

Certificate of achievement

Awarded to:

John Smith

for:

assisting with the Year 6 and 7 drama transition workshop.

and for demonstrating the following skills:

Leadership

Citizenship and pastoral support

Positive team working

Administration

and for demonstrating a good knowledge and understanding of how to help with running a club and how to introduce drama and theatre skills to younger students.

Signed:

Sue Brown

Date: *2/07/05*

Things to do at OwnZone

The list of activities that could be offered at your OwnZone club is endless, but here are some ideas to get you going. In addition to activities that continue throughout the year, you could also introduce themes that last for just a week – for example, you could hold an African week or a Science week. There could also be general support for pupils – for example, in the form of a revision centre.

Arts and crafts

- calligraphy
- ceramics
- collage
- design workshops
- fashion
- figure painting
- glass painting
- jewellery making
- photography
- poetry
- toy making
- Young People's Arts Award

Games

- board games
- computer games
- Scrabble

Outdoor activities

- Duke of Edinburgh Award
- gardening
- orienteering
- trail biking

Performing arts

- dance
- DJ skills
- drama
- film club
- playing musical instruments
- singing
- steel band
- story telling
- video making

Personal development

- Active Citizens in Schools programme
- leadership activities
- peer mentoring
- personal safety
- volunteering
- Young Enterprise

Practical skills

- animal care
- babysitting training
- cookery
- debating and public speaking
- first aid
- motorbike/cycle maintenance
- newsletter/newspaper writing and production
- pre-driving skills

Sport

- aerobics
- badminton
- fitness
- Junior Sports Leadership Award (JSLA)
- karate
- roller blading
- skateboarding
- referee/coach training
- table tennis
- yoga

Topic-based clubs/activities

- archaeology
- the environment
- maths
- languages
- philosophy
- reading/books

Getting involved in OwnZone

Having a say in how OwnZone is designed and run in your school is really important. After all, you and other pupils in your school are the people it is aiming to attract. As members of the advisory group, it's up to you to work with the staff team to suggest and agree on a range of things, before and after the club doors open.

You will need to talk to the overall club co-ordinator to decide which aspects of the club you will be involved in and when decisions need to be made. Perhaps you could start by reading through all of the questions here, before having a meeting to decide who will do what, by what date and how often.

Teamwork

- What tasks can you do as a team to make sure that OwnZone happens every night (for example, staffing the Hub, setting up the ChillZone, welcoming other students or preparing snacks)?
- How can you work as a team to introduce new activities or ideas to OwnZone?

Research

- What information do you need before you can turn your ideas for OwnZone into reality?
- What facilities could you use to find out whether your ideas are possible (the school library, the Internet or questionnaires, for example)?

Negotiation

- How will you agree on what activities you want to do?
- How will you persuade the right people to help you?

Planning

- What jobs need to be done, in what order?
- Do some jobs need to be done before others can be started?

Marketing

- Who do you want to tell about OwnZone? Why do they need to know?
- How can you promote what you do at OwnZone? (For example, you could use assemblies, displays, press releases, performances or newsletters.)

Organisation

- Who is going to do the different jobs?
- By what date do they need to be completed?
- What resources or help do you need to carry out the tasks?
- How will you get those resources?

Budgeting

- How will you work out how much money you need to run particular activities?
- When will you need the money? All at once at the start of the project? Or is money being spent regularly over the course of the project?
- Where will the money you need come from?

Fundraising

- What can you do to raise funds?
- Who could you approach to help fund your activities? How will you approach them?

Communication

- How will you make sure everyone involved knows what they are meant to be doing and how things are progressing?
- How will you ask sponsors or partners to support you – will you write to them, or phone them, or contact them in some other way?

Evaluation

- How will you know whether your project has been a success?
- If things didn't quite go to plan, how can you work out what to do differently next time to improve things?

OwnZone planning guide

We know that there is a lot to consider when setting up OwnZone, which is why we have developed this checklist to help you on your way. Under each heading you will find a number of questions that you will need to consider during the development of your club, together with page references that signpost you to further guidance within the main resource.

Auditing existing activities

Pages 22–24

- What study support/oshl activities are currently available in your school during the course of the year?
- What current activities could become part of the SkillZone and LearnZone activities for OwnZone members?
- What time do current activities finish?

Introducing new activities

Pages 20–24

- What gaps are there in current provision?
- What new activities or opportunities could be developed?
- Are there staff with special skills or interests who could lead new activities?
- Are there activities you would like to introduce that would enable pupils to improve their skills in particular areas?
- Who could help to set these up?

Involving students

Pages 14–15

- Are students involved in auditing current study support/oshl activities?
- Have you asked students what they want from OwnZone?
- How can you involve students in running OwnZone?
- How can students contribute to developing new activities?

Involving parents

Pages 20–24

- How can you find out what parents want?
- What are parents' views on your charging policy?
- Do parents have skills, experience or contacts that could help you?

Deciding which pupils to target

Pages 5–6

- How will you identify which groups or individuals will benefit from OwnZone?
- How will you encourage them to take part?
- Do you need to approach their parents?

Planning practical aspects

Pages 9–13 and 15–16

- What space is available to use for the Hub and for the different Zones, bearing in mind their specific requirements?
- How will you manage movement between different Zones?
- What equipment will you need?
- How will you set up every day?

Solving transport problems

Page 16

- Is it likely that some students will be unable to attend because they have no means of getting home afterwards?
- If pupils come to school by bus, can you negotiate changes in the timetable with the local authority transport service, so that some buses leave later?
- Might it be possible for parents to collect their children?

OwnZone planning guide continued

Staffing OwnZone

Pages 34–36

- Who is the best person to run OwnZone?
- Who will supervise the different Zones?
- How many staff will you need for each activity?
- Can you use older pupils as peer tutors or to run activities?
- What training and checks do you need to put in place?
- How will you find the right staff?
- How will you reward or pay staff?
- How will you cover for staff who are absent?

Covering the costs

Pages 16 and 42–47

- What are the costs of the different elements of OwnZone:
 - staffing/training?
 - equipment?
 - refreshments?
 - study support/oshl activities?
 - new activities/courses?
- How much will it cost per pupil per evening? (NB This will reduce as more pupils take part.)
- What funding are you eligible to apply for, such as EYDCP grants?
- Will you need to charge parents?
- Will you be able to subsidise families on low income? (Find out about the Childcare Working Tax Credit – this can help families afford childcare.)

Identifying partners

Pages 30–32

- Can existing partners support the introduction of OwnZone – for example, by providing refreshments, or offering you support with planning (help with financial forecasting would be especially valuable)?
- Are there new partners who could play an important role? How will you identify them?

Considering health and safety

Pages 18–19

- Do you have appropriate insurance cover in place? Ask your local authority for help.
- Does your cleaning contract need to be re-negotiated so that OwnZone areas are cleaned after use?
- How can parents contact the adult in charge of OwnZone? (For example, you might have a school mobile phone that could be the contact number?)
- How will the adult in charge have access to a telephone and emergency contact numbers?
- What are the health and safety considerations of OwnZone provision?
- Do you need to undertake a risk assessment?

Promoting OwnZone

Pages 38–41

- How will you attract students to OwnZone?
- How can you give OwnZone its own identity within the school?
- How can you turn OwnZone activities into publicity opportunities for the school?

Setting up a steering group

Page 15

- Do you need a steering group to support the development and management of OwnZone?
- How often should it meet?
- How can responsibilities be shared between members of the steering group?

Keeping OwnZone going

Pages 48–50

- How will you review the success of OwnZone and decide what you need to change to improve it?
- What measures of success, other than attendance, will you use?
- Who will you ask for their views on OwnZone, and how often?
- What will you ask them?
- How will you find out from pupils who stopped attending OwnZone what their reasons were?