

CLIMB 61



A ctive

E ducation

P rogramme

The Active Education Programme (AEP) has been designed by our youth team at the Cleobury Community Hub (CCH) as a way of working holistically with a young person and their family.

Mark Greaves is our Director and former full-time Youth and Family Worker. His background has been outdoor instructing at an activity centre where he developed skills and qualifications in various outdoor pursuits including Rock Climbing and Bushcraft. He has a degree in youth work and engages with various agencies as part of his role within the community. He has worked with Pupil Referral Units delivering Forest Schools and more recently has been mentoring in Primary and Secondary schools as part of his work role. He facilitates the Solihull Approach to Understanding Your Child's Behaviour and coordinates volunteer mentors within the primary school setting. Mark developed the concept of the AEP after becoming frustrated at only being able to have a limited positive impact on young people through the different programmes being used.

Why Active Education?

Our programme is based upon aspects of Character Education. A report was created by the Jubilee Centre for Character and Virtues, University of Birmingham in 2015 (Professor Arthur, J. et al, 2015). The report relates the need for character and virtues in young people in order for our communities to benefit in a more cohesive, productive manner. Our ability to nurture good character, throughout education and in the family unit, is paramount in order for young people to become active citizens within their communities. Whether they are academic achievers or school refusers, the need for good character and virtues are clear.

The need to engage the family in our programmes is also a necessity. Our engagement in the Primary setting confirms it is straight forward to, at least, build a rapport with parents as they collect their children from school. It is much harder to engage parents at secondary level because although there is electronic communication (school to family email app), it does not build a rapport in the way face to face contact does. It is also much harder to encourage parent - child relationships when you are unable to build that physical relationship.

Using physical activity along with theory that can be applied, we are able to offer participants an opportunity to focus specifically on areas of potential weakness. We firmly believe that we can empower young people and their families through knowledge. We aim to deliver that knowledge (theory) in a way that can be applied immediately.

The importance of family support is one that we understand to be crucial for the longevity of impact to the participant and their family. CCH will use contacts in other organisations and agencies to be involved locally to each family from the start of the course. They will continue to support the family after the course finishes, building stronger networks and positive relationships. We currently have professional support ready in Cleobury Mortimer, Bewdley, Bridgnorth, Tenbury and Ludlow.

How to get enrolled?

The CCH facilitators meet with appropriate teachers from Key Stage 2/3. A maximum of 5 students can be enrolled for the climbing AEP and 6 for the Bushcraft AEP but these may come from different schools.

Once the students have been identified, the CCH staff will interview each student to ensure they understand the programme and both the student and our facilitators agree they are suitable to the specific AEP.

If all parties agree then an outcome web-star is completed by the student at the interview. In order for the student to become a participant on the programme, an interview with the student's parents/carers is needed together with their agreement to participate in the programme. They will also complete an outcome web-star about their child without their child present.

What is the outcome web-star?

The outcome web-star has been created specifically for the AEPs. It has eight areas for scoring. Each area is prescribed with a crib sheet to help each person complete it. An example of the outcome web-star is attached at the end of the brochure with a case study to see the difference. The areas are scored 1 being low, 10 being highest. The areas for scoring are: Confidence, School Work, Physical Health, Self Worth, Emotional Intelligence, Relationships and Resilience.

The outcome web-star is completed at the start and at the end of the programme by the participant, the parent/carers and the student's form tutor.

What role does the parent/ carer play in the Climbing AEP?

In order for the student to participate the parent/carers need to commit to the programme too. This involves the primary care givers coming climbing with their child on a one-to-one session with our facilitators. The participants will teach their parent/carers what they have learnt and engage them in their climbing programme.

They will also commit to coming outdoor climbing with all the participants and parent/carers at the end of the programme as a celebration.

What role does the parent/carers play in the Bushcraft AEP?

In order for the student to participate the parent/carers need to commit to the programme too. This involves the primary care givers coming to the forest with their child on a one-to-one session with our facilitators. The participants will teach their parent/carers what they have learnt and engage them in an area that they feel comfortable delivering.

They will also commit to coming to the celebration sleep-out with all the participants and parent/carers at the end of the programme. They will come for the afternoon and eat dinner with the group before leaving their children to sleep in the forest under their own shelters.

What are the Active Education Programmes?

Climbing

Our climbing AEP has been running since it's pilot programme in 2017. The programme consists of a 6 session course with a maximum of 5 participants during school hours. We will also deliver a one-to-one session with each family and a celebratory outdoor climbing day. Climbing is a passion for our facilitators with all the necessary qualifications, first aid training and insurance in place. They see the potential that climbing can have physically, emotionally and academically and want to help young people become the best versions of themselves through this programme.

Session overview:

Understanding breathing: Focusing on our breathing helps focus the mind for the theory and reflection but also helps participants apply these skills in pressure environments, focused on climbing in this course.

Reflection: Each session we reflect on the previous week's theory and how it was applied during the climbing session. This is where the participants fill in their logbook, acknowledging successes, struggles and develop targets for the next session.

Theory: Each session has a focus on theory. The theory concepts have been developed to maximise the impact, primarily on climbing but with a wider growth mindset into all areas of the participant's life. Some examples of the theory sessions are: Comfort Zones, Self-Esteem, Perseverance, Trust, Problem Solving.

Climbing/ Practical application: We use our facility, Climb61 at the CCH for each of the sessions. This involves warm-ups and stretches and bouldering. This is also where we are able to have one-to-one conversations and build on the theory presented earlier in the session.

Feedback: After each session a brief summary and encouragement is sent to the parent/ carer, through WhatsApp along with a picture of their child climbing. This helps us build a positive rapport with primary care givers, keeping their interest in their child and the AEP knowing that towards the end of the programme they will be joining them.



Bushcraft

Our Bushcraft AEP consists of a 9 week course with a maximum of 6 participants. Our facilitators are Level 3 Forest School Practitioners who acknowledge that the benefits of Forest Schools for certain young people can be massive. Forest Schools is an amazing concept which is why we have used it as a foundation for our AEP. However, we have developed it to create a more tangible programme for participants and their parent/carers to see the successes and development; physically, emotionally and academically. The participants start with a blank canvas of forest except a fire area. Their aim is to create their own small community over the duration of the programme with a sleep-out at the end as a celebration.

Session Overview:

Drink time: We meet in the group shelter with a hot drink to help focus the session and discuss how we are feeling, giving a score between 1 (low) and 10 (excellent).

Reflection: Reflection continues in the group shelter, discussing how the theory from the last session was applied in the practical application? The theory concepts have been developed to maximise the impact of the forest environment but with a wider growth mindset into all areas of the participant's life. Examples of theory are: Empathy, Self-Esteem, Perseverance, Trust, Problem Solving. Each participant will have their own log book to record progress and aid the reflection process.

Practical Application: A forest manual is available with various projects and ideas. The participants can use the manual as guidance and engage with each other and the facilitators to create/ enjoy their forest community. A voluntary workshop will be available for participants to attend in order to learn new skills and get signed off in tool use. Items in the manual may involve creating tables, chairs, shelters and platforms, coppicing, felling, cooking, friction fire lighting etc.

Feedback: After each session a brief summary and encouragement is sent to the parent/ carer, through WhatsApp, along with a picture of their child in the forest. This helps us build a positive rapport with primary care givers, keeping their interest in their child and the AEP knowing that towards the end of the programme they will be joining them.



Logistics

The meeting point for the Active Education Programme is:

Cleobury Community Hub
Lower Street,
Cleobury Mortimer
Shropshire
DY14 8BN

Transport can be provided upon request at an additional cost of £0.60 pence per mile.

Addresses for programme delivery:

Climbing:

Climb61 - Cleobury Community Hub, Lower Street, Cleobury Mortimer. DY14 8BN

The address for the outdoor celebration session will be determined by weather forecast on the specific date.

Bushcraft:

The address will depend on the age of participants and the time of year the programme will be running.

Cost

6 sessions to be paid by the individual/education provider/grant at £50 per participant, per session with discounts* for 3 or more. A total of £300* per participant, per programme matched by 3 sessions throughout holidays and weekends, Individual two hour one-to-one sessions with parent/carer and participant plus a celebration day outdoor climbing (climbing)/sleep-out (bushcraft), all provided by St Mary's Youth Project.

A total of 9 sessions plus a two hour one-to-one per family (£110) and a whole group (max 5 families) celebration day (£600). The course in conjunction with term dates of local schools.

*contact CCH for latest discount rates.

Theory of Change Active Education Programme

A holistic approach to supporting a young person and their family, initially key stage 3 and 4. Using bespoke resources and individual timetabling, support is provided to KS3 to improve social, emotional learning along with positive behaviour outcomes to young people in various degrees of need, risk of exclusion or disenfranchisement from school.

Programme facilitators...

build positive relationships by actively listening, offering non-judgmental support, creating an atmosphere to develop hard skills, life skills and strategies to improve emotional Intelligence.

Bushcraft

Exploring the outdoors, learning new skills in a potentially 'alien' environment. The Bushcraft programme works on developing confidence through student led design, instilling resilience and the ability to risk and manage failure. The course sits alongside the individuals timetable and promotes academic learning through the focus of the programme manual and the participants logbook.

PROGRAMMES

Climbing

The ability to climb is innate and provides a platform to develop. For some the challenge will be to put a harness on, others will be to complete the hardest climb. There is room to grow in confidence, trust and self-esteem with anyone participating in this programme.

Health: Uses different muscle groups, lower body and upper body through sawing, lifting, carrying and exploring.
Mental Health: Improves confidence, self-esteem, instills resilience, creates a safe environment for conversation, peer support and facilitator led intervention.
Family Engagement - holistic approach

BENEFITS

Health: Uses lots of muscle groups, both in upper and lower body. Can improve stamina and endurance as well as muscle strength, flexibility and agility.
Mental health: Improves self-esteem, mental agility and self awareness. combats depression and anxiety. Offers problem solving, focus and mental concentration.
Family Engagement - holistic approach

**INTERMEDIATE
OUTCOMES**

- Young person has increased sense of happiness and well-being.
- The young person is able to manage their emotions better, both in school and at home.
- The young person will learn behaviour management therefore improving behaviour, both at school and home.
- The young person exceeds current expectation on pupil progress in at least their core subjects of English and Maths.
- The young persons engagement and attendance at school is increased, lowering the risk of exclusion.
- The young person and their family are encouraged and supported to engage with their school more.
- Families are supported to engage more with their children.

ACCREDITATION

Student Logbook - Internal
John Muir Award - Internal
Bushcraft level 1 - External
qualification

Student Logbook - Internal
NICAS - Internal and external
moderation

DATA

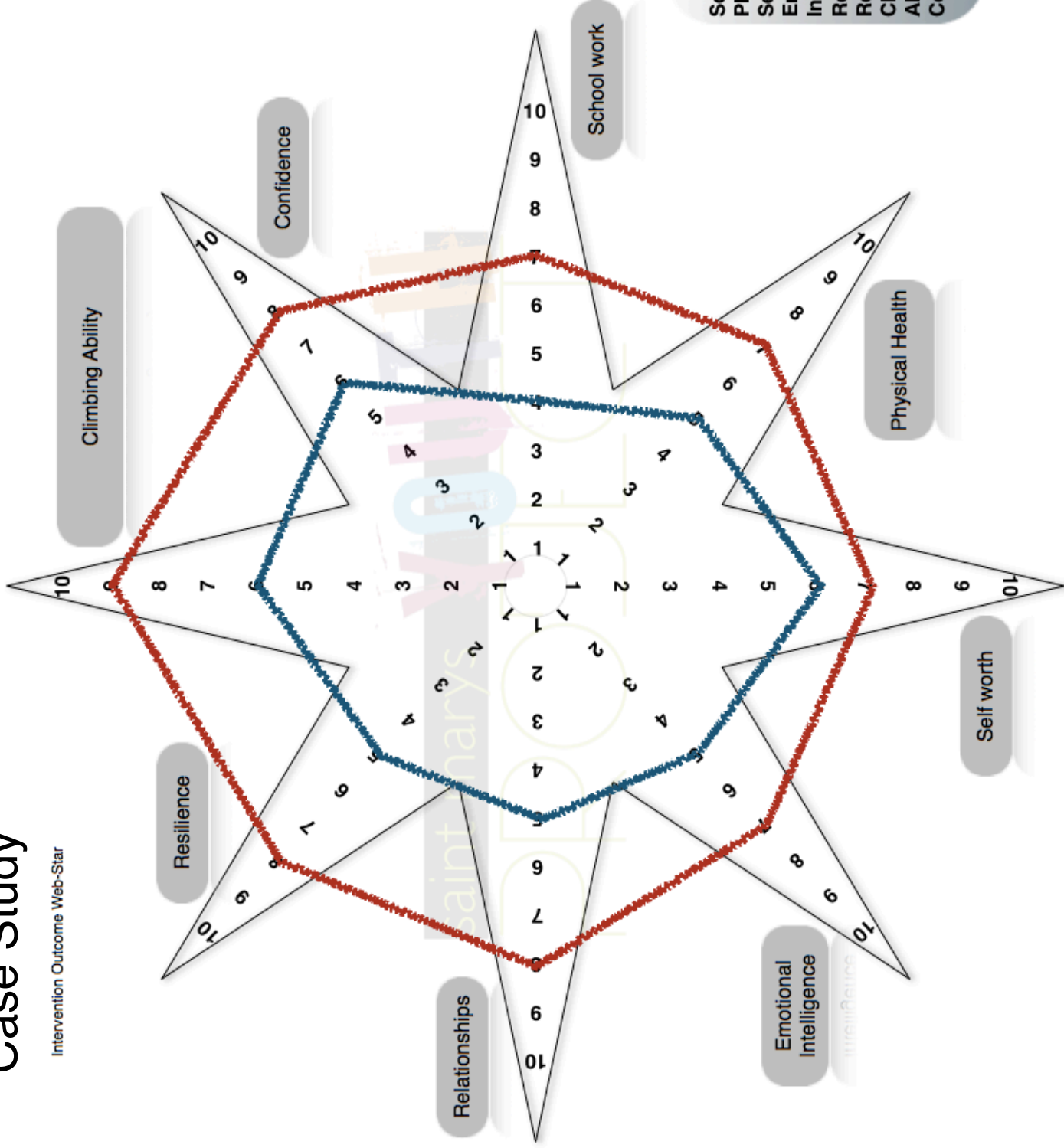
Outcome web-star used at the start of the intervention and at the end with young person, their primary carer givers and form tutor/ class teacher.
Session recording.
Pupil progress and integration in school.
Accreditation if desired.

**ULTIMATE
GOAL**

To improve the emotional literacy of young people that are currently at risk, giving them the best opportunity to succeed in mainstream school and further education, enabling them to become active citizens within their communities.
To improve the relationship between the young person, their families, school and the community.

Pilot Case Study

Intervention Outcome Web-Star



Name: Young Person 1

Combined Average

Before:



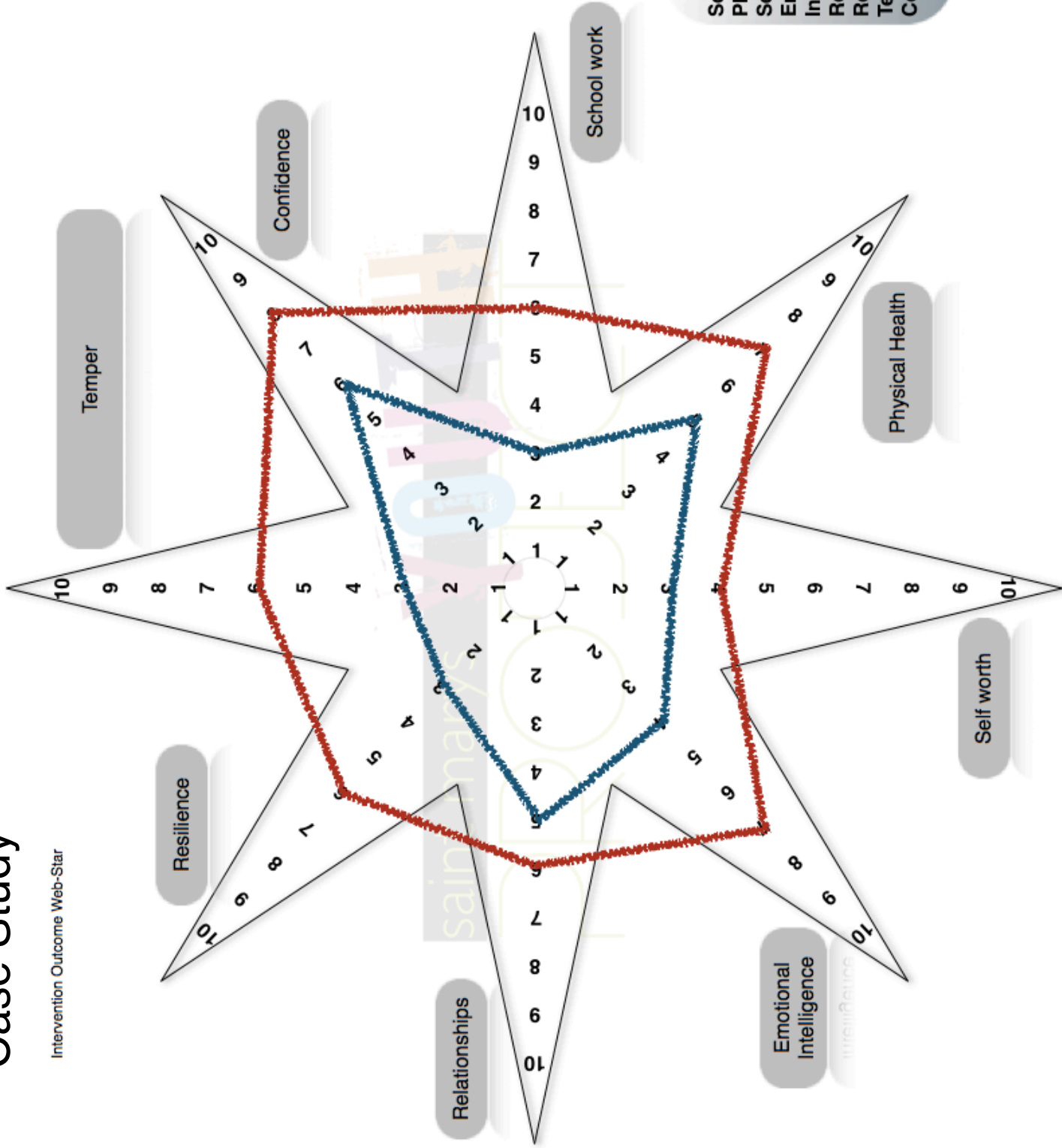
After:



School Work	30% Increase
Physical Health	20% Increase
Self Worth	10% Increase
Emotional Intelligence	20% Increase
Relationships	30% Increase
Resilience	30% Increase
Climbing Ability	30% Increase
Confidence	20% Increase

Pilot Case Study

Intervention Outcome Web-Star



Name: Young Person 2

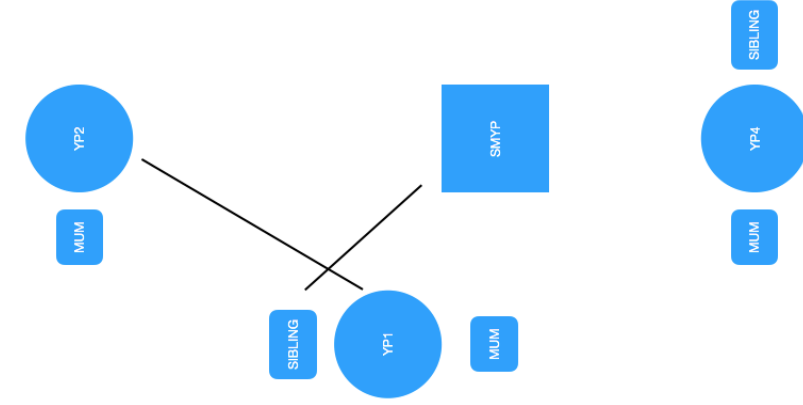
Combined Average

Before:

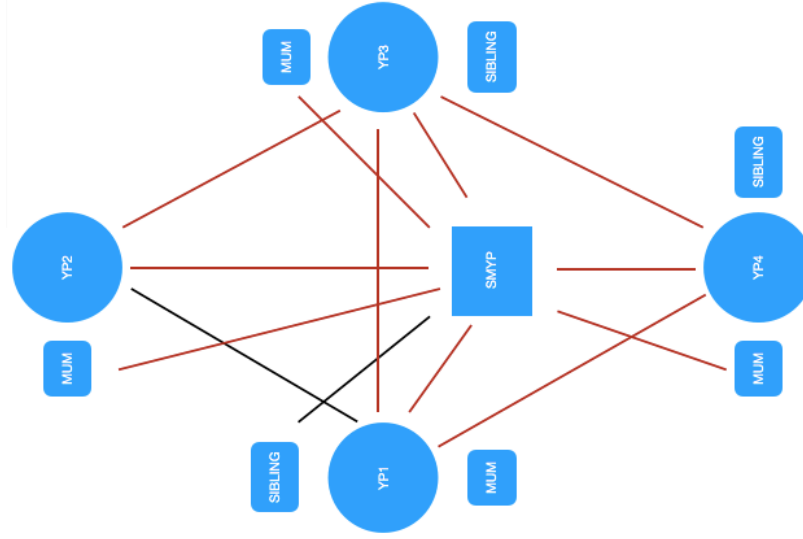
After:

School Work	30% Increase
Physical Health	20% Increase
Self Worth	10% Increase
Emotional Intelligence	30% Increase
Relationships	10% Increase
Resilience	30% Increase
Temper	30% Increase
Confidence	20% Increase

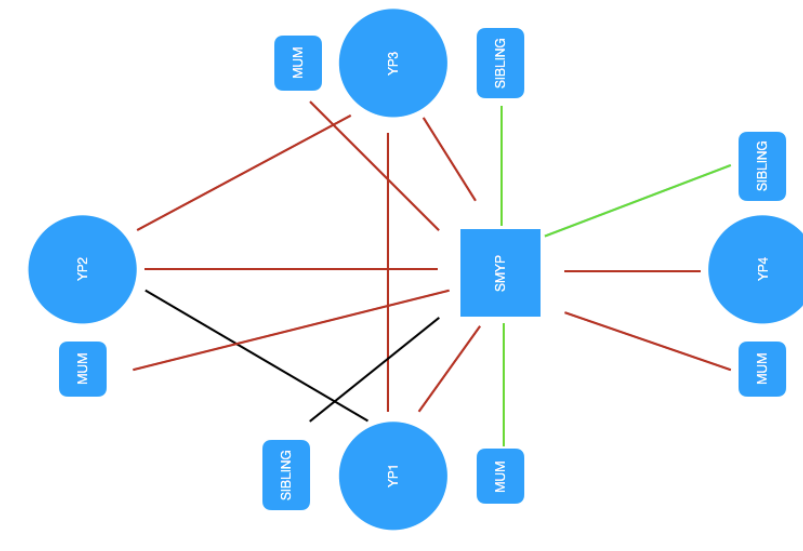
The Active Education Programme aims to actively involve and support the families of participants in order to build lasting relationships and therefore maximise the positive impact of the course. The pilot was designed in 2017 as SMYP. Since then we have kept the program up to date for the participants. The CCH aims to continue family engagement after the course finishes. From the final pilot course in 2017 two of the four families are still climbing together regularly.



Before
Number of Connections: 2



During
Number of Connections: 13
New Connections: 11



After
Number of Connections: 14
Connections Retained: 11
New Connections: 3