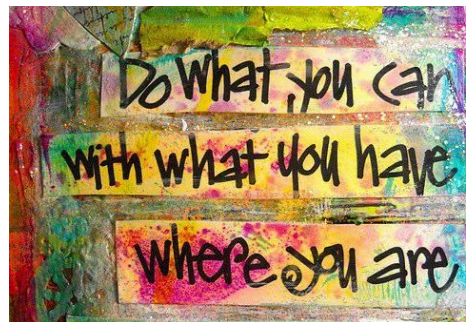


The Brannel Challenge



Be the Best that You can be
2019-2020

Brannel Challenge Resource Workbook

Produced for academic year 2019-20

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The Brannel Challenge

**To teach and inspire; to reach and transform.
Every student. Every year.**

Our aim at Brannel School is to build a generation of game changers who have the right skills to succeed in work and in life.

At the heart of the national curriculum is the requirement that education prepares students for the opportunities, responsibilities and experiences of later life. This provides us at Brannel with a clear mandate to help our young people develop sustainable skills.

At Brannel we believe that all young people should leave education being competent within 5 key themes:

- 1. Be ready to learn**
- 2. Be focused**
- 3. Be global**
- 4. Be resilient**
- 5. Be collaborative**

The Brannel Challenge is designed to provide the opportunities for every one of our students to maximise their aspirations and potential, enabling each one of them to leave Brannel equipped with the critical skills required to take their next steps after school.

The Brannel Challenge is designed to be relevant, accessible and available to every student regardless of their starting points. It engages young people in a journey; it empowers them to realise their potential and to acquire the skills and confidence they need to learn, to work and to live.

Every student will be encouraged to track their progress against the 5 key themes, please see the evaluations in section 2. Students will also be encouraged to take part within the 5 areas of challenge, these are prescribed by tutors and each area of challenge will be within a specific year. Please see the Brannel Challenge timetable on the next page.

What happens and when?



Year	Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5	Rotation 6
7	Brain Training	Volunteering and Work Experience	Being Active	Fantastic Futures	Adventure Skills	Being Creative
8	Brain Training	Fantastic Futures	Volunteering and Work Experience	Being Active	Being Creative	Adventure Skills
9	Brain Training	Being Active	Fantastic Futures	Adventure Skills	Volunteering and Work Experience	Being Creative
10	Volunteering and Work Experience	Being Creative	Adventure Skills	Brain Training	Being Active	Fantastic Futures
11	CVs, Personal statements and Work Experience write ups	Year 11 Intervention	Year 11 Intervention	Year 11 Intervention	Year 11 Intervention	Year 11 Intervention

5 Themes of Character Development?



Be ready to learn (8 objectives)



- 1) Bring all of the necessary equipment to all of your lessons.
- 2) Arrive at all of your lessons on time.
- 3) Follow instructions with politeness.
- 4) Follow class seating arrangements.
- 5) Listen attentively.
- 6) Be ready on a personal level – sleep and eat well.
- 7) Be willing and excited to discover new things.
- 8) Take responsibility for your own actions.

Be focused (6 objectives)



- 1) Be ready on a personal level – sleep and eat well.
- 2) Be in your 'own space' and able to avoid distractions.
- 3) Avoid causing distractions.
- 4) Ask questions and ask for help if you need it.
- 5) Get involved.
- 6) Make lists of tasks and goals.

Be global (3 objectives)



- 1) Be aware of the wider world and its impact on you, your surroundings and your peers.
- 2) Have an enquiring mind in order to help increase your understanding of the wider world.
- 3) Embrace ideas from the wider world to help you with your learning.

Be resilient (11 objectives)



- 1) Be prepared to bounce-back when things don't go according to plan.
- 2) Be ready to face new challenges.
- 3) Have a growth mindset and a can-do approach to your life and learning.
- 4) Be optimistic about your learning.
- 5) Embrace mistakes.
- 6) Be prepared to question yourself about your work.
- 7) Learn from others.
- 8) Accept that learning takes time.
- 9) Challenge yourself.
- 10) Accept that your effort and attitude will determine your abilities.
- 11) Persevere when you feel frustrated.

Be cooperative (12 objectives)



- 1) Be prepared to work as part of a team.
- 2) Be accepting of others.
- 3) Be respectful of others' thoughts and opinions.
- 4) Be active – not passive.
- 5) Be inclusive.
- 6) Take an active part in learning conversations.
- 7) Share your ideas.
- 8) Create and work with shared goals and visions;
- 9) Work through difficulties/disagreements with maturity and respect.
- 10) Be ready to compromise.
- 11) Be tolerant.
- 12) Be reliable.

The Brannel Challenge | so what exactly is it?

6 Areas of Challenge

<i>Area of Challenge:</i> Being Active	Being active through regular physical activity is one of the most important things you can do for your health. It can help control your weight, reduce your risk of illness and disease, strengthen your bones and muscles, improve your mental health and mood, and improve your ability to do daily activities.
<i>Area of Challenge:</i> Being Creative	Your creativity is what makes your life fun and is what gets you excited each and every day you wake up in the morning. Being creative is when you allow yourself to be your true self. If you have fun doing it and it keeps you constantly thinking and trying to figure out a new and better way, then that is what you need to focus on in life because creativity is what pushes passion.
<i>Area of Challenge:</i> Volunteering & Work Experience	Prospective employers are going to be looking very closely at your CV to see why they should employ you and not someone else. Anything you can include in your CV that can give you an edge is essential. Work experience is one such factor. Volunteering is another. It is a pretty common mistake to think of volunteering as just something nice that people can do for others in need; volunteers have an enormous impact on the health and well-being of communities.
<i>Area of Challenge:</i> Adventure Skills	Many people believe we are producing a generation of 'cotton wool kids', who are missing out on experiences that help to raise their self-esteem, give them confidence and increase motivation. Learning to cope with risk and challenge requires you to make informed choices and to understand and take responsibility for the consequences. It leads to a positive 'can-do' attitude.
<i>Area of Challenge:</i> BrainTraining	Your brain is where mind and body come together. Just as you can train your body to build stamina, strength or flexibility, so you can train your brain. BrainTraining can help you strengthen attention, focus, learning, memory, creativity and intuition; it can help you gain greater control of behaviour and emotions and improve your ability to stay in 'the zone' and perform at your peak.
<i>Area of Challenge:</i> Fantastic Futures	Fantastic Futures provides students with a whole host of employer encounters from the lead growth job sectors within Cornwall. Encounters with employers bring the world of work to life for young people. Research shows that a young person who has 4 or more encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 18% more during their career.

My Challenge | to be the best that I can be

Developing a Growth Mindset

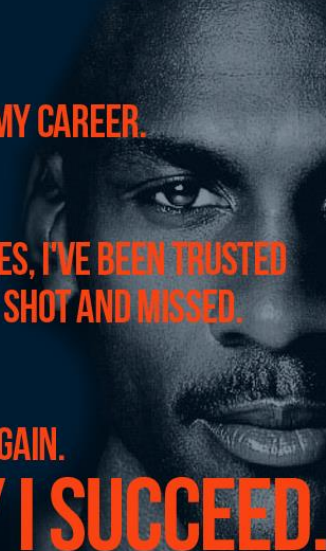
The Brannel Challenge is not about earning points and being rewarded for something you already do well. It is about challenging yourself to grow; to get better; to take risks. A mindset is an attitude that determines how you will interpret and respond to situations. A growth mindset is characterised by the belief that skills and abilities can be developed over time through **dedication, hard work – and experiencing failure.**

Do you:

- Avoid challenges?
- Give up easily?
- See making an effort as pointless?
- Ignore all feedback that is not positive?
- Feel threatened by the success of others?

Think instead about focusing on:

- Embracing challenges
- Persisting in the face of setbacks
- Seeing effort as the path to mastery
- Learning from criticism
- Being inspired by the success of others

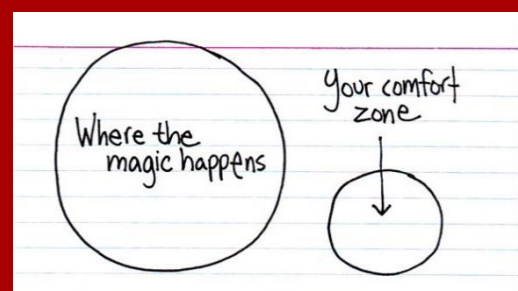


I'VE MISSED
MORE THAN 9000 SHOTS IN MY CAREER.
I'VE LOST
ALMOST 300 GAMES. 26 TIMES, I'VE BEEN TRUSTED
TO TAKE THE GAME WINNING SHOT AND MISSED.
I'VE FAILED
OVER AND OVER AND OVER AGAIN.
THAT IS WHY I SUCCEED.

Michael Jordan

Outside your comfort zone...

Can be a good place to be, as long as you don't tip the scales too far. Too much anxiety and we are too stressed to be productive and our performance drops off sharply. Everyone's comfort zone is different, and what may expand your horizons may paralyse someone else. Remember, optimal anxiety can bring out your best - but too much is a bad thing.



Section One



Finding out about me | what do I want?

At Brannel we believe an inspiring future has three key ingredients:

- Understanding your potential
- Following your interests and passions
- Knowing what you want in your future

What gets in the way of having an inspiring future?

- Not recognising what you are good at and your potential
- Not knowing what's out there
- A fear of failing

Your strengths are a mixture of your talents, knowledge and skills. The theory behind strengths is based on positive psychology: everyone has strengths they are born with but few people know what these are. By identifying your strengths and matching yourself to the role, you will enjoy it more and perform better than those who have to try hard to fill the role.

When you are using your strengths, you demonstrate flow. When involved in flow activities:

- You have a sense of energy and engagement
- You often lose your sense of time because you are so engrossed in the task
- You rapidly learn new information and approaches
- You show high levels of performance
- You want to do things that use your strengths: even when you are tired or stressed

High achievers spend most of their time using their strengths. They focus on developing strengths and managing weaknesses. They may not have more strengths than the average individual, but they **have** learned to utilise them better and to apply them to new situations.

Seeing your own potential is one of the hardest things in the world. You need the people around you to support you!



All About Me

Personal | Profile

Name

Tutor Group

Year



Three words which best describe me

-
-
-

My Fantastic Future: in 10 years' time I will be...

My knowledge | what interests me?

What do I know a lot about?

-
-
-
-

What is my favourite subject? Why?

-
-
-
-

**If I could make
a living doing
something I
love, what
would it be?**

-
-
-
-



My connections | how am I networked?

What clubs
or groups do
I belong to?

-
-
-
-

-
-
-
-

What online
communities
do I belong
to?

How do I
make friends
and meet
people out of
school?

-
-
-
-



My qualities & skills | what do I do well?

What things
am I good at
in school?

-
-
-
-

-
-
-
-

What things
am I good at
out of school?

What do
friends ask
my advice
about?

-
-
-
-

FLEXIBILITY LISTENING EASILY LISTENER
OUTGOING INVOLVED ENGAGING
ORGANIZED **LEARN** **GOOD** PERSONALLY
PASSIONATE ADD DIPLOMATIC
WILLINGNESS LIKABLE
EXTROVERT COMMUNICATIONS TRANSPARENT ATTENTION
TOPIC/INDUSTRY **APPROACHABLE** WRITER OPEN
DETAIL UNDERSTANDING NEW **FRIENDLY** CREATIVE THINGS
MINDED ENTHUSIASTIC PERSONABLE SOCIAL

My values | what matters to me?

Who do I
most admire
and why?

-
-
-
-

What things
do I care
most about?

-
-
-
-

If I had 3
wishes what
would they
be?

-
-
-



Section Two



Rotation 1 reflection sheet

Activity:

Week	Reflect on this week's Brannel Challenge, try to use as many employability skills as you can, (list found at the back of this booklet) as you refer to the character development objectives, (list found on page 6.)	Write the objective number achieved (see page 6.)				
		Be ready to learn	Be focused	Be global	Be resilient	Be cooperative
1						
2						
3						
4						
5						
6						

Authorisation Signature: My Tutor has seen the evidence provided and agrees that I have successfully completed these activities.

Name of Tutor:

Signature of Tutor:



Rotation 2 reflection sheet

Activity:

Week	Reflect on this week's Brannel Challenge, try to use as many employability skills as you can, (list found at the back of this booklet) as you refer to the character development objectives, (list found on page 6.)	Write the objective number achieved (see page 6.)				
		Be ready to learn	Be focused	Be global	Be resilient	Be cooperative
1						
2						
3						
4						
5						
6						

Authorisation Signature: My Tutor has seen the evidence provided and agrees that I have successfully completed these activities.

Name of Tutor:

Signature of Tutor:



Rotation 3 reflection sheet

Activity:

Week	Reflect on this week's Brannel Challenge, try to use as many employability skills as you can, (list found at the back of this booklet) as you refer to the character development objectives, (list found on page 6.)	Write the objective number achieved (see page 6.)				
		Be ready to learn	Be focused	Be global	Be resilient	Be cooperative
1						
2						
3						
4						
5						
6						

Authorisation Signature: My Tutor has seen the evidence provided and agrees that I have successfully completed these activities.

Name of Tutor:

Signature of Tutor:



Rotation 4 reflection sheet

Activity:

Week	Reflect on this week's Brannel Challenge, try to use as many employability skills as you can, (list found at the back of this booklet) as you refer to the character development objectives, (list found on page 6.)	Write the objective number achieved (see page 6.)				
		Be ready to learn	Be focused	Be global	Be resilient	Be cooperative
1						
2						
3						
4						
5						
6						

Authorisation Signature: My Tutor has seen the evidence provided and agrees that I have successfully completed these activities.

Name of Tutor:

Signature of Tutor:



Rotation 5 reflection sheet

Activity:

Week	Reflect on this week's Brannel Challenge, try to use as many employability skills as you can, (list found at the back of this booklet) as you refer to the character development objectives, (list found on page 6.)	Write the objective number achieved (see page 6.)				
		Be ready to learn	Be focused	Be global	Be resilient	Be cooperative
1						
2						
3						
4						
5						
6						

Authorisation Signature: My Tutor has seen the evidence provided and agrees that I have successfully completed these activities.

Name of Tutor:

Signature of Tutor:



Rotation 6 reflection sheet

Activity:

Week	Reflect on this week's Brannel Challenge, try to use as many employability skills as you can, (list found at the back of this booklet) as you refer to the character development objectives, (list found on page 6.)	Write the objective number achieved (see page 6.)				
		Be ready to learn	Be focused	Be global	Be resilient	Be cooperative
1						
2						
3						
4						
5						
6						

Authorisation Signature: My Tutor has seen the evidence provided and agrees that I have successfully completed these activities.

Name of Tutor:

Signature of Tutor:

Section Three



My Brannel Challenge Yearly Summary Please get a tutor, teacher or staff member's signature for the character objectives, then colour in the relevant part of the circular graph.

Be Ready to Learn		
Number	Objective	Tutor Signature
1	Bring all of the necessary equipment to all of your lessons.	
2	Arrive at all of your lessons on time	
3	Follow instructions with politeness.	
4	Follow class seating arrangements.	
5	Listen attentively.	
6	Be ready on a personal level – sleep and eat well.	
7	Be willing and excited to discover new things.	
8	Take responsibility for your own actions.	
Be Focused		
Number	Objective	Tutor Signature
1	Be ready on a personal level – sleep and eat well.	
2	Be in your 'own space' and able to avoid distractions.	
3	Avoid causing distractions.	
4	Ask questions and ask for help if you need it.	
5	Get involved.	
6	Make lists of tasks and goals.	
Be Global		
Number	Objective	Tutor Signature
1	Be aware of the wider world and its impact on you, your surroundings and your peers.	
2	Have an enquiring mind in order to help increase your understanding of the wider world.	
3	Embrace ideas from the wider world to help you with your learning.	
Be Resilient		
Number	Objective	Tutor Signature
1	Be prepared to bounce-back when things don't go according to plan.	
2	Be ready to face new challenges.	
3	Have a growth mindset and a can-do approach to your life and learning.	
4	Be optimistic about your learning.	
5	Embrace mistakes.	
6	Be prepared to question yourself about your work.	
7	Learn from others.	
8	Accept that learning takes time.	
9	Challenge yourself.	

10	Accept that your effort and attitude will determine your abilities.	
11	Persevere when you feel frustrated.	
<i>Be Cooperative</i>		
<i>Number</i>	<i>Objective</i>	<i>Tutor Signature</i>
1	Be prepared to work as part of a team.	
2	Be accepting of others.	
3	Be respectful of others' thoughts and opinions.	
4	Be active – not passive.	
5	Be inclusive.	
6	Take an active part in learning conversations.	
7	Share your ideas.	
8	Create and work with shared goals and visions;	
9	Work through difficulties/disagreements with maturity and respect.	
10	Be ready to compromise.	
11	Be tolerant.	
12	Be reliable.	

Be Global

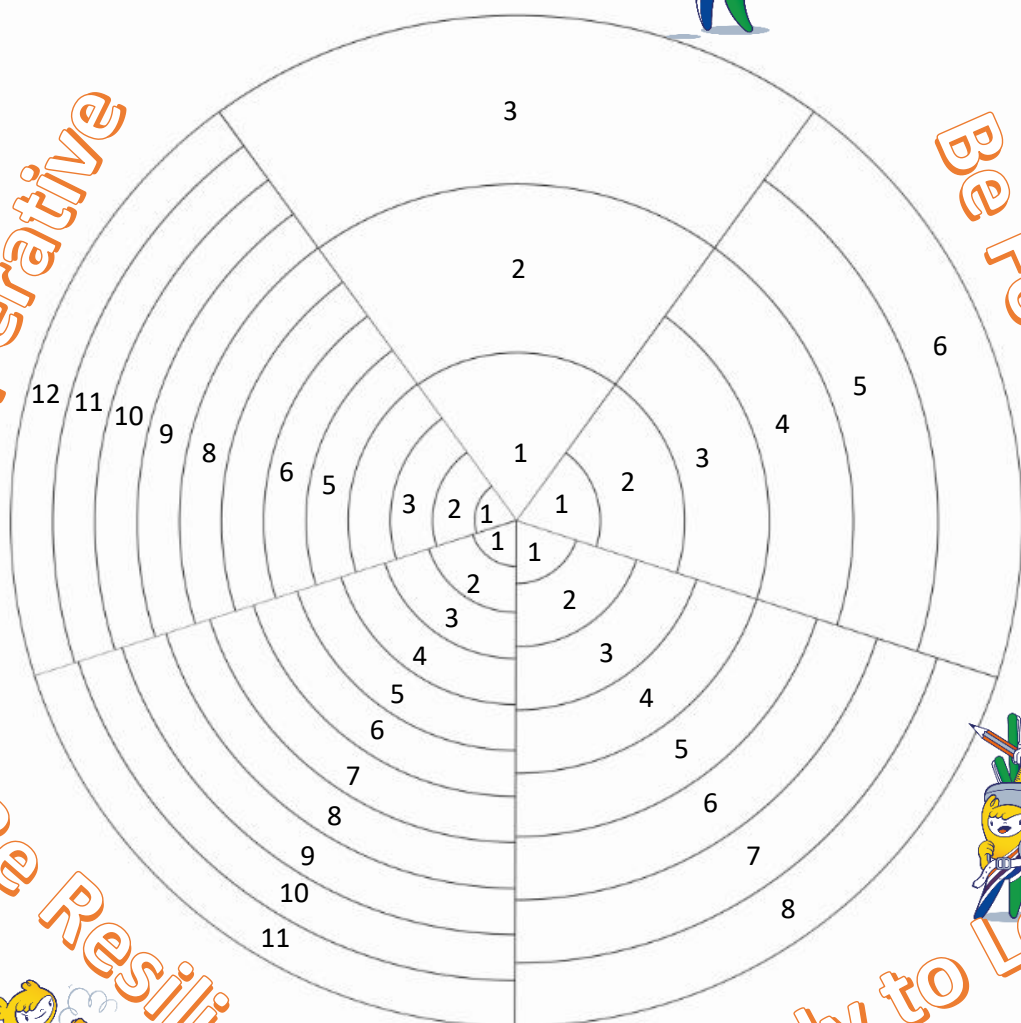


Be Cooperative

Be Focused

Be Resilient

Be Ready to Learn



My review | goal setting



What am I most proud of doing in the last year?

When was I most excited about life in this past year? What was I doing? Who was I with?

When did I let fear hold me back from achieving something?

Looking back, what would I have done differently last year?

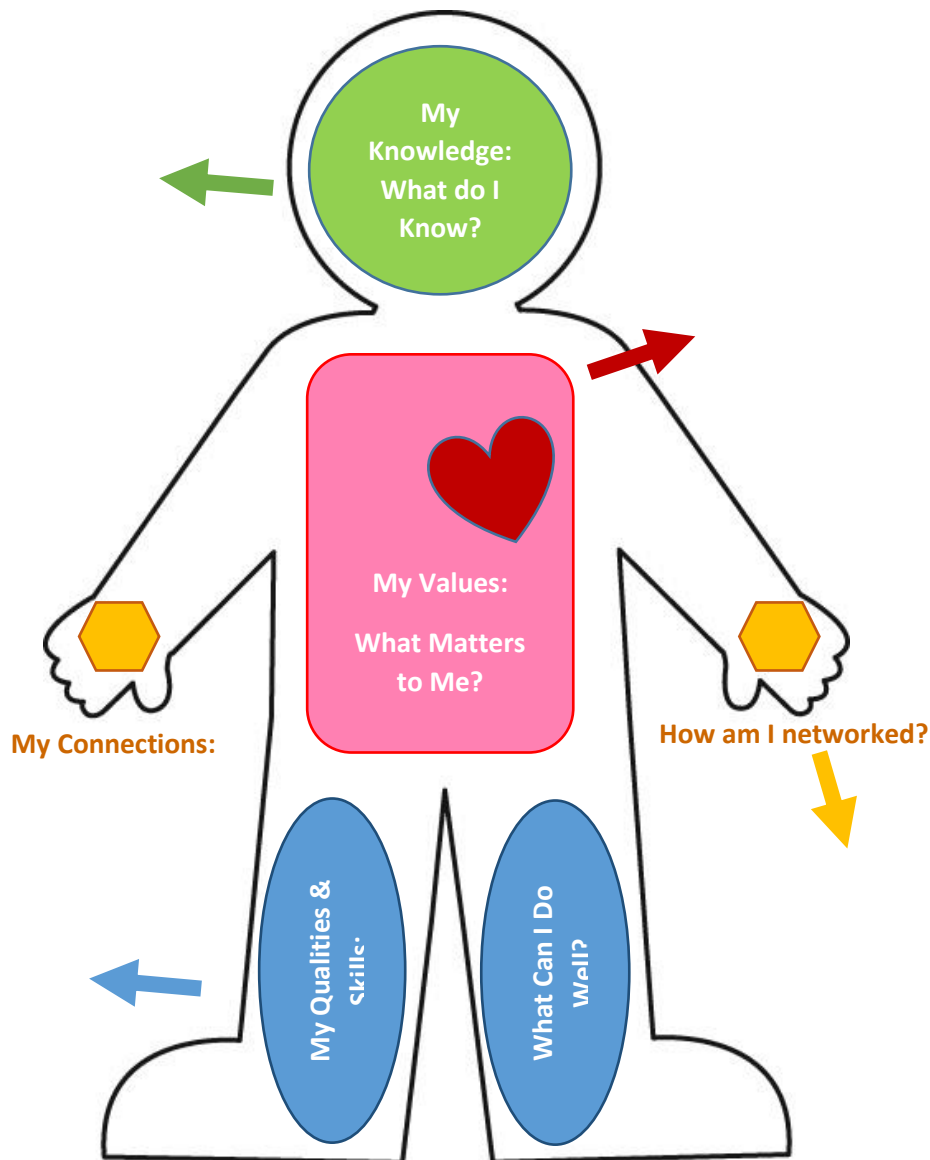
What was boring to me that I hope to change for next year?

Who inspires me? Who has done what I really want to do this year?

What is the main thing I am going to achieve this year?

SUMMARY | all about me

Scribble down what you have learnt about yourself so far...



You have brains in your head.
You have feet in your shoes.
You can steer yourself any direction you choose.
You're on your own.
And you know what you know.
And YOU are the one who'll decide where to go.



EMPLOYABILITY SKILLS

STEMNET
Science, Technology, Engineering,
and Mathematics Network









Employability Skills can be defined as the transferable skills needed by an individual to make them 'employable'. Along with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee. These skills are what they believe will equip the employee to carry out their role to the best of their ability.

Employability depends on your knowledge, skills and attitudes, how you use those assets, and how you present them to employers.

The table below has been compiled by a range of UK-based companies (see company details at the end of this guide), and it lists the Top 10 Employability Skills which they look for in potential employees – that means you! We asked the companies to define exactly what these skills mean, and how you could show evidence of these skills in an interview or application for a job.

SKILLS THAT EMPLOYERS WANT	WHAT THAT MEANS	YOUNG PEOPLE'S EVIDENCE IN LESSONS	YOUNG PEOPLE'S EVIDENCE OUTSIDE LESSONS
1 Communication and interpersonal skills	The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people, and to act upon key information / instructions.	I presented the findings of a Science coursework project as a report and PowerPoint presentation to the rest of my Science class.	I am part of a debating club / society that helps my communication and interpersonal skills greatly.
2 Problem solving skills	The ability to understand a problem by breaking it down into smaller parts, and identifying the key issues, implications and identifying solutions. To apply your knowledge from many different areas to solving a task.	I was set a project within Design & Technology to build a component, but it stopped working. My approach was to start at the beginning of the circuit and work through all the connections until I found the part that was not working.	As part of my Duke of Edinburgh Award I had to evaluate the information on a map and the weather forecast to decide which was the best route to a set checkpoint.
3 Using your initiative and being self-motivated	Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things.	For our coursework on electrical circuits I was the only one in class who chose to research how they are used in companies to get a real-life perspective.	At a temping job over the summer, the manager was not around to see me on my first morning, so I introduced myself to the other team members and offered my services until my manager arrived.
4 Working under pressure and to deadlines	Handling stress that comes with deadlines and ensuring that you meet them.	I planned out my exam revision timetable so that I gave myself enough time for each subject.	On a bridge building project in my STEM Club, we ran out of an essential piece of kit 5 minutes before the deadline, but quickly modified the bridge using what was left and finished on time.

SKILLS THAT EMPLOYERS WANT	WHAT THAT MEANS	YOUNG PEOPLE'S EVIDENCE IN LESSONS	YOUNG PEOPLE'S EVIDENCE OUTSIDE LESSONS
 Organisational skills	Being organised and methodical. Able to plan work to meet deadlines and targets. Monitoring progress of work to ensure you are on track to meeting a deadline.	I handed my GCSE Science coursework in 3 days before the deadline as I had planned my time well and finished it to the best of my ability.	I was part of the School Leavers' Ball organising committee and devised a project plan so that we could keep on track with planning.
 Team working	Working well with other people from different disciplines, backgrounds, and expertise to accomplish a task or goal.	In a group project I worked with a team of people with different designated roles. The first job we did was to identify how each of us will have a valuable input to the task in hand.	I am part of our <u>after school</u> STEM Club that meets every week. We often do activities as teams and I really enjoy it.
 Ability to learn and adapt	To be enthusiastic about your work, and to identify ways to learn from your mistakes for the benefit of both you and your employer.	I always read the comments that my Teacher puts onto my coursework as I know that they will help me to improve my marks and learning. I try to use that advice in my next pieces of coursework.	In our STEM Club we had to make rockets fly as high as possible. I couldn't make mine go any higher so asked for help to improve the shape – it went 20 cm higher on the next attempt.
 Numeracy	The ability to use data and mathematics to support evidence or demonstrate a point.	In my Science coursework I used a range of graphs and tables to prove the hypothesis being tested.	Our STEM Ambassador guided us through an activity to build a road to help communities in Nigeria. <u>We calculated</u> the road cost per mile and if it didn't reach the next town we had to redesign it to fit the budget.
 Valuing diversity and difference	Knowing the value of diversity and what it can bring. Understanding and being considerate of the different needs of different individuals.	Working with people who may be able to offer different skills or knowledge, and who offer a different perspective to your own for projects / coursework.	Getting involved in activities, which involve people that are different from you in terms of age, gender, nationality, race, disability etc.
 Negotiation skills	To take on board other people's feelings and express your own requirements in an unemotional clear fashion to achieve a win-win outcome.	I reached an agreement with a classmate about who would take which role in a class project.	I had to present a new invention to a panel of STEM Ambassadors in a Dragon's Den day, and <u>negotiate how</u> much of the company they would own.

STEMNET gratefully acknowledges the contribution of our industry partners:

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Connecting People

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