



learningforlife
Values Poster Awards

**Teachers' Information
& Resource Pack**

"In ten years of teaching I've not come across anything that matches this project for allowing young people to gain insight and wisdom about how they are and where they are going."

Anthony Hinchliffe, Elgin High School

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Note: This document and each of its appendices is available to download individually from the website. www.learningforlife.org.uk

1. Introduction

The purpose of this document is to support teachers from any discipline to engage pupils successfully in the Values Poster Award and to develop it into a first class educational resource. Teachers tell us that this activity makes a significant difference in helping pupils to engage fully with their future and to think about what factors will influence their lives and the lives of others. Through this document and with your help, we can maximise the learning potential of this unique learning experience.

At the end of the academic year please take a moment to feed back your experience of the activity and the resources so we can keep making improvements to the programme year on year.

2. What is Learning for Life?

Learning for Life is a major national project which aims to build and strengthen character in the contexts of the family, school, university and employment through evidenced based research and developmental work delivering character education. We seek to make a real difference to the lives and character development of both learners and the professionals who support them in character formation. We seek to make an impact based on high quality research work, which provides a sound base for development and dissemination for policy and practice. (<http://www.learningforlife.org.uk>)

3. What are the Values Poster Awards?

The Values Poster Awards is a rewarding learning activity for Y8-Y11 (S1-S4) pupils. It helps them to explore their character, ideals and values through a unique poster template using supporting resources. It is an innovative, personalised learning opportunity that enables young people to identify and examine their core values and character qualities, helping them build a foundation for lifelong practical wisdom.

The programme has no direct alternative offering in the UK. In secondary schools the Learning for Life website and poster template provide a reflective tool that can be used in the context of citizenship education, PSHE or religious studies. It is designed to help fulfil the SMSC requirement and is a contribution to the emerging 'education with character' and the citizenship agenda.

The programme is informed by the 1999 Government Statement on Values, Aims and Purposes of the National Curriculum for England, namely the development of children's social responsibility, community involvement, effective relationships, respect for others and building up the common good. It supports the development of knowledge, understanding and skills related to the key values underpinning the National Curriculum: truth, justice, honesty, trust and a sense of duty.

In England and Wales, the programme makes a valuable contribution towards actively demonstrating a school's commitment to Every Child Matters (ECM) and the Social and Emotional Aspects of Learning (SEAL).

In Scotland, the programme reflects the words inscribed on the mace of the Scottish Parliament: wisdom, justice, compassion, integrity, as well as the aspirations of the Scottish Government's *A Curriculum for Excellence* which seeks to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.

4. A Curriculum for Excellence (applicable only in Scotland but of general interest to all)

“What has impressed me most about this programme is the total tuning in to A Curriculum for Excellence values.”

Stuart Ritchie, Director of Curriculum, Learning & Teaching Scotland

The Values Poster Award makes a significant contribution to the aspirations of *A Curriculum for Excellence* and is mapped in to the four capacities at its foundation. There can be few other programmes that provide teachers with the opportunity to bring these aspirations alive. Taking part in the programme is an excellent opportunity to showcase the work you are doing to develop the four capacities.

Figure 1: The values poster awards learning outcomes

successful learners

- Learn from mistakes
- Enhanced co-operation, especially when working on the poster with others
- Appreciate the importance of love, trust, kindness and forgiveness in relationships and friendships
- Become more sensitive to individual differences and to the needs of others
- Realise how much they take for granted and how lucky they are – importance of gratitude
- Discover that the wisdom of the past can speak to life today

confident individuals

- More confident in themselves and their capacities
- Greater self-knowledge and self-belief
- Think more for themselves and have the courage of their convictions
- Stand up for what they believe in
- Courage to pursue their dreams and aspirations
- Enhanced love of life - live life to the full
- Develop a more positive outlook

To enable all young people to become

responsible citizens

- Formulate their personal values, priorities and ideals
- Understand the effects of these values and ideals on life
- Increased open-mindedness, tolerance and understanding
- Greater desire for justice, peace and sustainability
- Realise that giving is as important as receiving
- Enhanced desire to help others less fortunate than themselves.

effective contributors

- Understand of the impact of great lives as personal inspirations
- Discover how other people have overcome great challenges and how they have the capacity to do the same
- Realise the importance of perseverance, resilience and enthusiasm for success in life
- Greater awareness of how they too as individuals can make a difference

5. Programme Structure

This programme can operate on a supported or unsupported basis.

Supported Schools

Where funding is in place, a supported school can join a local, regional or national awards programme by applying to take part. The school receives free hardcopy resources for use in the classroom and are provided with one poster template per participating pupil. Supported schools are expected to complete the values poster activity by a certain time and the best posters from each school are sent to a judging panel. The winning entries and the best posters from each school are invited to collect their prize at a hosted awards event.

Unsupported Schools

Where there is no funding in place to support an awards programme, schools use web resources and access an electronic poster template which can be cascaded to pupils. There is no external judging process and no planned awards event but teachers will find some resources to help plan a school awards and even seek some financial support for prizes. We are keen to help schools and local authorities to develop a full values poster award programme. Interested parties should contact the programme director David Lorimer by email: dl@sciemednet.org or telephone: 01334 844900.

Common Elements

- All schools use the same web resources – www.learningforlife.org.uk
- All schools can access use same electronic poster template
- All schools can accredit their pupil's posters through the ASDAN Dynamic Youth Award Scheme

Help and Advice

The remaining pages in this document help to clarify the various parts of the programme but please contact the office if you need assistance. Tel: 01334 844900 Email: admin@lflawards.org.uk

6. ASDAN Dynamic Youth Award Accreditation



We are very pleased to be able to offer schools using the values poster the opportunity to accredit the pupils' work with a Dynamic Youth Award. Dynamic Youth Awards offer pupils a way to accredit the work they are already doing with the Learning for Life poster. The Awards are externally moderated and accredited by ASDAN (Awards Scheme Development and Accreditation Network).

They are user-friendly and fun for pupils and teachers alike and the paperwork is minimal. They support attainment of The National Priorities; Achievement and Attainment, Framework for Learning, Inclusion and Equality, Values and Citizenship and Learning for Life.

They encourage pupils to self-assess and then peer-assess each other's achievements. In Scotland, the peer-assessment process of the Awards demonstrates achievement of 'How Good is Our School?' QIs, such as 'Assessment for Learning' and 'Improvement through Self-Evaluation' and there are similar applications elsewhere in the UK.

How it works

Schools complete the Awards registration form below and send it to Youth Scotland, the awards agency. Youth Scotland will send you a Guidance Pack on how to deliver the Awards and a Challenge Sheet order form. Once Youth Scotland has sent you out your Challenge Sheets you can start straight away. The Challenge Sheets provide a user friendly framework to record the planning, doing and reviewing stages of the Learning for Life poster.

As part of the Learning for Life programme your registration to Dynamic Youth Awards is free. Each Challenge Sheet is £4. You need one Challenge Sheet per participant. This charge pays for external moderation and the certificates.

Further Information

You can find out more information about the Dynamic Youth Award at www.youthscotland.org.uk or contact the Awards Development Worker Tel: 0131-554-2561 email: awards@youthscotland.org.uk

7. Learning and Assessment Framework

The values poster award is used in different contexts and subject areas across the secondary education sector. The learning framework is designed to support teachers from any discipline to develop the values poster award into an effective and sustainable activity which meets the required learning outcomes of their course.

A common thread in feedback from teachers about the awards programme is the need to differentiate the work undertaken by students at various levels. To reflect this, the awards programme has made the transition from an age based activity to an assessment based activity and provides teachers with the tools they need to assess students.

The learning framework outlines three levels of difficulty and provides a mechanism to position, differentiate and assess a student's work. The framework is based on the first five SCQF levels and encompasses a range of assessment indicators common to Access 1 through to Credit Standard Grade. This makes the framework ideally suited for use with S1-S4 students or equivalent Y8-Y11.

Figure 3: Learning & Assessment Framework: Comparative Outline

SCQF Levels	SQA Qualifications	Learning for Life Levels		
5	Intermediate 2 Credit Standard Grade			LfL Level 3
4	Intermediate 1 General Standard Grade			
3	Access 3 Foundation Standard Grade		LfL Level 2	
2	Access 2	LfL Level 1		
1	Access 1			

Key features of the framework

- Adoption of the framework in school is optional
- Teachers choose which level to assess each class, year group or even an individual student
- Each level is flexible enough to incorporate a range of difficulty
- Each level has a set of outline descriptors (Appendix 1)
- The National Awards judging process reflects the new format
- Provides schools with a clear route to develop the activity from S1-S4 (Y8-Y11)
- Better meets national guidelines for assessment
- Simple stand-alone format can be incorporated into any subject curriculum
- Level 1, 2 and 3 share the same poster format (electronic and/or hardcopy)
- Provision exists at each level for the assessment of more advanced work

For full details of the Learning and assessment framework descriptors see Appendix 1

Using the Framework

The learning and assessment framework is optional and we recognise that some teachers will choose not to use it in favour of their own preferred method of assessment and selection of the prize posters. Whichever methods you use, please bear in mind that it is these descriptors that will be used in the regional or national awarding process. For those who do take on the framework, we advise that you decide in advance which level (1, 2 or 3) to approach the activity with your class and use the descriptor for that level to guide delivery and assessment.

Marking

Appendix 2 is a marking record sheet. Where time is short, you might choose to shortlist the posters from your class before marking based on the descriptor criterion. This will give you the best three posters to go forward to the awards. Each pupil's poster has a Teacher's Comments box on the back page where you can share feedback with each pupil.

About the Descriptors

The framework is based on the first five SCQF levels and encompasses a range of assessment indicators common to Access 1 through to Credit Standard Grade. The five key components of the levelling system are worth 20% each making a total of 100%.

20 %	Knowledge and Understanding
20%	Practice: Applied Knowledge and Understanding
20%	Generic cognitive skills
20%	Communication & ICT
20%	Autonomy, accountability and working with others
100%	Total

Please refer to Appendix 1 for full details about the descriptors

8. The National & Regional Awarding Process

For supported schools that are part of a regional or national awards programme there is a deadline submission date. This date can vary between areas. Each participating school should submit the best three posters from each class by the deadline date.

Using the Learning and Assessment Framework as their guide, a panel of award judges will choose prize winners and allocate commendations as follows. The judges will also award a "best in school".

LfL Level 1

1st Prize
2nd Prize
3rd Prize
Highly Commended
Commended

LfL Level 2

1st Prize
2nd Prize
3rd Prize
Highly Commended
Commended

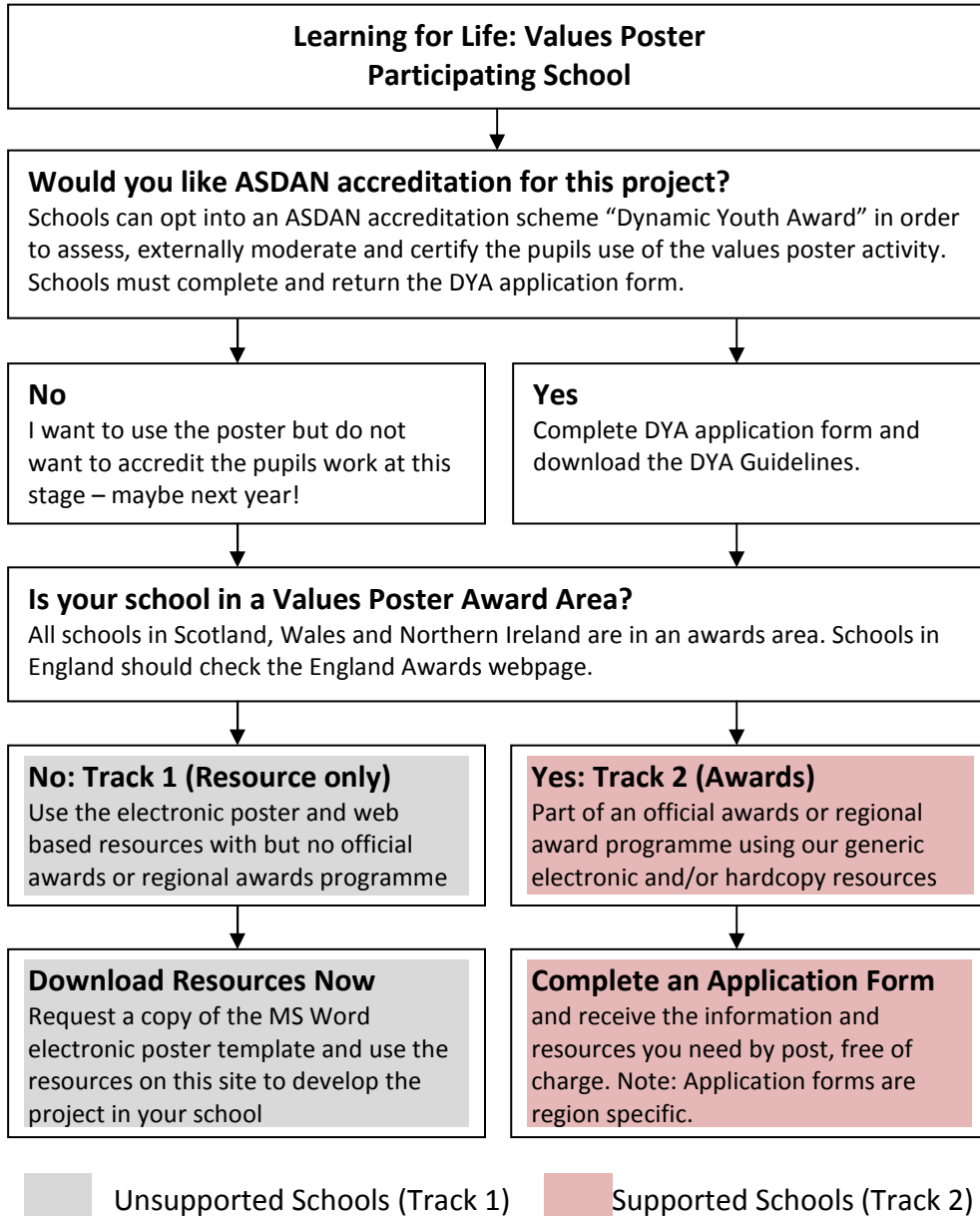
LfL Level 3

1st Prize
2nd Prize
3rd Prize
Highly Commended
Commended

9. How to Take Part

The Learning for Life Values Poster Programme is available to every secondary school in the UK. Follow the chart to establish which track your school can access and how to take part.

Figure 2: How to take part



What Now: Track 1 (Unsupported)

For schools outside the current values poster award regions please contact us by to try the programme at your school. In the first instance we will supply you with an electronic values poster template and further information on using the poster. Email: admin@lflawards.org.uk

What Now: Track 2 (Supported)

These schools receive our full teachers' pack and hardcopy poster templates enough for one per pupil. To take part, each school must complete and return an application form. These can be found on the relevant awards region web pages for Scotland, England, Wales and Northern Ireland. (www.learningforlife.org.uk)

10. Planning the Programme in School

Deciding on your approach

We are keen to encourage all schools to adopt a planned approach to the programme in order to get the maximum educational benefit from it. A planned approach will also help to ensure year on year sustainability. With competing priorities and other commitments it is understandable that in many cases just getting a class to complete the posters on time, deciding on the best to go forward and posting these before the deadline is enough of a challenge. Increasingly for many schools this programme has become a priority given its unique value in engaging pupils in their future. Where this is the case you may wish to introduce a planned approach.

Developing an in-school awards

Supported schools are invited to the regional or national awards events. However, this only acknowledges the few pupils who have really excelled. The programme can be brought to life by developing an in-school awards process that generates the school winners and those that go forward to the larger events. This provides the opportunity to showcase the pupils work across the school, highlight the work of your department and contribute to school assembly/awards evening by rewarding pupils who are going on to represent the school at a regional or national event.

The enterprise approach

In the true spirit of enterprise education, schools could consider a pupil led awards programme where a group of pupils take on the task of organising the school's participation in the values poster award programme. This could involve organising the school's own awarding process in order to decide on the prize posters going forward to the regional or national awards.

The Values Poster activity provides the ideal opportunity to engage community, social and business organisations. All schools in the UK are expected to develop business links as part of the Enterprise in Education agenda. Most secondary schools have a senior teacher designated as the Enterprise Co-ordinator and in many cases there are already established business links. Section 11 provides specific information and resources to support this work.

The cross-curricular approach

An emerging theme across Education is the benefits of a joined up approach to working across the curriculum by bringing departments together to work on a project. The Values Poster activity is ideal for this way of working and makes it easy to consider bringing RME, PSHE, Art & Design, English, History, Computing and Languages (or a combination thereof) together to work on a single project. To make this as easy possible to implement we have developed a cross-curricular planner in Appendix 3 and an introductory memo to send to your colleagues in Appendix 4. You will find further resources to support this approach in the teachers' section of our website.

CPD support

We are able to provide telephone and email advice to support teachers who are developing their approach. We can also consider an arranged visit to input to your school or departmental in-service day. Please contact the office to discuss.

11. Business Engagement and Sponsorship

This section applies only to those schools keen to run a school awards and source sponsorship for prizes.

During the early years of the programme we provided all participating schools with a prize fund in order to reward winners and incentivise pupils to take part. Providing prize money for vouchers and tokens was popular but not sustainable as the programme grew across the UK. The values poster activity provides the ideal opportunity to engage with community, social and business organisations. Schools can often find success in engaging outside organisations to support personal and character development initiatives.

Our suggested approach

We suggest two ways in which a school can seek support for an awards:

Teacher led

The teacher writes to local contacts inviting them to judge and provide some support for the award prizes. Where possible we suggest making use of the school's existing business links. To make this process as simple as possible we have provided a useful template. (See Appendix 5)

Pupil led

Taking forward an enterprise approach to the programme, the teacher facilitates the formation of an Awards Enterprise Committee made up of pupils. It is the role of the committee to find external judges and generate support. To help guide this process, see our suggested formation agenda for the committee's first meeting and an events planner in Appendix 6.

Organising a judging panel

How the posters are judged varies greatly from school to school. Here are some of the options we have come across:

- The class teacher decides
- Teachers decide at a departmental meeting
- A class voting system is devised – let the pupils decide
- School senior management team agenda item – review the top ten, pick the top three
- The board of governors agenda item – review the top ten, pick the top three
- A judging panel made up from the school, the community and local businesses

Whichever system is chosen, the judges will need to be mindful of the deadline date for submissions and that the nominations from your school will be judged against the nominations from other schools based on the LfL level descriptors in Appendix 1.

12. In the Classroom

The availability and use of computers will probably be the biggest factor that determines how you teach on this programme. This section provides some tips, advice and guidance on using the poster and will help you to devise the best strategy based on your individual set of circumstances. Appendix 8 offers a handy set of teachers' notes that will help to expand and clarify each element of the poster template and suggests where additional resources can be found.

Launch lesson

We have developed a flexible launch lesson to provide a common starting point for all pupils. This makes it as simple as possible for teachers to introduce the poster activity, the website and other resources. See Appendix 7 for the outline lesson plan and resource access instructions.

Electronic poster

The poster is available as a Microsoft Word template. There are two formats to choose from depending on which version of Microsoft Word you have available in school. The templates will work with all versions of Microsoft Word from 1995-2007. This approach will work best where pupils have regular access to internet connected computers.

We provide one copy of the file and suggest this is made available in a common folder on the school network so that with instruction and signposting, your class or group can access, work on and save their own copy. The template makes use of text boxes which pupils can manipulate using standard MS Word tools to create their own unique poster made up of pictures, text and graphics as they wish.

Pupils will find clear instructions on how to use the template and be able to work at their own pace by logging on to www.learningforlife.org.uk. When finished, simply print out the three poster pages on A4 and clip together.

Hard copy poster

Supported schools are provided with a hardcopy poster template that folds out from A4. The poster has simple instructions that pupils can follow to help them complete each section. Encourage pupils to be as creative as they like in developing their own posters and to collect notes before starting on the final write-up. An ideal way of working might be to use the electronic poster template as a draft and then print, cut and paste final content onto the poster.

Managing with limited computer access

The programme relies on pupils being able to research the various aspects required for the poster. Where access to computers is limited, you might find it helpful to organise four, five or six stations in the classroom, each station set up to study at a different aspect of the poster. Groups of pupils can then spend several minutes at each station before moving on to the next. Using this method, pupils can share limited resources. You might find it helpful to organise some books from the library in advance and have some example posters ready. Further details on developing this idea are included in Appendix 7.

Appendix 1: Learning and Assessment Framework Descriptors

Level 3 Descriptor

Using the generic values poster either electronic or hardcopy, students are working at *general or credit Standard Grade* levels. Ideal for S3-S4 (Y10-11) pupils where teachers can choose an advanced level for a particular class or student.

Learning for Life Values Poster Award				Level 3
Knowledge and Understanding	Practice: Applied Knowledge and Understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
<p>Demonstrate and/or work with:</p> <p>Some understanding of the values, issues and people studied</p> <p>Knowledge of the terminology</p> <p>A range of ideas and facts on the subject</p> <p><i>A good grasp of the facts but also some theoretical component</i></p>	<p>Make appropriate choices and share rationale for these</p> <p>Relate ideas and knowledge to personal and/or practical contexts</p> <p>Complete the poster panels with appropriate content showing application of new knowledge</p> <p>Select and use appropriate materials and tools safely and with minimal waste</p> <p><i>Explain the personal application of new knowledge</i></p>	<p>Require some guidance to deal fully with the issues and solve task challenges</p> <p>Use abstract constructs to make generalisations and draw conclusions</p> <p><i>Show some connection with hypothetical or theoretical information</i></p> <p><i>Require little guidance to investigate and solve task challenges</i></p>	<p>Use a range of routine skills – for example:</p> <p>Produce and respond to detailed written and oral communication</p> <p>Obtain, process and combine information</p> <p><i>Present learning in a well developed style</i></p>	<p>Work alone or with others on tasks with minimal supervision</p> <p>Demonstrate responsibility for own learning</p> <p>Able to complete poster on time</p> <p>Able to identify own strengths and weakness relative to the work</p> <p><i>Make a contribution to the overall evaluation of the learning experience</i></p>

Highlighted/italic text indicates advanced criteria

Level 2 Descriptor

Using the generic values poster either electronic or hardcopy, students are working at *Access 2, Foundation or General Standard Grade* levels. Ideal for S1-S4 (Y8-11) pupils where the teacher can choose which level to use with a particular pupil or class and assess their work on that basis.

Learning for Life Values Poster Award				Level 2
Knowledge and Understanding	Practice: Applied Knowledge and Understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
<p>Demonstrate and/or work with:</p> <p>Basic knowledge of the values, issues and people studied</p> <p>Simple facts and ideas</p> <p><i>A range of ideas and facts on the subject</i></p>	<p>Make appropriate choices and be able to explain why</p> <p>Relate ideas and knowledge with prompting to personal and/or practical contexts</p> <p>Use, with guidance, appropriate materials and tools</p> <p><i>Complete the poster panels with appropriate content showing application of new knowledge</i></p>	<p>Identify with prompting the process required to complete the task</p> <p>Require some guidance to deal fully with the issues and solve task challenges</p> <p><i>Use abstract constructs to make generalisations and draw conclusions</i></p>	<p>Use a range of routine skills – for example:</p> <p>Produce and respond to simple written and oral communication</p> <p>Carry out simple tasks to complete overall activity</p> <p><i>Obtain, process and combine information</i></p>	<p>Work alone or with others on tasks with frequent supervision</p> <p>Participate in classroom learning</p> <p>Able to complete poster on time</p> <p>Participate in review and improvement processes</p> <p><i>Able to identify own strengths and weakness relative to the work</i></p>

Highlighted/italic text indicates advanced criteria

Level 1 Descriptor

Using a simplified electronic version of the poster, students are working at *Access 1-2 level*. Ideal for Special Schools, those with learning difficulties or S1 classes (Y8) where the teacher wants to simplify the activity for a class.

Learning for Life Values Poster Award				Level 1
Knowledge and Understanding	Practice: Applied Knowledge and Understanding	Generic cognitive skills	Communication & ICT	Autonomy, accountability and working with others
<p>Demonstrate and/or work with:</p> <p>Knowledge of some simple facts and ideas</p>	<p>Relate knowledge to a few simple everyday contexts</p> <p>Use a few very simple skills</p> <p>Carry out a task with guidance</p> <p>Use some tools and materials under supervision</p> <p><i>Make appropriate choices and be able to explain why</i></p>	<p>Use rehearsed skills to apply to the activity</p> <p>Undertake with prompting, the process required to complete the task</p> <p>Respond to supervision to solve task challenges</p>	<p>Use a range of routine skills – for example:</p> <p>Produce and respond to a limited range of communication and/or instructions</p> <p>Carry out a limited range of very simple tasks to complete overall activity</p>	<p>Work alone or with others on simple tasks with frequent and directive supervision</p> <p><i>Identify, given some simple criteria, some successes and failures of the work</i></p>

Highlighted/italic text indicates advanced criteria

Appendix 3: Cross-Curricular Planner

Lead Teacher:		Year Group:	LfL Level:
Dates:			
Department & Lead Teacher	Supporting Activity		

Additional Notes:

Appendix 4: Cross-Curricular Activity - Memo to Colleagues



Dear Colleague,

Learning for Life Values Poster Award in _____

Our department is planning to run the Values Poster Award activity with all year _____ pupils this year and it is great opportunity for us to work with you on a cross-curricular project.

The Values Poster Awards is a rewarding learning activity for Y8-Y11 (S1-S4) pupils. It helps them to explore their character, ideals and values through a unique poster template using supporting resources. It is an innovative personalised learning opportunity that enables young people to identify and examine their core values and character qualities, helping them build a foundation for lifelong practical wisdom.

The Values Poster activity is ideal for cross-curricular working and makes it easy to bring RME, PSHE, Art & Design, English, History, IT & Computing and Languages or a combination thereof together to work on a single project.

I would like to invite you a meeting to discuss taking this forward and hope you can join me on:

_____ in _____.

You can find out more information about the awards at www.learningforlife.org.uk

Kind regards,

Appendix 5: Letter to Business Contacts

Dear

Learning for Life Values Poster Awards - An Invitation to Judge

I am writing to ask if you would consider joining our judging panel and help to pick the winners of an inspirational school competition that enables pupils to explore the values, character attributes and personal qualities needed for a successful life.

[120] pupils have started work on their posters. Completing the poster helps to develop a range of important core skills and the winning entries from our school go forward for consideration to a national final. We can arrange the judging at a convenient time and would be delighted if you were available later in the year to present certificates to the winners and perhaps provide a small contribution to the prizes.

This is a great opportunity to see some positive work we are doing at the school and I very much hope you will be able to support it. You can find more information about the programme on the website www.learningforlife.org.uk.

I look forward to hearing from you.

Yours sincerely,

Appendix 6: LfL Enterprise Group – First Meeting Agenda

First Meeting of the Values Poster Awards Enterprise Group

The purpose of this group is to develop an in-school awards programme based on the Learning for Life Values Poster Awards. Examples of group tasks could be as follows:

- Organise a panel of judges to choose the best posters
- Host the judging process in school
- Secure prize money from local business, through fundraising or other activity
- Source the prizes
- Organise and print school certificates (available to download online)
- Invite judges to the awards

Suggested Agenda Items

- Timetable for action
- Who do we approach to be judges?
- How do we raise funds?
- Stand alone awards or integrated to assembly or other school awards day
- Roles and responsibilities
- What resources do we need?
- Time and date of next meeting

Event Planner

Name of Event:

Travel and Parking:

Date and Time of Event:

Cancellation Procedure:

Room Layouts:

Press Plan:

Audio Visual:

Photography Authorisation:

First Aid:

Website publicity:

Risk Assessment:

Running order:

Schools & Pupils:

Poster Display Plan:

Guests:

Name Badges:

Speakers:

Signage:

Briefings for Guests and Speakers:

Displays:

Invitations:

Prizes:

Appendix 7: Launch Lesson Plan

Aim: The aim of this lesson is to launch the values poster activity with your class and introduce the concept of values and character. By the end of this lesson pupils should be able to:

- Understand what the activity is about and what is required of them
- Work on their own or in groups to complete all sections of the poster
- Use the LfL website and electronic poster template

Resources:

- One poster template per pupil
- Internet connected computer, projector and screen
- Electronic poster template open in MS Word (optional)
- www.learningforlife.org.uk website open and on screen

Advanced Preparation: You might like to make the MS Word template available in a shared folder so pupils can access it and save their own copies.

Introduction: Explain that every pupil has the chance to win an award by completing this poster. It is a fun activity and they can use any medium they like on their poster. Explain the importance of values and what they mean. You might like to explain what you think your values are and why.

Activity 1: Values Discussion (10-15mins) paper and pens required

Show the Great Quotes from Great leaders film on the homepage of the poster awards website located under featured content. (2mins)

Ask each pupil to write down what they think might be a value. Ask pupils in turn to share their value and discuss.

Activity 2: Explore the poster (20 mins) posters and website required

Using the website, navigate through the pupil's section and explain the process of completing each section of the poster and the online resources they can use to help them. You might find it helpful to share what you might choose to write about if you were doing the poster as you navigate around. Remember to show the poster examples from previous years. Also show the electronic poster template and explain how to use.

Activity 3: Getting started (20mins-30mins)

Divide the class into four groups or more and give each group a section from the central panel of the poster (01-04) asking them to go through the list and discuss why each of these may be important or otherwise for a successful life. You may need to help with what some of the words actually mean.

Close: Summarise learning and expectations, ask for questions & wish them good luck

**** You will find the teacher's notes in Appendix 8 helpful for this lesson**

Appendix 8: Teachers' Notes on the Values Poster

General Introduction for pupils

The Values Poster Award is about self discovery and personal development. Completing the poster will help you to learn some new things about yourself, about others and about the world. You can use it to share what you think is important in life and to think about the values and qualities you'll need to make a success of your future. You could even win an award in the process! Good luck.

The Five Tasks

Pupils' Instruction 1 What values do you think are important?

From the middle section of the poster, select one value from each of the four panels (01-04). Why do **you think** your choices are the most important? You can find lots of information to help you choose by using the websites listed below or even better why not discuss them with your teacher, friends and family.

Teachers' Note

This section sets the theme for the whole poster and the more structured posters use the chosen values across the range of poster tasks. Some of the words used here will be new and some explanation will be required to enable understanding. The key resource here is the Themes and Subjects pages on the Learning for Life website. Using these web pages at the beginning makes it easy to connect the themes to quotations, stories and inspirational figures.

Key Resources: Learning for Life Themes and Subjects and Chambers Online Dictionary.

Tip: Divide the class into four groups and ask them to discuss and share the meaning of the words before feeding back to the rest of the class.

Tip: To help pupils select qualities why not get them to rank each section 1-5.

Pupils' Instruction 2 Favourite Quotations

We can learn so much from the wisdom and experience of others. Which quotations do you like and why do you like them? You might find it helpful to search for quotes using the values keywords you selected in the first section.

Teachers' Note

This section is all about choosing and quote an explaining why. Making a connection with chosen values in task one is ideal but not essential.

Key Resources: Learning for Life Themes and Subjects & www.great-quotes.com website

Tip: Play the "great quotes from great leaders" clip from the Learning for Life website

Pupils' Instruction 3 Favourite Stories

One of the most effective ways to learn and remember is through story telling. Stories can teach us important lessons in life. What is your favourite story? Can you explain why that story is your favourite and what you learned from it?

Teachers' Note

This section is about choosing a story and relating it life. You can encourage pupils to choose any story they like, real or fantasy as long as they can explain why they like it and what they have learned.

Key Resources: Learning for Life Themes and Subjects & www.aesopsfables.com website

Tip: Ask pupils to share stories they know and discuss what the moral might be

Pupils' Instruction 4 Inspirational Figure

Who do you find inspiring and why? What is it about this person you admire? Do they have ideals, values or characteristics that you would like to live up to? It could be someone famous, a historical figure perhaps or maybe even someone you know.

Teachers' Note

This section is about choosing an inspirational figure. A role model who you might look up to. Here we are trying to identify the character qualities in these individuals.

Key Resources: Learning for Life themes and subjects & www.myhero.com. The Achievers UK website may show links to achievers from your school!

Tip: Ask pupils to choose someone they know and someone famous. Are there any differences?

Pupils' Instruction 5 Personal Reflection

By completing this poster you have learned some new things about yourself and about the world. What do you think are the ideals in life worth standing up for? What do you think really matters in life? What is your experience of life so far? Maybe you could tell us what you plan to do with your life? Don't rush, reflect first before you write and write from the heart!

Teachers' Note

Not all pupils will be comfortable writing a full page of detailed text. Encourage personal expression and use of graphics.

Key Resources: Reading previous posters is a really good way to get pupils started

Tip: Why not use the "On Reflection" writing frame on the next page →

Appendix 9: On Reflection Writing Frame

(Contributed by Bob Hector, Radyr Comprehensive School, S Wales)

My thinking for the project has been influenced by key events and important people. Some of which I am going to explain below.

1. In my opinion life is like because
2. In my opinion the thing that matters most is because
3. The person that is most important to me is because
4. The quality that I most admire is

The person in my life who has shown this quality is when they

The person who has helped me most in life is by I have helped by

5. The object that is most special to me is because
6. The happiest moment out of my life is because
7. The most challenging moment of my life has been because
8. The thing that I would protest for (fight for) is because
9. The most rewarding experience of my life was when

The event out my life I am most looking forward to is

10. If I could change something about my life it would be
11. What I like about myself is
12. The thing that I most like about the world

If there is one thing that I could change about the world it would be

13. My hopes for the future are

The thing that I most want to be remembered for is

Some other ideas

You could include a poem or a drawing to get across what you want to say.

Don't rush... reflect first before you write ... and write from the heart.