



Workbook



1. Introduction to the BiG Community Challenge

Welcome to the BiG Community Challenge!

Hello and welcome to the BiG Community Challenge. Between January and June, you will get the chance to develop your own social action project.

The BiG Community Challenge aims to encourage you to think about yourselves, your peers, your 'community', and your surroundings, all while considering and developing key employability skills.

Taking part in the BiG Community Challenge will be an opportunity for you to:

- Find out more about your local or school community
- Get involved and raise awareness of issues that are important to you
- Have a voice within your local communities
- Develop key employability skills through positive action

The project is broken up into multiple steps, and this workbook will lead you through the process to support you to develop your BiG Social Action idea. It will also help you identify specific skills you will be using and developing as you go.

You won't be submitting this workbook, so use it as much or as little as you want. You may find it useful to refer back to when putting together your Reflective Journal.

Pre- and post-surveys

An important part of the BiG Community Challenge is to develop key employability skills and reflect on what you've learnt. To help do this you should complete a survey at the beginning of the programme and again at the end of the programme.

These surveys can be completed online using the links below, by scanning the QR codes on your phones, or paper copies can be found at the end of this workbook.

Pre-survey

<https://forms.office.com/e/t15rHBi3mA>



Post-survey

<https://forms.office.com/e/rUgrnTtyh>



Reflective Journal

The purpose of the Reflective Journal is to record your BiG Community Challenge journey, from conception of your idea through to the end of the programme.

You can choose how you tell us your BiG Community Challenge story. It is completely up to you how you complete the Reflective Journal and in what format, and you may want to consider the following ways:

- Short 5 minute video
- PowerPoint presentation with a voice over
- PowerPoint presentation with photos and notes
- Canva presentation
- Written journal
- A combination of these

Skills Builder Framework

The Skills Builder Framework are 8 skills identified as being essential for all aspects of personal development. They are transferable, and are relevant across your education, future employment and career development, whether you're a student at school, or employed as a manager of a large team.

To help you identify the skills you are developing throughout the BiG Community Challenge, we have embedded the Skills Builder Framework throughout the programme. We have focused on the following 4 skills:

- Problem solving
- Creativity
- Aiming High
- Teamwork



Additional Resources

At the end of this workbook are a range of additional resources that will help you to develop your BiG Social Action project.

- Pre and Post surveys - paper copies
- Media consent form

Ongoing checklist – What has been done so far?

Use this table to keep a record of what you have done throughout the year.

Activity	Complete? ✓	Notes
Individual skills highlighted		
Job roles decided		
Team name chosen		
Pre-survey completed		
Registered team on BiG Community Challenge website		
Social Action idea chosen		
Action plan created		
Plan put into action		
Complete your Team's Reflective Journal		
Submit Reflective Journal		
Post-survey completed		
Celebrate your success!		

2. Get your team together



Teamwork

Working cooperatively with others towards achieving a shared goal



Teamwork is about working cooperatively with others, taking responsibility and supporting each other to achieve a shared goal – in this case, developing your social action project and making a positive impact on your community.

Teamwork and working well with others require a range of skills including:

- Behaving appropriately
- Taking responsibility for completing tasks
- Supporting others
- Contributing to group decision making

We will look at some of these in a bit more detail.

Building your team

You can have up to 12 people in your team.

When forming a team, there are a number of things to consider including what job roles do you need in your team. It is a good idea to choose roles based upon the skills and abilities of each team member.

Team roles

To help you decide upon job roles for your team, complete the table on the following page, consider the answers you give, and compare them with the job descriptions below. The coloured icons match up with the different roles.

Remember you will want a range of different roles in your team, and depending on the size of your team, you may have to take on multiple roles.

Director

The role of the director:

- The director will have the final decision if the team is split
- They will help develop good team spirit in the team
- Come up with solutions for any problems
- Ensure everyone is listened to in team meetings

Important skills and qualities:

- Good communication skills
- Natural leader
- Well organised
- Problem solving skills



Finance

The role of the finance team:

- Look after the money and keep it safe
- Work out the cost of implementing your action plan
- Decide on how best to use limited resources

Important skills and qualities:

- Good at maths
- Organised
- Trustworthy and reliable
- Good at using computers specifically Excel



Marketing

The role of the marketing team:

- Think of ways to help promote your cause
- Design posters and flyers to get peoples attention
- Talk to stakeholders to help achieve your goals

Important skills and qualities:

- Creative
- Good communication skills
- Confident speaking with people
- Good at using computers



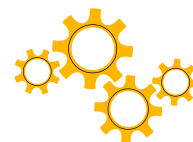
Community Engagement

The role of the community engagement team:

- Find out what things are important to the community
- Carrying out surveys or questionnaires
- Feeding back to stakeholders about your plans and what you've achieved

Important skills and qualities:

- Good practical skills
- Organised
- Good communication skills



What skills do you have?

Read the statements below.

If you agree with a statement tick the smiley face 😊

If you don't agree, tick the sad face ☹️

If you neither agree or disagree, tick the neutral face 😐

Skill	😊	😐	☹️
I am organised   			
I am good at talking to people of all ages  			
I am confident explaining things to people  			
I am good at solving problems  			
I am good with numbers 			
I can use a computer well  			
I am good at listening to people  			
I am trustworthy and reliable  			
I am creative  			
I like telling people what to do 			

Once you've got your team together, and decided upon roles, it is important to think about how you will work well together.

Taking Responsibility

Taking responsibility is taking charge of something and working to ensure it is a success. It means that you get the praise if it goes well, but also means that you have to take responsibility if it goes badly.



In this context, it means that when given a task, you work hard to make sure that it happens and don't make excuses or blame other people if things go wrong. Instead, you try to fix any problems yourself or find someone else to help.

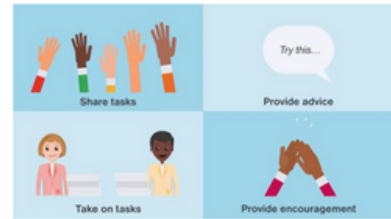
Why is it important to take responsibility when working in a team?

Think of a time when you took responsibility for a job or task. How did it go?

Supporting Others

Supporting others is about helping them to complete a task. This might happen in one of a few ways:

- Sharing tasks that benefit from there being two or more people involved – for example, when painting a room or lifting things.
- Providing advice or showing how to do something if you have higher expertise and they ask for it.
- Taking on tasks if you have time available while someone else still has lots to do.
- Providing encouragement if someone seems unsure or is lacking in confidence.



Why is it important to try to help people?

Think about how supporting your team members would help in achieving your shared goal.

Describe some ways you could support your team members.

In the space below write the name of all your team members and their roles within the team. You may also want to give yourselves a team name.

So that everyone in your team enjoys taking part in the BiG Community Challenge and to make sure you work well together in coming up with your BiG social action plan, think about some ground rules for working as a team. You may want to consider the *Supporting Others* and *Taking Responsibility* sections on the previous pages.

Once you've all agreed on them write them in the space below.

Team Ground Rules:

3. Choosing your community

What is community?

A community is a group of people that have something in common. It could be made up of people living in a particular area, or those who have similar interests, characteristics, beliefs or backgrounds.

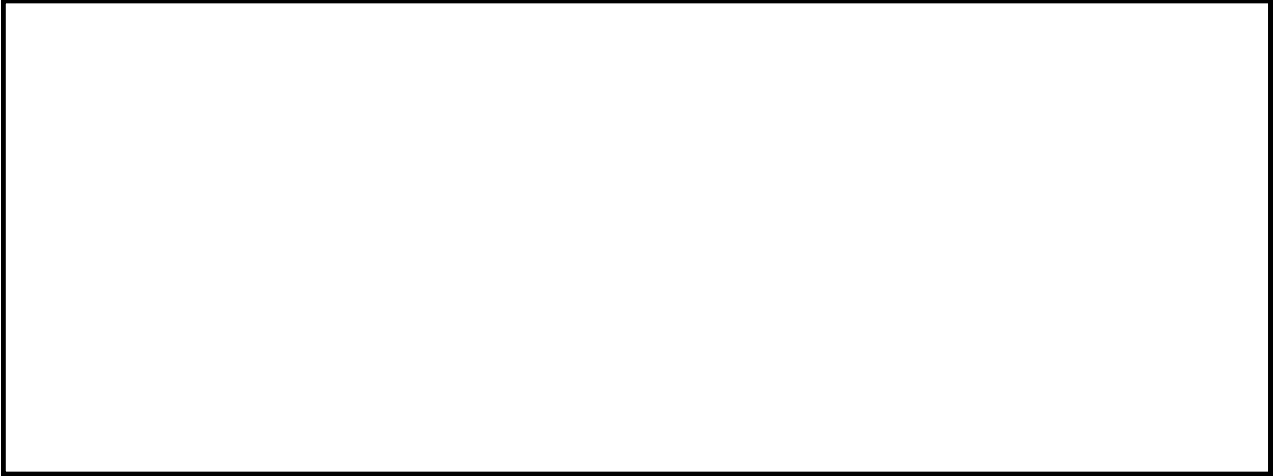
List all the different types of community you can think of and name the thing the individuals have in common.

To help with your social action plan, you need to identify a community to focus on. We suggest choosing your school community or local community, but feel free to choose another group if you'd prefer.

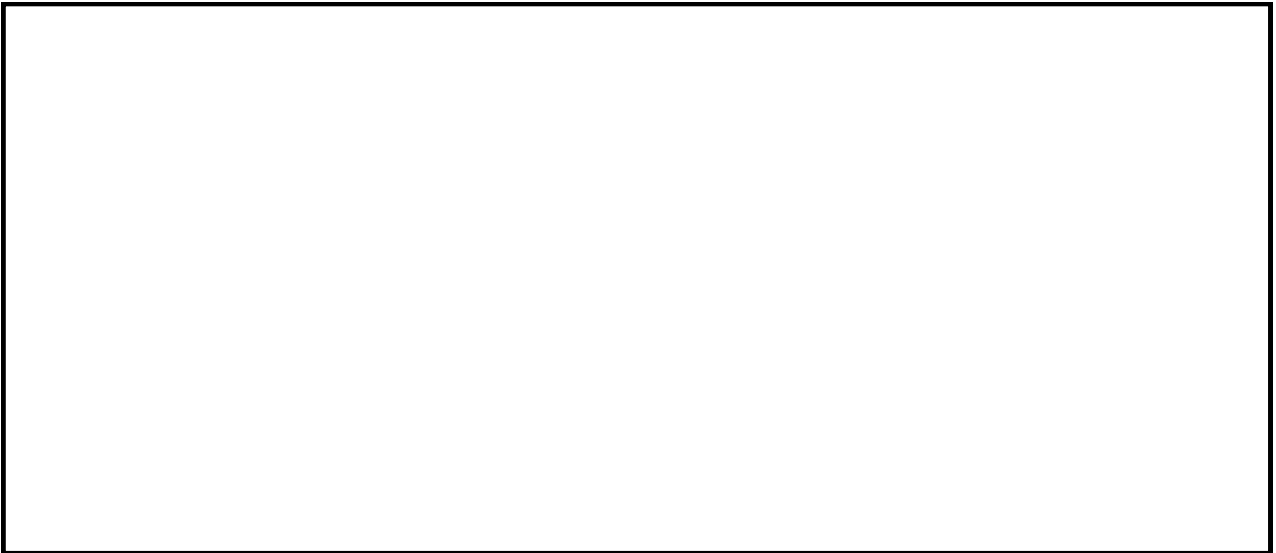
Answer the following questions based on your choice of community.

Who is in your community?

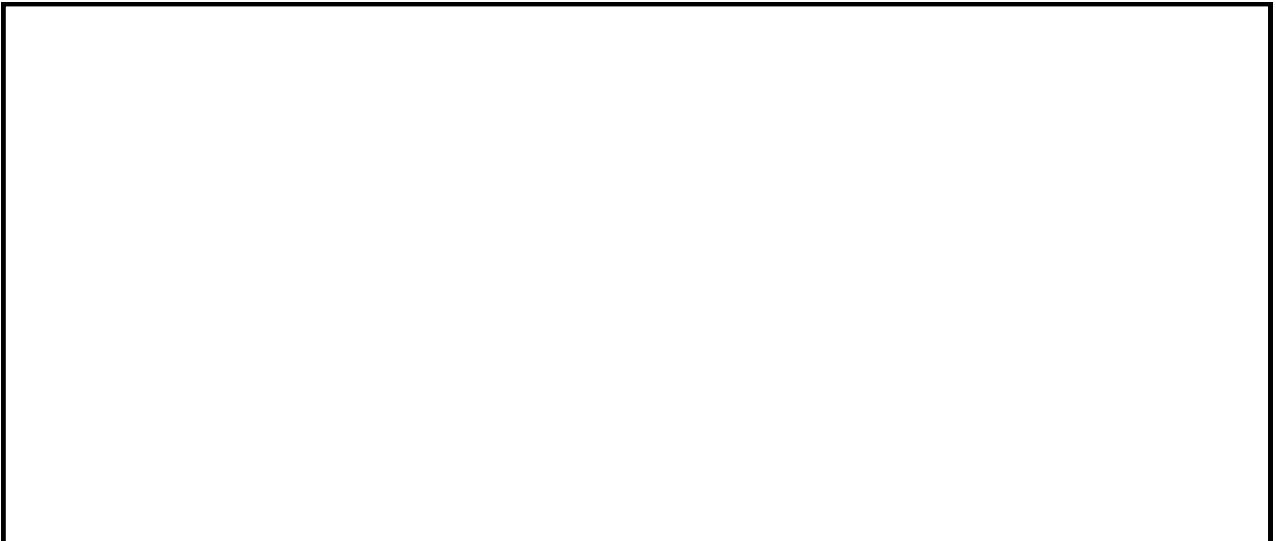
What are your favourite things about your community?



What things could be improved?



Which of these things is particularly important to you?



4. What is social action?

What is social action?

Social action involves people coming together to tackle an issue, support other people, or improve their local area. For the BiG Community Challenge we want you to identify issues in your community that your team are passionate about, and where you think you could make a positive difference. You don't have to try and save the world on your own, but small positive actions can make a big difference.

Social action can be split into 3 main types of activities:

- Raising awareness
- Taking action
- Fundraising



Fundraising

Fundraising is the process by which money is raised for a cause or charity so that they are able to implement their projects or fund purchasing a specific item.

Raising awareness

The goal of raising awareness is to make people understand the importance of a certain problem or issue and find support to address it. By educating individuals about topics which are new to them, it encourages them to join you in bringing about positive change.

Take action

Taking action is the process of actually getting involved and doing something to address an issue or problem. It may involve aspects of both raising awareness and fundraising, but is ultimately about making the changes to improve something and acting to get the desired result.

BiG benefits to taking part in youth social action

How does youth social action benefit young people?

- Development of key employability skills including confidence, listening and speaking, and interpersonal skills that may support future career options.
- Provides opportunities to develop valuable life skills including self-reflection and empathy.
- Participants are known to experience higher levels of wellbeing that can help improve mental resilience.
- Raise aspirations for the future.
- Allow for a greater understanding and appreciation of issues affecting the local community.
- Provides a voice for young people within the local community.

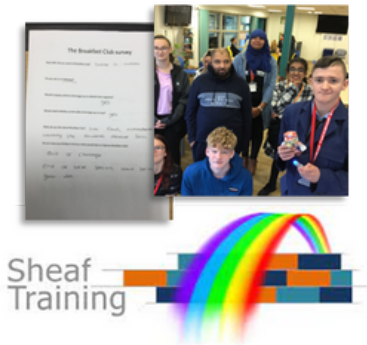
How does youth social action benefit communities?

- Communities and organisations benefit from participants' energy, ideas and capacity to create positive change.
- Young people may have a different perspective that can shift the way of thinking by organisations and open up new ways of working.
- Communities benefit when members feel valued, engaged and involved. This often strengthens bonds, boosting social cohesion and integration.

Case studies

Below are some examples of previous BiG Community Challenge social action projects.

Organised a breakfast club for students and staff at Sheaf



Made and distributed badges to raise awareness around the use of pronouns in school



Created a mindfulness garden with an upcycled bench in the school grounds to support student and staff emotional wellbeing



Staff and students learnt Makaton and took part in a sponsored sing and sign



The team from Endeavour held a community day and competition litter pick



Created a wellbeing garden at Sheaf training for students and staff to use, with an open event to show off and promote the garden.

5. What is your BiG social action idea?



Creativity

The use of imagination and the generation of new ideas



Creativity is about imagining situations and generating ideas – in this case, identifying things about your community that could be improved, and coming up with new ideas to develop your social action plan and making a difference!

Creativity is a skill closely related to problem solving. It is about generating ideas that can then be developed and improved through the problem solving process.

Creativity involves the following:

- Imagining different situations and describing them
- Generating ideas using a brief
- Imagining how something can be improved
- Combining different ideas

We will look at some of these in a bit more detail.

Generating ideas using a brief and success criteria

What is a brief?

A brief is a problem or challenge that we have to come up with ideas to solve. The brief might be short or long, it might be in a written form, or it might be spoken.



Success criteria

A brief will normally have success criteria attached to it. The success criteria will tell you what your idea needs to be able to do or answer to be judged successful.

- For example, the success criteria of a lunch box might be that it needs to be big enough to hold a sandwich, waterproof and not too heavy to carry.



Success criteria are critical because knowing what we are working towards and what needs to be included, means we can focus our imagination rather than create ideas that will not work for the brief. There is also good evidence that people come up with better ideas when they are constrained or limited.

List some examples of when you have been given success criteria to complete a problem or challenge.

What might the success criteria be for a litter pick?

Generating ideas to improve something

Start with the problem you are solving

When thinking about improving something, you might start from a problem that you have experienced in using the product or service:



- Perhaps it took you a long time to do your shopping, or you couldn't find what you were looking for.
- Perhaps a machine broke, or it cost more money than you thought it should have done.

This gives you a success criteria to work towards – you will be successful in improving something if it can do it better.

What are the problem(s) in your community you are trying to solve? Give as much detail as possible.

How will you know if you have been successful in solving them?

6. What is your BiG Social Action plan?



Problem Solving

The ability to find a solution to a situation or challenge

Problem solving is about generating ideas and evaluating those options – in this case, what is your social action idea and how will you put it into action?

Problem solving is a skill closely related to creativity. It is about taking all the ideas generated during the creative stage and thinking about the pros and cons of possible solutions. These can then be adapted to come up with the best option. This is taking your BiG social action idea and turning it into a BiG social action plan!

Problem solving involves the following:

- Identifying problems
- Finding information to understand a problem
- Thinking of different solutions
- Exploring the pros and cons of possible solutions

We will look at some of these in a bit more detail.

Explaining problems to someone for advice

How to explain a problem to someone else

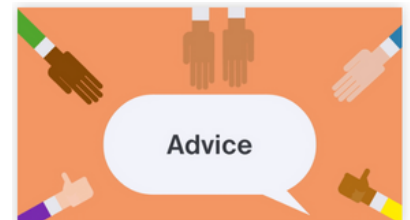
There are a few things that we can do to explain a problem to someone else:



- Start with the goal – what are you trying to do, and why? It is essential that whoever is helping you knows what you are trying to achieve so they can see whether their suggestions will help to achieve that.
- The challenge – where have you got stuck? Once the other person understands what you are trying to do, you can explain what is currently stopping you from being able to do that. For example, maybe you don't understand a particular instruction, you can't find something, there is a piece of information that you don't know, or you can't physically reach something.
- Attempts already - what you have tried so far? It is worth telling the other person what you have attempted previously – this will stop someone just suggesting things that you have already tried.

How to act on advice

Advice is an opinion that someone gives you about what you should do.



When we receive advice, it is crucial that we think about it fully:

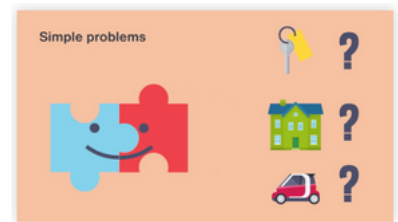
- Sometimes, we are so pleased that someone is taking a problem off our hands, that we just follow their advice without thinking about it. This might cause problems, particularly if we have more information or knowledge of a particular issue than they do.
- On the other hand, sometimes we feel negatively about other people's ideas because we want to come up with the solution ourselves.

Make a note of some of the people you could ask for advice for your BiG social action plan.

Exploring problems by creating different possible solutions

Simple problems

There is a difference between simple problems which have one correct answer, and those that we call complicated problems which might have different possible solutions.



Simple problems might include things like:

- Where did I leave my keys?
- What is my address?
- What is the most popular car colour in 2020?

For simple problems, it is about trying to find the correct answer.

When problems have many solutions

Complicated problems do not have one obvious answer, and might include things like:



- How should I travel to Manchester?
- Where should I visit in Sheffield?
- What should I do next?

For these, no answer is factually correct, and a range of options exist.

For example, for travelling to Manchester there are a range of possibilities (wherever in the world you're starting from) – car, walking, cycling, flying are all options. Similarly, there are plenty of places in Sheffield that you could visit, and the best answer to that question will be different for every individual and what they want to achieve in their visit.

Make a note of a problem you are trying to solve in your community. List as many possible solutions as you can think of.

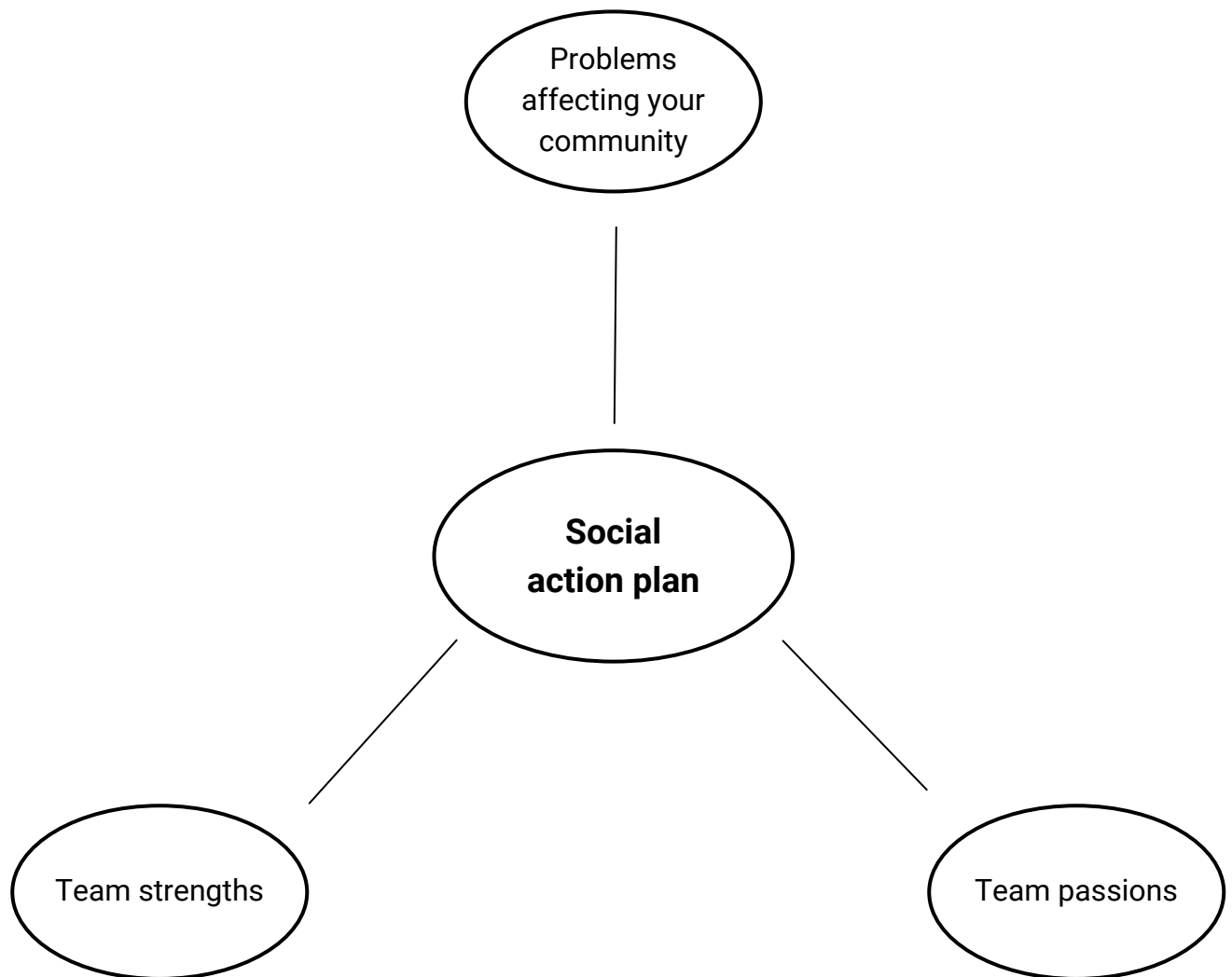
Problem	Possible solutions

Using creativity to develop your social action plan:

- What problems are affecting your community that you want to help with?
- What is your team passionate about?
- What are your team strengths?

Fill in the diagram below with some ideas for each point to help develop your BiG social action plan.

Try and identify areas where these three things overlap to come up with your team's BiG Social Action idea.



Community engagement

Community engagement is where you talk to people you think would benefit from your idea or could help you. These people could also be stakeholders.

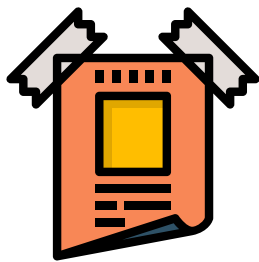
A stakeholder is anyone who has an interest or 'stake' in the issue, such as those personally affected, or who work, campaign or volunteer on the issue.

Thinking about the following may help with creating your social action plan:

- Who are your stakeholders?
- Are they people who your idea will help? Or people who can help with your idea?
- What do they think of your ideas?
- Is anyone doing your idea already?

Promoting your cause

Raising the profile of what you're trying to achieve will help other people to get involved and support you in your social action plan. You may want to use any of the following methods to advertise and spread the word:



Posters



Word of mouth



Email



Leaflets



Social media



School newsletter

Which of these methods would be appropriate for promoting your social action plan?

Creating a poster

What information will you need to include on a poster to promote your social action plan?

You may want to use this space to do some rough sketches, and then produce your final poster in a graphic design software package.

A large, empty rectangular box with a black border, intended for students to create rough sketches of their social action plan poster.

Where will you display your posters to promote your cause?

A smaller, empty rectangular box with a black border, intended for students to list where they will display their posters.

7. Take action



Aiming High

The ability to set clear, tangible goals and devise a robust route to achieving them



Aiming high is about setting clear, tangible goals and having a robust route to achieving them – in this case, effective planning, setting goals for yourself and your team, and knowing what doing well looks like.

Aiming high involves the following:

- Knowing what doing well looks like
- Working with care, attention and pride
- Setting goals
- Creating plans and strategies to achieve goals

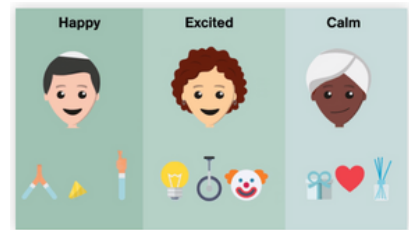
We will look at some of these in a bit more detail.

Being clear about exactly what you want to achieve and how you will do it, will help you to be successful.

Knowing what doing well looks like

Recognising good work

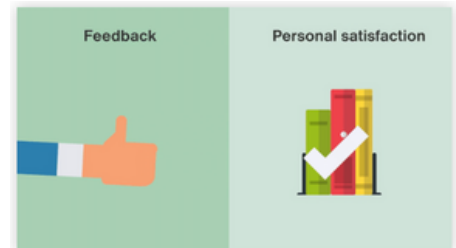
There are two parts to explore. The first is how you feel when you are doing something well, as it will normally give a positive emotional response. This might feel like:



- Calm – when you feel relaxed because you know that you don't have to worry about something, you are not feeling too challenged.
- Happy – a sense of joy, gratefulness or enthusiasm because you are getting satisfaction out of the work that you're doing.
- Excitement – a feeling of energy and drive because you are seeing that your efforts are paying off.

Other signs of good work

There might also be other signs that you are doing well. This might be:



- Feedback – other people might tell you that you are doing well
- Personal satisfaction – you might feel that you are learning and getting better – perhaps because you know that you are now finding something easier to do well than you previously did.

This combination of how you feel about the work you are doing, and the other signs that you are doing good work are both important.

It's important to remember that doing well rarely comes from just doing the easiest possible tasks or doing as little as possible. Over time, that will stop being very satisfying and will just feel boring. You will also stop improving at things, and people will eventually stop giving you positive feedback if they don't think you are trying very hard.

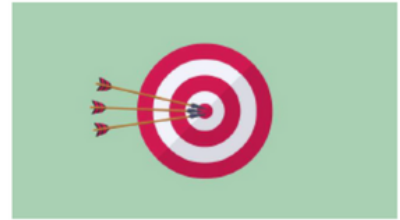
How will you know if your social action project is doing well?

Setting SMART goals

What is a goal?

A goal is something that we want to happen, and that can work towards achieving.

We might set goals in lots of different areas of our lives. For example, we might decide that we want to learn a new language, score more goals for our football team, or pass an exam.



SMART targets

The best goals are those that are SMART. This means that they are:

- **Specific** - it is clear exactly what you are trying to do
- **Measurable** - you can measure whether the goal has been met or not
- **Achievable** - it is able to be done - not too hard or easy
- **Realistic** - it is something that makes sense to do
- **Timed** - you know when it needs to be done by



Putting numbers and deadlines on goals is particularly helpful because it means we can see exactly what success looks like and also see very clearly whether we have been successful.

Another way to make it easier to meet goals, is to break them up into smaller bits, and also ensure each member of the team is clear on their responsibilities.

You may find the diagram on the following page helps in breaking a goal up into smaller pieces.

Breaking your goal up into small, easily achievable steps will make it more manageable and keep you focused. It is also important to think about which members of the team have strengths in particular areas when sharing out tasks.

You may find it helpful to completing the following diagram.

Main goal

met

Break it down

Mini goal

Deadline:

Actions

Date	Who

Mini goal

Deadline:

Actions

Date	Who

Mini goal

Deadline:

Actions

Date	Who

Working with a positive approach to new challenges

Finding new challenges

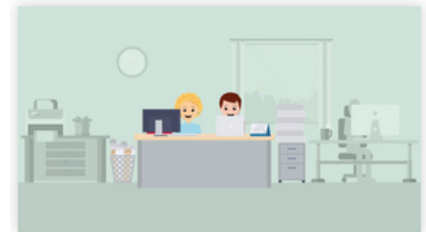
Over time, we mustn't just stick to safe challenges – only doing things where we think that we are very likely to achieve the success criteria. It might feel that we are very successful initially, but eventually we will take less satisfaction from doing the same things over and over again.



The bigger problem is that if we only do the same challenges or activities over and over again we will stop learning.

Learning through challenges

When we first do an activity or use a new skill, we tend not to be very good at it. We find it difficult because we have to think hard about how to do it, and we will often make mistakes. Over time though, we get better at it – it starts to feel more natural and we are more successful.



This is because we have learnt how to do the task well, and we will be able to do that task again in the future with success. This expands the range of what we can do and means that we can be confident in lots more situations.

Anything that we have learnt to do in our lives started off being difficult – whether learning to read and write, swim, ride a bicycle, cook, or any number of other skills we have built over time. By working hard at them, and adding those skills to our toolkit, we are much better able to be successful in lots of different situations in the future.

Think of time when you have learnt a new skill.

How did make you feel at the beginning when you had just started to learn? Now compare that to how you felt when you succeeded at it.

8. BiG Community Challenge Reflective Journal

This is your opportunity to tell us about your journey through the BiG Community Challenge!

Use your reflective journal to tell us about your BiG social action idea, and the positive impact it has had on your community. It also allows you to let us know about the skills you have learnt, the experiences you have had and how you have overcome any challenges.

We will use the stories from your journals to celebrate and showcase all the exciting projects you have initiated in your communities.

You can choose how you tell us your BiG Community Challenge story.

You might want to think about some of these ways:

- Short 5 minute video
- PowerPoint presentation with a voice over
- PowerPoint presentation with photos and notes
- Canva presentation
- Written journal
- A combination of these
- Or something completely different!

Your Reflective Journal needs to tell us everything about your BiG Community Challenge journey, from start to finish. Look back through this workbook to remind yourself of the different steps you and your team have taken in the project.

Use the BiG Community Challenge Reflective Journal booklet/slide template to help lead you through the process. It is packed with hints and tips to make sure you include everything that we would love to hear about.

9. Celebrate success!

Taking time to recognise and celebrate when things go well is essential. It can boost confidence, increase motivation, and makes us feel good. Celebrating achievements with teammates also strengthens relationships within the team which is beneficial for effective teamwork.

All teams that submit a Reflective Journal will be invited to join us for a celebration event in July. This will be an opportunity to showcase all the incredible social action projects you've been involved in.

You may also want to celebrate the outcomes of your BiG social action plan with your community. This will give you the opportunity to share your success with more people, celebrate with the people that will have benefitted from your campaign, and possibly inspire others to act on their own BiG social action ideas.

Thank you for taking part in the BiG Community Challenge. We hope you've enjoyed yourself and learnt a bit about your community and some of the issues that are important to you. It would be great if you choose to continue with your team's activities beyond the end of this programme, and know that the world is a better place as a result of your BiG social action plan!

10. The BiG Community Challenge self-reflection and evaluation

An important part of the BiG Community Challenge is to develop key employability skills and reflect on what you've learnt. To help do this you should complete a survey at the beginning of the programme and again at the end of the programme.

These surveys can be completed online using the links below, or by scanning the QR codes on your phones.

Pre-survey

<https://forms.office.com/e/t15rHBi3mA>



Post-survey

<https://forms.office.com/e/rUgrnnTtyh>



Alternatively you can complete a hard copy of the survey which can be found at the end of this booklet. Please return photo/scanned copies of the completed forms to bigchallenge@sheffield.gov.uk.



Pre-survey



Name:

School:

Almost never	Rarely	Sometimes	Often	Almost always
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Teamwork




	Almost never	Rarely	Sometimes	Often	Almost always
Are you able to work with others in a positive way?					
Are you able to work well with others by behaving appropriately?					
Are you able to work well with others by being on time and reliable?					
Are you able to work well with others by taking responsibility for completing your tasks?					
Are you able to work well with others by supporting them if you can do so?					

Almost never	Rarely	Sometimes	Often	Almost always
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Creativity



	Almost never	Rarely	Sometimes	Often	Almost always
Are you able to imagine different situations?					
Are you able to imagine different situations and say what you imagine?					
Are you able to imagine different situations and bring them to life in different ways?					
Are you able to generate ideas when you've been given a clear brief?					
Are you able to generate ideas to improve something?					

	Almost never	Rarely	Sometimes	Often	Almost always
Problem solving 					
Are you able to complete tasks by following instructions?					
Are you able to complete tasks by finding someone to help if you need them?					
Are you able to complete tasks by explaining problems to someone for advice if you need?					
Are you able to complete tasks by finding information you need yourself?					
Are you able to explore problems by creating different possible solutions?					

	Almost never	Rarely	Sometimes	Often	Almost always
Aiming high 					
Are you able to identify when you are finding something too difficult?					
Are you able to identify what doing well looks like for you?					
Are you able to work with care and attention to detail?					
Are you able to work with pride when you are being successful?					
Are you able to work with a positive approach to new challenges?					

Post-survey



Name:

School:

Almost never	Rarely	Sometimes	Often	Almost always
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Teamwork




	Almost never	Rarely	Sometimes	Often	Almost always
Are you able to work with others in a positive way?					
Are you able to work well with others by behaving appropriately?					
Are you able to work well with others by being on time and reliable?					
Are you able to work well with others by taking responsibility for completing your tasks?					
Are you able to work well with others by supporting them if you can do so?					

Almost never	Rarely	Sometimes	Often	Almost always
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Creativity



	Almost never	Rarely	Sometimes	Often	Almost always
Are you able to imagine different situations?					
Are you able to imagine different situations and say what you imagine?					
Are you able to imagine different situations and bring them to life in different ways?					
Are you able to generate ideas when you've been given a clear brief?					
Are you able to generate ideas to improve something?					

	Almost never	Rarely	Sometimes	Often	Almost always
Problem solving 					
Are you able to complete tasks by following instructions?					
Are you able to complete tasks by finding someone to help if you need them?					
Are you able to complete tasks by explaining problems to someone for advice if you need?					
Are you able to complete tasks by finding information you need yourself?					
Are you able to explore problems by creating different possible solutions?					

	Almost never	Rarely	Sometimes	Often	Almost always
Aiming high 					
Are you able to identify when you are finding something too difficult?					
Are you able to identify what doing well looks like for you?					
Are you able to work with care and attention to detail?					
Are you able to work with pride when you are being successful?					
Are you able to work with a positive approach to new challenges?					

Thinking about what you have taken away from the BiG Community Challenge, which of the following would you agree with? Tick all that apply.

I have enjoyed taking part in the BiG Community Challenge	
I would like to take part in the BiG Community Challenge again in the future	
I feel I have made a positive contribution to my community	
I have a better understanding of social action through taking part in the BiG Community Challenge	
I am more likely to keep trying when I find learning difficult	
The BiG Community Challenge has helped me to identify my strengths and weaknesses	
I have been able to reflect on what skills I need to develop for the future	
I have gained confidence in myself	
Any other comments?	
On a scale of 1 to 10 (where 1 = not at all likely, 10 = extremely likely) how likely are you to recommend the BiG Community Challenge to a friend?	

BiG Community Challenge

Media Consent Form

Throughout the BiG Community Challenge competition, we (Sheffield City Council) would like to take photos of your child taking part.

These photos may be used for marketing purposes to promote and showcase the programme, including: printed materials (e.g., leaflets, posters etc.), websites, social media accounts, email communications or news publications/releases.

Photos may also be shared with the BiG Community Challenge partners and sponsors.

I allow the photo/video to be taken of my child for the duration of the BiG Community Challenge (named below):

Please circle

Yes No

Name of Student:

Team Name:

School:

Name of Parent / Guardian:

Signature of Parent/Guardian:

You can withdraw your consent for the use of your child's data at any time by emailing bigchallenge@sheffield.gov.uk in which case it would not be used in future publications but may continue to appear in those already in circulation. Please get in touch if at any point you have questions about how the information you share with us will be stored.

