



Rise & Shine

PURPOSE

To develop prioritising and decision-making skills

LEARNING OUTCOMES

The activity will help the students to develop their ability to:

- think creatively to meet the needs of a brief
- express their ideas
- present a convincing argument to persuade others to their point of view
- work out priorities
- work as part of a team to make decisions and solve problems

TIMING

- 20 mins

TYPE OF ACTIVITY

- planning and organisation

GROUP SIZE

- whole year group
- whole class
- tutorial group

USE

- icebreaker
- filler
- tutorial session

PREPARATION & MATERIALS

- make students aware (e.g. through a list, briefing etc.) of which groups they are in (preferably mixed gender, ability, ethnicity and non-friendship groups to reflect real life)
- enough *Briefing Sheets* for each group to work effectively and the PowerPoint version if appropriate
- pencils/pens and rough paper for each group
- enterprise skills audit and activity evaluation materials as appropriate

Running the session

1. Give out the *Briefing Sheet* and go through any issues that need clarification. If appropriate, ask each group to split into pairs and each pair to decide which tasks they would do and in what order, then come together with the other pairs in their group, reach a group consensus and justify their decisions.
2. Set a deadline for completing the task and allow the groups (*or pairs*) to begin the activity. After 10 minutes, if appropriate, ask the pairs to join up into groups and negotiate a group decision. Give time reminders as appropriate and as the deadline approaches. Stop the activity once the deadline is reached.
3. Take feedback from the groups and invite comments and questions from the other groups.
4. Debrief the students.
5. Evaluate the activity with the students and others as appropriate.

Debrief

There are likely to be a number of other issues that could be explored. These may include:

- How did you arrive at a group consensus?
- How did you overcome differences?
- Why is it important to be able to agree when working in a group?
- What skills have you used?

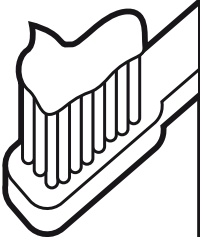
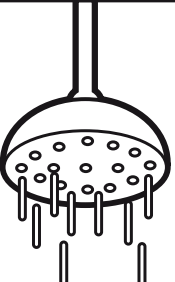

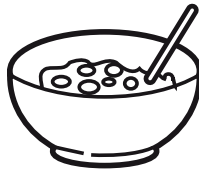

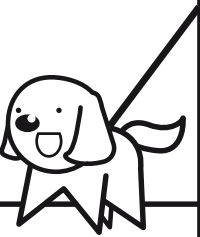




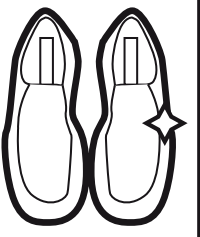




Rise & Shine

After getting up in the morning you have a number of jobs to do. You only have 50 minutes to do what you can.

Decide:

- the order in which you would do the things you have to do
- which jobs you would leave out and why

 2 minutes	 7 minutes	 6 minutes	 5 minutes	 3 minutes
 10 minutes	 5 minutes	 4 minutes	 5 minutes	 8 minutes
 3 minutes	 1 minute	 6 minutes		

Your parents are on the warpath and have threatened that an untidy bedroom and/or poor school reports will result in loss of privileges. Doing well, however, will ensure a rise in pocket-money.

They also insist that you must eat something to start the day.