



Using the Shooting Star™

The Shooting Star is intended to engage students, stimulate and focus discussion and provide a helpful basis for action plans and goal setting, while providing schools with information about student progress. It consists of:

- The Star Chart and Action Plan
- The Quiz (with defined scales)
- An illustrated Journey of Change
- An Organisation Guide.

This document gives brief guidance for workers. For fuller guidance and advice on implementation of the Shooting Star, please see the Organisation Guide.

Be prepared - make sure that you have received some training, are familiar with the materials and know when and how the Shooting Star is used in your school or project. It is vital that you understand the Shooting Star Journey of Change and refer to it regularly in order that you and your colleagues use the Star consistently and produce meaningful information for analysis. The focus of the Shooting Star is students' attitudes, awareness and their behaviour in relation to a given area, not the severity of a problem, or their likes and dislikes.

Discuss the Shooting Star language and ideas in class, tutor groups or assemblies before using it to encourage understanding and engagement. Try using the illustrated Journey of Change to present the journey step-by-step. Explain that 5 is the top of the Star scales but not the end of the journey – they will be on course at this point but continue to improve and grow. Possible phrases are:

"We are here to help you make the most of opportunities, enjoy learning and feel confident so that you leave school as your own person, able to do what interests you."

"The Star is a way of tracking your journey and finding out your strengths and needs. There are no right or wrong answers."

Complete the Shooting Star with a student one to one wherever possible. It is flexible so, depending on the needs and abilities of each student, the process is:

- For each area in turn, ask open questions or use the Shooting Star Quiz descriptions as a basis for discussion. Paraphrase, unpack or draw examples relevant to the student, as needed
- If using the illustrated Journey of Change rather than the Quiz, talk through how each point might look
- Students at 3 or above should take the lead in placing themselves on the Star scales; those mainly at 1–2 may be unrealistic and need more direction
- If someone appears to be between two points, choose where they are most of the time or opt for the lower point so that growth is possible
- Aim for students to mark scale points chosen on the Star Chart themselves as they go through, or at the end of the Quiz, then join the points to create a shape.