

enjoyable ways of learning

1

This outcome ...	happens when the child is ...	helped by you when you ...	Notes
Developing personal confidence	Feeling more confident than they expected to be.	ask "Did you think you'd achieve this much?" "Maybe you can surprise yourself again / next time?"	<i>13 strategies for raising self-esteem: http://reviewing.co.uk/strategy.htm</i>
	Feeling interested or excited enough to speak up more than usual.	notice when a child speaks up more than usual and remark or enquire about this in a friendly supportive way.	<i>"Who pulled your chain?"</i>
	Coming up with a good idea.	ask for ideas and ensure that every idea, whether accepted or not, is appreciated.	<i>Different ways of appreciating: http://reviewing.co.uk/success</i>
	Overcoming a fear.	provide and create the atmosphere and support that makes each individual want to have a go.	<i>"You get 2 and a half cheers for trying and 3 for succeeding."</i>
	Learning a new skill.	provide support and coaching especially in the early stages, encourage mutual support, notice and recognise progress.	
	Feeling responsible and important.	ensure that children know each other's responsibilities and receive due praise from each other.	<i>Be imaginative about who can be responsible for what.</i>
	Being able to help others.	know when to step in and help and when to step back to allow more opportunities for children to help each other.	
	Being listened to and respected.	ensure that all children (quiet or loud) get a fair hearing - partly by varying the routine (not overusing 'hands up').	<i>Use rounds, hand height, horseshoe, spokes, talking knot ...</i>
<i>There's always room for more ideas...</i>			

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2

This outcome	happens when the child is ...	helped by you when you ...	Notes
Developing social skills	Speaking up for themselves.	encourage contribution, listening and appreciation.	<i>Use a variety of turn-taking methods</i>
	Waiting to take turns and supporting others while waiting.	are clear about different norms, rules and procedures in different activities.	<i>Each person requests an individualised congratulation.</i>
	Ensuring that others have their turn and are treated fairly.	model, monitor and discuss 'fairness' (and when you avoid favouritism or scapegoating).	<i>"Who (apart from you) is not getting a good deal or fair chance?"</i>
	Giving and receiving clear and sensitive feedback.	provide informal and structured opportunities for feedback	<i>"2 plus points for each individual. 10 plus points for us as a group."</i>
	Working and playing with others.	provide a stimulating variety of opportunities for working and playing together.	<i>As a leader, bring out differences. Think what this activity is really good for ...</i>
	Providing leadership.	highlight good examples of leadership - however small.	<i>"Who influenced you in a positive way? And how?"</i>
	Enjoying the company of others and helping others enjoy themselves.	have fun, ooze fun and give space for children to have their own kind of fun - at no-one's expense.	<i>Really enjoying your favourite activities. Also ask "What did you enjoy about ...?"</i>
	Contributing to group problem-solving.	give enough but not too much guidance on how to tackle a problem successfully.	<i>Recap. Give clues. Ask "What questions should you be asking?"</i>
	Contributing to group decision-making.	create enough structure to make group decision-making possible. Vary group size.	<i>"What was good/not about <u>how</u> you made the decision?" Evaluate pros and cons of decision made.</i>
	Learning when and how to climb down, back track, give way, opt out, give up, let go, say sorry or make peace.	help children recover from situations where they have gone too far: the art of climbing down gracefully and learning from the experience.	<i>Help children find a way back if they go over the top or beyond the limits. Action Replay: a chance to remake history.</i>
<i>There's always room for more ideas...</i>			

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3

This outcome ...	happens when the child is ...	helped by you when you ...	Notes
Team building	Feeling a sense of belonging to the team.	ensure that each child feels cared for, respected and valued.	<i>Use their names. Know their likes and dislikes. Activity Map.</i>
	Getting to know other team members better and developing friendships.	keep changing pairings so that all get to communicate one-to-one with each other.	<i>New partners. Surveys. 1-2-All. Happy chart comparisons.</i>
	Recognised for the ways in which they are valued by others as team members.	provide informal and structured opportunities for feedback	<i>Gifts.</i>
	Experiencing a stimulating variety of team activities and situations	introduce even more variety within sessions and when you use a variety of different briefing styles.	<i>Use demos, guessing, written briefs, discovery. "What is dangerous here?"</i>
	Trying out a variety of different team roles and responsibilities.	establish a turn-taking principle or system that challenges the normal pecking order.	<i>"Who hasn't yet ...?" 'Who would you like to see having a go at ...?'"</i>
	Able to see things from other people's point of view.	bring out different points of view and do not assume that everyone feels the same about everything.	<i>Empathy Test Egoing (speaking as if another)</i>
	Looking out for other team members: spotting, belying, involving, encouraging, caring.	ensure caring roles are performed well, and when you ensure that every child is and feels cared for.	<i>Have a team mascot (toy) who also needs to be cared for (like 'Missing Person').</i>
	Joining in and using initiative to find ways of contributing to team success.	reward initiative (even if the idea is unrealistic or not adopted)	<i>Allocate brainstorm time in a problem-solving activity.</i>
	Appreciating and celebrating team successes along the way.	notice the little things that lead to success, and help the team create its own ways of celebrating	<i>Devise a building block game: a team builds upwards on its own particular strengths.</i>
	Reviewing their strengths and weaknesses as a team with others.	look at how the whole team works as well as at individual contributions.	<i>Ask for examples. Create 'New Recruit' for the team.</i>
<i>There's always room for more ideas...</i>			