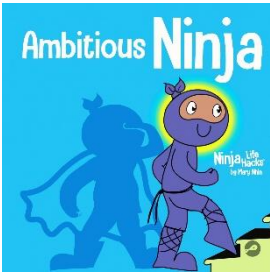

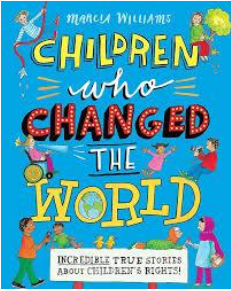
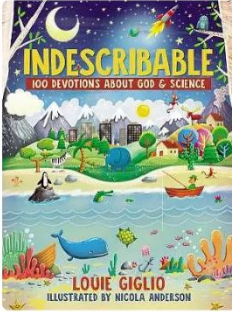
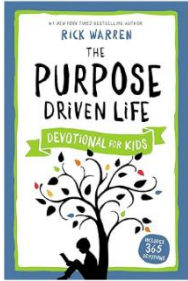


CREW CURRICULUM

Block 3: Making the World a better place...

<p style="text-align: center;">MONDAY Connecting Where we reconnect for the week ahead</p>	<p style="text-align: center;">TUESDAY Mirrors Reflections of our own identities</p>	<p style="text-align: center;">WEDNESDAY Windows Glimpses into the lives and perspectives of others</p>	<p style="text-align: center;">THURSDAY Devotions Where we reflect on God</p>	<p style="text-align: center;">FRIDAY Celebrations Where we notice achievements</p>
<p>This session is an opportunity to re-group after the weekend with a time of reflection. It might include the following:</p> <p>Deliberately practise GOAL SETTING... (see attached)</p> 	 <p>Wk 1: Enjoy reading the book ☺</p> <p>Wk 2: Sorting the ideas in the book... Read the book again and sort the ideas into: -fun ideas but not necessary e.g. every garden having a swimming pool -great ideas we'd like to explore further! -silly ideas</p> <p>Wk 3: Explain we are going to zoom in on some of the pages to explore further and discuss ways in which WE can make the world a better place to be by reflecting on some of the ideas and thinking about ways in which we can make them happen! Anyone who wanted a friend could have at least two</p> <p>Wk 4: Playing would be a subject taught at school</p> <p>Wk 5: Give money to people without much of their own</p> <p>Wk 6 Anyone having a hard time in their own country could come to live here</p> <p>Wk 7: Return to the last page of the book again: 'Now maybe you think I've forgotten something – share it with you friends and make sure you remember it!'</p>	 <p>Meet young activists who have changed the world by fighting for the right to education...the right to a voice...the right to play and discover their incredible stories! This block gives children the opportunity to glimpse a look into the lives of activists & get inspired!</p> <p>Wk 1: Explain to the children that this half term we are going to continue reflecting on 'Convention on the Rights of the Child' by learning more about the true stories of children who have stood up for these rights – activists* Use this first session to read the introduction about 'rights' and to complete the activities/reflections within the intro! ☺ It's an awe and wonder reflection.</p> <p>In the coming weeks, feel free to choose different children in the book, suggestions are below! I suggest looking up each of these countries in an atlas would also be good to build understanding. One of these activists could lead your CREW to taking some positive action ☺</p> <p>Wk 2: Riley Hebbard (USA) – the right to play pp. 28</p> <p>Wk 3: Francia Simon (Dominican Rpb) – the right to a name pp.10</p> <p>Wk 4: Michaela Mycroft (S Africa) – right to extra help pp. 20</p> <p>Wk 5: Iqbal Masih (Pakistan) – protection from labour pp. 31</p> <p>Wk 6: Kehashan Basu (UAE) – right to good health pp. 22</p> <p>Wk 7: Emmanuel Jal (Sudan) – right to protection from war pp. 32</p>	 <p>KS1 and Y3: Discover the Wonders of the Universe</p> <p>For this session each week, we will choose a devotional from the book: Indescribable Each devotion features a "Be Amazed" section with fascinating facts, hands-on activities, and a closing prayer.</p>  <p>Y4/5/6: Purpose Driven Life In these year groups, pls use your knowledge of your CREW and your own confidence to decide on either of the above devotionals. NB) The Purpose Driven Life should be worked through chronologically though!</p>	<p>Reviewing GOALS set on a Monday...</p> <p>-what progress have you made towards your goal? -what are your next steps? -are you ready for a new goal? (have a think over the weekend so you are prepared for Monday)</p> <p>Positive noticing – What have you noticed about each other this week? This will help to build self-esteem and confidence, shift the culture in CREW so that the positive behaviour is the most sought-after behaviour.</p> <p>NB) Please remember CREW is no longer choosing Golden Learners (it would be great if CREW leaders make recommendations to class teachers though, especially relating to goal setting, engagement, contribution etc.)</p>

GOAL SETTING:

We are aiming to deliberately practise the art of Goal Setting this half term in CREW, giving over time in Monday and Friday CREW sessions to set and review goals. It might be positive for the children to have a goal setting notebook so that they can keep this over the weeks as a reflective tool?

There are three types of goals:

Process Goals*	Performance Goals	Outcome Goals
-something you have full control over -measurable -controllable e.g. a commitment to reading for 10 minutes a day.	-measurable -not controllable e.g. getting 100% on a test	-big goals -not within our control e.g. getting the highest mark in the multiplication check nationally

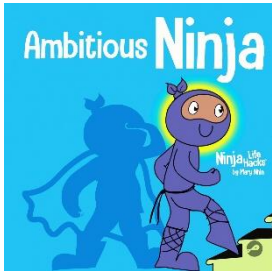
*Recommend that Process Goals are your best bet for setting with the children 😊

*Focus on commitment to something...

*Think about Goals in terms of:

- commitment to an element of learning (e.g. reading feedback, practising times tables, commitment to reading at home)
- commitment to 'making the world a better place'... (e.g. carrying out a job at school or at home)
- commitment to a relationship (e.g. using kind words, following a rule that keeps people safe/respected)

Suggested planning for Goal Setting



Wk 1: Read Ambitious Ninja together... identify the three different types of goals.

Key is to identify that 'process goals' are the ones we have control over and so a good focus.

Process goals for children focus on the actions, habits, and efforts they control, rather than just the result, fostering a growth mindset and resilience.

Wk 2: CREW goal setting

Brainstorm a collection of possible goals you could work on as a CREW. Explain we will come back to this next week to select one, to be thinking in the meantime about which is most relevant to them.

Wk 3: Identify a goal for the children can work on together collectively: e.g. give a positive affirmation to someone once a day; dedicated personal reading time every day. Work through the SMART criteria... make it specific, consider why it's being set, ensure it is achievable, check it is relevant to all, set a time when it will be reviewed.

Wk 4: Review last weeks goal... are the children ready to move into their own goal setting? In time, it will be good to carve out the opportunity each Monday to review/set goals for individual children. CREW members can share their successes, and support one another with re-grouping and adapting and re-setting a goal.



Statements to sort from If I were Prime Minister (Wk2):

Every garden would have a swimming pool

Every tree would have a rope swing

Tables would be piled high with biscuits

Libraries would be open day and night

Friendly old people would read to children

Grumpy people would live in their own towns far away

Cars wouldn't pump out nasty fumes

Leave Christmas lights up in the trees all year round

Squirrels would stay up as late as they liked and scamper through the tree tops

Anyone who wanted a dog could have a dog

Anyone who wanted a bike could have a bike

Anyone who wanted a friend could have at least two

Wet socks would dry themselves inside your shoes

Dinners would never be too hot or too cold

Bananas would always be perfect

We could all relax in enormous super-soft beds

Anyone can ask any question they like

Nobody would ever give funny looks or laugh at someone

Playing would be a subject taught at school

Grown-ups would have to go to nursery once a month

Give money to people without much of their own

Anyone having a hard time in their own country could come to live here