

## Session plan

### Playing the safeguarding activity

**Aim: to use the activity to evaluate knowledge and understanding of the issues surrounding safeguarding**

#### Learning objectives

Whilst undertaking this activity, learners will:

- identify and discuss issues surrounding safeguarding
- work collaboratively with team members to reach a consensus on the correct approach to be taken in the safeguarding examples provided
- participate in the safeguarding board game
- evaluate their own learning and identify areas for further development.

#### Learning outcomes

On completion of this activity learners will be able to:

- identify good and poor practice in specific examples of safeguarding
- work collaboratively with team members towards common goals
- link theory and practice
- reflect on their own learning with their teacher, tutor or trainer and produce an action plan to support further development.

Time	Teacher, tutor and trainer plan	Learner activity	Resources
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10 mins	Recap on previous session around case studies and the reporting of cases of suspected abuse. Introduce aims and objectives of the session Introduce board activity and organise teams.	Listen to and discuss aims and objectives Listen to instructions. Form teams. Choose spokesperson for each team.	Aims and objectives Rules of game Scorecard Activity resources
40 mins	Manage the activity: Ensure all learners fully engage and participate. Ensure all learners are following the rules of the game. Extend and support learning through the use of questioning. Encourage the links between theory and practice.	Play the game according to the rules. Spokesperson to give answer after the team has conferred. Peer questioning to extend learning and to develop answers for a higher score.  <b>Extension</b> – Game may be allocated a shorter period of time to allow learners to discuss and devise their own question cards to use during the playing of the game.	Rules of the game Scorecard Clients Board/mat Dice Question cards Answer booklet
10 mins	Plenary – whole-class discussion about what has been learned and identification of any additional learning needed	Identification of own learning needs. Review of individual learning plan (ILP)	ILP

**Assessment of learning outcomes.**

- Formative assessment of the quality of answers provided and the levels of engagement.
- Peer assessment of quality of answers provided.
- Links between theory and practice.
- Evaluation of own learning.
- Review of ILP.
- Observation of collaborative work with peers.

**Differentiation to meet individual needs.**

- Adjust variety and complexity of questioning.
- Manage composition of groups.
- Encourage compilation of additional questions devised by learners.
- Promote leadership skills – spokesperson for teams.

**Teacher, tutor and trainer evaluation**

Consider which parts of the session were effective and why. What additional support did learners require around disclosure?

**Learner feedback**

Consider whether the activities were suitable for all learners and whether the session helped to develop the expert learners. What additional resources are required to support the teaching and learning of this topic?

## **Personal learning and thinking skills developed**

### **Independent enquirers**

- identify questions to answer and problems to resolve
- analyse and evaluate information, judging its relevance and value
- support conclusions, using reasoned arguments and evidence.

### **Reflective learners:**

- assess themselves and others, identifying opportunities and achievements
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress.

### **Team workers:**

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

### **Creative thinkers**

- question their own and others' assumptions.

### **Effective participators:**

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

## **Literacy, language or numeracy skills developed**

- Speaking and listening.
- Group communication skills.
- Opportunities for specialist vocabulary.
- Problem solving.
- Scoring of questions.