

Advanced Community

Distinction

Learning Outcome	Marks	Justification
LO1	7	<ul style="list-style-type: none"> • Aims and objectives are well laid out and can be clearly measured • Success criteria is appropriate and focused on the anticipated outcomes/benefits of the community activity • Clear consideration of whether training is required and candidate's appropriateness in terms of experience to run the activity • Clear and detailed rationale of the allocation of roles and responsibilities • Well-structured plan that includes logical and appropriate timescales, activities and risks • To achieve higher marks, there could be more evidence relating to the tasks planned over the duration of the activity and more evidence of the implementation of this <p>Overall, band 3 marks awarded</p>
LO2	7	<ul style="list-style-type: none"> • Comprehensive consideration of skills that need to be developed in order to effectively carry out the community activity • Examples of some session plans included and photographic evidence • Comprehensive evaluation of personal effectiveness including skills developed as a result of participating in the community activity <p>Overall, band 3 marks awarded</p>
LO3	7	<ul style="list-style-type: none"> • A well-structured presentation and proposal • There could be more comprehensive evidence to demonstrate how the success criteria and aims/objectives have been met • A confirmation statement has been completed that states the candidate has participated in the activity in a positive, effective and appropriate manner, but this has not been included in this evidence • Clear and effective evidence relating to the purpose and benefit of the community activity <p>Overall, band 3 marks awarded</p>
Total Mark	21	

SKILLS CHALLENGE CERTIFICATE ADVANCED COMMUNITY CHALLENGE



Community activity background-

The community I will be supporting are boys and girls aged 11-13 with reading difficulties and low reading ages for their age in Coleg. Due to their low reading abilities, C and I are going to be supporting them with their reading and help increase their reading ages. We are doing this by going into the library with a small group or individually, and get them to read a few paragraphs and identify and help them with the words they're struggling with. Our target group is the 11-13 year olds in lower ability sets of CCYD. This target group was identified when we spoke to the English department on our 30 hours for the challenge and they suggested reading with the young people because they could do with some extra help. Therefore C and myself organised when we were free when the teachers had that class, which we would attend 1 or 2 times a week for the next 15 weeks. We did this because we knew there were sets that needed extra help. We're doing this because we know how frustrating it is when struggling to read at the same pace as our peers, and how annoyed someone becomes when they're struggling with a word or sentence, and also how it affects other aspects of life, because reading is essential in life; so we want to be there to support and watch them achieve their true reading ages. The opportunities that would arise from this challenge for the young children we are helping are better grades in assessments, better spelling, and easier reading. The opportunities that would come around for me and C would be a larger reading group where we can build confidence in talking to large crowds, and possibly expanding into the local libraries and helping other children there, not just from Coleg. The learners skill sets at the moment may limit them to carry out the activity, however, that's what myself and C are trying to improve so they can then carry out the community activity.

Community activity goals

Aims and objectives:

Aim 1 - To assist the children in completing their Frankenstein assessment.

- Objective 1 - Help them plan their assessments through the use of resources like planning guides and mindmap.
- Objective 2 - To develop the first draft for marking and improvement making.
- Objective 3 - To aid with spelling, grammar, punctuation and sentence structure if they're struggling.

Aim 2 - To assess their reading abilities for the strengths and weaknesses.

- Objective 1 - To evaluate their level of reading through a reading test online and them reading to us.
- Objective 2 - To identify elements that they're struggling with and make notes on the words and spellings they can't do.
- Objective 3 - To progress through tasks slowly and go back if they don't understand.

Aim 3 - To create activities to improve the learners areas of weakness.

- Objective 1- To form groups that the learners are comfortable in and according to different weaknesses of the learners.
- Objective 2 - To organise 1 to 1 activities to get a closer understanding of the areas they need improvement.
- Objective 3 - To allow children to ask the questions they want in groups and individually to help with whatever they need.

Aim 4 - To analyse improvements and establish what impact we made on the learners throughout the challenge.

- Objective 1 - To judge the learners development through them re-reading the assessment material and comparing them to the beginning of the project and analyse with a teacher.
- Objective 2 - To complete a spelling test on the words they struggled with throughout the lessons to see if they have improved.
- Objective 3 - Identify reading ages again.
- Objective 4 - To accumulate all of the results to identify improvements from the project.

Success criteria:

In order to meet the success criteria, I will attempt to see improvements in the children's literacy skills such as spelling, punctuation, and grammar through the activities we complete. I wish to see an improvement on the words they struggled with at the beginning. Also I hope to grow and gain personal confidence when talking to the children and larger groups. I am going to work towards helping the children to get better results on their frankenstein assessment than the previous assessments they have done. Lastly, I desire to see a noticeable difference in their reading ages and skills compared to the start of the project.

Personal skills:

The personal skills I need to improve on are improving my confidence when talking to larger groups of people I don't know. This will help me because in university, I will have to talk to a large group in confidence and so need to improve this skill. Also learning to adapt to my audience, for example when speaking to younger people, use simpler words to fit their age group and explain more things, whereas, when talking to older people, explain less and use the correct words for their ages. I also need to be able to work under pressure and deal with stressful situations, because my career choice is very stressful and will have very strict deadlines. This also will help with time management, by spending equal amounts of time on each group, this will help me in many aspects. I need to improve my creativity skills by helping C make the resources and incorporating fun and enjoyable tasks. This will help me when working by myself. I will also need to improve my skills in resolving conflict, because if there's a disagreement within the group.

Team skills:

The skills I need to improve are encouraging socialization within the group when people understand or asking a question. I will hope to define goals for the groups like improving spelling words and reading ages. I wish to recognise good work within the groups and give praise when needed. I also seek to invite open communication and allow the learners to feel comfortable with caitlyn and I that they can input their opinion. Another thing I wish to gain from this project is controlling conflict effectively if it occurs. In addition, maintain a good balance of work and play. Furthermore, giving the learners frequent feedback after each lesson to know where they are at and how they can improve in the next lessons. I want to take time to celebrate their results and efforts throughout this project so they feel like their efforts are getting noticed which will motivate them more throughout the project.

What training is required?

For our project, no training would be required as we are doing things we have experience in. I have had experience in a youth volunteer group, talking to children and also work experience where I worked in a primary school for 2 weeks with children aged 4-5. C also worked in a primary school, looking after 3-10 year olds, rotating between each class for 2 weeks.

Expert guidance?

We do require the teachers assistance because they allocate the trips and help us mark the work and identify the weakness within each group and each child. This will help us because after identifying their weaknesses, we can make worksheets and print activities according to their area of weakness. It would also give us some guidance on how to mark and make comments on the improvements and feedback.

What feedback is required?

Myself and C could get feedback on the way we are guiding the groups and the way we explain things to the children. It would be beneficial to us to have a written sheet of things we did well, things we did well and things we could improve on and what we need to do in the future from the teacher.

How can it be gathered?

We could ask the teachers for the feedback form and ask the group we were working with to have priced feedback like what they liked and didn't about what they had. We could also provide a question at the end of the 30 hours to give a good understanding of the improvements we made and if we benefited the groups we had and how we helped them.

Skills audit analysis-**Time and self management:**

I am able to organise my time so that I can comfortably meet deadlines for assignments. I am usually good at this because I write reminders on my phone, however sometimes, when I don't, I forget that I have things I need to do. I need to improve this skill and this project will help me with that, as I have to manage my time independently in order to complete this challenge. My time management plays a part in what happens when I don't know what to do when I need support or where to go. These go hand in hand because when I find tasks difficult, I like to figure them out myself, and when I still have looked through books and youtube videos and I still don't understand I will put it down and forget that I have it because I couldn't do it and put it down. I get disheartened when I can't figure something out for myself. I will try and improve this by asking people for help when I need it and also working with other people so they can motivate me to get the work completed if I'm finding it

difficult. I am good at arriving at things on time, such as lessons and appointments. This is a thing I have been brought up doing: arriving a few minutes before.

Critical thinking and problem solving:

I find using different methods for exploring a problem such as considering different options and views difficult because when someone tells me the way to do something, I like to stick to the method they have shown me, and so if I then have to use a different method, I found it difficult to get my head around the new method I have been shown because I am used to the other method I was shown. I will try and improve this skill throughout the challenge by exploring different methods to find an easier one, and also considering other methods to show a range of skills on my behalf. I'm able to break down a problem and come up with a solution to the little problems to work out the big problem. I have been doing this since I was little in maths and so I understand that some tasks need to be broken down and completed in little sections. I can also work well in a group and with others to productively solve problems. This will help in this challenge because some are working on their 30 hours in groups.

Oral communication:

This project will really challenge me in the sense that I have to stand up and present in front of my peers. I have never been good at this and I can only try and improve my confidence with speaking in front of a group within this challenge. I could gain confidence by talking in front of my friends in small groups and then gradually build up the amount of people who are listening to me, they could get feedback and improve that way. I'm confident with giving my input into groups and listening to my peers and responding to their contribution, even if I do not agree, however, I could work on not interrupting when I do not agree with something they have said and wait for them to finish speaking and then tell them I don't agree. I am confident that I can contribute into groups and give my opinion on the topic. I feel like this skill is something I learned at a young age and so can do it without hesitation, depending on the people I am with.

Written communication:

I am confident with my spelling and grammar throughout my written pieces, especially on the computer because there are tools which help you correct them but in my written pieces I am confident that most words are spelt correctly and the

sentences are grammatically correct. All punctuation is where it should be and all sentences make sense. I fully understand that plagiarism is illegal and that I have to show herer I got the information from by using the footnote of the website pages. I am positive that I will not plagiarize anyone's work on my own and anything I take from another website I will use the footnote. I know that different types of writing have different formatt. For example, letters are different from CV's. I am confident that I know the different formats and styles.

Information literacy: reading:

I can identify the points in a text which convey the author's main arguments and distinguish these from supporting examples and references. I feel like I can identify these points easily and dont feel the need to improve this skill in this challenge. However, a skill I feel the need to improve is gathering information from a wide variety of texts and resources like books and journals. I find it easier to research on the computer because the internet has such a wide variety but sometimes you can't find peoples opinions or feelings on the internet. I also need to improve my note taking when planning for essays and challenges because all my notes are rough and then when it comes to writing the essay I can't find what I need within my notes.

Numeracy:

I am very confident with my numeracy skills and am happy to work with numbers throughout this project. I had a B in numeracy and so this skill is one I'm very confident with. To practice this skill though, I could start using numerical data in my work, get more problem solving questions from teachers to refresh my memory.

Personality test analysis-

Visual summary of your results

☒ Hide facets

Openness to experience

3

Conscientiousness

30

Extraversion

38

Agreeableness

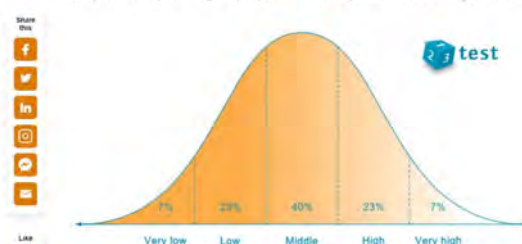
3

Natural reactions

43

Understanding the scores

This report ranks your scores within a range from 'very low' to 'very high'. To enable you to make a comparison the percentage of people* who normally fall within each range is indicated.



Extraversion	Reserved • formal • serious • quiet • prefers working alone • avoids direct leadership roles	38	Middle	Outgoing • friendly • assertive • likes working with others • enjoys direct leadership roles
Agreeableness	Hard-headed • sceptical • competitive • proud • prefers competition over co-operation	3	Very low	Compassionate • eager to please • good natured • prefers co-operation over competition and conflict
Natural reactions	Not easily upset in stressful situations • relaxed • resilient • calm	43	Middle	Experiences negative emotional reactions and feelings of anxiety • prone to worry • easily

The Big Five Factors	Describing a low range scoring person...	Percentile	Range	Describing a high range scoring person...
Openness to experience	Traditionalist • down-to-earth • practical • conservative • prefers traditional outlooks and technical problem-solving	3	Very low	Imaginative • open-minded • experimental • prefers creative conceptual problem-solving
Conscientiousness (Work Ethic)	Spontaneous • disorganised • prefers flexible plans • dislikes	30	Low	Conscientious • disciplined • efficient • well organised • likes precise detail • strong sense of duty • (Very

This personality assessment helped me understand what my strengths and weaknesses are and where I am within five categories: openness to experience, conscientiousness, extraversion, agreeableness and natural reactions. It helped me realise what my personality is like and that helped me pick out what I wanted to do for my 30 hours community challenge. I need to be aware of any problems before completing this challenge. In both skills audits, I have noticed that my best skill is working well with others and am confident when talking to my peers. This is important because I will be working with younger children (ages 12-14) and will be listening to their ideas and make reading with them as enjoyable as it can be. I feel as though when you enjoy doing something, you're more likely to want to do it and pay more attention to it. I am also good at listening to people's views, and so at the end of each reading session, I will ask for some feedback on how I could've made the lesson more fun for them, and try to incorporate that back into my next lesson. I enjoy having a leadership role because I feel as though I can organise things and get things done efficiently and ensure the group is being productive. In the second audit, I understand that I am very proud and competitive. This could be a good skill to possess however, it could also become a problem within this challenge. This is because I am reading with younger children with disabilities and young reading ages for their ages and I'm doing this in partnership with my friend C, so I may

become competitive with how many people I have read with. Moreover, it could be a good thing because I could turn it into a fun activity. For example, we could turn the reading into a game and see how many points each group could win, but ensure that it doesn't disrupt the reading element. I am good in stressful situations and can cope well under pressure. This will help in this challenge, because the person I am helping read, may become stressed or agitated when they may not be able to understand a word or sentence and so I can calmly try and help them. My weakness, I found, was I am spontaneous, which could be a bad thing because I do things without thinking. I am quite serious when doing something I have been told to do. I find this to be a weakness because it may make the lesson less fun and the person less likely to enjoy the lesson.

Community activity project management-

This table shows who's in control of what and what responsibilities each person has, this makes organising tasks much easier. It shows who to go to when a person needs something or has a question. C and I are the only people in our group and so we split the roles and responsibilities between us. Our project does not require a lot of roles because we only need some resources, like sheets with punctuation, commas and question marks. Moreover, we do require an english teacher to analyse our notes on the groups weaknesses, and discuss what action we need to take in order to improve on their weaknesses according to the child's preference. In addition, the english teacher has known the children longer than me and caitlyn and so they're more likely to know what the young person's best way of learning is.

Roles and Responsibilities-

Name	Roles and responsibilities	Reasoning
A	Ensuring they understand the tasks set.	I am in charge of this because I have good leadership skills due to the army cadet force, and so I can ensure all homework is brought in on time. I'm good at organising things and therefore can organise

		due dates and when I'll give the homework back to them, fully marked with feedback given.
	Analysing mistakes and suggesting improvements.	I have been allocated this role because I can empathise with the group on their weaknesses and questions they got wrong, thus avoiding stressful situations. However, if a stressful situation occurs, I am able to keep the situation under control whilst still keeping the peace.
C	Organise resources	Caitlyn does this because she is extremely organised and can talk to people she isn't familiar with. She has good technology skills meaning she can print, edit and create sheets for the groups. She has a good understanding of the groups we are teaching and therefore can get resources that match their abilities.
	Get resources according to ability.	Caitlyn has a good vocabulary and therefore can talk to the children without sounding demeaning about what they understand and what they don't, in order to get the sheets that suit their needs. She's very creative and so can think of fun activities that won't be boring for the lower ability groups we have.
teachers	Help with the analysis of	Teachers have an

	notes, improvements and weaknesses of the group.	experience in marking work and identifying weaknesses within their class and so having a teacher shadow us and making comments on the notes we have made will make the improvement sheets more accurate and suited to the young people. She is very trusting and so pupils trust her and therefore will listen to her about the improvements we suggested.
	Select groups for us to take out according to the ranking of ability.	She understands the classes abilities and personal abilities of everyone in her class and so can make groups which are around the same capabilities. She is good at listening and so will listen to the pupils on whether they want to take part in this community project and whether they want to be in the group they are with or not.

Tasks and Subtasks

Name	Tasks	Subtasks
A	homework	-Giving homework -Mark homework -Give homework back with feedback on improvements and what they did well.
C and I	Attend meetings regarding improvement techniques	-Analysis the notes we made on the improvements

tasks and subtasks we set and planned to do each week. In addition, we need to make sure we arrive before the class with plenty of time to set up and choose the resources we want, including starters, activities and ending to the lessons. Also, allowing time for each activity so the children have time to complete the activity and that they aren't rushing or missing the work we set, and ensuring they finish it to a standard that they and we are happy with.

Risk assessment

Hazard	Risk	Likelihood	Priority	Method of control	Method to reduce risk
bags	tripping	3	2	Make sure the children have tucked their bag under the table	Advise children to move their bags to a safe place for example under the table.
chairs	tripping	3	2	Tuck the chairs under the table so they're not left out.	Tell the children to keep the chairs under the table when not in use.
tables	Walking into them	2	2	Space out the tables more or rearrange the classroom so the tables are not a hazard	If the classroom can't be rearranged, tell the children to be careful when walking around the classroom.
scissors	Cutting themselves	2	3	Put them away safely after use so they're not in reach of the children.	Tell the kids that they should ask for us to get the scissors so they don't get them themselves, and show them how to carry them safely.
windows	Falling out	1	4	Keep all windows on latches or shut.	Make sure the children aren't sitting on the window sills, and keep them away

					from the windows, and tell them not to play with the laces.
paper	cutting	3	2	Make sure the children aren't messing around, put a plaster on the cut if they cut themselves.	Advise the children to be careful when using their paper as they could get paper cuts
pens	Ink exploding	2	1	Throw away leaking pens.	Tell the children not to chew the pens, or if they're already leaking, throw them away and wash their hands.

Quality management

What is the aim of the activity?

The aim of the whole project is to mentor a year 7 MLD (minimal learning disability) class. We will work with them to improve their skills and abilities such as spelling, grammar and punctuation.

How will you ensure that what you are providing will be the best quality?

In order to ensure the best quality of work is being provided, we will work alongside the children to ensure they understand the work and tasks we set for them. Also we will make sure we have a lesson plan prior to the lesson to ensure we don't get confused and don't waste time finding things to do. It's important we maintain a high standard of quality when doing activities with the children because they will be completing a 'improvement test' at the end of the course, this will reflect our teachings as the aim is to help them improve. In order to maintain good standards we will work through each activity, helping the children when they are stuck or need help.

Meeting - 5th october 2019

Who was present?

- C
- A
- Miss

Agenda

- Plan the project.
- Resources and materials.
- Time scale

Minutes

In the meeting we discussed what we wanted to do for the project and how we would achieve it. This included creating groups to work with each week, as it's easier to work with smaller groups each week. We also discussed and planned what activity sheets we were going to use that were suitable for the class we are teaching. During the meeting, C and I discussed the homework we were going to set the children and the reading abilities with Miss to ensure they are appropriate.

In addition, during the meeting we considered what resources and materials would be necessary to complete the project. Between us we thought of eight things we will require to complete the project. These things are: whiteboard pens, a whiteboard, whiteboard rubbers, purple pes, paper, cupboards, polly pockets and a classroom to do the activities in. We also need to access a photocopier and printer to print the resources.

The last topic we looked at within this meeting was the length of the project and what needed to be done within the time. All together we have 30 hours to complete our community project. This entails planning what we want to do for our project then having a meeting with miss markham to tell her our plan and for her to give her input to help us. We then need to make and photocopy the activities we want to do. Within this meeting we had to decide when we will be working with the pupils each week and how often in order to make lesson plans in advance.

Assessment Time Log

- Please log the dates and times that work took place for each of the tasks.
- The total time (hours and minutes) must comply with that stated **for each task**.

Task 1	4 - 6 hours	
	Date	Time

Task 2	30 hours over at least 4 weeks	
	Date	Time
	21/11/19	20 mins
	27/11/19	1 hour
	28/11/19	20 mins
	4/12/19	1 hour
	5/12/19	20 mins
	11/12/19	1 hour
	12/12/19	20 mins
	18/12/19	1 hour
	19/12/19	20 mins
	8/12/19	1 hour
	9/12/19	20 mins
	15/12/19	1 hour
	16/10/19	20 mins
	22/12/19	1 hour
	23/10/19	20 mins

Task 2	30 hours over at least 4 weeks	
	Date	Time
	4/10/19	1 hour
	5/10/19	1 hour
	6/10/19	1 hour
	7/10/19	1 hour
	8/10/19	1 hour
	11/10/19	1 hour
	12/10/19	1 hour
	13/10/19	2 hours
	14/10/19	1 hour
	16/10/19	1 hour
	17/10/19	20 mins
	23/10/19	1 hour
	24/10/19	20 mins
	6/11/19	1 hour
	7/11/19	20 mins
	13/11/19	1 hour
	14/11/19	20 mins
	20/11/19	1 hour

Task 3	15 minutes	
	Date	Time

Lesson title - introduction		
Date: 15/11/19	Aims - introduce myself to the groups, ask teacher for background knowledge on the pupils	Objectives - go around the class and say my name, age and why we are doing this project. at the end of the lesson ask for information on each child so we understand them better.
1st activity; starter - 5 mins	Introduce myself and the topic, explain why I am holding this activity and sort the groups.	
Main body - 45 mins	Take them to the library and discuss the groups, get to know the children. Discuss the activities that we are going to be doing.	
Conclusion - ending questions - 2 mins	Ask them if they have any questions, ask for any improvements from the children, send them back to class with their folders and tell them to either take them home and bring them next time or keep them in the cupboard in the classroom.	
improvements	<ul style="list-style-type: none"> - Give them more time to answer the questions - Ask them if they need more help more often. - Bring more equipment for the hilden to use - Bring more resources for those who finish quicker 	
Key terms Grammar Spellings punctuation	Resources - pens Activities Timer stickers	

Lesson title 2 - punctuation		
Date; 18/12/19	Aims - to introduce punctuation to the students	Objectives - explain what punctuation is, why we need it, how it is used and when we use it.
1st activity; starter - 5 mins	Ask the students if they know what punctuation is. Ask them to write down when we use punctuation and why it is important.	
Main body - 45 mins	Complete the sheet activity	
Conclusion - ending questions - 2 mins	Ask the students if they have any questions and tell them to either keep their files or put them in the cupboard in their classroom.	
improvements	-leave more time for the starter -Give everyone a chance to speak -Don't try and finish the sentence for the students, let them do it themselves.	
Key terms Punctuation Commas Full stops Exclamation marks Question marks		Resources - activity sheet Pens Pencils Purple pens Rulers rubbers

Lesson title - ending		
Date; 18/12/19	Aims -to thank everyone for participating in my community project.	Objectives - using chocolate to thank everyone. Tell them it was a pleasure meeting <u>them</u> and that we hoped it had some help.
1st activity; starter - 5 mins	Ask them what they enjoyed about the course.	
Main body - 45 mins	Take the time to go through all the groups and ask what they plan on doing with all the activities now we are done and tell them that we wish them well and that we hoped we helped them.	
Conclusion - ending questions - 2 mins	Ask the teacher if there was anything they wanted me to do with the class and suggest we come back when we can to check on the progress.	
improvements	N/A	
Key terms	Resources - chocolates	

CCYD Welsh Baccalaureate

Community Challenge Candidate Log

Date	Session Time	Signature
21/10/19	30 mins	Mrs
22/10/19	20 min	B block teachers
24/10/19	40 mins	Mrs
25/10/19	20 mins	Mrs
29/10/19	3 hours	Mrs
5/11/19	10 mins	English department
6/11/19	1 hour	Mrs.
10/11/19	1 hour	Mrs.
13/11/19	1 hour	Mrs.
15/11/19	1 hour	Mrs.
18/11/19	1 hour	Mrs.
20/11/19	1 hour	Mrs.
22/11/19	1 hour	Mrs.
25/11/19	1 hour	Mrs.
29/11/19	1 hour	Mrs.
3/12/19	1 hour	Mrs.
6/12/19	1 hour	Mrs.
10/12/19	1 hour	Mrs.
13/12/19	1 hour	Mrs.
16/12/19	1 hour	Mrs.
18/12/19	1 hour	Mrs.
6/1/20	1 hour	Mrs.
9/1/20	1 hour	Mrs.
13/1/20	1 hour	Mrs.
16/1/20	1 hour	Mrs.
20/1/20	1 hour	Mrs.
22/1/20	1 hour	Mrs.
27/1/20	1 hour	Mrs.
30/1/20	1 hour	Mrs.
3/2/20	1 hour	Mrs.
6/2/20	1 hour	Mrs.

Advanced Key Stage 5 Community Challenge

Confirmation Statement

Learner Name		
Activity	Supporting secondary learners in English lessons	
		Please tick ✓
I confirm that this learner has completed 30 hours in active and purposeful participation		✓
The learner participated in the activity in: (Please tick <u>ONE</u> appropriate statement only)		Please tick ✓
A positive manner with support and encouragement		
A positive manner		
A positive and enthusiastic manner		
A positive, enthusiastic and effective manner		✓
Comments (if relevant)		
Name of responsible person		
Position of responsible person		
Date		

Personal reflection



What is community?

“A group of people who share common interests, qualities, beliefs or ideas, or a group of people willing to work together to achieve a common goal”



What I did for my community challenge?

For my community challenge, I have to spend 30 hours working with the community. We have to use the 30 hours to make a change in someone's life.

Myself and C decided to help a lower set english class with their spellings and grammar. We took them out of their class in groups and completed little activities with them associated with their level.

We did this every time they had a class and did different groups each time.

Why we chose this:

We chose this because at some point in mine and C's life, we have both struggled with english, and so are aware of the stress and pressure that can have on others. With this in mind, we took it upon ourselves and created a group where we helped those struggling. We thought it would be best if we help those in need.

I wanted the children to feel welcomed and safe in our groups, a space where they can ask questions and not feel judged or pressured to get the right answer. From the very beginning I made it clear that it was a safe space and that no one should judge or feel judge if the wrong answer was given. We asked the children how they would like to be treated if the wrong answer was given and we acted according to each person.

We felt it really benefited the children, and ourselves as it tested my patience and understanding of how children of different ages like to be treated.

Aims and objectives for my project (1)

Aim 1 - To assist the children in completing their frankenstein assessment.

Objective 1 - Help them plan their assessments through the use of resources like planning guides and mindmap.

Objective 2 - To develop the first draft for marking and improvement making.

Objective 3 - To aid with spelling, grammar, punctuation and sentence structure if they're struggling.



Aim 2 - To assess their reading abilities for the strengths and weaknesses.

Objective 1 - To evaluate their level of reading through a reading test online and them reading to us.

Objective 2 - To identify elements that they're struggling with and make notes on the words and spellings they can't do.

Objective 3 - To progress through tasks slowly and go back if they don't understand.



Aim 3 - To create activities to improve the learners areas of weakness.

Objective 1- To form groups that the learners are comfortable in and according to different weaknesses of the learners.

Objective 2 - To organise 1 to 1 activities to get a closer understanding of the areas they need improvement.

Objective 3 - To allow children to ask the questions they want in groups and individually to help with whatever they need.

(4)

Aim 4 - To analyse improvements and establish what impact we made on the learners throughout the challenge.

Objective 1 - To judge the learners development through them re-reading the assessment material and comparing them to the beginning of the project and analyse with a teacher.

Objective 2 - To complete a spelling test on the words they struggled with throughout the lessons to see if they have improved.

Objective 3 - Identify reading ages again.

Objective 4 - To accumulate all of the results to identify improvements from the project.

Planning and preparation

Before going forward with our groups, we needed lesson plans. So we took to the internet to find some examples of lessons plans

Lesson Plan Template	
Teacher:	Date:
Subject:	Grade level:
Name of the Lesson/Unit:	
Learning Targets:	
Learning Skills:	
Material/Resources:	
Instructional Strategies	
Explain	
Scope of the Task:	
Lesson Activities:	
Evaluation:	
Homework:	

Monday	Lesson:	Standards:
Materials:	Activities:	Assignment:
Evaluation:		
Tuesday	Lesson:	Standards:
Materials:	Activities:	Assignment:
Evaluation:		
Wednesday	Lesson:	Standards:
Materials:	Activities:	Assignment:
Evaluation:		
Thursday	Lesson:	Standards:
Materials:	Activities:	Assignment:
Evaluation:		
Friday	Lesson:	Standards:
Materials:	Activities:	Assignment:
Evaluation:		

By the end of this lesson students will be able to:

- Lesson objectives (what students will be able to do)
- Design and prepare a lesson plan (what students will be able to do)

First Page

LESSON PLAN

Introduction to Lesson Plan and Instructional Strategies

- Introduction to Lesson Plan and Instructional Strategies
- Instructional Strategies (what students will be able to do)
- Lesson Plan (what students will be able to do)
- Instructional Strategies (what students will be able to do)

Special Notes

- Instructional Strategies (what students will be able to do)

My lesson plan

Using the templates from the examples we saw, I made my own lesson plan.

Lesson title		
Date;	Aims	objectives
1st activity; starter - 5 mins		
Main body - 45 mins		
Conclusion - ending questions - 2 mins		
improvements		
Key terms		resources

I've included improvements as a way to measure my success and as a tracker to see my improvements.

Carrying out the improvements and asking for some suggestions are the best way to improve going forward. Therefore I am going to ask at the end of the lesson is to better myself each lesson.

Examples of my lesson plans – at the beginning

Lesson title - introduction		
Date; 15/11/19	Aims - introduce myself to the groups, ask teacher for background knowledge on the pupils	Objectives - go around the class and say my name, age and why we are doing this project, at the end of the lesson ask for information on each child so we understand them better.
1st activity; starter - 5 mins	Introduce myself and the topic, explain why I am holding this activity and sort the groups.	
Main body - 45 mins	Take them to the library and discuss the groups, get to know the children. Discuss the activities that we are going to be doing.	
Conclusion - ending questions - 2 mins	Ask them if they have any questions, ask for any improvements from the children, send them back to class with their folders and tell them to either take them home and bring them next time or keep them in the cupboard in the classroom.	
improvements	<ul style="list-style-type: none">- Give them more time to answer the questions- Ask them if they need more help more often.- Bring more equipment for the children to use- Bring more resources for those who finish quicker	
Key terms Grammar Spellings punctuation		Resources - pens Activities Timer stickers

This is my first lesson plan, compared to my last one.

Last lesson plan

Lesson title - introduction		
Date; 18/12/19	Aims -to thank everyone for participating in my community project.	Objectives - using chocolate to thank everyone. Tell them it was a pleasure meeting tem and that we hoped it had some help.
1st activity; starter - 5 mins	Ask them what they enjoyed about the course.	
Main body - 45 mins	Take the time to go through all the groups and ask what they plan on doing with all the activities now we are done and tell them that we wish them well and that we hoped we helped them.]]	
Conclusion - ending questions - 2 mins	Ask the teacher if there was anything they wanted me to do with the class and suggest we come back when we can to check on the progress.	
improvements	N/A	
Key terms		Resources - chocolates

In this one, there was no improvements, even though it was the last lesson where we just talked about what they enjoyed.

What skills would I hope to develop during my 30 hours?

Communication - both written and verbal - I hope to develop my communication to ensure I am able to accurately present myself and the way I speak whilst teaching grammar and punctuation. I need to improve this skill as it will help the children.

Leading - this will be in my favour as I need to assert authority so the children listen but also have a good time within the group sessions. It will also help me as I can then pick the groups according to levels and ability without much fuss or stress.

Time management - I need to organise my time by using the lesson plans and make sure we don't go over the time scale as we only have 30 hours to complete the tasks and we have 6 groups to get through.

Purpose of the skills audit

I took a skills audit at the beginning of the challenge to identify my best and worst skills. This helped me see what I needed to improve and what I could use to my advantage within the course. At the end of the course I used the same skills audit to compare and contrast from beginning to end.



Skills audit results

My highest skills was checking, leadership and self management. These skills are good and needed for my project as we are working with kids who can sometimes speak their mind.

My weakest skill that I need to improve on is creating and communication through writing, something that I need to improve throughout this challenge.



What skills do I have that would benefit this project?

At the start of this project, the top five skills I have are:

Checking

Leading

Self management

Planning and organisation

Reacting flexibly.



What skills did I develop through my community challenge?

At the end of my challenge, my top five skills were:

Leading

Time management

Planning and organising

Deciding

helping



TOP
5

Time management

1																																
2	task 1	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8	week 9	week 10	week 11	week 12	week 13	week 14	week 15	week 16	week 17	week 18	week 19	week 20	week 21	week 22	week 23	week 24	week 25	week 26	week 27	week 28	week 29	week 30	
3	plan for project																															
4	speak to teachers																															
5	make photocopies of the sheet																															
6	assist children with assessments																															
7	read with the class																															
8	observe the children																															
9	improvements on assessment																															
10	plan for the first lesson																															
11	start lesson with the 1st group																															
12	set homework																															
13	collect and mark homework																															
14	give homework back to the class																															
15	go over improvements with the homework																															
16	plan for the next group																															
17	start 2nd group																															
18	set homework																															
19	collect and mark work																															
20	plan other work for last group																															
21	start work with last group																															
22	set homework																															
23	collect and mark homework																															
24	do activites with all groups																															
25	grammer and spelling test																															
26	get results																															
27	read with the group																															
28																																
29																																

Any problems?

We worked with a lot of people, and some forgot their pens. This means we had to supply the equipment, it was hard to find the right amount of pens.

Some students may decide that they don't want to attend the class any more. This was overcome as if the people left, there wasn't any follow up lessons. It was a new activity every week to give people who are new or people who didn't understand the task before. I could go through the task before with the people who didn't understand them and caution can go on to new things with people who understand it.



How did I feel it went:

Things I am proud of - I created the activity sheets. We made good relationships with the children, we gained their trust so it meant we could work through things and have a good laugh but still complete the work.

Things we could improve on - having more realistic views and expectations with the kids and don't rush them when they need more time to complete the tasks.

Things that went well - the students were able to complete their work to a high quality without much help. They understood most of the activities that were set, even if they didn't understand it, we helped them through it and explained it in different ways until they got it.

How has the challenge benefitted me?

It has improved my;

self confidence

Leadership

Public speaking

Realistic expectations

Time management

Thinking and planning

Explaining

How has the community challenge benefitted my students?

The students involved developed their punctuation and grammar as well as their friendship levels. This has been improved because it forced the children to work around their classmates and associated with people they may not have in their normal class; developing their communication.

Students develop their creativity as we made sure the activities were fun and needed some thinking behind them, which then ensured the children were thinking about what they were doing.



Overall view of the community challenge

I have thoroughly enjoyed meeting everyone in our group and have liked teaching them. It has been an incredibly positive and rewarding throughout the challenge and I'm so appreciative of all the dedication that the teachers and the students have put in.

When doing the challenge, we did encounter some challenges, as it was my first time running an academic club.

Each challenge came with it's problems however we managed to get through it and become better each lesson we had.



Evidence

