



3C Challenge

We are preparing to launch a new aspect of our business to build on our success at our centre and from visiting more schools with our mobile climbing wall in the Summer Term.

We want to work alongside you and your PSHE curriculum and **bring PSHE out of the classroom** by helping students to develop the key life skills of:

Co-operation
Communication
Collaboration

We have been studying the PSHE curriculum and through our **Problem Solving Activities** we will look to develop students **Intrapersonal** and **Interpersonal** skills along with the skill of **Enquiry**.

With support from school staff we will take on board some of these **Essential Skills** and break them down as they students carry out their tasks as a team.

PROBLEM SOLVING ACTIVITIES (we come to your school hall or outside if dry)			
We have enough kit to work with 60 students at time – 2 classes with 1 or 2 staff per class. We would work with 1 or 2 classes in the morning and then another 1 or 2 in the afternoon. So, we can work with between 2 and 4 classes a day.			
	March (April if availability)	September & October	December/ January / February
1 class and 1 VO staff (2x 30 in a day)	£420*(approx. £7/student)	£480*(approx. £8/student)	£390*(approx. £6.50/student)
We work with 1x 10 students whilst 2 school adults work with 2 x 10			
1 class and 2 VO staff (2x30 in a day)	£570*(approx. £9.50/student)	£630*(approx. £10.50/student)	£390*(approx. £9.00/student)
We work with 2 x 10 students whilst 1 school adult works with 1 x 10			

*VAT is added but claimed back by school

venture out

3C Challenge

TEAM BUILDING (best for Year 5 to 7)

We can work with 120 children a day!

(On your school site either in a hall or on a playground/field)



Co-operation

To work or act together or jointly for a common purpose or benefit. to work or act with another or other persons willingly and agreeably.



Communication

Effective communication involves both sending clear messages and actively listening to ensure they are received and understood.



Collaboration

Collaboration is a partnership; a union; the act of producing or making something together. Collaboration can take place between two people or many people, strangers or best friends. To collaborate is to commit to the possibility of producing an outcome greater than one that would be developed by oneself.



Co-operation, Communication and Collaboration

The three C's of team building are Co-operation, Communication, Collaboration. These skills all tie into one another in some form or fashion, one leading to another as they go. Communication is the basis of them all and forms the foundation for a well-functioning team.

The intrapersonal skills required for self-management

- Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)
- Learning from experience to seek out and make use of constructive feedback
- Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)
- Making decisions (including knowing when to be flexible)
- Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)
- Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)
- Self-regulation (including managing strong emotions e.g. negativity and impulse)
- Recognising and managing the need for peer approval
- Self-organisation (including time management)

The interpersonal skills required for positive relationships in a wide variety of settings

- Active listening
- Empathy
- Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)
- Team working (including agreeing clear and challenging outcomes, facilitation, cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others experience)
- Negotiation (including flexibility, self-advocacy and compromise)
- Recognising and utilising strategies for managing pressure, persuasion and coercion
- Responding to the need for positive affirmation for self and others

The skills of enquiry

- Formulating questions
- Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)
- Analysis (including separating fact from opinion)
- Planning and deciding
- Recalling and applying knowledge creatively and in novel situations
- Drawing and defending conclusions using evidence and not just assertion
- Identification, assessment (including prediction) and management of risk
- Evaluating social norms
- Reviewing progress against objectives

PSHE Curriculum CORE THEMES

Core Theme 1: Health & Wellbeing

- how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- to differentiate between the terms, 'risk', 'danger' and 'hazard'
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- to recognise their increasing independence brings increased responsibility to keep themselves and others safe
- that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
- strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)
- the importance of protecting personal information, including passwords, addresses and images
- about people who are responsible for helping them stay healthy and safe and ways that they can help these people

Core Theme 2 : Relationships

- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
- to work collaboratively towards shared goals
- to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)
- to recognise and manage 'dares'
- to recognise and challenge stereotypes

Core Theme 3 Living in the Wider World

- to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities
- that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- what being part of a community means, and about the varied institutions that support communities locally and nationally
- to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing