

# SHOCK

SELF-ESTEEM • HEALTH • OPPORTUNITY • CONFIDENCE • KNOWLEDGE

## PILOT EVALUATION REPORT



Lionel Best  
BiG (Besty's Inspirational Guidance)  
January 2012

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## FOREWORD

Hitherfield Primary School's vision is to create a school community where everyone feels valued, has the opportunity to explore and develop their strengths and is able to participate in new experiences. We aim to become an inspirational school to produce good citizens for the future in an atmosphere that promotes confidence, high academic achievement, physical health and emotional well being.

We are very proud of the children at Hitherfield and the whole school community works in partnership to support the children in order to achieve their goals. We are always interested in finding new ways to engage our learners, especially the most vulnerable, and we were delighted to trial Lionel's new initiative.

The SHOCK programme was delivered by Lionel, our football coach and supported by a member of our Inclusion team. The programme developed positive attitudes to learning and self esteem through a range of football activities. I was pleased that the pilot went well and all the children enjoyed and benefited from being involved in the programme. I am happy to recommend the programme and I will be looking into running it again in the future.

**Chris Ashley-Jones**  
**Hitherfield Headteacher**

## INTRODUCTION

This evaluation report is based on a pilot of my mentoring and development programme using football activities which I call SHOCK<sup>1</sup>.

There are two things that I have a real passion for - football and supporting young people reach their full potential, so in September 2010 I decided to make a radical change in my life. After nearly 23 years of public sector service, I left my full time employment as a middle management civil servant for a career change to mentor and guide young people.

As football has played a major part in my development during my life<sup>2</sup> I was determined to use football to support learning. In September 2010, I began my venture to bring to life a vision I have had for many years of delivering a successful programme that combines personal and football development.

My project involved primary and secondary research to establish what others were doing in the community. I consulted with a range of different practitioners (others in the field) e.g. school teachers, Connexion officials, those working for various young children services, and the police. I also surveyed practitioners and young people as I wanted to ensure that my services meet the needs of those I serve and what, if any, was the appetite for this type of programme.

In August 2011, I officially set up my organisation BiG with a mission to be an inspirational organisation providing services to empower today's young people to be positive and successful citizens respecting themselves and others. I would accomplish this mainly through SHOCK.

Using social and emotional aspects of learning (SEAL) through both interactive group sessions and football activities, my goal is for SHOCK to help vulnerable young people develop their communication and presentation skills, interpersonal, people and team working skills, problem solving skills, and mental math abilities. However, before rolling out SHOCK, it was only right to road test my ideas to learn valuable lessons to make for an efficient programme.

The benefits of SHOCK could be huge to society! With effective mentoring, young people will develop greater self-esteem and feel more positive about themselves which could impact favourably on the amount of permanent and fixed term exclusion in schools<sup>3</sup> and contribute to the reduction of young people receiving their first reprimand, warning or conviction<sup>4</sup>. Following the recent national riots, I'm sure we will all agree that mentoring and guidance for our youths are essential!

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<sup>1</sup> SHOCK stands for Self-esteem, Health, Opportunities, Confidence and Knowledge

<sup>2</sup> I played senior level football for 14 years, have coached seriously for 10 years, have passed a number of FA coaching courses and now a UEFA B coach

<sup>3</sup> <http://www.education.gov.uk/rsgateway/DB/SFR/s000942/index.shtml> Lambeth had the second highest permanent exclusions - 108 across the whole of Inner London (14 boroughs) which totalled 720 exclusions - 15% of overall total; and the second highest fixed term exclusions - 3,825 - across Inner London which totalled 32,410 - 12% of overall total. (**figures do not include middle school**); Lewisham Borough scored highly and Croydon had the highest permanent exclusions - 141 across the whole of Outer London (16 Boroughs) which totalled 1,520 exclusions - 9% of overall total; and the ninth highest fixed term exclusions of 3,044 across Outer London which totalled 58,370 - 5% of overall total (**figures do not include middle school**)

<sup>4</sup> "Dept. for Children, Schools & Families - Youth Crime: The number of young people aged 10-17 receiving their first reprimand, warning or conviction in Local Authorities in England, 2000-01 to 2008-09" - <http://www.education.gov.uk/rsgateway/DB/STR/d000895/index.shtml>

## SHOCK PILOT PROGRAMME

The SHOCK pilot programme was split into in-door and outdoor activities and ran for six weeks - commencing on 2<sup>nd</sup> November and finishing on 14<sup>th</sup> December 2011. It involved children at Hitherfield Primary School in year 5 and 6 (aged 9 to 11). Twelve children were enrolled onto the pilot programme which comprised of 11 boys and 1 girl and on average, 11 children attended<sup>5</sup>. They had a range of literacy and social and personal skills. A member of the school's inclusion team provided support for the pilot.

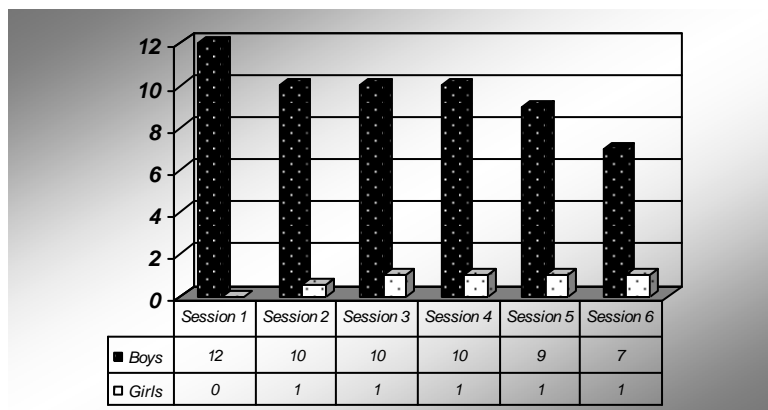


fig 1 Attendance record

The pilot included incentive and deterrent systems where I awarded stars for recognition of achievements and put children on yellow and red cards for unacceptable behaviour. These had a positive affect on the programme.

The children were competing for stars as SHOCK includes a presentation ceremony where all participants would receive an achievement certificate and the person with the most stars, would be presented with a 'SHOCK Achievement' medal, at the end of each programme. In the end, to reflect the hard work of the group, I decided to award two medals - gold and silver - for the person who earned the most and second most stars respectively.

Stars Award Chart

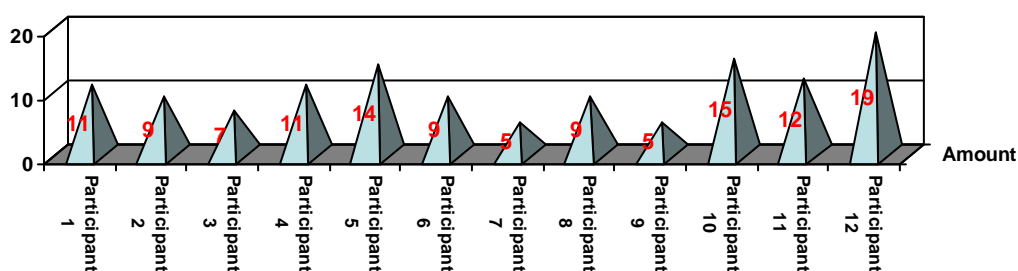


fig 2 Amount of stars awarded to each of the 12 participants

The pilot proved a success as the children's confidence and engagement levels grew from week to week. It started positively with them actively listening and contributing to the programme's ground rules. One of the ground rules was for the group to greet my colleague and myself respectfully with a handshake on arrival and at the end of each session as well as each other. All the children embraced and fulfilled this rule every week without fail and that simple common courtesy helped influence the mood of the pilot.

<sup>5</sup> On the 5<sup>th</sup> week SHOCK had to be postponed due to the school being closed for strike action so one participant did not remember about SHOCK the following week and made alternative arrangements. This would have pushed the attendance record back to 11 for session 5. Attendance was low for the last session (the last week of term) as children were either ill or had other commitments for Christmas

During the first session, I set the scene by explaining what SHOCK was and shared some information about my background<sup>6</sup> using animated presentation slides. The plan was to hit the ground running by grabbing the children's attention instantly which proved to work. The school's Learning Mentor attended the first session and was impressed with what he saw and the feedback he provided to the head teacher was favourable.

It was clear however that the children initially believed that the programme would be all football and it was a bit of 'shock' to their system to realise that the programme included activities which would be done in the classroom. This was evident from events seen during the second week as the children were restless and it was also apparent that they did not want to be in the classroom, constantly looking at the clock, irritating and talking to each other over me.



Children working in the classroom

Between the introduction of the yellow and red cards system in session (week) 3, which set boundaries for the children, and the fact that they were acclimatising to the programme, it was obvious that they were now starting to enjoy themselves and motivated to achieve, earning stars for their accomplishment. They were then able to receive key messages being communicated to them and by the end of the programme, all of the children had grown in their own right.

At week 4 the programme welcomed the inspirational speaker, Junior Ogunyemi<sup>7</sup> Managing Director of 'Show Me Amazing Football. Junior, who is also a football coach and inspirational speaker, spoke about his journey in life from when he was 9 which were well received by the group!

Reflection work was also given to the children that they had to do at home. It was not compulsory home work, but there were opportunities to earn incentive stars for completing work correctly and bonus stars for good presentation.

Most of the children submitted most, if not all of their reflection work and some was of very high quality.



Children listening to Junior Ogunyemi

A main highlight of the pilot for me was the way the group responded positively to the inspirational speaker. They listened intently to every word, asked him questions, which he answered positively, and took away his main message regarding setting goals, sticking to it and not being side tracked by others.

Another highlight was witnessing the enhanced quality of the group's written work. The presentation improved significantly after I spoke to them about taking pride in their work. Sentences were more structured and a reduction in spelling mistakes.

I was pleased with some really good team working displayed by the children. But I believe that some of the activities designed helped as they were having so much fun.

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<sup>6</sup> Showed some action shot pictures of playing career and some in my professional capacity

<sup>7</sup> Junior is a university graduate, a businessman who was recently crowned winner of a national award for social entrepreneurship. Here are links a role model website which provides some information about him - <http://www.rolemodelmag.com/successstory.php?id=1> and one for his organisation's - Show me Amazing Football - <http://www.smafootball.kk5.org/>.

'Football hunt' was a big hit which is similar to treasure hunt but footballs had to be found, which I planted all around the field. Team quiz and skills challenge activities were also a lot of fun and encouraged collaboration.



**Junior Ogunyemi joins in the football hunt game with the Children**

Like all things, you can't learn lessons without some glitches. The main difficulties during the programme were centred on too much time in the classroom. This was a combination of trying to squeeze too many activities into individual sessions and initially, delivering learning activities which could be done as outdoor sessions.

Other problems were operational. For example, the room that I was allocated for the classroom activities was not available until 3:30, which was the time when the programme was intended to start. This meant that there was not any time to prepare in the room in advance. Another hitch was the transition from classroom to outdoor activities, which at times could definitely have been smoother. Again, this was due to not being able to set up and organise the activities in advance as there wasn't anyone available to be in charge of the equipment.

The main challenges displayed by the children were not unique or new. As well as irritating each other and talking at the wrong times, others included being unkind to one-another and the normal silly behaviour.



**Children searching for footballs during the Football Hunt game**



## LEARNING POINTS

Although the programme was delivered as an after school activity, I realised that the children still needed to respect boundaries and conduct themselves in the correct manner and to follow the school's protocol on behaviour. As mentioned above, in line with the school's behaviour policy, I therefore introduced a yellow and red card system which the children were familiar with.

I designed yellow and red laminated cards and children were first given one verbal warning for any misconduct, then for another, their names were put on a yellow card and for a third, their names put on a red. For those children whose names were on red cards, the penalty was to miss out on some of the outdoors activities and to stay inside and do more work in the classroom. This time varied but on average, it was around 10 minutes, valued time that they would have preferred to be outside and active!

The yellow and red card system really had an impact on the children's conduct and acted as an effective deterrent on unacceptable behaviour. It was something that the children were used to which gave them continuity and provided familiarity. This helped steer their behaviour onto the right side.

I initially intended to hold team quizzes around healthy lifestyles (healthy eating, hydration and the importance of exercise) and on mental maths questions as part of the classroom activities. However, in the second week it was clear that more physical activities were needed to keep the children interested in the programme as negative traits started to present itself e.g. not listening, disengagement and talking when I was speaking. This had a knock on affect on timing as it meant that more time than planned was spent in the classroom and therefore less time outside on the field playing football.

I therefore decided to tweak my activities so that they captured education and learning points but were also fun and kept the children active. For example, I designed two quiz and team challenge activities which were aimed at encouraging team working, developing knowledge and football skills whilst giving the children exercise. I selected two teams and the objective was to listen carefully to the questions and then to respond after either by putting their hands up first, or running to make it first to the correct station points. A football skills challenge would then follow and points were awarded if a question was answered correctly and another if the football skills were executed perfectly.

The quiz and skills challenge proved a real triumph and reinforced my beliefs that football can be so powerful in encouraging learning. It also symbolised what the SHOCK programme is - a mentoring and development programme **using football!**

As a result of this pilot, I also believe that to gain maximum benefit of SHOCK, the programme should run for at least 12 weeks with each session lasting for 2 hours. This would present me with more time to have a positive influence on the young people after building a rapport and gaining their trust, and for them to manage their own expectations. 2 hours would also allow for more effective activities to be delivered within sessions as there were times when activities seemed rushed.



## OUTCOMES



**Incentive stars chart**

The main outcome was that every child felt motivated to want to achieve and succeed. This was driven by the incentive stars.

Since the pilot, children that took part in SHOCK are putting more effort and taking more care with their work. Presentation has improved, displaying better standard in their hand writing and reading.

Children that are deemed to have low key skills, social and personal skills and behaviour concerns have been more happier, seem more confidence showing signs of higher self-esteem, have been more engaged in their lessons and their conduct have improved. They have been more focussed in class and showed more respect towards both themselves and others<sup>8</sup>.



**Children receive their BiG certificates and medals at presentation ceremony**



**Children displaying their BiG certificates / medals after the presentation ceremony**

Although only two children were presented with medals, they are all winners and have all achieved!!!

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<sup>8</sup> Views in this section have been fed back by teachers in Hitherfield school

## BiG STRUCTURE & PROGRAMMES TREE



## ACKNOWLEDGMENTS AND THANKS

1. To all the children that took part in the pilot (Hitherfield School)
2. Chris Ashley-Jones (Hitherfield School, Head Teacher)
3. Leroy Hoyte (Hitherfield School, Deputy Head Teacher)
4. Mark Gillard (Hitherfield School, Learning Mentor)
5. Lucy Flood (Hitherfield School, Inclusion Team)
6. Michelle Petrou (Hitherfield School, IT support)
7. Panayiota Ttofari (Hitherfield School, Year teacher to participants)
8. Kaylene Alder (Hitherfield School, Year teacher to participants)
9. Ed Crook (Hitherfield School, Year teacher to participants)
10. Junior Ogunyemi (Show me Amazing Football, Managing Director)

## FEEDBACK AND TESTIMONIALS

At the end of the programme, the children were asked to complete happy sheets, to provide feedback on SHOCK on three areas - what they liked about the programme, what they didn't like and what would they change about SHOCK to benefit and enjoy the programme more. Some of the feedback was generic in all three areas but there were some reasons given to explain their experience that I was impressed with.

### Likes

That it was inspirational  
 Learning about healthy diets  
 Learning about Lionel's life at the beginning of SHOCK  
 That it was fun  
 Working as a team and with other people  
 Going outside to play  
 Wearing my football boots and having fun playing football  
 That it encouraged me to believe in myself, try hard and have fun

### Dislikes

Getting sent off  
 Did not get many stars  
 I got too many red cards  
 Unfair teams in team exercises / games  
 Waiting a long time to go outside  
**I have not got an answer as I like all of it**

### Things that I would change

Get out of the classroom quicker to play football and the quiz and skills challenge  
 Play more and easier games  
 Have more time outside  
 For more people to attend the programme

### Testimonials

*"Overall the program was beneficial for the children involved. They were a "needy" bunch and quite demanding at times. I witnessed a couple of children with low confidence begin to come out of themselves and children who were short tempered become respectful of their peers and adults. They became more aware of healthy eating , lifestyles and taking responsibility for their own decisions and actions."*

#### Lucy Flood

**Hitherfield School, Inclusion Team**

*"Lionel completed piloting his new mentoring and development programme on 14th December 2012 which was based on delivering football activities to encourage positive attitudes to learning and self esteem.*

*The pilot went well and the children benefited from being involved in the programme. Lionel was supported by a member of our inclusion team and feedback from her, my Assistant Headteacher and the school's Learning Mentor is very positive.*

*There have been some noticeable improvements in the children's behaviour, concentration and general respect for each other. I also noticed that the effort put into the presentation of their written work in the club had steadily improved from the first week of the programme to the end."*

#### Chris Ashley-Jones

**Hitherfield Headteacher**

*"Lionel is a positive and inspiring role model at Hitherfield Primary. His SHOCK programme used (Social, Emotional Aspects of Learning) SEAL activities to help develop pupils' self esteem, positive image of themselves in the context of team work and learning. The use of football was the icing on the cake. The pupils engaged well and thoroughly enjoyed themselves."*

#### Leroy Hoyte

**Hitherfield Deputy Headteacher**

*"Lionel's SHOCK program was a positive addition to what is already a broad range of in-school strategies and interventions".*

#### Mark Gillard

**Hitherfield School Learning Mentor**