UNIVERSITY OF GLOUCESTERSHIRE

Wintle, Jordan ORCID logoORCID: https://orcid.org/0000-0002-1195-4964 and Shafi, Adeela ORCID logoORCID: https://orcid.org/0000-0002-6265-5024 (2022) Using Sports & Active Games to develop social & emotional competencies in young people in custodial and youth justice settings in seven countries across Europe. In: Howard League for Penal Reform: Crime, Justice and the Human Condition International conference, 13 & 14 of September 2022, University of Oxford.

EPrint URI: https://eprints.glos.ac.uk/id/eprint/11584

PLEASE SCROLL DOWN FOR TEXT.

ACTIVEGAMESCHANGE
Youth socio-emotional development

Using Sports & Active Games to develop social & emotional competencies in young people in custodial and youth justice settings in seven countries across Europe

Jordan Wintle & Dr Adeela Shafi MBE
University of Gloucestershire

Project Overview

A 3-year EU funded project designed to develop social, emotional and civic competencies in young offenders through active games and sport.

UNIVERSITY OF GLOUCESTERSHIRE

IPS INNOVATIVE PRISON SYSTEMS

aproximar
COOPERATIVA DE SOLIDARIEDADE SOCIAL, CRL

BAGÁZS

UNIVERSIDADE BEIRA INTERIOR

BSAFELAB
LAW ENFORCEMENT, JUSTICE AND PUBLIC SAFETY
RESEARCH AND TECHNOLOGY TRANSFER LABORATORY

Asociatia Natlonala din Romania ANTER

Fundación Diagrama

CPIP
Dedicated to your development

cesie
the world is only one creature

İZMİR DENETİMLİ SERBESTLİK MÜDÜRLÜĞÜ

Erasmus+

The potential of active games and sport

Sport plays a crucial role in the acquisition of values of young people because it provides a unique context, where there is a great social interaction between students.
(Côté, et al., 2016; Jacobs, et al., 2013; Morgan, et al., 2020)
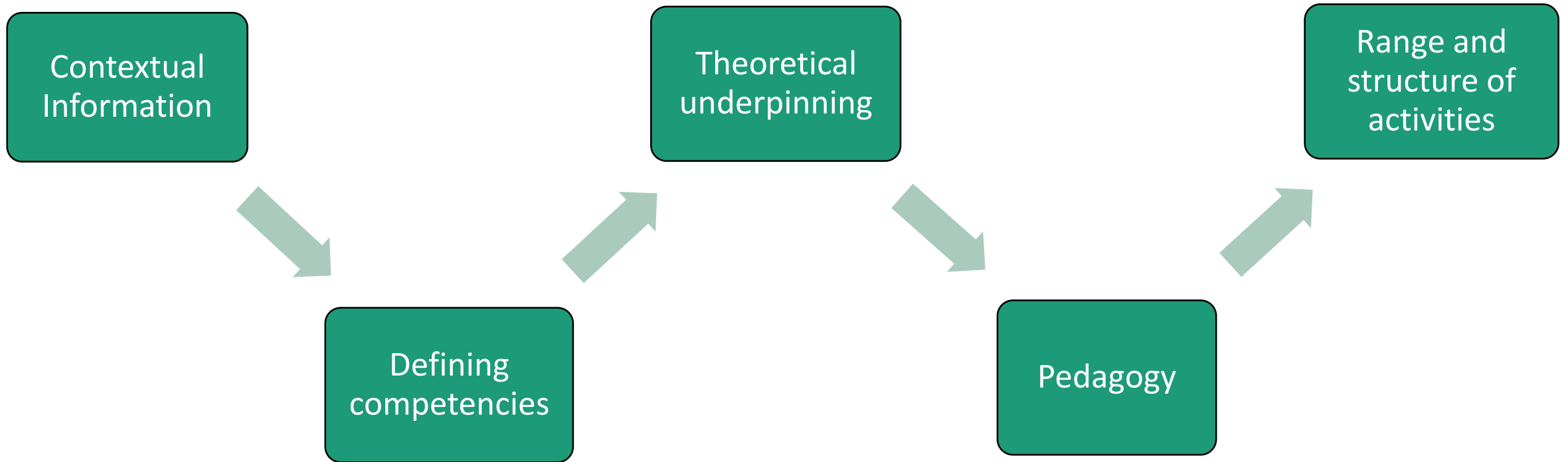
The State of the Art Analysis

ACTIVEGAMESCHANGE
Youth socio-emotional development

A State of the Art Analysis Report

Socio-emotional development through active games and sport for young people in conflict with the law a state of the art analysis report with 10 partners in Europe

Dr Adeela Ahmed Shafi
Sian Templeton
Rebecca Pritchard
Tristan Middleton
Chris Jones
Jordan Wintle
Rachel Sullivan

With contributions from all European partners

You can view the full document at

www.activegames4change.org

Part I – an overview of the literature and policy status in the partner countries.

Part II - a theoretical and conceptual evidence base, which indicates the importance of these competencies for the target group

Part III - the methodology for the selection of tools to assess the development of the competencies alongside the contextual challenges of engaging young people within youth justice systems in restrictive environments.

The Intervention Design Process

Contextual Information

Defining competencies

Theoretical underpinning

Pedagogy

Range and structure of activities

ACTIVEGAMESCHANGE
Youth socio-emotional development

Co-funded by the
Erasmus+ Programme
of the European Union

The social, emotional and civic competencies in AG4C

- Young people in conflict with the law would benefit from the development of these competencies.

- An absence or delay in development has a correlation with poorer academic outcomes, reduced financial stability in adulthood and an increase in the likelihood of engaging in criminal behaviours (Gutman & Schoon, 2013).

SELF-MANAGEMENT

SELF-AWARENESS

SOCIAL AWARENESS

Social & Emotional Learning

RESPONSIBLE DECISION-MAKING

RELATIONSHIP SKILLS

ACTIVEGAMESCHANGE
Youth socio-emotional development

Assessment Tools (pre and post)

Quantitative:

Warwick-Edinburgh Mental Well-being Scale (WEMWBS)

Qualitative:

2 questions for the participants to answer

The Warwick-Edinburgh Mental Well-being Scale (WEMWBS)

Below are some statements about feelings and thoughts.

Please tick the box that best describes your experience of each over the last 2 weeks

STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been feeling interested in other people	1	2	3	4	5
I've had energy to spare	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling good about myself	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been feeling confident	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5
I've been feeling loved	1	2	3	4	5
I've been interested in new things	1	2	3	4	5
I've been feeling cheerful	1	2	3	4	5

ACTIVEGAMESCHANGE
Youth socio-emotional development

Training and Piloting

Masters trainers trained

- 2 master trainers in each country

Training of tutors in YOI

- Up to 10 tutors trained in each country

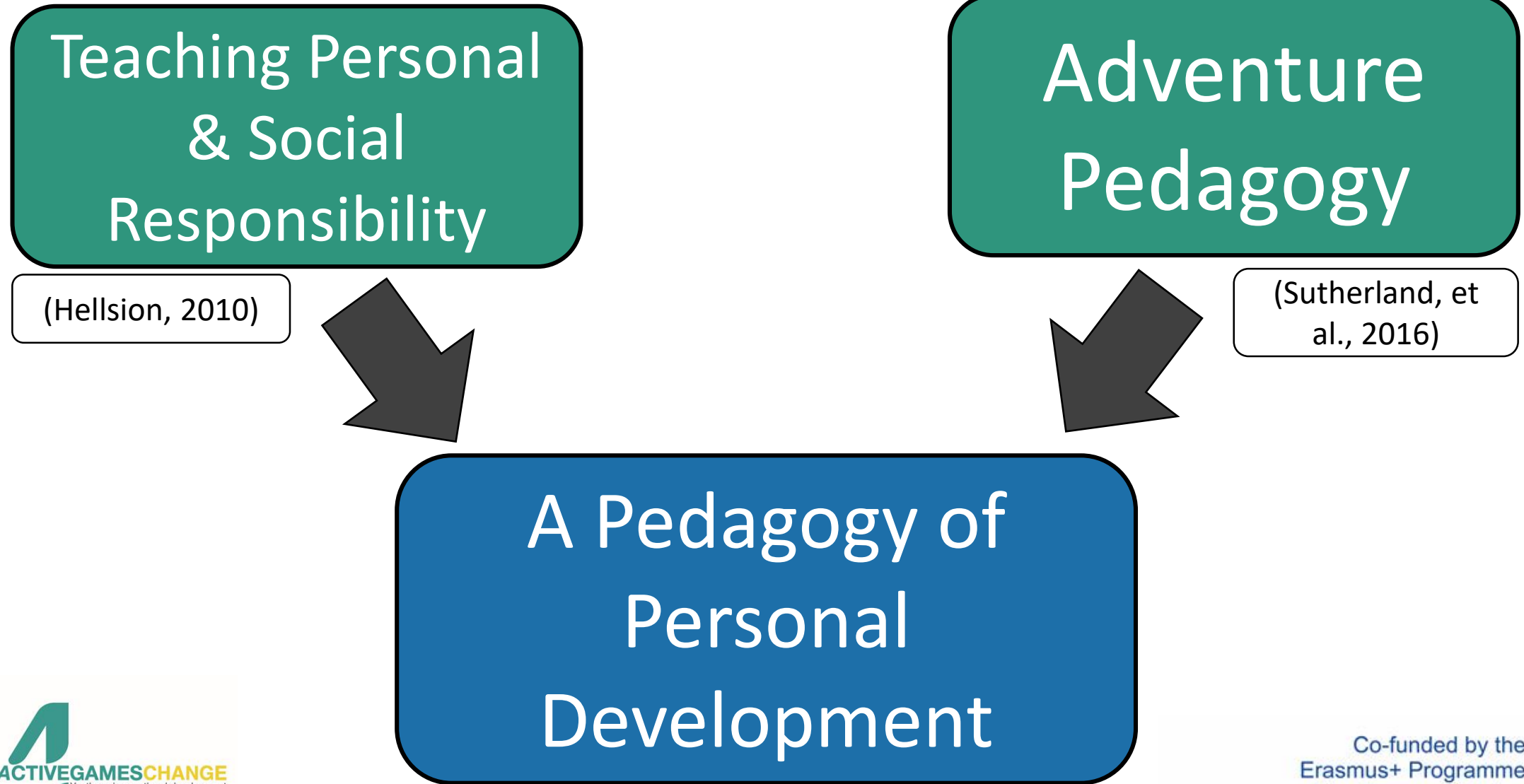**Execute games programme**

- 40 young people in each country minimum

Data collection

- Pre, during and post programme

Play (k)   1:31:57 / 1:54:24

AG4C Practical

Pedagogy Overview

Teaching Personal & Social Responsibility

(Hellsion, 2010)

Adventure Pedagogy

(Sutherland, et al., 2016)

A Pedagogy of Personal Development

ACTIVEGAMESCHANGE
Youth socio-emotional development

Co-funded by the
Erasmus+ Programme
of the European Union

Pedagogy Overview

ACTIVE GAMES FOR CHANGE A PEDAGOGY OF PERSONAL DEVELOPMENT
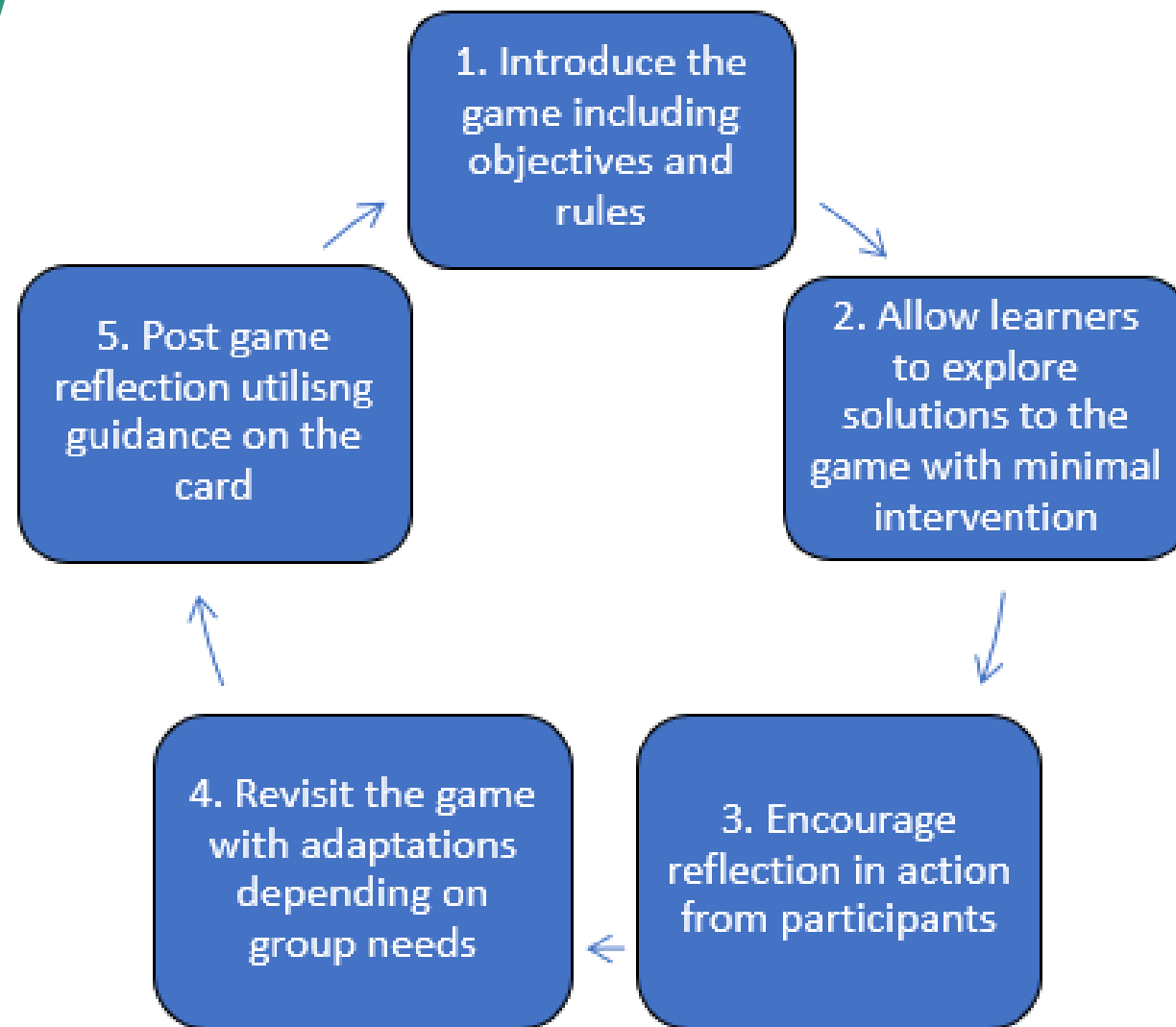
PRACTICE MATTERS

Physical education, sport and physical activity have a long history of being beneficial for the personal development of young people (Morgan, Parker, Meek & Cryer, 2020; Côté, Turnnidge, Vierimaa, 2016; Bailey, 2006). Active Games for Change (AG4C) is an Erasmus Key Action 3 project that aims to support young people in conflict with the law in the acquisition and usage of key competences to facilitate inclusion, education and employability, by developing an innovative framework of active games that seek to develop a range of social and emotional competencies in our target population. This overarching aim is achieved through the creation and implementation of active games delivered through a hybrid pedagogical model to maximise personal growth. The project, led by the University of Gloucestershire, has ten European

Turkey, Spain, Portugal and Italy. Partners include two universities, a ministry of justice and non-government organisations (NGOs), all of which are involved in researching or working as practitioners with young people who have come into contact with youth justice systems in their respective countries. The overarching aim of the project is to influence EU policy to adopt physical education and sport as key areas of rehabilitation and personal development of young offenders (or those at risk of offending). The key areas of development are outlined in Table 1.

Active Games 4 Change Introduction
The AG4C programme contains 18 active games pitched at three different levels (six at each level). Level one games require less-complex social and emotional competencies whilst level three requires

" Physical education, sport and physical activity have a long history of being beneficial for the personal development of young people. "

Full text at www.activegames4change.org

1. Introduce the game including objectives and rules

2. Allow learners to explore solutions to the game with minimal intervention

3. Encourage reflection in action from participants

4. Revisit the game with adaptations depending on group needs

5. Post game reflection utilisng guidance on the card

ACTIVEGAMESCHANGE
Youth socio-emotional development

Retrieval Challenge — Level 3

Game Overview

Set Up
Create a circle approximately 5m in diameter out of the cones. In the centre of the circle place a water bottle on an upturned box.

Challenge
Using the equipment provided retrieve the bottle without touching inside the circle. The bottle must not touch the ground until it is outside the circle. If the rules are broken the game must re-start.

Set-Up

Competences

Self-awareness	★
Self-management	★ ★
Responsible decision making	★ ★ ★ ★
Relationship skills	★ ★ ★ ★
Social awareness	★ ★ ★ ★

Detailed information on competences, indicators and levels on the back

Equipment

- 8 cones
- 6-8 lengths of rope (approximately 2m in length each). Skipping ropes can work well.
- 1 small box
- 1 water bottle
- Blindfolds (for progression)
- Coat hanger (for regression)

Adaptations

To simplify
Tape a coat hanger to the bottle to create an easier shape to hook. Alternatively, provide the group with a longer length of rope or make the circle smaller.

To Progress
Blindfold half of the participants, only blindfolded participants can touch the rope. Alternatively, increase the size of the circle or only allow participants to use one hand through the challenge

Reflection

- What role did you play within the task? How did this contribute to the success of the group?
- Pick another group member and explain how they had a positive impact on the task
- What could the group do in the future to improve their performance in similar tasks?
- What skills were used in this task and how could they transfer to other areas of your life?

Retrieval Challenge Competencies

Competencies Defined

Self-awareness	Self-awareness is the thinking skill that focuses on an individual's ability to accurately judge their own performance and behaviour and to respond appropriately to different social situations. Self-Awareness helps an individual to tune into their feelings, as well as to the behaviours and feelings of others.
Self-management	Self-management refers to the ability of a person to regulate their own activity with little or no intervention with others. This will include staying on task even when distractions are present and making good choices in terms of actions and behaviour.
Responsible decision making	Responsible decision making involves being able to demonstrate making a reasoned decision that considers the views of various stakeholders (other people) with a clear rationale behind the decision-making process. This may involve seeking the views of others or experts.
Relationship skills	Relationship skills refers to the skills, tools, knowledge and understanding to create, communicate, evolve, grow, trust and maintain a relationship. This involves being able to work effectively with a broad range of individuals from different backgrounds.
Social awareness	Social awareness is the ability to know and feel the people around you and the ability to interact with them in the most efficient and proper manner. This includes being to empathise with various viewpoints and consider how your own actions may be interpreted by others.

Competency Ratings – Retrieval Challenge

	Emerging	Developing	Established
Self-awareness	Rarely recognises the impact of their contribution and the impact this has on others.	At times recognises the impact of their contribution and the impact this has on others.	Clearly recognises the impact of their contribution and the impact this has on others.
Self-management	Struggles to maintain - concentration on the task throughout with frequent intervention needed from others.	Maintains good concentration on the task throughout with some intervention from others.	Maintains full concentration on the task throughout with no intervention from others.
Responsible decision making	Rarely seeks others views before deciding on a strategy to solve the problem.	Sometimes seeks others views before deciding on a strategy to solve the problem.	Seeks others views before deciding on a strategy to solve the problem.
Relationship skills	Little communication with others often working alone.	Communicates effectively throughout most of the task offering frequent contributions.	Communicates effectively throughout the task and is able to lead effectively.
Social awareness	Is often unaware of their impact on others and the task. Finds it difficult to understand others views.	Shows empathy at times during the task and is able to understand most ideas from a range of viewpoints.	Shows empathy throughout the task and is able to synthesise ideas from a range of viewpoints.

YouTube

AG4C- Games Design	**AG4C - Scatterball**	**AG4C - Rob The Nest**	**AG4C- Tower Of Hanoi**	**AG4C- 4 Way Volleyball**
0:35	0:30	0:46	0:27	0:36
1 view • 1 week ago	5 views • 1 week ago	17 views • 1 week ago	6 views • 2 weeks ago	9 views • 2 weeks ago
AG4C - Get Over That	**AG4C - Retrieval Challenge**	**AG4C - Invasion**	**AG4C - Cross The Swamp**	**AG4C- Tarp Turnover**
0:22	0:37	0:48	0:55	0:19
5 views • 2 weeks ago	28 views • 3 weeks ago	19 views • 3 weeks ago	15 views • 3 weeks ago	14 views • 3 weeks ago

Home

Games

Team Challenges

Escape Route

Over the River

Gutterball

Cross The Swamp

Tarp Turnover

Invasion

Get Over That

Retrieval Challenge

Tower Of Hanoi

Scatterball

4 - Way Volleyball

Games

Gutterball

Game Overview

Set Up

Competency Ratings

Equipment

Adaptations

Reflection

Video

Welcome to AG4C

ACTIVEGAMESCHANGE
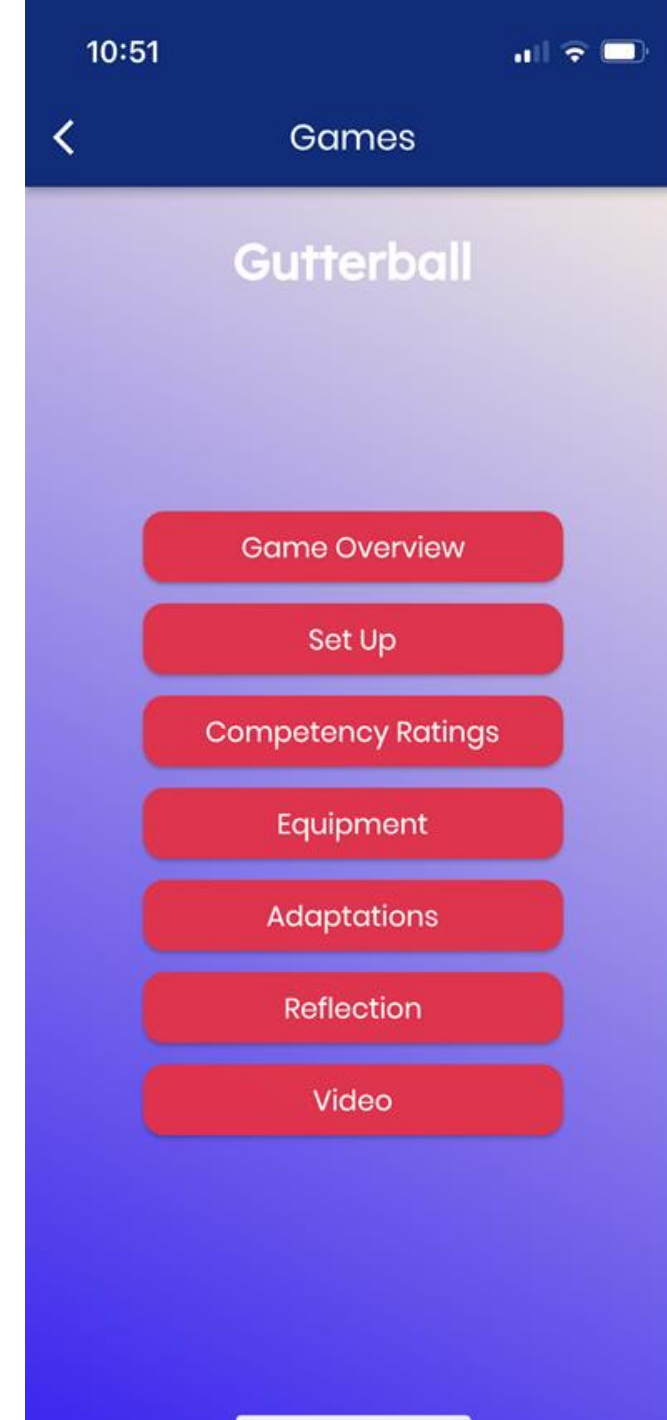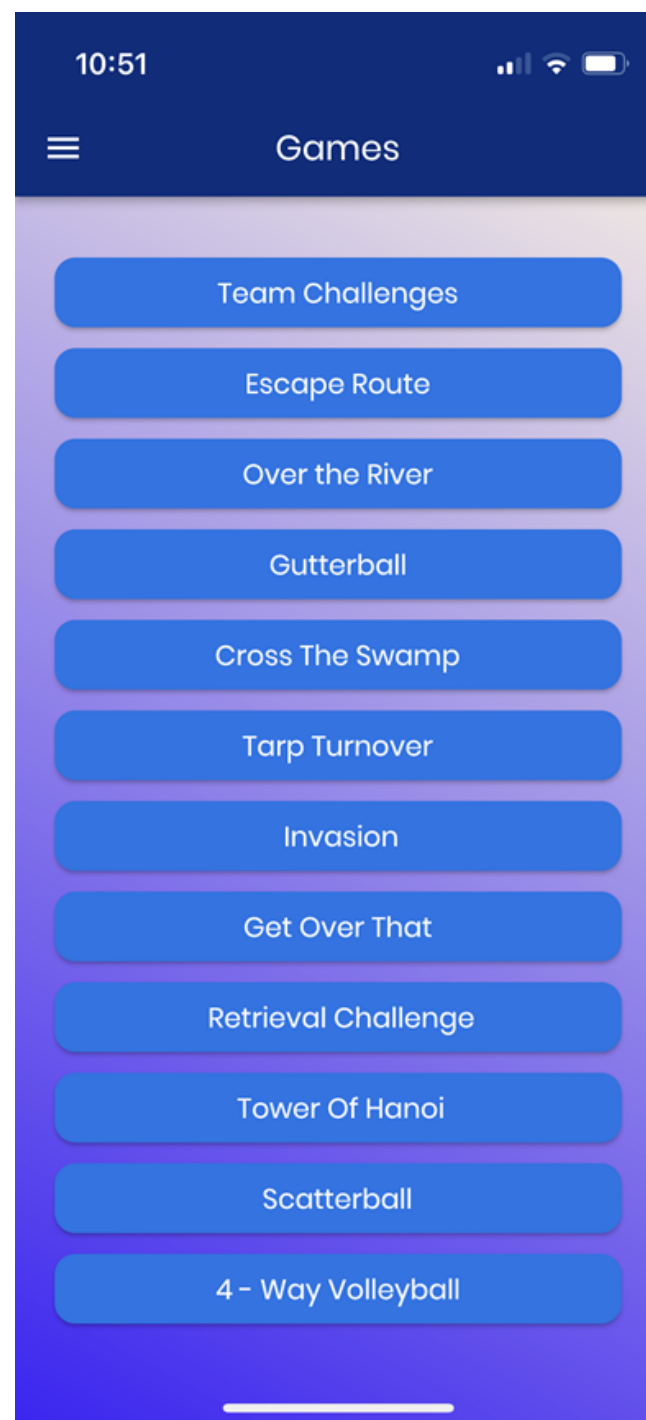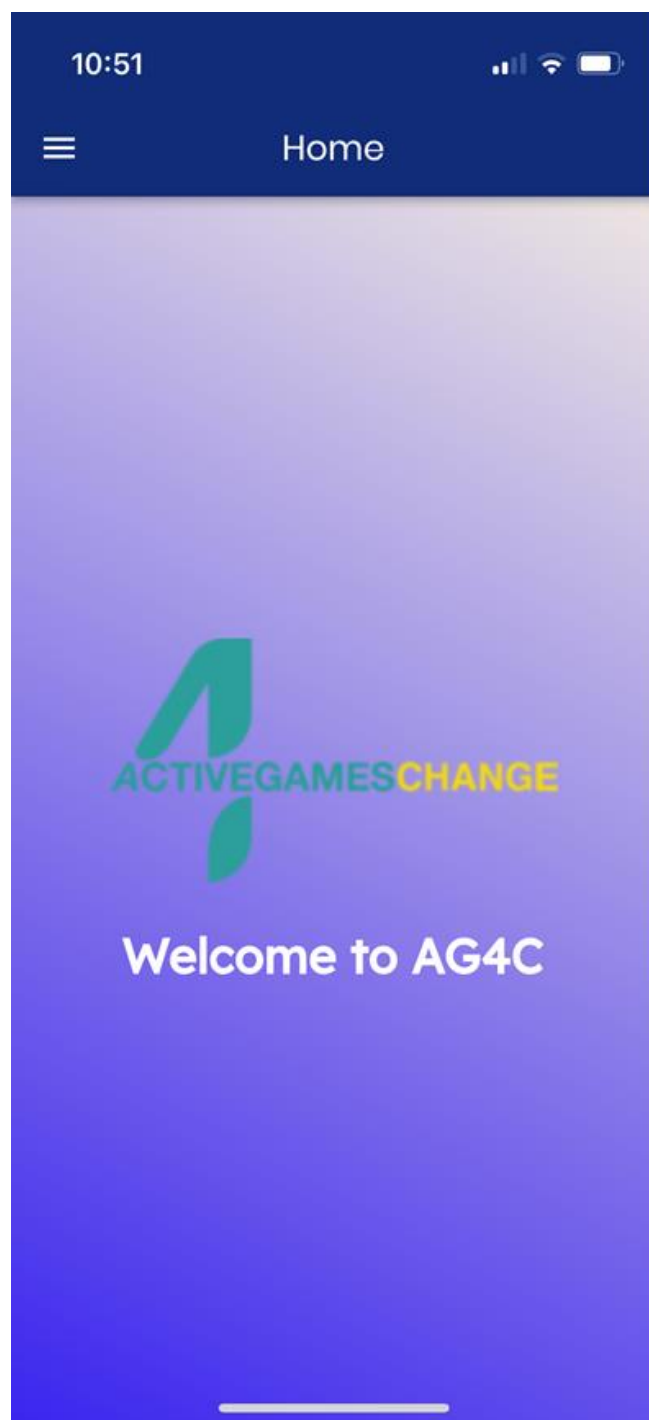
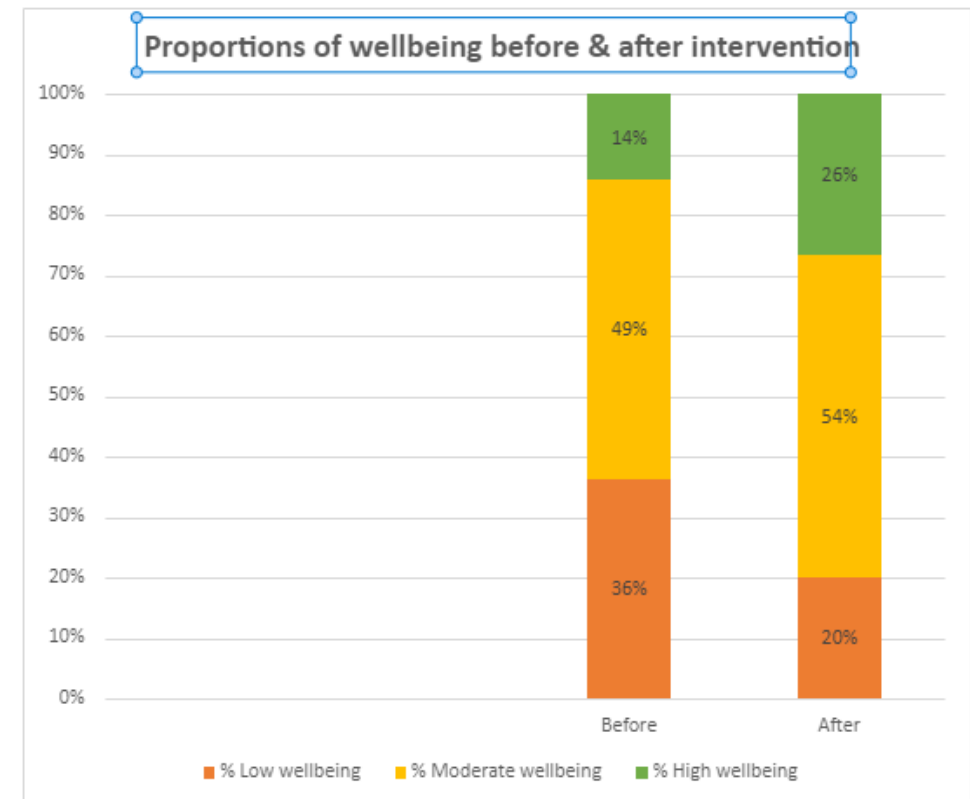# Results from the piloting

Who participated?

The training, materials and resources were piloted in the partner countries - Turkey, Romania, Portugal, Italy, Spain, Hungary and the UK across 17 settings.

	Educators Trained	Young people (aged 16-24)
UK	11	60 (48 pre and post)
Portugal	18	43 (Pending final results)
Italy	20	48 (47 pre and post)
Spain	5	39 (23 pre and post)
Hungary	6	46
Romania	2	40
Turkey	10	50
Total	72	326 (291 pre and post)

ACTIVEGAMES 4 CHANGE

Data combined from across the partnership
As assessed by the WEMWBS

Mean WEMWEBS scores

Proportions of wellbeing before & after intervention
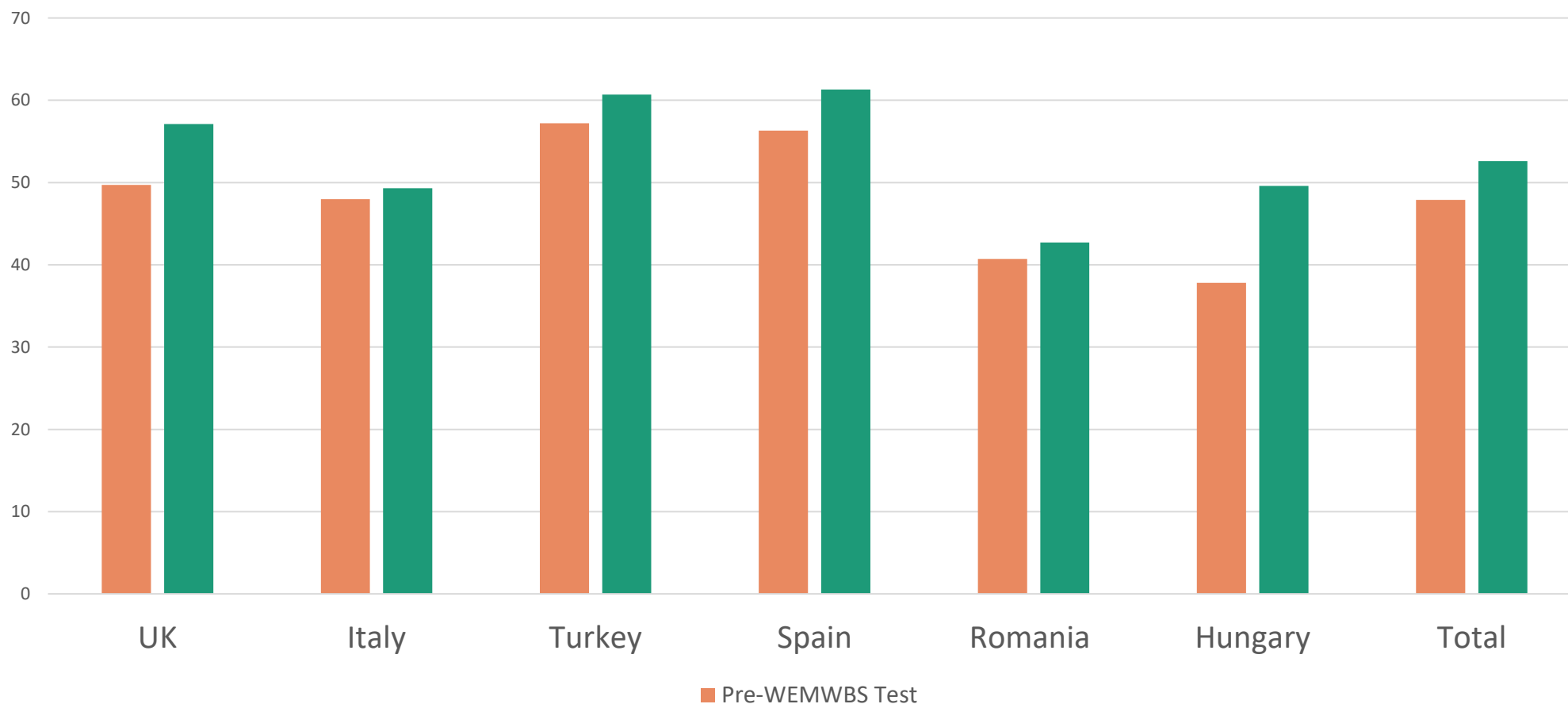
Comparing the partner countries
Before and after WEMWBS for individual countries (non PT)

Impact of games on participant wellbeing

Pre-WEMWBS Test

Comparing the competencies
Before and after across the countries

The five key competencies were mapped on to the WEMWBS scale. The questions from the WEMWBS relevant to each competency were extracted and the average changes in wellbeing in these areas were compared before and after participation in the games. The chart below shows the difference before and after for each competency across the partnership.

Impact on the relationship between wellbeing and competency

Legend:
- Pre-WEMSWBS Tes
- Post-WEMWBS Test

ACTIVEGAMES4CHANGE

Themes from the qualitative data

Qualitative questions designed to assess the key competencies

Links to competencies

All competencies covered but especially relationship skills and social awareness

Enjoyment

Fun and enjoyment were key features that helped support programme engagement

Also linked to the delivery team/tutor and social environment created within the programme.

Overcoming problems

Resilience, persistence and teamwork were evident in many settings

Often mentioned how self reflection and social awareness, and responsible decision making fed into this creating a sense of achievement – development in self-efficacy

Transfer

Showed awareness of how the competencies helped them in normal life

A sense of purpose was often evident in these comments, they knew they had developed skills/competencies that had value beyond the gym/sports hall

ACTIVEGAMES4CHANGE

Concluding thoughts

Sport and active games show potential in the development of social and emotional competencies in young offenders.

This is can be enhanced by using theoretically underpinned pedagogical models, alongside training and support for education staff in YOI and community settings.

More work is needed to assess the longevity and transfer of these competencies.

ACTIVEGAMES**CHANGE**
Youth socio-emotional development

www.activegames4change.org

jwintle1@glos.ac.uk

@jordanwintlePE

Jordan Wintle
Senior Lecturer in Sport & Exercise
University of Gloucestershire

Co-funded by the Erasmus+ Programme of the European Union

UNIVERSITY OF GLOUCESTERSHIRE

Erasmus+

References

- Bailey, R. (2005). Evaluating the relationship between physical education, sport and social inclusion. Educational review, 57(1), pp. 71-90.

- Banks, J. (2008). Diversity and citizenship education in global times. Education for citizenship and democracy, pp. 57-70.

- Goldson, B. (2014) 'Youth Justice in a Changing Europe: Crisis Conditions and Alternative Visions', Perspectives on Youth. 1, pp. 39-52

- Haines, K. & Case, S. (2015) Positive Youth Justice: Children First, Offenders Second. Bristol: Policy Press

- Heckman, J. & Kautz, T. (2012) 'Hard Evidence on Soft Skills', *Labour Economics.* 19(4), pp. 451-464

- Hellison, D. (2010). Teaching personal and social responsibility through physical activity. Cahmpaign, IL: Human Kinetics.

- Klapp, A., Belfield, C., Bowden, B., Levin, H., Shand, R. & Zander, S. (2017) 'A Benefit-cost Analysis of a Long-term Intervention on Social and Emotional Learning in Compulsory School', *The International Journal of Emotional Education*. 9(1), pp. 3-19

- Rudd & Stoll (2004) 'What type of character do athletes possess? An empirical examination of college athletes versus college non athletes with the RSBH value judgment inventory', The Sport Journal. 7(2),

- Vaida, S (2016) Social-Emotional Competence Development in Young Adults: A Theoretical Review. *Studia UBB Psychol-Paed, LXI, 1*, pp 107-122

- Bailey, R. (2006). Physical education and sport in schools: a review of benefits and outcomes. *Journal of School Health*, *76*(8), 397–401.

- Berry, M., & Hodgson, C. (2011). Adventure education: An introduction. Routledge.

- Côté, J., Turnnidge, J. & Vierimaa, M. (2016) A Personal Assets Approach To Youth Sport. In Green, K., & Smith, A. (2016). *Routledge handbook of youth sport* (Ser. Routledge international handbooks).

- Routledge, Taylor & Francis Group.

- Goodyear, V., & Dudley, D. (2015). "i'm a facilitator of learning!" understanding what teachers and students do within student-centered physical education models. Quest, 67(3), 274–289.

- Hellison, D. (2010). Teaching personal and social responsibility through physical activity. Human Kinetics.

- Jacobs, J. M., Lawson, M., Ivy, V. N., & Richards, K. A. R. (2017). Enhancing the transfer of life skills from sport-based youth development programs to school, family, and community settings. Journal of Amateur Sport, 3(3), 20–43.

- Lerner, R. M. (2004). *Liberty: Thriving and civic engagement among America's youth.* Thousand Oaks, CA: Sage Publications.

- Morgan, H., Parker, A., Meek, R., & Cryer, J. (2020). Participation in sport as a mechanism to transform the lives of young people within the criminal justice system: an academic exploration of a theory of change. Sport, Education and Society, 25(8), 917–930.

- Sutherland, S., Stuhr, P. T., & Ayvazo, S. (2016). Learning to teach: pedagogical content knowledge in adventure-based learning. Physical Education and Sport Pedagogy, 21(3), 233–248.