

Achieving readiness for learning through HAF provision

Marius Frank HAF Lead - Achievement for All

Derek Peaple School Readiness Champion - Director
Leading People

HOLIDAY ACTIVITIES AND FOOD (HAF) ALLIANCE CONFERENCE

Making HAF 2021 happen for children, young people and families

DfE HAF Tender

“1.8. As a result of the HAF programme, we want children who attend the provision:

1.8.1. to eat more healthily over the school holidays;

1.8.2. to be more active during the school holidays;

1.8.3. to take part in engaging and enriching activities which support the development of resilience, character and wellbeing along with their wider educational attainment;

1.8.4. to be safe and not to be socially isolated;

1.8.5. to have greater knowledge of health and nutrition; and

1.8.6. to be more engaged with school and other local services. “

“What? I’ve got to
develop
resilience?...”

“...and
character?!...”

1.8.3. to take part in engaging and enriching activities which support the development of resilience, character and wellbeing along with their wider educational attainment;

“...and
wellbeing?!...”

“...and wider educational
attainment??!!...”



“What? I’ve got to
develop
resilience?”

HELP!

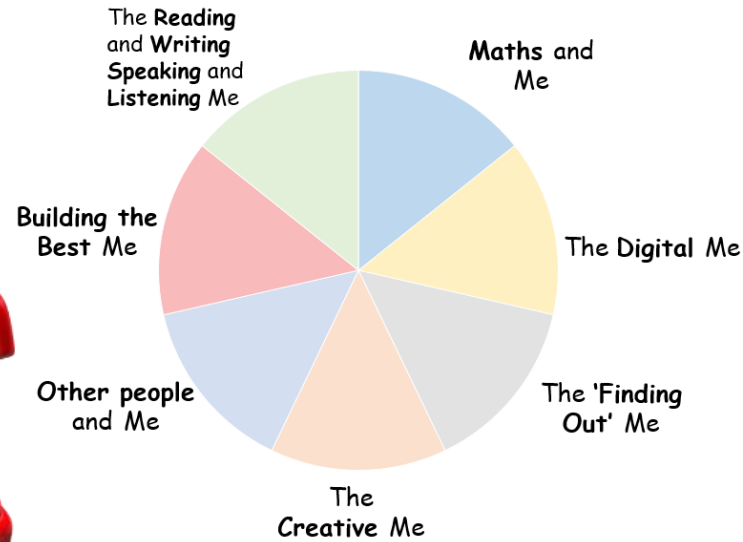
1.8.3. to take
resilience

the development of
attainment;



“....
wellbeing?!!...”

...er educational
attainment??!!...”



“Core strength can be described as the confidence and ability to learn, develop and participate in society.”

Prof Sonia Blandford Founder Achievement for All



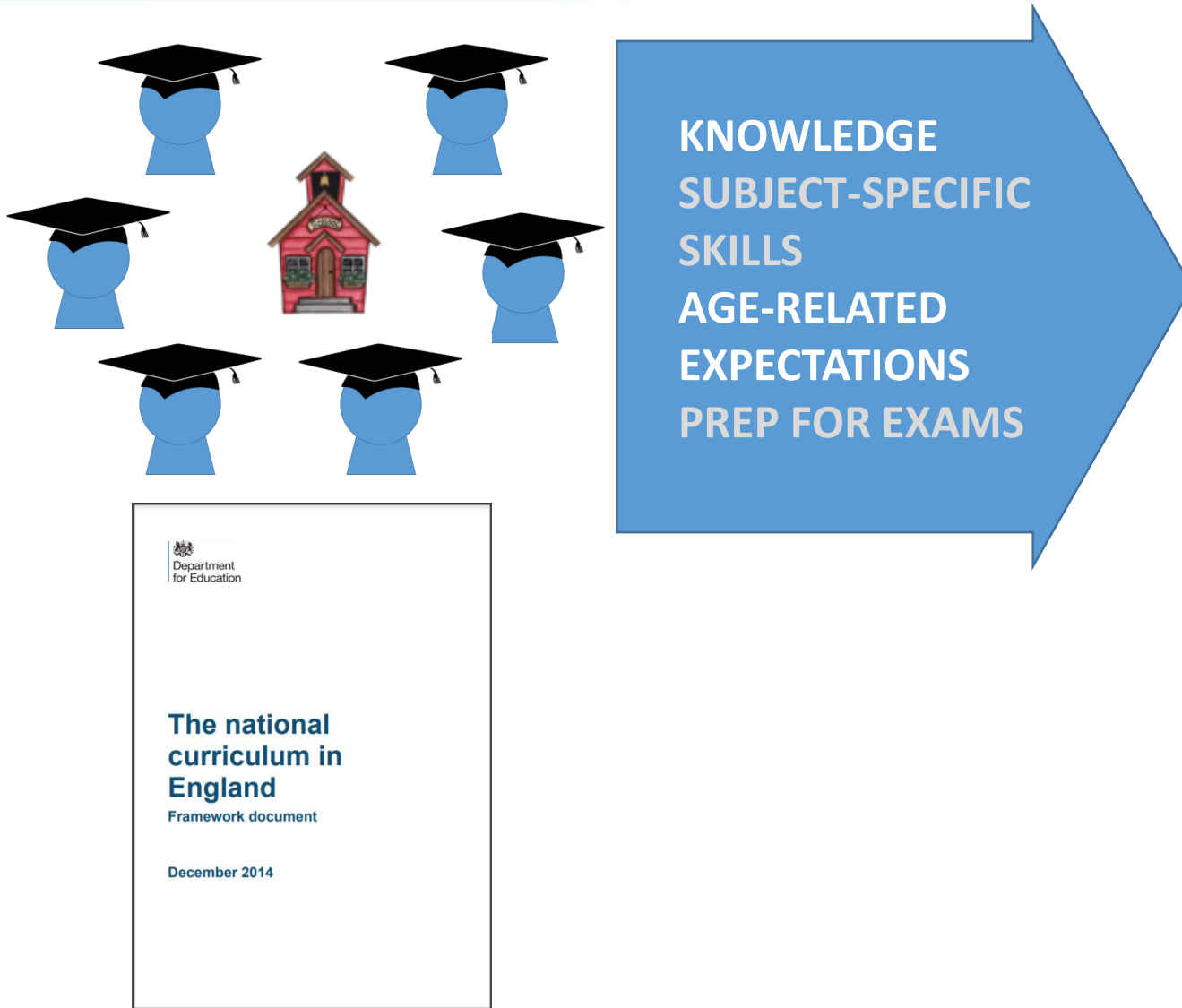
SKILLS FOR LEARNING
SKILLS FOR EMPLOYMENT
SKILLS FOR LIFE

But first... a game!
You have 60 seconds...

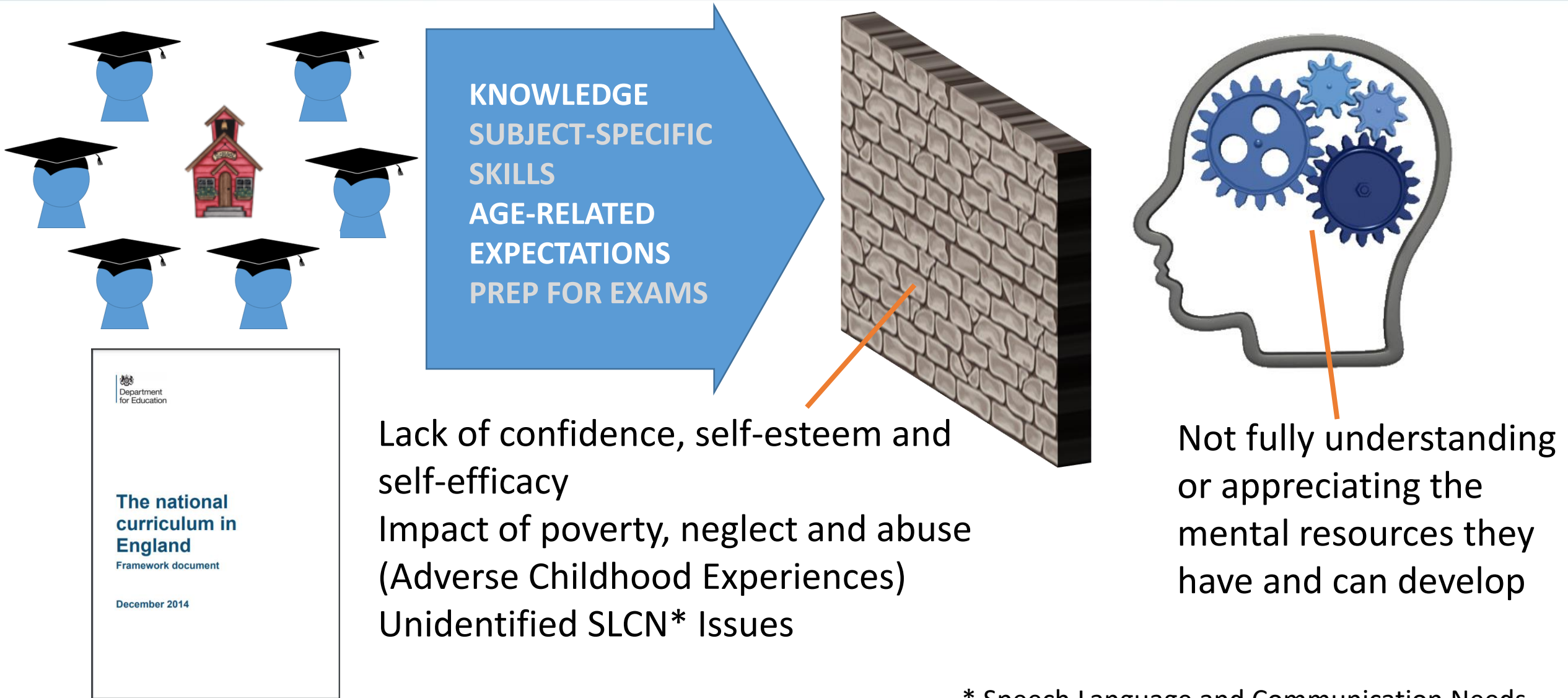


1. If you are at home, go to the kitchen and find two different foods with nutrition panels on the side **or**
2. Find an interesting object ready to share with everyone

What schools are good at



Barriers to learning

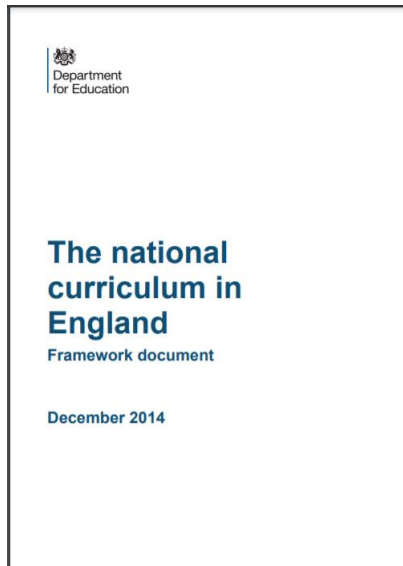


* Speech Language and Communication Needs

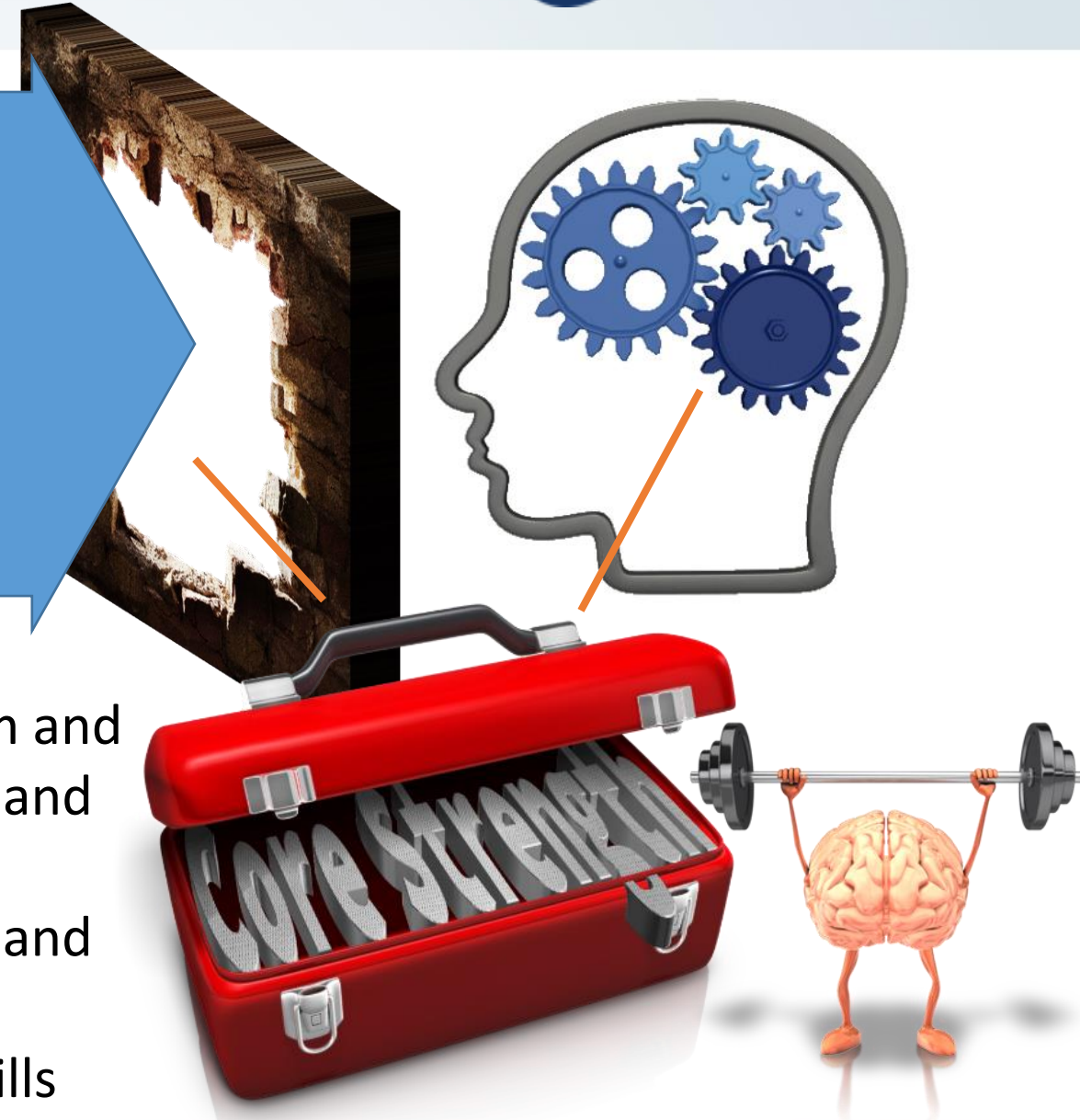
What can HAF do?



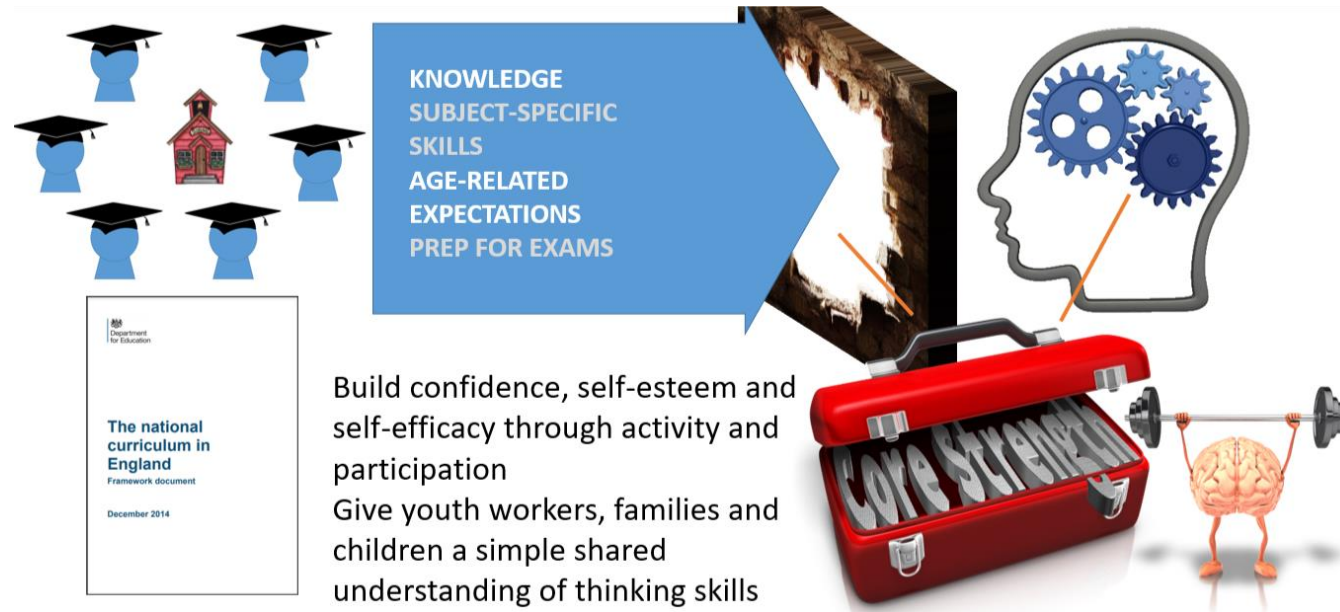
KNOWLEDGE
SUBJECT-SPECIFIC
SKILLS
AGE-RELATED
EXPECTATIONS
PREP FOR EXAMS



Build confidence, self-esteem and self-efficacy through activity and participation
Give youth workers, families and children a simple shared understanding of thinking skills



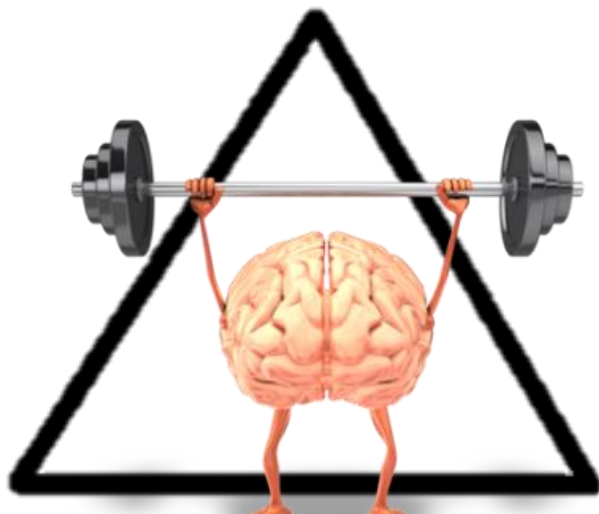
What can HAF do?



This is what we mean by “**achieving readiness for learning**”!

Why is the Core Strength framework so powerful?

SCHOOL



HOME

**CLUBS and
Youth Services**



“Core strength can be described as the confidence and ability to learn, develop and participate in society.”

Prof Sonia Blandford Founder Achievement for All

It's simple!

Core Strength is a common, easy-to-understand language of learning that can be used and applied in the home, in schools and in youth service provision

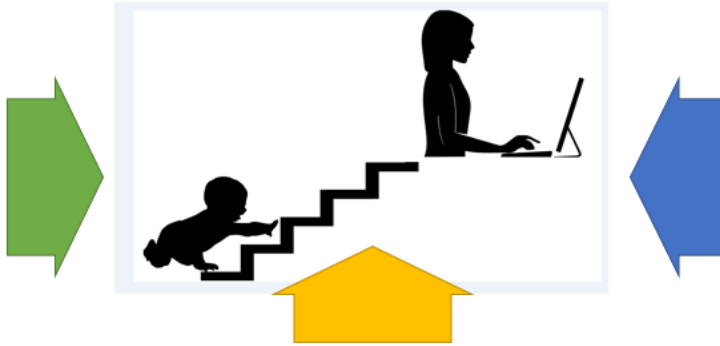


Why is the Core Strength framework so powerful?

Formal, Nonformal and Informal Learning

Formal Learning

- Tends to be classroom-based
- Tends to follow a “National Curriculum”...
- ...To set standards and expectations
- Assessed against standards
- Assessed at regular intervals
- Age-related expectations are progressive, becoming more detailed and challenging as the learner moves through the education system
- Curriculum influenced by government policy (e.g. current emphasis on coding)
- Led and managed by experts with qualifications
- Accredited and reported
- Has “credibility” and is seen to have “value” and “worth”



Nonformal Learning

- Learning is less organised
- Does not necessarily follow a set curriculum
- Shaped by interests and motivation of learner
- “Expert” doesn’t necessarily mean “qualified”

Examples After-school badminton club; Earning a “Camp Cooking Badge” at Scouts Group, or completing Duke of Edinburgh Award through application of technology; Adult evening classes; On-line courses in digital imaging, media, handicraft, etc.

Informal Learning

- Learning is not organised, but far more experiential and spontaneous
- Often unconscious acquisition of skill and knowledge
- Shaped by interests and motivation of learner
- “Expertise” from wide range of sources
- Often overlooked when planning “formal” learning

Examples Learning how new tablet or mobile device works; on-line gaming communities; chat-rooms and social media; learning within family; learning from peers



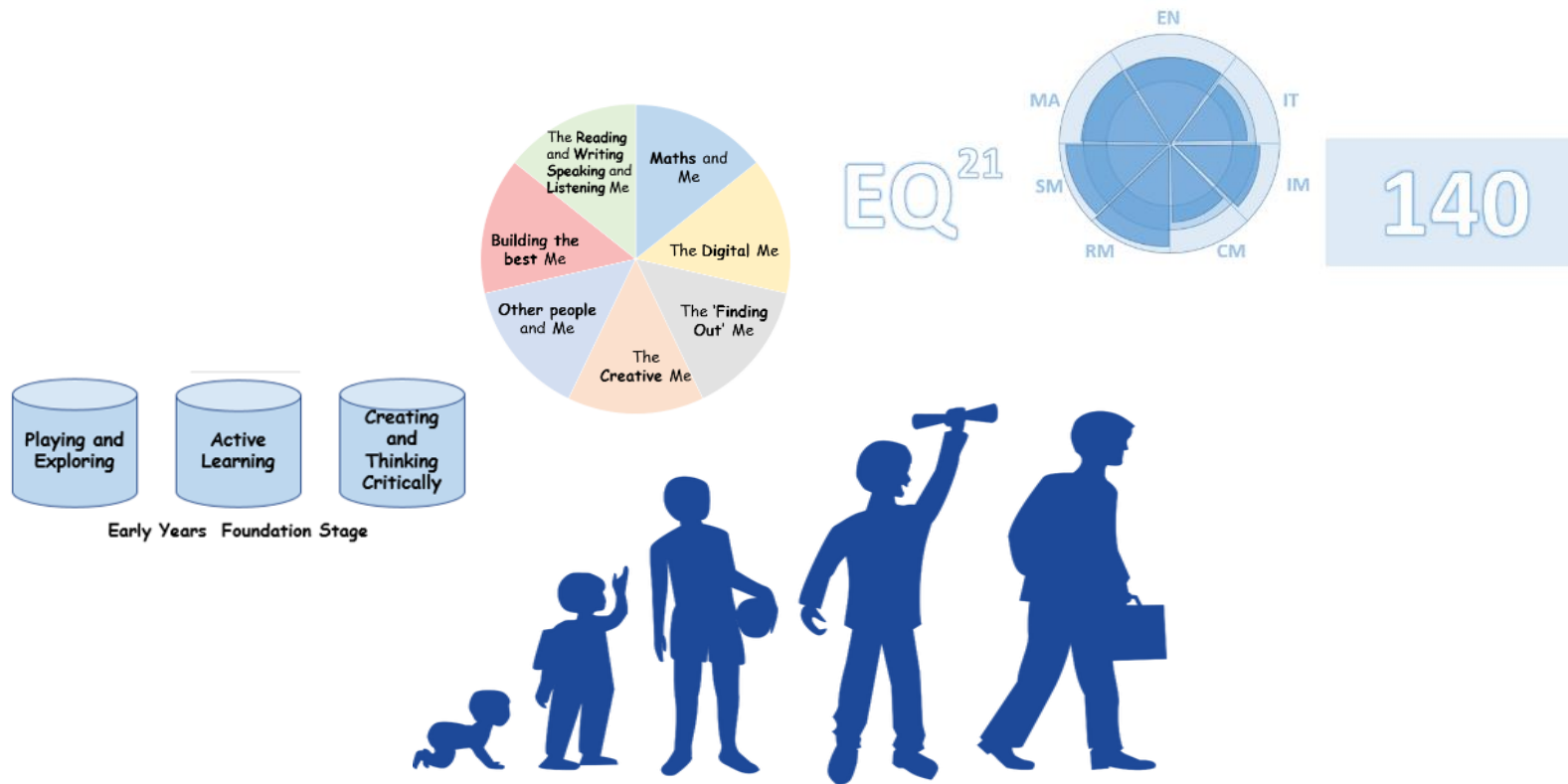
“Core strength can be described as the confidence and ability to learn, develop and participate in society.”

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The Core Strength framework can link together every learning experience within and beyond the classroom...

Why is the Core Strength framework so powerful?



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Core Strength is progressive, supporting the growth and application of thinking and learning skills from Early Years to Post-16 and beyond

Why is the Core Strength framework so powerful?

My Personal Core Strength Chart

NAME:



CELEBRATE! Which Core Strength elements do you do well?

ACHIEVEMENT FOR ALL

My Core Strength Record of Progress

Think about each of the Core Strength areas in turn. How much progress do you think you have made?

☹️ ← → 😊

The Reading and Writing Speaking and Listening Me	At the start	Now	
Maths and Me	At the start	Now	
The Digital Me	At the start	Now	
Building the Best Me	At the start	Now	
Other people and Me	At the start	Now	
The 'Finding Out' Me	At the start	Now	
The Creative Me	At the start	Now	

TARGET SETTING Which Core Strength elements will for improvement?

ACHIEVEMENT FOR ALL



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Core Strength rewards small steps in learning and perseverance...

Why is the Core Strength framework so powerful?



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It can be blended easily and seamlessly into *any* existing or planned provision...

Why is the Core Strength framework so powerful?



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And any celebration of success “passports” into existing school “thinking skills” frameworks and records of achievement

The Toolkit

EN ENGLISH

(Functional Literacy)

MA MATHEMATICS

(Functional Numeracy)

DIGITAL LITERACY

(Applying Digital Technologies)

SM SELF MANAGEMENT

RM MANAGING RELATIONSHIPS

CM CREATIVITY MANAGEMENT

IM INFORMATION MANAGEMENT

The importance of **English** and **Maths** cannot be ignored. Being literate and numerate should be perceived as basic human rights, and a gateway to future employment and well-being. But too many children see English and Maths as “something they do at school”. English and Maths need to be brought alive outside the classroom

Some may call it **IT**, others call it Computer Science. Whatever the label, **digital literacy** is a critical 21st Century employment imperative. It is essential for *living* in the 21c too!

This has been certainly the case during the pandemic.

A positive attitude and **self management** skills are cited as vital in every CBI survey. Young people need to be rewarded for developing a positive approach, as they take more responsibility for their own learning and career management.

Managing Relationships The 21st Century workplace makes demands beyond “communication” skills, with complex one-to-one, one-to-many, many-to-many networks, sometimes across time zones and across countries. Good leadership and good followership are interchangeable

Creativity is emerging as the vital ingredient of business and life success, again building on “problem solving” to encompass and support initiative, enterprise, entrepreneurship, spotting and developing opportunity and the creation of new knowledge. This is vital from shop floor to boardroom in a rapidly changing workplace

The skills of **managing information** and information flow are defining the way we work, think, learn, un-learn and re-learn. Just-in-time learning, spotting the “signal” from the “noise”, the selection, sharing and creation of information... it’s not what you know, it’s what you can do with what you know that counts.

The Toolkit

EN English
(Functional Literacy)

MA Mathematics
(Functional Numeracy)

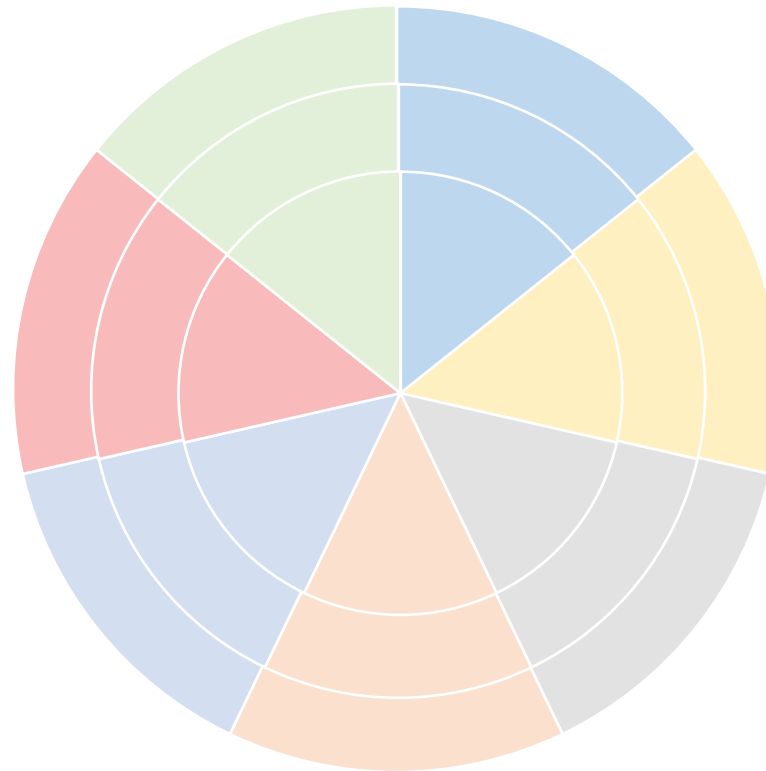
Digital Literacy
(Digital Technologies)

SM Self Management

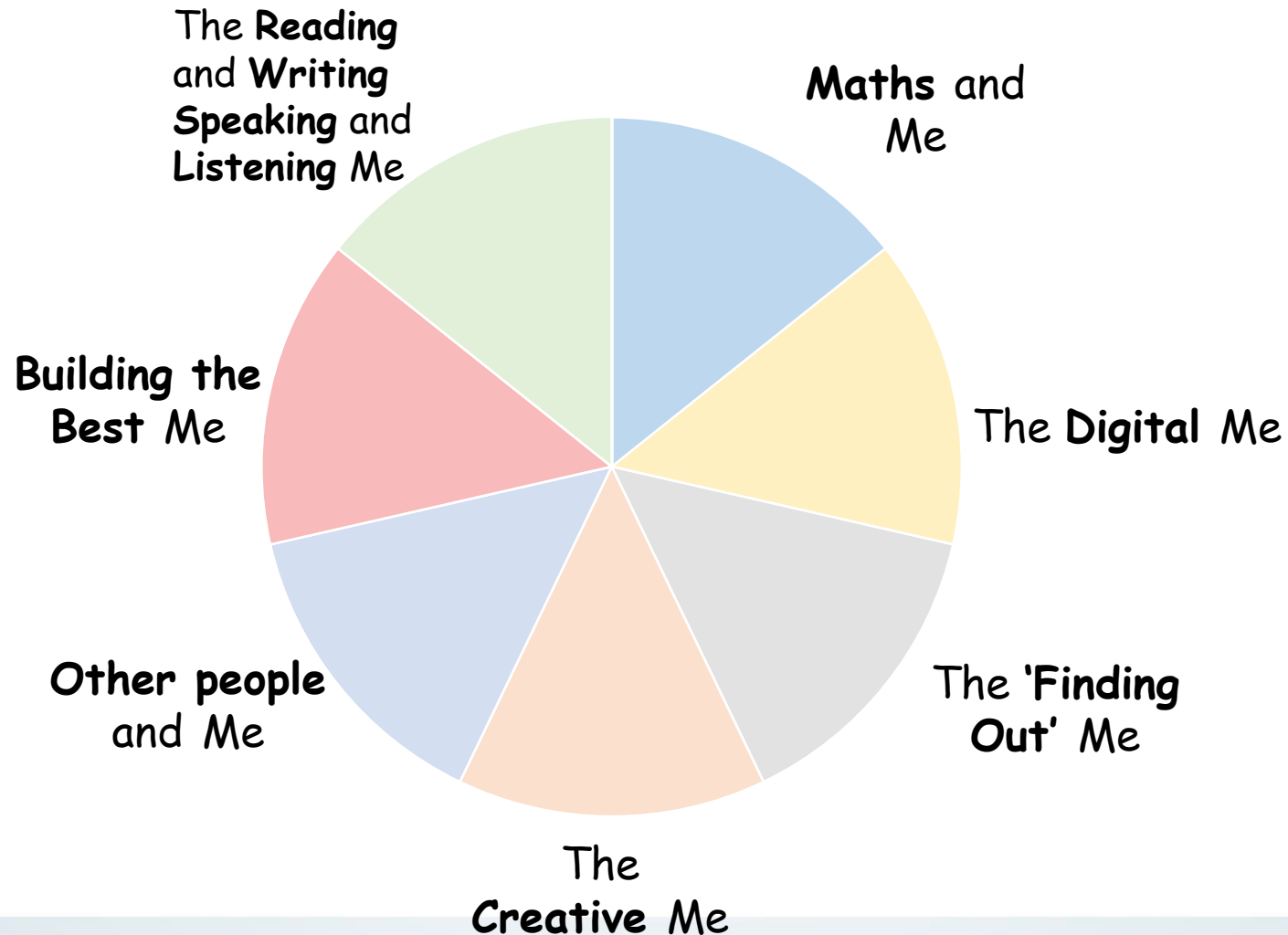
RM Managing Relationships

CM Managing Creativity

IM Managing Information



The Toolkit- Language adapted for primary age children



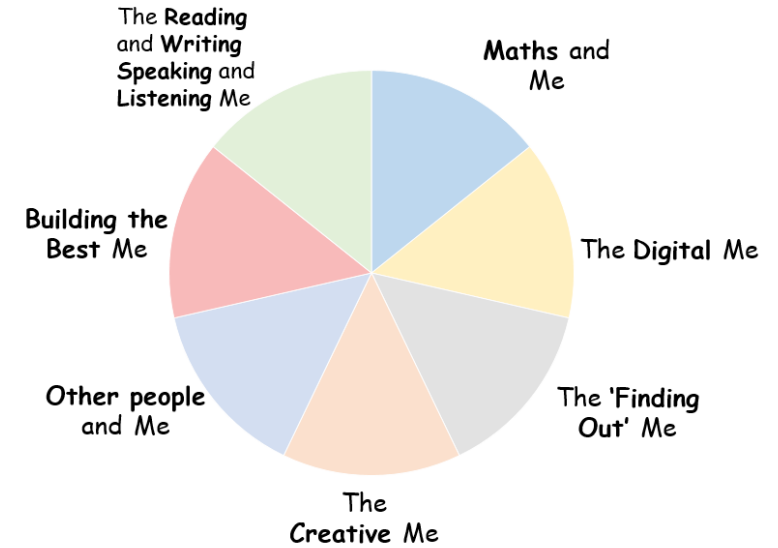
How to bring skills alive in *real* authentic situations

Make Aware Help children to identify the core strength elements, and the tools they have at their disposal (*“Catch” children doing something! Praise them!*)

Practice Give children opportunities to practice, rehearse, discuss, plan and reflect on using these tools (*Build life skill awareness into your activities*)

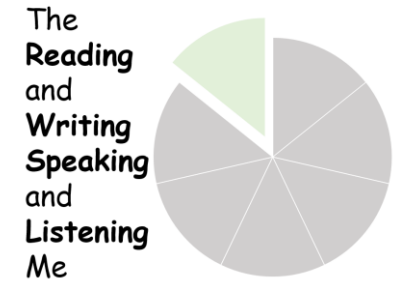
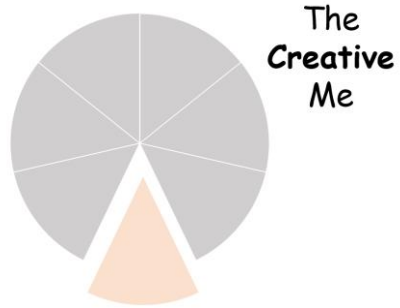
Apply with Support Give children opportunities to apply the skills with support from you (*This is called “scaffolding”*)

Encourage Independent Use *Then take the scaffolding away!*

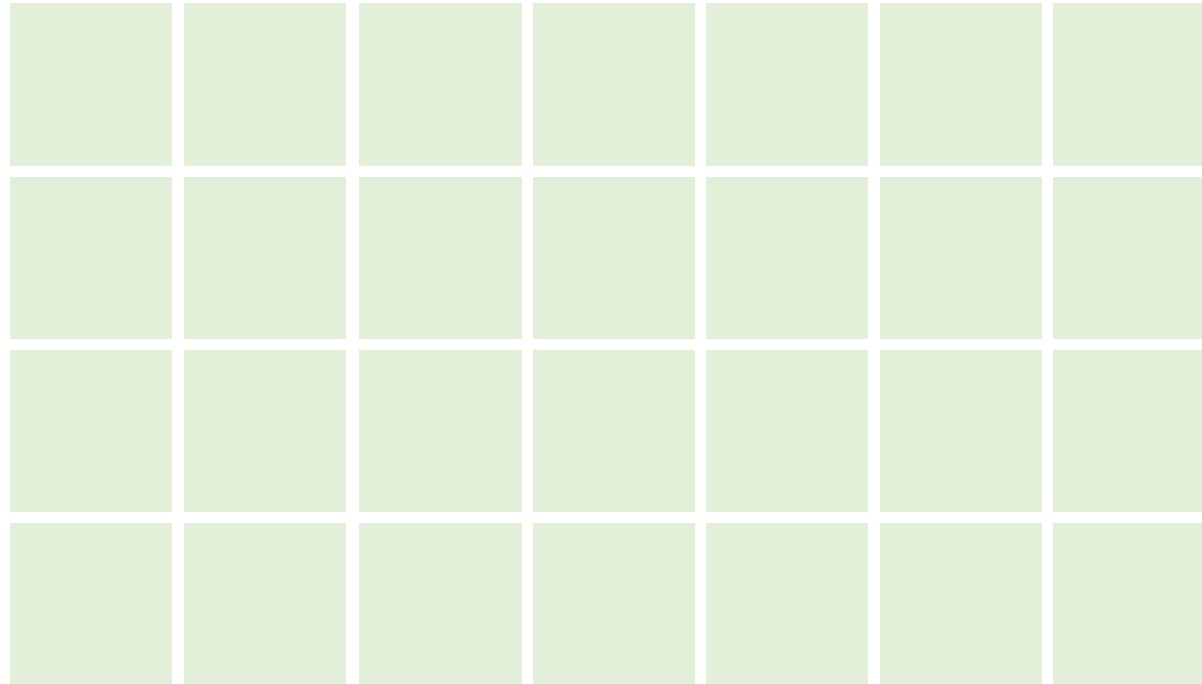
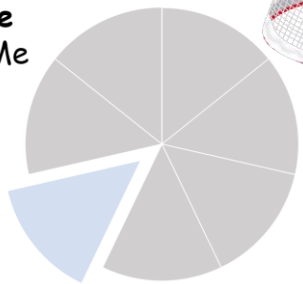


Example: **Social distancing ball games** 5 players in each team... mark out squares with ropes or cones- to start with the only rule is one person in each square- you have to work together to get the ball in the net.

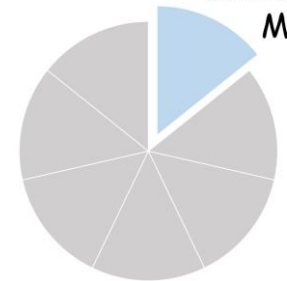
Give each team time to plan their strategy... appoint referees... invent new rules (hands only on first whistle, feet only second whistle)... at least four passes before shooting... etc. etc. Everyone a ref, everyone a timekeeper/score keeper



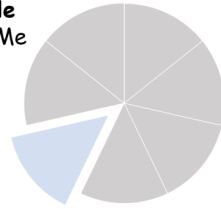
Other
people
and Me



Maths
and
Me



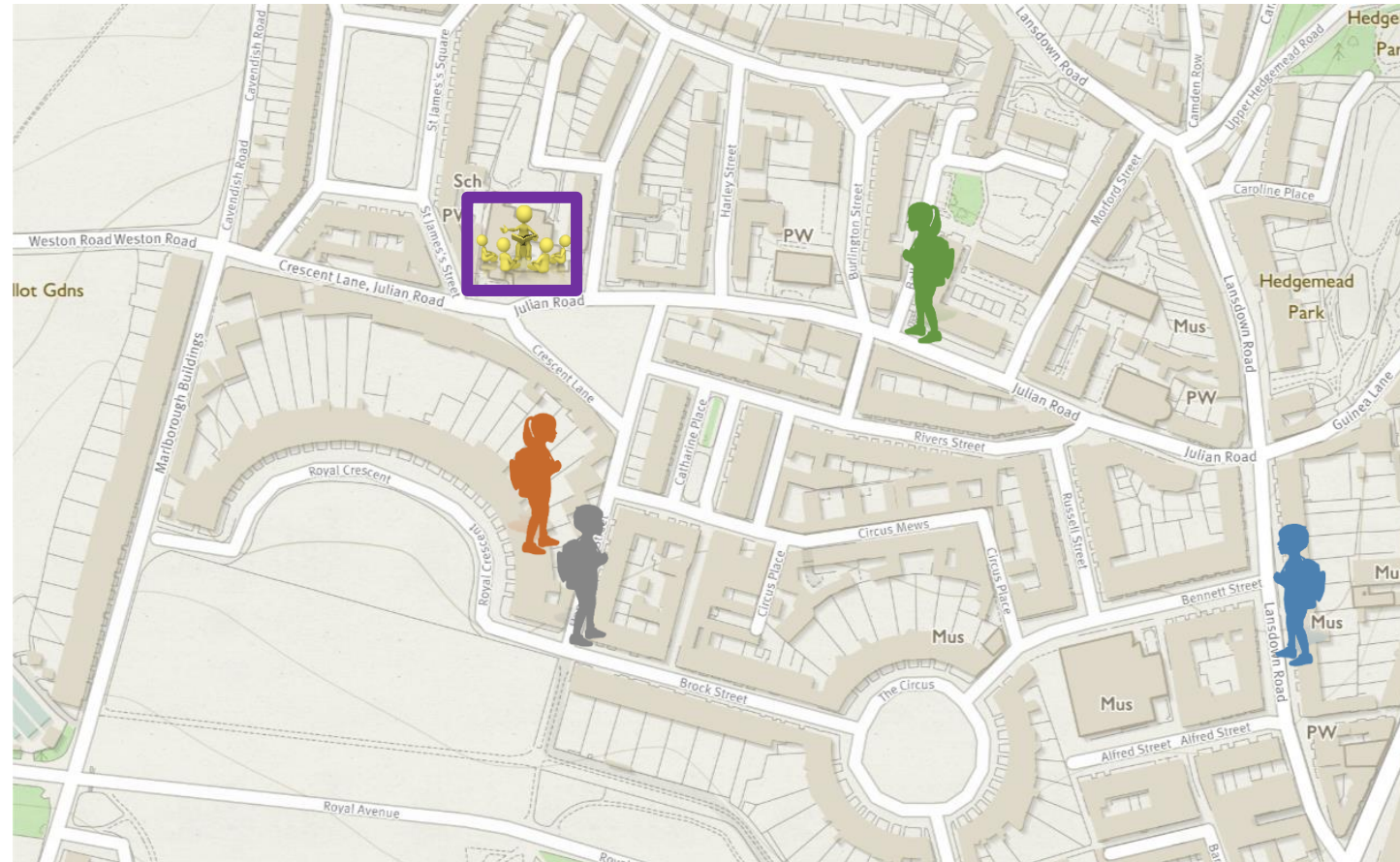
Other
people
and Me



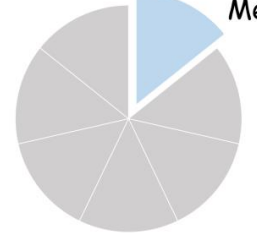
The
Creative
Me



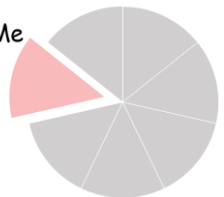
Example: Select a route for the walking bus so that all four friends get to school together



Maths
and
Me



Building
the
best
Me



STREETGAMES ACTIVITY CARDS



[07] MIND SWEEP

HOW MANY
CAN TAKE PART

2-6

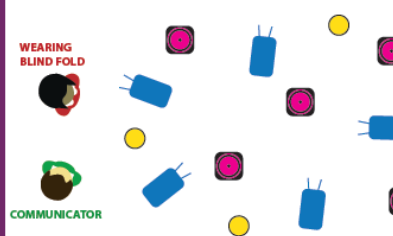
WHERE CAN THE ACTIVITY BE PLAYED



WHAT DO THEY NEED

- Any Items (between 5-15)
- Blind fold

HOW TO SET UP



WATCH THE VIDEO



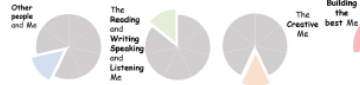
HOW TO PLAY

Using a clear space in the living room / bedroom / kitchen or garden place items on the floor. One person wears a blind fold and the other communicates to the other to guide them through the area without touching any of the items. Time how long it takes to go through the area.

HOW TO KEEP COVID SAFE

Ensure all wash hands before and after. Make sure not to touch your face. Game can be played with people inside or outside your household support bubble. Ensuring that only one person touches the items. Follow government Covid-19 guidelines.

A great communication game (speaking and listening)! Think up more elaborate courses- add challenges at set points (doing an activity blindfolded). Film attempts using in-phone camera (Digital me)



STREETGAMES ACTIVITY CARDS



[04] REBOUND

HOW MANY
CAN TAKE PART

2-4

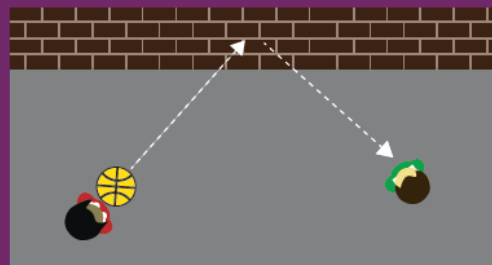
WHERE CAN THE ACTIVITY BE PLAYED



WHAT DO THEY NEED

Ball (any shape and size) and a wall or vertical hard surface.

HOW TO SET UP



WATCH THE VIDEO



HOW TO PLAY

Start by rebounding the ball from the wall / hard surface. If needed let the ball bounce on the floor before you catch and return the pass. Start with an under arm throw and if throwing over arm, you may need to take a step back. When confident play first to 10, you can gain a point if the other team or player isn't able to return the bounce (don't catch the ball) or the ball bounce more than once.

HOW TO KEEP COVID SAFE

Ensure all wash hands before and after. Make sure not to touch your face. Play game with household or support bubble. Follow government Covid-19 guidelines.

A great game for inventing new rules (drawing "in play areas" (where the ball must land or hit) with chalk on the ground or on the wall, etc.) Can be a game to improve skills (building the best me) by increasing distances gradually.



Developments in 2020 Core Strength Website Activity Cards Guide for Parents

Core Strength

An introductory guide for families

Achievement for All's Core Strength framework is designed to help you support your children to think for themselves.

It can work for any age from 5-6 upwards to 16+ and beyond.

It can help your child become a more successful learner at school or college.

And it can help your child become a more successful adult by equipping them with essential work and life skills.

This guide will help you to understand the framework and use it every day to encourage the growth of Core Strength in your children through everyday activities.

Everything can count!

This guide can be printed out. But if viewed as a PDF document on a laptop or smartphone, the links to more articles and resources work automatically.

What can Achievement for All offer HAF Partners?

- **Free access to all Core Strength resources** (guides, posters, downloadable and customisable record sheets, activity sheets, certificates)
- In development for summer 2021 **Understanding resilience, wellbeing and character** (free online self-study guides)
- **Core Strength basic training** (free online in partnership with StreetGames)
- **AfA-led commissioned training** (1/2 day, whole day, support to develop bespoke Core Strength resources and plans, evaluate activities- contact Achievement for All for more details)
- **AfA-led commissioned training** in Emotion Coaching, wellbeing, resilience and character- contact Achievement for All for more details

E: marius.frank@afaeducation.org

At Achievement for All, we passionately believe that:

- **Ability** isn't fixed
- **Intelligence** isn't fixed
- **Character** isn't fixed



**'I accept the existence of heredity, but
for me the chromosomes do not have
the last word'.**

Reuven Feuerstein 1921-2014

Free Core Strength resources

During the lockdown summer of 2020, Achievement for All worked in partnership with the community sports provider StreetGames to provide a programme of meaningful, skill-building activity for children and young people in the Newcastle area who were in receipt of free meals during the school holidays.

Core Strength Landing Page ("What is Core Strength?")

<https://res.afa3as.org.uk/CoreStrength/AFACoreStrength/index.html>



E: marius.frank@afaeducation.org

PLEASE COMPLETE THE FEEDBACK/NEXT STEPS SURVEY

Follow the link - <http://bit.ly/hafaf21> or scan the QR Code below



END SLIDE