



Guidance

Curriculum and
Standards

Primary

National Strategy

**Excellence and Enjoyment:
social and emotional aspects of
learning** 

**Going for goals!
Years 5 and 6**

Headteachers, teachers
and practitioners in
primary schools,
middle schools, special
schools and Foundation
Stage settings

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Green set

Introduction

This theme focuses primarily on the key aspect of motivation, with a subsidiary focus on self-awareness. It gives an important opportunity for all children's abilities, qualities and strengths to be valued.



The theme provides opportunities for the children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.

Each set of activities focuses on the underlying prerequisites for successful goal-directed learning and behaviour, for example, taking responsibility and building feelings of confidence and self-efficacy – the belief that what you do makes a difference. Goal-directed behaviour is only valuable if we are able to make wise and balanced choices about our goals, so this theme provides opportunities for children to consider this and to practise problem-solving strategies.

The intended learning outcomes for Years 5 and 6 are described below. Teachers will be aware of the different stages that children in the class may be at in their learning, and may want to draw also on intended learning outcomes from earlier year groups.

Intended learning outcomes

Description	Intended learning outcomes
<p>This theme provides opportunities for children to explore learning and the skills and dispositions that make an effective learner. With help they identify six key learning skills.</p> <p>Goal-directed behaviour is explored more fully and opportunities are provided for children to set a goal and to plan to meet it in a systematic way.</p> <p>Children explore the importance of taking responsibility for their learning and behaviour and think about when they might be making excuses.</p> <p>Children are encouraged to look to their longer-term future and their dreams and aspirations and to use these to help them to make long-term plans.</p> <p>They think about the importance of resilience in overcoming obstacles in order to reach a goal.</p>	<p>Knowing myself</p> <p>I know the skills and attributes of an effective learner. I can try to develop these skills. I know what some of the people in my class like or admire about me. I can recognise when I am using an excuse instead of finding a way around a problem. I can recognise and celebrate my own achievements.</p> <p>Setting a realistic goal</p> <p>I can set myself a goal or challenge.</p> <p>Planning to reach a goal</p> <p>I can make a long-term personal or learning plan and break it down into smaller, achievable goals. I know that it is up to me to get things done by taking the first step.</p>

<p>An opportunity is provided for children to consider how they make 'wise choices'.</p>	<p>Persistence I know that if at first I don't succeed it is worth trying again. I can try again even when I have been unsuccessful.</p> <p>Making choices I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour. I can consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups.</p> <p>Evaluation and review I can apply what I have learned. I can tell you what I need to learn next. I can be a critical friend to others and myself.</p>
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PSHE/Citizenship links

Year 5 and 6

Children will be taught:

- 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;
- 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.

Speaking and listening links: group discussion and interaction

<p>Objectives from QCA/Primary National Strategy guidance <i>Speaking, Listening, Learning: working with children in Key Stages 1 and 2</i> (DfES 0623-2003)</p>	<p>Children's version</p>
<p>Year 5: T2 53. To understand and use the processes and language of decision making.</p>	<p>When you need to make a decision in the group, think about the consequences of each possibility, make sure everyone has a say, and compromise when necessary.</p>
<p>Year 6: T2 63. To consider examples of conflict and resolution, exploring the language used.</p>	<p>When you can't agree in the group, use 'peaceful problem-solving' to try to find a win-win solution. Think about how the language you use can make a solution more or less likely.</p>

Planning



To help with planning, *the type of learning and teaching* involved in each learning opportunity in these materials is indicated by icons in the left-hand margin.



- Whole-class

- Individual



- Pairs



- Small group

Ideas from schools who piloted these materials are noted in the right-hand margin of this booklet. The ideas include ways in which teachers planned for diversity in their class or group, for example, to support the learning of children for whom English is an additional language and of children with special educational needs.



Key vocabulary (to be introduced within the theme and across the curriculum)

goal	target	perseverance	admiration
achievements	obstacle	excuses	consequences

Resources

	Resource	Where to find it
Year 5	–	–
Year 6	<i>Working together self-review checklist</i>	Whole-school resource file
	Photocards – disappointment	Whole-school resource file
	<i>Feelings detective</i> poster	Whole-school resource file

Key points from the assembly story

1. Samindra lived with his mother and sister. His father was away fighting in a war. They had a tractor to help them with the farm.
2. The tractor broke down and needed a new part (a carburettor). Samindra's mother hurt her leg and couldn't go to get the new part.
3. Samindra set off over the mountain. It seemed a long way and he was scared.
4. Samindra got over the mountain and bought the new part.
5. He returned home and gave his mother the new part for the tractor.

Suggested whole-school/setting focus for noticing and celebrating achievement

Use the school/setting's usual means of celebration (praise, notes to the child and parents/carers, certificates, peer nominations, etc.) to notice and celebrate children (or adults) who have been observed:

Week 1: Taking responsibility – for our successes and when things go wrong

Week 2: Waiting for what you want; persistence (keeping going)

Week 3: Resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure

Week 4: Setting and achieving goals

Green set: Year 5

Circle games and rounds

Good try

Children sit in a circle with one person standing in the centre. The person in the centre has an everyday object (such as a mug) which they use to mime a common activity (such as brushing the hair, ironing, speaking on the phone, etc.) The children have to guess the activity. When one of them guesses correctly, the person in the middle says 'Well done', swaps places with the child who got the correct answer and gives them the object. The new person in the centre thinks of a different mime. If someone gives a wrong answer, the person in the middle says 'Good try' and carries on until someone guesses correctly.

Rounds

'When I guessed the action correctly I felt ...

When I got the answer wrong I felt ... but when ... said 'Good try' I felt ...

Learning opportunities: effective learners

Intended learning outcomes

I know the skills and attributes of an effective learner.

I can try to develop these skills.



Read the story *The Fourth Son* from the resource sheets. When you have finished you might like to use a community of enquiry, if you use this approach, or the following questions. Don't forget to give thinking time, and time for the children to talk to a partner during the discussions.

- What happened in the story?
- Which son would you like to be best? Why?
- Which son had been given the most useful present from the spirit? Why?

Ask the children to consider what might be written on the six pebbles in the story. What did the fourth son do, and what skills did he use, as a good learner? The children might write the skills on the pebbles on the resource sheet provided.

As a whole-class group, decide on the six most important skills involved in learning. There are no 'right' answers. The important thing is what you and the children *think* makes a good learner. You might create a display to remind children of the skills and emphasise how anyone can learn them.

Once you have identified your pebbles of learning, display them and refer to them during learning across the curriculum.

We wrote our learning-to-learn skills in pebble-shaped cards, laminated them and put Velcro® on the back. At the start of a learning activity we discussed which of the skills we would need, chose one or two that were most important and stuck them on the board as a constant reminder. At the end of the activity we reviewed how well we had used the skill.

Learning opportunities: role models

Intended learning outcome

I can set myself a goal or challenge.



Ask the children to work in pairs. They should each think of someone famous who they admire. They should use the following questions to share what they know about the person they admire.

- What has the person achieved?
- Why do you respect the person for this?
- What obstacles were in his or her way?
- How did he or she overcome them?
- Who helped the person achieve their goal?
- What do you think the person said/did when they felt like giving up?
- Is there anything that the person has done in achieving their goals that you think they should not have done?

The children then thought shower words to describe the qualities and attributes of the person. These qualities could then be used as aspirations or goals that the children might then plan to achieve.

Use the saying: 'Success is one percent inspiration and ninety-nine percent perspiration!' and discuss its meaning with the children.

We made a lovely display of all the people our class admired, and round the edge we put their qualities. We then used the qualities for self-assessment by the children.



Learning opportunities: planning to reach a goal

Intended learning outcomes

I know the skills and attributes of an effective learner.

I can be a critical friend to others and myself.



Ask the children each to prepare to teach another child in the class something new. Discuss what this might be. It needs to be something that can be done in school time, with resources that are available in school or that children can easily bring in from home.

Examples might be:

- counting to 10 in a different language
- braiding hair
- using fingers to learn the 9-times table
- communicating through sign language
- making friendship bracelets
- rollerblading
- hula-hooping

There is a boy in my class who is Chinese. He paired up with a Roma girl. He taught her how to count to 20 in Chinese. She taught him how to make cats' cradles.



- a magic trick
- a judo or football technique or trick
- a song
- a tune or rhythm on a musical instrument

Ask the children to make a plan of what they are going to teach, how they will teach it, what they will need, etc. Set a day and time for the teaching to begin. Partners can be chosen or selected through a 'lucky dip' or by trying to match their learning style or interests.

The learning might start with children talking with their partner to find out what type of learner they are, perhaps using the learning map children made for themselves in year 4 (see *My learning map* resource sheet from the Yellow set).



The new skills can then be demonstrated, and selected 'teachers' and 'learners' put in the hot-seat to answer questions about their learning and teaching experiences. The children could make up questions to ask in advance. These might include:

- Was it hard to learn?
- Could you do it straight away?
- How did it feel if you couldn't do it very well?
- Did you get better quickly and if so how?
- What helped?
- How do you feel now?
- Was it easy to teach?
- How did you help ... to do it?
- What seemed to be the best approach to teaching?



For review, the children should sit down with their partners to consider the following.

- How effective were they as a teacher?
- How effective were they as a learner?

Learning opportunities: Hall of Fame and Roll of Honour

Intended learning outcomes

I can recognise and celebrate my own achievements.

I know what some of the people in my class like or admire about me.

I can set myself a goal or challenge.



Talk to the children about the idea of creating a class Hall of Fame or Roll of Honour. Discuss your own entry. Model what you want the children to do by providing three or four achievements you are proud of. Choose one that is a personal or work achievement, one about learning, and one that is to do with your family or friends.

I adapted this activity to include a language focus for the EAL learners in the class, and also for other pupils who need support with oracy. Each pupil was paired with their talk partner and had to explain to them how to do something (for example, tying a knot) **without** pointing, touching, showing or using other non-verbal clues to communicate. The pupils found it incredibly hard both to give these verbal-only instructions and to respond appropriately to only verbal information. I reminded the class about what we had learned previously about different ways of learning. We also discussed how 'doing' and 'practising' were just as important in learning as 'knowing' something.





Group children in fives or sixes. Provide each child with a piece of blank paper, or even better a prepared blank 'certificate' (with space for a picture or photograph of the child at the top). Ask them to write the name of one other person in the group, making sure that each person is only named once. Ask them to write something that they like or admire about that person, leaving space for the rest of the group to do the same. After a set amount of time, ask the children to pass the paper to another child in the group, and repeat the process. Continue in this way until each person in each group has written a positive comment under each name.

Each child should add something that they are proud of to the page, draw or add a photograph of themselves that illustrates one of their achievements to the page, and decorate it for display in the Hall of Fame or Roll of Honour.

Ask the children to imagine they are setting off in a time machine by reading the following.

The door shuts and you can hear the time machine shaking and rolling as it begins to move. You are going forward in time. The machine stops shaking. When you open the door and step out you realise you are back in this classroom but things are different. It is the future, when you are 50 years old. You notice a display on the board. It is of all the children in your class. You see your photograph there. Underneath there is a list of some of your achievements in your life.

Spend a little time thinking about some of the achievements you would like to have under your name by the time you are 50.

Ask the children to write down their ideas. Remind them to include personal or work achievements, learning achievements, and thoughts about family or friends.

Learning opportunities: applying what we have learned

Intended learning outcomes

I can apply what I have learned.

I can tell you what I need to learn next.

We made 'speaking compliments cards'. We used a Dictaphone to record our compliments, then made a card illustrating what we like about a person and sellotaped the cassette into the card for the child to listen to whenever they wanted to.



We needed to be sensitive to cultural differences in this activity. In some cultures and families 'pride' is not seen as an appropriate emotion. We focused on what was special and what made us feel good about ourselves, instead.



Discuss with the children what they have learned in the theme. List the key points on the whiteboard or flipchart. (You might need to help them by referring to the intended learning outcomes.)

Divide the class into small groups and give each one aspect that they have identified. The group should identify one or more ways in which they can apply what they have learned. They present this to the rest of the class who should decide which ones they are going to pursue and how, for example:

- Children set their own goals for their work.
- Children identify their strengths and set a goal for how they are going to improve on them.

- Children take on extended pieces of work and plan how they are going to keep going.
- Children set themselves time targets for some pieces of work.
- The class set attendance, punctuality or behaviour targets and plan how to achieve them.
- Children consider and agree their own rewards for meeting goals and targets.

Ongoing activities

Set up regular opportunities for your class to teach skills to others in the school community – for example, helping younger classes with their reading or teaching them playground games.

When you begin a new piece of work, ask children to choose which of their 'learning pebbles' they will especially need for this task. Review at the end how well they used those learning skills.

Questions for reflection and enquiry

- Why should you set goals?
- What would happen if you didn't have a goal?
- Should you always know what you want to achieve before you start?
- What is better: to set a difficult goal and fail to reach it or an easy goal and succeed?
- Is it OK to change your mind?

Review

- Have you set yourself any goals in other areas of the curriculum or at home?
- How did you keep going?
- How could you have made it easier to keep going?
- These are the things we said we would learn to do in our work on this theme ... Do you think you can do those things now?

I put these review questions on cards. Children choose a card and read it to a partner. They then discuss what they have learned.



Green set resource sheet: Year 5

The fourth son

One stormy night, far, far away, a woman gave birth to four healthy sons. She wrapped them up and laid them in a row next to her. What would happen to them? She prayed to the magic spirit of her family. There was a flash and a beautiful spirit appeared.

The spirit looked at the first baby. Out of her golden bag she drew a shiny purple stone and sang, 'You will be a talented musician.' To the second baby she gave a green stone and sang, 'You will be a fantastic farmer.' To the third baby she gave a red stone and sang, 'You will be a talented artist.'

When she came to the fourth baby, she drew out of her bag six ugly brown pebbles. 'And you will be a good learner', she sang. There was a fearful bang and a flash of light and the spirit disappeared.

'What did she mean?' the woman asked herself.

She looked at the pebbles. 'It can't be very important', she thought. Even so she carefully put the pebbles in a small bag and hung them round the baby's neck.

As soon as the first three sons could walk they showed their talents. People always asked to hear the first son sing. If one of their animals was sick, they brought it to the second son and he immediately knew what was wrong. The third son drew pictures so beautiful that when he was still young people asked him to decorate their houses and clothes.

When the woman looked at the fourth son she kissed him on the forehead and smiled, and thought that it was a good job he had such talented brothers.

The fourth son looked at the six pebbles and wondered what they meant. He was very proud of his three brothers. He wanted to be like them, so he looked carefully at what they did. He asked them questions and listened carefully to what they said. He thought about what he saw and heard. He imitated what they did and when it didn't work he didn't give up, but learned from it. The brothers loved him dearly and, because he was so helpful and good to be with, they spent lots of time with him.

When the four sons were nearly grown up the woman said to the first three sons, 'Go off and make your fortunes. You have all the talents you need.' They left the farm. The fourth son asked if he could go too but the woman said, 'You haven't any special talents so perhaps you had better stay here. What have you got to offer the world?'

That evening she was feeling sad. 'I wish someone was here to cheer me up,' she said. The fourth son opened his mouth and sang a song. It was beautiful – as beautiful as the songs of the first son.

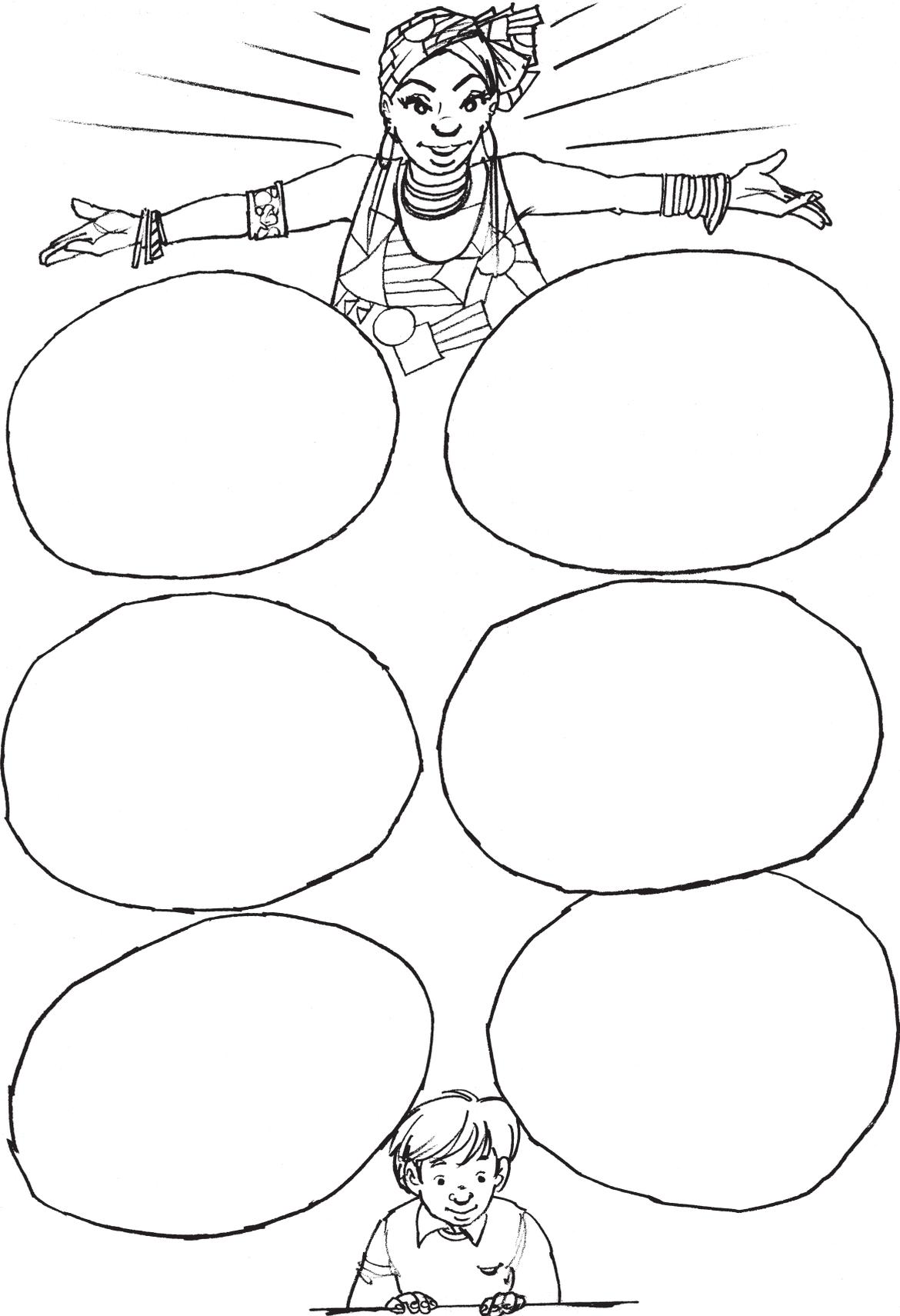
The next day one of the animals was sick. The fourth son looked at the animal and knew what to do. The next day it was better, just like the animals that the second son had looked after.

When the woman woke up the next day she saw a lovely new picture on the wall, as beautiful as the pictures painted by the third son.

She took the small bag from round fourth son's neck and looked at them. She remembered what the spirit had said: 'And you will be a good learner.'

Green set resource sheet: Year 5

Learning to learn



Green set: Year 6

Circle games

Through the hoop

Group the children and ask them to stand in several small circles. Give each group a hoop and a stopwatch. The idea is that each person in the group goes through the hoop in the shortest possible time. The children should set themselves a target time to achieve. The winning group is the one that achieved the greatest improvement in their time.

At the end of the game, ask each group to reflect on how they set about the task, what things worked well and what didn't work.

They should decide what were the key factors in success.

Rounds

What helped me to do well just now was ...

If I find something hard I ...

Learning opportunities: ladder to success

Intended learning outcomes

I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour.

I know that it is up to me to get things done by taking the first step.



Read Martin Luther King's speech from the *I Have a Dream* resource sheet. You might have to explain a little about the context of the speech – that it was delivered at a time when racial discrimination in the US was widespread and people were segregated on the grounds of race and colour. Discuss the meaning of dream in the speech.

Talk to children about their dreams – not dreams we have at night but the dreams we have for the future.

As an adult you might share some of the dreams you had when you were younger. You might have dreamt of being a famous actor, artist or scientist, or of changing the world. Ideally, you would draw your own picture or illustrate your dream in some way.

Ask the children to relax and spend a little time dreaming about when they are grown up. Encourage them to have really aspirational dreams, including ones that might not be achievable. The children might then express their dreams in a picture or poem.

In pairs, the children take it in turns to show each other their pictures and use this to talk about their dream and what makes their dream special to them.

We found a recording of this speech in the assemblies on www.teachernet.gov.uk and played it to the children.





Ask them then to consider whether their dream is realistic or if it is not possible. Explain that many people think it important to have a goal in life. The goal must be achievable and realistic but should be aspirational. It should also link to their dream. If the child's dream is to stop poverty, their goal might be to become a politician, an aid worker or a teacher. Ask for volunteers to share their goals and, if they want to, their dream.

Remind children about the difference between long-term and short-term goals and the need to break a goal up into sub-steps. Then ask the class to help the volunteer to think of the many steps that they might need to take to reach their goal. Record the ideas on sticky notes or separate cards.

Prompt as necessary in order to ensure a chronological spread. Examples might be:

- get a certificate to take home today;
- work hard in and out of school;
- read books;
- research on the Internet;
- go to university;
- work hard at school;
- help out on my parents' farm;
- listen in class – now;
- find someone who does the job I want to do one day and talk to them;
- make a good transition to secondary school;
- do as well as I can in my end-of-key-stage tests this year;
- make good friends who will help me.

When all the ideas are exhausted, have the children work with you to order the sticky notes. Alternatively, ask for volunteers to hold up cards representing the steps on your list. Ask them to stand and sort themselves into a line, showing the order in which the person would have to achieve the steps. Other children can help and advise. When in line, ask the volunteers to say the steps in order.

Children then work individually or with a partner to compose their own ladder of steps or sub-goals to achieve the future that they have pictured. This should include a step that they can do that week, the people who can help them and how. They should talk to the people they have identified to help them about what they can do. They might devise their own proforma to record the steps and the help, for example in the form of a track, ladder, or stepping stones across a river. The children might take home their goals and the steps to reaching them to share with their family.

Learning opportunities: I would but ...

Intended learning outcomes

I know that if at first I don't succeed it is worth trying again.

I can try again even when I have been unsuccessful.

We simplified this activity by limiting the steps to three, and drew an outline of a child, a young person and an adult. In each outline the child wrote or drew what they would have to be doing if they were going to achieve their goal (e.g. be a footballer).



I did this in the hall at the beginning of PE using the steps in the apparatus to show how they might move towards their goals.



Persistence



Remind the children about the work that they have carried out previously on persistence (keeping going) and overcoming obstacles, e.g. the poem *The Race* in Yellow set: Year 4, and the times they have overcome obstacles themselves to achieve a goal. Remind children that some very famous people experienced enormous obstacles in their careers and yet overcame them. These people often view 'failure' as a step on the way to success.

Use the example of Thomas Edison, who invented the electric light bulb. It took 2000 experiments before he finally got it right. When asked by a young reporter how he felt about failing so many times, Edison replied, 'Failing! I did not fail. I invented the electric light bulb. It just happened to be a 2000-step process.'

Overcoming obstacles to success



Before giving out the *Overcoming obstacles to success* resource sheet explain that the children will be given a list of names of people who are generally considered to have achieved great goals in their lifetimes. Read out the names and ask children if they know what each person is famous for. (This part can be done in the style of a television quiz with points for the winning team.)



Give out the resource sheet (one per pair) and explain that all of the people on the list had experienced 'failure' earlier in life. The children's task (in pairs) is to match up the description of the past experience or obstacle to the name of the famous person. The correct answers can be given after a set time (these are given on the *Overcoming obstacles to success* answer sheet).

Emphasise the importance of working well together as a group, particularly how well they manage conflict resolution. At the end of the activity, you may like to ask groups to use the *Working together self-review checklist*, from the whole-school resource file, to review how this went.

The matching activity might lead to exploring the feeling of disappointment, and the need to 'bounce back' when things go wrong. Photocards and the *Feelings detective* poster from the whole-school resource file can be used to explore the feelings associated with disappointment.

Children can also be encouraged to monitor their feelings while they are working on a task by using their emotional barometer. Link this to the previous work they have done on how feelings affect their ability to learn.

Learning opportunity: excuses, excuses

Intended learning outcomes

I can recognise when I am using an excuse instead of finding a way around a problem.

I know that it is up to me to get things done by taking the first step.

I adapted this idea for my class so it became a web-based research challenge on famous Black Britons. I gave each pair a similar grid with 'Name', 'Famous for?' and 'Obstacle?' columns, and directed them to the site: http://www.emaonline.org.uk/ema/client_files/resources_ft/netmedia/hssite/ben.html where they searched for information about Floella Benjamin, Malorie Blackman, Jamila Gavin, and Benjamin Zephaniah to complete the grid.



We got a big picture of a present and listed on cards all the lovely things we would like it to be if it was for us, then all the things we would NOT want it to be, like cabbage. A child with learning difficulties then mixed up the cards and sorted them under two illustrated headings 'Happy' and 'Disappointed'.





Think of an excuse

Thought shower or use a round to explore some of the excuses people use. These could be the most far fetched that you can possibly think of. Use the list of excuses to get thinking about excuses for a common situation, for example:

- keeping your room tidy
- practising playing your flute
- being on time to school
- staying out of fights

Ask the children how many excuses they can think of, encouraging them to be as original and creative as possible.



Children then talk in pairs and take it in turns to share their first steps from the previous *Ladder to success* activity if you have done it. (Alternatively, you might use some of the curriculum targets that the children have been set.) One child explains the first step to achieving their goal (or their curriculum target). Their partner then gives an excuse that they might use to avoid taking the first step. The first child should try to think of how they might counteract the excuse. After a few minutes the children swap roles.

Put the ideas together in a book of excuses and keep it in the classroom. When a child offers an excuse for a behaviour or task not done, they might like to add it to the book of excuses. You might need to consider whether it is a valid reason or an excuse.

A round tuit



Remind the children that, if we are going to achieve our goals, we must take responsibility for our actions – even if the ‘excuse’ is true, it does not help us achieve our goal. We need to find a way around the problem.

For this activity each child/group will need a compass, paper, pencil, felt-pens and scissors. Tell the children that, by popular request, each child/group is to make their own ‘round tuit’.

The children will of course ask what a ‘round tuit’ is for. Explain that you have heard that, when it is made, it seems that desks will be cleared, paint-pots washed out, bedrooms tidied, the unfinished work tray emptied, etc. List what will be done in your own house (as the teacher) as soon as you have one of these ‘tuits’.

Ask the children to offer suggestions as to how the ‘tuit’ will accomplish all of these things. The answer is of course that we often state that we will do something ‘when we get around to it’.

The children can then make the ‘tuits’, listing on them all the things that will be done when it is made (i.e. all the things that they haven’t got around to doing yet).

Tuits can be displayed or used in the classroom whenever children say they will do something ‘later’ that they really need to be doing ‘now’, as a non-confrontational reminder.

Emphasise in your discussions that only we can get things done – by deciding to do them and taking the first step. See what the class think of the slogan ‘Don’t delay – do it today!’

We drew pictures for the ‘excuses’ book of the most far-fetched excuses. One was an alien stealing a boy’s pencil on the way to school!



We appointed a child who found it hard to take responsibility for his actions as ‘excuse’ monitor. Whenever a child used an excuse in the classroom, he would hold up a sign saying ‘excuse’. He would then turn it round and show the words: ‘Can I find a way around the problem?’ as a challenge for the child offering the excuse. The excuse and way round it were then written in the excuse book.



Learning opportunities: making wise choices

Intended learning outcome

I can consider the consequences of possible solutions or reaching my goal on myself, others and on communities or groups.

Read the story of Paramjeet.



Pauline's new watch had gone missing from her bag. What a disaster! The class had been kept in while Mrs Brown had asked them to search for it. She went out of the room while they did this and said, 'I hope it is on my desk when I get back.' Everyone looked for it, but it didn't turn up. Mrs Brown said how disappointed she was and that she would have to phone Pauline's parents to explain. She looked really angry and disappointed.

Paramjeet ran out of school. He had to hurry because he was going away with his family for his cousin's wedding. There was only one train and they couldn't miss it. He was nearly home. He just had time to buy some sweets for the long journey. He went into the corner shop. He reached into the special compartment in his bag to get out the money and he felt it – Pauline's watch. He and Pauline had identical bags. She must have put the watch in his bag by mistake.

What would be the wisest thing for Paramjeet to do?



Ask the children, in pairs, to think of their initial ideas and record them in some way.



In groups, they should then use the steps outlined below to explore the ideas more fully. The steps represent the problem-solving process that the children will have met before, but with additional questions. These questions will help them to think about all the people involved, including wider communities or groups.

Ready:

Is Paramjeet calm enough to think? How might Paramjeet calm down?

Steady:

- 1 How was he feeling?
- 2 What is the problem? Why is this a problem?
- 3 What does he want to happen?
- 4 Think of all the possible options. Be as creative as you can. Are they practical? How likely are they to be successful?
- 5 Choose two or three to explore further. What would happen if he did these?
- 6 Who does he need to think about? (Pauline, Mrs Brown, his parents, his sister, himself)

7 What groups (communities) of people does he need to think about?
(his family, his class)

8 Plan – what he should do first, what he should do next, and so on.

Each group then shows or tells the rest of the class their ideas. The class as a whole might like to judge which is the wisest of the choices that groups have come up with.

Ongoing activities

Provide a list of activities for children to complete over the week and expect them to plan and prioritise what they do. Expect them to set their own targets and interim rewards.

Encourage children to think about all the groups (communities) of people involved, when they are trying to resolve problems that happen in school.

Questions for reflection and enquiry

- Is it better to teach someone to do something or do it for them?
- If you think you can do something will you always succeed?
- Is it ever all right to say 'I can't do it'?
- Should you ever act without thinking?
- Is a group of people's goals more important than an individual's?
- When should you give up?

Review

- Have you broken down a task into smaller steps? What happened?
Did it help you reach your goal?
- Have you given yourself a reward for achieving your goals?
How did this make you feel?
- These are the things we said we would learn to do in our work on this theme ...
Do you think you can do those things now?

Green set resource sheet: Year 6

I Have A Dream

This speech was delivered by Martin Luther King (Junior) on the steps at the Lincoln Memorial in Washington DC on 28 August 1963.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident: that all men are created equal.' I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood. I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.

I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers. I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together. This is our hope. This is the faith with which I return to the South. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

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Green set resource sheet: Year 6

Overcoming obstacles to success

Draw a line to match each famous person with the obstacle that they experienced.

Famous person	Obstacles experienced
Elvis Presley Famous for having the highest number of hit songs in the United States	Was put in the 'stupid row' when at primary school; later, as an unemployed and struggling single parent, wrote on scraps of paper in a local café.
F.W. Woolworth Famous for founding the 'Woolworths' chain of shops	Spent years struggling with injuries and bad luck. Nearly gave up running after 20 years trying unsuccessfully to reach her goal.
Michael Jordan A famous basketball player	Achieved his greatest work after the age of 46, by which time he was completely deaf.
Ludwig van Beethoven A famous composer	Has lost more than 9000 shots. Lost 300 games. Missed the game-winning shot 26 times.
Alexander Graham Bell Famous for inventing the telephone in 1876	Didn't speak until he was four and didn't read until he was seven. His teacher described him as 'mentally slow, unsociable and adrift forever in his foolish dreams'.
J. K. Rowling A famous writer	Was told by his employers at the shop where he worked that he was not good enough to serve customers.
Albert Einstein A brilliant physicist	Was told after a meeting with the President, 'That's an amazing invention, but who would want to use one of them?'
Kelly Holmes Winner of two gold medals at the 2004 Olympic Games	Was fired after one performance. The boss said 'You ain't going nowhere, son. You ought to go back to drivin' a truck.'

Green set resource sheet: Year 6

Overcoming obstacles to success: answer sheet

Famous person	Obstacles experienced
<p>Elvis Presley Famous for having the highest number of hit songs in the United States</p>	Was fired after one performance. The boss said 'You ain't going nowhere, son. You ought to go back to drivin' a truck.'
<p>F.W. Woolworth Famous for founding the 'Woolworths' chain of shops</p>	Was told by his employers at the shop where he worked that he was not good enough to serve customers.
<p>Michael Jordan A famous basketball player</p>	Has lost more than 9000 shots. Lost 300 games. Missed the game-winning shot 26 times.
<p>Ludwig van Beethoven A famous composer</p>	Achieved his greatest work after the age of 46, by which time he was completely deaf.
<p>Alexander Graham Bell Famous for inventing the telephone in 1876</p>	Was told after a meeting with the President, 'That's an amazing invention, but who would want to use one of them?'
<p>J. K. Rowling A famous writer</p>	Was put in the 'stupid row' when at primary school; later, as an unemployed and struggling single parent, wrote on scraps of paper in a local café.
<p>Albert Einstein A brilliant physicist</p>	Didn't speak until he was four and didn't read until he was seven. His teacher described him as 'mentally slow, unsociable and adrift forever in his foolish dreams'.
<p>Kelly Holmes Winner of two gold medals at the 2004 Olympic Games</p>	Spent years struggling with injuries and bad luck. Nearly gave up running after 20 years trying unsuccessfully to reach her goal.

Green set

Curriculum and other links/follow-up work

Subject area	Follow up activities/ideas
Literacy	<p>Make links to your work on legends and myths. Use fairy tales, Arthurian legends and Greek myths about quests, tasks and goals as the basis for the children's writing.</p> <p>In narrative writing and playwriting (characterisation) children could be asked to give characters a personality and a problem to overcome or solve.</p> <p><i>Danny's story</i> (see the resource sheet that follows) focuses specifically on goal setting, persistence and achievement (see <i>Exemplar lesson plan: literacy</i>).</p>
Mathematics	<p>To link in with Year 5 work, children could set themselves goals in the accurate measuring of angles, and their use of a protractor (perhaps having a sheet of angles to measure during a set time and seeing how much they can improve speed and accuracy).</p> <p>Problem solving provides an opportunity to reiterate the need to overcome frustrations, to persist and to try out different strategies. As children work through problems, identify places during the process where children have gone up blind alleys, or have discovered that their answers are not appropriate. For example, when solving the problem 'Egg boxes hold 6 eggs. How many boxes do you need to hold 13 eggs?' The answer '2 remainder 1' is not appropriate. Why not?</p> <p>Similarly, as children work through problems in pairs, ask them to identify something that their partner said or did that helped them towards the solution.</p>
Science	<p>In Keeping healthy (QCA Science Unit 5A, Keeping healthy, section 8 Exercise and pulse rate), goals could be linked to measuring heart rate/exercise programmes.</p> <p>Investigative work provides opportunities for working on goal setting (e.g. to produce an investigation that someone else could replicate).</p> <p>Children could study the work of scientists such as Louis Pasteur, or the Curies (Pierre and Marie), who had to persist with their hypotheses and experiments and who achieved remarkable breakthroughs as a result.</p>
History	<p>There are many examples of Victorians who persisted with their vision (e.g. Shaftesbury, Barnardo).</p> <p>Isambard Kingdom Brunel persisted with his goal of building an iron ship, despite everyone saying it was impossible. What kept him going?</p> <p>Another example of persistence is the story of Robert Bruce, the King of Scotland and the Spider.</p> <p>Making a list of the achievements of the Romans offers an opportunity to develop the idea of achievements at the level of whole societies.</p> <p>Tudor seafarers: see <i>Exemplar lesson plan: history</i>.</p>
Geography	<p>Geography offers opportunities to debate ways of improving the local environment. Adapt QCA Geography Unit 8 to encourage children to discuss what goals they would set in terms of what to change. How will they achieve these goals?</p> <p>Children could find out and discuss the goals of Fair Trade organisations, Comic Relief and UNICEF, and how they go about trying to achieve them.</p>

ICT	Children could work in groups to make multi-media presentations – working towards a finished presentation to give chosen information. The goal and sub-steps necessary should be made explicit.
Design and technology	Children work together on setting a task and then choose the appropriate materials, methods and tools to complete the task. This demonstrates the need for careful planning in the achievement of a goal.
PE	<p>There are many sportspeople who illustrate the need to focus, practise, overcome obstacles, etc. For example David Beckham, Tanni Grey-Thompson, Paula Radcliffe, Steve Redgrave, Kelly Holmes. They are always aiming to do their best and improve their skills.</p> <p>Remind children of the Olympic Games motto – ‘The most important thing in the Olympic Games is not to win but to take part’ (i.e. to do your best).</p> <p>The focus for this period of work could also be on collaborative/team work – working together to achieve a goal.</p>
Art and design	<p>Objectives: As QCA Art and design Unit 3C Can we change places?</p> <p>Consider a range of public sculptures that commemorate people and events and celebrate success. Ask the pupils to consider what their own future achievements might be and to design maquettes or larger sculptures to celebrate these.</p>
RE	RE provides the opportunity to study the lives of famous people who overcame great odds, such as Guru Nanak, Buddha, Mohammed, Moses and David.

Green set

Exemplar lesson plan: literacy

Theme		Going for goals! Year 5 Term 2
SEAL objectives	To persevere and focus on goals. To be self-aware: recognise habitual patterns and effect on behaviour	
Linked literacy unit of work	Non-chronological report The activities suggested here are taken from the <i>Limbering Up</i> sessions of the Further Literacy Support programme. For a more extended version please see Appendix 2 of FLS Teacher's Book (ref. DfES 0584/2002) pages 202–214. Note: Links are only made to text level objectives in this suggested plan. For more details of suggested objectives for this unit see www.standards.dfes.gov.uk/primary/teachingresources/literacy	
Literacy objectives	T17, T20, T24	
Outcome	Notes	
Linked speaking and listening focuses	Year 5 Term 2 GD – to understand and use the processes and language of decision making	
Text	Title: <i>Danny's story</i> (see the resource sheet that follows) Brief summary: A description of a Year 5 child who can show great concentration and perseverance in some contexts, but who finds writing particularly difficult.	
Text themes	The main theme is that learning is not just about what you know, but also about how you learn. Through the description of Danny's strengths and weaknesses the reader is invited to identify strategies for Danny's future success.	
Possible focuses for response to this text	<p>After reading the story, draw out, through discussion, the fact that Danny enjoys some areas of learning but not others. He needs to feel motivated and know that there is a clear goal.</p> <p>Give out three question cards to be discussed in pairs.</p> <ul style="list-style-type: none"> • How does Danny know what he's good at? And what he's not? • What makes Danny think that he will never learn how to improve his writing? • What advice could we give to Danny to help him learn better? <p>Draw out the following points.</p> <p>Danny judges his learning just by the end product – he doesn't think about the process of getting there.</p> <p>He gets anxious about all the things that he finds difficult and when those problems come up he gets stuck and gives up.</p> <p>Danny would get on much better if he thought about some things that would help him to deal with the difficult things.</p>	
Suggested related activities	<p>Ask children to work in pairs to think about themselves as learners.</p> <p>Think of something that they have learned recently (it could be in school or out of school).</p>	

- What sort of things do they find easy to learn?
- What do they do to help them remember things that they know are important?
- Do they know what sort of things easily distract them?

Give time for discussion and brief feedback. Children could then write, in note form, some prompts to help them overcome persistent obstacles and become more effective learners.

You might want to use the poster *Danny's Route to Goal* from the FLS Teacher's Book (DfES 0584/2002) pages 207–208. This poster shows how Danny might imagine learning as a football game so that when he faces a challenge or a problem that gets in the way of his learning, instead of giving up or struggling, he thinks of a good tactic, beats his opponent and scores a goal.

Green set resource sheet: Year 5

Danny's story

I want to introduce Danny. He's the same age as you but he doesn't go to this school. I think that you would probably like Danny because he gets on well with nearly everyone.

He quite likes school, especially playtimes! He likes learning how things work by doing science investigations or making things for himself in DT. He's really good at drawing. He has learned how to draw brilliant cartoon characters by copying pictures and he's now trying to draw real people. He doesn't think he's very good yet because he's not sure how to get the head to look realistic.

At home he loves playing on his games machine and he plays for hours. He has put in so much practice that he can get to the highest levels in the games really quickly. When he was in Key Stage 1 he used to love reading and he was really good, but he's gone off it a bit now because he can't find exciting books to read.

Danny's least favourite thing is writing and he thinks he's useless at it, because he can never seem to get anything finished. He thinks that he will never learn to be a better writer. To begin with he's always got lots of ideas, especially for writing stories. He thinks about all the films he's seen or computer games he's played and has great ideas for amazing adventures with lots of fights. So he picks up his pen and begins to write the first sentence ... and that's where it all goes wrong. He thinks really carefully about writing neatly, spelling words correctly, etc., etc. and he's concentrating so hard ... but then he forgets what he was going to say next. And pretty soon his hand is getting tired and it's getting harder and harder to remember all the different parts of his story. As for spelling and punctuation ... he starts off well but then he just gets tired of having to think so hard so he writes down the first thing that comes into his head. He thinks that he'll just leave the full stops and commas to the end, because there will be plenty of time then, but somehow he never quite gets round to it.

When the teacher has marked Danny's writing he gets really fed up. Even though she nearly always tells him something good about his work, he doesn't take any notice. He is too busy looking at all the spellings underlined and the comments like 'What a shame you didn't get to the end of this exciting story,' or 'Try to use paragraphs to sequence your work,' or 'What about the full stops?'

The funny thing is that it doesn't always happen like this. If he's writing about an investigation in science or something like that he can manage really well. He finds it easier to keep the information in his head because he doesn't have to make up all the ideas. So then he's better at remembering to spell words correctly and use punctuation.

Danny doesn't really know what the problem is with him and writing. He gets really annoyed with himself and feels like giving up when it gets too hard. He forgets all the writing he's ever done well and can only remember about all the things he does badly. Deep down he would like to get better but he doesn't really know how to.

Can you help him?

Exemplar lesson plan: history

Theme	Going for goals! Years 5 and 6
SEAL objectives	To understand how others have had to: overcome obstacles to achieve goals; review goals when obstacles are met; persevere; have self-belief.
History objectives	As for QCA History Unit 19 What were the effects of Tudor exploration?
Unit of work	QCA History Unit 19 What were the effects of Tudor exploration?
Linked speaking and listening focuses	Year 5 Term 2GD To understand and use the processes and language of decision making
Prior work	If you are following QCA schemes of work Unit 19 these lessons supplement sections 1–4. Children should already have studied Tudor maps and be aware of the knowledge of the world at the time. They should have explored reasons for exploration (see QCA History Unit 19 What were the effects of Tudor exploration?, sections 1 and 2).
Suggested activities	<p>Resources</p> <p>Primary and secondary sources about Columbus, Magellan and Drake. There are many good Internet resources for this topic. You could suggest that groups search for different explorers and report back their findings or use the Internet with the whole class on your interactive whiteboard. Use a world map on the whiteboard to show the journeys. (If you are going to direct children to look for particular sites, do check them first as sites can change their location, or even disappear completely.)</p> <p>Lesson 1</p> <p>Activities</p> <p>Part 1</p> <p>Remind children of the reasons for exploration (and that sometimes stated reasons might have been different from the true reason).</p> <p>Part 2</p> <p>Divide children into groups and give them resources to research one of the explorers. Ask them to answer these questions:</p> <ul style="list-style-type: none"> • What was the explorer trying to do? • What problems did he face? <p>If necessary break the questions down into smaller stages, e.g. for Columbus: How long did it take him to get support for the voyage? How did he get his crew? What problems did he meet on the voyage?</p>

Part 3

Share results of research. Discuss problems faced. Which explorer do you think faced the most problems? Did they have to change plans? What did they achieve?

Lesson 2 (after section 4 of QCA History Unit 19 What were the effects of Tudor exploration? if using QCA unit)

Additional resources here would include primary and secondary sources about more recent leaders. These could focus on modern explorers such as Ernest Shackleton, Ranulph Fiennes, Hillary and Tensing, and Ellen MacArthur, or could broaden the focus to other modern leaders such as Nelson Mandela, Tony Blair, etc.

Activities**Part 1**

Remind children of problems that the three explorers faced. What qualities do you think a leader of a 15th/16th century expedition would have to have had? Discuss in pairs and report back. List qualities.

Part 2

What are the qualities that we admire in leaders today? Ask the class to suggest a range of people in leadership positions whom they admire. What qualities do leaders in the 21st century need to have? Discuss the reasons why the qualities we admire in leaders may change over time.

Part 3

Report back and discuss. Consider whether sometimes being too focused or goal-oriented can make you selfish or ruthless. What other qualities are needed for people to achieve goals and yet be liked by others?

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