



CUMBRIAN AWARD

adventure **enterprise** culture



The Cumbrian Award was first envisaged a number of years ago in response to both the increasingly academic and narrow curriculum path which many schools felt they were being driven down, and the recognition that many children and young people did not value their identity as Cumbrians, did not actively engage in the tremendous opportunities the county has to offer, and that in turn, the county does to benefit from or maximise the potential that younger generations represent.

Following an extensive consultation with a range of stakeholders – from education to the environment, from industry to the arts, and from tourism to employers – The Cumbrian Award was defined and accredited, having run as a successful pilot scheme with a Cumbrian secondary school.

The Cumbrian Award is initially a Y5 – Y9 Award encompassing three strands:

Adventure

Enterprise

Culture

In recognition that all settings are different, and that student needs and school resource differ significantly, the award specification has been written with the intent that participating schools can apply the guidance and meet the requirements, but that the level of challenge or difficulty is tailored to appropriately stretch all participants, without being exclusive or emphasising pre-existing gaps. The nature of what is delivered will be appropriate to the location.

The Cumbrian Award is supported by and delivered with WELL and is recognised as an enriching and inspiring opportunity for young people in Cumbria. The Cumbrian Award is working through WELL with Nottingham University, in partnership with The Centre for the Use of Research and Evidence in Education (CUREE) who are evaluating the project as action research, to include a key focus on leadership and curriculum impact of participation. You will have the option to seize this opportunity as a pilot school.

Ultimately The Cumbrian Award aims to enrich the experiences and lives of the students who participate. It aims to enhance the skill set and give students the opportunity to apply such skills in a range of environments – whether that be navigating a Lakeland fell, negotiating a boardroom meeting or performing on a theatre stage... and beyond.

I am thrilled that you have enabled your school to join us, and for your students to begin their Cumbrian Award journey. You will find much useful information within this prospectus and on the website. I look forward to hearing stories of the many adventures, enterprises and cultural endeavors that are to come.

Daniel Gee
Director of The Cumbrian Award
October 2021

“ I don’t remember properly all the complaining or what the problems might have been, I’ll be honest and say I still don’t really get what a compass bearing is; but I do remember standing on the summit, seeing my friends faces all red and sweaty, looking at the views and thinking – WOW!”

“ Some of the photos we took were really special. Some of the things we saw were amazing. Some people stopped trying to act cool or uninterested and wanted to take photos of lakes and mountains. It was a bit of a surprise how many people at one time had Cumbrian Award Adventure photos as their profile pictures on their Facebook or Twitter. It’s hard to put it in words or explain what I really mean – but some of the places we went to, and some of the things we did, were pretty special.”



adventure

Sir Chris Bonington CBE

Adventure has been chosen as one of the three strands of The Cumbrian Award – a new challenge of enrichment and accomplishment set before a generation of school children who were born in a world of social media and instantaneous material gratification. Adventure offers an alternate, and more wholesome path, leading to a more fulfilling and righteous reward. Adventure has been my life. The what and the why of adventure is the something I've considered deeply.

Adventures of youth can be life shaping and life changing. The inspiration one gains from such adventures incites the imagination to the point of obsession, setting you on a course of both achievement and pleasure not accessible to those who choose a life without Adventure.

I can best explain this process by recalling my own introduction to Adventure, as I feel that it is only through one's own experience that one can really analyse motives and feelings.

It began with a picture book of the Scottish hills which I found at the age of 16. The pictures were in monochrome, showing rolling hills, rocky crags and shimmering waters. I was fascinated in a way that I had never been before. I dreamed of Adventures among them, standing on the summits looking out beyond the confines of the stills in the book. Later I visited my grandfather in Ireland. From his garden I could see the Wicklow Hills. I caught a bus and set out on my first Mountaineering Adventure to climb one of them – only to be beaten by rain cloud and a thorough lack of experience, having no navigational equipment or skills! But this was Adventure. Tentatively, I was stepping into the unknown; both conscious of danger and yet in love with the wild emptiness of the hills around me. The draw of both the Thrill of Danger and the Beauty of Nature are key characteristics of pure Adventure.

School boy Adventures – so instrumental in the making of the man – continued. The following winter a school friend and I hitch-hiked from London up to Wales. It was the long hard winter of 1951, and the whole country was clad in snow. From our youthful eyes the Snowdon massif presented with the scale and majesty of a Himalayan peak. Eager and naïve we set off on our Adventure in our school coats and army boots, attempting the Crib Goch Ridge, only to be avalanched off a long way from the top. That such early Adventures saw defeat at the hands of the weather did not and should not deter. Resilience is something that Adventure requires, and that Adventure nurtures. My school friend declined and hitched home, but I stayed, making a solo attempt on Glyder Fach the next day. It was a brilliant blue, sparkling day with great galleons of cloud sweeping over the tops. The reward and satisfaction of such physical triumphs coinciding perfectly with nature is immense. In a system dominated by data and with success measured by high stakes formal assessment, with pressure and stress levels high and physical and mental health concerns such a focus, we would all do well to facilitate school children experiencing such real pleasures and achievements, and overcoming such difficulties encountered along the way.

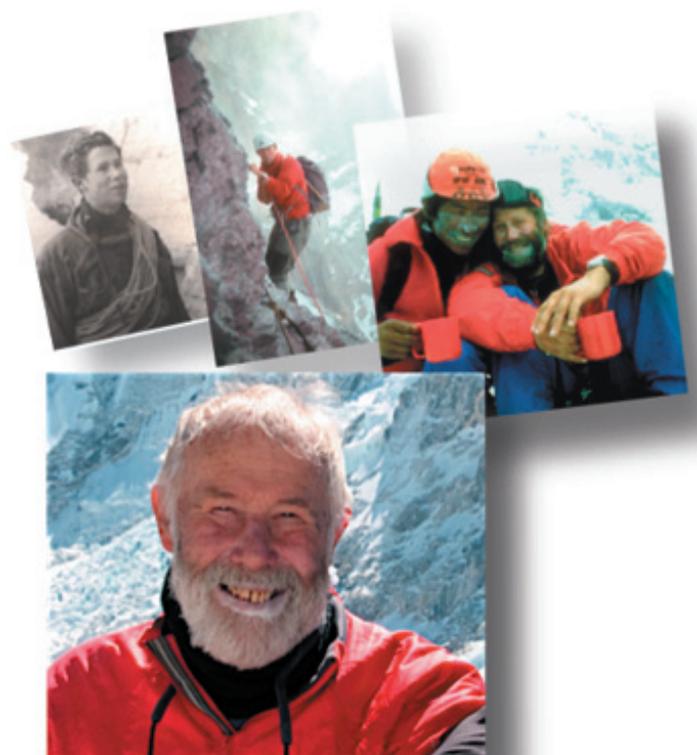
An Adventure would therefore include a significant physical challenge and consequent reward. Pushing yourself not purely to your limits, but beyond your comfort zone to the realms of difficulty in order to achieve something that otherwise would be out of reach. This venturing beyond the comfort zone would, by whatever medium the Adventure is undertaken, involve a level of risk. That is not to say an Adventure requires disregard for safety, more a conscious and gradual aggregation of skill to enable an embracement of danger. Again, this responsible and purposeful engagement with danger as a known factor on the trail of Adventure, is an experience and process well worth deliberately including in a rounded education.

Finally, an Adventure would include an Exploration of the Unknown. At one level this may suggest an Adventure to one of the very few unexplored parts of the world or to the summit of an unclimbed peak. But almost equally satisfying is a personal Unknown, even if others have trodden that path before. The romantic adventurer has always had strong links with science and intellectual curiosity; the very act of trying the unknown holds a challenge of the mind as well as the body.

Adventure then involves a journey, or a sustained endeavour, in which the elements of risk and of the unknown are key, and are overcome by the physical skills of the individual. Additionally, an Adventure is something that an individual chooses to do and where the risk involved is self-imposed and threatens no-one but themselves.

Through my work with Outward Bound I have seen how a focus on outdoor education can help children feel valued whilst developing independence and confidence. The work of the trust supports, via such Adventures, the progress and application of resilience, empathy, and teamwork.

The development and introduction of The Cumbrian Award will hopefully see growth in the recognition of the benefits of such Adventures for all children here in Cumbria, a shared commitment from education to engage with such a programme and a framework and support package to allow all schools to participate. The profits of such endeavours filter into aspects of life way beyond both the immediate Adventure and time frame in which it is lived, and recognition of such and a deliberate intent to include relevant provision in education will benefit the generation of young Cumbrians who experience such Adventures. Cumbria is arguably home to the greatest playground in the country and it is only appropriate that we consciously encourage high levels of engagement of young people with the natural wonders it possesses.



Adventure Specification

Requirement	Content	Detail
Plan and take part in a Cumbrian Adventure	Adventure will include an adventure sport	Classroom and outdoor training in the skills and techniques of individual sports. Navigation essential to all. Students may experience a range of Adventure Sports during the course of the Cumbrian Award including Hill Walking, Mountain Biking, Kayaking / Canoeing. They may focus on just one depending on the nature of the setting or the competence level of the delivery.
	Adventure will take place in Cumbria	A number of one day 'mini adventures' (1 per term recommended) in order to develop confidence, independence, experience and knowledge of different locations of Cumbria
	Students will work as a team to plan the route, organise logistics, costs, permission etc.	Directed and supported in early years building towards independence by Y9. The distance, duration and difficulty of each adventure will be progressive with age and challenging throughout, but will remain appropriate to the ability of the group.
	Adventure may be residential	A residential element may increase the benefits and add an additional element of challenge to the Adventure. Where appropriate to include age and group considered i.e. Y5 - 1 night residential, Y6 - 2 night residential, Y7 - Camping, Y8 - Wild Camping, Y9 - Survival Challenge (recommended levels, though context of the group must be taken into account). It may not be appropriate for an adventure to be residential for all groups and where this feature is not felt appropriate then this would not prevent students achieving the award.
	Adventure will have at least two curriculum (History, Geography or Science) objectives	Each mini adventure will also have such objectives. Throughout the course of the award a total of at least 10 objectives from all three subject areas will be covered. Examples of Historical, Geographical and Scientific Objectives and activities are given, though centres may wish to tailor objectives to suit local area and/or link with core curriculum plans.
	Students will complete an adventure journal including planning and write up of adventure	Each mini adventure will include a practice journal

See cumbrianaward.org for:

- **KS2 and KS3 Adventure booklet templates**
- **20 Adventure planning and skills Cumbrian Award lesson plans and resources**
- **10 Geography Adventure Objective Lesson Plans and Resources**
- **10 History Adventure Objective Lesson Plans and Resources**
- **10 Science Adventure Objective Lesson Plans and Resources**

Adventure Partners and Training Opportunities

Schools delivering The Cumbrian Award are able to access a range of training opportunities to support the delivery of the Adventure strand.

Where a member of staff is experienced a full day observation resulting in a **Statement of Competence** is available in order to allow for delivery to school groups.

Where a member of staff is less experienced then a full day's Training is possible with a development plan and a defined remit to begin leading in the outdoors.

Statements of Competence and Training opportunities may include hill walking, bush craft and general outdoor leadership.

In addition participating schools can access Level Two Outdoor First Aid training.

Schools will be contacted shortly to discuss training requirements.



Though The Cumbrian Award are working with a number of delivery partners in order to support the roll out of the award there is no obligation for any school to work with any of the identified partners. Training and resources provided may allow for entirely in house delivery. Existing relationships and programmes may also meet the requirements of The Cumbrian Award.



Enhancing people's Lives through Outdoor Activity.

The Outdoor Partnership in Costal Cumbria seek to deliver generational change to encourage lifelong participation in outdoor activity through,

- Inspiring local young people to be active outdoors and to deliver sustainable outdoor activity
- Promoting activity to the adult population to reconnect or commence outdoor activity to influence and guide future generations
- Working with partners and stakeholders (such as clubs, providers, schools, health, etc) to promote local opportunities (for example social prescribing)
- Develop a continuum to support participation from schools, to community, through volunteering to employment or sustainable heathy, active lifestyles.

TOP have recently released our strategy for 2021-2031 where you can find out more about the work they do. TOP would encourage schools delivering The Cumbrian Award to make contact to discuss ways in which they can facilitate support to enhance delivery of the Adventure strand.

www.partneriaeth-awyr-agored.co.uk/about-us/our-strategy/

If you would like further information, please contact. Claire Bryant Outdoor Activity Development Officer for Costal Cumbria. 07516507357. Claire.bryant@outdoorpartnership.co.uk. www.outdoorpartnership.co.uk

enterprise

“ I am thrilled that Enterprise has been identified as a strand of The Cumbrian Award. Developing enterprising skills and behaviours in our young people is really important for Cumbria’s future economy. We need more people to start and grow their businesses to respond to new market opportunities and to create future jobs. Participation in The Cumbria Award will help encourage our young people to build their careers in Cumbria and attract people from other areas to come and live and work here. New and emerging markets, including in the green economy, will provide ideal opportunities for young entrepreneurs”.

Jo Lappin, Chief Executive of Cumbria LEP



“

Enterprise skills are vital for young people in Cumbria as they have to adapt to the changes to employment prospects in Cumbria and learn to create their own opportunities in the future. I believe The Cumbrian Award is the ideal vehicle for achieving this. The routes in education, the outward looking engagement with a range of sectors in the regional economy and the identification and understanding of the importance of social Enterprise to Cumbria both as a vehicle for student development and regional impact are all factors which make The Cumbrian Award a fantastic opportunity for young Cumbrians. I am extremely excited about the prospect of being a part of this exciting new Award.”

Professor David Gibson OBE



Enterprise Specification

Requirement	Content	Detail
Plan and run a Cumbrian Social Enterprise	Students will work with the support of a Cumbrian Business	This may be one or a number of businesses. The work may take the form of advice, connections, review, supply or as a customer
	Students will write a business plan	Template available on the website
	Students will complete an accounts document	Template available on the website
	Students will market their business	Marketing material should include reference to the Cumbrian Award. Marketing may take a number of forms including but not limited to digital.
	Students will complete a final Business Report	Template available on the website. (including business plan and accounts)
	Students will have a social objective for their business	The business may have a purely social objective or have a social intention for the profits. Examples include the growing and selling of flowers within the community, with profits funding the creation of public flower beds in the community.
	There will be a Cumbrian element to the business	The 'product' or 'service' should be Cumbrian at least in part. This may be Cumbrian grown or sourced material, Cumbrian manufactured or Cumbrian theme/cultured if produced elsewhere. Examples include the purchase of Cumbrian green slate and the engraving and selling of drink mats, house numbers etc. Products can be sold beyond Cumbria.



See cumbrianaward.org for:

- **KS3 and KS4 Business Plan Template**
- **Accounts Spreadsheet Template**
- **KS3 and KS4 Business Report Template**
- **20 Enterprise Lesson Plans and resources**
- **Supporting Cumbrian Business video insights and supporting material**

Enterprise Partners and Training Opportunities

Teaching staff delivering The Cumbrian Award can access three days of Enterprise Training delivered by Professor David Gibson OBE and in conjunction with the CLEP. Where necessary, funding to allow for staff cover is available and supported by WELL.



Bright Stars is a collaboration between the Centre for Leadership Performance, primary schools, and local businesses across Cumbria, that encourages leadership and responsible entrepreneurship from a young age and builds relationships between Cumbrian businesses and their local primary schools that benefit communities. Pupils are encouraged to follow the very best examples of self-sustaining social enterprises - to make a profit and make a difference!



CfLP are able to deliver the Bright Stars programme in a way that meets the requirements of The Cumbrian Award. This allows schools delivering The Cumbrian Award to benefit from the contacts and experience of an established programme.



From 2021 CfLP will be delivering a progression of the Bright Stars programme to secondary schools. Again, where schools are delivering The Cumbrian Award CfLP are able to support by offering this programme to meet the requirements of The Cumbrian Award Enterprise strand.

www.cforlp.org.uk/programmes/bright-stars-primary

culture

Kim Moore

“I’m really pleased that Culture has been chosen as one of the three strands of The Cumbrian Award. Our county has a rich and varied cultural past and an even more exciting cultural present. I hope that The Cumbrian Award will help develop and encourage the creative potential of the young people of Cumbria – creating a sense of ownership and pride towards the cultural activities already on offer in the county, and giving them the confidence to make their own contributions to our collective cultural future.

I know that Culture is important and can change lives because it changed mine immeasurably. Although reading was always important in my family, there was no family background of playing musical instruments or writing poetry. The reason I became a musician and music teacher, and later a freelance writer is because of opportunities that were offered during my education via inspirational teachers.

Culture can be about being excellent at what you do, about performing, or publishing or exhibiting art work. We have so many talented musicians, artists, writers and thinkers that have been inspired by our beautiful, varied landscape and who have gone on to achieve national and international recognition. But this isn’t the only thing that Culture is for. Culture is also about taking part, about sharing an interest or a passion, about being among like-minded people. Culture is about finding your people, whether they are the people-who-write-poetry, or the people-who-play-trumpets, or the people-who-paint-mountains.

I can’t put a monetary value on how poetry and music have transformed my life, but sometimes the most important things in life can’t be measured. Culture is the thing we carry inside us through times of despair and joy, in sadness and in happiness. I wish the young people all the best in developing the culture they want to be a part of.”



Kim Moore’s pamphlet *If We Could Speak Like Wolves* was a winner in the 2011 Poetry Business Pamphlet Competition. Her first collection *The Art of Falling* (Seren 2015) won the Geoffrey Faber Memorial Prize. She completed her PhD in Poetry and Everyday Sexism in 2020 and her second collection *All The Men I Never Married* was published by Seren in 2021. Her first non-fiction book *What The Trumpet Taught Me* will be published by Smith/Doorstop in March 2022.

Culture Specification

Requirement	Content	Detail
Create a Cultural Reflection of Cumbria	Students will engage with a Cumbrian Cultural Practitioner	A full day workshop at each Key Stage (recommended in each year) with a Cumbrian Cultural Practitioner from any area (could be an artist, could be a poet, could be a musician) by the end of which the students have created something cultural.
	Students will contribute to a weekly online forum in which they will engage with a variety of pieces of Cumbrian Culture.	This does not only involve art, poetry and music as above, but also literature, legend, folklore, event, ritual, celebration etc. Students are to respond to a minimum of 20 pieces of Culture at each key stage
	Students will reflect on Cumbria's contribution	Students will somehow engage with Cumbria in the wider world. This may be a visit (receiving or outgoing) or an online exchange with the twin town of a Cumbrian town. It may involve a project with a Cumbrian business that has offices or exports overseas. It may be that students create resources for a school in China studying World Heritage Sites or decide to write an explanation as to why Fletcher Christian and the Pitcairn Islands feature on UK stamps from 1940.
		Students will be aware of and reflect on the contribution of notable Cumbrians. Mediums may include but are not limited to a written account, a PowerPoint or an audio or video recording. Quality of work should be appropriate to the level of the student. Students may collaborate - for example in making a display.



See cumbrianaward.org for:

- **Weekly Cultural Forums**
- **Cultural Workshop generic template format**

Does this look like Cumbria?

Why do you think the artist has chosen this view of Cumbria?

How does this painting make you feel?

Is this how Cumbria feels to you?

Why do you think artists are attracted to paint Cumbrian landscapes?

What would you paint to symbolise Cumbria?"

Alex Jacob-Whitworth

Culture Partners and Training Opportunities

FRAME is a cultural education partnership of arts, cultural, heritage, and education organisations and practitioners who work with children and young people in West Cumbria. FRAME's vision is rooted in a fundamental belief that arts and culture make our lives better, whether it is improving wellbeing, mental health, engagement in learning, attainment, employability, or creating opportunities to bring communities and families together, and that many children and young people are currently at risk of 'missing out'.



Supported by Curious Minds, FRAME can facilitate links between schools and cultural practitioners to support the provision of full day Cultural Workshops in line with the objectives and requirements of the Cumbrian Award.

If you want to find out more about FRAME and how it can support the work you do as an educator, and in the delivery of The Cumbrian Award, please contact us at info@framewestcumbria.org.uk



FRAME, supported by Curious Minds, are currently developing training to support subject leaders to deliver The Cumbrian Award and help strategically support cultural education within their schools. The training is focused on developing the teacher's capacity to strategically support cultural education in their own school. There will be an opportunity for a number of schools delivering The Cumbrian Award to access this training. Where necessary, funding to allow for staff cover is available and supported by WELL.

If you are a school provider based in Copeland and are looking for support to deliver the Cultural Cumbrian Award then Rosehill Theatre would like to help.



We can facilitate engagement with a Cumbrian Cultural practitioner. We will be able to source and support a full day workshop at each Key Stage (recommended in each year) with a Cumbrian Cultural Practitioner from any area (could be an artist, could be a poet, could be a musician). This can be delivered at your school, or at Rosehill Theatre if you are able to transport your students to get to our venue.

The workshop will be delivered as a standalone full day workshop or over 2 half days. If you require any further advice or support on the Cultural strand of The Cumbrian Award or would like book a workshop then please contact daniel.whitehouse@rosehill.co.uk

Campaign Specification

Campaign for Cumbria	Working in groups students will organise a campaign focusing on a Cumbrian issue	This can be related to Adventure, Enterprise or Culture and is open to the choosing of the students. Suggestions include an environmental focused campaign relating to a specific area of Cumbria, a creative arts awareness raising campaign, a “save our historic landmark” campaign, an enterprise/ culture related ‘Eat local’ or ‘Support local Farmers’ type campaign. The focus is open ended but intended to require all students to think about and pro-actively engage with something that is Cumbrian and important to them.
		The campaign can take any form including digital.

What would you campaign for?

Make Cumbria UK’s most deaf aware county...

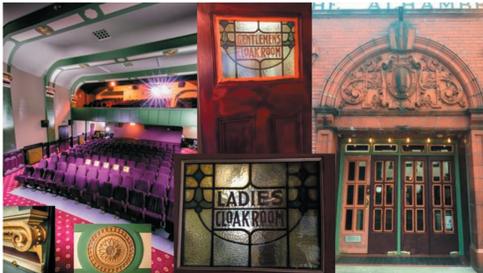
Save Our Lake District (SOLD)...

Help tourism businesses in Cumbria recover from the effects of the Coronavirus pandemic...

Save Our Solfest...

Restore the glory @ Keswick Alhambra Cinema

by Carol Rennie in Keswick, England, United Kingdom



You've helped us restore and light the antique tin panelling and cast iron radiators: click below left FB project link for progress updates.

✔ **We did it**

On 27th June 2019 we successfully raised £13,832 with 347 supporters in 42 days

Project Facebook keswickAlhambra
Business, Film and Theatre
Share

Leading Change Programme is an 8-week programme which CfLP can deliver to students in KS2&3. Young people have 8 weeks to develop their campaign ideas and “make a difference”. Participants are assigned a business mentor to support pupils to develop their campaign ideas on an issue that matters most to them, something they want to change or make better that will benefit or improve their local communities and offer advice on marketing, planning, finance, and business. The leading change programme meets the requirements of the campaign element of The Cumbrian Award.





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