

Developing learning skills

Helping students thrive in a new key stage

KS3: Goal-setting



*Ensure you read the guidance before teaching the lesson

Using this PowerPoint

- The slides in this presentation are divided into two sections:
 - (i) **Teacher slides** (purple) – provide key information regarding lesson preparation
 - (ii) **Pupil slides** (white) – provide a visual focus point for pupils during the lesson and delivery notes for teachers about the activities. Click ‘notes’ to view these.
- Ensure that you select ‘Use Presenter View’ under the ‘Slide Show’ tab – this will allow you to preview the teaching notes on your monitor while the main presentation is displayed on a screen/smartboard.



Challenge and Support

The lesson includes suggestions for challenge and support activities, to help you differentiate appropriately for your class.

Challenge activities deepen and extend the learning for those who need more challenge or who finish the activity quickly.

Support activities are adapted to be more accessible for those who need it.

Look for the logo on the pupil slides.
See delivery notes for details of the activities.



Context

Year 8

Setting the scene for the school year, thinking about values and behaviour in the school environment, how it impacts our learning, and how our behaviour impacts on other people.

Learning objective

- To learn how to identify values, skills, areas for development and set personal targets and goals

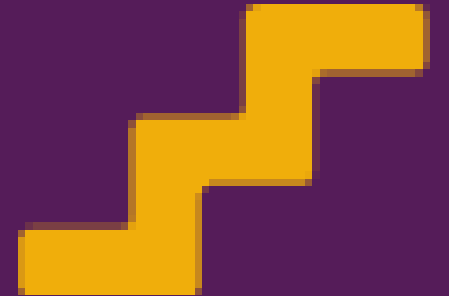


Teacher
slide

Learning Outcomes

Students will be able to:

- Identify personal values and consider how these can help to set goals for secondary school
- Explain key study skills and strategies needed to support learning at secondary school
- Evaluate personal strengths and areas of development
- Create realistic yet ambitious targets and goals





Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

Duration

This has been designed to be taught as a **60 minute** PSHE education lesson

Resources

- Box or envelope for anonymous questions
- Resource 1: *Values continuum* (one per student)
- Resource 2: *Defining values* (one set per pair, cut up)
- Resource 2a: *Defining values – teacher guidance*
- Resource 2b: *Values and meanings* (support option, one per student as required, cut up)
- Resource 3: *Values and goals – teacher guidance*
- Resource 4: *Case studies* (one sheet per group)
- Resource 5: *Personal reflection and goal-setting* (one per student)

Further guidance

Members of the PSHE Association can access our website for further guidance

www.pshe-association.org.uk

Lesson summary

**Teacher
slide**

Activity	Description	Timing
1. Introduction	Introduce learning objectives and outcomes and revisit ground rules.	5 mins
2. Baseline assessment	Students complete a continuum to identify their attitudes about key values and skills.	5 mins
3. Defining values	Students match a range of values to their definitions.	10 mins
4. Values and goals	Students examine how identifying values can help with goal-setting.	10 mins
5. Case studies	Students identify the strengths and areas of development for different characters and assess strategies to support them in the future.	15 mins
6. Reflection and endpoint assessment	Students revisit continuum from the baseline assessment and set themselves personal targets.	10 mins
7. Signpost support	Respond to questions and signpost students to relevant support.	5 mins



Goal-setting



Learning objective:

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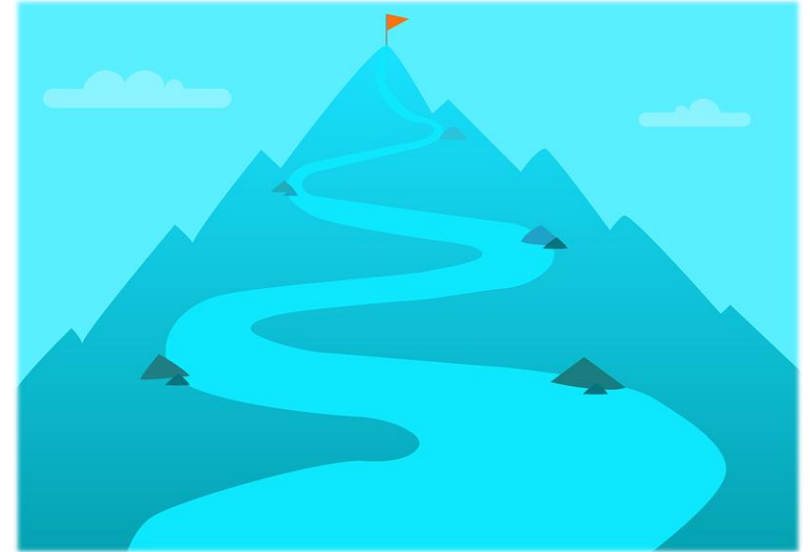
Ground rules

- [Add your class rules here]

Key words

Values: principles that help someone to decide what is right or wrong or how to act in certain situations.

Goals: aims or purpose of something, what a person aims to do or achieve.



Values continuum

Read the statements and discuss in pairs, how far you agree or disagree with each one.



1. 'To be successful in school, someone has to be really organised.'

Strongly Agree ←————→ Strongly Disagree

2. 'If something is hard to achieve, someone just needs to work harder.'

Strongly Agree ←————→ Strongly Disagree

3. 'Working with new people is always challenging.'

Strongly Agree ←————→ Strongly Disagree

4. 'Listening carefully in lessons is an important part of learning.'

Strongly Agree ←————→ Strongly Disagree

5. 'Students should always do homework on the day it is set, even if there is a lot.'

Strongly Agree ←————→ Strongly Disagree

6. 'For group work, different roles must be given for it to go well.'

Strongly Agree ←————→ Strongly Disagree

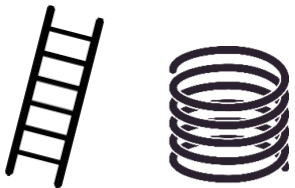
Defining values

In pairs, think about a definition to the values on the next slide. What are they? How important are they? Do some matter more than others? What is your most important value?



Everyone holds their own personal values and these might be different from one person to the next.

Holding certain values can help people to thrive in the school environment.



Accountability

Inclusive

Participation

Courage

Encouraging

Goal-focused

Honesty

Perseverance

Respect

Team work

How close did you come to the correct definition?

Accountability	<i>Taking responsibility for actions</i>
Courage	<i>Facing challenges and working to overcome difficulties</i>
Encouraging	<i>Supporting other people who are finding something difficult</i>
Goal-focused	<i>Setting personal goals that are challenging but achievable</i>
Honesty	<i>Being truthful and fair, even when at fault</i>

Inclusive	<i>Involving everyone and welcoming diversity</i>
Participation	<i>Taking part or sharing in something</i>
Perseverance	<i>Keeping going, even when something is hard</i>
Respect	<i>Showing care or consideration for others</i>
Team work	<i>Working with others to find solutions and achieve goals</i>

Values and goals

If someone wants to develop **courage** in school, their goal might be to...

...try new things in school, such as joining a club.



If someone wants to develop **perseverance** in school, their goal might be to...

...keep trying to find an answer and ask for help when struggling to answer a question.

Linking values and goals

Choose 4-6 values that are important to you. Draw the table below in your books or on the board as a class, and next to each value, write down a related goal, thinking about how someone might demonstrate or develop that value in school.

Value	Goal
Courage	<i>Trying a new club in school even if they are not sure whether they will be good at it.</i>

Case studies



Willow



Azizi



Rini

As a class, read your case studies (slide 20, 21, 22) and answer questions 1 and 2 below.

1. What are the student's strengths? What are they doing well?
2. What might be an area for development for them:
 - study skills
 - team work
 - organisation?

Case study 1

Willow has just completed a project in History about castles. She really enjoyed working with the group she was with, as she got to know some new people. Everyone listened to each other and planned who would do what. Willow was group leader and suggested everyone voted to make decisions which helped to include everyone. But last week in Science, they did the end of topic test and Willow was really disappointed with her result. She finds it hard to concentrate in Science - it's at the end of the day and she's tired, so sometimes she doesn't listen. Willow doesn't want to answer any questions or ask for help in case the teacher knows she wasn't listening. She should have done more revision at home for the test but it's hard to know how to do this well. Today she got a negative comment for not doing her Science homework – she had looked at the homework but didn't understand it.

Case study 2

Azizi has just had his English test back and he is really pleased with the result because he put a lot of effort into revising. He did mini tests at home, where he covered up key words in his book and then tried to remember them. He sometimes finds English hard, but asks his teacher if he needs something explaining differently. However, this week he has to do a group project, presenting on the book they are reading in class. Azizi would prefer to do the project on his own because he knows he could just get on with it without having to talk to others about their ideas. He doesn't know two of the people in his group very well, and the one he does know just wants to take over - it is going to be a disaster!

Case study 3

Rini is a new starter in year 8. She likes having lots of teachers who can go into detail about each of her subjects. She really loves working with new people too and has made lots of new friends because she gets put into different groups by her teachers. This has helped Rini to feel more confident to share her ideas with other students. However, recently a couple of teachers have left negative comments in her planner – one because she forgot her book for a lesson and one because she left her homework at home. It was really annoying because Rini had spent ages doing the homework – it's just that mornings can be such a rush! The PE teacher was also not very happy that she forgot her trainers. It doesn't feel like a very good start to year 8.

Strategies

Think-pair-share some strategies to help reduce or remove the challenges your character is facing.

- Review classwork
- Self-test
- Ask / answer questions in lessons
- Listen carefully
- Ask for help
- Complete homework

Study skills



- Go to bed earlier to avoid feeling tired
- Pack a bag the night before school
- Plan when to complete homework to meet deadlines
- Keep books organised at home

Organisation



- Listen to others
- Allocate clear roles in group work
- Arrange times to meet and discuss group work
- Set deadlines for group projects
- Ask the teacher for support

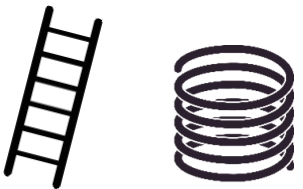
Team-work



Target-setting

Choose two strategies that you think would help the character in your case study.

Then, set the student one target.



What has changed?

Revisit the continuum from the start of the lesson and decide, how far you now agree or disagree with each statement.

Have any of your views changed?

Why might this have happened?



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Personal reflection and goal-setting

Complete your 'Personal reflection and goal-setting' table on the next slide to identify your own strengths and areas for development in relation to:

- Study skills
- Organisation
- Team work

Then, set yourself 2-3 personal targets to work towards during year 8.



Skills for Year 8	Where have you shown strength in this area?	What might you do to improve in this area?
Study skills		
Team work		
Organisation		

Looking at what your strengths and areas of development are, set 2-3 ambitious but achievable goals for year 8.

Try to be specific about what you want to do so you can meet your goal. For example:

'Make a homework timetable so that I can organise my time more effectively and meet deadlines.'

'Plan my answers and ask the teacher to check them before I write them so the structure is improved and I achieve a higher mark.'

Goal 1:

Goal 2:

Goal 3:

Signposting support

If you have any questions or concerns about transition to secondary school, speak to:

- Tutor
- Head of year
- Trusted member of staff in school.
- Contact Childline: www.childline.org.uk
0800 1111



Extension activity

Select one of the case studies.
Think about what the character needs to do to have a more successful day and re-write the story, incorporating the key study, team and organisational skills they should use.

Willow

Azizi

Rini