

**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 17 July 2018

Subject: Manchester Curriculum for Life

Report of: Director of Education

Summary

This report provides an update of the progress made on developing a Curriculum for Life for children and young people in Manchester in response to this being identified as the top priority for children and young people in the national ‘Make Your Mark’ ballot. The report outlines the plans to pilot the approach developed from September 2018 to April 2019 and the key actions for this next phase of work.

Recommendations

Members are requested to note how the approach has developed and comment on the plans to pilot from September 2018.

Wards Affected: All

Alignment to the Our Manchester Strategy Outcomes (if applicable)

Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	We will work with partners from across the city such as schools, settings, cultural venues and employers to ensure that our children and young people are connected to the city, contributing to its economy.
A highly skilled city: world class and home grown talent sustaining the city’s economic success	Curriculum for Life is focused on providing more opportunities for the children and young people of Manchester to develop the skills required for employment and to live independent lives.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Children and young people are encouraged to access opportunities within their communities. With local schools and youth settings delivering Curriculum for Life, children and young people will positively contribute to their local community.
A liveable and low carbon city: a destination of choice to live, visit, work	Through the curriculum for life challenges, children and young people are encouraged positively contribute to improving the environment and live sustainable lives.

A connected city: world class infrastructure and connectivity to drive growth	
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Contact Officers:

Name: Amanda Corcoran
Position: Director of Education
Telephone: 07717527747
E-mail: a.corcoran@manchester.gov.uk

Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

Curriculum for Life report to Children and Young People Scrutiny Committee: 10th October 2017.

1.0 Introduction

- 1.1 This report has been prepared to provide an update on the progress made since October 2017 with regards to the development of a Curriculum for Life in Manchester. The development of a Curriculum for Life has continued to be shaped by children, young people, schools and settings in recent months and the proposed approach set out in this paper, is intended to be used flexibly to provide opportunities for children and young people to develop key life skills across formal and informal education settings.

2.0 Background

- 2.1 There are several drivers behind the development of the Curriculum for Life.
- 978,216 young people aged 11-18 (including 25,406 Manchester residents) voted in the national Make Your Mark ballot with curriculum for life winning the vote.
 - Evidence from The British Youth Council Select Committee report on a curriculum for life concluded that that there is a requirement for an effective, relevant and up-to-date education in life skills.
 - Employers are calling for the development of ‘softer skills’ as there is a current skills gap in school leavers. Evidence (including the Youth Employment UK Employability Review) suggests there is a requirement for an approach to be developed around skills such as teamwork, problem solving, self-management, self-belief and communication in order to bridge the gap and better prepare young people for employment.
 - Feedback from young people and research indicates that standards of PSHE delivery are mixed. Due to its non-statutory status schools are free to develop their own PSHE curriculum whilst making use of national guidelines on set elements. The Government has introduced a statutory role for Relationship and Sex Education which will be implemented from September 2019 and curriculum for life will sit alongside current frameworks such as PSHE with the intention of strengthening settings’ offer in the subject.
- 2.2 The development of a Curriculum for Life to be used across all schools and settings in the City will support the City’s priorities by providing the following benefits:
- Improving outcomes for children and young people, particularly around independence ‘life skills’.
 - Connecting children and young people to practical activities and opportunities, allowing them further develop skills.
 - Improvement in youth engagement, particularly around the co-design of the Curriculum for Life in Manchester.

- Providing children and young people with a platform from which to record the skills they have acquired and the ability to demonstrate them in an appropriate manner.
- Bridging the gap between employers' ask for development in 'softer skills' and the current skills set of young people leaving the education system.

3.0 Progress

- 3.1 A dedicated project team has been established to drive forward the Curriculum for Life agenda in Manchester. Oversight is provided through a strategic project board chaired by the Director of Education.
- 3.2 A number of workshops were held in October and November 2017 with a range of stakeholders including, schools, employers, further education, youth work providers and young people to explore potential delivery options. Suggestions ranged from a prescribed curriculum with specific delivery criteria to a 'call to arms' or charter. To develop the approach the outcomes of the workshops were considered alongside the ask from young people and evidence from employers calling for more candidates to have 'softer skills'
- 3.3 The overall findings from these workshops suggested the approach should be flexible rather than prescriptive and should accommodate and build on the success of the Early Years Foundation Stage (EYFS) work and much of the good practice already developed by schools and settings. It should also acknowledge and complement the existing offer and opportunities available to children and young people living in the City provided through the City Council and key partners including schools, health, settings, youth providers and employers.



- 3.4 The overarching approach will focus on everyone encouraging children and young people to take ownership of their skills development by providing a

range of opportunities which will support the development of five core life skills.

- Self-Belief and Identity
- Self-Management
- Communication
- Team Work
- Problem Solving

These five skills have been identified as the top five skills that employers are looking for and that a child and young person will work towards throughout their learning journey.

4.0 Curriculum for life – Challenges

4.1 To support children and young people to learn these skills and understand and reflect on how well they have used them, a set of statements have been linked to each skill which demonstrate acquisition.

- **Self-Belief and Identity:** I have self confidence in who I am, belief in my actions and am willing to try new things. I can set goals and recognise my successes.
- **Self-Management:** I am able to look after my health and wellbeing and have important life skills which will enable me to be independent in the future.
- **Communication:** I can convey information clearly, simply and am able to listen to other's thoughts, ideas and opinions. I can respond effectively to different people in different settings.
- **Team Work:** I can work with others towards a shared goal and can recognise the different roles and responsibilities necessary for success.
- **Problem Solving:** I can recognise problems and have the ability to develop and act on the best course of action.

4.2 A set of age appropriate challenges have been co-designed with children and young people to enable them to learn and practice these key skills. The approach is based on children and young people having the opportunity to undertake 20 challenges at each age phase. At the workshops it was identified that transition is an important time in a young person's life and the challenges have been developed to bridge the gap between education and other settings.

4.3 The challenges therefore span Key Stages, are banded into the following age phases, 5-8, 9-12, 13-15, 16-18 and build upon the Early Years Foundation Stage (EYFS) readiness for school programme. The challenges have been designed to be accessible but also to stretch and challenge children and young people. The challenges will be themed to ensure that children and young people learn a range of skills to not only support them into employment but to also be happy, healthy, safe and successful.

4.4 The draft set of 20 challenges for each age phase, linked to the five skills are set out in appendix A.

- 4.5 A differentiated offer and / or targeted support for children and young people with additional needs will be explored and links made with the work that is already underway for children and young people with Special Educational needs/disability.
- 4.6 There has been much discussion about how children and young people will record the outcomes of their challenges with a range of stakeholders. Some would like to see a specific recording tool or passport which is the same for all children and young people while others would like to use more flexible methods or those which are already in place in schools/settings.
- 4.7 Any recording tool used to evidence the achievement of skills will be co-designed with children and young people, relevant to the different age groups and abilities, sustainable, transferable to other settings and provide value for money. There are a range of potential options which include an online tool or an app as well as more traditional methods. The most effective way of recording outcomes will be explored through the pilot process.

5.0 Engagement with children and young people about the approach

- 5.1 Over 224 young people have been involved Curriculum for Life engagement sessions through primary, secondary and youth settings across the City. The aim of the sessions were to:
- Gain feedback on the proposed Curriculum for Life approach
 - Co-design the Curriculum for Life challenges with young people
 - Gather further information for the development of a recording tool

Young people were also asked to create a skills timeline as well as considering key issues that they wanted to change or improve on an individual, community or global scale.

- 5.2 Young people identified the importance of creating opportunities to develop skills by working on real projects either within their school or youth setting to make changes or improvements on an individual, community or global scale.
- 5.3 Some ideas included; £10 enterprise challenges, a happiness survey, an action to improve wellbeing in school, a student take over day, gender neutral uniforms, food banks in schools, clothes swaps, free range/fair trade products in schools, straw (plastic) free schools and vegetarian Mondays.
- 5.4 The discussion of collaboration and competition was also raised and that settings and young people would like the opportunity to work together to achieve greater results.
- 5.5 Some suggestions from the sessions also included:

- To develop a mini checklist for settings to review their provision and a review, plan, do toolkit to embed and increase opportunities for young people.
- To create opportunities to share good practice and work in partnership with other schools, youth providers and service within the local area.
- Develop or signpost towards an action planning toolkit for change which would enable young people to identify concerns/issues/problems with in their local community and challenge them to do something about it.
- Create opportunities for settings to share what they are working towards so that other forms or settings could collaborate or even compete against them.
- Create a method for recognising young people's progress.

6.0 Engagement with schools and settings

- 6.1 As acknowledged earlier, the Curriculum for Life has been developed and designed through workshops with key stakeholders' and one to one engagement sessions. Over 60 staff from a range of primary and secondary schools and settings being involved and key partners have already started to be engaged to identify ways to improve the offer for children and young people. There is a strong focus on mobilising key strategic partners across the formal and informal education system to create high quality opportunities for children and young people to acquire the skills to prepare for their futures.
- 6.2 Briefing sessions with schools have been delivered through the primary head teacher briefings and the Manchester collaborative meeting (high school and college heads and principals) to update on the Curriculum for Life development and to get buy in from schools.
- 6.3 Feedback from youth sector providers engaged so far has been positive in terms of them being able to use this approach to evidence the existing work they do to aid young people's personal and social development across the City.
- 6.4 83% of staff within schools and settings rated the challenges idea as good or excellent, when asked how they would endorse or promote in school, the top responses were: assemblies, theme days, as part of PSHE, and to link with the school council. Youth workers identified that they would assign key leadership roles specifically focussed on the implementation of Curriculum for Life.

7.0 Employers

- 7.1 Employers have an important role to play in assisting children and young people to understand more about the world of work and the skills needed to be successful in a work environment. There is also a need for employers to

consider how they work with curriculum for life through their selection and recruitment processes.

- 7.2 The employers engaged so far are keen to do more to provide work experience placements of other employer encounters that expose children and young people to the world of work. They also recognise the value of professional mentoring in raising aspirations and motivating young people to take responsibility for their own skills development.

8.0 Communications

- 8.1 The wraparound communications about the Curriculum for Life will be crucial and a communications plan has been developed to support this work. The aim is to inspire and engage young people to get involved and to educate parents, schools and youth providers about its importance. More importantly, there is a need to develop the Curriculum for Life into a recognisable brand that employers and young people recognise.

- 8.2 This will be achieved by:
- Developing a communications audit to understand how young people want to be communicated with to inform the communication campaign and branding.
 - Producing materials to enthuse and engage parents, teachers and providers to ensure they understand why this matters, enabling them to support young people in taking part in the Curriculum for Life.
 - Share the successes of our young people, increasing aspirations and increasing their visibility.

9.0 Pilot

- 9.1 It is proposed to pilot the approach set out in this paper to test the approach before deciding on the most effective way to introduce it on a larger scale across Manchester.

- 9.2 The intended objectives of the Curriculum for Life pilot scheme are:
- To test the challenges and assess their appropriateness particularly around transition
 - To work with pilot sites in identifying different models of delivery
 - To test different ways to record skills development and achievements
 - To introduce an initial communications approach
 - To identify ways to motivate and encourage participation
 - To engage all key stakeholders in their role and responsibilities
 - To identify and help develop different tools to support the approach
 - To allow feedback to be provided on all aspects of the pilot phase
 - To promote buy in from schools and youth settings and identify Curriculum for Life champions across the sector

- 9.3 It is imperative that a wide range of pilot sites are used to ensure that all age groups, abilities and key stages are included whilst covering an even

geographical spread of the city. This will allow for a full and proper evaluation following the pilot stage. 30 sites have been identified which includes a range of settings including primary and secondary schools, special schools, post 16 providers and youth provision.

9.4 During and following the pilot period a thorough evaluation will be carried out to identify successes and areas of required development. The evaluation of the Curriculum for Life pilot will consist of the following methods of evaluation:

- Quantitative – number of participants, numbers of children and young people completing the challenges, number of entries into the recording tool, numbers of children and young people recording achievements
- Qualitative – case studies, interviews, focus groups, development of settings' offers, engagement of stakeholders, use of tools, support provided from project team.

9.5 There will be a soft launch event in July 2018 for the schools and other partners involved in the pilot to introduce them to the challenges. This will enable the pilot sites to plan how they will test the challenges and to consider how they could increase opportunities for children and young people to develop skills. Feedback will also be sought to understand the tools currently used to support children and young people to develop skills and this will shape the toolkit currently being developed for the full launch of the pilot. The Curriculum for Life pilot will run from September 2018 to April 2019 in preparation for the full launch in September 2019.

10.0 Conclusion

10.1 There has been extensive engagement work with children and young people and staff across a wide range of schools and settings to develop the approach and co-design the challenges.

10.2 To ensure that the Curriculum for Life is effective a number of schools and settings have volunteered to be involved in the pilot scheme to test the approach prior to the full launch in September 2019.

10.3 Overall, the approach which has been developed in response to young people's request for a Curriculum for Life was viewed positively by children and young people, schools and settings. Shared responsibility and the importance of young people being involved and taking ownership of their own learning journey were common themes throughout.

Appendix A

Overview of Manchester Curriculum for Life

	Ages 5-8	Ages 9-12	Ages 13-15	Ages 16-18
<p>Problem Solving</p> <p>I can recognise problems and have the ability to develop and act on the best course of action</p>	<ul style="list-style-type: none"> Developing solutions Exploring park and gardens Nature and growing Skills share 	<ul style="list-style-type: none"> Bullying and diversity Exploring Manchester galleries and museums Environment and plastics Skills development with others 	<ul style="list-style-type: none"> Campaigning Safe travel with friends Environment and recycling Skills development Curriculum for Life/PSHE review 	<ul style="list-style-type: none"> Community project management Independent travel Environment and involving others Skills development Promoting and motivating others
<p>Communication</p> <p>I can convey information clearly, simply and am able to listen to other's thoughts, ideas and opinions. I can respond effectively to different people in different settings</p>	<ul style="list-style-type: none"> Reading-Libraries and clubs Voting-class elections Listening-families Writing-letters 	<ul style="list-style-type: none"> Reading-Encouraging others Voting and communication Listening-asking questions Writing-personal 	<ul style="list-style-type: none"> Reading-Summer Challenge Debate and community action Listening- libraries Writing-publications 	<ul style="list-style-type: none"> Reading- Supporting others Democracy and debate Listening-intergenerational Writing - personal statement/CV
<p>Self-Management</p> <p>I am able to look after my health and wellbeing and have important life skills which enable me to be independent in the future</p>	<ul style="list-style-type: none"> Money-basics Emergencies-Safety planning Relaxation Time 	<ul style="list-style-type: none"> Money-savings Basic First Aid Mindfulness Emergency planning-taking responsibility 	<ul style="list-style-type: none"> Money-Opening a bank account First Aid Skills Dealing with stress Emergency planning-being prepared 	<ul style="list-style-type: none"> Budgeting First Aid Review Asking/seeking help Being work ready
<p>Self-Belief and Identity</p> <p>I have self confidence in who I am, belief in my actions and am willing to try new things. I can set goals and recognise my successes</p>	<ul style="list-style-type: none"> Helping others Careers- interviewing professions Speaking in front of others Self esteem 	<ul style="list-style-type: none"> Meeting new people Careers-meeting with professionals Presenting a speech Goal setting 	<ul style="list-style-type: none"> Volunteering Work experience Public speaking/performance Goal setting-priorities 	<ul style="list-style-type: none"> Volunteering/Community Action Skills audits and interviews Presenting to large groups-asking for feedback Goal setting/future planning-SMART targets
<p>Team work</p> <p>I can work with others towards a shared goal and can recognise the different roles and responsibilities necessary for success</p>	<ul style="list-style-type: none"> Team work-support and helping others Working together Fun with friends Creativity and enterprise 	<ul style="list-style-type: none"> Team building- Self directed Community action and environment Organising fun activity with friends Enterprise-leadership 	<ul style="list-style-type: none"> Team building- motivating others and resolving conflict Community action and environment World Records Enterprise-team roles 	<ul style="list-style-type: none"> Team building- Leadership Community action and environment Volunteering Enterprise - Business

Manchester Curriculum for Life Challenges

	Ages 5-8	Ages 9-12	Ages 13-15	Ages 16-18
Problem Solving	When faced with a problem come up with five solutions to fix it and then choose the best! e.g. falling out with friends or losing something	Stamp out bullying! Take part in Anti bullying week and plan a campaign to challenge bullying and discrimination. Speak to people close to you about the importance of diversity in Our Manchester community	What are you passionate about? Identify a cause that needs your help and do something about it! Think about how you can communicate your messages to others and invite guest speakers or into talk about it. e.g. International Women's/Men's Day, IDAHO, World AIDS Day, Mental Health Week	Create an action plan and communication strategy to make a change in your community. Plot your actions on a timeline and make sure you keep to deadlines to ensure success
Problem Solving	Why don't you Explore your local park or garden and see how many different animals, insects and birds you can spot	Find out what's on at the museums and galleries in Manchester and be a tour guide and show your group around	Travel independently or with others to find bees across Manchester. Photograph your adventures and share your pictures online. #welovemanchester #curriculumforlife	Explore different areas of Manchester on bus, tram or foot to find out more about Manchester e.g. search for a Manchester music/history/art map and go find out more
Problem Solving	Make, grow or do something that helps to improve nature e.g. make a bug box, plant a tree or grow a plant from seed	Work together become a plastic straw free school. Develop a campaign, lobby drinks companies and do your bit to improve the environment. Speak with other groups to find out how you can work together to achieve more. Share and promote your achievements online #curriculumforlife	How could you help to improve the planet and reduce waste e.g. clearer signage for recycling, class competitions, paper free days, plastic bottle free spaces? Work together with other groups to make campaign more effective	Review your school or groups carbon footprint and develop an action plan to record and improve it on a year by year basis. Invite speakers into your setting to educate others about the environment and how we can all help out

Each stage builds on earlier ones – strengthening the same topics and making them relevant to the individual as they mature

	Ages 5-8	Ages 9-12	Ages 13-15	Ages 16-18
Problem Solving	What are your strengths? Set up skills swap sessions and share your skills with others e.g. reading, maths, football, music	Set up / join a Curriculum for Life group and create more opportunities for young people to learn important life skills	Set or join up a Curriculum for Life group. Review the content you are taught and whether it teaches you the life skills you need e.g. lgbt inclusive sex education. Make a campaign to ensure that you get the information that you need	How can you encourage other young people to take ownership of their skills? Set up groups and promote skills development. Encourage others and complete the Curriculum For Life Challenges
Communication	Sign up, visit and learn how to hire a book free of charge. Ask the librarian about the Lego Club or others events that take place there	Read six books in year and encourage at least one person to read a book too	Take part in Read Manchester or the Summer Reading Challenge and talk to other about the books you love. Share a photo of you reading across different places in Manchester and upload to #read Manchester #curriculumforlife	Volunteer to read to someone younger/older than you e.g. become a reading mentor
Communication	Take part in class elections and vote for something that is important to you. Why don't you become a member of your school council too	Vote in the Make Your Mark ballot and then steps to make your voice heard. e.g. school council, youth forums, or online blogging	Take part in a live debate, join MYC, Reclaim or other youth/community group to make sure that your voice heard	Take part in a poetry slam, a rap battle or join a live audience on T.V At 18 you can also register to vote in the elections, choose candidates that reflect your views
Communication	Ask an adult you trust about how they felt about growing up and listen to their story	Arrange for a speaker to come into your school/setting and listen to their story	Listen to an audio book/podcast from your local library	Take time to listen to others that are different to you. Get involved in an intergenerational project and listen to their story
Communication	Get your pen licence and write a letter to someone that you respect or admire	Write a letter and send it to yourself to open in 5 years' time. You could also find a pen pal and exchange letters	Write an article for a newsletter, online blog or zine	Write a personal statement / CV. Go online and create a Linked In profile for all of your achievements and contributions

	Ages 5-8	Ages 9-12	Ages 13-15	Ages 16-18
Self-Management	Pay for items in the shop and calculate the change. You could also try the self-scanner at the supermarket	Play a game that involves money and be the banker for the whole game. You could also set up a money box and save for something ace!	Search online for the best first time banks and then go into a branch to open an account. Be aware of online scams, emails and calls and make sure report anything suspicious	Download an online budgeting tool or app and manage your finances easily
Self-Management	Speak with your parents/carers about safety and what would do in an emergency at home. Talk about ways to keep yourself safe online and offline in the home	Log on to www.redcross.org.uk/first-aid and watch their free online safety videos. You could also arrange for a speaker to come into school and teach you important first aid	Complete a first aid course and gain a certificate for your skills learnt	Do you know how to respond in an emergency? Refresh your first aid and log on to https://www.redcross.org.uk/first-aid to find videos and links for courses
Self-Management	Do five things to relax without sitting in front of a screen e.g. colouring, drawing, and listening to music. Share your ideas with others	Practice Mindfulness every day for a week! If you need to talk to someone about your worries speak to an adult you can trust or call ChildLine 0800 11 11	Try a new activity that helps you deal with stress e.g. yoga, meditation, listen to music and find something that helps you to relax. You could set up a group to help others deal with stress and plan lots of nice activities to do	Identify help when you need it and don't be afraid to ask for help. Make your own appointments rather than asking someone else to do it for you
Self-Management	Can tell the time on an analogue clock and can estimate how long things take	Take responsibility for looking after your things. If you have your own house keys make a plan and know what to do in an emergency situation	Remember five really important phone numbers for when you don't have any battery on your phone	Remember your National Insurance Number and find out what it's for. At 17 you can also apply for your provisional driving licence too
Self-Belief	Sign up to be a playground buddy, peer mentor, eco warrior or part of the urban crew and volunteer to help others in your school, youth/community setting	Start a group and think how could help others. Find out what is free in your local area and then attend an event that you wouldn't normally go to and introduce yourself to others	Log on to www.DoIT.org or www.gmyn.co.uk/cm/ or www.iwill.org.uk and sign up to volunteer for at least 10 times	Either as part of DofE or independently commit to volunteering for at least a year

	Ages 5-8	Ages 9-12	Ages 13-15	Ages 16-18
Self-Belief	Interview a professional, prepare some questions and find out about their career and how they got there e.g. police, fire officer, teacher, nurse, someone working STEM or even your youth worker	Speak with five professionals about their career and think about whether it is something that you would like to do	Complete an online job match and arrange a work experience placement to find out more. Why don't you visit different settings or invite speakers into your setting to find out more	Log on to www.barclayslifeskills.com and complete a skills audit and watch the 21st Century life skills videos to help you succeed. Arrange for a mock interview or you could even practice online
Self-Belief	Read out a piece of work that you have written and ask for 2 stars and a wish ideas for how you could improve	Stand up in front of a group of people and deliver a speech/presentation on topical issue and then ask for feedback from the group	Deliver a speech, presentation, workshop or performance to a group of people	Present a speech, presentation, experiment or workshop to a large group of people asking for an evaluation of the content delivered. Open the floor to questions and be prepared to answer!
Self-Belief	Commit to trying your best and be proud and celebrate your efforts when you do. Explain to others, what trying your best means and try to encourage others to do the same. Make an 'amazing me memories' book and cover it and fill with all of the things you love	Choose a goal and accomplish it. Be proud of your efforts and achievement. Create a memories box and fill it with lots of positive memories and successes	List everything you have achieved already and create a bucket list for all of the experiences you would like to have before you are 21. Make a plan and prioritise which ones you will complete first	Identify your future goals for college, university or employment and then set SMART targets to achieve them

	Ages 5-8	Ages 9-12	Ages 13-15	Ages 16-18
Team Work	Take part in a class assembly, work together as team and support each other to complete the tasks. Be ready to help those who may need it	Join a local group/team or project or get a group of friends together and search for 'National Trust 50 Things to do before you 11 and 3/4' and see how many you can complete!	Take part or arrange team building activities in your school or setting so that you can learn valuable life skills. Motivate your team mates and find ways to resolve any disagreements	Find out more about different team challenges and join a team to do more e.g. The Challenge, National Citizenship Service (NCS), Princes Trust, WE.Org
Team Work	Be a green hero and commit to never dropping your litter. Think about how much more you could achieve by working with others	Take part in a community clean up/ Keep Britain Tidy event and be prepared to help others if they need it	Organise an event to improve your local area e.g. community litter pick, health walk, or community skill share	Arrange/attend a meeting to discuss how you can improve your local area e.g. community litter pick, community skill share, cooking clubs, setting up a swap shop or even a community food bank
Team Work	Work together to make a den with two rooms and have a picnic inside	Have had a sleepover with friends or arrange a big school water fight or another fun event at the end of term	Work together to find a world record and then make a plan to beat it! Think about how you could involve or even compete against others!	Volunteer at a festival or an event and get your ticket for free!
Team Work	Make something e.g. lemonade or cards and work together to sell it for a profit	As a team work together to make, bake or create something. Be a team player and commit to finishing your tasks. If you are the leader make sure that everyone is involved and help your team mates if they need it. As a leader take responsibility for people completing tasks on time	Get a group together and sign up for the £10 challenge at www.thetenner.org . The judges are looking for the most profit, innovation, creativity and problem solving within all awards. If you are the leader ensure your team are happy and help them to resolve any disagreements between team mates	Establish and run a successful business as part of team