

Virtual Summit Teacher Notes



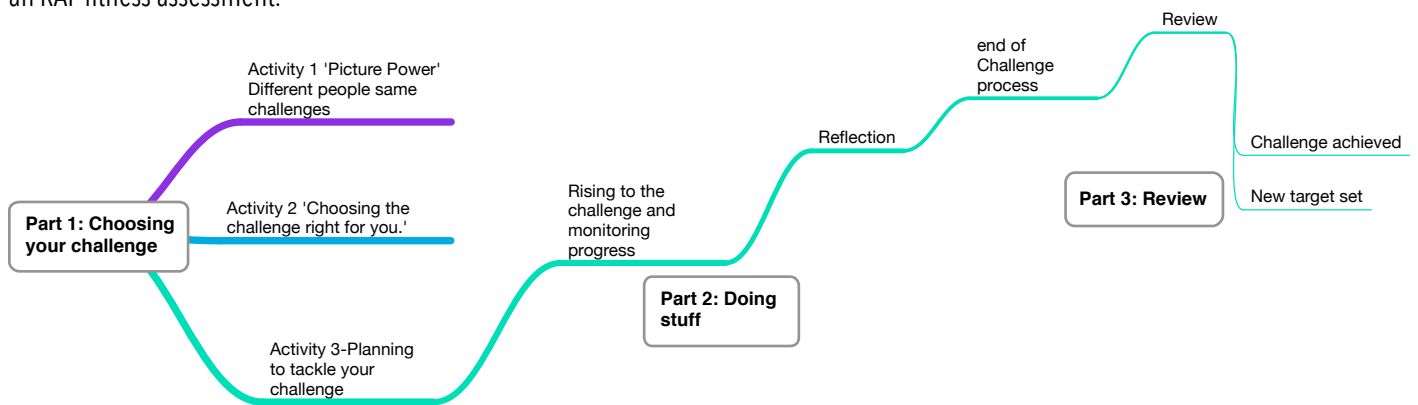
The aim of *Virtual Summit* is to encourage students in setting realistic and achievable personal targets for themselves. The suggested route to achieving these personal targets is set out in the diagram below. The time set to achieve a given goal is flexible and agreed between the student and teacher.

Central to *Virtual Summit* is the process of picking the right challenge in the first place. Time is given over towards thinking about what personal challenges lay ahead and, by taking time to consider what the different challenges are, a student can evaluate the likelihood of then reaching their goal.

Challenges could be based around subject related issues such as completing coursework in Science, PE and PSHE or whole school issues such as punctuality and attendance; they are designed to be flexible and to meet different needs. Alternatively, they could be set around physical goals such as wanting to be able to do the required number of sit ups and press ups for an RAF fitness assessment.

- Available Resources**
- Activity 1 Picture Power activity
 - Activity 2 Worksheets Choosing the Challenge Right For You
 - Activity 3 Virtual Summit Fold Out Booklet

- Available Presentations**
- Core Skills
 - Student Planning
 - Job Done



Part 1: Activity 1 Getting Started Picture Power

This activity aims to get students thinking about core skills. We suggest using the core skills slides in 2 different ways. Prior to the session print off sufficient PowerPoint slides so each student can have a slide, then prepare by cutting the slides up into quarters. Whilst the Picture Power activity is running the accompanying PowerPoint presentation can be run via projector.

Give each student a copy of one of the four 'picture power' images (quarter of the slide).

Ask students to think about their photos, and what it means to them:

- What are the people in the picture doing?
- What is it that the people are trying to achieve?
- What are your thoughts and opinions on your image?

Ask students to discuss their opinions in pairs and then fours, can they spot connections across the slides?

Lead a class discussion so that students can look at – and share their opinions about – all four images.

The activity is designed to emphasise the following key skills in four different scenarios, as follows:

- Everest Expedition
- The Royal Air Force
- School
- World of Work

Each set of slides is based around four sets of core skills, working clockwise from bottom left they are:

- Teamwork
- Planning
- Personal Effort
- Success





Part 1: Activity 2

Choosing the challenge right for you

Students work through the paper based activities whilst slideshow 'Student Planning' rolls in the background.

Below is a format for *Virtual Summit* challenges:

- Identify possible challenges that you could do.
- Using the scales of importance, readiness and confidence rulers (included in the pack) choose an appropriate challenge.
- Plan how to achieve your challenge.
- Discuss how will it feel to succeed?

Use a mountaineering metaphor or other RAF examples to help guide the students in their responses, highlighting the stages necessary to achieve the final goal.

On the 'Choice selector' sheet the students will rate each of the challenges from 1 to 7 based on how important they feel the challenge is. They then rate each of the challenges from 1 to 7 based on how ready they are to start or complete the challenge. Finally, the students rate each of the challenges from 1 to 7 based on how confident they are to start or complete the challenge.

Each challenge should now have an importance, readiness and confidence score, which should help the student select the main challenge.

The purpose of this task is to start the student thinking about how they prioritised each aspect and why they did not rate it higher or lower. The teacher should facilitate this by asking open ended positive questions concerning their score. It might be that the student has already started the challenge or has done a similar challenge before so is more prepared for what is required.

The challenge is not selected purely on its importance but has to be considered in relation to how ready and confident the student feels towards the challenge. Challenges that have a higher readiness score and a relatively high confidence score are more likely to be achieved. The outcome should be that by completing an achievable challenge the students' self-confidence should be enhanced, making it more likely that students will undertake more demanding challenges.

Part 1: Activity 3 - Planning, and Part 2: Doing Stuff

Students are now given their 'Your Challenge' A4 fold-out sheets which they will update throughout the rest of the *Virtual Summit* activity. The students fill in their challenge and plan how they will go about attempting to achieve their goal.

Our experience is that the A4 sheets should be kept centrally during the challenge process. The fold-out sheet can be reviewed periodically with students, and their interim base stages completed as and when reached on the review map.

Part 3: Review

To complete the process students work through the review questions using the 'Job Done' PowerPoint slides as guidance.

