

The Project Planning Process for Primary School Young People

By this stage, young people would have completed a series of activities, introducing them to social action around the focus area.

The skills developed through the progression of activities will help the child understand how to approach social action planning. Young people would naturally want to engage with the social action enterprise. So to plan for this effectively, we have provided guidance below to help practitioners guide Young people through managing their projects step by step. The process steps on the next pages should support the teachers in facilitating the planning and monitoring of the progress of projects. If young people need additional resources to reinforce some skills, please refer to the skills guides. The skills guide has other resources that young people can share at the start or end of a lesson.



Process steps for Key Stage 1





Engage: The activities on the topic of health would have inspired Young peoples to carry out a social action project. The teaching should now centre the work on one area of social action that will inform teacher’s planning for the rest of term/year, depending on how this is delivered (refer to section 1.1)

Skills developed: *developing empathy, social-emotional competence, thinking in groups and communicating ideas.*

Process steps for Key Stage 1

 	<p>Assess formatively Based on the activities Young peoples have completed, decide on an area that Young peoples want to further investigate.</p>	<p>Connect to others Help young people to connect with people from the school/community or external partners to obtain more information or discuss ways the Young peoples can help.</p> <p>Skills developed <i>teamwork, communicating.</i></p>	<p>Explore and gather information Plan for opportunities for Young people to explore ways they could solve the problem identified. This will involve preparing resources for them to explore and learn from.</p>	<p>Review With the help of the teacher Young peoples should review what other information they have found out, and how it will help them to create a change.</p> <p>Skills developed <i>applying learning, problem-solving, communicating, sharing ideas.</i></p>
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 	<p>Outline planning Teachers should generate 'steps to success' with the Young peoples so they can understand and see how their project can be carried out to completion. Next, Young peoples should work in their groups to outline a plan of their social action project. Again, this could either be organised for different groups to propose a plan for one social action project, or different groups creating different plans that will be used to work on different tasks feeding into the social action project.</p> <p>Skills developed <i>planning, listening to others, presenting ideas.</i></p>	<p>Doing and making The making should be spread over several sessions whether this includes writing, doing D&T, IT, Science work, etc. We recommend blocking a longer slot each of the days when Young peoples are working on this so that they have enough time to complete each part.</p> <p>Skills developed <i>21st century skills, social-emotional development.</i></p>	<p>Delivering Young peoples should be given the opportunity to reflect on the previous series of sessions and before delivery some planning may need to be done to make sure the next part will produce the best outcomes.</p> <p>Skills developed <i>21st century skills, social-emotional development.</i></p>	<p>Sharing and celebrating This part is to celebrate and reflect on their achievements. It could involve showcasing their work with the school and community as well.</p> <p>Skills developed <i>social-emotional development, growth-mindset, presentation, oracy-skills development.</i></p>
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