

Pupil Voice Overview – Summer 2015

First 4 weeks of Summer Term: Team Work

The 5 Team-Work Principles are:

Encouragement
Motivation
Resilience
Cooperation
Respect

Overall Theme for Summer Term: Financial Responsibility

The 5 FR Principles are:

Value
Benefits
Worth
Responsibility to self
Responsibility to other

Pupil voice teaching point for Summer Term:

To encourage all pupils to speak using correct grammar and in complete sentences!

Team-Work

Pupil Voice Focus / Questions for discussion	
<p>Week 1 13/4</p> <p>Focus: Cooperation</p>	<p>What are some good examples of cooperation that we can think of:</p> <ul style="list-style-type: none"> - In class - In the playground - Anything that has happened this week. <p>Has this also involved any of the other 'team-work' ideas (how does it link with encouragement, motivation and resilience – be SPECIFIC about the differences whilst also exploring how they are linked).</p> <p>Think about what would happen in these situations if there was no cooperation:</p> <ul style="list-style-type: none"> - A football team - The fire brigade <p>Are there particular things that you do better BECAUSE you cooperate? Sometimes people do disagree – how do you deal with this to make sure that people in a team will still cooperate?</p>
<p>Week 2 20/4</p> <p>Focus: Cooperation</p>	<ul style="list-style-type: none"> • Review pledges from last week. • Any examples of cooperation? • What does it actually look like when people cooperate? Break down the behaviours (eg – how are they sitting, standing, looking at each other? How would you know people are working together and cooperating without hearing what they are saying – body language). <p>Outcome: each pupil voice group should come up with and agree on a definition of 'cooperation' in their own words (Ideally, it should be no more than 1 or 2 sentences)</p>
<p>Week 3 27/4</p> <p>Focus: Respect</p>	<p>Introduce 12 words linked to respect (Y6 to do this as part of preparation) and share with each group.</p> <p>Think of someone you respect. Think of one word to describe them (using one of the 12 words – or ch's own words). Why did they choose that word? Give an <u>example</u> which illustrates this (nb: insist on this – pupil voice leaders should encourage children to give an example and also to speak in complete sentences).</p>
<p>Week 4 4/5</p> <p>Focus: Respect</p>	<p>What is a General Election? How often do they happen? What does it involve? How old do you have to be to vote? Where do you go to vote? What is the government? Who is the Prime Minister? Who might be the prime minister after today? (NB: Basic facts – discussion of the election) Why is it important to be able to vote?</p> <p>Do you ever vote on anything in class/school? What if someone votes in a different way from yourself? (link to importance of respect).</p>

Focus: Financial Responsibility

<p>Week 6 18/5</p>	<p>Money Mission - You have £250 of the school budget to spend on whatever you want!</p> <ul style="list-style-type: none"> • What would you buy? • Can you explain why you would buy X? <p>This is an open question session. All ideas are welcomed. No right or wrong answers here.</p>
<p>25/5</p>	
<p>Week 7 1/6</p>	<p>Value of Money – knowledge audit.</p> <ul style="list-style-type: none"> • Review previous week • What can you buy for £1, £10, £100, £250? • Can you give examples of items and their costs? • How do you know this?

Week 8 8/6	<p>Does money grow on trees?</p> <ul style="list-style-type: none"> • Review previous week • How do we get money? • Where does it come from? • Do children and young people get money? How? <p>Guide discussion towards earning money, pocket money, wages, salary etc without telling the answers.</p>
Week 9 15/6	<p>Value for Money -</p> <p>Return to the ideas children had about how to spend the money in week 1. Encourage children to discuss those previous ideas.</p> <ul style="list-style-type: none"> • Review previous week • Has anyone changed their minds on spending the £250 and why? • Which of these of these ideas are things we need and which of them are wants? • What is the difference between needs and wants? • What would be most worthwhile for all children and the school? • What could we get for our £250 • Re-establish what the money should be spent on based on the criteria that the idea must: <ol style="list-style-type: none"> 1. Benefit most pupils 2. Last and be sustainable. 3. Not have ongoing running costs
Week 10 22/6	<p>Benefiting all and Democracy</p> <ul style="list-style-type: none"> • Review previous week • Who do the ideas benefit so far? And how? • Do the ideas benefit everyone in school? Which groups of pupils could be left out? Which groups are included? • Are the ideas sustainable? Will the idea last? Do the ideas have 'hidden' running costs? Will the ideas benefit most pupils? • Next week we will vote on how to spend the money. • What is voting? Why do we vote? Why don't we just let Y6 decided on how to spend the money? <p>How do your ideas benefit the whole school? All children?</p>
Week 11 6/7	<p>Voting System and Democracy and Fairness</p> <ul style="list-style-type: none"> • Review previous week. • What is democracy? • Why do people vote? Review • Review spend ideas. What will you vote for? Privacy and peer pressure etc for decision making. • Remind children of what they asked for. • Filter out ideas that do not meet criteria: <ol style="list-style-type: none"> 1. Will the idea benefit most pupils 2. Will the ideas last and be sustainable. 3. Does not have ongoing running costs <p>Vote on Friday 26th June – Voting booth set up in the playground at lunchtime time.</p>
Week 12 13/7	<p>Voting Results Analysis and Resilience</p> <p>Y6 to present the results in a whole school assembly. Drum roll...</p> <ul style="list-style-type: none"> • Review all ideas presented • Which of the ideas do you think would be most popular? • Why? • Reveal the results in a whole school assembly.

Socratic Questions to support Discussion

- Can you give an example of...?
- Can you explain that...?
- Can you put it another way...?
- How do we know that...?
- Do you have any evidence...?
- What if someone else were to suggest that...?
- What would be the consequences of that...?
- How could you test to see if it were true?
- How does what was said help us...?
- Are we any closer to answering the question/problem...?
- Is there another point of view...?