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Wintle, Jordan ORCID: 0000-0002-1195-4964 and Shafi, Adeela ORCID: 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.

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

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Co-funded by the
Erasmus+ Programme
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Project Overview

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



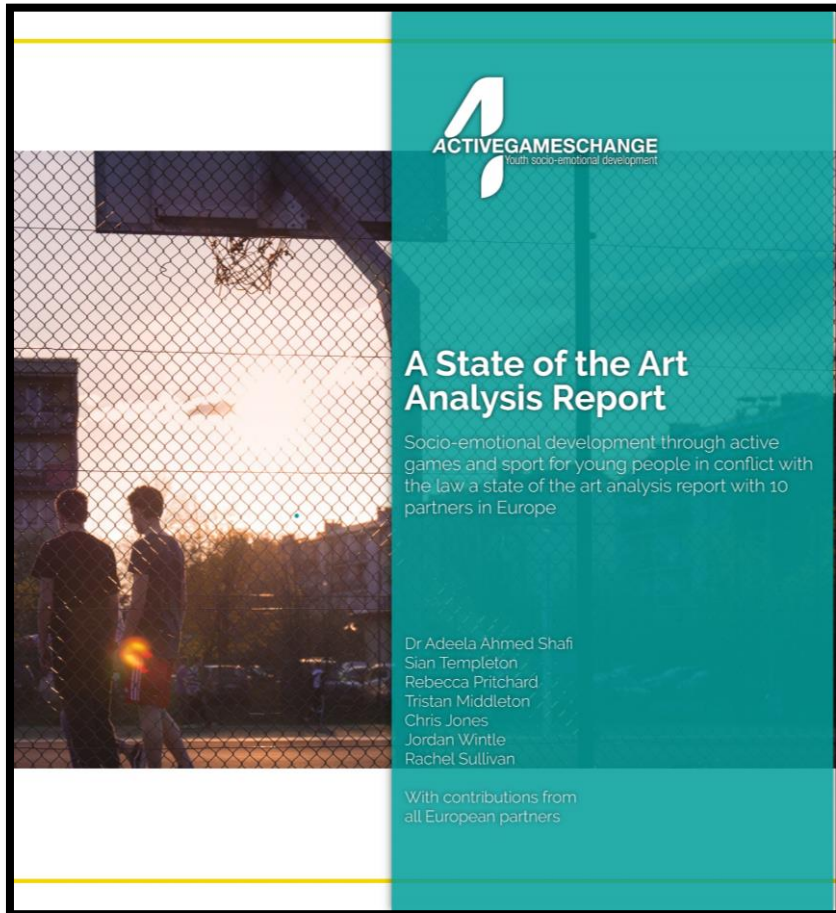
The potential of active games and sport



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



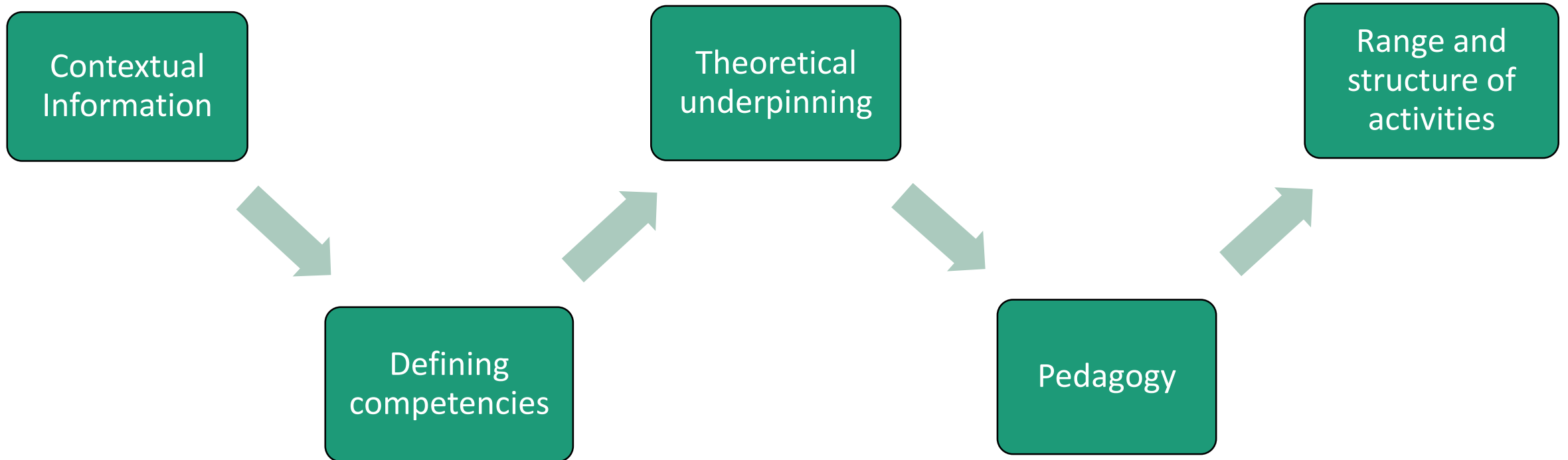
You can view the full document at
www.activegames4change.org

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



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).



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

Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)
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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



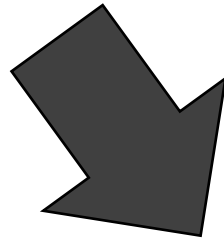
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Pedagogy Overview

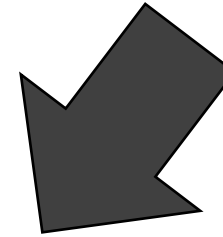
Teaching Personal
& Social
Responsibility

(Hellsion, 2010)



Adventure
Pedagogy

(Sutherland, et
al., 2016)



A Pedagogy of
Personal
Development



Pedagogy Overview

PRACTICE MATTERS

ACTIVE GAMES FOR CHANGE A PEDAGOGY OF PERSONAL DEVELOPMENT

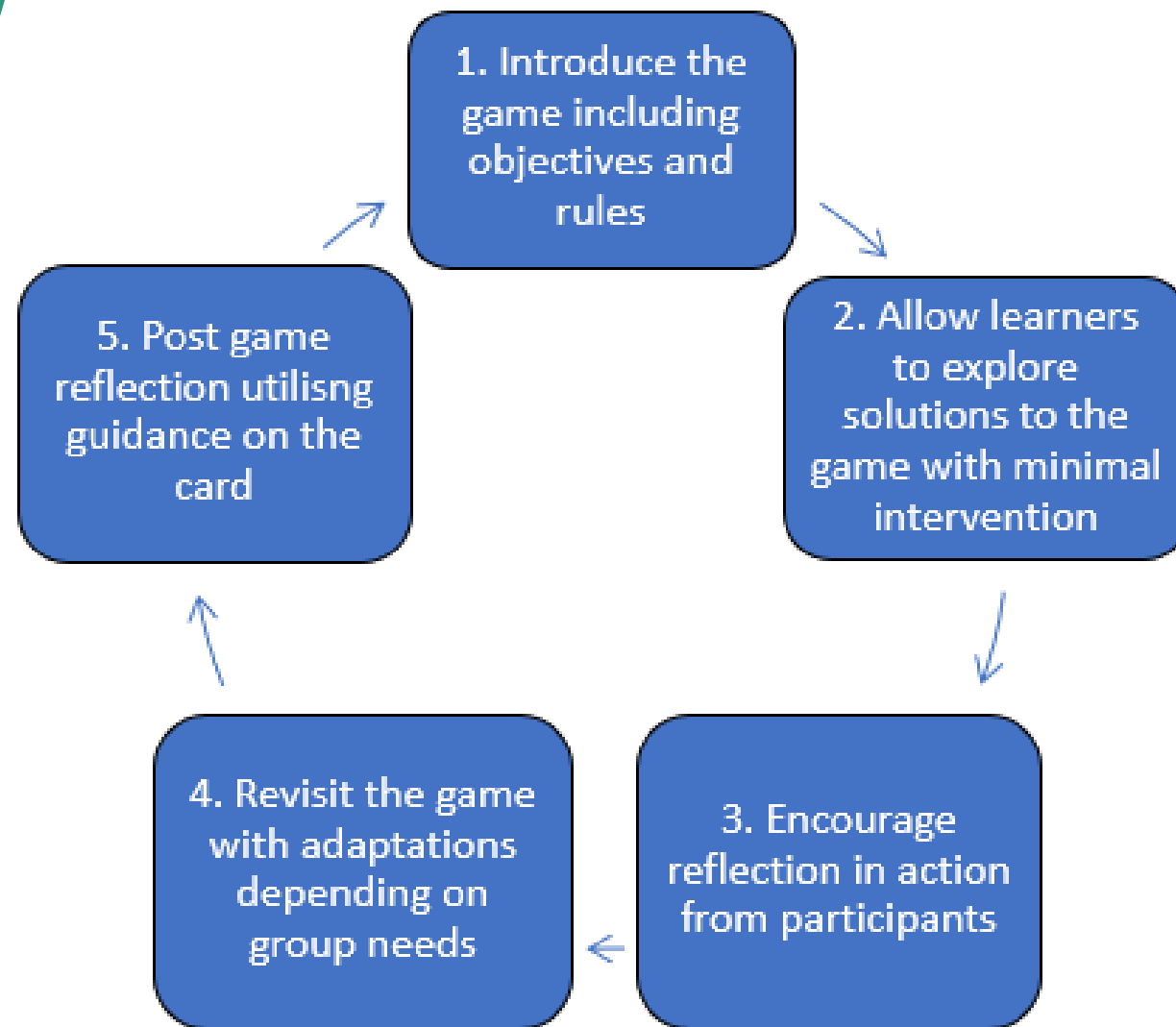
Physical education, sport and physical activity have a long history of being beneficial for the personal development of young people (Morgan, Parker, Meek & Cryer, 2020; Côté, Turnridge, Vierimaa, 2016; Bailey, 2006). Active Games for Change (AG4C) is an Erasmus Key Action 3 project that aims to support 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

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
- 8-8 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.



AG4C- Games Design

1 view • 1 week ago



AG4C - Scatterball

5 views • 1 week ago



AG4C - Rob The Nest

17 views • 1 week ago



AG4C- Tower Of Hanoi

6 views • 2 weeks ago



AG4C- 4 Way Volleyball

9 views • 2 weeks ago



AG4C - Get Over That

5 views • 2 weeks ago



AG4C - Retrieval Challenge

28 views • 3 weeks ago



AG4C - Invasion

19 views • 3 weeks ago



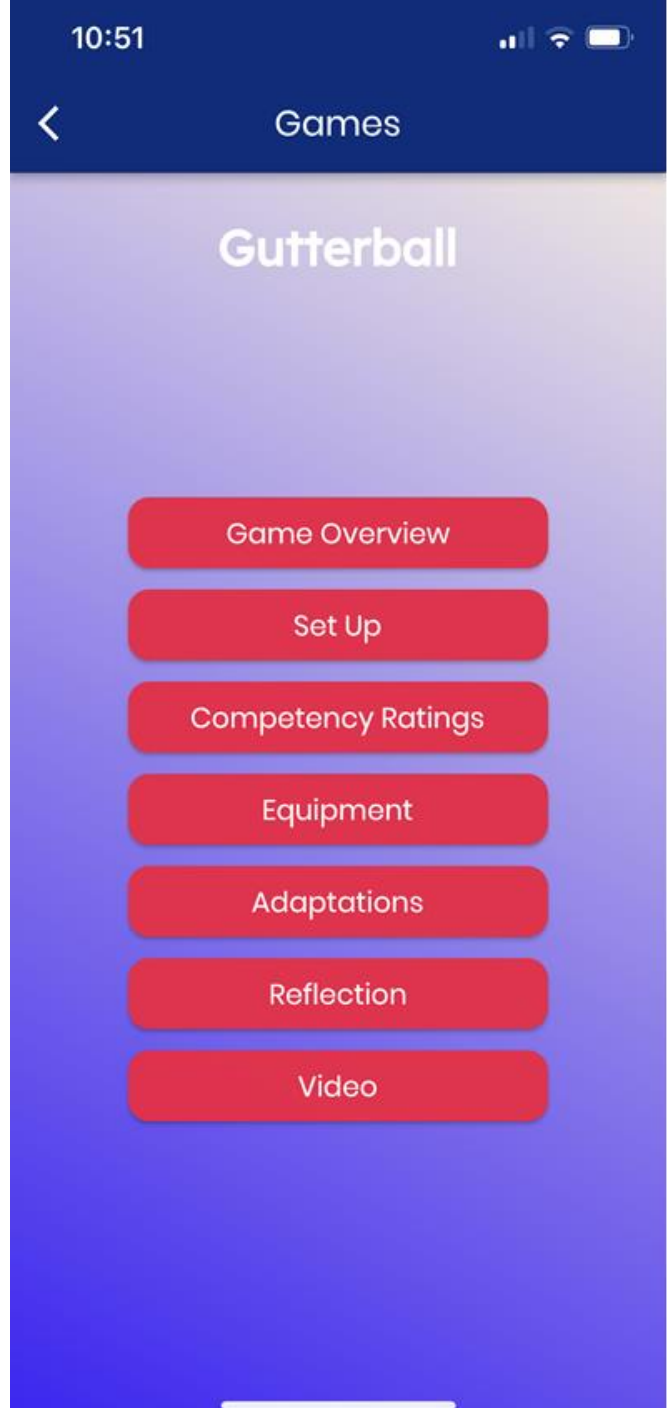
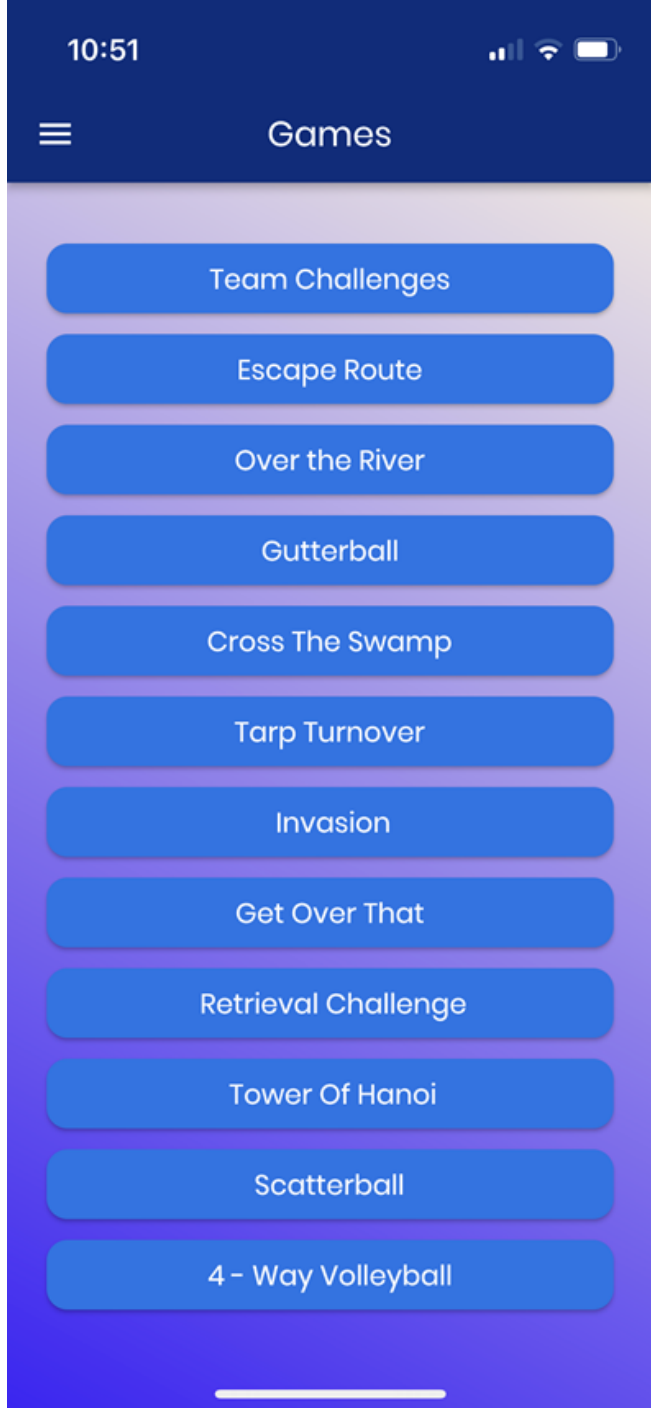
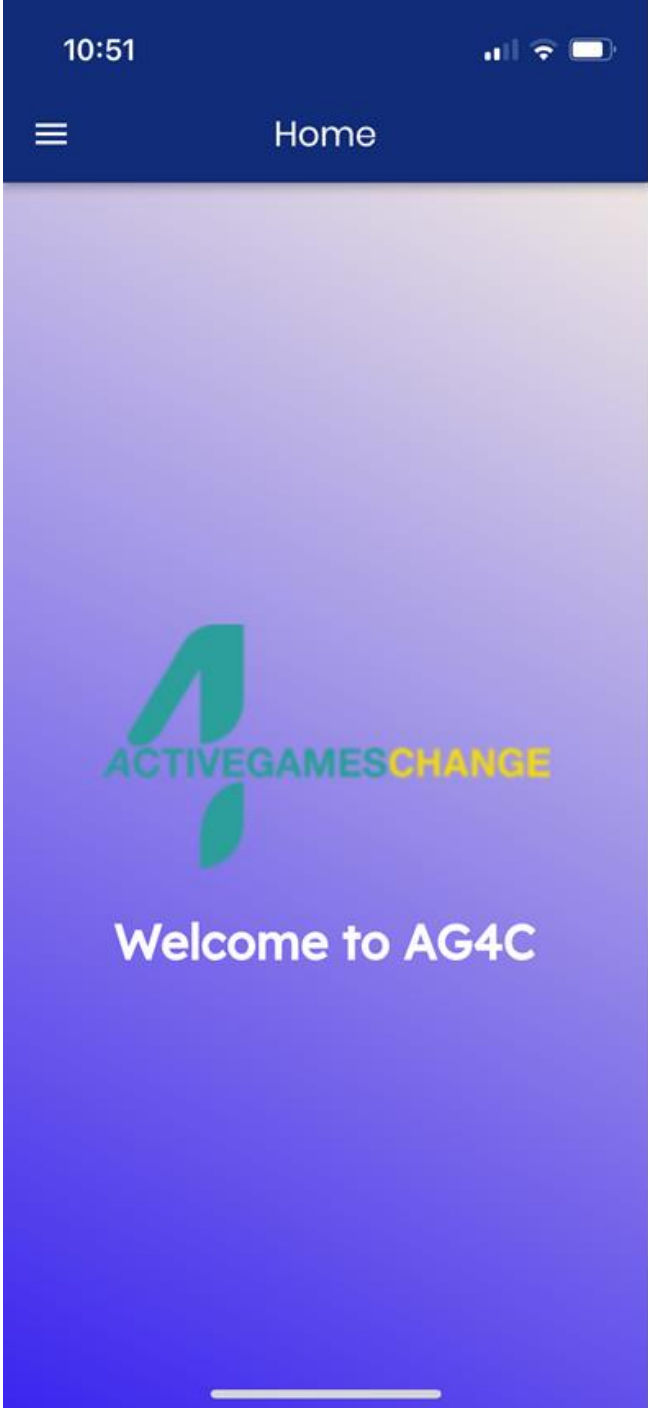
AG4C - Cross The Swamp

15 views • 3 weeks ago



AG4C- Tarp Turnover

14 views • 3 weeks ago





Results from the piloting

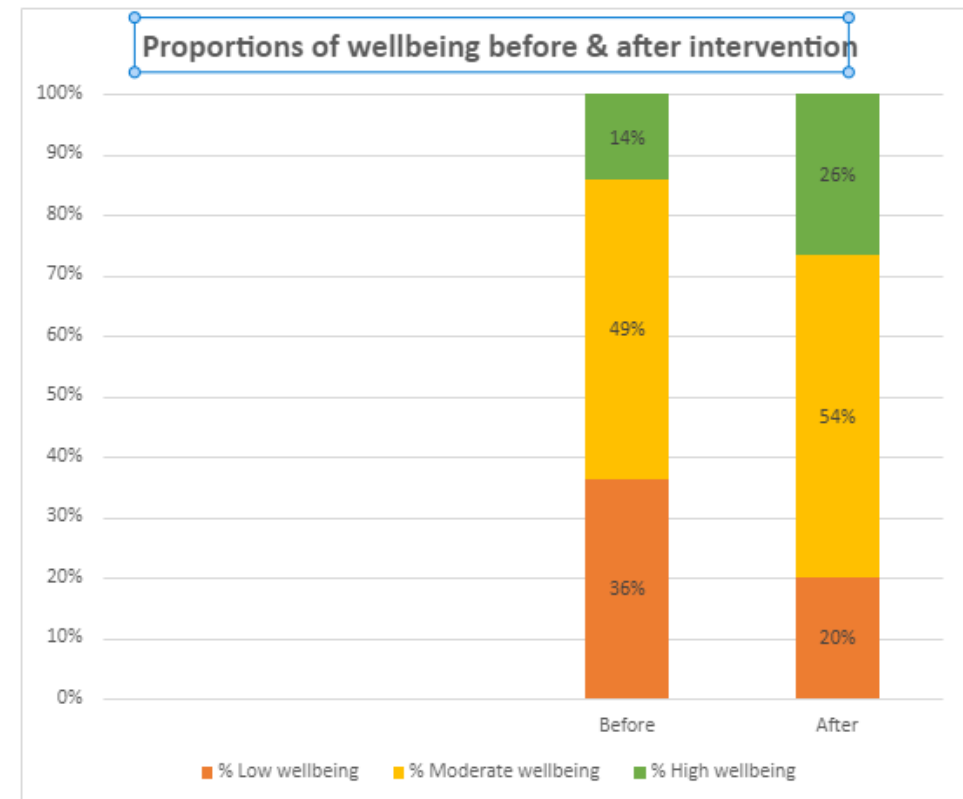
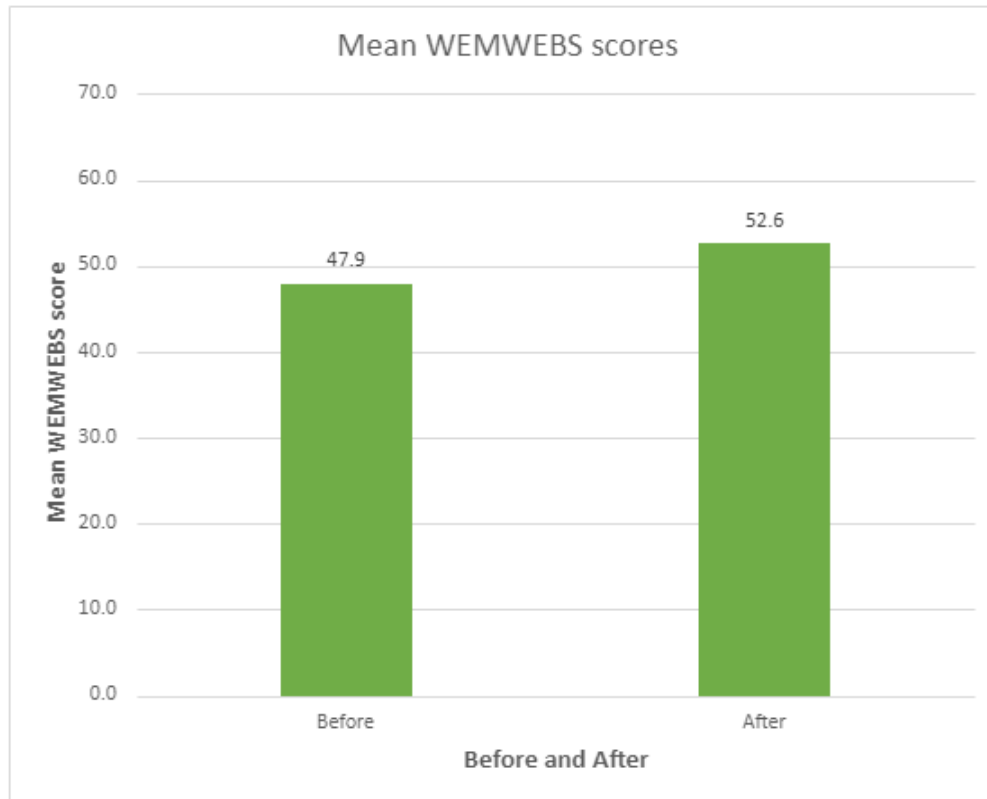
Who participated?

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)

Data combined from across the partnership

As assessed by the WEMWBS

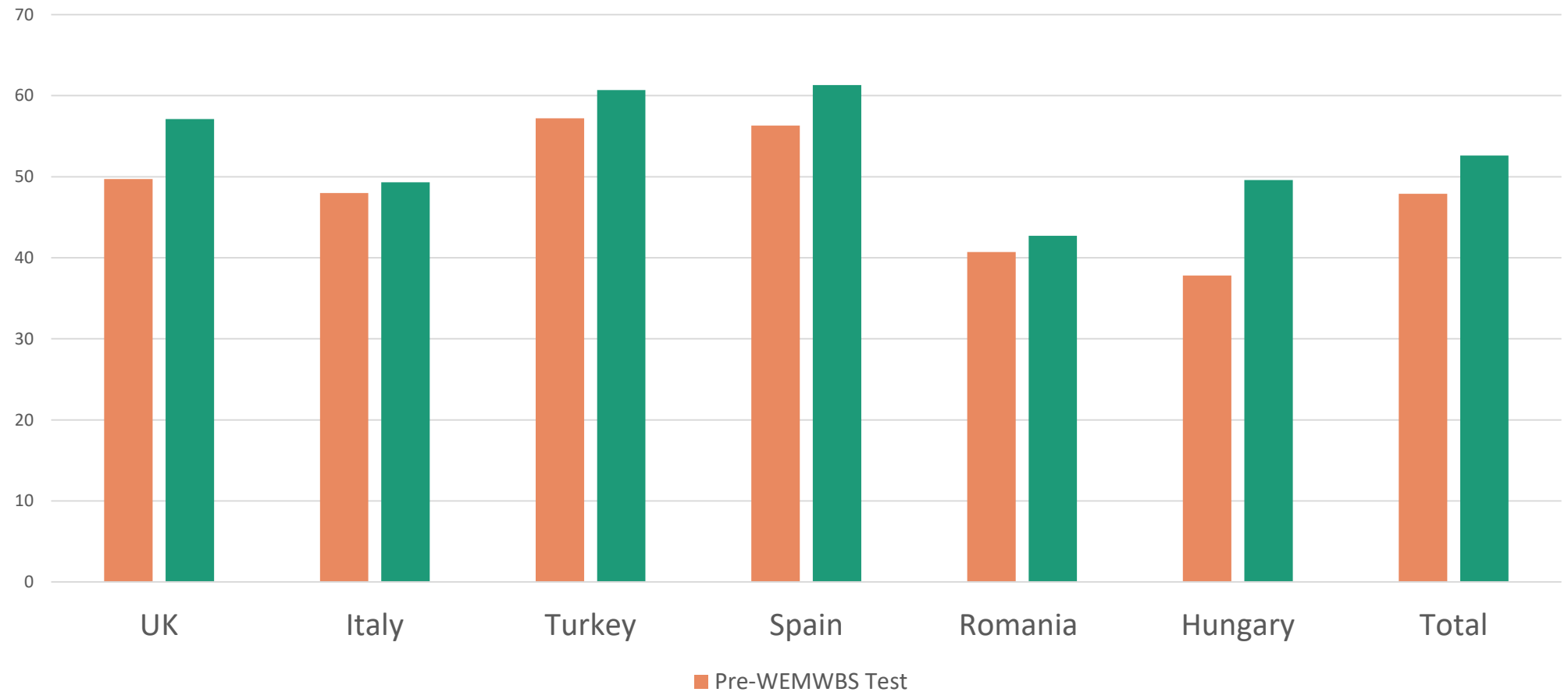




Comparing the partner countries

Before and after WEMWBS for individual countries (non PT)

Impact of games on participant wellbeing



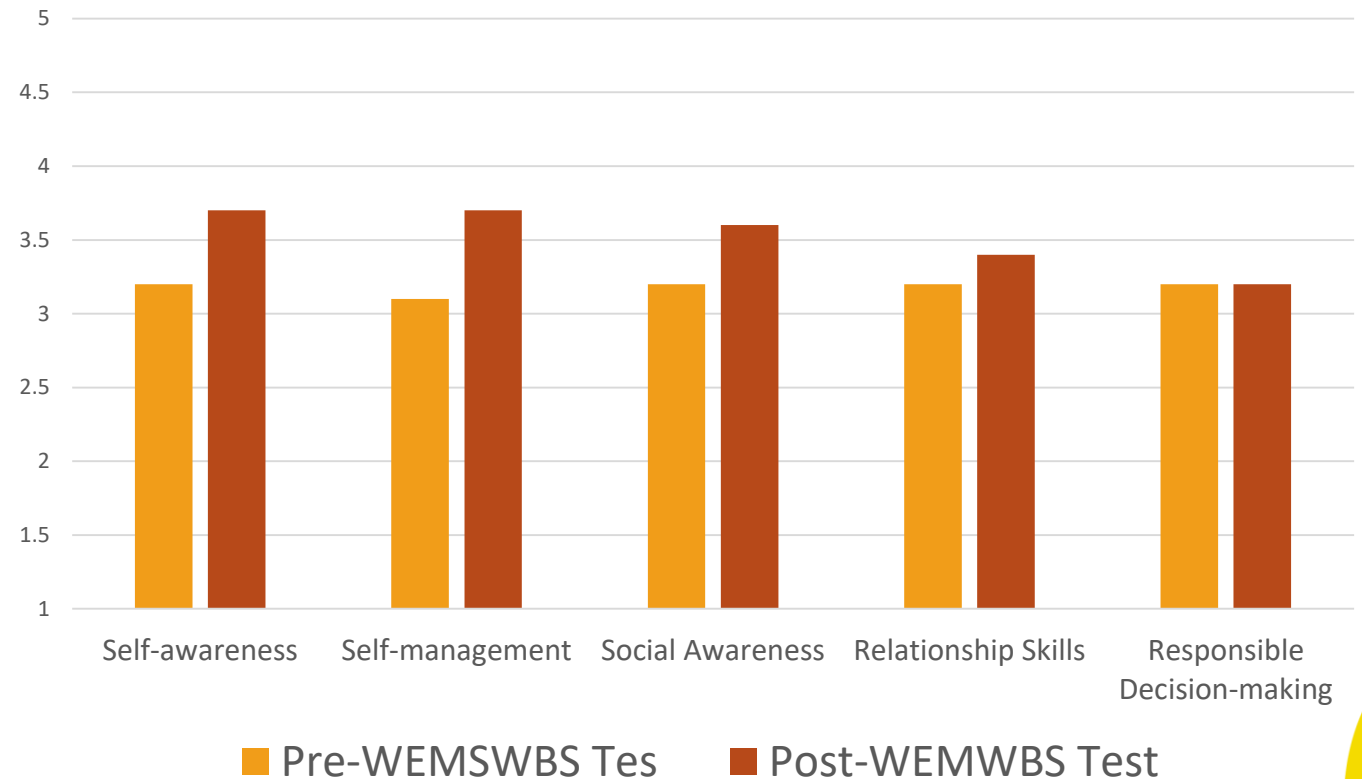


Comparing the competencies

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





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

Concluding thoughts

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

This 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.



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