

# Skills Builder Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills Builder / Social Interaction			 	 		
<p><b>Skills Builder Step 0</b></p> <p><a href="#">Training Area - Skills Builder Hub</a></p> <p><a href="#">Educators Toolkit - Expanded Framework 2022.pdf (skillsbuilder.org)</a></p>	<p><b>I listen to others without interrupting.</b> The building blocks of this step are learning: The building blocks of this step are learning: What it means to listen What it means to interrupt and why to avoid it Some strategies to avoid interrupting.</p> <p><b>Reflection questions</b> What is listening? How do we do it? Why do we listen? What is interrupting and why do we do it? What is wrong with interrupting someone? What are some things that we can do to stop interrupting</p> <p><a href="#">Speaking Step 0 - Skills Builder Universal Framework</a></p>	<p><b>I can tell when I am feeling negative or positive.</b> The building blocks of this step are learning: What emotions might feel positive, and what might feel negative Why understanding feelings is important</p> <p><b>Reflection questions</b> What is an emotion? What do we mean by feeling positive? What do we mean by feeling negative? Why do we have emotions? How can we use our emotions to help us?</p> <p><a href="#">Staying Positive Step 0 - Skills Builder Universal Framework</a></p> <p><a href="#">Skill Workbook - Staying Positive - Skills Builder Hub</a></p>	<p><b>I work with others in a positive way.</b> The building blocks of this step are learning: What working positively looks like When it is challenging to work positively Why we need to keep trying</p> <p><b>Reflection questions</b> What does behaving positively look like to you? When do you find it easier or more challenging to work with others in a positive way? Can you give examples?</p> <p><a href="#">Teamwork Step 0 - Skills Builder Universal Framework</a></p> <p><a href="#">Skill Workbook - Teamwork - Skills Builder Hub</a></p> <p><b>I speak Clearly to someone I know.</b></p>	<p><b>I know how I am feeling about something.</b> The building blocks of this step are learning: What different emotions might look and feel like Positive emotions and what might cause them Negative emotions and what might cause them</p> <p><b>Reflection questions</b> What are different emotions? When do you feel different emotions? Can you give examples of what has caused different emotions for you?</p> <p><a href="#">Leadership - Skills Builder Universal Framework</a></p> <p><a href="#">Skill Workbook - Leadership - Skills Builder Hub</a></p> <p><b>I know when I am finding something difficult.</b></p>	<p><b>I complete tasks by following instructions.</b> The building blocks of this step are learning: What are instructions. How can we be sure to follow them.</p> <p><b>Reflection questions</b> What is meant by instructions? Can you give any examples? How do we best prepare to follow instructions? What might we do wrong when following instructions?</p> <p><a href="#">Problem Solving Step 0 - Skills Builder Universal Framework</a></p> <p><a href="#">Skill Workbook - Problem Solving - Skills Builder Hub</a></p>	<p><b>I imagine different situations.</b> The building blocks of this step are learning: What is imagination How do we use imagination</p> <p><b>Reflection questions</b> What does imagination mean? Why do you think imagination is useful? When do you use your imagination? Can you give examples?</p> <p><a href="#">Creativity Step 0 - Skills Builder Universal Framework</a></p> <p><a href="#">Skill Workbook - Creativity - Skills Builder Hub</a></p>

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	<p><a href="#">Listening Workbook - FINAL Newham - INTERACTIVE (1).pdf</a></p>		<p><b>The building blocks of this step are learning:</b>          The building blocks of this step are learning:          What speaking means          How to speak clearly  <b>Reflection questions</b>          What is speaking?          Why do we speak to each other?          What does it mean to speak clearly?          How do we know if we are speaking clearly?  <a href="#">Speaking Step 0 - Skills Builder Universal Framework</a>   <a href="#">Skill Workbook - Speaking - Skills Builder Hub</a></p>	<p><b>The building blocks of this step are learning:</b>          How to know when something is too difficult          What to do if something is too difficult  <b>Reflection questions</b>          How do you know if something is too difficult for you?          Why might something be too difficult?          Why is it important to think about the safety of what you are trying to do?          What do we mean by danger?          Why is it important to think about danger?  <a href="#">Aiming High Step 0 - Skills Builder Universal Framework</a>   <a href="#">Skill Workbook - Aiming High - Skills Builder Hub</a></p>		
<p><b>Skills Builder Step 1</b></p>	<p><b>I listen to others and can remember short instructions</b>          The building blocks of this step are learning:           Why recalling instructions matters          How to concentrate and focus          How to store and recall simple instructions  <b>Reflection questions</b>          When do you have to remember instructions?          Why is it important that you do so accurately?          When do you struggle to listen to instructions?</p>	<p><b>I can tell when others feel positive or negative</b>          The building blocks of this step are learning:           How to spot positive emotions          How to spot negative emotions          What events might lead others to have positive or negative emotions  <b>Reflection questions</b>          How can you tell when someone is feeling positive or negative?          How can you tell what emotions other people are feeling?</p>	<p><b>I woke well with others by behaving appropriately</b>          The building blocks of this step are learning:           What behaviour means          Behaviour which will never be appropriate          How appropriate behaviour might vary  <b>Reflection questions</b>          What do you think appropriate behaviour means?          Is appropriate behaviour the same in every setting?          How can we know what appropriate behaviour looks like in different places?</p>	<p><b>I know how to explain my feelings about something to my team</b>          The building blocks of this step are learning:           Why it is helpful to explain how you are feeling          Some bad ways of expressing how you are feeling          Some good ways of expressing how you are feeling  <b>Reflection questions</b>          Why is it helpful to be able to explain your feelings to others in your teams?</p>	<p><b>I complete tasks by finding someone to help if I need them</b>          The building blocks of this step are learning:           When do I need help          Who can I turn to for help  <b>Reflection questions</b>          How does it feel when you need help?          When do you ask others for help?          Who can you turn to in different areas of your life for help?          How do you know who the best people are to help you with different problems?</p>	<p><b>I imagine different situations and can say what I imagine</b>          The building blocks of this step are learning:           Why it is helpful to explain what we imagine          How to talk about what you have imagined  <b>Reflection questions</b>          What does imagination mean?          Can you think about examples of when you have used your imagination?          Why is it helpful to be able to explain what we imagine?</p>

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	<p>What could you do to better listen to instructions? What can you do to help remember three simple instructions?</p>	<p>Aside from how someone looks, what else might help you to understand how someone is feeling? How can you use your understanding of the situation to help work out how someone is feeling?</p>	<p>Can you give some examples of what behaviour is appropriate in different settings? <b>I speak clearly to small groups of people I know</b> The building blocks of this step are learning:  What is different about speaking to a small group How to speak clearly to a group <b>Reflection questions</b> What is different about speaking to a small group rather than an individual you know? Which do you find more difficult? Why do you think that is? How can you speak clearly in front of a group?</p>	<p>What should you be careful about doing when you talk about your feelings? Can you give any examples of when you have done this? What was the result?</p>		<p>How can we talk about what we imagine? What are some simple mistakes that we could make if we get it wrong?</p>
<p><b>Skills Builder Step 2</b></p>	<p><b>I listen to others and can tell someone else what it was about</b> The building blocks of this step are learning: How to listen effectively and stay focused How to retain and process information How to recall and explain that information to someone else <b>Reflection questions</b> How do you make sure you are listening? How do you help ensure that you stay focused? How do you make sure you remember a longer piece of speech, a series of instructions or a story? When do you find this easier or more difficult? When are you good at recalling information that you have heard?</p>	<p><b>I keep trying and stay calm when something goes wrong</b> The building blocks of this step are learning: How you might feel when something goes wrong How to stay calm in the face of setbacks <b>Reflection questions</b> How do you feel when something goes wrong? When might you feel angry? When might you feel upset? How do you behave if you are angry or upset? How can you stay calm when something goes wrong? Why is this important?</p>	<p><b>I work well with others by taking responsibility for completing my tasks.</b> The building blocks of this step are learning: What it means to take responsibility When taking responsibility works well <b>Reflection questions</b> What does it mean to take responsibility? What are the positive effects of taking responsibility? What are some of the risks of taking responsibility? How can you get the balance right? Do you have any experience of taking responsibility? <b>I speak effectively by making points in a logical order</b></p>	<p><b>I manage dividing tasks between others in a fair way</b> The building blocks of this step are learning: How to divide up tasks How to share tasks out in a fair way How to spot if there are problems <b>Reflection questions</b> What do we mean by tasks? How can you share tasks between people in a fair way? How can you tell if there are problems with how you have divided up tasks? Do you have any examples of having done this?  <b>I work with pride when I am being successful</b> The building blocks of this step are learning:</p>	<p><b>I can complete tasks by explaining problems to someone for advice if I need to.</b> The building blocks of this step are learning: How to explain a problem to someone else How to act on advice <b>Reflection questions</b> How can you best explain a problem you are having to someone else - what do they need to know? What mistakes could you make when trying to explain a problem? What is meant by advice? How can you make sure you listen well to advice?</p>	<p><b>I imagine different situations and can bring them to life in different ways.</b> The building blocks of this step are learning: How to share what is imagined through acting it out How to share what is imagined through drawing pictures or diagrams <b>Reflection questions</b> How can you share what you imagine through acting it out? When can this be helpful? How can you share what you imagine through drawing pictures or diagrams? What are the advantages of this? Can you give examples of where you have done this?</p>

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	<p>What are the most important things to share?</p>		<p>The building blocks of this step are learning:          What we mean by putting things in a logical order, and why it matters          Some approaches to putting things in a logical order  <b>Reflection questions</b>          What do we mean by putting ideas in a logical order?          Why does it matter?          How do you think you can put things in a logical order?          Do you do this at the moment? Could you try it?</p>	<p>How you know when you have been successful          How can you take satisfaction in your success  <b>Reflection questions</b>          How do you know when you are successful?          How can you measure success? Can you give some examples?          What does it mean to take satisfaction in success?          Why is that important?          Can you give examples of when you have done this?</p>		
<p><b>Skills Builder Step 3</b></p>	<p><b>I listen to others and can tell someone else what it was about</b>          The building blocks of this step are learning:          How to listen effectively and stay focused          How to retain and process information          How to recall and explain that information to someone else  <b>Reflection questions</b>          How do you make sure you are listening?          How do you help ensure that you stay focused?          How do you make sure you remember a longer piece of speech, a series of instructions or a story?          When do you find this easier or more difficult?          When are you good at recalling information that you have heard?          What are the most important things to share?</p>	<p><b>I keep Trying and stay calm when something goes wrong</b>          The building blocks of this step are learning:          How you might feel when something goes wrong          How to stay calm in the face of setbacks  <b>Reflection questions</b>          How do you feel when something goes wrong?          When might you feel angry? When might you feel upset?          How do you behave if you are angry or upset?          How can you stay calm when something goes wrong?          Why is this important?</p>	<p><b>I work well with others by taking responsibility for completing my tasks</b>          The building blocks of this step are learning:          What it means to take responsibility          When taking responsibility works well  <b>Reflection questions</b>          What does it mean to take responsibility?          What are the positive effects of taking responsibility?          What are some of the risks of taking responsibility?          How can you get the balance right?          Do you have any experience of taking responsibility?</p> <p><b>I speak effectively by making points in a logical order</b>          The building blocks of this step are learning:          What we mean by putting things in a logical order, and why it matters</p>	<p><b>I manage dividing up tasks between others in a fair way.</b>          The building blocks of this step are learning:          How to divide up tasks          How to share tasks out in a fair way          How to spot if there are problems  <b>Reflection questions</b>          What do we mean by tasks?          How can you share tasks between people in a fair way?          How can you tell if there are problems with how you have divided up tasks?          Do you have any examples of having done this?</p> <p><b>I pride myself when I am being successful</b>          The building blocks of this step are learning:          How you know when you have been successful          How can you take satisfaction in your success  <b>Reflection questions</b></p>	<p><b>I complete task by finding information/ineed myself.</b>          The building blocks of this step are learning:          How to identify extra information that is needed          How to find this additional information  <b>Reflection questions</b>          What is meant by 'information'?          When might we need additional information to solve a problem?          How do we know what information we need?          Where are some of the different places you might find extra information?          Which are the best places for different types of information?</p>	<p><b>I generate ideas when I've been given a clear breif</b>          The building blocks of this step are learning:          What is a creative brief          How to generate ideas for a brief  <b>Reflection questions</b>          What is meant by a brief?          How can a brief be helpful?          Can you give examples of where you have been given a brief?          How can you create ideas to fulfil a brief?          What are some things that you should do, and some things that you should avoid doing?          Have you got any examples of having done this?</p>

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			<p>Some approaches to putting things in a logical order</p> <p><b>Reflection questions</b></p> <p>What do we mean by putting ideas in a logical order?</p> <p>Why does it matter?</p> <p>How do you think you can put things in a logical order?</p> <p>Do you do this at the moment? Could you try it?</p>	<p>How do you know when you are successful?</p> <p>How can you measure success? Can you give some examples?</p> <p>What does it mean to take satisfaction in success?</p> <p>Why is that important?</p> <p>Can you give examples of when you have done this?</p>		
<p><b>Skills Builder Step 4</b></p>	<p><b>I listen to others and can tell why they are communicating with me.</b></p> <p>The building blocks of this step are learning:</p> <p>The key reasons why people communicate</p> <p>Why it is valuable to understand why someone is communicating with you</p> <p>What the signs are for each of those approaches</p> <p><b>Reflection questions</b></p> <p>Why do you communicate with people?</p> <p>Why do people communicate with one another?</p> <p>Why does it matter why someone is communicating with you?</p> <p>What could happen if you misunderstand the purpose of their communication?</p> <p>What are the ways of telling why someone is communicating with you?</p> <p>Are there any that are more difficult to tell than others?</p>	<p><b>I keep Trying when something goes wrong, and think about what happened.</b></p> <p>The building blocks of this step are learning:</p> <p>How to take a positive approach to learning from setbacks</p> <p>How to analyse when something goes wrong and learn lessons</p> <p><b>Reflection questions</b></p> <p>How can things going wrong also be chances to learn something new?</p> <p>What emotional response do you need to learn from something going wrong?</p> <p>How can we learn lessons when something goes wrong?</p> <p>What are some of the important questions we should be asking ourselves?</p>	<p><b>I work well with others by supporting them if I can do so.</b></p> <p><b>The building blocks of this step are learning:</b></p> <p>hat it means to support others</p> <p>Why supporting others is important and helpful</p> <p>How to know if you can support with something</p> <p><b>Reflection questions</b></p> <p>What does it mean to support other people?</p> <p>Why is it important to try to support other people?</p> <p>When should you not try to support someone else?</p> <p>Do you have experiences of having supported others, or been supported yourself?</p> <p><b>I speak effectively by thinking about what my listeners already know.</b></p> <p>The building blocks of this step are learning:</p> <p>Why what your listeners already know matters</p> <p>How to build on what listeners already know when you are speaking</p> <p><b>Reflection questions</b></p>	<p><b>I manage time and share resources to support completing tasks.</b></p> <p>The building blocks of this step are learning:</p> <p>How to manage the time of a team</p> <p>How to ensure your team have the right resources</p> <p>How to support your team</p> <p><b>Reflection questions</b></p> <p>Why is it important for a leader to be able to manage time and resources?</p> <p>What sort of resources might you have to manage?</p> <p>How can you support your team?</p> <p>What could you do if things don't go to plan?</p> <p>Do you have any examples of having managed a task like this?</p> <p><b>I work with a positive approach to new challenges.</b></p> <p>The building blocks of this step are learning:</p> <p>Why new challenges are a good opportunity</p> <p>How to find opportunities for stretch</p>	<p><b>I explore problems by creating different possible solutions.</b></p> <p>The building blocks of this step are learning:</p> <p>When problems might have lots of answers</p> <p>How to come up with multiple potential solutions for those problems</p> <p><b>Reflection questions</b></p> <p>What sort of problems might have more than one answer?</p> <p>Can you give any examples?</p> <p>How can you come up with lots of possible solutions?</p> <p>Why is that sometimes more difficult than it sounds?</p>	<p><b>I generate ideas to improve something.</b></p> <p>The building blocks of this step are learning:</p> <p>Understanding the success criteria</p> <p>Making something better, using those success criteria</p> <p><b>Reflection questions</b></p> <p>What are success criteria?</p> <p>How can we work out what they are for different things?</p> <p>How can we come up with lots of ideas?</p> <p>How do we know if an idea will make something better or not?</p>

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			<p>Why is it helpful to know what your listeners already know before you speak?          What would happen if your listeners understand less than you expect?          What if they know more than you expect?          How can you find out what listeners already know?          How can you use this understanding?</p>	<p>Reflection questions          Why is it important to be willing to take on new challenges?          What would happen if we avoided new challenges?          Can you give any examples of when you have learnt from a new challenge?          How can you find challenges that work for you?          What does it mean to work in your stretch zone?</p>		
<p><b>Skills Builder Step 5</b></p>	<p><b>I listen to others and record important information as I do.</b></p> <p>The building blocks of this step are learning how to:</p> <p>Sustain concentration and focus when listening over a longer time.          Identify key pieces of information.          Record information in a way that makes it accessible again in the future</p> <p><b>Reflection questions</b>          How do you find listening for 20-30 minutes?          What causes you to lose focus and concentration?          Do you have any ways of helping to maintain concentration?          Can you just write down everything you hear?          If not, how do you know which information to write down?          How do you take notes at the moment?          What tricks can you use to save writing words when you're listening?</p>	<p><b>I keep trying when something goes wrong and help cheer others up.</b></p> <p>The building blocks of this step are learning:</p> <p>How to recognise others' emotional responses to something going wrong          How to cheer up others when something goes wrong</p> <p><b>Reflection questions</b>          When something goes wrong, how do you sometimes react?          How do you think other people feel when something goes wrong?          How might you be able to tell?          Why is it helpful to cheer people up?          How can you cheer other people up when something goes wrong?</p>	<p><b>I work well with others by understanding and respecting diversity of others' culture, beliefs and background.</b></p> <p>The building blocks of this step are learning:</p> <p>What is diversity          What is equality          What is inclusivity  <b>Reflection questions</b>          What does diversity mean?          What does it mean to be inclusive?          What does it mean to discriminate?          How do you create an environment where everyone is respected and able to make a full contribution?</p> <p>I speak effectively by using appropriate language.</p> <p><b>The building blocks of this step are learning:</b></p> <p>What is meant by language and how it varies          How to judge what language is appropriate in different settings</p>	<p><b>I manage group discussions to reach shared decisions.</b></p> <p>The building blocks of this step are learning:          How to organise a meeting          What different roles exist in a meeting  <b>Reflection questions</b>          What do you need to do to plan a good meeting?          How do you make sure everyone has a chance to contribute their ideas?          How do you get to decisions?          Have you had experience of bad meetings? What went wrong?</p> <p><b>I set goals for myself</b></p> <p>The building blocks of this step are learning:          How to set goals in a stretch zone          How to know if a goal has been achieved  <b>Reflection questions</b>          What is a goal?          How can we set goals in our stretch zone?          Can you give examples of when you've done this?</p>	<p><b>I explore problems by thinking about the pros and cons of possible solutions.</b></p> <p>The building blocks of this step are learning:</p> <p>How to identify the pros and cons of possible answers for complicated problems          How to evaluate the pros and cons to help make a decision  <b>Reflection questions</b>          What is meant by pros and cons?          Why can it be helpful to use these on complicated problems?          How can you use pros and cons to make a decision?          What mistakes do people sometimes make?</p>	<p><b>I generate ideas by combining different concepts.</b></p> <p><b>The building blocks of this step are learning:</b>          How to identify the components of ideas and concepts          How to combine these components to create something new  <b>Reflection questions</b>          What are concepts?          What are components?          How can you break an idea or concept into components?          How can we combine the components of ideas to create new ones?          What are the advantages of doing this?          What are the risks of doing this?</p>

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		How does it depend on what emotional state they are in?	<p><b>Reflection questions</b> How does the language we use change in different settings? What are some examples of different language that give us a clue as to how formal or informal it is? Thinking about the three broad types of language (formal, informal and technical), which do you think is appropriate in what setting? Why do you think it is vital to get this right?</p>	How can you tell if a goal has been achieved? How do goals and success criteria fit together? Why can numbers help you measure a goal?		
<p><b>Skills Builder Step 6</b></p>	<p><b>I show I am listening by how I use eye contact and body language.</b></p> <p>The building blocks of this step are learning how to:</p> <p>Use eye contact as a sign of engagement</p> <p>Use appropriate body language to show engagement</p> <p><b>Reflection questions</b></p> <p>Why do you think eye contact is important to show you are listening?</p> <p>How do you feel when someone is not making eye contact when you are speaking?</p> <p>What does positive body language look like?</p> <p>What is the effect of positive body language?</p> <p>What do you do already to show you are interested?</p>	<p><b>I keep trying when something goes wrong and encourage other to keep trying too.</b></p> <p><b>The building blocks of this step are learning:</b></p> <p>How motivation can change when something goes wrong</p> <p>How to encourage others to remain motivated and keep trying</p> <p>Reflection questions</p> <p><b>What is motivation?</b></p> <p>How does motivation change when something goes wrong?</p> <p>How can you remain motivated in the face of setbacks?</p> <p>How can you encourage others to keep trying too?</p>	<p><b>I contribute to group decision making</b></p> <p><b>The building blocks of this step are learning:</b></p> <p>What is group decision making</p> <p>How to make good contributions in group decision making</p> <p><b>Reflection questions</b></p> <p>What is meant by group decision making?</p> <p>How can you make good contributions to group decision making?</p> <p>What are things to avoid?</p> <p><b>I speak effectively by using appropriate tone, expression and gesture.</b></p> <p>The building blocks of this step are learning:</p> <p>What tone is, and how it varies.</p> <p>What expression is, and how it varies</p> <p>How do gestures vary, and what is appropriate?</p> <p><b>Reflection questions</b></p> <p>What is tone, and how can it vary?</p> <p>Why is tone an important part of speaking?</p>	<p><b>I manage group discussions to reach shared decision</b></p> <p><b>The building blocks of this step are learning:</b></p> <p>How to organise a meeting</p> <p>What different roles exist in a meeting</p> <p>How to chair a meeting</p> <p><b>Reflection questions</b></p> <p>What do you need to do to plan a good meeting?</p> <p>How do you make sure everyone has a chance to contribute their ideas?</p> <p>How do you get to decisions?</p> <p>Have you had experience of bad meetings? What went wrong?</p> <p><b>I set Goals myself</b></p> <p><b>The building blocks of this step are learning:</b></p> <p>How to set goals in a stretch zone</p> <p>How to know if a goal has been achieved</p> <p><b>Reflection questions</b></p> <p>What is a goal?</p> <p>How can we set goals in our stretch zone?</p> <p>Can you give examples of when you've done this?</p>	<p><b>I explore complex problems by identifying when there are no simple technical solutions.</b></p> <p>The building blocks of this step are learning:</p> <p>How to identify complex problems</p> <p>How to work with complex problems</p> <p><b>Reflection questions</b></p> <p>What sort of problems are most difficult to solve?</p> <p>What do you think complex problems are?</p> <p>Can you give any examples?</p> <p>How can we solve complex problems?</p> <p>What should we do? What should we not do?</p>	<p><b>I use creativity in the context of work</b></p> <p>The building blocks of this step are learning:</p> <p>What is creativity, and why it is valuable</p> <p>How creativity can be used across work</p> <p><b>Reflection questions</b></p> <p>What is creativity?</p> <p>Why is creativity important?</p> <p>How is creativity useful in doing your work?</p> <p>Can you give examples of how you use creativity in your work?</p>

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			<p>What is meant by your expression?          How does expression affect the meaning of what someone is saying?          What is meant by gesture?          What do we learn from the gestures someone makes?</p>	<p>How can you tell if a goal has been achieved?          How do goals and success criteria fit together?          Why can numbers help you measure a goal?</p>		
<p><b>Skills Builder Step 7</b></p>	<p><b>I show I am listening by using open questions to deepen my understanding.</b></p> <p>The building blocks of this step are learning how to:</p> <p>Understand the difference between closed and open questions</p> <p>Create open closed questions to extend conversation and understanding when listening</p> <p><b>Reflection questions</b></p> <p>What is the difference between open and closed questions?</p> <p>Can you give any examples of the difference?</p> <p>How can you use open questions to support being a better listener?</p> <p>Can you come up with examples of open questions?</p>	<p><b>I look for opportunities in difficult situations.</b></p> <p>The building blocks of this step are learning:</p> <p>Why opportunities exist even in difficult situations</p> <p>How to start identifying some of those opportunities</p> <p><b>Reflection questions</b></p> <p>What do people mean when they say to 'look on the bright side' of something?</p> <p>What does it mean to say 'every cloud has a silver lining'? Can you give some examples?</p> <p>How can you get a good view of a difficult situation?</p> <p>How can you identify opportunities in difficult situations?</p>	<p><b>I contribute to group decision making, whilst recognising the value of other' ideas.</b></p> <p>The building blocks of this step are learning:</p> <p>Why sharing your ideas is not enough.</p> <p>When group decision making goes wrong.</p> <p>How to recognise the value of others' ideas.</p> <p>How to open your mind to other people's ideas.</p> <p><b>Reflection questions</b></p> <p>Why is it not enough just to focus on sharing your own ideas?</p> <p>If everyone did this, what would be the effect on group decision making?</p> <p>Why do different people have different ideas?</p> <p>How can you ensure that you think about others' ideas and recognise the value in them?</p>	<p><b>I recognise, my own strengths and weaknesses as a leader.</b></p> <p>The building blocks of this step are learning:</p> <p>What good leaders need to be able to do</p> <p>How we can identify our strengths and weaknesses</p> <p>How to use these insights</p> <p><b>Reflection questions</b></p> <p>What do we mean by strengths and weaknesses? What are good leaders able to do?</p> <p>How can we identify what strengths and weaknesses are?</p> <p>What can we do about our strengths and weaknesses?</p> <p><b>I set goals, ordering and prioritising tasks to achieve them.</b></p> <p>The building blocks of this step are learning:</p> <p>How to identify tasks to be done</p> <p>How to put these tasks into a logical order</p> <p><b>Reflection questions</b></p> <p>What do we mean by tasks?</p> <p>How do tasks link to goals? Can you give examples of how this might work?</p> <p>How can we organise the tasks that need to be done? What is a logical order?</p>	<p><b>I explore complex problems by building my understanding through research.</b></p> <p>The building blocks of this step are learning:</p> <p>How to identify useful research for exploring complex problems</p> <p>How to carry out research</p> <p><b>Reflection questions</b></p> <p>Why is research an important part of exploring complex problems?</p> <p>How can we know what research to carry out? What are some of the different types of research? When is each the best to use?</p>	<p><b>I use creativity in the context of my wider life</b></p> <p><b>The building blocks of this step are learning:</b></p> <p>How creativity is used in wider life</p> <p>The benefits of using creativity in wider life</p> <p><b>Reflection questions</b></p> <p>What is creativity?</p> <p>How can creativity be used in different areas of life? Why is it helpful to see when you are being creative?</p> <p>How can you learn from being creative in different areas?</p>



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			<p>Do you have any experiences of this going badly or well?</p> <p><b>I speak engagingly by using facts and examples to support my points.</b></p> <p>The building blocks of this step are learning:</p> <p>The value of using facts and statistics when speaking</p> <p>How to structure an opinion or argument</p> <p><b>Reflection questions</b></p> <p>What are facts, and what are statistics?</p> <p>Why can they help structure an argument?</p> <p>How can you build facts and statistics into speaking?</p> <p>When have you seen this done well?</p> <p>When have you seen it done poorly?</p>			
<p><b>Skills Builder / Social Interaction</b></p> <p style="text-align: center;"><b>Step 9</b></p>	<p>I am aware of how a speaker is influencing me through their tone.</p> <p><b>The building blocks of this step are learning how to:</b></p> <p>What tone is and how it matters?</p> <p>The elements of tone and what they can mean.</p> <p>How we can decipher tone as a listener</p>	<p><b>I look for opportunities in difficult situations and adapt plans to use these opportunities.</b></p> <p><b>The building blocks of this step are learning:</b></p> <p>How to review a situation to find the positives and negatives</p> <p>How to adapt plans to make the most of those opportunities and avoid threats</p> <p><b>Reflection questions</b></p>	<p><b>I improve the team by not creating unhelpful conflicts.</b></p> <p><b>The building blocks of this step are learning:</b></p> <p>What is an unhelpful conflict?</p> <p>How to avoid unhelpful conflicts</p> <p><b>Reflection questions</b></p> <p>What is an unhelpful conflict?</p> <p>How is conflict different to disagreement?</p>	<p><b>I recognise the strengths and weaknesses of others in my team and use this to allocate roles accordingly.</b></p> <p><b>The building blocks of this step are learning:</b></p> <p>How to understand roles</p> <p>How to identify the needs in a role</p> <p>How to allocate roles by thinking about strengths</p> <p><b>Reflection questions</b></p> <p>What do we mean by roles?</p>	<p><b>I create solutions for complex problems by generating a range of options.</b></p> <p><b>The building blocks of this step are learning:</b></p> <p>How to generate a range of solutions for complex problems</p> <p>How to assess whether these solutions are feasible</p> <p><b>Reflection questions</b></p> <p>Why is it important to consider a range of</p>	<p><b>I develop ideas by asking myself questions.</b></p> <p><b>The building blocks of this step are learning:</b></p> <p>The role of questioning in developing ideas</p> <p>What sort of questions to ask</p> <p><b>Reflection questions</b></p> <p>Why is questioning a vital part of developing ideas?</p> <p>Why do we need to redraft and revise our ideas?</p>

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	<p><b>Reflection questions</b></p> <p>How can our voices change when we are speaking?</p> <p>What do you understand by 'tone' in the context of listening?</p> <p>How can tone vary? Can you give examples?</p> <p>How do you think each of the elements of tone affect the listener?</p> <p>Why is it important as a listener to pay attention to tone, not just the words?</p>	<p>How can we make sure we fully understand a difficult situation?</p> <p>What do we need to think about if we're going to change our plans as a result?</p> <p>How can we use our understanding of ourselves and the situation to adapt our plans?</p> <p>What should we change, and what should remain the same?</p>	<p>How can unhelpful conflicts be avoided?</p> <p>Do you have any examples of having managed this?</p> <p><b>I speak engagingly by using tone, expression, and gesture to engage listeners.</b></p> <p><b>The building blocks of this step are learning:</b></p> <p>What is tone, expression and gesture (a reminder from step 6)</p> <p>Choosing tone to be engaging</p> <p>Adapting expression to be engaging</p> <p>Using gestures to be engaging</p> <p><b>Reflection questions</b></p> <p>What is tone, expression and gesture?</p>	<p>How can we understand what we need from people carrying out roles?</p> <p>How do we match strengths and role requirements?</p> <p>What can we do if there are still gaps?</p> <p>Have you had the experience of having to allocate roles in this way?</p> <p><b>I set goals and plan to involve others in the best way.</b></p> <p><b>The building blocks of this step are learning:</b></p> <p>The support others could give you.</p> <p>Who the right people are to support you at different times.</p> <p>How to engage people with plans</p> <p><b>Reflection questions</b></p> <p>When do we need to involve other people to achieve our plans?</p> <p>Why are people different to other types of resources?</p> <p>How can you convince people to support you in achieving your plans?</p>	<p>solutions for complex problems?</p> <p>How can we come up with a range of solutions?</p> <p>What does feasible mean?</p> <p>How do we know whether our solutions are feasible?</p>	<p>What sort of questions are likely to help to improve your ideas?</p> <p>What do you need to know to ask good questions?</p>
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BELONG, BELIEVE, ACHIEVE