

RAISING ATTAINMENT; CREATIVE ACHIEVERS

Let's face it, we are all different. Some of us are better at Maths and English than others, and some of us have an innate ability to shine and demonstrate talents and gifts through the arts. However, the fact remains that many of our children never get to experience the thing that they feel they are truly good at. Sir Ken Robinson calls it 'being in their element'. If a child is empowered by **'being in their element'**, then nothing is going to stop that child from wanting more of the same; this is where Bigfoot can make a difference in your school.

WHAT IS 'CREATIVE ACHIEVERS'?

Bigfoot's 'Creative Achievers' programme offers schools a way to creatively engage with students who may be struggling to succeed or achieve more within a standard statutory learning environment. Our work allows children to express themselves freely in a safe and non-judgmental way so that they feel able to take risks and make mistakes. A child cannot move forward if they have barriers to learning - low self esteem, a lack of motivation, a fear of failure, and a lack of empathy for others are all things that will hinder a child's progress.

In our experience, if the child is enjoying the work, they will engage with it.

Our methodology is simple; we use the ideas and interests of the student, along with the skills and expertise of a Bigfoot facilitator 'Bigfooter', to raise the attainment levels of underachieving students.

AND HOW DO WE DO THIS?

STEP ONE: The school will select a group of young people (10 per group) who require extra assistance in class. These may be students on FSM who are allocated funds by the government to receive specialist learning opportunities, whether they be low or high achievers; our aim is to help all students reach their full potential.

STEP TWO: Your Bigfooter will come in and meet with the head teacher, deputy Headteacher, class teacher, learning mentor, SENCO.... or all staff involved in the students learning, to chat about the barriers the children are currently facing and how this could be overcome through creative learning.



STEP THREE: The Bigfooter meets with the group of young people during a 'getting to know you' session. The facilitator will find out about what enthuses and engages the students both in and out of school, and therefore what could be the key to unlocking their barriers to learning or succeeding.

STEP FOUR: The Bigfooter goes away and plans a future session with their group of students using the creative arts (drama, dance, music, art) and a topic relevant to the young people, to engage them in the classroom and motivate them to want to learn, progress and celebrate their achievements.

We are here to listen to your school, to find out more about your students, and to do what we can to help them achieve better at school. Therefore each 'Creative Achievers' project is unique to each school. Examples of how schools can utilise the 'Creative Achievers' model in their schools can be seen on the opposite page.

We recommend your students working with us for at least 4 days per term. A day can be divided into 2 x sessions with a maximum of 10 students in each group (20 students in total). These groups can be made up of students from KS1 or KS2 who will work with their Bigfooter for no less than 2 hours per group.

BIGFOOT BOOK CLUB

***"I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."* Roald Dahl**

The Department for Education recently reported that 89% of Children should be able to read properly by the time they leave primary school, but 1 in 5 still leave unable to read well enough to do well at secondary school - a figure that rises to 1 in 3 among the most disadvantaged children. The Bigfoot Book Club aims to encourage young people to engage in reading as an enjoyable and social activity rather than a chore for school.

How the Bigfoot Book Club Works

Operating as either a stand-alone weekly after school club (1 hour) or an after school or lunch time club as part of a full day 'Creative Achiever's project (45/30 minutes respectively) 10-15 students, together with the help of a Bigfooter, will explore a chosen book through varying exercises such as reviews and alternate endings, to re-enactments and staged readings. The key to the success of the Bigfoot Book Club is drawing the termly book inspiration from the young people themselves; their interests, their passions and their ideas.

Bigfoot Book Club possible focus suggestions/ideas

- "Up for a laugh" - comedy
- "A (graphic) novel idea" - comics
- "Puns are bad but poetry is verse" - Poetry
- "I need a hero" - Action genre
- "Keep it classy" - Classical literature

BOYS WILL BE BOYS:

The **Boys Will Be Boys** programme was developed by Bigfoot's Facilitator in Residence, Adrian Benn, in collaboration with Jody Hendra of Fairway Primary School. The main aim of the project was to re-engage disaffected boys and boost self esteem through a programme of engaging and inspiring workshops. These workshops focussed on creative arts with a street culture edge.

Within each fortnightly two hour workshop, the boys created work using a variety of art forms including Graffiti, Beat Boxing, Rapping and Comic strips. These art forms were used to encourage engagement within wider school life, with a focus placed on:

- Decision making – Allowing the boys to take ownership of the work by making key decisions
- Bursts of attention – Working in short bursts of focused attention
- Behaviour management – The group create the set of rules that they work by including the consequences for breaking these and rewards for working by them.

- Tactile/kinaesthetic learning - Allow the group the opportunity to play and learn through doing.
- Peer assessment – Constantly encouraging the boys to recognise each others' strengths, talent or positive behaviour.

Bigfoot and the school tracked each student's progress in their national curriculum levels before, during, and after the project in Reading, Writing and Maths. The results of this programme can be found with the Boys Will Be Boys case study (available upon request)

READ ALL ABOUT IT!

How would your students feel about working together to create an editorial team for a new daily newspaper- investigating, researching and writing about their interests, their passions and their dreams...

News stories, whether on television or in magazines and newspapers, tell you what's happening locally and nationally and are the key to celebrating triumphs, commiserating losses and generally sharing issues to ignite the interest of others. Therefore, imagine the impact of allowing a group of disengaged and underachieving students to become reporters, journalists and editors of a combined paper that runs stories about what interests them. Whether it be pop culture, games and sports, local events, fashion, animals, computer games or television, students will be encouraged to take on a 'role' within their team in order to research and write a variety of articles.

Helped by their Bigfoot facilitator, students will discuss social issues, share opinions, and debate about controversial topics using a range of creative games and activities designed to get them thinking and talking. The aim is that by giving students a forum to voice their thoughts and opinions as journalists and newspaper editors, they will be inspired to become independent learners inside and outside of the classroom.

Students will

- Identify the purpose of a newspaper
- Explore a variety of stories and themes ordinarily found newspaper
- Discover the different roles needed to produce a diverse and interesting newspaper
- Create a unique joint piece of work to be shared with their teachers and peers.



**FOR MORE INFORMATION OR TO MAKE
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