

Attribute	Buzzwords
<p style="text-align: center;"><b>Initiative</b></p>	<p><b>What is Initiative?</b> Inventiveness, Enterprise, Resourcefulness, Creative, Innovative, Imaginative, Ambitious, Proactivity  <b>Key verbs:</b> Begin, Open, Take up, Instate, Launch, Set up, Pioneer, Set in Motion, Implement, Volunteer</p>
<p style="text-align: center;"><b>Leadership</b></p>	<p><b>What is Leadership?</b> Command, Direction, Authority, Control, Influence, Decisive, Accountability, Responsibility  <b>Key verbs:</b> Manage, head up, Command, Govern, Preside over, Motivate, Direct, Assert, Strategise, Negotiate, Delegate</p>
<p style="text-align: center;"><b>Organisation</b></p>	<p><b>What is Organisation?</b> Management, Assembling, Coordination, Composition, Regulation, Ability to multi-task  <b>Key verbs:</b> Coordinate, Formulate, Run, Compose, Catalogue, Classify, Put together, Put in order, Correlate, Regulate, Construct, Arrange, Categorise, Separate, Design, Plan, Strategies, Prioritise, Schedule, Compile</p>
<p style="text-align: center;"><b>Communication</b></p>	<p><b>What is Communication?</b> Correspondence, Dialogue, Assertion, Expression, Interaction, Interpersonal skills, Empathy  <b>Key verbs:</b> Advertise, Broadcast, Connect, Correspond, Impart, Get across, Interact, Publicise, Suggest, Write, Orate, Speak, Advise, Teach, Advocate, Counsel, Persuade, Tutor, Debate, Explain, Interpret, Perform, Present, Negotiate, Influence, Instruct, Clarify, Summarise, Resolve,</p>
<p style="text-align: center;"><b>Resilience</b></p>	<p><b>What is Resilience?</b> Endurance, Fortitude, Grit, Irrepressible, Flexibility, Adjustability, Problem-solving  <b>Key verbs:</b> Courage, Firmness, Intention, Steadfast, Conclude, Resolve, Resolute, Decide, Overcome, Persevere, Adapt, Cope, Undertake</p>

Attribute	Sentence Starters
<p style="text-align: center;"><b>Initiative</b></p>	<ul style="list-style-type: none"> <li>• I <b>launched</b> ...</li> <li>• I had to <b>think creatively</b> because ...</li> <li>• I <b>decided to open</b> ...</li> <li>• In this task, I had to be <b>proactive</b> because ...</li> </ul>
<p style="text-align: center;"><b>Leadership</b></p>	<ul style="list-style-type: none"> <li>• I showed that I am an <b>assertive leader</b> when ...</li> <li>• During this task, I had to <b>motivate</b> my team to ...</li> <li>• I <b>managed</b> _____ to achieve ...</li> <li>• I <b>negotiated</b> _____ with my team to ensure ...</li> <li>• During this task, I was <b>accountable</b> for ...</li> </ul>
<p style="text-align: center;"><b>Organisation</b></p>	<ul style="list-style-type: none"> <li>• I was in charge of <b>coordinating</b> ____ during this activity ...</li> <li>• I <b>scheduled</b> ...</li> <li>• During this task, it was really important for me to <b>arrange</b> ...</li> <li>• My <b>plan</b> for this task was to ...</li> </ul>
<p style="text-align: center;"><b>Communication</b></p>	<ul style="list-style-type: none"> <li>• During this activity, I had to <b>instruct</b> ...</li> <li>• I took responsibility for <b>teaching</b> ...</li> <li>• I <b>advertised</b> this activity by ...</li> <li>• I showed my <b>empathy skills</b> during this activity when ...</li> <li>• I had to <b>negotiate</b> with _____ to achieve ...</li> </ul>
<p style="text-align: center;"><b>Resilience</b></p>	<ul style="list-style-type: none"> <li>• During this activity, I had to <b>overcome</b> ...</li> <li>• I had to <b>adapt the way</b> I ...</li> <li>• I showed that I am <b>resilient</b> by ...</li> <li>• This activity developed my <b>problem-solving skills</b> because ...</li> </ul>

Attribute	Example Evaluations
<h2 style="color: purple;">Initiative</h2>	<ul style="list-style-type: none"> <li data-bbox="698 153 2098 464"> <p>• <i>Example 1: "Create a high quality wall display independently for a subject department"</i>            I saw on BBC a documentary about how animals were used in World War I which I thought was interesting. I asked Ms Gomez if I could do a wall display about it in the History corridor, because I thought other people would find it interesting too.            There wasn't much information on this in the books in the library, so I decided to use my initiative and look on the internet. I went on Google and looked for images to use. I also found case studies and examples to add to the quotations I already had from the documentary.            I think this shows my resourcefulness and that I am an imaginative person. Ms Gomez has asked if I can also do a talk about it in next week's assembly.            If I did this again, I'd like someone who is a bit better at art than me to help, as some of the pictures were a bit scruffy!</p> </li> <li data-bbox="698 496 2098 738"> <p>• <i>Example 2: "Volunteer to do shopping for a senior citizen in the community"</i>            My neighbour Mr Nolan lives by himself and has to use a walking stick. I thought it would be nice to volunteer to do his shopping one week. I visited him with my mum and we came up with a list of things Mr Nolan needed and then I walked to get his things from the local shop.            Next time I visit Mr Nolan, I'm going to set him up on my laptop so that he can do an online shop. I think this would be even better, as he'd have more control over what he buys.            I think this task shows that I can use my initiative to help someone, and it was a really nice feeling doing something for someone else!</p> </li> </ul>
<h2 style="color: red;">Leadership</h2>	<ul style="list-style-type: none"> <li data-bbox="698 754 2098 1002"> <p>• <i>Example 1: "Take responsibility for learning a new Art technique and teaching it to a new group of peers"</i>            I learnt how to use gouache in my paintings to create different effects in my painting. I came up with a lesson strategy, so that I began by teaching simple uses for gouache. Some of the students struggled at first so I had to help and motivate them to stick with it. I delegated some responsibility to Sarah as she had used gouache before.            I think this developed my leadership skills as I was responsible for the group and their progress. I had to ensure that the session was useful for everybody.            If I did this again, I'd like to work with an even bigger group so that I can do lots of mini-group tasks that would be more tailored to different people's abilities.</p> </li> <li data-bbox="698 1034 2098 1337"> <p>• <i>Example 2: "Captain a team as part of a competition"</i>            I have been the captain of the football team since October. We had a big match coming up against a team we had lost to 3 times.            The team didn't think we could win so I had to motivate them to be positive. I did this by giving them all positive feedback from the last match. I also worked with Ms Reynolds to come up with a strategy for the match – we didn't agree on formation at first but we finally negotiated and decided on a 4 – 3 – 2 -1 approach. I wanted this as I thought it was better to have a really strong defence, so that the team felt protected.            Our defence was really strong in the end and we won 2-1.            From this activity, my leadership skills have improved and the team have voted to keep me as the captain for next term as well!</p> </li> </ul>

## Organisation

- **Example 1: “Compile a series of entries for the year group’s joke book”**  
First, I classified the jokes into different groups e.g. ‘knock, knock’ jokes, one liners etc. I then double-checked this list, removing jokes that were too similar or not appropriate for school (i.e. with bad language).  
Then I got a group together and asked them to help me order their favourite jokes from each category.  
We were looking for 25 jokes in total and I tried to organise the book so that each form had roughly 5 entries each.  
The book is finished now and being printed, so hopefully everyone likes it!  
This task taught me that you need to be very systematic and methodical when trying to do something like this, to make sure nothing gets left out and the collection makes sense as a whole.
- **Example 2: “Organise a fundraising activity”**  
I volunteered to coordinate 7C’s cake stall at this term’s bake sale, which is raising money for the charity Mind.  
I made a list of lots of different types of baked goods and, in form time, asked everyone to volunteer for whichever type they wanted to bring in e.g. cookies, brownies, flapjacks, fairy-cakes. This meant that we would have a good range of cakes.  
I organised a quick survey of the form to find out what everyone’s favourite item was at the last bake sale, and cookies was the most popular. Therefore we prioritised bringing in different kinds of cookies, with 8 people bringing different kinds in.  
I then designed posters with Sam J, to make sure people knew about our stall. I also compiled the price list so that we all knew how much things cost.  
In the end, we raised £124.50  
This task taught me that a lot goes in to planning an event – even something small like a bake sale! I think my ability to multi-task has really improved, as well as my ability to plan and think ahead.

## Communication

- **Example 1: “Deliver a speech in assembly to a year group or house”**  
This week we had the proposals for charities for RAG week. I wanted to propose the Great Ormond Street Hospital as our charity this year, and I had a 3 minutes slot in assembly to convince people to vote for GOSH.  
To plan my speech, I did lots of research into the kind of work that the charity does to ensure that I was communicating all the facts.  
Then I revised my speech to ensure that I had in lots of persuasive techniques like the rule of three and alliteration, as well as anecdotes as I think the personal touch is important.  
My speech went really well, and I was really proud that GOSH won the vote and will be our charity for this year’s RAG week. I think my communication skills really improved doing this task – I just wish that maybe next time I wasn’t so nervous!
- **Example 2: “Show an elderly/non-technical person how to use the internet for something relevant to them”**  
Mr Taylor, my neighbour, finds it difficult to get out of the house sometimes, especially when the weather is bad. I thought that maybe if he knew a bit more about how to use his computer then it could make things a bit easier for him.  
First, I asked him what he could do on his computer. He could already use his emails and get onto the internet but wasn’t aware of very many websites. I helped him set up an online bank account, so that he didn’t always need to walk to the bank. Once we’d done this I asked him what his favourite grocery store was, and showed him how to do an online shop, and save some of his favourite items to make things quicker for him.

	<p>I feel like my communication skills really improved doing this. Not only my teaching skills, as I was having to show Mr Taylor the websites and explain what he needed to do, but also my listening skills as it was important that I knew what Mr Taylor could already do on a computer.</p>
<h1 style="text-align: center; color: blue;">Resilience</h1>	<ul style="list-style-type: none"> <li> <p>• <b>Example 1: “Overcome handwriting difficulties by completing regular tasks set by your teachers”</b>            I’ve never had very good handwriting, but now that I’m doing more written tests it was becoming more of a problem. I spoke to my tutor about it, and she agreed to help me with some exercises.            We identified that the main problem is that my writing gets very messy when I’m rushing because of the way I hold my pen.            I did some work with Miss Smith to adapt the way that I hold my pen, and we did some tasks where I had to slowly increase the speed I was writing at.            At first, it was a bit frustrating because I was working hard but couldn’t see any good results. Eventually though, through lots of discipline and practice, I think my writing is much better (and so does Miss Smith!)            This activity taught me that you have to be resilient with some problems, and not be discouraged when you don’t see results straight away</p> </li> <li> <p>• <b>Example 2: “Complete a 5k fun run”</b>            I’m not a very strong runner, and wanted to improve. My dad suggested that I compete in the local charity 5km fun run with him.            At first I found it really difficult, as I wanted to be as fast as my dad straight away. To help me, I came up with a training programme where I would go for a run 2 times a week, running a bit further each time.            I made really good progress at first but kept hitting a ‘wall’ at about 4km. My dad told me that I just had to keep pushing and I’d get past it – and I did! I set myself a target of 35 minutes for the race, and came in at 33 minutes so I’m really pleased.            I think this activity really taught me to believe in myself but also that you need a strategy and a plan if you want to succeed.</p> </li> </ul>