

SHOCK

SELF-ESTEEM • HEALTH • OPPORTUNITY • CONFIDENCE • KNOWLEDGE

PILOT EVALUATION SUMMARY REPORT



Lionel Best
BiG (Besty's Inspirational Guidance)
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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

SHOCK PILOT PROGRAMME

SHOCK is a mentoring and development programme involving football activities with four main objectives that supports young people to blossom in life:

- To empower young people to take responsibility and ownership and deal with conflict effectively while managing their own anger
- To widen young people's general knowledge so they can make informed choices and thrive in education and in life
- To raise the motivation levels of vulnerable young people so they value and respect themselves, others and the authorities,
- To assist young people to have healthier lifestyles

The pilot was a slimmed down version of the full programme which ran for 6 weeks and lasted for 1 hour and 20 minutes each session (1 session per week).

The pilot programme involved classroom, in-door and outdoor activities in Hitherfield Primary school and included an inspirational speaker who delivered positive messages around the importance of setting goals. The programme focused on team working with group discussions, exercises, quizzes and football skills challenges.



Children playing football activities

Also built into the programme were incentive and deterrent systems where the children were awarded stars in recognition of their achievements. The school behaviour policy was followed in regards to any negative behaviour.

The principle purpose for the pilot was to measure the effectiveness of SHOCK including road testing the various activities that were designed. Another reason for the pilot was to establish effective approaches to encourage all children to develop which meant learning lessons and reflecting on my own delivery.

A main learning point from the pilot was to minimise the time spent in the classroom and to use the outdoor activities to get across the same learning points. Another learning point was to ensure that both BiG's (Besty's Inspirational Guidance) and the school's protocol on behaviour were followed. The last main learning point was confirmation of my belief that to gain maximum benefit, SHOCK should run for at least 12 weeks with each session lasting for 2 hours.

The pilot proved a success as, most importantly, it had a positive effect on all the children, helping them to believe in themselves by raising their self-esteem. As the programme continued, they also showed more focus in the classroom, interacted and participated positively and by the end, it was clear that their knowledge around a healthy lifestyle had improved.

Since they were involved in the pilot, a teacher has seen improvements in the children's key skills, personal and social skills and their behaviour. For example, she has seen more effort and care taken with their work and observed progress in their hand writing and reading. It has also been noticed that the children are happier, confident and engaged in lessons. They are displaying positive behaviour and showing more respect towards themselves and others.

I have always believed that football is a powerful tool to reach young people, and the pilot helped me appreciate that football activities need to dominate the programme to encourage learning.

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