

## Resources

### Optional starter activities

The ideas in this section are intended as suggestions only, which may be modified to suit the abilities and experiences of the learners concerned and their level of study and learning context. They are principally intended to engage learners at the start of lessons or sessions, preparing them for learning. An element of reward or competition can be introduced as required in each case.

### Group(s)

Pass the message	Pass a whispered message from learner to learner around the class. Compare the result with the original message.
20 questions	Learners use a maximum of 20 questions to find out the answer to a question. Use an initial question with relevant key words/phrases. Only Yes/No answers
Bingo	Learners given key word bingo sheets. Tutor reads definition of key words and learners cross off the ones they have on their card.
Charades	Play Charades to identify TV, book, film and song titles. Set a time limit of 2 minutes for each turn.
Give me a clue	Tutor supplies clues for learners to use to guess the identity of job role, organisation or service.
Guess the star!	Learners describe a famous person, physically first and then their characteristics/achievements. Other learners have to guess the star's identity.
Hot seat	Learners take it in turns to sit in the tutor's seat and answer questions as the subject expert on a given topic.
Just a minute	One minute talk on a topic without hesitation, repetition or deviation.
Learner plays tutor	Learners take it in turns to start lesson by reviewing the last lesson.
Lucky dip	Learners create their own questions on a given topic. These are written on pieces of paper and put in a box. Learners pick a question one at a time and score a mark or not as appropriate.
Mind movies	Learners close eyes. Tutor reads part of a story to learners and learners told to imagine what is happening in their minds. Tutor stops reading, but the learners are told to keep the film running in their minds for 1–2 minutes. Then take feedback.

News report	Learners in a group of four present a subject-related piece of information as a news item. Learners play roles as the headline announcer, news reader, roving reporter (at the scene) and witness (to be interviewed by roving reporter).
Pictionary	Learner 'draws' a key word for rest of the class to guess.
Quick quizzes	Quick quizzes on given topics, eg list barriers to communication in a given context.
Square egg	Learners are asked to visualise a square egg. They then have to think of as many uses as possible for a square egg and the advantages and disadvantages of its shape.
Topic tennis	Learners work in groups of three or four. Tutor names a topic and each learner in turn gives a related key word. If a learner cannot give a related key word, they must drop out. The game continues until there is a winner.
What's in the sock?	Guess the objects in the socks. Everyday items, eg batteries, paperclips, etc, are placed inside thick socks. Learners feel the objects and guess what they are.

## Pairs

'Yes/No' game	Ask a series of quick questions that the learner must answer immediately, but not using 'yes' or 'no'. Aim for one minute of questions per learner.
And the winner is...	Learners decide what awards they would like to give to the famous, eg Nelson Mandela, a peace prize, and/or what prizes they would like to give each other.
Code breaker	If A = 26 and Z = 1, the learner writes their name in numbers. Use the same code to create a simple message.
Create a crossword	Learners devise a simple crossword using key words and phrases from Society, Health and Development.
Greatest invention	Learners have five minutes to decide on the best invention ever and explain why they think so.
Hangman	Play Hangman based on key words or phrases.
Inventions	Design an invention that would make a significant improvement to people's lives.
Key word game	Tutor calls out a letter, learner responds with a key word from the current topic starting with that letter.
Learner pair reviews	Each pair has a five-minute discussion on what they learnt last lesson.
Mind mapping	Learners work in pairs or threes to produce a simple mind map on a given topic.
No television	Learners think how their lives would be different if television had never been invented. Variations on the theme might be cars, computers, and washing machines.
The never-ending sentence	Work verbally with a partner to create as long a sentence as possible on a given topic. Add one word each alternatively without finishing the sentence.
Time machine	Learners suggest how their lives would be different if they were to be born 100 years in the future.
Train delay	Learners are on a train that has broken down. They have to think up as many ways as possible to entertain themselves and their fellow passengers.

## Individually

Anagrams	Tutor produces anagrams of key words and phrases for learners to identify.
Changes	Make a list of five things that change slowly and a list of five things that change quickly. Or list five things that change daily and five things that never change.
Constantinople	Learners are given a long word or phrase and asked to make as many other words as possible using the letters.
Countdown	Play 'Countdown'. Learners unscramble key words.
Cross the river	Two adults and two children need to cross a river in a boat. The boat will only carry one adult or two children. How do they get everyone across?
Desert island	Learners are asked to imagine they are to live alone on a desert island. They have to decide on five items they want. Mobile phones and television not available!
Directions	One learner explains a simple task or gives directions to another learner but without speaking.
Handshakes	There are five people in a room. They all shake hands with each other. How many handshakes?
Hole in the bucket	There's a hole in the bucket. Learners have to think of as many uses as possible for a bucket with a hole in it.
How many seconds in...?	Depending on maths level learners can work out seconds in a day, week or year. (31.5 million In a year!)
Odd one out	Tutor gives out sets of four subject-relevant names, words or phrases and learners choose the odd one out giving their reasons. NB there may be more than one right answer if reasoning is sound.
Remember the picture	The learner studies a picture for three minutes and then either gives feedback orally or writes down all the features they can remember.
Sudoku	The number game where all squares, horizontal and vertical lines must be made up of the numbers 1–9. Available in books or from daily newspapers.
Taking sides	Learners are given a statement to which they must agree, disagree or give a 'don't know' response. Reasons are required for their decisions to be shared in their group.
Think of the questions	Learners are asked to think of three questions they would like to be able to ask famous people (live or dead).
Time capsule	Imagine the world is about to end. Learners have to decide on which ten items they would bury in a sealed time capsule for future generations to understand our lives and culture.

True or false	Tutor produces ten statements and learners have to decide if they are true or not. Topics may be subject related or not, as required.
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### **Functional Skills**

Learners are encouraged to keep a log to record their use of Functional Skills throughout their work. A sample checklist for this purpose is included. Some examples have also been included that show how the activities suggested in the Scheme of Work, use and/or contribute towards the underpinning skills and knowledge of the Functional Skills.

**Functional Skills Mapping Level 2 (Higher)**

FS Key	Functional skills for English		Functional skills for Mathematics		Functional skills for ICT	
	ES	Speaking	MR	Representing	IS	Using ICT systems
	EL	Listening	MA	Analysing	IF	Finding information
	ER	Reading	MI	Interpreting	ID	Developing information
	EW	Writing				

FS	Unit and Learning Outcome							Learning Outcome Statement
	L2U1	L2U2	L2U3	L2U5	L2U7	L2U8	L2U9	
ES	LO1							Discussing how principles and values might be important to practitioners
EL			LO1					Listening to presentations from other learners on safeguarding
ER				LO1				Reading Bradshaw's Taxonomy of Need
EW					LO3			Writing a list of questions about the stages of development of a child or young person
MR							LO3	Using a survey to assess the resources and provisions in the local environment
MA						LO4		Recording results of health measures and comparing with norm values
MI						LO4		Evaluating baseline health measures
IS		LO1						Producing notes on the chosen partnerships
IF							LO1	Researching third sector organisations
ID	LO2							Designing a cartoon strip



