




Activity 4	UFA in Action  15 mins
Description:	An individual, reflective activity.
Use(s):	To look at how the ‘theory’ of the brochure translates into practice and engage Fellows at this early point with real examples of how the UFA works in practice.
Preparation:	UFA in Action PowerPoint of UFA. Ensure you have enough copies of the publication ‘UFA in Action’ or similar case study material for them to get a sense of the way the UFA works on the ground. Resources included: PPT

Introduce the UFA values as outlined in ‘Celebrating Learning’ via the PowerPoint loop, perhaps giving them time to absorb the content of the slides to music. Explain that the ‘UFA in Action’ booklet will give concrete examples of these ‘conditions for deep learning’; these are what we strive to achieve in any UFA learning experience and describe the ‘texture’ of the learning.

Give reading time.

From your reading and from your growing understanding of the UFA:
 What would be the headlines or ‘bongs’ (à la News at 10) that you would use back in your organisation, in the staffroom/youth club/department meeting to communicate what the UFA is all about?

You have up to 4 ‘bongs’ — what will they be?

Variation:

- If you have longer to spend on this activity, you could ask pairs/small groups to role play some staffroom scenarios. Or ask small groups to create a 15-30 second commercial for the UFA (for TV or radio).


Learning to be drawn from this activity

- Sometimes giving individual time is important; it allows people to reflect without having to deal with listening to other people’s comments and responding to them (as in a conversation). Although sometimes we may need to talk about our thinking before we have really understood it ourselves, often quiet reflection is needed too. Unless learners (of any age) are given opportunities to do this, they will not necessarily develop these skills.
- It is so important to ‘begin with the end in mind’ and to focus on how the UFA impacts at ground level on young people.
- Sometimes it can be difficult to explain the UFA to others as it is different from many other educational institutions that people are familiar with.

UFA in Action- Activity 4
IUFA-A4-Action

Creating the conditions for deep learning

openness and generosity




Introducing the UFA – Activity 4

openness and generosity

Creating the conditions for deep learning

I bring experience to trying out and exploring new ideas.

I tend to be open to asking questions and can work to build a community of learners that is generous in the sharing of ideas.



Introducing the UFA – Activity 4




Introducing the UFA – Activity 4

Creating the conditions for deep learning

intrinsic enjoyment




Introducing the UFA – Activity 4

Intrinsic enjoyment

Creating the conditions for deep learning

I'm enthusiastic, requesting, wanting more opportunities.

I'm motivated by the learning itself and can find 'flow' in learning activities.



Introducing the UFA – Activity 4




Introducing the UFA – Activity 4

Creating the conditions for deep learning

application




Introducing the UFA – Activity 4

Creating the conditions for deep learning

application

I can move my knowledge, skills and attitudes forward and actively try to overcome difficulties.

I frequently review and rehearse my learning transfer and use my learning in different contexts.




Introducing the UFA – Activity 4




Introducing the UFA – Activity 4

Creating the conditions for deep learning

**disturbance
challenge
provocation**



Introducing the UFA – Activity 4


Creating the conditions for deep learning

**disturbance
challenge
provocation**

I can shift out of my comfort zone.

I can accept challenges given by others and can also challenge myself and others.

I respond well to provocations.



Introducing the UFA – Activity 4




Introducing the UFA – Activity 4

Creating the conditions for deep learning

thinking ethically



Introducing the UFA – Activity 4

thinking ethically

Creating the conditions for deep learning

I take responsibility for my own learning and engaging others in learning.

I believe in the potential for all to achieve success.

Through dialogue and cooperation I work for the collective good.


Introducing the UFA – Activity 4




Introducing the UFA – Activity 4

Creating the conditions for deep learning

positive dispositions




Introducing the UFA – Activity 4

positive dispositions

Creating the conditions for deep learning

I have the confidence to keep going, try a range of strategies and ideas, use setbacks to move forward and will tolerate ambiguity and uncertainty.

I develop curiosity and enterprise.




Introducing the UFA – Activity 4




Introducing the UFA – Activity 4

Creating the conditions for deep learning

complexity and subtlety




Introducing the UFA – Activity 4

Creating the conditions for deep learning

I reflect in many different ways, applying fast and slow thinking strategies.

I realise that learning can be a messy process and I can embrace the complexity of learning through positive thinking and emotional dispositions.

Complexity and subtlety



Introducing the UFA – Activity 4




Introducing the UFA – Activity 4

Creating the conditions for deep learning

being engaged



Introducing the UFA – Activity 4


Creating the conditions for deep learning

I trust others in the learning process.

I take a sense of satisfaction in the process of seeking and understanding.

I draw upon a range of cultures, stories, ideas, knowledge, skills and viewpoints.

being engaged



Introducing the UFA – Activity 4