



Talk about ... contains ideas for class discussion related to the skill with a PD & MU focus.

Have a go ... includes a range of practical activities to support the development of the skill.

Investigate ... suggests opportunities for exploring aspects of the World Around Us.

Narration ... sound recording of the story read by author Liz Weir.

Key Links ... additional web-sites of interest to support and extend learning.

Additional resources, for example, Decision-Making thinking frame.

Possible steps for using the Decision-Making thinking frame with “Helping Nova” (Book 2)

Model

Step by Step

- talk through Tony's options – one at a time;
- identify pros and cons of each;
- weigh up options;
- make a decision; and
- talk about what was learned.

Apply

Make it Real

- identify a class/school/community issue where a decision needs to be made; and
- use the thinking frame as a support or scaffold.

I learned how to make a decision today.

Practise

Widen and Deepen

- create a range of contexts for children to practise their decision making skills; and
- withdraw the thinking frame as the children's thinking becomes more natural.

How can I decide what to do?



We hope you enjoy using the stories. Please send feedback and ideas you would like to share to: tscullion@ccea.org.uk or mhamill@ccea.org.uk

Special thanks to the teachers and P3/P4 pupils of Comber PS and St. Mary's PS, Comber, for their participation during the launch.



Who are they for?

The Wise Up and Th!nk set is intended for years 3 and 4 (Key Stage 1). The stories may be useful to teachers in Key Stage 2 to set the scene for the development of Thinking Skills and Personal Capabilities at this early stage of the Revised Primary Curriculum.

What do they do?

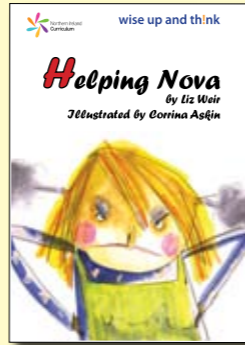
Wise Up and Th!nk has been created to help teachers introduce and develop Thinking Skills & Personal Capabilities. In addition the books can also support and connect different areas of learning by helping to promote rich experiences in Personal Development & Mutual Understanding, Language & Literacy, The World Around Us and The Arts.

The first letter of each title spells out the word **T-H-I-N-K**, visually illustrating that the books are part of a set. However they do not have to be read or explored sequentially.

Each story in the set addresses a different strand of the Thinking Skills and Personal Capabilities Framework and aims to support the development of some of the skills within that particular strand.

The Thinking Skills and Personal Capabilities Framework brings together different types of thinking skills, learning dispositions and personal and interpersonal skills. The framework comprises 5 overlapping strands or sets of skills:

- Managing Information;
- Thinking, Problem-Solving, Decision-Making;
- Being Creative;
- Working with Others; and
- Self-Management.



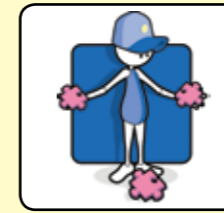
Managing Information

Focusing on:
asking questions, clarifying the task, locating information and clues and judging their usefulness.



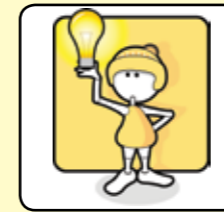
Thinking, Problem-Solving, Decision-Making

Focusing on:
identifying possible options, thinking through the consequences of each (pros and cons), weighing up options and making a choice.



Being Creative

Focusing on:
using imagination, showing curiosity, generating ideas and following them through.



Working with Others

Focusing on:
being fair, agreeing roles and responsibilities and taking the lead.



Self-Management

Focusing on:
showing persistence, seeking and taking advice from others, working towards a goal and being aware of strengths and weaknesses.



How should I use them?

The books can be read with or to the children. Time should be taken to talk about the vivid illustrations which support the text. These can help to stimulate children's questions and discussions.

Each book lists key words or phrases that can be introduced as and when appropriate to help children develop a shared vocabulary when talking about and using skills and capabilities.

At key points in the text you will meet a ladybird. This indicates an opportune time to stop and use the 'Discussion Prompts' on the last page of each book to draw out, highlight and develop aspects of a particular thinking skill or personal capability.

At the end of each book there are prompts to encourage children to become storytellers and share their own ideas and stories. Story telling is an effective medium to communicate thoughts and feelings and it can help children to identify and address issues, clarify beliefs and think about their values.

Log on to...

<http://www.nicurriculum.org.uk>

Click [Skills and Capabilities](#) and follow the link to [Thinking Skills and Personal Capabilities](#).

The web pages provide suggestions to explore the development of skills and capabilities as well as suggesting a range of activities and links to extend the learning and develop children's interests both in school and at home.

The page overleaf looks at the layout of the web based support.

