

Lift Off

Tutor Resource Pack



Lift Off Tutor Resource: Introduction

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Lift Off Tutor Resource: Introduction

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Sample

Section 1: Introduction

Modules and characteristics

Each of the three Lift Off modules is made up of six characteristics:



Awareness

- Strengths – I know my strengths and can make the most of them
- Possibilities – I actively investigate new possibilities
- Challenges – I understand the challenges I face
- Routes – I understand my options and the routes to my goals
- Information – I know where to find the information I need
- Support – I know what help I need and where to find it



Aspiration

- Self-worth – I know I am valuable, I value myself
- Self-efficacy – I believe I can succeed and achieve my goals
- Self-control – I can manage my emotions and control my reactions
- Purpose – I enjoy exploring and developing my ambitions for my life
- Resilience – I bounce back from set-backs – stronger
- Determination – I work hard and persevere over the long-term



Attainment

- Planning – I plan, do and review, then plan again
- Communication – I express myself clearly in appropriate ways
- Self-improvement – I reflect on my growth and develop myself
- Application – I engage in, direct and apply my own learning
- Collaboration – I work flexibly with other people and we do better together
- Problem Solving – I use many approaches to create ideas and solutions



These modules and characteristics will help develop skills for...

Progression

Section 2: Challenges

Challenge overview

Overview of Awareness challenges

Characteristic	Challenge	Overview of content
Strengths	Starter	Defining skills and attributes.
	Challenge 01	Peer evaluation of strengths.
	Challenge 02	Using strengths to overcome a challenge.
	Challenge 03	Knowing strengths and how to improve.
Possibilities	Starter	Defining possible, impossible and probable.
	Challenge 01	Find out information about car or home ownership.
	Challenge 02	Find out about self-employment.
	Challenge 03	Overcoming difficult tasks.
Challenges	Starter	Challenges that are normal in life and how people get support.
	Challenge 01	Challenges faced by celebrities and the learner.
	Challenge 02	Challenges in the future.
	Challenge 03	Identify challenges already faced and future challenges.
Routes	Starter	Using maps.
	Challenge 01	Different routes into a career.
	Challenge 02	Subjects that are important for your dream job.
	Challenge 03	Planning a route to independent living.
Information	Starter	Team treasure hunt.
	Challenge 01	Language used in job advertisements.
	Challenge 02	Seek and present information on jobs.
	Challenge 03	Knowing importance of seeking information and how to engage with your community.
Support	Starter	Challenges in school and the people who can help.
	Challenge 01	Learning how to ask for help.
	Challenge 02	Interview a professional helper, how to offer help.
	Challenge 03	Seeking help to overcome difficulties.

See p.7 for important information on repeated themes and activities.

Aspiration challenges

Learning contexts

Characteristic	Challenge	Class	Group (5-7)	Small group (3-4)	Paired	Independent	Discussion	Outdoors
Self-worth	Starter				✓	✓		
	Challenge 01				✓	✓		
	Challenge 02				✓			
	Challenge 03	✓				✓		
Self-efficacy	Starter				✓			
	Challenge 01			✓	✓			
	Challenge 02				✓	✓		
	Challenge 03				✓	✓		
Self-control	Starter	✓						
	Challenge 01					✓		
	Challenge 02	✓		✓				
	Challenge 03	✓		✓		✓		
Purpose	Starter	✓				✓		
	Challenge 01	✓		✓		✓		
	Challenge 02	✓			✓	✓		
	Challenge 03	✓			✓	✓		
Resilience	Starter	✓		✓				
	Challenge 01		✓				✓	
	Challenge 02			✓			✓	
	Challenge 03			✓		✓		
Determination	Starter	✓				✓		
	Challenge 01	✓			✓	✓		
	Challenge 02	✓				✓		
	Challenge 03			✓				

Section 2: Challenges

Curriculum areas

Characteristic	Challenge	English	Maths	Science	History	Geography	RE/SMSC	PSHE	Citizenship	Careers	IT	Design Technology	Art	Drama	PE
Planning	Starter	✓	✓									✓			
	Challenge 01						✓	✓							
	Challenge 02	✓	✓	✓											
	Challenge 03		✓					✓							
Communication	Starter	✓			✓	✓	✓	✓							
	Challenge 01														
	Challenge 02	✓						✓							
	Challenge 03							✓							
Self-improvement	Starter							✓							
	Challenge 01							✓		✓					
	Challenge 02	✓	✓	✓				✓							
	Challenge 03							✓							
Application	Starter							✓	✓		✓				
	Challenge 01							✓		✓					
	Challenge 02							✓		✓					
	Challenge 03							✓		✓					
Collaboration	Starter	✓													✓
	Challenge 01							✓	✓					✓	
	Challenge 02	✓	✓	✓											
	Challenge 03							✓							
Problem Solving	Starter							✓							✓
	Challenge 01	✓						✓					✓		
	Challenge 02			✓								✓			
	Challenge 03							✓							

Awareness: Strengths Starter



🕒 Session time	20 minutes
🏆 Aim	To learn the meaning of the terms 'skills' and 'attributes'.
📄 Resources	<ul style="list-style-type: none"> • Awareness: Strengths starter PowerPoint • Awareness: Strengths starter worksheet
👥 Learning context/s	Class and independent
🔗 Curriculum areas	English, PSHE, Careers

⚙️ Task	🕒 Time allocated
1 Introduce the key vocabulary – skills, attributes, strengths using the PowerPoint. Put five skills and five attributes on the board and as a class separate them into the 'right' categories. ⓘ Attributes and qualities are interchangeable terms.	5 minutes
2 Learners use the worksheet to write what they believe to be their skills and attributes.	6 minutes
3 All the words used to describe attributes are shared back and written on the board – verbal definitions given at this point.	9 minutes

💡 Ideas
You could make matching cards with different attributes and their definitions to ensure clear understanding of each term.

Sample

Aspiration: Self-worth Challenge 01



🕒 Session time	40 minutes
🏆 Aim	To further explain the vocabulary and meaning of words and symbols used to represent human qualities.
📄 Resources	<ul style="list-style-type: none"> • Aspiration: Self-worth challenge 01 worksheet • Definitions from Starter activity
👥 Learning context/s	Independent and paired
🔗 Curriculum areas	PSHE, Careers, Art, Design and Technology

⚙️ Task	🕒 Time allocated
1 Learners choose six words that represent qualities they believe they have.	2 minutes
2 Using the worksheet, the learner uses symbols or adds detail to the outline to show that this person has those six qualities (e.g. a watch to show that the person is reliable).	18 minutes
3 Groups of three or four learners are given three or four completed outlines (take care to ensure that no group gets an outline that belongs to one of their members) and asked to agree which six qualities are being shown on the outline. These qualities are written on the back by one of the group.	16 minutes
4 Learners get their own outlines back and see how successful they have been at showing meaning through drawing and symbols.	2 minutes
5 Learners add definitions of any new 'qualities' words to the list from their starter.	2 minutes

💡 Ideas
Learners could take their outlines home and use them to start a conversation with parents or carers about what qualities those people think the learner has or the outlines could be used to make a classroom display. Task 2 could be done for homework.

Attainment: Collaboration Challenge 03



Session time	40 minutes
Aim	To work as a team to be successful.
Resources	<ul style="list-style-type: none"> • Attainment: Collaboration challenge 03 box making activity • Squared paper • Scissors • Tape • Coloured pens or pencils
Learning context/s	Small group
Curriculum areas	Careers, PSHE

Task	Time allocated
1 Divide the class into groups of four and explain that each group is a company that builds and sells boxes. Define the four roles of the company and ask learners to decide who will do what.	10 minutes
2 Run the game for 20 minutes.	20 minutes
3 Review the teams and how successful each team was. Find out what learners would have done differently. Don't forget to establish a winner!	10 minutes

Ideas
This activity can run a lot longer and be made more complex if time allows, but don't forget to set firm ground rules for how learners conduct themselves as things can soon get chaotic.

Awareness: Strengths Starter worksheet



Name:

Date:

★ My strengths are...

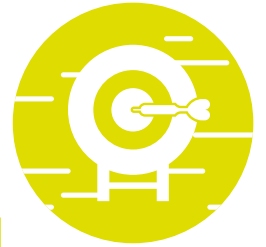
👎 I am not so good at...

💡 My plan to overcome these challenges is...

Sample

Aspiration: Self-worth

Challenge 01 worksheet



Name:

Date:



Attainment: Collaboration

Challenge 03 box making activity



Name:

Date:

How the game works:

Your team is a company that makes and sells boxes. Your teacher is the customer and will designate another person to be provider of raw materials.

Your company starts with £100 and must buy raw materials from the designated person to make boxes. Your teacher will then buy boxes back from you for an amount of money that they decide on, depending on the quality of the product. You are aiming to make as much money as possible.

Each member of your team has a role and each person can do particular things:

- Chair of the board – leads the group and makes the final decisions
- Head of marketing – sells the product and gathers customer feedback
- Head of manufacturing – designs the product and directs the workforce
- Head of accounting – keeps track of the company's money

All members of the team make up the workforce and help to make the product.

Only the head of marketing can interact with the teacher and only the head of manufacturing can buy resources.

The resources available are:

- A4 squared paper: £10 per sheet
- Coloured pens/pencils: £50 each
- Scissors: £50 per pair
- Tape: £10 per 30cm length
- Ruler: £10 each

