful when you develop your session plans.

Session planning guide[1]	
This guide to session planning is provided as an overarching design principle and is not the only correct way to plan a session.	
Before the session	Consider beginning each session with a brief 'fun' warm-up activity.
	Locate the session or sequence of sessions in the learning plan.
	Identify: • the prior knowledge required by the learners; • the learning styles of the individual learners and any support needs; • equality and diversity issues; • the resources required; • opportunities for e-learning and ILT; • Key Skills opportunities; • accessibility; • health and safety requirements.
	Decide the learning objectives of the session and plan activities that will achieve them.
During the session	Include an introduction that clearly sets the scene and/or the objectives for the session. Relate the activity to relevant prior learning.
	Choose activities that will allow the learning objectives to be met.
	Build in opportunities to check that learning has taken place.
	Include a summary and a learner review at the end of the session and make a link to appropriate follow-up work.
After the session	Thank learners for their contributions.
	Record any points that arose during the session that may need to be covered before the next session.
	Carry out a short review and ask one learner to complete the learner feedback section on the session plan.
	Note the links between this session and the next.
	Complete your own evaluation statement on the session plan.

[1] A complete guide to designing schemes of work and session plans is included in the Continuing Professional Development ring binder that is part of this E2E Teaching and Learning Framework.

Using the session plans in this resource

A detailed session plan for each activity in this resource can be downloaded from the Supporting materials CD-ROM that is included in this pack. The session plans follow the guidelines in the session planning guide.

We have adopted a session plan template developed with several of the providers who worked with the Standards Unit during the piloting of these materials. It is, of course, not the only effective template, and you may already use a format that works well in your organisation.

The template we have used in this resource is reproduced on page 13. You can download it from the Supporting materials CD-ROM. Tutors have found that this template works well for their initial assessment programme.

Beginning a session

Many sessions we observed in the pilot began with a 'fun' warm-up activity. This served as an ice breaker for the day and helped set a positive and brisk tone to the start of the session. You will find ideas for warm-up exercises on several of the session plans on the Supporting materials CD-ROM.

Ending a session

The session plan template we have used provides a space for evaluation. At the end of each session, the tutor invites learners to review their learning and the effectiveness of the activity. One of the learners is chosen to write the feedback statement in the space provided. All learners take a turn at completing this feedback statement at some time in the programme. The tutor helps learners with poor literacy skills to complete their statements.

A tutor also completes the evaluation statement in the space provided. Periodically, the team can review the session plans and modify the activity to take account of learner and tutor feedback.

Session plan

Activity: **Context:** **Duration:**

Venue: **Date:**

Tutor name: **Observer name (if appropriate):**

Learning objectives:			
• •			
Time	**Tutor activity**	**Learner activity**	**Resources**

Personal and social skills developed •   •   •
Skills developed or practised: Key Skills, literacy, language (ESOL), numeracy

Tutor evaluation	Learner feedback

Overview of adapted activities

You will need to adapt activities to suit the skills levels and needs of your learners. This overview is colour-coded to help you quickly see which activities may be most appropriate for you to use with your learners.

Activities that are visual and/or creative and involve little or no reading or writing	Activities that are structured and give learners a framework or key words to help them
Activities with a vocational or career bias	Activities that allow learners more freedom to respond

Core activity 1: Using ice breakers to explore personal and social skills	
• Helps learners get to know each other and their programme • Promotes social interaction and provides opportunities to begin assessment of personal and social skills • Use early in the E2E programme and try to work together with other tutors to maximise your opportunities to observe and assess learners	
Adapted activities	**When and how to use these activities**
How do you feel today? • Learners describe and explore their feelings using image-based material	 • Use with groups as a paired activity • Could use on the first day of the programme
What's my line? • A game developing headlines and stories from a pack of amusing phrase and word cards	 • Learners work in small groups • Use with learners who have begun to work together and get to know each other
Tools for a new beginning • Hands-on activity finding out about the uses of a range of tools or equipment	 • Based on an induction into an engineering course but adaptable for groups in other vocational areas

Core activity 2: What are you like?

- Encourages learners to reflect on their own skills as well as each other's – giving and receiving feedback
- Use when learners know each other fairly well and have some experience of working as a team

Adapted activities	When and how to use these activities
Team spirit - Practical activity to build a paper tower - Activity is video recorded to stimulate self-assessment	- Use the activity at any time during the initial assessment period - Make links to team work in the workplace
What happened next? - Newspaper-based activity prompts learners to explore life challenges and options	- Use with learners to develop discussion, peer support and life skills in a creative and relevant activity
Who is in your group? - Learners are introduced to self-assessment and peer assessment using a questionnaire	- Good with groups who are getting to know each other - Develop learners' confidence by identifying strengths

Core activity 3: The Life Map

- Helps learners to express their lives and aspirations in visual and creative ways
- Develops review and decision-making skills
- Can be used at various stages in the programme to prompt learners to engage in target-setting and goal-setting activities

Adapted activities	When and how to use these activities
Life in a shoebox - Learners collect and share items of importance to them in their lives	- Can be used in a whole group or small groups or pairs - Tutor also prepares a box as stimulus - Need to be sensitive to issues around confidentiality and disclosure
My future - Uses images and photographs to create and present a timeline or poster of future aspirations	- Use with learners who want to look ahead rather than reflect on their past - Give careful consideration to potential for sensitive issues to arise
Moving on - Learners identify work-related goals and visually present the steps they will take to reach that goal	- Use to motivate and build confidence of groups of learners who are ready to move into vocational options

Core activity 4: Why are we here?

- Prompts learners to recognise their reasons for participating in E2E, identify their expectations and plan future progression routes
- Use with learners who have been following E2E for at least two weeks and adapt focus according to individual needs

Adapted activities	When and how to use these activities
Why are we all here? Class survey • Learners create a visual chart of reasons for being on E2E and their expectations of the programme	• Use to motivate groups and promote a sense of shared interests and aims with learners after a few weeks on programme
Why are we all here? Group survey • Learners develop a survey tool to identify reasons for being on E2E and their expectations of the programme	• Use after a few weeks on programme with learners with level 1 or 2 literacy skills • Provides opportunities to develop number and information and communication technology skills
Why are you here? Tell us about it • Learners work in teams to produce a video about their experience of E2E	• Use after a few weeks on programme to motivate and challenge learners • Can be a short- or longer-term project

Core activity 5: How did I do?

- A series of activities that are used to develop learners' ability to undertake peer assessment and self-assessment
- Use in a range of group sizes
- Will be most effective when learners know each other well

Adapted activities	When and how to use these activities
Video diary - Learners take on the role of support buddy to others with severe learning difficulties and use video to assess performance	- Use with learners with low self-esteem, possibly with moderate learning difficulties - Effectively used during a residential activity
Supersport - A role-play and feedback activity set in a struggling sports shop gives insight into workplace skills	- Use to develop speaking skills, feedback skills and relate personal and social skills to the workplace - Developed with language learners (ESOL – English for speakers of other languages)
The new care worker - Challenges learners to consider their own and elderly people's responses to loss	- Use to prepare learners for work experience activities within the care sector

Core activity 6: Personal and social skills at work

- Building personal and social skills in a vocational setting
- Use alone or as a series of sessions
- Include time for reflection on skills developed

Adapted activities	When and how to use these activities
Front of house - Practical activity where E2E learners staff the provider's training restaurant	- Use as final session after a series of activities to develop underpinning skills: for example, table and customer service
The brief - Sets up learners as a multi-media company producing a range of materials for their 'client'	- Use over a period of weeks in induction to motivate and engage learners and develop information and communication technology skills

Core activity 1: Using ice breakers to explore personal and social skills

Introduction

Ice breakers are often used as a way of introducing young people to each other and to their tutors. They can also be extended to introduce aspects of the E2E programme. As ice breakers are designed to promote responses, they provide lots of opportunities for social interactions and for beginning the initial assessment of personal and social skills.

Possible personal and social skills to observe and develop in ice breaker activities

Ice breaker activities particularly lend themselves to obtaining information about how well young people can:

- initiate a conversation;
- take turns and use appropriate eye contact;
- use facial expression;
- use body language.

Planning the session

Using these activities with a range of learners and in different situations

The examples in this section are adaptations of ice breaker activities. You need to adapt them to suit your learners.

You might like to consider the following when planning these activities for your learners:

- **Use of language** – How should the words on stimulus sheets, cards and posters be selected in order to help learners understand their meaning? Should the exercise introduce what might be new vocabulary for some learners?
- **Timing of the activity** – Should the activity you adapt be used on the first day, or is it better to use it at some other time during the first few days? Remember that many young people could be reluctant to talk too much about their feelings on the first day.
- **Group size** – If you have a small group of learners, you may be able to carry out an activity as a whole group. Alternatively, you might decide that learners will have a better opportunity to respond in small groups.

How to make sure there are opportunities for observing personal and social skills

Personal and social skills are best observed in ice breakers when learners are engaging with others, so build in lots of opportunity for this to happen. It is important to develop the activity so that learners get to

the point of interacting with each other successfully. It's a good idea to start with paired work.

Try to arrange for tutors to work together for these sessions, so that you can take part in the ice breaker and share observations. You should each concentrate on a small number of learners. If you try to assess the whole group on your own, the information will be patchy, you are less likely to be able to make accurate observations and your judgements will be less objective.

The learning activity should provide a relevant and useful experience. The tutor has **two** reasons for undertaking these activities.

First, learning objectives and learning outcomes are to be achieved by the learners.

Learning objectives
- To help the learners and tutor(s) to get to know each other.
- To give learners the opportunity to explore and share their feelings.

Learning outcomes
- To appreciate that it is usual to feel nervous when starting something new.
- To understand that there is value to be gained from working with and learning with others.

Second, there is an opportunity to assess personal and social skills, in particular those identified in the skills checklist in this section, including:
- learners' skills in initiating conversations and taking turns;
- the appropriateness of learners' eye contact, body language and facial expressions.

Hints

- Always check that the young person can read and understand task sheets.
- It is important to be sensitive about the information we expect learners to exchange in their first few days. 'Getting to know you' exercises need to be positive. It is inappropriate to ask learners to share private feelings in an ice breaker exercise (see page 8).
- Ice breakers can be short, fun activities. They can also be extended to provide the basis for more reflective work.

Skills checklist template, covering the personal and social skills identified for the ice breaker activities

Skill area under observation	Range of possible assessments	Examples of observed behaviour	Evidence from other tutors and activities
Initiating a conversation	• Able to initiate a conversation with familiar and unfamiliar people • Can initiate a conversation with someone familiar but not with a stranger • Will attempt to initiate a conversation with others • Does not initiate a conversation		
Turn taking	• Invites other people to make a contribution • Waits for others to have their say • Says most in the conversation • Interrupts other people		
Eye contact	• Eye contact encourages and supports others • Eye contact is used at times to acknowledge the other person • Avoids eye contact at all times		
Body language and facial expression	• Body language and facial expression acknowledge others and support the message being conveyed • Some appropriate body language or facial expression, such as smiling, nodding and turning to face the other person • Unaware of body language: for example, personal space		

Record to show use of observation data to reach objective assessments, priorities for development and draft short-term targets

There are examples of two completed records in the Annex on page 85.

Objective assessment	Priority areas for development to discuss	Possible short-term targets to discuss

ADAPTED ACTIVITY 1.1

How do you feel today?

Providers in the Standards Unit pilot developed several versions of this ice breaker activity. It can work very well on the first day for a whole group.

Learners are given stimulus sheets or cards with pictures and words describing different feelings. They select those that best express their feelings. You need to consider areas of sensitivity. It is inappropriate to ask young people to share private feelings, especially during the first days (see page 8).

Follow up with a series of fun ice breaker activities to foster friendships and team working.

Learning objectives

- To meet others in the group and work together in a relaxed and non-threatening environment.
- To explore feelings and share them with other people.
- To develop and demonstrate the personal and social skills identified in the skills checklist in this section.

Overview of the session

Tutor introduces herself or himself and explains that everyone experiences a mixture of feelings when they are beginning something new. Tutor uses a personal example of how they felt on a first day.

If learners have not met each other before, carry out a 'name game' introduction: each learner says their name and something good that has happened to them this week.

Tutor gives each learner a stimulus sheet with pictures and asks them to circle those that most closely match how they are feeling.

In pairs, learners share their images. They notice where they have chosen the same images. They are encouraged to discuss their hopes and expectations for the E2E programme as well as their apprehensions.

In the whole group, pairs give feedback on up to three images they have discussed.

Tutor ends the discussion by reminding learners that new beginnings are exciting. Tutor says that they will look at this exercise again in two weeks' time, so that learners can compare their feelings now and then.

Tutor asks two confident learners to describe what the group has covered in the session and what the benefits have been. Tutor checks that others agree with the summary.

Session continues with a series of fun ice breaker activities: the **Quick fire** card game, for example.

At the end of the session the tutor thanks the group for their contribution and participation in the session.

Resources

A stimulus sheet of images is included in this pack on the next pages and on the Activities for learners: Supporting materials CD-ROM. A session plan for running a carousel of fun ice breaker activities is also included.

There are two sets of **How do you feel today?** cards, with images and words, and two sets of **Quick fire** cards are also provided in the pack.
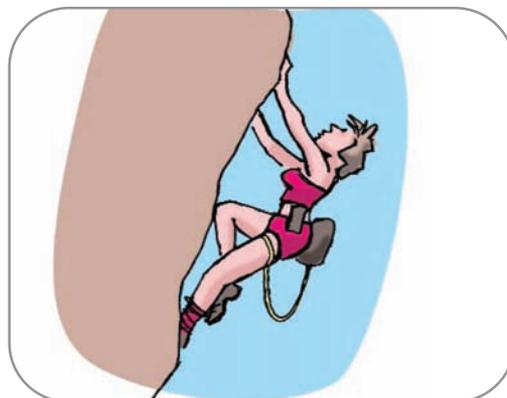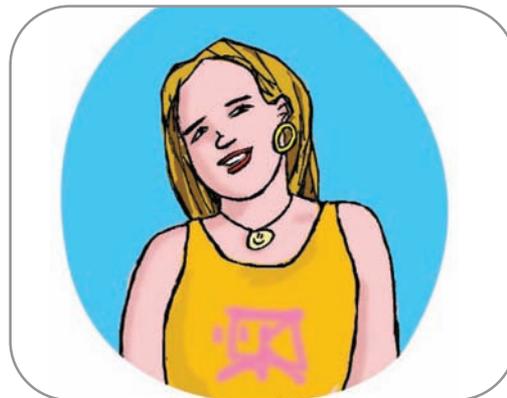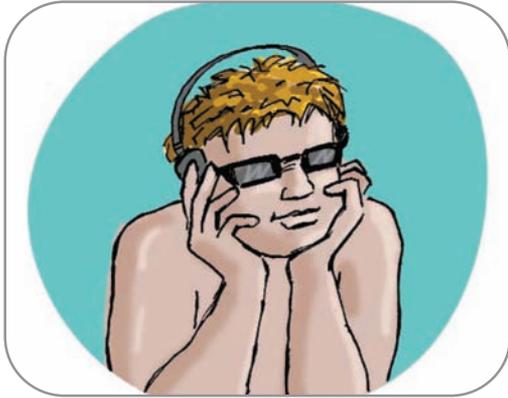
ADAPTED ACTIVITY 1.2

What's my line?

This ice breaker activity uses humour to stimulate interactions between learners. You could use it after the learners have got used to working together over the first few days. It is designed to get learners to collaborate to develop a story. Learners work in small groups to make a newspaper headline from amusing and improbable words and phrases they are given on cards. They then develop the story, write it up and display it on a wall. Learners vote on the funniest. As an extension or adaptation, groups can create a 'story board' version of their story using pictures and captions. These can be displayed.

Learning objectives

- To develop creative thinking and writing skills.
- To introduce learners to team-working skills.
- To develop and demonstrate personal and social skills. In addition to those in the skills checklist in this section, this activity can give you the opportunity to observe how learners:
  - contribute ideas;
  - negotiate and compromise;
  - stick to the task.

Overview of the session

Tutor reminds learners of activities in which they have worked together to achieve a task and elicits from them the skills they are developing as team members. Tutor summarises the skills they will be practising in this session.

Introducing the activity
Tutor gives examples of headlines from a selection of newspapers and leads a group discussion about how headlines are designed to catch your eye.

The activity
Learners work in small groups of three or four. The tutor deals out **What's my line?** cards between the groups.

Each group develops as many headlines as they can from their cards and chooses which one they will develop for their story.

Each group develops a 'front-page' story of around 100 words. They can take turns to write or 'elect' a scribe to write the story on flip chart paper.

Alternatively, learners may use a story board to tell the story.

Learners read each group's story and vote for the funniest and most successful.

At the end of the session the tutor thanks the group for their contribution and participation in the session.

Resources

The **What's my line?** card set is part of this pack of resources. The words and phrases are printed on the next page. You may wish to create additional cards depending on the size of your group. You will also need to collect amusing or intriguing headlines from newspapers. You can download a session plan for this activity from the Activities for learners: Supporting materials CD-ROM, which also contains blank copies of story boards that you can download.

one man	celebration
finds	purple shoes
wins	rubber bucket
baby	toothless monkey
explosion	escaped budgie
lost	woman
young man	drives
with	today
ice cream	one eye
for	smiling
under	car
young girl	flies
runs out	in
last night	an
always	on

Story board

Story board

1.

2.

3.

4.

5.

6.

7.

8.

ADAPTED ACTIVITY 1.3

Tools for a new beginning

You would use this ice breaker activity with learners who begin their E2E programme with a clear idea about the vocational area they wish to follow. They need to be engaged in activities that they can see as immediately relevant to them. This adaptation relates to engineering but the activity can be tailored to vocational contexts such as hairdressing, construction and catering.

Learning objectives

- To introduce learners and tutors to each other.
- To introduce learners to different aspects of engineering.
- To develop and demonstrate personal and social skills. In addition to those identified in the skills checklist in this section, this activity can cover:
  - offering ideas;
  - asking questions in new situations.

Overview of the session

The session starts in a classroom. Name badges are provided for learners and tutors.

Introduction
In the first part of the session, the tutor leads a group discussion to elicit the questions that learners will ask to find out about each other. If the group is large, you may want to limit the questions to no more than four or five.

In pairs, learners ask each other questions and record the answers. In turn, each learner introduces their partner to the group and gives three pieces of information about them.

Exploring engineering tools
The tutor puts some engineering tools on the table. Working in pairs, learners select one or more tools and talk to each other about what they think the tool is for.

The tutor invites the pairs to explain the purpose of the tool to the whole group.

Exploring workshop areas

Learners move through a series of training workshops in which they meet tutors. Learners offer their explanations about the purpose of the tools they have chosen and the tutor demonstrates their uses. These sessions provide plenty of opportunities for tutors and learners to discuss different aspects of engineering and the sorts of training and jobs they can pursue. Tutors encourage the learners to ask questions.

As this session progresses, learners become more confident about speaking in front of the group, offering their ideas, having a go at using some equipment and asking their tutors questions.

At the end of the session the tutor thanks the group for their contribution and participation in the session.

Resources

You can download a session plan that Bedford Training Group devised for this activity from the Activities for learners: Supporting materials CD-ROM and you can see their learners in action on the Tutor guide CD-ROM.

Core activity 2: What are you like?

Introduction

Most young learners need to be helped to realise their strengths and have them confirmed by others. These activities are designed to help them begin this process by comparing their view of themselves with that of their peers. The **What are you like?** activities serve two purposes: they create a situation where young people can reflect on their own skills and qualities and, at the same time, provide an opportunity for the tutor to assess personal and social skills.

Possible personal and social skills to observe and develop in the **What are you like?** activities

These activities provide opportunities to assess a number of areas of personal and social skills. The skills checklist included in this section covers:

- realistic engagement about strengths and qualities;
- giving constructive feedback to others;
- receiving constructive feedback from others;
- supporting others.

Planning the session

Using these activities with a range of learners and in different situations

The **What are you like?** questionnaire included in this section can be adapted to suit your learners. You will want to focus on particular skill areas that you have agreed are important for an individual learner.

It is essential to create opportunities for learners to work closely with each other before the session if they are to carry out effective peer assessment. The exercise may prove challenging, but it should also be fun. The following are examples of team-building activities that will help learners find out a lot about each other as well as themselves:

- A residential experience.
- Planning an itinerary for a holiday.
- Planning and taking part in a visit.
- An orienteering course.
- A desert survival game.

These activities could be filmed and used to provide feedback evidence for learners to use when they complete the self-assessment and peer assessment questionnaires.

Peer assessment may be too daunting for some learners. You might consider inviting a group of learners to identify their group strengths and capabilities as in the adapted activity **Who is in your group?, page 44.**

How to make sure that there are opportunities for observing personal and social skills

In these activities, you are particularly interested in observing and recording how learners go about **receiving and giving feedback** when using this questionnaire and how **realistic** they are about their current **skills and strengths**.

The learning activity should provide a relevant and motivating experience. The tutor has **two** purposes in carrying out these activities.

First, learning objectives and learning outcomes are to be achieved by the learners.

Learning objectives
- To help learners develop awareness of their strengths and capabilities.
- To help identify suitable areas for further development and to set individual learning targets.

Learning outcomes
- Learners understand that reflecting on their capabilities is the first step in deciding what to learn.
- Learners know which two or three areas they want to work on.

Second, there is the opportunity to assess personal and social skills, particularly those identified in the skills checklist in this section, including:
- learners' self-awareness in terms of a realistic view of their current strengths and capabilities;
- learners' ability to receive and accept constructive feedback.

Hints
- Always check that the young person can read and understand the task sheets.
- You can select or add statements on the **What are you like?** sheet to cover skills that you expect will receive a 'yes' tick.
- Look out for learners who give the same response for each statement. Ask them about the evidence they used to arrive at the response.
- Learners must know each other fairly well before attempting these activities, otherwise the peer assessment will not be valuable.
- Learners must be helped to understand how others feel and be given some guidelines about how to give feedback. Get learners to set some ground rules.
- Feedback to learners with low self-esteem needs very careful handling.

What are you like?

Put an [X] under the description you feel is most accurate for each statement.

	I am good at this	I'm not sure how good I am at this	I think I need to get better at this
Working in a team			
Understanding instructions when they are written down			
Understanding instructions when someone talks me through them			
Telling people what I think when I am in a team			
Do tasks in a set amount of time			
Helping the team make decisions			
Thinking of ideas and plans			
Sharing my ideas and plans with other people in the team			
Finding a useful job to do in a team			
Asking other people to do jobs in the team			
Listening to other people's ideas			
Coping when things don't go as well as I hoped			
Having a go at things I haven't done before			
Asking for help when I get stuck			

Skills checklist template, covering the personal and social skills identified for the **What are you like?** activities

Skill area under observation	Range of possible assessments	Examples of observed behaviour	Evidence from other tutors and activities
Realistic engagement about strengths and qualities	• Self-awareness, realism and ambition • Developing clear realistic view of strengths and qualities • Some awareness but unfocused • Very unrealistic, with little self-awareness		
Giving constructive feedback to others	• Reasons are given with objective examples • Answers are clear and thoughtful • Feedback is superficial and not thought out • Comments are negative and hurtful		
Receiving constructive feedback from others	• Accepts feedback and engages in a positive dialogue • Accepts feedback begrudgingly or passively • Grows angry		
Supporting others	• Anticipates and offers support • Gives appropriate support when asked • Sometimes supports others • Preoccupied with own needs and wants		

Record to show use of observation data to reach objective assessments, priorities for development and draft short-term targets

There are examples of two completed records in the Annex on page 85.

Objective assessments	Priority areas for development to discuss	Possible short-term targets to discuss

ADAPTED ACTIVITY 2.1

Team spirit

Learners undertake a group activity and complete a self-assessment using the **What are you like?** questionnaire. The task is video recorded to help learners reflect on their skills. It's a good idea to let a pair of learners video record sessions, so that learners get used to the idea that skills development can take place through self-assessment based on evidence. They can also learn to appreciate their skills as their confidence grows.

The task in this example is to build a paper tower using materials provided:

- sheets of paper;
- glue stick;
- pens;
- tape measure;
- scissors;
- ruler.

The tower must be stable and free-standing. You could set up different tasks, as long as they present a challenge to be completed within a timeframe.

Learners work together unaided by tutors, which provides a good opportunity for you and your colleagues to observe personal and social skills.

You can adapt and use the activity at any time in the initial assessment programme. You could identify the skills needed to work in particular vocational situations – for example: working in a busy restaurant, planning activities in a children's nursery or working in a busy hairdressing salon.

Learning objectives

- To provide an opportunity for learners to develop and demonstrate team working skills.
- To provide an opportunity for learners to assess themselves and reflect on their skills.
- To develop and demonstrate the personal and social skills identified in the skills checklist in this section. Additionally, this activity can cover:
  - talking to and listening to each other;
  - willingness to get involved in a team task;
  - willingness to take on a leadership role.

Overview of the session

Tutor introduces activity as an opportunity to consider the skills learners would need when working with others in a team. Where learners are about to start work placements, the tutor can relate the skills directly to the workplace.

Tutor explains that the session will be video recorded, so that learners can see themselves in action.

Learners find partners and then two pairs join to form a team of four. Each team is given a copy of the briefing sheet on page 40.

Tutor reads through the briefing sheet, clarifying instructions and answering any questions. Tutor gives out pack of materials to each team.

Learners carry out task in time allocated and the towers are measured.

Self-assessment

The self-assessment activities follow the task and can be carried out in several ways:

- Ask the teams to assess themselves using up to four agreed criteria and get them to feed back to the whole group. This provides a basis for discussing how effective teams are built. You could relate this to the workplace if appropriate.
- Individual learners assess themselves using the **What are you like?** questionnaire.
- Learners view the video and decide whether they would change any of their answers.
- Learners complete the questionnaire assessing their partner. They must provide evidence for the judgements they make! They share their observations with each other.

At the end of the session, the tutor asks individuals to share one aspect of their self-assessment with the group as a whole.

Tutor reinforces the learning that has taken place.

Tutors can use a learner's self-assessment skills checklist as a basis for a review session.

Resources

The task briefing sheet for learners is on the following page. The questionnaire is in the introduction to Core activity 2 on page 35. Both can also be adapted and downloaded from the Activities for learners: Supporting materials CD-ROM, together with a detailed session plan. You can see learners from St Helens College and their tutors carrying out this activity on the Tutor guide CD-ROM.

Team spirit challenge

To do this activity you will need to work as a team and you will be under pressure to complete the task in a set period of time.

You will be videotaped while you are working so that you can look back and observe your team-working skills.

Your task is to build a tower that supports itself using 20 sheets of A4 paper. You will be given some tools to help you do this task: one ruler, one pencil and a stick of glue. The team with the tallest tower that can stand up for two minutes will win the challenge.

These are the steps in the activity:

• You need to form a team and decide on a leader. Think about a reason why that person should be a team leader, You have two minutes to do this.

• You need to plan your tower. You have ten minutes to come up with two different plans.

• You will show and explain one of your plans to the other team – decide who in your team will do this. You can keep the other one secret.

• Collect your pack of paper and tools. You have fifteen minutes to build your tower.

• When you have finished measure the height of your tower.
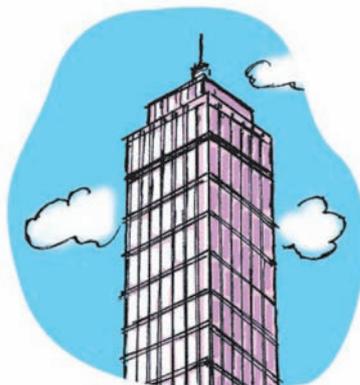
ADAPTED ACTIVITY 2.2

What happened next?

This activity provides a context for learners and tutors to explore personal and social skills, particularly those linked to coping skills and offending behaviour. It was developed with learners in a custodial centre who responded well to discussion-based work. Learners work in pairs to discuss images of young people in a variety of situations. The images portray some of the challenging life situations that young people may find themselves in:

- Coping with being young parents.
- Coping with living alone.
- Displaying offending behaviour.
- Forming relationships.
- Wanting fashionable clothes.

Learning objectives

- To provide an opportunity for young people to take part in a semi-structured discussion about important issues like:
  - sexual health;
  - substance misuse;
  - attitudes to offending.
- To help young people identify skills and knowledge that can help them move forward successfully from challenging life situations such as:
  - parenting skills;
  - coping skills;
  - budgeting skills;
  - positive and negative thinking.
- To develop and demonstrate the personal and social skills identified in the skills checklist in this section.

Overview of the session

Warm-up exercise: each learner takes a newspaper picture from one pile and a headline from another. They move around the group to match their headline and picture. Tutor encourages learners to say why they linked their picture and headline.

Tutor introduces objectives for this session, divides learners into pairs and gives each pair one or two images. Tutor emphasises the personal and social skills that are to be observed in this session.

In pairs, learners discuss the situation represented in the image and create a newspaper 'headline' for each image.

In groups of six, the pairs share their headline and explain their thinking.

Each group selects one image to develop further. Between them, they discuss 'what happened next?' to the young person in the image. They note their ideas on a flip chart in words or images.

Tutor manages group feedback and leads discussion about what actions and support can help young people to achieve a positive outcome.

Groups return to their chosen image and plan the steps that will help their young person work towards a positive outcome. They represent their ideas on a flip chart in words or images.

The tutor reminds the group of the personal and social skills they have used during this activity.

Self-assessment

The self-assessment activities follow the task and can be carried out in several ways:

- Ask the teams to assess themselves using up to four agreed criteria and get them to share with the class. You could relate this to approaches for dealing with personal problems if appropriate.
- Individual learners assess themselves using the **What are you like?** questionnaire.

- Learners complete the questionnaire assessing their partner. They must provide evidence for the judgements they make! They share their observations with each other.

At the end of the session, the tutor asks individuals to share one aspect of their self-assessment with the group as a whole.

Tutor reinforces the learning that has taken place.

Tutors can use a learner's self-assessment skills checklist as a basis for a review session.

Resources

The images to use in this activity are included in this pack as a set of cards and a resource sheet for you to copy. The complete session plan for the activity can be downloaded from the Activities for learners: Supporting materials CD-ROM. In addition, you will need to provide a set of newspaper pictures and headlines for the warm-up exercise and a flip chart. Use or adapt the questionnaire in Core activity 2 introduction section, page 35.
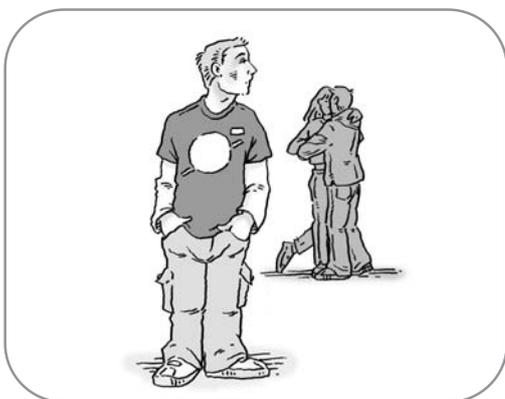
ADAPTED ACTIVITY 2.3

Who is in your group?

This activity involves self-assessment and whole-group assessment. It works well with:

- learners who are only just getting to know each other;
- learners who you feel are too vulnerable to cope effectively with giving and receiving feedback.

This activity is also a useful introduction to self-assessment and peer assessment.

You can also adapt and use this activity as an effective way to get learners used to working in a team. It could be used as a preparation exercise for a team activity or as preparation for working with others in the workplace.

Learners assess themselves using the **What are you like?** questionnaire. In groups, they tell each other about their areas of **strength** and produce a profile of the group's collective strengths. You may need to adapt the questionnaire to suit your learners' language and literacy skills.

Learning objectives

- To introduce learners to each other.
- To introduce learners to team working.
- To help learners appreciate the value of self-assessment.
- To develop and demonstrate the personal and social skills identified in the skills checklist in this section.

Overview of the session

Tutor sets up a 10-minute 'warm-up' activity that gets learners moving around and interacting with each other.

Tutor introduces the purpose of the session and explains that everyone has strengths that they can bring to a team. Tutor says it is useful to find out what strengths we have so that we can work on developing them further.

Individuals complete the self-assessment questionnaire on their own.

In small groups, learners tell each other about their **strengths** only. You should encourage them to choose no more than three areas. You can encourage them to give examples to each other of where they have used these skills.

Each group then completes a flip chart listing the strengths it has as a group. Individuals are not identified.

Tutor invites groups to share their flip charts. Tutor can lead a discussion about how we can recognise our strengths and how we can use these strengths to build new skills.

The activity could be used as preparation for a team task. Skills could be listed and learners invited to sign up to teams so that there is a balance of strengths across each team.

> ### Resources
>
> You can download a session plan and a copy of the questionnaire to adapt from the Activities for learners: Supporting materials CD-ROM. You can use or adapt the **What are you like?** questionnaire in the Core activity 2 introduction section, page 35.

Core activity 3: The Life Map

Introduction

Producing visual representations of life events and future plans is a technique used widely in counselling, therapeutic work and life and career coaching. It is a powerful learning tool.

This approach helps learners express their lives and aspirations in visual and creative ways in a life map much like an artist might produce. The visual images produced by learners are representative of home, family, work, friends, lifestyle, fears, ambitions, interests and so on, and they act as a trigger for young people to talk about their lives and aspirations and a prop for talking about more difficult things.

An added advantage is that it does not have to involve any reading or writing, but it can be adapted to extend learners' thinking in writing if appropriate. Learners don't have to be artistic; they can select images from many sources to produce their life maps.

The various forms of the Life Map used in these activities help learners to think about themselves and their future. This activity therefore is ideal for initial assessment of personal and social skills. The adaptations to these activities all have a similar focus but have different learners in mind.

Possible personal and social skills to observe and develop in the Life Map

Life map activities are good for assessing certain personal skills, particularly those relating to reflection, decision-making, setting future goals and the role peers play in this process.

Planning the session

Using these activities with a range of learners and in different situations

These activities are designed to be used with learners who have been attending the E2E programme for a few weeks. They are excellent sessions for those learners who have become very 'comfortable' within the group and need to be helped to focus more on the future.

How to make sure that there are opportunities for observing personal and social skills

Although the Life Map can be used in different ways, it is important to ensure that all learners use it to reflect on their current life issues and analyse them in ways that help them to identify areas for change and progress. To do this, there must be opportunity for learners both to work individually and to discuss with each other what this might mean for

their future. In so doing, you can also observe the extent to which peers are helping or hindering each other in this process.

The Life Map activities will need a lot of support from tutors, and are best done with a small group. Try not to observe more than three learners in the session, particularly if you are running the session and providing support at the same time.

Try to arrange for tutors to work together for these sessions, so that you can work with learners and share observations. You should each concentrate on a small number of learners. If you try to assess the whole group on your own, the information will be patchy, you are less likely to be able to make accurate observations and your judgements will be less objective.

The learning activities should provide relevant and useful experiences. The tutor has **two** reasons for undertaking this activity.

First, learning objectives and learning outcomes are to be achieved by the learners.

Learning objectives
- To allow learners to reflect on life so far and consider the future.
- To give learners an opportunity to plan a route from E2E to a set goal.
- To help learners to think positively about their learning.

Learning outcomes
- Learners identify long term goal(s).
- Learners recognise steps required to progress towards their goals.

Second, there is an opportunity to assess personal and social skills and in particular

those identified in the skills checklist in this section by:
- reflecting on past and current events;
- making decisions about the future;
- setting goals;
- dealing with peer pressure.

Hints

- Be sensitive to each learner's personal situation. Many may not wish to revisit the past or share their plans and work with others.
- The completed plans and projects could be used in one-to-one review sessions with learners who you feel could not cope with this activity in a group situation.

An important note

As you are aware, many young people on E2E programmes are vulnerable and it is important that you are sensitive about how you use activities that could invite young people to discuss personal and confidential areas of their lives. Tutors need to be skilled at handling confidentiality and disclosure. Tutors should be aware of their organisation's policies on disclosure. If you need advice about developing policies and training in this area you can contact your local Area Children's Protection Committee: www.acpc.gov.uk. Guidance about appropriate action in the event of disclosure of confidential information by learners is part of the Government's Quality Protects programme – see http://www.dfes.gov.uk/qualityprotects

Skills checklist template, covering the personal and social skills identified for The Life Map activity

Skill area under observation	Range of possible assessments	Examples of observed behaviour	Evidence from other tutors and activities
Reflecting on past and current events	• Able to reflect on the past and current situation honestly and accurately • Makes some accurate observations about past and current events • Unable to relate past and current events to existing situation		
Making decisions as a result of reflecting on experience	• Has realistic ideas based on analysis of past and current situation • Starts to make decisions on the basis of reflective thinking • Starts to crystallise ideas but needs help to convert them into real choices • Unable to make decisions without lots of help and ideas		
Setting goals for the future	• Sets realistic goals within a clear timescale • Goals are very general with no fixed timescale • Unsure of what to do or how to proceed		
Dealing with peer pressure	• Is clear about own needs and rejects pressure from others that is in conflict with these aims • Swayed by peers in some aspects of planning • Cannot act without peer approval		

Record to show use of observation data to reach objective assessments, priorities for development and draft short-term targets

There are examples of two completed records in the Annex on page 85.

Objective assessments	Priority areas for development to discuss	Possible short-term targets to discuss

ADAPTED ACTIVITY 3.1

Life in a shoebox

Life in a shoebox has the advantage of being adaptable for use with learners who do not feel confident enough to take part in activities where they have to spend time reading and writing. By collecting items and symbols that represent situations, people and possessions that are important to them and placing them in a box or suitcase, the learners are able to reflect on their past (if this is appropriate), consider their present situation and look to the future.

A week before the session, each learner is asked to think about and find items that mean something to them, or that have become part of their lives, and place them in a shoebox, bag or suitcase. They are asked to focus on:

- memories from the past – only if appropriate;
- me now;
- dreams for the future.

Learning objectives

- To plan and prepare for a specific session within the programme.
- To make decisions about what is important in their lives.
- To develop and demonstrate personal and social skills. In addition to the skills identified in the skills checklist in this section, this activity can give you the opportunity to observe how learners:
  - reflect on their lives;
  - consider their current situation;
  - plan for the future.

Overview of the session

Tutor reminds learners of the previous activities, in which they have shared how they feel about new situations and joined in discussions about topics that affect them personally. Tutor summarises the skills they will be practising in this session.

All the learners will have been helped to prepare for this session and will have brought in a 'box' filled with personal memorabilia.

Tutor checks that everyone has their box ready and invites the group to discuss how they would like to organise the session – working in pairs, small groups or whole group.

To model a presentation, the tutor may have prepared a shoebox with his or her life map items, and this could be the first presentation.

Each learner can then show a selection, or all, of the items in their box, giving a short description of each item and an explanation about why they have chosen to include it.

The tutor then asks each learner for the most important item from:

1 memories from the past;
2 me now;
3 dream for the future.

At the end of the session the tutor thanks the group for their contribution and participation in the session.

> ### Resources
>
> A filled shoebox or bag for each learner and tutor. This activity is described by E2E tutors in the Continuing Professional Development Video in the section: Preparation – sharing adapted activities.

ADAPTED ACTIVITY 3.2

My future

For some learners, looking back on past experiences may be too painful, and you may not feel confident in dealing with the issues that this might raise. The adapted activity **My future** is a forward-looking approach to the Life Map, and it has been used very successfully with young women on custodial sentences. This activity is suitable for learners with good communication skills and is challenging. Learners express their work both visually and in writing to produce some fairly complex reflective analysis of their current situation and hopes for the future.

Learners select items from magazines, newspapers and so on, to create a poster picture or timeline of their future. Learners annotate the poster, explaining what it means to them, where they would like to be and what they would like to be doing in five or 10 years from now.

Learning objectives

- To allow learners to focus on the future and begin a personal plan.
- To help learners to think positively about their learning.
- To prepare a plan as a basis for short-term target planning.

- To develop and demonstrate personal and social skills. In addition to the skills identified in the skills checklist in this section, this activity can give you the opportunity to observe how learners:
  - reflect on their lives;
  - consider their current situation;
  - think positively about the future.

Overview of the session

Tutor facilitates **How I see the future** and introduces idea of making personal plans.

The first stage of planning is then introduced – looking at aspirations and hopes for the future. References are made to contributions from learners to show examples: where to live, family, job. Learners can use the template on page 52 and add areas they want to include.

The learners look through magazines and papers to find images and pictures of what they would like to have in their future lives. These are then cut out and used for their poster. If ICT facilities or internet access are available, these can be used to select, copy and paste images.

The tutor facilitates a short discussion on why certain images have been chosen, and a timeline is considered. Learners might consider goals for the next six months, one year, five years, for example.

When learners are ready, time is set aside for a final copy of the poster or presentation to be completed.

Everyone is asked if they would like to share or show their work.

A review of the session highlights what the learners have completed at each stage. This is a starting point for future planning.

If appropriate, learners' finished work is displayed.

At the end of the session the tutor thanks the group for their contribution and participation in the session.

Resources

A planning template is on the following page and can be downloaded from the Activities for learners: Supporting materials CD-ROM. You will need to collect magazines, newspapers, poster paper, felt-tip pens and glue sticks. You could use a computer and access the internet, if available. This activity is discussed by E2E tutors in the Continuing Professional Development Video in the section: Preparation – sharing adapted activities.

My future

Job	**Partner**	
Support	**My own place**	
Friends	**Achieve**	

ADAPTED ACTIVITY 3.3

Moving on

Moving on has a vocational bias and particularly makes learners reflect on all the steps they need to take to get the job or training of their choice. Learners set future targets and put in place steps in the form of a personal planner to help them achieve their goals. The activity will help them explore future options and choices. This activity can be developed into a more formalised personal planner to be supported by key workers.

This particular activity was designed specifically for a group of learners who had participated in a six-week induction programme before moving on to vocational options. Some learners were nervous about leaving this stage of the programme. Tutors wanted to motivate the group and provide assistance to help each learner plan step-by-step targets to move on.

Learning objectives

- To allow learners to reflect on achievements on the E2E programme so far.
- To give an understanding of the route from E2E to reach a set goal.
- To set realistic short-term targets.
- To develop and demonstrate the personal and social skills identified in the skills checklist in this section.

Overview of the session

Tutor begins the session with a discussion, in which learners identify the highlights and good times from the programme to date. Learners are encouraged to contribute anecdotes and recount their perspective.

If they have created the Life Map posters earlier in the induction programme, they may use these as a basis for the discussion. Tutor says that they have made a lot of progress on the programme so far. Learners are asked to list what they have achieved on the programme to date.

The tutor discusses the objectives for this session and explains that in this activity they will be creating a map about working towards their goals for the future. The work covered in this session will be used as a basis for discussion during their reviews and will be used to identify and agree E2E key objectives.

Balloon poster templates are distributed to each learner with the following headings:

- vocational goals;
- skills to reach my goals;
- personal goals.

Each learner is asked to write on each of their balloons one of his or her personal and vocational goals and to place them on the poster under the correct heading – three goals for each heading. It is important that they keep the goals fairly realistic.

The learners then discuss with a tutor or their peers one personal and social skill they would need to achieve each of these goals. These are then recorded as a list on the poster, with arrows pointing to the related goals.

The tutor explains that goals are achieved by taking small steps and gives examples. Each learner chooses one of their vocational goals and one personal goal. They are asked to record three things that they could do to bring them closer to that goal. The tutor circulates, helping each learner complete their first set of small steps. These can be recorded on a graphic of a staircase or ladder. The learner can

create a poster by gluing these next to their goals. Learners carry on the process for their remaining goals.

At the end of the session, the tutor reviews the learning: small realistic steps need to be planned so that people can achieve bigger goals. Tutor says that these posters will be followed up in one-to-one review sessions, in which learners will confirm their key objectives for the next stage of the E2E programme.

If learners agree, display the posters for future discussions.

At the end of the session the tutor thanks the group for their contribution and participation in the session.

Resources

A template for the balloon poster can be downloaded from the Activities for learners: Supporting materials CD-ROM or photocopied from the template in this pack. You will also need poster paper, felt-tip pens and glue sticks. You will need to create a template 'ladder' or 'steps' for learners to complete.

Vocational goals	Skills to reach my goals	Personal goals
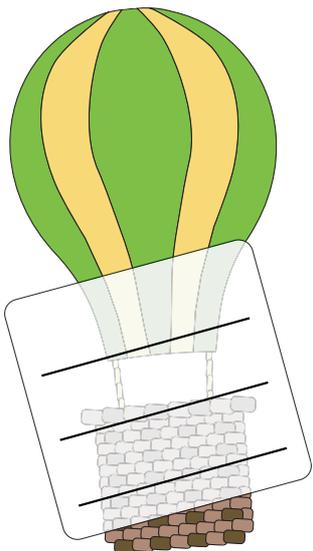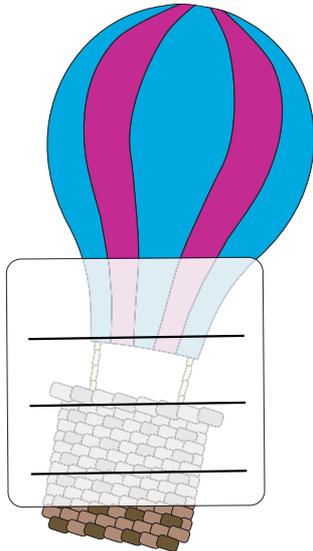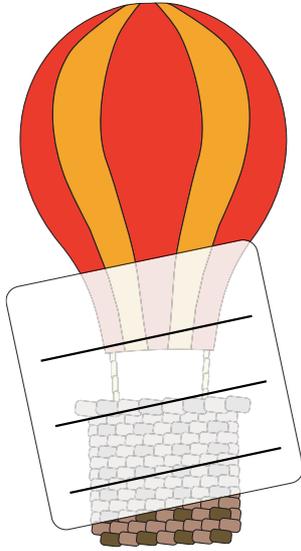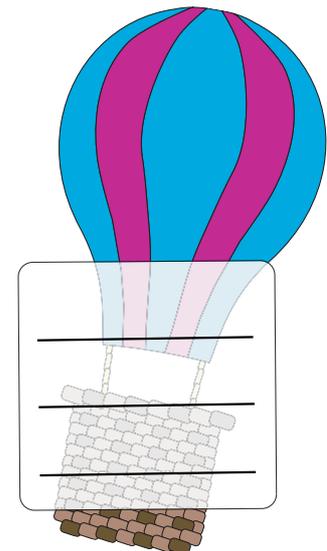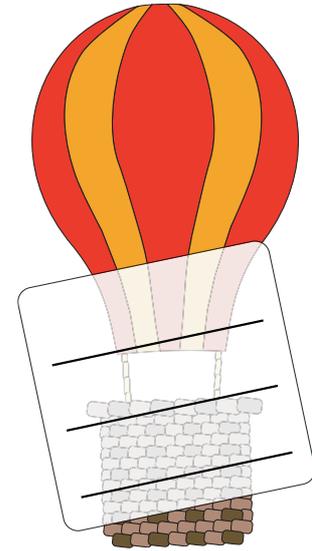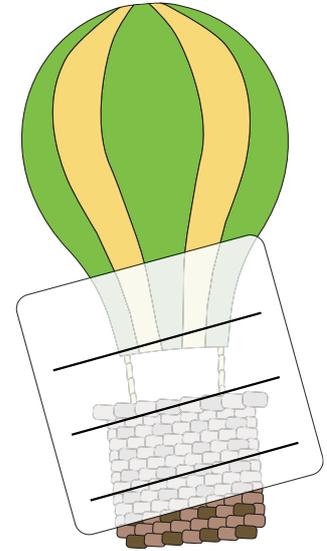
Core activity 4: Why are we here?

Introduction

Why are we here? has been designed to enable learners to understand why they came to E2E and what they expect to gain from it. It gives young people the opportunity to explore the benefits of the programme and to start to identify their progression pathways.

These activities involve undertaking a group survey or learners interviewing each other to produce a bar chart or pie chart; they provide lots of opportunities for learners to interact with each other. The activities work well during an induction programme when learners have been on the programme for at least two weeks.

If appropriate, there are plenty of opportunities to build literacy, numeracy and information and communication technology skills into this activity.

Possible personal and social skills to observe and develop in **Why are we here?**

In addition to problem-solving and team-working skills, you can help observe and develop several specific skill areas:

- negotiating and compromising;
- asking questions;
- responding to questions;
- making changes or modifications in light of the views of others.

These skills are listed in the skills checklist for this section.

Planning the session

Using these activities with a range of learners and in different situations

The reasons learners choose to come on the E2E programme are varied. Some may perceive their choices are limited because of past experiences or they may have ideas that are still largely unformed.

For some young people, it might be appropriate to spend more time on expectations of the programme than on reasons for joining E2E. For other young people, their expectations may centre on the security that E2E offers, and clear plans need to be put into place as to how they will move on.

For more focused learners, it might be useful to concentrate on career and vocational choices and to examine these in more detail. This activity allows you to select an approach that best suits your learners and leads them to a positive outcome.

How to make sure that there are opportunities for observing personal and social skills

These activities require learners to work in pairs and small groups on joint tasks. It is important that they go through the process of making decisions, finding a consensus and completing the tasks together – with support but with minimum intervention.

Tutors need to give guidance but should not make decisions for learners when they are completing the survey or choosing interview questions. In this way, more of the skills you want to observe will be demonstrated.

The learning activity should provide a relevant and useful experience. The tutor has **two** reasons for undertaking these activities.

First, learning objectives and learning outcomes are to be achieved by the learners.

Learning objectives
- To help learners understand what motivates them.
- To help learners begin to focus on the benefits of following the E2E programme.

Learning outcomes
- Learners are better motivated to benefit from the programme.
- Learners are more focused about their positive progression pathways.

Second, there is the opportunity to develop and assess personal and social skills and in particular those identified in the skills checklist in this section, including:
- Negotiating and compromising.
- Asking questions.
- Responding to questions.
- Making changes or modifications in light of the views of others.

Hints
- Always check that the young person can read and understand the task.
- You can pair up learners whose skills complement each other, for example one asks questions while the other notes down answers.
- You can use tape or video recorders to record interviews. This has the additional advantage of providing learners with some feedback about their oral skills.

Skills checklist template, covering the personal and social skills identified for the **Why are we here?** activity

Skill area under observation	Range of possible assessments	Examples of observed behaviour	Evidence from other tutors and activities
Negotiating and compromising	• Will help others resolve differences of opinion • Makes attempts to resolve disputes with others • Sometimes meets others halfway • Rigidly sticks to own ideas, with no attempt to resolve differences		
Asking questions	• Asks questions at the right time for the right reasons • Sometimes asks questions • Does not ask questions or seek clarification		
Responding to questions	• Responds to questions effectively • Usually responds to questions • Responds to some questions • Doesn't respond to questions		
Making changes or modifications in light of the views of others	• Recognises the benefits of taking account of the ideas of others to improve or complete a task • Sometimes incorporates the ideas of others • Rarely takes account of the views and ideas of others, even when they are the consensus		

Record to show use of observation data to reach objective assessments, priorities for development and draft short-term targets

There are examples of two completed records in the Annex on page 85.

Objective assessments	Priority areas for development to discuss	Possible short-term targets to discuss

ADAPTED ACTIVITY 4.1

Why are we all here? Class survey

This session explores why learners joined E2E. It provides an opportunity for them to exchange ideas, explore what motivates them and work together.

The task is practical and involves very little writing. Learners complete two wall-display bar charts using sticky notes and sheets of paper.

Learning objectives

- To provide an opportunity for learners to recognise what motivates them.
- To help learners identify the potential benefits of the E2E programme.
- To help learners recognise the learning they have gained during the programme so far.
- To develop and demonstrate the personal and social skills identified in the skills checklist in this section.

Overview of the session

Tutor asks group to think of one highlight of the programme so far and to share it with the whole group. Tutor explains that this session will help learners reflect on what they expected from the programme and what they have done to make things happen.

Tutor asks each learner to look at a display that he or she has put on the wall or table, which states some reasons why young people may join the E2E programme:

- to get a job;
- to move into an apprenticeship;
- to earn money;
- to make friends.

Working in pairs or in a group, learners offer suggestions about other reasons that could be included; up to three or four are chosen and added to the display.

Learners are given coloured sets of sticky notes. They write their name on a note and stick them onto the statements that give their reasons for joining the programme.

Tutor shows learners the bar-chart framework and adds agreed statements as fields. Tutor explains that they will create a whole-group bar chart.

Learners can transfer their sticky notes onto the bar chart, one above the other, so that they build up a group profile. With small groups, you can build a large bar chart using A5 or A4 coloured paper.

Repeat the exercise looking at statements for what learners **now** expect to gain from the programme, and compare the results. They may be very similar, but the tutor should be able to highlight differences and explore how things that motivate us can change over time.

Extend the session by looking back at the **How do you feel today?** activity – page 23. Ask learners to identify the differences between what they felt in their first few days and how they feel about the programme now. Explore negative and positive responses.

Review key learning points.

At the end of the session the tutor thanks the group for their contribution and participation in the session.

> ### Resources
>
> An example of a bar-chart framework is given on page 62. You can download and adapt this and two adapted session plans from the Activities for learners: Supporting materials CD-ROM.

A graph to show why we chose E2E

5.	
4.	
3	
2	
1.	

confidence | qualification | new people | job | money | had to join
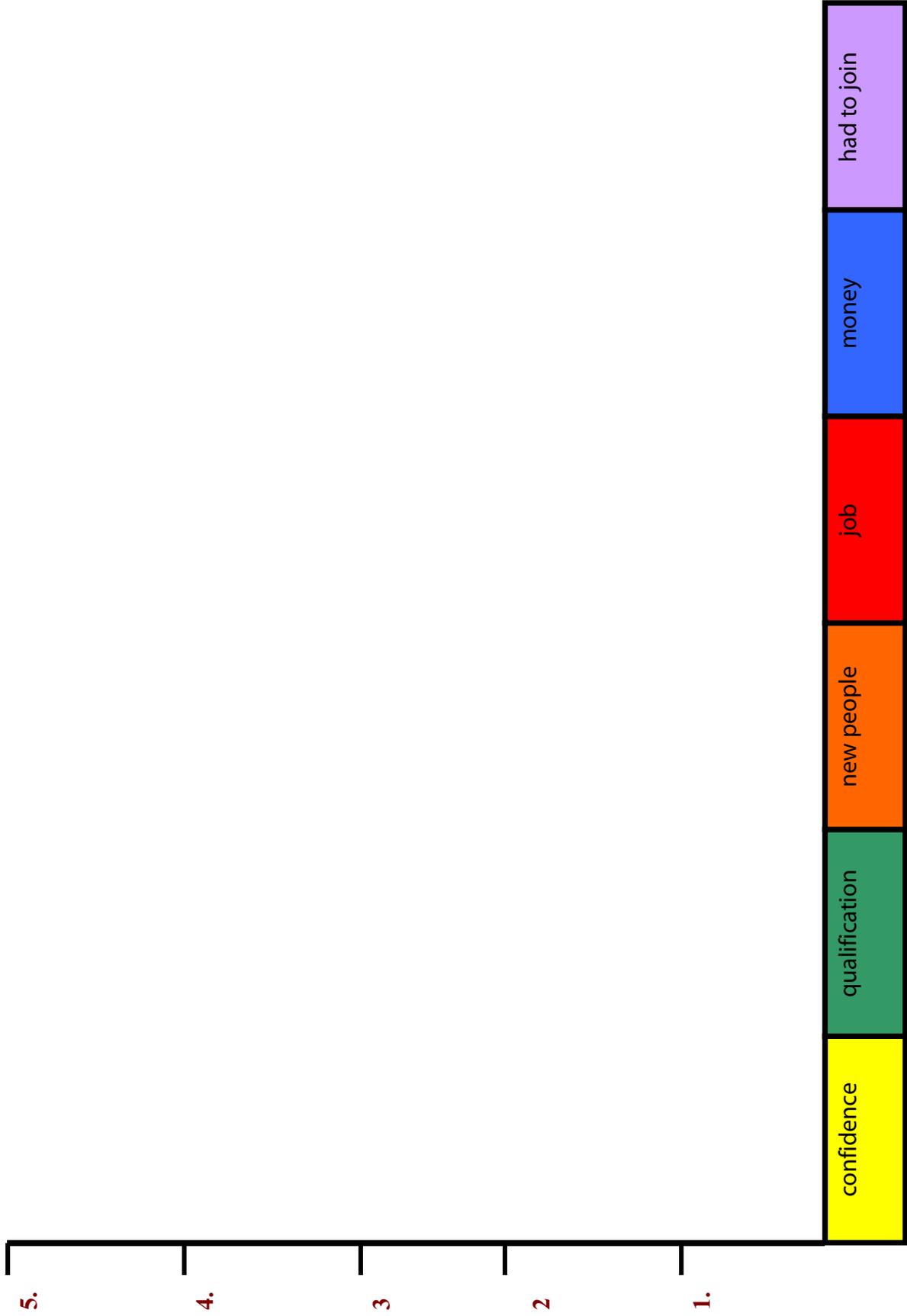
ADAPTED ACTIVITY 4.2

Why are we all here? Group survey

The aims of this session are similar to those of the previous adaptation. The activity explores why learners joined E2E and is designed for learners who are ready to move into work placements. It provides an opportunity for them to reflect on their progress so far, focus on the positive, plan for future targets and discuss any feelings of negativity they have. The session is developed further to explore employability skills that learners will need as they move into their chosen vocational areas.

In this session, the tasks can be more challenging and require learners to design the survey process and produce bar charts or pie charts. It is well suited to learners with level 1 and level 2 literacy skills, and it can also be used to embed numeracy and information and communication technology skills.

Learning objectives

- To provide an opportunity for learners to recognise what motivates them.
- To help learners identify the potential benefits of the E2E programme.
- To develop problem-solving skills.
- To develop and demonstrate the personal and social skills identified in the skills checklist in this section.

Overview of the session

Tutor introduces the session with a quick warm-up exercise. Learners are asked to think about and then share one highlight of the programme for them so far. Tutor explains that this session will help learners reflect on what they expected from the programme and what they have done to make things happen. Tutor explains that an objective of this session is to help focus on next steps as they move into work placements.

Tutor divides learners into two groups and gives them the pack of **Why are we all here?** cards: seven have statements and nine are blank. Tutor explains that the class is going to carry out a survey about the reasons learners are following the E2E programme and asks the group to discuss the statements on the cards and identify if any statements are missing.

Groups share with the class their ideas for additional statements. Tutor notes these on whiteboard or flip chart.

Tutor leads class discussion about the employability skills learners will need to follow a successful work placement. Tutors and learners check that these are covered in the range of statements already noted and, if not, add further statements to the whiteboard/flip chart.

Each group decides which statements, up to five, from the whiteboard to write on the blank cards in their set. They now have up to 12 cards. This complete set of cards now forms the basis of the group survey.

Groups design templates for carrying out the survey. They need to ensure that they cover all the statements and each learner in the whole class. They allocate tasks and interview each other using their set of statements to build up a class profile.

The final charts can be expressed as bar charts or pie charts and displayed.

Tutor uses the charts as a basis for discussion about how to move forward, how to maintain or develop commitment to goals and how to set short-term targets to support individual development.

At the end of the session the tutor thanks the group for their contribution and participation in the session.

Resources

Two sets of **Why are we all here?** cards are included in this resource. The blank cards are reusable if dry-wipe pens supplied with this pack are used. A downloadable detailed session plan is provided on the Activities for learners: Supporting materials CD-ROM. A sample survey sheet is also provided, which you may wish to show learners to help them develop their own survey instruments.

Life skills

Confidence

Qualifications

Jobs

Meet new people

Money

Work experience
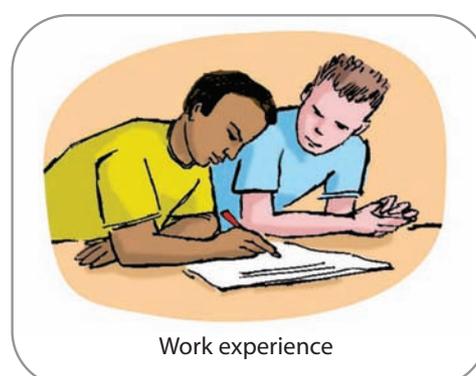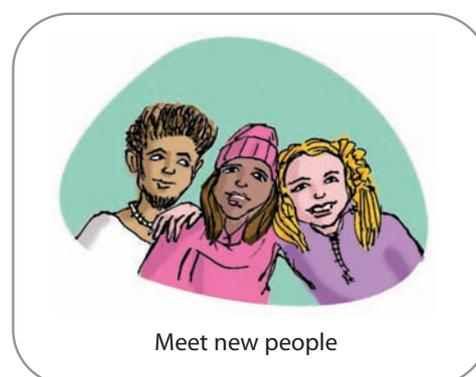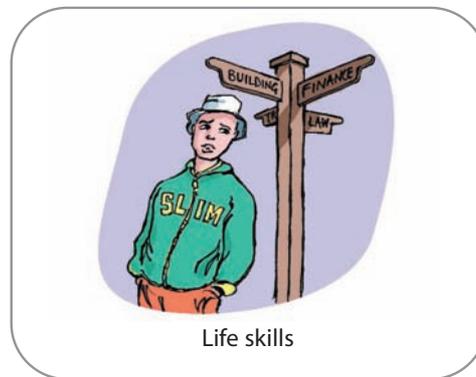
ADAPTED ACTIVITY 4.3

Why are you here? Tell us about it

This adaptation uses video and tape recorders to get learners to think about their reasons for being on the E2E programme and what benefits they can gain if they make a commitment to work through the programme modules.

The use of a video recorder is a powerful tool: it helps people focus on what they think and want to say and it provides evidence for self-assessment. Working as a member of a film crew is a collaborative exercise in working together to achieve an outcome.

Providers in the pilot role-played this exercise themselves and found it challenging but enjoyable!

The process itself provides lots of interactive learning opportunities, but you could also extend the activity and get learners to edit a brief video that could be used to promote the programme positively, but realistically, to other young people. The session could run over more than one day to allow each group to video record and edit the film.

Learning objectives

- To help learners plan a complex activity as a team member.
- To provide opportunities for learners to use video and tape recorders as media for learning.
- To provide an opportunity for learners to recognise what motivates them.
- To help learners identify the potential benefits of the E2E programme.
- To develop and demonstrate the personal and social skills identified in the skills checklist in this section.

Overview of the session

Tutor introduces the session with a quick warm-up exercise. Learners are asked to think about and then share one highlight of the programme for them so far. Tutor explains that this session will help learners reflect on what they expected from the programme and what they have done to make things happen. A secondary purpose is to produce a video that could be used to help other young people decide whether E2E is right for them.

Learners are set up in groups of three or four. Each group is given the **Why are we all here?** cards or a photocopied stimulus sheet. Together, they consider the reasons for being on an E2E programme and decide if any areas are missing. They note these additional areas on the blank cards.

Tutor explains that each group member takes on a role in the group film crew. Their brief is to interview E2E learners and find out why they have chosen to participate in the programme and what they hope to get out of it. Each group must create an interview script. The ideas on the cards should help them create a script.

The groups need to plan what questions will help their interviewees provide informative answers. The tutor needs to demonstrate the difference between open and closed questions. The questions should aim to elicit reflections, not snap answers.

Learners need to decide on the number of people they will interview to gain a good spread of responses. They can be encouraged to use information and communication technology to produce their scripts, questions and record sheets.

Tutor and learners set up a schedule for managing the recording process.

The resulting films can be shown to the group and learning points extracted. Alternatively, groups can follow the project through and edit a film that can be used to explain the benefits of E2E to other young people.

Review

Questions can include:
- What have you learned from this exercise about your own motivation for continuing on the E2E programme?
- Have you changed any of your opinions?
- What will you bring to your next review with your tutor?
- What have you learned about working in a team?

At the end of the session the tutor thanks the group for their contribution and participation in the session.

Resources

A session plan for this activity and a story board template can be downloaded from the Activities for learners: Supporting materials CD-ROM. Two sets of **Why are we all here?** cards are included with this pack, together with dry-wipe pens to use on the blank cards.

Core activity 5: How did I do?

Introduction

How did I do? can be used for self-assessment and peer assessment. Learners carry out a group activity such as a practical task, a structured discussion or making a video or role-play.

The self-assessment questionnaire in this section will help learners consider how well they interacted with each other, mainly in terms of what they said, how they said it, the extent to which they helped each other and how they considered each other's feelings. This reflection should help form the basis for further development of the skills and qualities the young person needs to progress into their chosen employment or training area.

Possible personal and social skills to observe and develop in **How did I do?**

You can select which aspects of learners' personal and social skills you would like this activity to help demonstrate.

The skills checklist in this section gives four examples of **skills** and **qualities** that these activities are very good at revealing:

- offering help;
- giving emotional support;
- expressing feelings;
- demonstrating understanding of the feelings of others.

This set of skills and qualities covers sensitive areas, however, and your assessments can be based only on what you actually see and hear. For example, in the **New care worker** activity, learners are preparing for work placements. They are exploring how an elderly person might feel about entering residential care. It is important to note that it is difficult to make accurate observations about qualities such as empathy. It is crucial, therefore, that your observations are objective. You can only base your assessments on what learners **say** and **do**.

Learning will be consolidated through careful one-to-one feedback and review discussions.

These activities will allow you to discuss your learners' perceptions of their personal and social skills as well as to provide them with feedback from your observations.

How to make sure that there are opportunities for observing personal and social skills

Learners can work in groups of different sizes. Learners have to work closely together to get maximum benefit from activities and need to know each other fairly well.

Learners must engage with each other for long enough and in a variety of ways, so that lots of opportunities arise for them to assess how they fared under different circumstances.

The learning activities should provide a relevant and useful experience. The tutor has **two** reasons for undertaking these activities.

First, learning objectives and outcomes are to be achieved by the learners.

Learning objectives
- To help learners prepare for work experience.
- To help learners appreciate the value of self-assessment and peer assessment in identifying the skills they have and those they need to develop.

Learning outcomes
- Learners become aware of their skills in a particular context.
- Learners recognise that their own understanding and knowledge of themselves is just as important as what others say about them.
- Learners are able to form judgements about themselves in a positive way that they can own and build on.
- Learners become aware of the personal and social skills they have yet to develop.

Second, there is an opportunity to assess personal and social skills and particularly those identified in the skills checklist in this section:
- offering help;
- giving emotional support;
- expressing feelings;
- demonstrating understanding of the feelings of others.

Hints
- Giving and receiving feedback can be difficult and, sometimes, upsetting. Discuss and agree some ground rules with learners before the peer assessment part of the activity.
- Always check that the young person can read and understand the task. Adapt materials to differentiate.

How did I do?

Tick the appropriate answers

When I was talking

- ☐ I planned what I was going to say.
- ☐ I planned some of what I was going to say.
- ☐ I made it up as I went along.

When I said something that I felt strongly about

- ☐ I was good at convincing others.
- ☐ I gave some of my opinions as if they were fact.
- ☐ I put others down if I didn't agree with them.

I think other people thought that what I was saying

- ☐ was useful and helped our discussion.
- ☐ was sometimes helpful.
- ☐ was not very helpful.

When I was talking in a group with other people

- ☐ I used my body actions and facial expressions to help get across my ideas.
- ☐ I found it hard to look at other people when talking to them.
- ☐ I was not aware of my body language.

In the group

- ☐ I was good at starting conversation and I enjoyed doing this.
- ☐ I sometimes started a conversation.
- ☐ I preferred to let others speak first.

When I talked about my feelings

- ☐ I felt comfortable and enjoyed doing so.
- ☐ I could talk about some of my feelings.
- ☐ I found it difficult to talk about my feelings.

When someone else was finding the task difficult

- ☐ I offered ideas and tried to help them.
- ☐ I didn't say anything and let them get on with it.
- ☐ I put them down.

When other people disagreed or argued

- ☐ I tried to sort it out.
- ☐ I ignored it.
- ☐ I joined in and took sides.

When someone else was upset

- ☐ I knew right away.
- ☐ I knew sometimes.
- ☐ I didn't take any notice.

Skills checklist template, covering the personal and social skills identified for the **How did I do?** activity

Skill area under observation	Range of possible assessments	Examples of observed behaviour	Evidence from other tutors and activities
Offering help	• Help is sensitively offered and appreciated by others • Asks if help needed before acting • Doesn't notice others' need for help • Takes over without checking others' reactions		
Giving emotional support	• Provides encouragement to others • Listens to the difficulties others are explaining • Will support some aspects of the needs of others • Finds it difficult to give emotional support		
Expressing feelings	• Willingly expresses feelings at the right time and place • Will express feelings only when invited to do so • Will sometimes express feelings about certain things • Does not reveal feelings		
Demonstrating understanding of the feelings of others	• Defends the feelings of others • Generally perceptive to the feelings of others • Sometimes perceptive to the feelings of others • Preoccupied with own needs and wants		

Record to show use of observation data to reach objective assessments, priorities for development and draft short-term targets

There are examples of two completed records in the Annex on page 85.

Objective assessments	Priority areas for development to discuss	Possible short-term targets to discuss

ADAPTED ACTIVITY 5.1

Video diary

This adaptation was developed for E2E young learners with poor self-esteem. E2E learners accompanied learners with severe learning difficulties on a residential course as 'support buddies'. They made a video record of how they got on with each other and carried out tasks. They were also encouraged to complete a daily record in personal notebooks if they wanted to do so.

This activity gives lots of opportunities for reflection on aspects of interacting with others, and it has the advantage of being available for feedback and comparison later. It can be adapted for learners at all levels.

Learning objectives

- To experience working in a group on a residential outward-bound course: following instructions, looking after self and each other.
- To develop and demonstrate the personal and social skills identified in the skills checklist in this section.
  Additionally, this activity helps learners to:
  – think positively about their existing skills and personal qualities;
  – recognise areas for development in their own personal and social skills and to begin to create a plan for change.

Overview of the sessions over three to four weeks

Week before the residential course
Before the residential course, learners and tutor discuss the role of 'support buddy' and elicit the qualities and skills they will need. Learners are also fully briefed about what they need to do to prepare themselves for the residential course. Tutor leads discussion on hopes and fears as well as practical arrangements.

E2E learners meet the learners with severe learning difficulties and discuss preparations for the residential course. They are all encouraged to make helpful suggestions.

Residential course week
Tutors support E2E learners to carry out their role. Learners take turns to video and photograph activities.

Each day, tutor and E2E group review the day's events and plan for the next day. Learners are encouraged to make a video record of their reflections.

On return from residential course
Tutor previews all video footage, so that positive examples can be shown to the group – edit beforehand if possible. Print photographs.

First session after residential course
Tutor congratulates learners on successful residential course and thanks them for their support. Ground rules set for how to give and

receive feedback from each other. Group looks at video footage and photographs, and the tutor encourages each learner to recognise and praise examples of positive behaviour.

Each learner encouraged to voice what they feel they have learned and what skills they will develop further.

Learners may be asked to complete a '**How did I do?**' questionnaire.

Follow-up
Learners edit video footage and make a photo montage. Learners complete their personal diaries.

At the end of the session the tutor thanks the group for their contribution and participation in the session.

Resources

You can download a session plan for this activity from the Activities for learners: Supporting materials CD-ROM. The **How did I do?** questionnaire on page 69 also can be downloaded to use in the follow-up sessions.

ADAPTED ACTIVITY 5.2

Supersport

This adaptation was created by a provider working primarily with learners for whom English was not their first language. The learners were preparing for work placements in the retail sector. In their language lessons, they had been learning how to ask questions. This session gave them opportunities to practise their language and prepare for work placement interviews.

One group of learners role-play a scenario about a sports shop that needs to attract more customers. Other learners observe and give feedback. The role-play gives learners an insight into the skills an employer would be looking for.

Learners are asked to complete a pre-interview questionnaire. In pairs, they interview each other. The pairs complete the **How did I do?** questionnaire for themselves and each other and share their observations.

Learning objectives

- To practise language skills, in particular asking questions and giving answers.
- To prepare for work placement in the retail sector.
- To develop and demonstrate some of the personal and social skills identified in the skills checklist in this section. This activity is adapted to cover:
  - offering help;
  - giving and receiving constructive feedback.

Overview of the session

The session is in two parts.

Part 1
Tutor reviews language points: that is, asking questions and giving answers.

Tutor sets up *Supersport* scenario by explaining that the shop is losing custom and the manager is calling a meeting to get ideas about how to improve the business.

Tutor explains that learners will role-play this scenario, observe each other during the role-play and give feedback. Tutor elicits three main areas for learners to observe and share with the class: for example, listening and responding to each other, offering ideas and helping the group reach a solution.

Learners are given a handout outlining one of three roles. Learners prepare what they will say in their role.

The role-play exercise is carried out, and feedback is given.

Part 2
Learners and tutor discuss the skills and qualities needed to work in the retail sector.

Learners make notes on a pre-interview questionnaire.

In pairs, learners interview each other using the interview questionnaire.

Individuals assess themselves and their partner and share their observations.

Tutor and learners review learning points.

At the end of the session the tutor thanks the group for their contribution and participation in the session.

Resources

You can see extracts from this session on the Tutor guide: Supporting materials CD-ROM. You can use or adapt the questionnaire in this section, see page 69. You can download a session plan, the role-play scenario and the interview questionnaire from the Supporting materials CD-ROM.

ADAPTED ACTIVITY 5.3

The new care worker

This activity is challenging in that it asks learners to explore the concept of loss. For young people entering the field of care work, this activity offers an opportunity to prepare for work placements and the realities they will face.

Learners consider how elderly people might feel when they move into residential care. They explore their own feelings about loss and change to help them gain insights into how others might feel.

Learners are made aware that this session will involve self-assessment and peer assessment. This activity is a good vehicle for tutors to make direct observations about personal and social skills. It both incorporates learner self-assessment and involves affective learning or learning that involves the emotions.

Learning objectives

- To help learners prepare for work placements in residential care homes.
- To help learners identify their skills and qualities for this area of work, so that they can recognise their strengths and build on them.
- To help learners appreciate the value of self-assessment and peer assessment.
- To develop and demonstrate the personal and social skills identified in the skills checklist in this section.

Overview of the session

Tutor relates the session to earlier preparations for work placements, outlines the objectives for this session and forms small groups of four or five learners.

Individual learners quickly jot down places or things that are important to them, using one small piece of paper for each example. Learners could be given pictures as a stimulus or an alternative to writing.

Tutor asks learners to fold the pieces of paper, pool them as a group and then swap them with another group's pile of folded pieces of paper.

In their groups, each learner takes a piece of paper, unfolds it and describes to the rest of the group how they think a young person might feel if they lost the item described. Each person should have about four turns.

Each group is now asked to work together to list the things that an elderly person might be giving up or losing as a result of moving into residential care. Tutor may provide pictures or stimulus sheets to help this activity.

Tutor asks each group to nominate one person to present the list to the whole class and leads brief discussion. A single list is agreed on and written on whiteboard or flip chart.

Tutor elicits words that describe feelings and emotions and helps learners extend their vocabulary in this area. These are recorded on flip chart or whiteboard.

In pairs, learners work through the lists displayed and consider how an elderly person might feel when moving into residential care. Tutor invites each pair to give one or two examples from their discussion.

Tutor asks pairs to consider the benefits for the elderly person of entering residential care and asks them to share with the class the three they believe to be the most important.

Learners move on to the self-assessment and peer assessment. Tutor explains the importance of learners having a view about their own skills and having this confirmed by others.

Tutor reminds learners that they will also be using their own self-assessments in their next reviews.

At the end of the session the tutor thanks the group for their contribution and participation in the session.

Resources

You could use the questionnaire in the introduction to Core activity 5 section (5.1) or download a copy and the session plan from the Activities for learners: Supporting materials CD-ROM.

Core activity 6: Personal and social skills at work

Introduction

This section contains two adaptations of this activity. In the first, **Front of house**, learners are working with their supervisor in a training restaurant. The second, **The brief**, is designed as a simulated vocational context. Learners work together as members of a small multi-media production company to design materials for 'clients'.

These activities are designed to develop personal and social skills in a vocational setting. They allow learners to see the direct relevance of their current skills in the context of the demands of a particular area of work. They enable you to observe learners' strengths and needs in relation to their vocational programme.

Possible personal and social skills to observe and develop in **Personal and social skills at work**

You will need to consider the personal and social skills that are most important for the vocational context your learner has chosen. For example, dealing with customers in a restaurant will require some different skills from working in a small team in the kitchen.

The skills checklist included with this activity differs from those used in Core activities 1–5. It provides you with a different **example** of how you might design an observation skills checklist. It includes a space for the learner to comment on their perceptions of their skills before the observation is shared with other tutors.

Planning the session

Using these activities with a range of learners and in different situations

These activities have many advantages:

- They can be planned as a series of sessions. **The brief** is an example of this. It was designed to run through a four-week induction programme.
- The activities can be adapted for different learners. For example, the roles within a team can be selected by the tutor to match needs and interests.
- They are useful as a way of integrating a new member into the group, as would happen when a new employee starts work.
- They can emphasise the value of developing and practising the personal and social skills needed for the workplace.
- Both activities can and should be adapted. **The brief** was designed for young people interested in using multi-media, and the provider had many strengths in this vocational area, but the concept of simulating a small business faced with a challenge is transferable.

How to make sure that there are opportunities for observing personal and social skills

All of these activities need to be structured so that learners can maximise their opportunities to engage with each other in work-related tasks.

It may not be possible in a single session to see evidence of all the personal and social skills that you identify. For example, in **The brief**, you may see evidence of learners **convincing others** as they work with each other in the planning stage. The challenge for them may be greater, however, when they have to convince their '**client**' of their proposals at a later stage in the process. It is important, therefore, to ensure that the tasks allow learners to perform at their best.

The personal and social skills that you decide to focus on may already be influenced by what you have found out about your learners from other initial assessments. Tutors working with learners in vocational areas may wish to concentrate on the personal and social skills that are particularly pertinent to their areas of work.

Preparing learners for assessment

It is important for learners to be introduced to the areas of personal and social skills that you will be focusing on in the activity. You should encourage them to remember their thoughts and feelings, so that their perceptions can be recorded alongside those of the tutor.

It is also vital to allow time for learners to talk about this activity, so they can reflect with you on how they did and add their own comments. They should be asked about the best things about their work and the things of which they are most proud. They should be encouraged to identify for themselves the skills they need to develop further and agree strategies that will help them practise and develop new skills.

Example of skills checklist for personal and social skills that might be developed and observed in the **Front of house** activity

In this example, you identify the particular areas you will observe and create a skills checklist that includes space for the learner's perceptions. Discuss the areas with the learner before using the record to share observations with other tutors.

- Introducing yourself
- Giving advice
- Asking questions when not sure
- Listening and responding
- Giving encouragement to others

- Receiving a query or complaint
- Dealing with a false accusation
- Managing anger
- Dealing with humour or teasing
- Coping with embarrassment

Skill area under observation	Examples of observed behaviour	Learner perception	Evidence from other tutors and activities
Introducing yourself			
Giving advice			
Asking questions when not sure			

Record to show use of observation data to reach objective assessments, priorities for development and draft short-term targets

There are examples of two completed records in the Annex on page 85.

Objective assessments	Priority areas for development to discuss	Possible short-term targets to discuss

ADAPTED ACTIVITY 6.1

Front of house

As part of their E2E programme, learners work in a 'front-of-house' situation in the provider's training restaurant, serving morning coffee and lunch to members of staff and the public. The session can include learners of varying levels of skills and confidence. In previous sessions, they will have practised and developed skills for laying and clearing tables and begun to explore the meaning of good customer practice. To carry out observation effectively, more than one tutor should be involved in this session.

Learning objectives

- To understand and be able to explain the day's menu.
- To learn and demonstrate service routines.
- To manage good customer relationships.
- To develop and demonstrate the personal and social skills identified in the skills checklist in this section.

Overview of the session

One tutor introduces the learning objectives for the session and briefs the learners about tasks and routines. Tutor recaps on previous session, for example where they investigated good customer practice.

Tutors remind learners that they are working in pairs, are responsible for looking after two tables and are expected to support their partner and other members of the team.

Learners and tutor discuss the personal and social skills that will be developed and that will be observed during the session. Checklist of the skills is displayed, so that learners can refer

to these during the day. Learners are reminded that they will be asked to contribute their perceptions of how well they did as part of the observation record.

Partners spend a few minutes discussing how they will work together.

The group is joined by the food production team. They are encouraged to discuss the menu, asking appropriate questions to ensure that they can advise customers.

The restaurant work takes place.

At the end of the session, tutors hold a group review session and arrange times to carry out one-to-one sessions with learners to discuss their individual perceptions.

Resources

You can download a session plan for this activity to adapt from the Activities for learners: Supporting materials CD-ROM.

ADAPTED ACTIVITY 6.2

The brief

This is not a single activity. It is an induction programme that was developed for learners working with a provider that has considerable experience in delivering information and communication technology. They found that their learners were not well motivated during the induction and initial assessment period, so they designed an integrated skills development programme based around a simulated multi-media company.

The whole exercise can run over four weeks, and learners undertake a range of initial assessment activities during the programme.

Learners are required to design leaflets, posters, a radio advert and other marketing artefacts for a 'client'. The training provider has links with professional multi-media companies – for example, a sound recording studio and a photography studio – and learners visit these and receive professional instruction during the programme. A member of the training provider's board role-plays the external client.

Learning objectives

Learners develop their skills in multi-media, although this is not a vocational area that they will all choose to pursue. By working as members of a small company with a brief to fulfil, learners develop and demonstrate a wide range of personal and social skills, for example:

- Manage themselves and complete individual tasks.
- Plan how to achieve the task with other team members.

- Give and receive constructive feedback as they produce examples of work for the client.
- Welcome and support new learners as they join the team.
- Take responsibility for seeing through the plans agreed by the team.

You need to create a skills checklist to record the skills you observe that are relevant to each activity in the project.

Plenty of opportunities exist to differentiate sessions so that learners can develop their literacy, numeracy and information and communication technology skills. A scheme of work identifies skills development and observation opportunities for each day's work.

Overview of the sessions over a four-week period

- **Activities to get to know each other and build the team.** This includes activities to welcome and support new team members as they join the E2E programme.
- **Short team-building** tasks to help teams work together and review team responsibilities.
- **Introduction to the briefs** – teams of five or six young people are formed, and each team has a different topic for their brief.
- **Introduction to using multi-media tools.** This includes sessions on website design, desktop publishing, video camera recording and editing, digital camera recording and processing and computerised music technology. For some sessions, a visiting professional provides instruction in a professional studio. The training provider tutor also needs to be skilled and confident about the use of the technology.

Learners design their posters, leaflets and other artefacts. As a team, they have to select three briefs to show the 'client'. At the end of every day, the learners and tutor hold a critical review session. During this session, the tutor helps learners develop ways of giving and receiving critical feedback constructively.

When the brief is completed, teams showcase their work to other learners and the external '**client**'.

At the end of the session the tutor thanks the group for their contribution and participation in the session.

Resources

To simulate a multi-media company, you need to have good-quality equipment and staff skills.

You can see a case study based on this adaptation on the Tutor guide CD-ROM. The scheme of work and learner briefing documents are downloadable from the Supporting materials CD-ROM.

Annex

The following two example observation records illustrate how a tutor might build up a picture of a learner's current personal and social skills. These lead to objective assessments, identification of priorities for development, and draft short-term targets that could be discussed with the learner in the feedback session.

Each example shows how the tutor:

- used the range of possible assessments to best describe a learner's behaviour during the activities highlighted in red;
- recorded examples of what learners actually said and did in the session;
- added information collected on other occasions from one-to-one discussions and from other tutors.

The record below was made by Amjit's tutor from her observations of him during a **Why are we here?** activity.

Skill area under observation	Range of possible assessments	Examples of observed behaviour	Evidence from other tutors and activities
Negotiating and compromising	Will help others resolve differences of opinion. Makes attempts to resolve disputes with others. Sometimes meets others halfway. Rigidly sticks to own ideas. No attempt to resolve differences.	Amjit intervened in an argument between two others in the group about which categories to include in the graph. Decided to compromise taking two ideas from each person.	Amjit likes to get the job done and will help others find a way to complete a task.
Asking questions	Asks questions at the right time for the right reasons. Sometimes asks questions. Does not ask questions or seek clarification.	Amjit's questions are relevant, but tone of voice and choice of words indicates a demand rather than a request. Amjit asked a question about the collection of data but only after getting confused. Said it was weak to ask once the instructions had been given.	Amjit will rush ahead in his enthusiasm for getting on with his work. In numeracy sessions this has led to frustration as he dashes ahead before he has a full understanding of what is required. Will rather struggle on than ask.

continued

Responding to questions	Responds to questions effectively. Usually responds to questions. Responds to some questions. Doesn't respond to questions.	Amjit responded well to questions from peers and adults. Gave useful structured answers about the axis for the graph, labelling and layout.	Amjit volunteers answers in a range of circumstances. Answers are relevant and informative.
Making changes/ modifications in light of the views of others	Recognises the benefits of taking account of the ideas of others to improve or complete a task. Sometimes incorporates the ideas of others. Rarely takes account of the views and ideas of others even when they are the consensus.	Amjit was quiet for some time when his suggestion for collecting the data as individuals was rejected by another member of the group. After a while Amjit said he agreed that working with a partner would get the task completed more quickly.	Amjit does not dismiss the ideas of others but will take a while to consider the implications. His reflections on some design briefs in media benefited from his consideration.

The record below was made by a tutor from his observations of Charlene during a **How did I do?** activity.

Skill area under observation	Range of possible assessments	Examples of observed behaviour	Evidence from other tutors and activities
Offering help	Help is sensitively offered and appreciated by others. Asks if help is needed before acting. Doesn't notice others' need for help. Takes over without checking others' reactions.	When Billy asked how he should complete a planning task Charlene took the plan from him and made the alterations herself. Billy left the room and refused to do anything more.	Charlene does tend to do the task for someone rather than find out what help is needed.
Giving emotional support	Provides encouragement to others. Listens to the difficulties others are explaining. Will support some aspects of the needs of others. Finds it difficult to give emotional support.	When Carrie became frustrated and angry Charlene stepped in and reassured her that what she was doing was all right.	Very much depends on who it is and the reasons why they need support. Charlene is very selective about whom she will have contact with and work with in basic skills.

Expressing feelings	Willingly expresses feelings at the right time and place. Will express feelings only when invited to do so. Will sometimes express feelings about certain things. Does not reveal feelings.	Charlene talked about the way the team worked together. She was very animated about this and said she had enjoyed it a lot. Charlene said she liked working on designs and really liked the compliments she received. She gave examples of how the skills she had used would relate to work experience.	Charlene has not talked about her feelings to any extent up to now. Even with encouragement her answers are usually vague. She will divert attention away from having to express how she feels.
Demonstrating understanding of the feelings of others	Defends the feelings of others. Generally perceptive to the feelings of others. Sometimes perceptive to the feelings of others. Preoccupied with own needs and wants.	Charlene made some comments about the reactions of three other learners in a positive and helpful way. She did not always say the comment directly to the individual.	In leisure and tourism Charlene has defended others where she feels they have been unfairly treated.

* Tutor's assessments shown in red

Using the observation data to reach objective assessments, priorities for development and draft short term targets

Tutors spent time reflecting on the observations they had collected in the observation record. They found it best to do this after the session so they could compare observations across the record and look for any emerging patterns in personal and social skills.

Tutors looked for the 'big messages' to help them make their objective assessments. These are recorded in the extracts from the observation records for Amjit and Charlene below. You may make one or more **objective assessments** depending on what you find out.

The tutors also checked their objective assessments with other tutors who had contributed to the record. They wanted to be sure to identify areas of strength as well as areas for development.

The tutors completed the observation record by using their objective assessments to identify **priorities for development**. These are evaluative judgements. The tutors completed their records by identifying **short-term SMART[1] targets.**

Below is an extract from the tutor's observation record showing how an objective assessment helped inform priorities for development and short-term targets for Amjit.

Objective assessments	Priority areas for development	Examples of draft short-term targets to discuss in feedback
Amjit's enthusiasm and willingness to complete work successfully and negotiate with others needs to be recognised by him as a strength and asset. Amjit needs to understand that asking questions and clarifying tasks is not only desirable but a strength. His ability to reflect and value ideas from others is a strength to harness.	Seek clarification for actions and tasks prior to starting them. Recognise that his enthusiasm is an asset to be built on in terms of moving forward. Recognise that it is a strength not a weakness to ask questions, clarify meaning and reflect on what he is doing. Build on his powers of reflection and negotiation and start to relate these skills to his choices and routes in E2E and beyond.	Amjit will use a task planner in the project sessions to briefly remind him of the stages of a task prior to starting. The planner will be used to prompt Amjit to seek clarification before starting a task. To be reviewed in 4 weeks' time. Amjit to investigate a number of different ways of asking for help and information. Ideas from Amjit to be reviewed in 2 weeks' time when they will be put into practice. Amjit to investigate with his key worker types of job where his developing negotiating skills would be highly valued. To be reviewed in 3 weeks' time.

[1] Specific, Measurable, Achievable, Realistic and Time-related.

Below is an extract from the tutor's observation record showing how her objective assessments helped to inform priorities for development and short-term targets for Charlene.

Objective assessments	Priority areas for development	Examples of draft short-term targets to discuss in feedback
Charlene is aware when some of the other learners need help and makes attempts to put the situation right. Charlene has selected two or three learners to help and support. She has not noticed opportunities to support other learners. She is developing ways of expressing her feelings about positive and enjoyable things.	Build on ability to express her feelings in the context of work situations. Charlene to acknowledge the importance of her defence of others and to channel this into effective working relationships. To act consistently towards others in the team in terms of help and support. To find strategies to support others without hurting or offending them.	Charlene to investigate four possible ways of intervening to help someone who will appreciate the help offered and trial these over the next 4 weeks. Charlene to keep a diary (electronic, video or paper) on her insights into work-related tasks over the next 6 weeks. Charlene to select three 'secret people' in the team (unbeknown to them) whom she does not normally relate to. She is to offer help or support on at least two occasions over the next 4 weeks. The tutor has to guess who these secret people are.

Using the observation record in feedback with learners

All the information that the tutors collected was used to plan their discussion and feedback to learners. They used learners' perceptions of their performance alongside their findings to stimulate a dialogue about the next steps in learning in order to address and develop personal and social skills.

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Starting point: Initial assessment; a survey report by ALI, September, 2003.

Acronyms

ALI	Adult Learning Inspectorate
ALP	Association of Learning Providers
AoC	Association of Colleges
APIR	Assessment Planning Implementation Review
CSNU	*Connexions* Service National Unit
E2E	Entry to Employment
LSC/NO	Learning and Skills Council/National Office
LSDA	Learning and Skills Development Agency
QCA	Qualifications and Curriculum Authority
SU	Standards Unit
YJB	Youth Justice Board
YOIs	Youth Offender Institutions
YOS	Youth Offending Service

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Springboard Sunderland Trust
St Helens College
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The Vocational College Ltd
Tides Project Centre
Total People
Wakefield College
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An important note

As you are aware, many young people on E2E programmes are vulnerable and it is important that you are sensitive about how you use activities that could invite young people to discuss personal and confidential areas of their lives. Tutors need to be skilled at handling confidentiality and disclosure. Tutors should be aware of their organisation's policies on disclosure. If you need advice about developing policies and training in this area you can contact your local Area Children's Protection Committee: www.acpc.gov.uk. Guidance about appropriate action in the event of disclosure of confidential information by learners is part of the Government's Quality Protects programme – see http://www.dfes.gov.uk/qualityprotects

Activities for learners: Supporting materials CD-ROM

The supporting materials on this CD-ROM include:

- Skills checklist template for each core activity
- Session plans for each adapted activity
- Resources for some adapted activities that can be printed
- Template for observing and recording personal and social skills
- Session plan template

Activities

Core activity 1: Ice breakers

- Skills checklist template
- Fun Ice breaker activities including Quick Fire game and images

1.1 How do you feel today?
- Session plan
- How do you feel today? images

1.2 What's my line?
- Session plan
- What's my line? Words and phrases
- Storyboard template (2)

1.3 Tools for a new beginning
- Session plan

Core activity 2: What are you like?

- Skills checklist template
- What are you like? Questionnaire

2.1 Team spirit
- Session plan
- Team briefing sheet

2.2 What happened next?
- Session plan
- What happened next? images

2.3 Who is in your group?
- Session plan

Core activity 3: The Life Map

- Skills checklist template

3.1 Life in a shoebox
- Session plan

3.2 My future
- Session plan
- My future template

3.3 Moving on
- Session plan
- Balloon images template

Core activity 4: Why are we here?

- Skills checklist template

4.1 Why are we all here? Class survey
- Session plan
- Bar chart template
- Why are we all here images

4.2 Why are we all here? Group survey
- Session plan
- Sample survey sheets

4.3 Why are you here? Tell us about it
- Session plan

Core activity 5: How did I do?

- Skills checklist template
- How did I do? questionnaire

5.1 Video diary
- Session plan

5.2 Supersport
- Session plan
- Role play scenarios
- How did I do questionnaire, adapted

5.3 The new care worker
- Session plan

Core activity 6: Personal and social skills at work

- Skills checklist template

6.1 Front of house
- Session plan
6.2 The brief
- Scheme of work
- Programme to use with learners
- Project brief
- Observation record

Annex

- Session plan template