



PILMENY YOUTH CENTRE



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Mini Sports PROGRAMME 2011/2012


The
Gannochy
Trust

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**LEITH BENEVOLENT
ASSOCIATION**

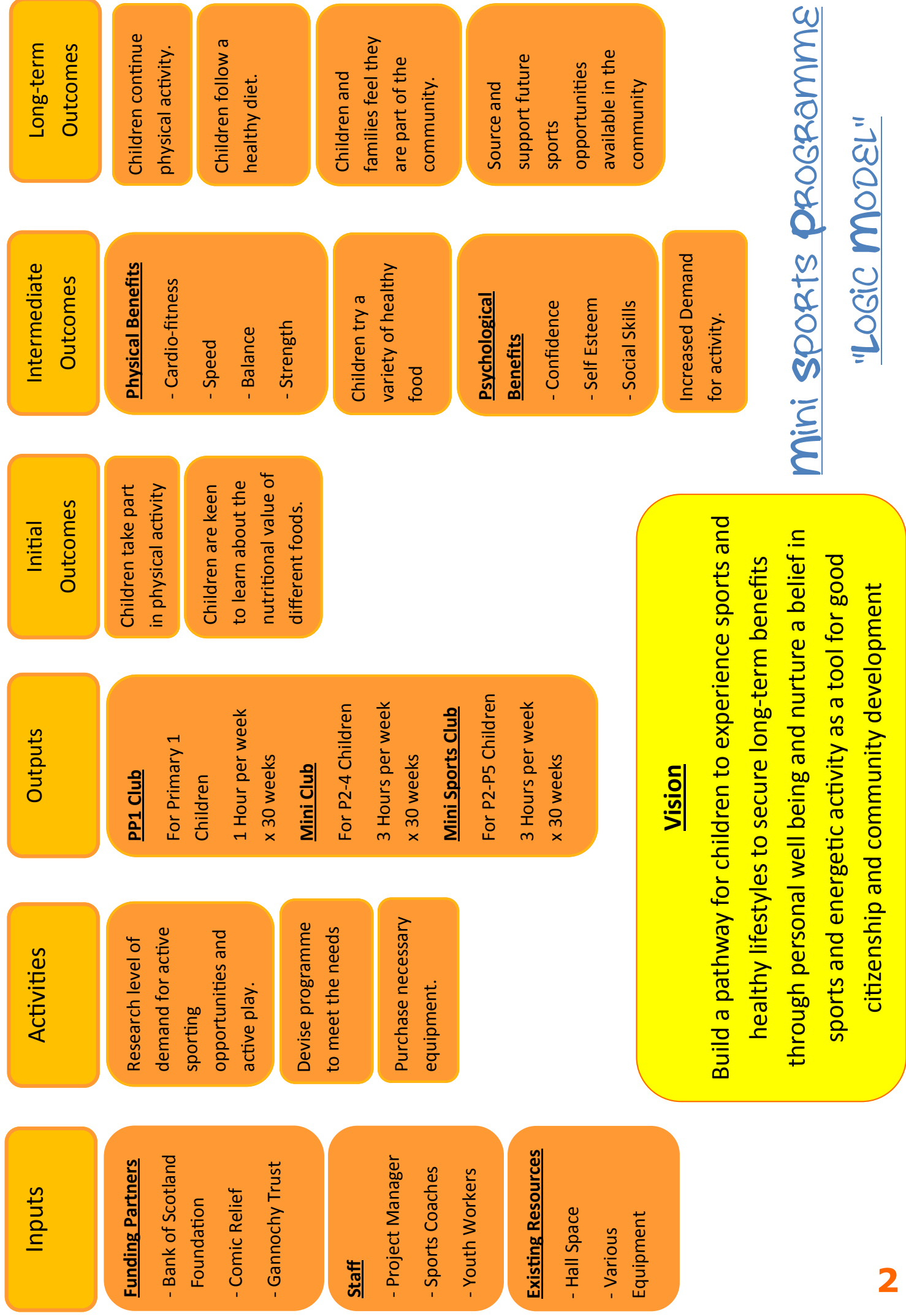
aims of THE PROJECT

During informal discussions with our young users and parents, they were giving out a message that the youth centre's activity programme could include some sport, fitness and energetic activities. Our youngest users aged 5-9 have very limited access to healthy lifestyle activities and the youth centre wished to assist them, and the community, to address this issue.

Our recent and current projects permits the youth centre to offer an invaluable opportunity to promote and enhance the choices of children and to address the very real issues affecting them in relation to participation in activities and light or mild fitness programmes tailored to their needs. The projects present the youth centre with an opportunity to develop a long-term working partnership through sport and fitness. The programme promotes healthy lifestyles through a variety of mainstream, and alternative, or minority sports.

The project aimed to fill a time slot in young peoples lives e.g. early evening for four hours per week. Our board of directors are conscious that the provision for sporting activity at local primary school level is limited and our project tries to bridge this gap and enhance childrens' active experiences in an environment more relaxed than the usual school setting. Qualified coaches/tutors and youth session staff are facilitating the project programme.





THE PROGRAMME

Once funding was secured the construction of the programme began. During discussions with parents and staff it became apparent that the previous out of school club provision of hourly sessions limited the amount of progress being made each week. With this in mind, the decision was made to increase certain sessions to last 1.5 hours, allowing more activities to take place.

On promoting the sessions we became aware that there was an unusually large intake of primary one pupils at our local primary schools and that there was a great deal of interest from these children to attend the programme. In order to accommodate as many children as possible we set aside a day specifically for this year group, and thus the Pilmeny Primary 1 Club was created. Following the same ethos as the rest of the programme, the PP1 Club allowed many younger children in the community their first taste of sporting activity.

At the end of our planning period the programme was as follows:

<u>Club</u>	<u>Year Group</u>	<u>Days</u>	<u>Time</u>
PP1 Club	Primary 1	Monday	3:30-4:30pm
Mini Club	Primary 2-4	Tuesday	3:30-5:00pm
		Thursday	3:30-5:00pm
Mini Sports Club	Primary 2-5	Wednesday	3:30-5:00pm
		Friday	12:30-2:00pm

OVERVIEW

The project targets were firmly shaped on our 2010/2011 model and, although tried and tested as a successful project template, the staff proposed and facilitated a series of tweaks to suit the children's skill capabilities.

The PP1 Club (Pilmény Primary One) was subject to some minor tweaks in order to account for the children's limited sports and physical movement skills. Structured around the Basic Moves Programme, the sessions aimed to raise the competency levels of participants in line with the experiences and outcomes detailed in the Scottish Government's Curriculum for Excellence. Overall this was successful with the physical transition and development of the majority of children at the end of the project being a positive outcome.

Pilmény Mini Club followed on from our previous sports model. The twice weekly sessions for this group of children were again based on elements of the Basic Moves Programme and were aimed towards alternative sport and playground games. Again, the development of individual mechanical movement skills was clearly evident as children quickly grew comfortable with the session content. The chart data listed on page 7 bears witness to the constructive outcomes to promoting the movement competency and physical fitness through the Basic Moves Programme.

Pilmény Mini Sports Club allowed the children to bring the development experiences from the mini club sessions to the sports club programme which was geared towards more formal team games such as football/basketball/baseball among many others. Both the weekly sports sessions promoted a more vigorous and energetic activity content. Each session began with our five-in-five routine.



OVERVIEW (CONT.)

Each child participated enthusiastically at each session and feedback from parents is that elements of the session content are witnessed regularly by parents within the home play environment. As the main beneficiaries, the children are steering towards additional out of school sports activities.

The youth centre partnered the local sports club, core sport football, with plans to establish an U9 age group that would allow the children to further enhance their enjoyment of sport. This was established in October 2011 and has now become a strong outlet for children passing through the youth centre mini sports projects, and gives them a firm foundation to enhance sporting opportunities and personally develop. This partnership will be on going and sustainable, and future mini sports projects will, through this partnership, provide a long-term provision and an avenue for local children to fulfil any potentials, outside the youth centre programme environment.

The healthy lifestyle and promotion of nutrition within the PP1/Mini Club and Mini Sports club programme was a major undertaking in measuring the need for change in dietary requirements. Our chart data recorded (page 6) gives an insight into the changes in children's perceptions on what constituted healthy foods and nutritional values. We hope to have laid the foundation for children to adopt healthier lifestyles, with the project playing an important role in widening their participation in sports, and hopefully apply the positive lessons they learn at the project to other parts of their young lives.

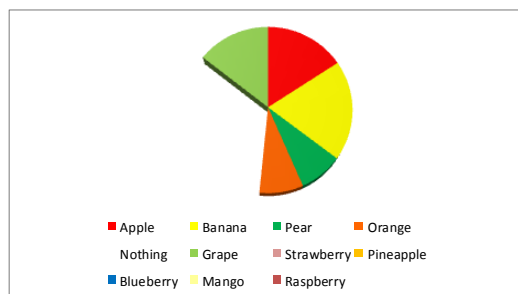


NUTRITIONAL EDUCATION

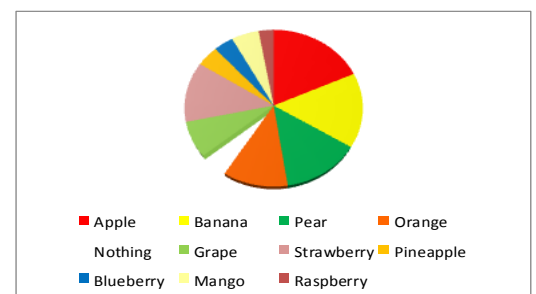
A key element of these sessions, was to provide the children with healthy snacks and informal nutritional education. Through discussions at intervals we encouraged the children to not only sample a variety of different foods, but to make their own decisions based on their knowledge of healthy diets. As an incentive, children who had tried the widest selection of fruits on offer, were rewarded with a certificate at intervals, detailing what fruit they had sampled over a specified time period.

A comparison of fruit consumed between the beginning and end of the project:

August/September 2011



May/June 2012



Within the first couple of months of the project start, staff began to notice that attendees were willing to try more fruits and were making sensible decisions. One example of this was the suggestion by two of our members that we provide water instead of squash at break as they had learnt that it was beneficial to their dental health to avoid sugary drinks. Parent feedback showed that 62.5% of those surveyed have noticed their child is keener to try different healthy and nutritious foods.



fitness

In order to record how effective the programme was in improving the fitness levels of participating children, and to show the children the benefits of exercise, we decided to implement elements of the Eurofit Fitness Testing battery.

The standardised testing battery was devised by the Council of Europe, for children of school age, and has been used in many European schools since 1988. Using very simple equipment, the tests are designed to measure strength, endurance, flexibility and speed. Testing sessions took place at bi-monthly intervals and were introduced as a series of short, fun stations, with children being mentored and encouraged to improve on their results.

An overview of average results over two testing periods:

	Average Results for November 2011	Average Results for January 2012	Average Improvement
Cardio-respiratory Endurance			
15m Progressive Shuttle Run	Level 4-8	Level 5-3	+ 4 Levels
Explosive Strength			
Standing Broad Jump	113cm	125cm	+ 12cm
Flexibility			
Sit and Reach	18.9cm	22.7cm	+ 3.8cm
Speed of Limb Movement			
Plate Tapping Time for 25 Cycles	19.1 seconds	15.2 seconds	3.9 seconds faster
Running Speed			
Shuttle Run 10x5 Metres	26.7 seconds	21.6 seconds	5.1 seconds faster
Balance			
Stork Balance	34.1 seconds	75.2 seconds	+ 41.2 seconds



Digital fitness

With today's children and young people being so heavily reliant on technology, the project tried to use this medium as a tool to assist in encouraging healthy lifestyles. Using games consoles such as the Nintendo Wii and Microsoft Xbox 360 Kinect, we gave children an opportunity to play games that encouraged activity and exercise as opposed to standard games that contribute to sedentary lifestyles.

Staff assisted in setting up and organising games 'tournaments' and showed the children the ways in which they could use games consoles they had at home to exercise whilst having fun playing a computer game.



Basic Moves

To ensure that children were able to develop their lifelong learning and enjoyment of physical activity, we adopted elements of the Basic Moves Programme.

The Basic Moves Programme consists of a series of travelling, object control and balance movements which will allow children to pass through a proficiency barrier between the simple activities of early childhood and the more complex activities of late childhood. In addition to the basic moves, the programme also encompasses movement concepts which link the moves to the ways in which they can be used (i.e. where, how, and who or what with).



As children become more confident with the moves and movement concepts, it allows for more creative and adaptable play which can assist in both free play and organised sport.

The use of the programme was particularly helpful with our younger members who were not yet proficient in many of their movements, nor being active in a group environment with other children. The implementation of the moves and concepts allowed use to move from immature play to activities requiring more intricate and confident movement.

"five-in-five"

The routine was adopted after our research revealed that The British Association of Sports and Exercise Medicine (BASEM) has endorsed a quick training programme designed to address reports from leading sports doctors who had strongly criticised the way PE is being taught in schools.

BASEM proposed that all schools use a short exercise routine called "five-in-five. Experts reported that many children do not get a proper workout which helps them develop coordination, strength, flexibility, movement and agility. The adoption of the 5-n-5 routines have been a staple of our mini sports programmes since 2010. The five-in-five routines involve squatting, lunging, pushing, bracing and rotating performed as a warm up prior to our main session.



Attitude and Rewards

A fundamental element of the project revolved around changing the attitudes of participants towards physical activity and to build on their social skills and self esteem. Working in groups of only 12-15 children per session allowed staff to build relationships with the children and provide encouragement and support. At regular intervals, awards were given to participants for a numerous reasons e.g. improvement, teamwork, and general good behaviour. Not only did this give the children a positive boost, and something to work towards, but it allowed parents to see personal developments being made by their children.

A survey given to parents at the end of the project highlights the following:

- 62.5% of parents surveyed strongly agreed that their child had grown in confidence since attending the clubs
- 75% agreed or strongly agreed that their child was more sociable
- 87.5% agreed or strongly agreed that their child has taken a more active role in sports
- 75% have noticed a positive change in their child's temperament



Thank you!

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On behalf of the staff, users and parents at the Pilmeny Youth Centre we would like to extend our thanks for supporting the project.

Without your contribution it would not have been possible.

