



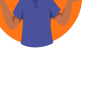


The Project Planning Process for Primary School Young People


By this stage, Young people would have completed a series of activities either at Key Stage 1 or 2 levels introducing them to social action around the focus area. Before planning for the social action project, we recommend referring again to section 2.1 to re-assess the quality of the teaching in relation to social action planning.

The skills developed through the progression of activities will help the child understand how to approach social action planning. Children would naturally want to engage with the social action enterprise, so to plan for this effect, we have provided guidance below to help practitioners guide children through the process of 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 peoples need additional resources to reinforce some of the skills, please refer to the skills guides. The skills guide has additional resources which can be shared with Young people at the start or end of a lesson.


Key Stage 2


	Young peoples understand what social action means and are inspired to take part in a social action project.
	Look at existing practice, investigate deeper into the cause.
	Plan the project.
	Carry out the project based on your plan.
	Reflect on the overall project and how it can be improved further. After reflecting, Young peoples may develop their project further based on what they have learnt or may wish to pursue another project.

Process steps for Key Stage 2

	<p>This section would have been covered through the activities teaching the skills to engage in social action on the focus area.</p> <p>Skills developed: <i>developing empathy, social-emotional competence, collaborative thinking, and learning, listening to ideas, and communicating their own (aspects of self-regulated learning seen).</i></p>
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Process Steps for Key Stage 2

	<p>Assess: Decide on an area of action that could be used for a social action project. This could build on the activities completed or involve new research.</p> <p>Skills developed: <i>sharing ideas with partners, discussing outcomes.</i></p>	<p>Connect: Connect with people from the school/community or external partners/charities to obtain more information or discuss ways the Young peoples can help/envisage the project they would like to engage with.</p> <p>Skills developed: <i>communication, oracy and presentation skills, building rapport with others involved in my learning.</i></p>	<p>Explore further: Teacher will need to plan for resources or for opportunities for children to research further. Teacher to support Young peoples to research any further information they need to carry out the social action project.</p>	<p>Review: Review the goal of social action planning, and how the information could serve to outline a plan to carry out the project.</p> <p>Skills developed: <i>reflect on learning, sharing ideas, problem-solving, predicting.</i></p>
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	<p>Outline planning: Building on previous discussions and learning, teacher should support Young peoples to plan the next part of the project. Young peoples should participate in the planning process, building on prior learning. This is a good opportunity to incorporate the teaching of metacognitive strategies into the planning process and start discussing outcomes whilst producing a timeline.</p>	<p>Building my team: Upper Key Stage 2 Young peoples should be given the task to decide how to share work and whether they need to designate roles between each other. If they are becoming leaders or 'health ambassadors', then they can look back at the charter of criteria they have created for healthy living/being a health ambassador in their schools.</p>	<p>Partners in my learning: Young peoples could develop further connections with parents, the local community, and the beneficiaries of the social action project. This will help them to promote the work they have done.</p>	<p>Final planning: Young peoples will need to finalise their plan and discuss risks to ensure they have the best solutions in case something does not work as expected. Teachers will need to type a risk assessment if this is needed; Young peoples could participate here to make their own.</p> <p>Skills developed: <i>reflecting on outcomes, assessing planning, 21st century skills.</i></p>
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Process steps for Key Stage 2 (continued)

	<p>Doing and making: This stage should be spread over several sessions. 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>Delivering: Planning will need to be done to ensure that this part is fully completed and produces the best outcomes.</p> <p>Skills developed: <i>21st century skills, social-emotional development.</i></p>
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	<p>Evaluate and progress: Together teachers and Young peoples will analyse and evaluate the outcomes of the overall project to consider:</p> <ul style="list-style-type: none"> the overall project success and how it can be improved further Young peoples' personal achievements and how to improve further <p>How the project has impacted on the school in general, their chosen area of focus and the local community.</p> <p>Skills developed: <i>communication, leadership.</i></p>	<p>Share and celebrate: Young peoples showcase their work and write up a project review which can be used to inspire others.</p> <p>Teachers and students celebrate successes enabling the team to learn more about each other.</p> <p>This stage ends with some type of event to celebrate the learning.</p>	<p>Reflect: This work can now inspire Young peoples to:</p> <ul style="list-style-type: none"> engage other year groups in a social action project. take on new roles within the existing project team. seek to inspire others into action by speaking at or arranging events to engage another school/ organisation. <p>Staff will be focused on sustaining practice and progressing onto engaging a new group of Young peoples to deliver a social action project.</p>
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