

**CASE STUDY :: 02****LOCATION**

Great Britain

Living For Sport

OBJECTIVES

Improving behaviour and reducing truancy

BACKGROUND INFORMATION

Living For Sport fosters a sense of fun and encourages a spirit of adventure and creativity by using sport to re-engage 11-16 year olds in school life. Living For Sport is designed to help schools meet behaviour improvement targets. This usually manifests itself in either active disaffection (eg poor attendance or challenging behaviour); or passive disaffection (eg where students are withdrawn, anxious or lacking in confidence).

It works on the principle that any form of structured exercise, from martial arts to street dance, can be used to help students become more self-disciplined and confident, while building self-esteem and self-awareness. It also helps students learn the importance and subtleties of loyalty, teamwork and leadership. Living For Sport gives teachers a new way of connecting with de-motivated students, developing a sense of belonging among young people who need help. As Living For Sport is individually challenging and involves teamwork, teachers and students decide together what activity will best suit their needs, using specially created training and resources to help them do so.

PURPOSE

- re-engage young people who are struggling at school
- help schools meet their behaviour improvement targets through a structured programme of activities that challenge students to reflect on their behaviour and values and to take responsibility for themselves and others.

PARTNERS

Run by the Youth Sport Trust and BSKyB,

COST AND DATE

Living For Sport was launched by Richard Caborn MP, Minister for Sport in September 2003,

In 2004, BSKyB invested more than £5million in the community and gained national recognition when it won two Business in the Community Awards for Excellence.



TARGET

- young people aged 11-16 who are having difficulties with one or more aspect of school life: those in danger of dropping out of mainstream education, those with challenging personal and social circumstances
- open to Sports Colleges and schools that are part of a School Sport Partnership or that are participating in a Behaviour Improvement Programme as designated by the Department for Education and Skills (DfES). Often these schools are in areas of high social and economic deprivation

STEPS

- 1 Over 30 schools and 562 pupils took part in Year 1 (Sept 2003-4). Students tackled a range of activities, from archery and mountaineering, to organising football tournaments and helping PE teachers during younger pupils' lessons.
- 2 250 schools have been invited to take part in Year 2
- 3 Living For Sport provides teachers with a range of tools and resources to help them tailor the project to their situation: training day, tool kit (introductory video and a planning guide), mentors offer advice and direction, a grant of £250 plus £150 to organise an end-of-project celebration.
- 4 Teachers are invited to enter their school's project for the Living For Sport Awards which enables them to share best practice and provide winners with extra funding.
- 5 Students are also given resources to encourage them to participate and to maintain their commitment (CD-ROM for goal setting and progress monitoring, a rucksack containing headphones, a water bottle, and a T-shirt).

OUTCOMES/IMPACT

Year 1 monitoring report showed that the initiative had a positive impact on students and, in some instances, on the entire participating school:

- Attendance improved
- A more positive attitude towards school and involvement
- Referrals (detentions) dropped
- Punctuality improved
- Many pupils showed signs of significant personal development (eg improved communication skills, increased sense of belonging, leadership skills, ability to handle confrontation)
- Behaviour improvements (eg some became less disruptive)
- Most seemed to grow in confidence and self-esteem
- Many formed more positive relationships with teaching staff and peers

"many pupils felt a real sense of achievement from their work on the project and enjoyed school more as a result whilst the project was ongoing... more schools have reported measurable impact in young people selected for reasons such as low self-confidence and being socially withdrawn... the reasons for this appear to centre on the benefits gained from the smaller group situation and the provision of extra support and encouragement."

Institute Of Youth Sport

BENEFITS

- Improved attendance
- Improved attitude and behaviour
- Enhanced personal development and skills

POLICY IMPLICATIONS

There is a real value in investing in those young people who are disaffected with school and using sport to improve their sense of belonging, develop their leadership skills and reduce anti-social behaviour.

RECOMMENDATIONS

- Give the young people a sense of identity and belonging:
- Choose pupils who will benefit and then gain their commitment,
- Give pupils a sense of ownership
- Keep it flexible, adapt it to meet unique school needs and circumstances

FURTHER INFORMATION

To find out more about Living For Sport, or to request a copy of the research report, contact:

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