

# Aiming High

## **The Aim**

To provide a journey, enhancing experiential learning, fun and social integration whilst promoting a positive and inclusive education.

## **The Objectives**

- To introduce the young people to the outdoors
- Raise Self Esteem
- Improve relationships through communication and interaction
- Learn through the outdoors
- Challenge educational perceptions
- Promote healthy eating and lifestyles

## **ETHOS**

Aiming High provides an extensive programme of Outdoor Experiences designed to challenge young people by providing a range of progressive activities. Underpinning these activities is a Rights, Respect and Responsibilities Contract that is put together by the young people and key workers at the first session.

Supporting these activities, are weekly group sessions in the school. These sessions are led by the key worker and are designed to reinforce the Rights Respect and Responsibilities contract. It is an opportunity for the young people to share problems and to be offered assistance in identifying ways to transfer newly learnt skills back into their educational lives.

The role of the key worker is vital in the successes of these groups, providing support, follow up work, keeping parents/guardians informed and involved. Also they have a responsibility to liaise with the Aiming High Co-ordinator in order to maintain the consistency of the Rights Responsibilities and Respect contract, to reinforce its values within school.

In this pack you will find useful information to aid you in the delivery of the Aiming High Project, it will include information for the school, parents and young people covering the programme, suitable foods and kit lists.

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**WHAT AIMING HIGH CAN OFFER YOU**

- All qualified instructors.
- All equipment requirements for your group.
- A well structured and managed programme.
- Progression of high quality outdoor learning experiences set to challenge the group and individuals
- Support for lead workers and groups from the Aiming High Co-ordinator.
- A safe, but challenging environment.
- An event to share the successes of the young people.
- Continuous monitoring of students progress throughout the programme
- An opportunity to experience what Hampshire County Council's Outdoor Service has to offer.

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**WHAT THE AIMING HIGH PROJECT REQUIRES FROM THE SCHOOL**

- The groups need to have a the head of year or an experienced teacher to lead the group with support form one other competent person that would have experience of working with challenging groups and know the young people.
- The groups are required to provide their own transport to and from each venue.
- The group leaders are pastorally responsible for the groups and will liaise with the Aiming High co-ordinator as to any issues prior, during and after the sessions.
- The group leaders are involved with the discipline and control of their young people at all times during the programme. Whilst school rules will still apply, there is also a need to reinforce the Rights, Respect and Responsibilities contract which includes the consequences.
- In order for the Aiming High Project to have maximum impact, the groups need to follow up all 'Outdoor Learning Experiences' with regular sessions at school. These sessions will look at the Rights, Respect and Responsibilities contract and ensure that they are being adhered to. The sessions will also aid the young people in identifying strategies by which they can successfully transfer skills learnt or developed in the outdoors back into the educational environment.
- Liaise with the Aiming High co-ordinator any about any issues arising from the groups or individuals including kit requirements.
- Communicate with the parent/guardians of the pupils to share information from the sessions and to learn of problems within the home. Also to keep parents/guardians up to date with the programming.
- A contribution of £2000 per group.

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## **KEY WORKER**

The role of the key worker is vital for each group, they have a variety of roles and responsibilities for each group, which are covered in the bullet points below. Without the hard work of the key worker the success of the group would suffer.

- Ideally the key worker will be the head of year, failing that they need to be an experienced teacher that is confident of working with pupils with challenging behaviour.
- The key worker is required to commit to every session
- They are to be seen as the link between the group and the Aiming High project.
- The key worker needs to be supported, at all sessions, by a member of staff that is experienced in working with groups displaying challenging behaviour and know the group.
- Key workers are required to send out all of the information to the young people and follow up any issues.
- Hold regular sessions with the groups to reflect upon previous outdoor learning experiences, re-enforce the Rights Responsibilities and Respect Contract within the school.
- Transport the group to the learning activities on time and prepared for the day. Following kit lists and joining instructions.
- Deal with all pastoral care of the group and to help deal with any behaviour issues as they occur.
- Ensure that school rules and the Rights, Responsibilities and Respect contract are upheld during the programme
- Will be supported by the Aiming High Co-ordinator, and help is on hand to assist where it is reasonably required.

## **SCHOOL BASED SESSIONS**

The regular groupwork sessions delivered in school are vital to the success of the project. There is, on average, 1 month between each practical 'Outdoor Learning Experience' so there is the real need to keep learning fresh in their minds.

The content of these sessions will be dictated by any recent and relevant occurrences and the Rights Responsibilities and Respect contract.

However, there are many topics that can be covered within these sessions.

Some suggested subjects;

- Review of each outdoor learning experience - what worked, what didn't work, how well did the group/individuals perform, what new skills or learning could be utilised within school, how did they challenge themselves?, what would they like to try to do again?,
- Does the young person's behaviour reflect upon the Rights Responsibilities and Respect Contract and the school's culture.
- What triggers negative behaviour in school.
- Transference of skills to the classroom.
- Preparation for forthcoming session
- Recognise and praise any good behaviour or achievements.
- The effect of what they eat on behaviour, i.e. Additives, sugar, etc.
- Healthy lifestyles - do they do any physical activities? Do they smoke? How long do they spend playing video games or watching DVDs?
- Look forward to and prepare for the next 'experience'.

## **THE YOUNG PEOPLE**

Aiming High strives to work with young people that will benefit from the programme.

The young people that have had most success from the project have all had low self esteem issues, these can lead to behavioural problems in school. However the individuals need to want to improve themselves and see this as an opportunity to do so. They need to be fully aware that the Aiming High Project is not just a 'jolly' to get out of school.

- It requires hard work, commitment, discomfort, a willingness to try everything, be involved, work within in a team and above all to be prepared to challenge themselves.
- The Aiming High Project has been successful with 80% of its participants.
- The Rights, Responsibilities and Respect contract gives them a clear set of boundaries to operate within.

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**WHAT THE AIMING HIGH PROJECT REQUIRES FROM THE YOUNG PEOPLE**

Aiming High will give you the opportunity to achieve and succeed. It is a once in a lifetime experience that will provide you with a variety of activities that will challenge you both physically and mentally. You will feel tired and uncomfortable at times. However, you will also feel excited, confident and have fun.

For Aiming High to work you must follow these simple conditions

- 100% Attendance
- Be punctual
- Wear and bring the right kit
- Respect yourself and each other
- Be responsible for your actions
- Listen to each other
- Embrace a healthy lifestyle
- Support other members of your team
- Commitment
- Leave phones, Playstations, MP3 players, etc. at home
- Apply your newly acquired knowledge and skills to school
- Honesty
- Willingness to learn

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**WHAT THE AIMING HIGH PROJECT REQUIRES FROM  
PARENTS/CARERS**

Aiming High Project provides an opportunity for your son/daughter to achieve and succeed in a challenging environment that will stretch them both physically and mentally. We aim to address the behaviour in your son/daughter, but the project and your child needs your support to give it every opportunity to be successful.

The following points will aid in your child's development

- Ensure that your son/daughter attends every Aiming High session on time.
- Provide your son/daughter with a suitable packed lunch.
- Ensure that your son/daughter brings the right kit to each session.
- Support your child throughout the project and embrace the ethos of the programme
- Inform the key worker/ teacher of any problems relating to the project, that may arise during the course of Aiming High.
- Attend the final presentation of Aiming High to celebrate your child's achievements.

## **HEALTHY EATING**

The Aiming High Project prides itself on a Healthy Eating and lifestyles regime. During the time spent on each of the 'Outdoor Learning Experiences' there is a no sweets, crisps, chocolate and fizzy drink policy. This includes Lucozade, Powerade or any other energy drinks.

The project attempts to educate the young people on the effect that additives and refined sugars can have on behaviour.

The students will be challenging themselves in an outdoor environment. It is vital that they get the right foods, so it is paramount that packed lunches at each session provide a good balance. They will be checked for any 'contraband' at each session and they will have the opportunity to hand in any deemed not suitable.

Some of the benefits of a balanced healthy diet are;

- More energy
- Improvements in behaviour
- Less mood swings as sugar and energy levels remain more constant.
- Less illnesses
- Less problems with obesity
- Improved concentration in the classroom

The 'Healthy Eating' aspect of this programme is a real challenge for the key workers. It is worth pointing out that the project allows most foods to be eaten.

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Some suggested foods are:

Sandwiches/Rolls (ham/tuna)

Pasta Dishes

Salads

Fruits

Rice Dishes

Crackers

Cheese

Meats

Yoghurts (not chocolate)

Fruit Juice (not Sunny D)

Water

No added sugar drinks

\* Note that this is not an extensive list, but if you follow the guide that anything with additives, lots of refined sugars and or caffeine in, will not be permitted.

## **RIGHTS, RESPECT AND RESPONSIBILITIES**

The Aiming High Project facilitates each group identifying their own Rights, Respect and Responsibilities contract. This contract is devised with the staff and young people at the very first session.

It is used throughout the project as a means to set boundaries for the groups to operate in which is agreed by each of the group members.

### Background To the Rights, Respect and Responsibilities Contract

- RRR provides a strategy for developing values and producing socially responsible behaviour.
- The core of the strategy is based on the UN Convention on the Rights of the Child - ie universal principles that protect and promote the rights of children and young people.
- Young people learn to understand they have rights now, not just for a purpose in the future (ie getting to college, getting a job.....). This is of immediate interest and as well as preparing for later life.
- They learn that all children and young people have these same rights, but also that they need to learn to respect the rights of others.
- Very importantly they also learn about the responsibilities that follow these rights. It is this relationship that helps promote and develop a positive and socially responsible approach.
- This responsibility is to themselves, to ensure that they take the opportunities that their rights offer.
- Young people come to understand their responsibilities to others and learn to respect their needs and viewpoints
- Situations where rights appear to conflict promotes the development of higher order thinking and reasoning skills.

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- Difficulties faced by children and young people can be seen as violations of rights, rather than individual weaknesses.
- Leaders can focus their appeal on children and young people self interest and expectations, possible rights before exploring their relationship with responsibilities.
- Leaders are not isolated because of such strategies, expectations and understanding are more universally shared.

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## **KIT LISTS**

### Session 2 - Mountain Biking and Low Ropes

- Healthy Packed Lunch
- Long Sleeved Tops
- Trousers - Tracksuit, no jeans
- Warm Clothing
- Waterproof jacket
- Sensible footwear
- Note that the clothes will get dirty on this day
- Bring a change of clothes

### Session 3 - Survival Experience

- Complete change of clothes including underwear
- Hat and Gloves
- Sleeping Bag \*
- Healthy Packed Lunch
- Small Wash bag and contents
- Warm top
- Waterproof jacket and trousers \*
- Sensible footwear (there is a 11km walk included in the residential)
- Note clothes will get dirty
- Spare socks

### Session 4 - Kayaking

- Complete change of clothes
- Change of footwear
- Towel
- Healthy Packed Lunch
- Note clothes will get wet

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Session 5 – Welsh Residential

- Sleeping Bag\*
- Pillow case and sheet
- Toiletries
- Towel
- Healthy Packed Lunch for journey
- Clean clothes for 2 days activities
- Clean clothes for in the centre
- Sensible footwear
- Clean footwear for in the centre
- Hat and gloves
- Warm Top
- A **SMALL** amount of money for gift shop
- Note activity clothes will get wet and dirty

Session 6 – Final Weekend

- Sleeping Bag\*
- Waterproofs
- Small rucksack
- 1 litre of water
- Toiletries
- Towel
- Clothes for activities (2 Days)
- Clean clothes for presentation
- Sensible footwear for activities
- Footwear for presentation
- Note activity clothing will get wet and dirty
- Please try and keep all of your belongings in 1 bag

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**WHAT NOT TO BRING AT ANY TIME**

- Mobile Phones, (staff will have phones for emergencies)
  - iPods, MP3 Players, Walkmans, Radios
  - Hand Held Games Consoles
  - Money, there are no shops!
  - Portable TVs,
  - Portable DVD players
- 
- Aiming High requests that the above items are not brought to the sessions as there is a good chance that they can be lost or damaged, however if they are brought, then the Aiming High staff will look after them until the session is completed
  - The Aiming High Project accepts no responsibility for lost or damaged items
  - Any damaged hired equipment will be charged for

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**SESSION EVALUATION FORM**

Activity: .....

Date: .....

Group: .....

Name: .....  
(optional)

<p>How did you feel about coming to this activity? (1=worried 5= excited)</p> <p style="text-align: center;">1    2    3    4    5</p> <p>Comments</p>
<p>Could you tell us 3 good things about this activity</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
<p>Could you list 3 things that you would change about this activity?</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
<p>How would you rate your instructor(s) for this session? (1 = poor 5 = excellent)</p> <p style="text-align: center;">1    2    3    4    5</p>
<p>How would you rate the equipment for this session? (1 = poor 5 = excellent)</p> <p style="text-align: center;">1    2    3    4    5</p>
<p>How do you feel now? (1= fed up 5 = really good)</p> <p style="text-align: center;">1    2    3    4    5</p>
<p>How do you feel about coming to the next session? (1= worried 5= excited)</p> <p style="text-align: center;">1    2    3    4    5</p>

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**USEFUL NUMBERS**

Craig Lindsay - Aiming High Co-ordinator

Office - 01590 623160

Mobile- 07789 943291

Tile Barn Outdoor Centre

01590 623160

Welsh Mountain Centre - Argoed Llywd

01874 622914 (Emergency only)

Calshot Activities Centre

023 80 892077 (Emergency only, unmanned reception at weekends)

**Educational visit information and consent form** (please complete both sides)

Name of establishment .....

**Personal details**

First name of participant ..... Surname .....

Date of birth ..... Age ..... Tick if aged 18 or over  male / female

Address .....

..... Post code .....

Name of next of kin .....

Next of kin address during the activity (if different from above) .....

..... Post code .....

Contact no: Home ..... Work ..... Mobile .....

Name and address of participant's doctor .....

Telephone no ..... NHS no (if known) .....

**Consent for the visit or venture**

The visit or venture to ..... Date of visit .....

I confirm that I have parental responsibility for .....

He/she is in good health and I consider him/her to be capable of taking part in the activities set out

in your letter dated ..... I acknowledge receipt of a copy of the insurance synopsis. I consent to him/her taking part in the programme detailed in your letter.

In the event of illness or accident, I consent to any necessary medical treatment, which might include the use of anaesthetics.

Signed.....

Please print name here .....

Address .....

..... Post code .....

**Any additional information required**

**Educational visit information and medical form (please complete both sides)**

Has the participant had any of the following?

Asthma or bronchitis	Yes	No	Allergies to any known medication	Yes	No
Heart condition	Yes	No	Any other allergies, eg material, food, plasters	Yes	No
Fits, fainting or blackouts	Yes	No	Other illness or disability	Yes	No
Severe headaches	Yes	No	Travel sickness	Yes	No
Diabetes	Yes	No	Regular medication	Yes	No

If the answer to any of these questions is Yes, please give details: .....

.....  
 .....

If it is considered necessary, do you agree to mild painkillers (eg: Paracetamol) being administered Yes No

Has the participant received vaccination against Tetanus in the last 10 years? Yes No

Is the participant receiving medical or surgical treatment of any kind from either their family doctor or hospital? Yes No

Has the participant been given specific medical advice to follow in emergencies? Yes No

If the answer to either of the last two questions is Yes, please give details here (including name and dosage of any medicines/tablets):  
 .....

.....

My son/daughter can swim 50 metres in light clothing Yes No

In the event of any illness or medical treatment occurring after the return of this form and prior to the activity, I undertake to inform the group leader.

Signed ..... (for participants under 18 years of age)  
*Person with parental responsibility*

Please print name here .....

Signed ..... (for participants aged 18 years or over)  
*Participant*

Date .....

**Consent for taking images**

During our visit or venture we are likely to take pictures and videos. We would like to use these in presentations, displays or in our own booklets, newsletters or publicity.

In the event of any images of my child/me being taken, I consent to them being used for educational purposes. Yes No

I understand that if my child is/I am easily identifiable (eg a close facial shot) I will be informed first.

I consent to the images being used on the website Yes No

Signed ..... (for participants under 18 years of age)  
*Person with parental responsibility*

Signed ..... (for participants aged 18 years or over)  
*Participant*

Date .....