

The Project Planning Process for Primary School Young People

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

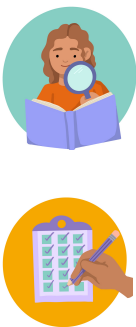
The skills that have been developed through the progression of activities will help the child to understand how to approach social action planning. Children would naturally want to engage with the social action enterprise, and so to plan for this effect, we have provided guidance below to help practitioners to Guide children through the process of managing their own projects step by step. The process steps on the next pages should support the teachers to facilitate the planning and monitoring of the progress of projects. If Young People 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 on the progress of projects. If Young People 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.


Process Steps for Key Stage 1



Engage: The activities would have inspired Young People 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.

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

	<p>Assess formatively: Based on the activities Young People have completed, decide on an area that Young People want to further investigate.</p>	<p>Connect to others: Help children to connect with people from the school/community or external partners to obtain more information or discuss ways the Young People can help.</p> <p>Skills developed: <i>teamwork, communicating</i></p>	<p>Explore and gather information: Plan for opportunities for children 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 People 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 People so they can understand and see how their project can be carried out to completion.</p> <p>Next, Young People 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 People 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 people 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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