 Welsh Baccalaureate Learning Plan – \*\*\*\*\*

The learning plan was designed for teachers and tutors introducing the Community Challenge Welsh Baccalaureate from September 2015.

COMMUNITY CHALLENGE KS5

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| Learning Activity | Skills Development | Resources  (on Hwb or handouts) | Differentiation | Learning outcome/Assessment |
| 1. **Presenting the brief** 2. This example of creating a Scheme to help the School Community could be presented to the class. 3. Introduce the Success Criteria 4. A Booklet of all resources could be created and introduced here as a Digital Record Book (if desired) | Planning and organisation | Digital Record Book (Evidence) or digitally on Hwb to include:   * SC checklist/Marking scheme 1.1 * Briefing Sheet with a list of all tasks that need doing) 1.2 * PC, overhead projector and screen |  | Understand the task and start the planning process  LO1 |
| 1. **Skills audit** 2. Pupils to undertake a basic skills audit of their current skills. Changes can be made later on. | Personal effectiveness | * Example of Skills Audit 2.1 |  | Recognise the skills they already have.  LO2 |
| 1. **Research methods**   Presentation of What is a School Community from the teacher: The Importance of Research   1. Game: which job matches which role? Pupils to think what are the roles of different people in a school. They can be cut out and shuffled. 2. Specify clearly on a diagram or mind map who is involved with the school and what their jobs are. 3. Pupils to research their chosen community. Identify who's in the community & what their roles are. | Critical thinking and problem solving | * School Community handout. 3.1 * School Community handout 2 3.2 * Scissors * paper | You can give fewer or more names of different agencies that come to school. | Prepare to undertake a detailed & effective investigation.  LO2 |
| 1. **Questioning Techniques** 2. Opportunity to look at different ways of conducting an interview with the PPT. 3. Pupils to think of what agency they want to question and what kind of questions they could ask. 4. Invite in different agencies to inform the pupils of their role at school. | Literacy  Personal effectiveness | * Interview Techniques handout 4.1 * paper | This activity could be done with one agency or more could be invited in. | Prepare to undertake a detailed investigation. Appropriate and effective questioning  LO2 |
| 1. **Create a questionnaire**   What is a good questionnaire? Look at examples on the BAC website.   1. Show the PPT on how to use a questionnaire. 2. Show the PPT on how to draw up questionnaire questions. 3. Show the PPT on how to make a good questionnaire. 4. Show the guidelines on how to make a questionnaire. 5. Task: How to recognise the qualities of a good questionnaire & recognise the purpose of a questionnaire with 2 examples. 6. Show how to use Survey Monkey 7. Reflection sheet before making the questionnaire to think of ideas. 8. Pupils to create a questionnaire for one group of people (pupils in a particular year/teachers/agencies or different community of their choice) Ensure they understand the importance of the audience: boys? Girls 9. Draw up appropriate questions to help them recognise community needs. | Literacy  Digital literacy  Personal effectiveness | * PC, overhead projector & screen * paper * Defnyddio holiaduron 5.1 * Ysgrifennu cwestiynau i holiadur 5.2 * Beth sy’n gwneud holiadur da? 5.3 * cynnal holiadur 5.4 * examples of good/bad questionnaires 5.5 5.6 * surveymonkey 5.7 * Research reflection sheet 5.8 | The questionnaire will depend on the kind of plan the pupils have. | Prepare to undertake a detailed investigation  Appropriate and effective questioning.  LO2 |
| 1. **Data analysis and creating graphs**   How to analyse data by looking at examples of data.   1. Notes available in a unit in a BTEC book on how to use information. 2. Look at example 'crime' data and think how they could use them to identify needs of that community. 3. Look at an example of a questionnaire analysed and how to create graphs. Pupils to discuss the data at hand. 4. Show the guidelines on how to analyse data and make charts. 5. Show the PPT on how to make pie charts in Excel. 6. Show an example of reading data done using Survey Monkey. 7. 'Identifying needs' sheets can be used which are simpler in order to identify community/agency needs. 8. Pupils to choose a person to interview who will help them with their plan to help the school community (Head of Year/School Council/Year Forum) 9. Execute their questionnaire/interview & analyse the data themselves 10. Pupils to identify needs arising from their questionnaires/interviews. 11. Decide on their own plan (the reading plan can be used as an example from now on) | Numeracy  Digital literacy  Critical thinking and problem solving  Planning and organisation  Personal effectiveness | * PC, overhead projector and screen * Book ‘BTEC Level 3 Study Skills Guide’ (Pages 59-70) Researching & analysing * Offence Questionnaire Data 6.1 * BAC research examples 6.2 * Sut i ddefnyddio Excel i gyflwyno data 6.3 * Sut i gyflwyno data ppt 6.4 * Data darllen Bl 9 – enghraifft 6.5 * Identify needs sheet 6.6 * Identify community needs sheet 6.7 | The task outcome will differentiate here. | Prepare a detailed investigation & identify community needs. Start thinking of a service to offer to help.  LO1  LO2 |
| 1. **Setting aims & objectives** 2. Teacher to introduce aims & objectives by using the 2 PPTs 3. Look at the example Aims & Objectives Reading Plan 4. Pupils to set an aim and objectives based on the research on school/selected community needs 5. Construct Success Criteria for their aims & objectives. | Literacy  Planning and organisation | * PC, overhead projector and screen * paper * PPT KS4 7.1 * SMART targets 7.2 * Example reading Aims 7.3 | More support could be given to pupils on how to construct aims & objectives | Set aims & objectives independently and effectively.  LO1 |
| 1. **What is objective**? 2. Teacher to use the example to introduce purpose & benefits of helping a community. 3. Class to think of different community plans and think what effect they have on the community. 4. Pupils to explain the benefits of their plan for the community. | Literacy  Critical thinking and problem solving  Planning and organisation | * PC, overhead projector and screen * examples of community plans and effect on the community 8.1 | Differentiation by outcome | Identify community needs and able to think critically on how to help.  LO1 |
| 1. **Identify and develop skills** 2. Notes and tasks available in BTEC Level 3 book on skills. 3. Use the skills audit sheet to highlight what skills are needed to create a reading plan to help the school community. 4. Sort skills in 2 categories: personal qualities & skills that can be developed. 5. Give the same sheet again to the pupils to highlight the skills needed for their plan and rate them from 1-10 on their current skills that are appropriate for their plan. 6. Think of how to develop and train any skills they don't currently have. Who could they go to for training? 7. Complete the Careers Wales skills pack 8. The 'progress charts' sheet can also be used here. | Literacy  Critical thinking and problem solving  Personal effectiveness | * PC, overhead projector and screen * Book ‘BTEC Level 3 Study Skills Guide’ (Pages 21-24) Understanding Yourself * skills audit handout and   skills development grid 9.1   * Careers Wales skills pack 9.2 * siartiau cynnydd 9.3 | The 'progress charts' sheet is a smaller task.  Differentiation by outcome. | Show awareness of the importance of skills and identify what skills need developing.  LO2 |
| 1. **Successful group work**   **(If they choose to work as a group)**   1. Notes in the BTEC Level 3 book on How to work successfully in a group. 2. Teamwork problems worksheet 3. The different roles in a team cards could be distributed 4. Show the PPT on how to work in a team 5. Identification of team qualities game. | Critical thinking and problem solving  Planning and organisation  Personal effectiveness | * PC, overhead projector and screen * Book ‘BTEC Level 3 Study Skills Guide’ (Pages 53-58) working effectively in a group * Teamwork problems 10.1 * Job cards in a team (laminate & cut out) 10.2 * PPT jobs in a team 10.3 * Teamwork game 10.4 * scissors |  | Identify what skills are needed to work in a team. Able to work effectively in a team.  LO2 |
| 1. **How to make an Action Plan** 2. Teacher to present an example action plan. 3. Pupils to discuss the good features of the Action Plan drawing attention to:  * SMART targets * timetable & review performance/achievements * group work management * appointment of roles within the group * resources * training required * SC | Critical thinking and problem solving  Planning and organisation  Personal effectiveness | * PC, overhead projector and screen * Example Action Plan Reading Plan 11.1 |  | Able to plan effectively and appropriately. Identify important qualities in an action plan.  LO1 |
| 1. **How to do a risk assessment** 2. Teacher to introduce Risk Assessment by showing the PPT and discussion 3. Create their own risk assessment for the plan | Critical thinking and problem solving  Personal effectiveness | * PC, overhead projector and screen * Paper * Guide on how to do a Risk Assessment 12.1 * Risk assessment sheet 12.2 |  | Manage the plan and ability to identify and solve hazards.  LO2 |
| 1. **Create Action Plan** 2. Pupils to create an Action Plan to help the School Community/chosen community. 3. Arrange training if required | Critical thinking and problem solving  Planning and organisation | * Blank Action Plan 13.1 | Differentiation by plan outcome. | Plan effectively and manage time.  LO1 |
| 1. **Present the plan to the teacher/assessor** 2. Pupils to present their plan in front of the class or to the teacher. 3. Teacher to assess & rest of class to assess. 4. Assessment sheet must be filled to approve the plan. | Literacy  Digital literacy  Planning and organisation  Personal effectiveness | * Assessment sheet for the teacher 14.1 |  | ASSESSMENT TASK 1:  PRESENTING THE ACTION PLAN  Present an appropriate and effective plan.  LO1  LO2 |
| 1. **Carry out the activity** 2. Teacher to emphasise the importance of record keeping & evidence: pictures/records/worksheets etc 3. Show the example of how to record hours with the example. 4. Pupils to carry out the activity over a period of 4 weeks (30 hours) and keep a record on the record sheet. 5. Teacher to sign the activity completion confirmation sheet. 6. Pupils to use the evaluation grid to evaluate the activity. | Planning and organisation  Personal effectiveness | * PC, overhead projector and screen * keeping hours example sheet 15.1 * empty keeping evidence sheet 15.2 * camera to take pictures * Confirmation Statement sheet for the teacher/assessor 15.3 * activity evaluation grid 15.4 * keep a record of attendance in the activity 15.5 | Differentiation by outcome | ASSESSMENT TASK 2:  STATEMENT OF CONFIRMATION OF ACTIVITY  Consideration of activity’s purpose and benefits. Time management and participation in activity in an enthusiastic and positive way.  LO3 |
| 1. **How to get feedback?** 2. Teacher to show an example questionnaire to get feedback about the reading plan. 3. Pupils to create a questionnaire or questions to discover community opinion of their plan. | Literacy  Critical thinking and problem solving  Planning and organisation  Personal effectiveness | * PC, overhead projector and screen * Example of feedback questionnaire 16.1 |  | Consider the purpose and benefits of the activity for the community.  LO1  LO2  LO3 |
| 1. **How to make an evaluation?**   Explain the importance of the evaluation.   1. Pupils to read and complete the Guide grid on how to make an evaluation. | Literacy  Critical thinking and problem solving  Personal effectiveness | * Personal reflection grid 17.1 | Differentiation by outcome | Prepare to make a detailed evaluation. Able to identify a good evaluation.  LO2 |
| 1. **How to make a successful presentation?** 2. Notes on how to make a successful presentation in the BTEC Level 3 book or they could ask for examples from other departments e.g. Drama/Business/Communication 3. Show handout with presentation skills & discuss. 4. You could show clips from YouTube or Dragons’ Den. 5. Discussion on what makes a good presentation. | Literacy  Planning and organisation  Personal effectiveness | * PC, overhead projector and screen * Book ‘BTEC Level 3 Study Skills Guide’ (Pages 71-76) Effective presentation * presentation skills 18.1 * Clips of Dragons' Den (You Tube) * Clips of The Apprentice (You Tube) |  | Prepare to make an effective presentation. Identify the qualities of a good presentation.  LO1  LO2 |
| 1. **How to plan in detail for the Presentation. Look at the task's Success Criteria.** 2. Pupils to look at the Success Criteria from the start of the unit and discuss. 3. Use their Reflection grid to create a PPT for their presentation. All aspects of the plan should be evaluated and the presentation should last 10 minutes. | Literacy  Critical thinking and problem solving  Planning and organisation  Personal effectiveness | * PC, overhead projector and screen * PCs for the pupils * The Personal Reflection grid to create a PPT for their presentation * Success Criteria sheet |  | Prepare to make an effective presentation.  Evaluate all aspects of the activity in detail.  LO1  LO2  LO3 |
| 1. **Presentation of the Personal Reflection** 2. Pupils present their Personal Reflection (at least 10 minutes) 3. Teacher to complete the record sheet. | Literacy  Digital literacy  Personal effectiveness | * PC, overhead projector and screen * their preparation grid for the Presentation * assessment sheet for the teacher | Differentiation by outcome | ASSESSMENT TASK 3:  PRESENTATION OF PERSONAL REFLECTION  Comprehensive personal reflection presentation presented in a clear, structured and effective way.  LO3 |

**KS5 COMMUNITY CHALLENGE LESSON PLANS**

**PRESENTING THE CHALLENGE**

Activity 1 & 2

1. The teacher presents the challenge to the pupils, expectations and how to approach the task (working in groups is advised). The teacher can go through the success criteria with the pupils (1.1) and present the ‘example brief’ to them (1.2). The example given here is a Reading Scheme for Year 7 pupils in order to help the school. The reading scheme is used as an example until the pupils begin on the ‘real’ challenge.
2. The pupils use the Skills audit (2.1) to identify which skills they have for a reading scheme and note down what type of training they require in order to improve any skills. The pupils can refer back to this skills audit in order to show progress. A different brief can be used.

**RESEARCHING COMMUNITY NEEDS**

Activity 3

1. The pupils will need to research community needs. Resource (3.1) can be used as an example. There are different ways of using the resource: Working in their groups, the jobs can be cut out and the pupils must match them to the duties; the teacher could put the worksheet on a screen, hide the last column and ask the pupils to think what the duties are; or there is a template (3.2) and you could ask the pupils to conduct their own research on the school and roles within.
2. If the centre chooses a different brief, then the pupils could conduct their own research into their chosen community here.

Activity 4

1. The centre might want to let the pupils go out into the local community to interview different organisations/community services. In order to do this, the following tasks will help to prepare them on how to conduct interviews, pose different questions, researching techniques and analysing the data. The pupils may not need to do some of these tasks. PPT (4.1) shows the pupils how to conduct interviews. There are links to You Tube but any interview clips from news channels/programmes could be used as a starter activity here.
2. The pupils could start thinking about which organisations/community services they would like to interview and think about the type of questions to ask them.
3. The school could invite different organisations/community services into the school and the pupils could find out information about their service and the advantages for the community.

Activity 5

1. Some pupils may choose to do a questionnaire rather than an interview to find information about different services to the community. They might have already learnt about how to do a questionnaire in their BAC/project lessons; there are some examples on the WBQ website. PPT (5.1) shows them how to go about creating a questionnaire.
2. PPT (5.2) helps them to write good questions for a questionnaire.
3. PPT (5.3) helps them to understand what a good questionnaire is.
4. Resource (5.4) is a step by step guide on how to write a questionnaire.
5. Resources (5.5 & 5.6) can be used to show the pupils examples of good and bad questionnaires. They could work in groups and discuss how to improve them, identify types of questions and how to analyse the information.
6. If the centre has access to ICT, the pupils could use Survey Monkey. Resource (5.7) is an example of a questionnaire created using this programme.
7. Resource (5.8) is a reflection sheet that can be used to think about the different types of organisations and what exactly they want to find out.

Activity 6

1. The pupils need to analyse the data acquired from their interview or questionnaire. There’s a good unit on researching and analysing data techniques in the BTEC Level 3 Study Skills Guide. The teacher could refer to this unit and use it with the class.
2. Resource (6.1) is an example of data looking at crime in the community. The pupils could work in groups and try to identify the needs of this community from looking at the data.
3. Resource (6.2) shows how to analyse data from an example of a BAC project. As a class, you could discuss what improvements could be made to the analysis.
4. If the pupils do not know how to analyse data, resource (6.3) is an example using the software excel. The teacher could photocopy this or put it on the school’s system.
5. Resource (6.4) is a PPT version of the above.
6. Resource (6.5) is an example of a questionnaire/research using Survey Monkey to find out about the reading habits of Year 9 pupils. The pupils could look at the data to try and identify any needs.
7. Templates (6.6 & 6.7) are basic questions that the pupils could use to interview different organisations/community services.
8. The pupils should now choose somebody/community service to interview or conduct a questionnaire in order to identify their needs.
9. They should analyse the data they have acquired.
10. In their group, the need to discuss what needs have been identified.
11. In their groups, they can discuss what type of activity they could do to help this community. The reading scheme can still be used as an example.

**PLANNING**

Activity 7

1. The pupils will need to make a detailed plan of their intended activity. The following lessons will help them to plan. These tasks will help them write a purposeful and effective plan. The teacher could explain how to create aims & objectives by using PPT (7.1) & setting SMART targets (7.2)
2. The example of the aims & objectives for a reading scheme/T4U can be looked at in detail.
3. Pupils should now set aims & objectives for their activity.
4. Pupils to write success criteria for their aims & objectives.

Activity 8

1. The teacher will need to explain to the pupils that they need to think about the effect, advantages and the outcome their activity will have on the community. Example (8.1) shows how different organisations/services can help different communities. The pupils could read through the examples and highlight any keywords.
2. The pupils could think about other local/national services and identify: who benefits from their service and how does it help the community. You could have a class discussion about this.
3. On the same resource (8.1), there is a template for the pupils to write how the community will benefit from their activity and what the advantages are.

Activity 9

1. It’s important that the pupils know which skills they have and which skills will need to be improved in order to carry out their activity. There’s a good unit about skills in the BTEC Level 3 Study Skills and the teacher could print/refer to this unit.
2. The teacher could show resource (9.1) on the screen and the pupils could discuss which skills they have and which skills are important for their activity.
3. In groups, the pupils need to sort the skills into 2 categories: personal attributes & skills that can be developed.
4. A copy of resource (9.1) can be given to the pupils and ask them to highlight and score the skills needed for their activity; they also need to explain why those skills are important.
5. The final task on this resource (9.1) asks them to list the skills that they need to develop to carry out the activity and note how they intend to improve them/what training do they need.
6. Careers Wales is a bilingual resource (9.2) and this has more information and tasks on how to identify their skills as well as helping them to work in a group.

Activity 10

1. If the pupils decide to do this challenge as a group, then it’s important they choose members of their group who will cooperate and carry out a successful service. There’s a good unit on working effectively as a group in the BTEC level 3 Study Skills Guide. The teacher could refer to this unit or print out some of the activities.
2. The pupils can use resource (10.1) to work out some solutions to problems that can arise when working as a group. The pupils should arrange themselves into groups of 3-6 members.
3. The different roles within a group on resource (10.2) can be cut out and handed out to the pupils.
4. Before showing the jobs/roles on PPT (10.3), the teacher could ask the pupils to name some important jobs/roles in a reading scheme. Before showing slide 2 of the PPT, the teacher could ask the class what type of responsibility a specific role/job would have.
5. Game: identify a leader. Cut out the words on resource (10.4) and give a word to each member of the class. Working quietly, the pupils need to organise themselves alphabetically. At the end of the task, the class could discuss what type of challenges they faced and what they did successfully. Who were the leaders? This task can be repeated to see if there’s any improvement to the teamwork.
6. Game: the same resource (10.4) can be used in group work. The pupils must organise the skills needed to be a leader in order of importance.

A copy of slide 7 from the PPT (10.3) is given to each group and the teacher shows an example (slide 6). The teacher explains the different types of skills needed to be a personnel officer; do the pupils agree? As a group, they need to find 2 skills for the other roles/jobs for the reading scheme. This can be done as an oral task or could be written.

Activity 11

1. Writing an action plan is an essential part of the proposal. The teacher needs to explain what is needed in an effective action plan. The example of an action plan for the reading scheme (11.1) could be shown to the class and they can practice to fill it in. The pupils could identify the strengths of the action plan such as: aims & objectives, SMART targets, timetable & review, managing group work, appointing roles within the group, resources, training and success criteria.

Activity 12

1. Considering risk assessment & health and safety issues would be good practice in preparation for the action plan. The teacher can use PPT (12.1) to present what risk assessment is to the pupils. PPT (12.2) makes the pupil think of different risk assessments for different scenarios.

Activity 13

1. In their groups, the pupils should start to write a detailed and effective action plan. If the centre has access to ICT, this task could be done on the computers. The pupils could use the template (13.1) and keep the work as evidence for their Personal Digital Record. The pupils need to ensure that they go through every step of the action plan and ensure that they organise training for any of the skills they need to carry out the activity.

**ASSESSMENT 1**

Activity 14

1. Each group need to present their action plan to the teacher for seal of approval.
2. This activity could be done in front of the class and is a chance for peer assessment. The pupils can use the template for peer assessment (14.1)
3. Pupils can feedback and share ideas with each other on how to improve each other’s action plans.

**ASSESSMENT 2: CARRYING OUT THE SERVICE**

Activity 15

1. Before the pupils set about carrying out their service, the teacher will need to explain to them the importance of keeping a record of any hours they have completed. The pupils can use any type of evidence: ICT/IPhone/Camera/Video/Portfolio etc.
2. The teacher can show an example of keeping a record of hours (15.1) for the reading scheme.
3. The pupils should now set about carrying out the service for 30 hours over a period of 4 weeks and keep a record of their hours. They can use the template (15.2) to keep a record of the hours completed. There is also a template (15.5) to keep a record of attendance during the activity.
4. After the pupils have completed the 30 hours, the teacher should sign the Confirmation Statement (15.3)
5. Evaluating the process is an important part of the next assessment and the pupils can use the evaluating grid (15.4) to help them start this process. More evaluating techniques will be shown in the next activity.

**EVALUATING**

Activity 16

1. It’s important that the pupils consider the outcome of their plan, feedback from the community and to see what effect their service has had on the community. Resource (16.1) is an example of a questionnaire given to the Head of English and to a pupil as part of the reading scheme. This example can be shown to the pupils and they could discuss as a group the type of questions they need to ask the people benefitting from their activity.
2. The pupils should set about creating a questionnaire to get feedback for their activity.

Activity 17

1. Assessment 4 will be based on their Personal Reflection on their performance and so it’s important that they complete a detailed evaluation. Resource (17.1) is a Personal Reflection Grid and they could use this as a guide on how to make a step by step evaluation for the final assessment. The pupils could work in groups to share ideas and fill in the grid.

Activity 18

1. Assessment 3 will consist of making a 10 minute Personal Reflection Presentation (individually). There is a good unit on making effective presentations in BTEC Level 3 Study Skills. The teacher could refer to this unit and also ask other departments within the school for examples (Business/drama/Communication)
2. Resource (18.1) summarises how to make an effective presentation. This can be printed, discussed as a class and used as a checklist.
3. The centre, if access to ICT, could also show clips of successful presentations from You Tube, The Apprentice or Dragon’s Den.
4. As a class or in their groups, the pupils can discuss what to include in their presentations.

Activity 19

1. In their groups or individually, the pupils can look at the success criteria again (1.1) and discuss whether they have addressed every criterion.
2. The pupils will need access to ICT in order to create a PPT to help them present their Personal Reflection. The pupils could use the Personal Reflection Grid (17.1) to ensure that they are evaluating every part of their action plan & performance. Each pupil will need to prepare a 10 minute presentation.

**ASSESSMENT 3**

Activity 20

1. Each pupil must present their personal Reflection, lasting 10 minutes. Access to ICT would be beneficial so that they can use a computer and a projector. The teacher will need to fill in the assessment form for the end of this challenge.

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| EXAMPLES | | |
| SOCIAL/WELFARE | NEIGHBOURHOOD ENHANCEMENT | COACHING |
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